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Editorial

We have launched the second issue of our 8th year. We received the news that our journal was evaluated by SOBIAD index. In addition, in this issue, some updates have been made to the English article template to facilitate our reference to indexes such as Eric and Scopus.

In this issue, four research papers were published. In the first paper, Çelik and Kılınç Alpat (2023) has investigated the research trends in theses and articles using analogy method in chemistry education through a meta synthesis. They aimed to evaluate the studies using analogy method in the field of Chemistry Education published between 2005-2023 and searched Google Akademik, Dergipark, Ulakbim, and YÖK-National Thesis Center databases. The sixteen open access, free, and full text accessible articles, and seven theses were included in the study. They concluded that the analogy method was effective in increasing academic achievement and reducing misunderstandings. The mixed research method was used more, test and interview forms were mostly preferred as data collection tools, and t-test, Anova and content analysis were mostly used from data analysis methods. Finally, Çelik and Kılınç Alpat (2023) have concluded that simple and verbal analogies are mostly used in chemistry textbooks and analogies are not used as a final organizer.

In the second paper, Çiftçi and Aydın (2023) have examined the opinions of science teachers related to science teachers' career stages concerning expert and headteacher. They have used the phenomenological research design to gather the opinions of science teachers. A total of 17 science teachers with varying years of service participated in the research. They determined that the regulation led to significant salary increases for teachers and assisted them in planning their careers. However, concerns were raised about the suitability of the examination system and time conditions, as well as the perception that their professional achievements were not adequately evaluated. Çiftçi and Aydın (2023) have also recommended a revision of the examination system and the inclusion of seminars and events attended by teachers in the evaluation process.

In the third study, Özdemir and Nakiboğlu (2023) have investigated the chemistry and science teachers' self-efficacy on alternative assessment and evaluation in terms of some variables. A total of 142 teachers, 97 female and 45 male, participated in the study. 32 of these teachers are chemistry teachers and 110 of them are science teachers. They determined that the teachers' self-efficacy levels for alternative assessment and evaluation tools were high and revealed that the variables of gender, branch, and years of service do not have a significant effect on teachers' self-efficacy. In addition, Özdemir and Nakiboğlu (2023) concluded that the self-efficacy of teachers with doctoral education is higher than that of teachers with undergraduate and graduate degrees. Suggestions are given at the end of the study.

In the final study, Ateş, Ateş and Aydın (2023) aimed to identify the factors influencing the intentions of science teachers to use virtual reality in educational settings. The study adopts a cross-sectional research design, with a sample consisting of 298 science teachers. The study takes into consideration three theoretical frameworks: i) Technology Acceptance Model, ii) Theory of Planned Behavior, and iii) Self-Determination Theory. A 30-item, 5-point Likert scale questionnaire was administered for data collection. During data analysis, various statistical methods were employed, including i) descriptive analysis, ii) confirmatory factor analysis, and iii) path analysis. The researchers also aimed to provide theoretical and practical insights that may guide science teachers, curriculum developers, and researchers in leveraging virtual reality for diversified instructional approaches in science education.

Finally, I hope that the interest in JOTCS-C will continue increasingly in the following years. It was important to publish a qualified chemistry education journal in our country, and especially to carry out this process within the Turkish Chemical Society for us. I would like to thank on behalf of our editorial board, all the authors who submitted the articles, and all reviewers for their professional comments.

See you in the new issue in March 2024.

Kind regards,

Prof. Dr Canan NAKİBOĞLU
Editor-in-chief, JOTCS-C

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