

From the Editor

The July 2015 issue of the Journal of Theory and Practice in Education (JTPE) has been published. In this issue of the journal, changes have been made to the editorial team, the advisory board and the editorial board. The aim of JTPE is to provide our readers with distinctive, original, high-quality scientific publications. It is our objective to try and complete the editorial and referee processes of the journal as swiftly as possible. We would like to apologise to any researchers and writers who suffered from delays caused by the previous editorial team, which may have prevented articles being published on time and left authors with inadequate information regarding the publication process. With its new editorial team, JTPE henceforth intends to improve its communications with authors. This issue is published with this purpose in mind and includes 14 articles in the field of education.

In this issue of the journal, the article entitled “An Overview of Application Measurement and Evaluation in Turkish Language and Literature Education” considers the implementation of measurement and evaluation processes which can be used to determine learner competences and development during activities in secondary education Turkish language and literature classes.

The second article, with the title “Analysis of The Problem-Based Learning Implementations: Students’ and Tutors’ Perceptions and Actions”, investigates the perceptions and actions of learners and academic staff during problem-based teaching in the field of engineering education.

The third article is entitled “A Teaching Tool for Classroom Teachers: Interactive Word Walls and Word Walls Activities”. Information is given on the methods and purposes of using interactive word walls as a teaching tool in the classroom, and some activities appropriate for primary school level classes are presented.

The fourth article, “The Effects of Venn Diagrams, Concept Maps, Diagnostic Branched Tree on Attitudes to Mathematics Course and Success”, examines the effect on attitudes and success of the use of Venn diagrams, diagnostic branched trees and concept maps during mathematics teaching.*

The article entitled “The Effect of Creativity Drama on 4-5 Age of Children’s Developmental Qualities” aims to determine the effectiveness of a programme of activities based on creative drama on the development of personal/social, linguistic and motor skills in 4 and 5-year-old children attending nursery school.

In the article “Exploring Teachers’ Experiences and Practices in Inclusive Classrooms of Model Schools”, an investigation is conducted into model school practices and teachers’ experiences in Pakistan.

The next article has the title “The Effect of Individual and Group Argumentation on Student Academic Achievement In Force and Movement Issues” and attempts to determine the effect of argumentation-based activities on the academic success of 8th grade students studying force and movement topics in science and technology classes.

The article entitled “An Examination of Pre-service Science Teachers’ Representational Modality Preferences During Computer-Supported Knowledge Organization” seeks to establish the preferred representational modalities of pre-service science teachers during knowledge organisation while studying an argumentation-based socio-scientific topic.

In the following article, “The Relationship between EFL Learners’ Learning Styles and Their Scores in Audio and Video-Mediated L2 Listening Tests”, the author researches the relationship between students’ learning styles and the scores they achieve in both audio and video-mediated listening tests.

In the article with the title “5th Grade Students’ Attitudes toward Social Studies During The 4+4+4 Educational System”, the researcher has investigated the attitudes of 5th grade students with regard to Social Studies lessons, following the introduction of the 4+4+4 system of education in Turkey.

The next article is entitled “The Effect of Mastery Learning Model Supported With Reflective Thinking Activities on Medical Students’ Critical Thinking Skills” and examines the effect of the mastery learning model supported with reflective thinking activities on the critical thinking skills of 5th year medical students by comparing it with a traditional learning model.

The title of the following article is “Middle School Mathematics Teachers’ Competencies In Using Information Technology”. The author aims to discover the competencies displayed by middle school mathematics teachers in the use of information technology in the classroom.

The article entitled “Evaluation of the Thesis Based on Critical Thinking Skill In Terms of Critical Writing Criteria” addresses the skill of critical thinking as a variable and evaluates the discussion sections of theses registered in the National Thesis Bank of the Turkish Higher Education Council from the viewpoint of critical writing criteria.

“The Reflections of a Responsibility Program Prepared For Primary School Students: An Action Research” is the title of an article which discusses an

investigation into the effect of a “Responsibility Programme”, designed to minimise the manifestation of undesired behaviours related to the question of responsibilities undertaken by students.

We would like to thank all the authors, referees and members of the editorial team for their assistance in the publication of this journal and hope that it will make a useful contribution to the literature.

Prof. Dr. Dinçay KÖKSAL
Editor-in-Chief