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Contents

Volume 10, Special Issue 2023

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

OJER is an online, open-access, international, 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All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet.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.

"O rising new generation! The future is yours.

We founded the Republic; It is you who will raise and sustain it."

(Mustafa Kemal Atatürk)

Dear Readers,

The Great Leader Gazi Mustafa Kemal Atatürk says in one of his aphorisms that the form of administration that best suits our character and customs as a nation is the republican administration. Republic is a form of government in which political power is shared by the people and their representatives, and in this sense it is known as the opposite of monarchy. Republic is defined as a form of government in which a nation holds sovereignty in its own hands and exercises it through elected representatives for certain periods of time. The Great Leader Atatürk said, "My humble body will surely turn to dust one day. But the Republic of Türkiye will live forever." With these words, he stated succinctly that he wanted the Republic, declared on October 29, 1923, to live forever. Also, with his aphorism "The Republic requires generations with free thought, free understanding, and free conscience." he emphasized that individuals should be free in thought, understanding and conscience for the continuation of the republican regime. In another of his aphorisms, "The new generation will learn the greatest lesson of republicanism from today's teacher community and the teachers they will train." he reminded the teachers of their responsibilities and importance as they entrust and educate the new generation for the continuation of the republic. Based on the fact that "the Republic wants strong and high-character guardians in thought, knowledge and health" and the awareness that it is "virtue", the qualitative improvement and quantitative increase of studies on teacher training and educational research are important in the context of increasing the quality of education.

Inspired by our history full of heroic epics, we live the honor and joy of reaching the 100th Anniversary of the founding of the Republic of Türkiye. The Republic is the most beautiful work of the unprecedented heroic struggle, the unique love of the homeland and the indispensable will for independence. On this occasion, we would like to express our gratitude to the Great Leader Atatürk, his fellow comrades, all our martyrs and veterans who contributed to the struggle for independence and delivered this gift to us. We congratulate our readers and stakeholders on the 29 October Republic Day with our sincerest wishes.

As the editors of OJER (Osmangazi Journal of Educational Research), the Journal of Eskişehir Osmangazi University Institute of Educational Sciences, we planned a special issue to celebrate the 100th Anniversary (October 29, 2023) of the founding of the Republic of Türkiye. For this purpose, a call for papers was announced for this special issue with the theme of "Current Research Trends and Innovative Applications in Education". Among the submitted articles, studies that completed the editorial and refereeing process positively were included in this issue.

As OJER, we envision to walk continuously to the goal of "reaching the level of contemporary civilizations" as pointed out by the Great Leader Atatürk by working, producing and contributing to science and education. We would like to thank all our researchers who submitted articles and our referees and editors who contributed with their valuable evaluations.

OJER is an online, open accessed, international, peer-reviewed journal that offers scientific research articles in all fields of educational sciences as published in English by Eskişehir Osmangazi University Institute of Educational Sciences. In this special issue of **OJER** titled "100th Anniersary of the Republic", 14 studies are presented, as introduced below:

The 1st article of this issue is entitled "Personal Writing Activity: Investigation of Students' Oldest Childhood Recollections" written by Ayşegül BAYRAKTAR, and Esin ACAR. In this study, middle school students' earliest memories and the kinds of remembered memories were investigated. The study also aimed to investigate which objects were remembered by students in a quick learning activity. The participants were 21 struggling middle school students participated into a summer project titled as "Let's Discover Our Thoughts: What Do I Know and How Do I Use My Knowledge?" Data was collected from students' writings reflecting their earliest memories and lists of remembered items' names. The findings showed that the most remembered feeling was being sad. Other reflected emotions were feeling happy, embarrassed, and tired. Also, the most remembered items were oranges, playing cards, and lemons. According to the memorization test, only two students had good memorization skills among struggling middle school students.

The 2nd article of this issue is entitled "Science Education Graduate Students' Views towards Ethics of Science" written by Çağla BULUT ATEŞ, and Hilal AKTAMIŞ. The aim of this research is to determine the views of science education graduate students towards ethics of science. The data were collected through personal information forms and semi-structured interview questions and then analyzed. The views of participants were examined in depth within the scope of 8 themes. The results highlighted the significance of scientific ethics course integration to undergraduate and graduate level. Moreover, underlying reasons and preventive measures of unethical behaviors were detected from the graduate students' perspective.

The 3rd article of this issue is entitled "The Effect of Technology-Enriched Foreign Language Teaching on Special Talented Individuals' English Attitude" written by Cavide DEMİRCİ, and Sedef ÇELİK. The purpose of this study is to determine the effectiveness of technology-enhanced foreign language teaching on the English attitude of special talented individuals. Activities were prepared and applied to teach the goals set for gifted individuals more efficiently and permanently with the help of various technical tools. The effects of these practices on students' English attitudes were examined. A total of 30 6th and 7th grade students studying at Bilecik Science and Art Center participated in the study. The Attitude towards English Scale developed by Orakcı (2017) was used to measure attitudes. The results revealed that technology-supported alternative teaching methods had a significant effect on increasing students' attitudes towards the English course in a positive way. It is emphasized that the technology-assisted language teaching method has the potential to be an important alternative to traditional teaching environments in English teaching in terms of students' vocabulary, grammar, listening, speaking, reading and writing skills.

