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All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet.

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Dear Readers,

Nowadays when the Covid 19 epidemic continues to make itself felt all over the world, all countries have taken different measures to prevent a slowdown in education services, have decided to interrupt face-to-face education, and conduct education processes with distance education opportunities. This situation has limited scientific research activities as in many fields of education, and made it almost impossible to carry out studies in the field of education, particularly since the schools were closed. At the same time, the difficulty to reach school administrators, teachers, and students brought challenges in terms of data collection. Nevertheless, despite all these adverse situations, researchers devotedly strive to make the best contribution to science by mobilizing the possibilities they have.

The dramatic consequences of such an epidemic on humans and our experiences in this process have actually reminded all humanity once again of the importance and value of conducting scientific research. For this reason, overcoming all the difficulties that we may encounter in every field in our age with reason and science should perhaps be our most important incentive. The Covid 19 epidemic has shown us this. As the great leader Mustafa Kemal ATATÜRK, the founder of the Republic of Turkey, once said, "Science is the most genuine guide in life" is perhaps like the summary of all of these. We should accept science as the real guide that shapes our lives, paves our ways. Educational systems, practices and researches are the main ways to achieve this goal. We should provide good educational opportunities to our youth, arouse their scientific curiosity, widen their perspectives, and provide them with knowledge and equipment for the benefit of humanity. With this vision, **Osmangazi Journal of Educational Research (OJER)** is an online, open-access, international, scholarly, peer-reviewed journal offering scholarly research articles on various topics in all areas of educational sciences.

In this issue the **OJER**, there are studies that will contribute to the field such as educational sciences, science education, mathematics education, special education, music education, and that you will read with interest. We would like to express our gratitude to

the researchers who contributed to our journal with their research, the reviewer referees, the editorial board, the journal secretariat and our valuable readers who examined our journal and contacted us via e-mail. [OJER](#) will be an international magazine that will be scanned in much stronger indexes in the future with your contributions.

In this first issue of [OJER](#) in 2021, there are 16 studies in total, including a letter to the editor, one case report, one review and 13 research articles as introduced below:

The Letter to the Editor is entitled “Error based activities in mathematics education” and written by Alper Cihan KONYALIOĞLU. In this letter, the researcher will briefly try to introduce this constructivist-based method named error-based activities by defining errors, misconceptions, and fallacies as the chances for learning and regards these as positive parameters in the learning-teaching process.

The 1st article of this issue is entitled “Post-traumatic Growth from the Perspectives of Adolescents with Chronic Diseases: A Phenomenological Study” written by Fatma ALTINSOY. This study aims to conduct an in-depth analysis of the phenomenon of post-traumatic growth based on the perceptions of adolescents with chronic diseases. It was conducted through an interpretive phenomenological design. Five volunteer adolescents, who are high school students and have a chronic disease, participated in the study. The results yielded five sub-themes: “appreciation of life”, “personal strength”, “spiritual and existential change”, “relations with others” and “life opportunities”.

The 2nd article of this issue is entitled “Organizational and Educational Problems at a Special Education Kindergarten in Turkey: Action Research” written by Tüncay TUTUK, Nevin GÜNER YILDIZ, and Serhat ODLUYURT. The purpose of this study is to solve problems related to organizational aspects and educational planning and implementation at a public special education kindergarten in Turkey. Action research was carried out in the study, which focused on stakeholder involvement to solve problems, by a team composed of the school principal, teachers, two faculty members who are associate professors in the field of special education and a research assistant. Based on findings, it was determined that action research can be used to solve problems experienced at schools, teachers can implement more effective teaching practices by taking advantage of the process and they can cope more effectively with students’ behaviour problems.

The 3rd article of this issue is entitled “Adopting Learner-Centered Education and Perceptions of School Effectiveness” written by Hakan SİVRİ and Semiha ŞAHİN. The purpose of this study is to describe the relationship between administrators’ and teachers’ adoption of learner-centered psychological principles and their perceptions about the effectiveness of their schools. Utilizing the survey model, the sample of the study consisted of 429 participants including 364 teachers and 65 school administrators from 32 public secondary schools. The results suggested that the participants’ perceptions of school effectiveness varied significantly depending on their commitment to learner-centered understanding. It can be interpreted that school administrators and teachers as the key practitioners of educational policies bear a certain level of readiness for adapting to the change efforts centering the learner in educational processes. The findings in this respect can guide policy-makers, administrators, and teachers in their efforts to increase school effectiveness through a learner-centered perspective.

