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Dear Readers,

We are delighted and proud to announce that Journal of Inquiry Based Activities (JIBA) has published its latest issue for April 2021. The April issue includes five articles that introduce inquiry-based and student-centered teaching activities. While JIBA articles give insight into theoretical models and frameworks related to teaching methods, they examine how the activities developed based on these models/frameworks create a learning environment in the classroom using data and share the findings with the readers. In this sense, we believe that JIBA has an important role in making connections between theory and practice. Before introducing the published articles, we would like to thank to all who contributed to this issue by submitting or reviewing manuscripts or have been readers of JIBA.

In the first article, Dr. Güçhan-Özgül introduced inquiry-based play activities designed for preschool children and examined the effects of these activities on young children's conceptual understanding of the shape of the Earth and the day-night cycle. The activities were designed based on the Preschool Learning Cycle and included play, explore, and discuss phases. The study found that the inquiry-based play activities positively affected young children's conceptual understanding.

In the second article, Dr. Aydın-Güç shared theoretical knowledge and a sample activity on the congruence of triangles to illustrate how teachers can use the Variation Theory in their teaching practices. The activity was designed for and used with eighth grade students. Drawing on the Variation Theory, the critical aspects of the congruence of triangles were determined. Then, the learning tasks including patterns of variance and invariance were designed and implemented. The article reported that the activity was effective in helping the participating students discern the critical aspects of the congruence of triangles.

In the third article, Dr. Bostan Sarıoğlan and Graduate Student Özge Şentürk Özkaya described the implementation and evaluation processes of a science activity that was used with seventh grade students in distance education. As part of the activity, the students calculated their own carbon footprint, researched about global warming and greenhouse effect, and created products to raise awareness about environmental issues. The researchers reported that engaging in these learning experiences helped students to be active participants of the lessons, to have higher learning motivation, and to increase self-awareness about environmental issues.

In the fourth article, Science Education Specialist Selin Yazıcıoğlu and Dr. Çavuş Güngören introduced game-based activities related to the concepts of light and sound unit and examined students' views about these activities. As part of the study, six game-based activities were developed and used with sixth grade students. Data analysis revealed that the game-based activities facilitated students' learning and created an enjoyable learning environment. The researchers suggested that teachers use game-based activities in their lessons.

In the last article of this issue, Teacher Gregory Michael Adam shared a social science activity that was taught to second grade students. The activity was designed based on two theoretical

approaches to education: inquiry-based learning and multi-disciplinary education. The activity integrated English and technology into social sciences and engaged students in inquiry-based thinking. During the activity, the students learned about the seven continents, explored where they are in the world, and created their own maps. The study reported that all students met the learning goals. The author shared recommendations for future implementation of the activity.

We would like to express our special appreciation to the people who contributed to this issue. We especially would like to thank all authors and reviewers for their contribution to JIBA. We hope that you enjoy reading the articles in this issue.

Sincerely,
Evrim Erbilgin, Ph.D.
Editor-in-Chief, JIBA

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