The 4th article of this issue is entitled "An Analysis of the Transformation Geometry of the Primary School Mathematics Curriculum According to Levels" written by Gülsüm DEMİR, and Aytaç KURTULUŞ. The aim of this study is to examine the Primary Mathematics Curriculum (1-8th grade) according to the transformation geometry levels. The transformation geometry in primary and secondary school levels or the acquisitions related to this subject were determined. Then, the acquisitions were examined by considering the transformation geometry thinking levels defined by Soon. It was researched that the achievements in the curriculum are related to which level and whether this level

provides the qualifications. It was determined that some gains were given in a way that was not very suitable for the hierarchical structure of the Transformation Geometry Levels. In the program examined, it was seen that the most striking shortcomings are that there is no gain at any level regarding the rotational transformation. The fact that there is no rotational transformation outcome in the mathematics curriculum at any level can be a challenging situation for the students in future learning.

The 5th article of this issue is entitled "Evaluation of the Effect of Educational Bureaucracy on School Administration: A Blunting School Climate for Teachers" written by Güler SHAIKH, and İlknur ŞENTÜRK. This study aims to determine the relationship between school climate, organizational commitment and educational bureaucracy (coercive and enabling) to examine it according to some variables. The data were collected from a total of 280 teachers working in public primary and secondary schools in Gebze during the 2022-2023 academic year. Based on the results of data analysis, it was concluded that there is a negative, low significant relationship between school climate organizational commitment and coercive bureaucracy. It was seen that there is a positive, moderate and significant relationship between school climate, organizational commitment and enabling bureaucracy. In addition, significant differences were found between the answers given to scale items according to teachers' gender, age, institution and field.

The 6th article of this issue is entitled "An Examination of the Relationship Between Social Studies Teachers' Environmental Knowledge and Sustainable Environmental Attitude" written by Oğuzhan YILDIZ, and Döndü ÖZDEMİR. This study was conducted to examine the relationship between environmental knowledge and sustainable environmental attitude levels of social studies teachers. The study group consisted of 136 social studies teachers. The data were gathered through "Sustainable Environmental Attitude Scale" developed by Yıldız (2011) and "Environmental Knowledge Test" developed by Karatekin (2011). The results revealed that social studies teachers have a high level of environmental knowledge and positively sustainable environmental attitude. Moreover, it was found that environmental knowledge and sustainable environmental attitude of the teachers did not significantly differ by gender and profession. Finally, there was no significant relation between environmental knowledge and sustainable environmental attitude of teachers. Consequently, it is recommended to increase in-service training to raise teachers' environmental knowledge levels.

The 7th article of this issue is entitled “Parents' Roles in Children's Games and Toys” written by Emre DAĞAŞAN. The aim of this study is to identify the roles of parents in the games that children play and in the toys they use. The data were collected using semi-structured interviews with 20 families with children who participated in the study. When the data examined, it was observed that parents paid attention to children's preferences, toy quality, and children's developmental level when choosing toys. The parents believe that these toys contribute to children's cognitive, emotional, and physical development. In addition, computer games, ball games, chess, hide-and-seek, and other games were among the preferred games parents play with their children. According to parents, these games increase children's happiness, strengthen family bonds, boost self-confidence, and contribute to their socialization.

The 8th article of this issue is entitled “What Geographical Skills do the International Geography Olympiad Aim to Measure? A Content Analysis of iGeo Questions” written by Leyla DÖNMEZ, and Eyüp ARTVİNLİ. The aim of this research is to analyze the questions asked in the Geography Olympiads organized annually between 1996-2022, according to geographical skills. The questions of the 18 years were decoded with descriptive analysis technique. The element that was searched in the analysis process was the eight geographical skills included in the curriculum of the Geography course of 2018. As a result, it was seen that all of the eight geographical skills were included in these questions.

The 9th article of this issue is entitled “Examining YouTube Videos with Counting and Numbers Content for Preschool Children” written by Şeyma ŞENGİL AKAR. There are many YouTube videos prepared for young children and many parents prefer to play them for their children’s entertainment and learning. Some of these videos include mathematical content and is mostly accompanied with children songs. The focus of this study was on those videos including number and counting content in Turkish language, and broadcast online at YouTube. These videos were examined according to whether they have proper mathematical content. As a result of the examination, it was observed that only a few videos were adequate in terms of mathematical language, content and number teaching, and almost all of the other videos included some incorrect or inaccurate mathematical representations. It was also observed that number symbols were used as "ordinal numbers". In addition, there were scenes where the amount counted and the number shown did not match. It is thought that these parts of the videos can lead to false learning

of young children. Based on these findings, it can be concluded that the mathematical content used in these free YouTube videos is generally weak.