The 4th article of this issue is entitled “Village Institutes in the History of Turkish Education” written by Cavide DEMİRCİ, Hanife BOZDAĞ TEKİN, and Deniz ÇAVDAR. In this study, Village Institutes which played an important role in education in the early years of the establishment of the Republic of Turkey were examined and the purpose of the establishment of Village Institutes, the selection of students and teachers, the education programs applied, the teaching fields, the number of students and teachers of Village Institutes and the negative criticisms that led to the closure of these institutes were emphasized.

The 5th article of this issue is entitled “Power Types Used in Classroom Management” written by Remzi YILDIRIM. The purpose of this study is to examine the usage of power types during the classroom management process. Its scope is which power types are used, and how these power types are used by teaching staff at higher education. According to the findings of the study, it can be said that the usage of individual power, the charismatic power, the knowledge power, the expert power, and tolerance power are used at a high level, the usage of legitimate power is at a lower level than the usage of other powers. And the usage of coercive power has been seen at the lowest level. The results support the literature, and especially it can be said that the usage of individual powers creates a positive learning environment. Usage of power types shows a meaningful difference, in favour of female prospective teachers.

The 6th article of this issue is entitled “Sixth Graders' Levels of Using Mathematical Thinking in Problem-Solving” written by Kürşat YENİLMEZ and Ayşe KARAKOCA GÜRLER. The purpose of this study is to examine the mathematical thinking of sixth grade students in problem-solving and whether these skills vary with students' gender, pre-school education in terms of the students' achievements in mathematics. The sample of this study constituted 1114 sixth graders. Based on the findings of the study, students' mathematical thinking states are not changed by gender but pre-school education and mathematics success variables showed a significant difference in their mathematical thinking states. In addition, the students' routine questions average higher than the average of not-routine questions. The result of qualitative research indicates the students have a problem in reasoning, communication and flexible thinking skills. Moreover, the students are observed to rank mostly routine algorithms and strategies that lead to solutions.

The 7th article of this issue is entitled “Basic Language Skills in Mother Tongue Curricula Implemented in Turkey and the UK: A Comparative Review” written by Mehmet SOYUÇOK and Burcu ÖZTÜRK. The purpose of this study is to examine the comparative approach to the basic language skills curriculum in Mother Tongue Curricula Implemented In Turkey and The UK. The findings obtained as a result of the study were consistent with the literature. The ability to persuade the UK program in Turkey is said to be the center of the program, critical thinking and programs of the functional use of language. There is also a strong emphasis on the culture and love of reading in the UK curriculum. Based on these results, it is recommended to conduct more comprehensive studies on curricula and to benefit from these studies in the program development process.

The 8th article of this issue is entitled “Teachers' Attitude and Self-Efficacy Perceptions Towards Screen Reading” written by Cavide DEMİRCİ, Ayşe ÖZLER, and Esra KARADUMAN. The purpose of this study is to determine the self-efficacy perception and attitude levels of teachers towards screen reading in terms of some demographic variables such as age, gender, and professional seniority due to the continuous development of technology today. It was found that self-efficacy perception and attitude levels towards screen reading did not differ significantly between female and male teachers, as well as by professional seniority. Also, while teachers' attitudes towards screen reading differ significantly according to age; screen reading self-efficacy perceptions do not differ significantly according to age. In addition, it was determined that the group with the highest

screen reading attitude level was teachers aged 50 and over. Finally, the perception of screen reading self-efficacy was found to be an important and significant predictor of attitude towards screen reading.

