

EDİTÖRDEN

Türk Fen Eğitimi Dergisi'nin yeni sayısında sizinle birlikte olmaktan kıvanç duymaktayız.

Yeni sayımızla birlikte dergimizin yayın politikasında da bazı değişikliklere gidilmiştir. Dergimize yoğun olarak gelen çalışmalara cevap verebilmek amacıyla 2008 yılı ile birlikte dergimiz yılda 1 cilt 3 sayı olarak yayımlanmaktadır.

Yayın hayatı boyunca dergimize büyük katkıda bulunanlara, İngilizce Metin Düzeltme ekibinde yer alan Yıldırım ÖZSEVGİÇ ve Yrd.Doç.Dr. Recep ŞAHİN ARSLAN'a teşekkür ederiz. Bu sayıda görev alan hakemlerimize: Prof.Dr. Michael SCHALLIES, Prof.Dr. Georgios TSAPARLIS, Doç.Dr. Gholamreza JANDAGHI, Dr. Yau Yuen YEUNG, Dr.ALİ AL MUSAWİ, Prof.Dr. Ali Rıza AKDENİZ, Prof.Dr. Salih ÇEPNİ, Prof.Dr. Alipaşa AYAS, Prof.Dr. Bilal GÜNEŞ, Prof.Dr. Mahir ALKAN, Prof.Dr. Mustafa EROL, Prof.Dr. Necdet SAĞLAM, Prof.Dr. Ömer ERGİN, Prof.Dr. Samih BAYRAKÇEKEN, Doç.Dr. Ahmet İlhan ŞEN, Doç.Dr. Ali AZAR, Doç.Dr. Mehmet BAHAR, Doç.Dr. Murat GÖKDERE, Yrd.Doç.Dr. Ahmet DOĞANAY, Yrd.Doç.Dr. Arzu SAKA, Yrd.Doç.Dr. Atilla ÇİMER, Yrd.Doç.Dr. Bayram COŞTU, Yrd.Doç.Dr. Durmuş EKİZ, Yrd.Doç.Dr. Erol TAŞ, Yrd.Doç.Dr. Fikriye POLAT, Yrd.Doç.Dr. Gökhan DEMİRCİOĞLU, Yrd.Doç.Dr. Gülay EKİCİ, Yrd.Doç.Dr. Haluk ÖZMEN, Yrd.Doç.Dr. Lütfullah TÜRKMEN, Yrd.Doç.Dr. Muammer ÇALIK, Yrd.Doç.Dr. Naki ERDEMİR, Yrd.Doç.Dr. Nedim ALEV, Yrd.Doç.Dr. Nevzat YİĞİT, Yrd.Doç.Dr. Seher TEKİN, Yrd.Doç.Dr. Taner ALTUN, Yrd.Doç.Dr. Tuncay ÖZSEVGİÇ, Yrd.Doç.Dr. Yasemin GÖDEK, Yrd.Doç.Dr. Lale CERRAH ÖZSEVGİÇ, Dr. Işıl KOÇ ve Dr. Ahmet BACANAK'a zamanlarını ayırıp, konuları ile ilgili makaleleri titizlikle incelediklerinden dolayı çok teşekkür ederiz.

Bir sonraki sayıda buluşmak ümidiyle...

Prof. Dr. Salih ÇEPNİ

Türk Fen Eğitimi Dergisi (TÜFED) Yayın Kurulu Adına

Editör

EDITORIAL

We are happy to announce the new issue of Journal of Turkish Science Education.

We would like to inform you that the policy of the journal has been changed. With volume-5 issue-3 (December 2008), TUSED will be published three issues per year.

