From the Editor

Dear IEJES reader,

We are excited and happy to publish the second issue of 2017 (Volume 1, Issue 2). We will be with our readers in the same excitement in each of our future issues. In the present issue, there are three research articles.

The 1st article is written by Aysel ARSLAN. The title of **Examination of the Game and Toy Characters Played from Past to Present (Sample of Sivas)** determine children's games played in the past, compare them with today's children's games and identify their similar and different aspects. In the study, case study from qualitative research types was used. The study group consists of 50 people living in Sivas province centre and randomly determined ages from 20 to 82. The data were obtained by using an open-ended interview form consisting of six items. 26 people were interviewed in the age range of 51-82, and semi-structured interview form was applied to 24 people in the age range of 20-50. The first group in the age range of 51-82 was asked some questions about games they played during their childhood; the second group in the age range of 20-50 was asked some questions about the games that their children play today. In the analysis of data, frequency analysis and content analysis techniques were used. According to the results of the research, 70 different games played in the past have been identified and it has been determined that a large part of them are no longer played. The number of games played today is 33. It has been determined that whereas children spent all their free time by playing games in the past, they spend just % 66.67 of their time by playing games today. It has been found out that in the past the games were played as a group but now they are more individual, in the past when gaming materials were supplied by children using natural materials, most of them are manufactured toys in the present. It has also been identified that there is not enough safe open space for children to play.

The 2nd article is titled **The Evaluation of Primary School Teachers about Discipline Problems, the Causes of These Problems and the Way in Which They Cope with These Problems in Classroom Management** and written by Cemal AKÜZÜM and Kemal NAZLI. In this study the problems that primary school teachers, who are working at public primary schools in the city centre of Bingöl, encounter in class management, their reasons and the way in which they deal with these problems are evaluated. The research is a descriptive study. The universe of the research constitutes 249 class teachers working in the official primary schools in the city centre of Bingöl province, Turkey. The sample consisted of 210 classroom teachers participating in the survey. The data needed for the research gathered by applying the "Discipline Questionnaire Form" developed by the researchers. The data were analyzed by employing descriptive data analysis procedures including percentages, frequency and mean scores using the SPSS package program. According to the results the discipline problems most frequently encountered by the primary class teachers are students' "asking for the toilet during the session", "frequently complaining about their peers" and "frequently speaking

among themselves during session"; the major causes of discipline problems are; "the negative effects of the computer games, TV series, internet and media" ; the strategies mostly adopted by class teachers to overcome the students' misbehaviors are; "I apply eye contact with student if he/she does misbehavior", "I try to understand the problem".

The 3rd article is titled **Analyzing the Eighth Grade Students' Formation Process of the Identity Concept** and written by Tuğba ULAŞ and Kürşat YENİLMEZ. In this research, it was aimed to investigate eighth grade students' formation of identity concept. In the research, case study, which is one of the qualitative research models, was used. Three different activities were prepared to examine the process of the formation the identity concept for the eighth grade students. These activities were analyzed by the mathematics educators working in the field. The study was conducted with group of three students who have three different levels of mathematical success. Data collection tools used in this research were: the written documents given by the participants in activities, notes and video recordings of the researcher. Video recordings of the activities carried out by the study group converted to the written text. The data obtained from the aforementioned sources yielded a descriptive analysis of the process of the knowledge formation of the students. During such cognitive analysis process, Recognizing - Building with-Constructing –Consolidation (RBC+C) model was used as an analytical tool to examine the students' process of the knowledge formation. The group of three students' data according to the levels of success yielded different kind of reasoning processes. The participants who have low or intermediate mathematical successes, couldn't compose the $(x+y)^2$ identity. The participants who have good and intermediate success could reach the using step in the $(x-y)^2$ identity. The x^2-y^2 identity was formed by all the participants. It has been seen that the students who have good mathematical successes internalize the process better when compared to others and could form the all identities in a faster and more practical way.

Many thanks to the authors who have shared their studies with us as well as to the referees who have made contributions with their valuable ideas.

We look forward to seeing you in 2018 Volume 2 Issue 3 of the International e-Journal of Educational Studies (IEJES).

Yours Sincerely,

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Editor-in-Chief

International e-Journal of Educational Studies (IEJES)

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