The 9th article of this issue is entitled “Development of Traumatic Experiences Screening Form (large T): An Investigation for University Students” written by Fatma ALTINSOY and Ayşe AYPAY. The aim of this study is to develop Traumatic Experiences Screening Form (large T), which deals with traumatic experiences in a comprehensive way and to determine the traumatic experiences of university students. The study was conducted with 1069 university students who had a traumatic experience (directly experiencing the traumatic event(s), witnessing the traumatic event(s), learning that the traumatic event(s) occurred to a close family member or a close friend) and agreed to participate voluntarily. The findings indicated that the traumatic experience to which participants were exposed at the highest rate was “A very serious health problem or a chronic illness”. The traumatic experience that was reported to have been experienced the least often by the participants was “Forced detention and sexual assault”. The analysis of the trauma-based stress levels found that the participants directly experiencing a traumatic event scored the “unexpected death of a family member or close friend” as the highest stressor (10 points).

The 10th article of this issue is entitled “A Comparative Study between 2009, 2013 and 2018 Lower-Secondary Mathematics Education Programmes on the Use of Material and Technology” written by Tuğba BARAN KAYA and Tuba GOKCEK. The purpose of the study is to compare lower-secondary mathematics education programmes (5-8th Grades) between the years of 2009, 2013, and 2018 in terms of the use of programme material and technology. The study evidently shows that the 2009 mathematics education programme has the largest number and diversity of materials in comparison to other programmes due to the high number of learning outcomes and concrete examples of activities used. Evidence shows that the 2009 education programme is more advanced than the other two considering the continual suggestion of the use of other teaching materials and technologies and the suggestion of diversity of teaching materials and technologies at large.

The 11th article of this issue is entitled “Examining the Efforts of Middle School 7th Grade Students to Draw Altitude in Parallelogram and Triangle” written by Kazım Çağlar ŞENGÜN and Sūha YILMAZ. The purpose of this study is to examine the efforts of 7th grade

students to draw altitude in parallelograms and triangles and to reveal the difficulties students experience in drawing altitude. As a result, it is seen that the students' understanding of altitudes is low. In addition, the difficulties experienced by the students are presented under themes.

The 12th article of this issue is entitled "Evaluation of Solfege Working Methods of Music Students during the Epidemic Period" written by Elçin ERGİN TALAKA. The purpose of this study is to determine the working methods of 1st grade university students who started distance learning and ear training and solfege during the epidemic period. As a result, it has been revealed that students are insufficient to provide self-study discipline and to produce their own methods and solutions during distance education.

The 13th article of this issue is entitled "A Study on the Effects of Ideologies on Education and Management in the Context of Basic Concepts of Political Philosophy" written by Turan Akman ERKILIÇ. The purpose of the study is to discuss the effects of different ideologies such as fascism, nationalism, conservatism, liberalism, anarchism, socialism, and social democracy on education and its management in the context of the concepts of political science. As a result, it is suggested that quantitative and qualitative studies be performed on how the basic concepts are interpreted by students, teachers, and academics by studying the basic concepts with a deeper content in terms of different ideologies.

The 14th article of this issue is entitled "Turkey Applications to Reduce the Effects of Covid-19 in Education" written by Alaattin PARLAKKILIÇ. The purpose of this study is to look at Turkey's government applications for reducing the negative effects of the Covid-19 epidemic in education. The primary school, middle school, and high school training programs have been carried out mainly on government television channels. The Education Information Network (Eğitim Bilişim Ağı-EBA) is being used as a supportive environment. Educational activities such as exams, EBA Educational Security, and Psychosocial Support are ongoing implementations of distance education. In the practiced station, a combination of information network and communication network on Internet-primarily supporting Television broadcast-based educational system is proposed for maximum educational benefit.

The 15th article of this issue is entitled “Overview of Consultation Studies in School Psychological Counseling and Guidance Services 2000-2020: A Metasynthesis Study” written by Muhammed KAVAKLI, Dilek GENÇE, & Zerrin BÖLÜKBAŞI MACİT. The aim of the study is to present analysis and synthesis of research from 2000-2020 in Turkey and a variety of countries about the topic of consultation services in schools. A total of 30 studies were investigated within the scope of the research. The majority of studies included perceptions about the cooperation of teachers and parents with psychological counselors. Studies completed with the experimental model were based on consultation models with psycho-education programs applied to people providing consultation services or people benefiting from them with the efficacy of the programs assessed. Consultation services are an important part of psychological counseling and guidance services.

See you in the next issue....

“Stay with Science, Stay with Us”

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