

OSMANGAZI JOURNAL OF EDUCATIONAL RESEARCH



JER

OJER: <http://ojer.ogu.edu.tr>

Osmangazi Journal of Educational Research is
published by Institute of Education in Eskişehir
Osmangazi University, Turkey

OSMANGAZİ JOURNAL OF EDUCATIONAL RESEARCH (OJER)



Volume 6, Number 2, Autumn 2019

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Osmangazi Journal of Educational Research (OJER) is published by the Institute of Education of Eskişehir Osmangazi University, Turkey.

OJER is an online, open-access, international, scholarly, peer-reviewed journal offering scholarly research articles on various topics in all areas of educational sciences.

All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet. OJER is being published twice a year.

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Dear Readers,

Osmangazi Journal of Educational Research (OJER) is focused to be international journal indexed by strong indexes in the future. Thus we would like to publish more international articles. This is the second issue of OJER is published in 2019. In this issue of 2019 there are two articles.

The first article of this issue is entitled “Environmental Attitude Levels of Primary Teachers Candidates” written by Eyüp Artvinli, Rafiye Aydın and İrfan Terzi. The purpose of this research is to investigate the level of environmental attitudes of candidate classroom teachers. Because the positive or negative attitudes of the students towards the environment in childhood are manifested in various forms in the following years. Therefore, it is much easier and at the same time important for the students to acquire positive attitudes towards the environment in the early ages by moving from the proverb of "tree can be bend while it is fresh". The research was designed within the context of the quantitative research as relational model. The universe of research constitutes students who study in the Basic Education Department of Faculty of Education at a state university during the fall semester of 2016-2017 academic year. “New Environmental Paradigm Scale” developed by Dunlap and Van Liere (2000) was the main data collection tool of this study. According to the findings of the research, awareness level of environmental attitudes were found to be "moderate" of the candidate classroom teachers. In addition to the theoretical dimension of the courses related to environmental subjects during university education, it may be suggested to develop the practical dimension in such a way that official and state institutions will be also observed in their activities they practice in the field in order to develop their environmental attitudes against to natural and human environment.

Last paper of this issue entitled “Effects of Face to Face and E-Learning Trainings on Improving In-Service Teachers Educational Internet Use Self-Efficacy Beliefs” written by ÖZCAN Erkan Akgün, Murat Topal and İbrahim Duman. The study aimed to compare the effects of face to face and e-learning trainings for improving teachers’ educational Internet use self-efficacy beliefs (EIUSEB) and determine the more suitable approach to be used in the future to improve teachers’ EIUSEB. The sample consisted of 16 teachers from various disciplines — 8 teaching face-to-face and 8 teaching online who voluntarily participated and working in high schools affiliated to the Ministry of National Education (MoNE) in Turkey, Sakarya. This study had a pre-test-posttest matched control group quasi-experimental design. The “EIUSEB Scale for High School Teachers” developed by Akgün, Topal and Duman (2017) was used as the data collection instrument. Moreover, face-to-face interviews were conducted with the teachers participating in the experimental process. According to the results of the analysis, the both teaching approaches enhanced the self-efficacy beliefs of the participants to use the Internet in teaching and learning processes. However, the face-to-face training was found to increase the participants’ EIUSEB more effectively than the online training. During the interviews, the participants recommended that the professional development trainings should (1) be given in a sympathetic/informal structure, (2) be practice-oriented and (3) given during

the school seminars, and that (4) the e-learning platform should be usable by mobile devices, and its content should be more video-based. It is also suggested that self-efficacy beliefs be seen as one of the indicators of quality in education for tapping into teachers' Internet integration to teaching and learning processes.

Hope to meet you in next issue.

Eyüp ARTVINLİ, Ph.D.
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