We would like to thank all the reviewers who made their contribution to the articles in their areas, sparing their time and examining the articles in this issue; Prof.Dr. Michael SCHALLIES, Prof.Dr. Georgios TSAPARLIS, Assoc.Prof.Dr. Gholamreza JANDAGHI, Dr. Yau Yuen YEUNG, Dr. ALİ AL MUSAWİ, Prof.Dr. Ali Rıza AKDENİZ, Prof.Dr. Salih ÇEPNİ, Prof.Dr. Alipaşa AYAS, Prof.Dr. Bilal GÜNEŞ, Prof.Dr. Mahir ALKAN, Prof.Dr. Mustafa EROL, Prof.Dr. Necdet SAĞLAM, Prof.Dr. Ömer ERGİN, Prof.Dr. Samih BAYRAKÇEKEN, Assoc.Prof.Dr. Ahmet İlhan ŞEN, Assoc.Prof.Dr. Ali AZAR, Assoc.Prof.Dr. Mehmet BAHAR, Assoc.Prof.Dr. Murat GÖKDERE, Assist.Prof.Dr. Ahmet DOĞANAY, Assist.Prof.Dr. Arzu SAKA, Assist.Prof.Dr. Atilla ÇİMER, Assist.Prof.Dr. Bayram COŞTU, Assist.Prof.Dr. Durmuş EKİZ, Assist.Prof.Dr. Erol TAŞ, Assist.Prof.Dr. Fikriye POLAT, Assist.Prof.Dr. Gökhan DEMİRCİOĞLU, Assist.Prof.Dr. Gülay EKİCİ, Assist.Prof.Dr. Haluk ÖZMEN, Assist.Prof.Dr. Lütfullah TÜRKMEN, Assist.Prof.Dr. Muammer ÇALIK, Assist.Prof.Dr. Naki ERDEMİR, Assist.Prof.Dr. Nedim ALEV, Assist.Prof.Dr. Nevzat YIĞIT, Assist.Prof.Dr. Seher TEKİN, Assist.Prof.Dr. Taner ALTUN, Assist.Prof.Dr. Tuncay ÖZSEVGEC, Assist.Prof.Dr. Yasemin GÖDEK, Assist.Prof.Dr. Lale CERRAH ÖZSEVGEC, Dr. Işıl KOÇ, Dr. Ahmet BACANAK. At the same time we would like to thank all our english proof readers especially, Philologist Yıldırım ÖZSEVGEC and Assist.Prof.Dr. Recep ŞAHİN ARSLAN.

The articles in this issue were briefly summarized below.

In the article entitled "**Arguing Online: Case Studies of Pre-Service Science Teachers' Perceptions of Online Tools in Supporting the Learning of Arguments**" the authors' aim was to investigate the use of ICT to support teaching and learning of argumentation from the users' perspectives. At the end of the study the results indicate that the external conditions will limit the possibility of the use of ICT to improve teaching and learning of argumentation.

In the article entitled "**Fifth-Grade Elementary School Students' Conceptions and Misconceptions about the Fungus Kingdom**" the authors' aim was to investigate children's conceptions and misconceptions about the fungus kingdom both before and after a teaching intervention, using the interview and observation techniques of qualitative research. The study was conducted with four fifth-grade children from a public elementary school.

In the article entitled "**An Example for the Effect of 5E Model on the Academic Success and Attitude Levels of Students': Inclined Projectile Motion**", the authors' aim was to determine the effect of the lessons applied in the subject of Inclined Projectile Motion, by taking the 5E Model as basis, in the Physics lesson of GATA Noncommissioned Health Officer Preparation School's 1st grade, on students' academic success and attitude levels was investigated

In the article entitled "**Developing A Computer Assisted Education Material Related To Thermochemistry**", the authors developed computer assisted education (CAE) material according to the Meaningful Learning Theory and its effectiveness on the students' success and their attitudes towards computer and chemistry was researched.

In the article entitled "**Development of an Attitude Measure Oriented to Biotechnology for the Pre-Service Science Teachers**" the authors' aim was to develop valid and reliable measures for the attitudes of pre-service sciences teachers towards biotechnology.

In the article entitled "**The Primary School Science Teachers' Problems in Science Teaching**" the authors' aim was to determine the problems of the primary school science teachers encountered during science teaching.

In the article entitled "**Self Directed Learning Process Of Pre-Service Chemistry Teachers Through Internet-Assisted Education On Renewable Energy**" the aims of the author was to examine the effects of computer-assisted education on self-directed learning (SDL) process of pre-service teachers in teaching renewable energy and in increasing their level of knowledge.

In the article entitled "**Different Approaches – Common Implications: Brain-Based And Constructivist Learning From A Paradigms And Integral Model Perspective**" the authors' aim was to closely analyze brain-based and constructivist learning approaches, to reveal their relationships, and in the light of paradigms and integral model, to elaborate on the meaning and importance of this relationship for the field of education and educational research.

In the Book Review section of this issue entitled , "**Practice Teaching Methods in Science Education**" was introduced for readers and science educators. It has five chapters which are consist of learning theories in science education, teaching principles in science education, common teaching methods in science teaching, alternative learning and teaching approaches and acquiring scientific process skills in science education.

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

Prof. Dr. Salih ÇEPNİ

On the behalf of TUSED Editorial Board

Editor