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Osmangazi Journal of Educational Research (OJER) is published by the Institute of Education of Eskişehir Osmangazi University, Türkiye.

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All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet.

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*“It is best learned from people who are themselves in the learning process.”*

**(Jackson Brown)**

**Dear Readers,**

The Great Leader Mustafa Kemal Atatürk said, “It is our motto to act with reason, logic and intelligence. The cases that fill our entire lives are the proofs of this truth.” With this aphorism, he draws attention to the importance of reason, logic and intelligence and reveals the importance of science as guide. R. Descartes states that it is not enough to have a good mind, the important thing is to use the mind well. If the mind is a tree, it is depicted as the fruit of honesty, and as a matter of fact, reason and conscience are two concepts that are mentioned together. Useful discoveries and scientific researches, in which reason and conscience are put to work together, have an important effect on the development of humanity.

Problems and solutions change in society and in the world, and development is thus possible. The change of individuals, who are the building blocks of society, is possible with planned or unplanned education and training for all ages and levels. Educational researches are carried out with various scientific methods in many areas such as increasing the knowledge and experience of individuals, ensuring that they reach the right information in an appropriate way, improving education and solving problems related to theory and practice. A. S. Györgyi describes the researcher as someone who sees what everyone has seen before, but finds meanings that no one else has thought of. Research is an action that requires curiosity, interest, attention and patience; and although it is tiring, it gives pleasure and excitement when the research goal is achieved. In a scientific process, as if supporting the maxim that individuals who set out without knowing what to research, they will only travel, the researcher should well define the problematic of the research, the problem situation, and be aware of its purpose. A research is the output of a science-to-science process that is built on a conceptual or theoretical framework with its assumptions and limitations. In the process of producing knowledge from knowledge, the relevant literature is an important guide in determining the problematic and original value of the research. If a scientific study, from the planning till the reporting, it is based on reason, ethical rules and conscience. A new research finding, which is added to the national and international researches on the subject, is the spark of knowledge that contributes to the knowledge ball.

With this motivation, **OJER (Osmangazi Journal of Educational Research)** is published twice a year in English by Eskişehir Osmangazi University Institute of Educational Sciences. It is an online, open accessed, international, peer-reviewed journal that offers scientific research articles in all fields of educational sciences. Qualitative and quantitative mixed method researches and compilation studies in many fields whose subject is education and training; research results from theory to practice are included. Our goal is to promote researches that are original, creative, enlightened and that shape the future with ethical values.

In this issue of **OJER**, there are important studies that will contribute to the field. We would like to express our gratitude to the researchers, the reviewer referees, the editorial board, the journal secretariat and our readers who examined our journal and reached us via e-mail. In this issue of **OJER** of Spring 2023, 7 studies are presented, as introduced below:

**The 1<sup>st</sup> article** of this issue is entitled “The Impact of Augmented Reality Applications on the Primary School 2<sup>nd</sup> Grade Students’ Idioms Learning Levels” written by Seda ŞAHİN, and Ali ERSOY. The participants of the study were 29 students in the experimental and control groups attending the 2<sup>nd</sup> grade of a primary school in Eskişehir province. In the experimental group, the idioms were taught with augmented reality applications which lasted for two weeks, and ten idioms were examined respectively. Static group pre-test-post-test design was employed in the study. Data were collected with the forms developed by the researchers. As a result, it was found that there was a statistically significant difference of learning success between the groups in favor of the experimental group. Based on the findings, it is concluded that augmented reality applications are effective in improving the idioms learning levels of primary school 2nd grade students.

**The 2<sup>nd</sup> article** of this issue is entitled “Investigation of Life Studies and Social Studies Curriculum in the Context of Sustainable Development Goals” written by Derya BEKİROĞLU, and Nur ÜTKÜR-GÜLLÜHAN. In this qualitative research, life studies and social studies course curricula were analyzed according to the sustainability goals of the United Nations Development Program (2016). The research group is the 2018 life studies curriculum and primary school social studies curriculum. The data were accessed using the "document review" technique. According to the findings, it is the principle of “gapped health and well-being, responsible production and consumption” of the sustainability goals

that the outcomes of the life studies and social studies course curriculum are the most included. It was determined that the number of outcomes related to goals such as "quality education, gender inequality" in both curriculums is low. In this context, the results of the research showed that both courses were partially compatible and indirectly related to the UNSO (2016) objectives.