The 10th article of this issue is entitled "Examining the Studies on the Advantages of Rural Areas in Mathematics Education" written by Kürşat YENİLMEZ, Ayşe Nur GÜNAY. In this study, the advantages of rural education expressed in national and international literature were compiled using the document review model. As a result of the inductive content analysis, six themes expressing the educational advantages provided by the countryside were created as healthy environment and nutrition opportunities, local community values, the social function of the school is strong, teachers are effective in the local role, the number of students per teacher is low and a rich concrete living experience. The proposals expressed in the literature that will increase the use of the advantages provided by education in rural areas is presented by comparing them with village institutes.

The 11th article of this issue is entitled "Determining the Level of Computational Thinking Skills of Science Teacher Candidates" written by Mustafa Zafer BALBAĞ, Haluk ELBAHAN, and Meryem Hatun ELBAHAN. The aim of this study is to compare the computational thinking skills of science teacher candidates, according to some variables (gender, class level, having a computer, daily average computer usage time, following technological developments and monthly income level of families). The participants consisted of Science Teacher Candidates studying at the Faculty of Education of a state university in Türkiye during the 2021-2022 academic year. The data collection tool was the "Computational Thinking Skills Scale" developed by Dolmacı and Akhan (2020). As a result, it was seen that the computational thinking skills of teacher candidates were generally high. According to the gender variable, it was seen that the statistically significant difference in sub-factors was in favor of male teacher candidates. According to the family monthly income level variable, it was understood that the statistically significant difference was in favor of the teacher candidates whose income level is 8001 TL and above.

The 12th article of this issue is entitled "Should I Learn Division Algorithm? An Investigation of Elementary Students' Solution Strategies on Division with Remainder (DWR) Problems" written by Osman BAĞDAT, and Ayşe BAĞDAT. This study aims to investigate elementary school students' solution strategies for division with remainder (DWR) type problems. In this line, the study was conducted to comparatively examine the strategies employed in division problems by 2nd-grade students who are familiar with

multiplication operation, but has not yet learned division, and 3rd and 4th-grade students who grasped division but have not yet learned DWR problems. The data were obtained from 144 students in 2nd, 3rd, and 4th grades in a public primary school. A total of 6 different DWR problems were asked to the students, including the types of partition, addition or omission of remainder. The findings indicated that the methods used by 2nd, 3rd, and 4th grade students in solving DWR problems differed. While Grade 2 students prefer to use strategies such as repeated addition, repeated subtraction, and using models, it is noticeable that there is a tendency to use the division algorithm towards Grade 4. However, it was noticed that students were unable to interpret the remainder in a meaningful way, especially from the 3rd grade, when they started to learn the division algorithm. The study suggested that the transition to the division algorithm in division problems should not be rushed, multiple representations should be encouraged, and realistic contexts should be used more frequently.

The 13th article of this issue is entitled "Review of Studies on Feedback Types: Systematic Review Study" written by Ayhan DÖNMEZ, and İbrahim Seçkin AYDIN. The aim of this research is to determine how the studies conducted within the framework of teacher, peer and self-evaluation feedback types using the systematic compilation method are related to students' attitudes, motivation and success. The selected studies were included in the research through certain criteria depending on the systematic review method. A total of 2438 studies were reached in the research, and this number was reduced to 35 depending on the selection criteria. As a result of the research, it was determined that the studies conducted in this field increased the teacher, peer and self-evaluation feedback types and the students' attitudes, motivation and success towards the course.

The 14th article of this issue is entitled "Web 2.0 Rapid Content Development Self-Efficacy Perception Levels of English Teachers" written by Meryem ARSLAN, and Cavide DEMİRCİ. The aim of this research is to determine the Web 2.0 rapid content development self-efficacy perception levels of English teachers. For this purpose, "Web 2.0 Rapid Content Development Self-Efficacy Scale for Educational Purposes" was used to obtain quantitative data. The research group consisted of English teachers working at different schools and levels in Konya city center and its districts. According to the results, there was no significant difference in any of the Web 2.0 rapid content development self-efficacy perception levels of English teachers according to the variables of gender, working time

and school level. In the results, it was seen that the English teachers were competent in developing content using Web 2.0 applications. In this context, it is important for curriculum developers to prepare programs in which technology-supported content can be integrated more when creating new curricula in order to achieve positive results in the field of education. To further the research, the working group can be expanded, and experimental studies with different variables can be performed.

See you in the next issue,

"Stay with Science, Stay with Us"

M. Zafer BALBAĞ, Ph.D.
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