

# International e-Journal of Educational Studies

## From the Editor

Dear IEJES reader,

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

The 1<sup>st</sup> article is written by Ebru KÜKEY and Recep ASLANER. The title of **Examination of the Views of Sophomore Pre-Service Mathematics Teachers on the Qualifications of A Good Mathematics Teacher**. to investigate the qualifications of a good mathematics teacher according to sophomore pre-service mathematics teachers. In the study, one of the qualitative research methods, the case study technique was selected because the study aimed to investigate the knowledge of pre-service teachers in depth. The study group included 66 pre-service math teachers. The data obtained with structured interviews conducted with pre-service teachers were analyzed with content analysis. After the analysis, the data were grouped under specific themes to determine the sub-dimensions of the data. According to the sophomore pre-service mathematics teachers, ideal mathematics teachers should demonstrate the students that mathematics is intertwined with daily life and know how to transfer the knowledge in addition to being knowledgeable in the field. Furthermore, they stated that teachers should be role models and act as guides for students both in the school and out of the school. Furthermore, they should overcome the negative prejudice against mathematics, use a fluent and comprehensible language when instructing the class and instruct the class by recognizing the individual differences. It was stated that teachers with these qualities would instruct their classes better and prepare students for the future better.

The 2<sup>nd</sup> article is titled **Investigation of Secondary School Students' Listening Anxiety and Academic Self-Efficacy Beliefs in Terms of Various Variables** and written by Aysel ARSLAN. This study aims to determine whether there is a difference in the listening anxiety and academic self-efficacy beliefs of secondary school students in terms of gender, grade level, educational status of the mother and the father variables and the correlation between listening anxieties and academic self-efficacies of the students. In the study, non-random sampling method in relational method was used as the research method. The study was conducted on 504 students, 258 females and 246 males in 9 different secondary schools from Sivas province centre in 2016-2017 academic years during spring semester. When the findings obtained were analysed, it was determined that the students' listening anxiety differed significantly according to gender, class, mother education status variables; the students' academic self-efficacy differed significantly according to gender, class, mother education status and father education status variables. According to the correlation results of students' academic self-efficacy and listening anxiety total scores were found out to be moderate and in negative way (-.39).

The title of the 3<sup>rd</sup> article is **Views of Science Fields Teacher's Necessaries to Information and Communication Technologies**. Hakan SARAÇ and Murat ÖZARSLAN are the authors. The aim of this study was carried out with the aim of revealing the ideas of the candidates of Science and Technology (Physics, Chemistry, Biology) candidates for Information and Communication Technologies (ICT). This research was carried out with the third grade 10 prospective teachers of Science and Mathematics Fields (Physics, Chemistry and Biology Teaching) in the Faculty of Education of a university in Istanbul in the fall of 2014-2015. Qualitative research method was used in the research and data were obtained by semi-structured interview technique. An easily accessible case sampling method was used in the study. Analysis of qualitative data was done by content analysis. As a result of the study, it was determined that the teacher candidates mostly think about internet, smart boards, computers and telephone technologies related to ICT. It has been determined that the teachers have knowledge of ICT's contribution to education and training and those prospective teachers have positive views on the use of ICT in education and training. Teacher candidates are often seen benefiting from ICT technologies in the preparation and presentation of research and course assignments. Half of the prospective teachers see themselves adequately in the effective use of ICT in the field of education and training while the remaining half do not see themselves adequately in the effective use of ICT in the field of education.

The title of the 4th article is **Analysis of the Sixth Grade Students' Success Levels on Algebra Learning Domain** written by Deniz KAYA. In this study the purpose is to determine sixth grade students' success levels on algebra learning domain. The study in which survey method was used, was conducted with 143 students randomly selected at sixth grade. As a data collection tool; 12 open-ended questionnaires were used, prepared by considering the studies in the literature, the related course objectives included in the the secondary school mathematics textbooks and the curriculum. The descriptive statistical techniques were used in the analysis of the data. According to the descriptive analysis results, it has been determined that the students' achievement levels for algebraic learning (algebraic expressions) are very low. In addition to each problem, the average score obtained according to course objectives is also below the middle level. In particular, the lowest average value is obtained in the "explains the meaning of simple algebraic expressions" course objectives. Similarly, a very low average score was obtained for the "multiplication of an algebraic expression with a natural number" course objectives. Taking into account all course objectives, the average score of the students is even lower than the middle level. As a result, some suggestions have been made to the instructors/trainees due to the low achievement of students in the field of algebra learning.

The title of the 5<sup>th</sup> article is **The Examination of 7th Grade Students' Reflective Thinking Skills towards Problem Solving: A Sample of Ordu City**. Esra KÖSEOĞLU, Filiz DEMİRCİ, Burcu DEMİR, Cengiz ÖZYÜREK are the authors. The aim of this study is to determine the 7th grade students' level of reflective thinking skills towards problem solving and to examine whether there is a significant difference between students' gender and their this skill. In the study, the survey and causal comparison model was adopted. The study group of the study is consist of 395 7th grade students who continued their education in Ordu city center and district schools in the year of 2017-2018 education. In this study, "The Reflective Thinking Skills towards Problem Solving Scale" developed by Kızılkaya and Askar (2009) for elementary school students was used as data collection tool. Data obtained from the study was analyzed by descriptive statistics and the Mann-Whitney U Test. As a result of the

findings in the study, it was concluded that 7th grade students had a high level of reflective thinking skills towards problem solving in terms of the whole scale and all its sub dimensions (inquiry, evaluation and reasoning). Moreover, there is no statistically significant difference between 7th grade students' reflective thinking skills towards problem solving and gender.

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 the next issue of the International e-Journal of Educational Studies (IEJES).

Yours Sincerely,

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Editor-in-Chief

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