**The 3<sup>rd</sup> article** of this issue is entitled "Predictors of Smartphone Addiction in Teacher Candidates: Self-Control and Communication Skills" written by Mehmet Enes SAĞAR, and Süleyman SAĞAR. In this research which was conducted based on the relational survey model, the predictive role of self-control and communication skills on smartphone addiction levels of teacher candidates was examined. The research group consisted of 378 teacher candidates, 181 males and 197 females. "Smartphone Addiction Scale-Short Version", "Brief Self-Control Scale", "Communication Skills Scale" and "Personal Information Form" were data collection tools. As a result, it was determined that the variables of self-control and communication skills significantly predicted smartphone addiction.

**The 4<sup>th</sup> article** of this issue is entitled "Examination of Eighth Grade Students' Statistical Reasoning Skills Regarding Pie Chart" written by Leyla ÖZTÜRK ZORA, and Pınar ANAPA SABAN. The aim of this qualitative, case study design research is to examine in depth the eighth-grade students' levels of statistical reasoning by pie chart by using "The Middle School Student Statistical Thinking Model". The study group consists of three eighth-grade students attending a public school in İstanbul, Turkey. The activities developed by the researchers, the clinical interviews based on activities and the researcher notes were used as the data collection tools. The results indicated that in the process of describing data, the students' statistical reasoning levels decrease from high academic achievement to low academic achievement. In addition, the sub-process with the lowest reasoning levels of the students is to determine the effectiveness of data display types that representing data. It was determined that the most significant differentiation between the reasoning levels of the students is in the process of analyzing and interpreting data. Students mostly had difficulties in the sub-process of making inferences about a data display.

**The 5<sup>th</sup> article** of this issue is entitled “Investigation of Secondary School Students' Processes of Constructing Area and Volume Relations of Rectangular Prisms” written by Kürşat YENİLMEZ, and İlhan OKUYUCU. The purpose of this qualitative, case study design research is to examine the knowledge construction processes of 5th grade students, who do not have any knowledge about the surface area and volume of the rectangular prism, within the framework of the observable epistemic actions of the RBC (Recognizing, Building-with, and Constructing) abstraction model. Three homogeneous groups were formed and semi-structured interviews were conducted with six students. An activity paper consisting of eight problems was used to obtain data. As a result, only a student with a low level of mathematics achievement couldn't construct knowledge of the surface area of the prism. It was seen that recognition and building-with actions are easier to perform than construction action. As the level of mathematics achievement decreased, the speed and success of abstraction decreased.

**The 6<sup>th</sup> article** of this issue is entitled “Ethnomathematics Approaches at Middle School Textbooks” written by Gülsüm DEMİR, and Munise SEÇKİN KAPUCU. In this qualitative research, Middle School Mathematics Curriculum and Middle School Mathematics Textbooks were examined in terms of ethnomathematics approach. Answers were sought to the questions of 'how is it related to culture?' within the subject of acquisitions, content (lecture), learning-teaching process (activities) and evaluation (questions) in the books prepared within the scope of the Middle School Mathematics Curriculum implemented in Türkiye. Examples of mathematical tasks suitable for these achievements were examined in the textbooks of 5-8th grades, published by the Ministry of National Education in 2018. The examinations were made in the context of the relationship between acquisitions, content, learning-teaching process and evaluation with culture. Of these four titles, only two acquisitions were associated with culture in the Curriculum, which includes a total of 52 acquisitions in the sources examined. In terms of content, activity and evaluation, it was seen that culture was emphasized in subjects such as Numbers and Operations, Geometry and Measurement, Algebra, Data Processing as a field of learning. The emphasis on culture in terms of content and learning-teaching process was equal when examined of these two titles.

**The 7<sup>th</sup> article** of this issue is entitled “The Relationship between Teachers' Attitudes Regarding the Use of Technology in Lessons and Lifelong Learning” written by Cavide DEMİRCİ, and Ahmet GÜVEN. This research aimed to determine the relationship between teachers' attitudes toward lifelong learning and technology usage. Correlational research design was employed. The sample of this study consists of 145 teachers working in Odunpazarı and Tepebaşı districts in Eskişehir city center. The data analysis showed that there is no significant relationship between teachers' attitudes about the use of technology and lifelong learning tendencies. As a result of the data analysis, it was concluded that the attitudes toward the use of technology did not show significant differences according to gender, age, and seniority.

See you in the next issue, next year....

“Stay with Science, Stay with Us”

**M. Zafer BALBAĞ, Ph.D.**  
**Editor In Chief**

Acting Director of Institute of Education  
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