

EDITORIAL

We would like to thank all the referees who made their contribution to the articles in their areas, sparing their time and examining the articles in this issue;

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There are seven articles in this issue as briefly summarized below.

In the article entitled as “**The Design, Application and Evaluation of a Web-Based E-Learning System (MOODLE)**” the authors aim’s to design Web-based learning system (MOODLE) and then pre-service teachers to determine their views about e-learning (MOODLE). According to results a great majority of the pre-service teachers reported in the questionnaire that the e-learning environment was easier and more comfortable to follow and study for the courses. The second article entitled “**The Comparison of Proposing Solutions of the Students Who Attend and Don't Attend the Science and Art Institution to an Environmental Problem in Terms of Scientific Creativity**”, aims of present research is, by analyzing scientific creative solutions for an environmental problem offered by elementary students, to determine the differentiation of the scientific creative solutions between two separate groups (those defined as BİLSEM students and those who are not) deemed to be identified with respect to intelligence factor. Research findings indicate that in comparison to average students, the environmental solution proposals offered by gifted students are scientifically more creative. The third articles entitled “**10th Grade Students’ Conceptions about Chemical Change**” the authors’ aims to determine students’ conceptions about chemical change using a two-tier test and to investigate the differences in those conceptions with respect to school type. This finding implies that instructional strategies based on conceptual change approach needs to be followed for dealing with learning difficulties and misconceptions. In the article entitled as “**Determination of Pre-Service Science Teachers’ Self-Efficacy Perceptions and Efficacy Levels about the Diagnostic Branched Tree Technique**” is aimed at identifying self-efficacy perceptions of the pre-service science teachers on the one of the alternative measurement and assessment techniques called diagnostic branched tree.

The article, “**Examining the Effectiveness of Science Teaching Based on Argumentation**”, the author aims to investigate the effect of activities based on argumentation on academic achievement in the teaching of 'Getting to Know Substances' unit of Elementary 4th grade Science and Technology class and to examine the development of discussion skills of the students in the group where the

activities based on argumentation are implemented. In the article entitled as “**Consistency among Turkish Students’ Different Worlds: A Case Study Focusing on Responses to Science**” the authors’ aim were to categorize Turkish high school students’ responses to science in accordance to the degree of consistency between their worlds of family and friends and worlds of school and science.

The last article, “**Pre-service teachers’ motivations for choosing science teaching as a career and their epistemological beliefs: Is there a relationship?**” aims investigate motivations behind pre-service teachers’ science teaching career choice by adopting a relatively new approach. The results show that social utility values and job security are the top motivations. In addition, epistemological beliefs, particularly beliefs in omniscient authority and innate learning, predict particular motivations.

With hope to meet you in the next volume...

Prof. Dr. Salih CEPNI

In the name of TUSED Editorial Board

Editor