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Dear Readers,

We are pleased to announce that Journal of Inquiry Based Activities (JIBA) has published its latest issue for October 2021. The October issue includes five articles that introduce and examine classroom-tested activities designed to support students' conceptual understanding. Each article explained the significance and relavance of the activity it introduced drawing on the reletd literature and described the learning environment the activity created using data collected from the classroom implementation. We hope that these activities contribute to your practices as well. 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, Mr. Küçükkara and Dr. Aksüt introduced unplugged algorithm activities developed for preschool children. A total of 24 algorithm activities were used with 16 kindergarten students over 8 weeks. The authors reported that the students actively participated in the activities and developed a variety of solutions to algorithm problems. The findings indicate that the actitivies enhanced the participating students' problem solving and algorithmic thinking skills.

In the second article, Dr. Oral examined the effectiveness of a teaching material that she developed: Prime Factors Chart (PFC). Twelve middle school mathematics teachers used the PFC to teach concepts, such as prime number, relatively prime numbers, factors, and multiples in their classrooms. The teachers and their students (n=90) evaluated the effectiveness of PFC based on the principles of material development. According to the participant teachers and students, the PFC is simple and understandable, aligns with the learning objectives, suitable for the developmental characteristics of the students, and simple enough to be used by students and teachers.

In the third article, Mr. Batır and Dr. Sadi introduced a science module that was designed based on the ASSURE model. The module focused on the concept of "Relationship between Force, Work, and Energy" in the seventh-grade science curriculum and was used with 21 seventh grade students during distance education. Based on the data analysis, the authors found that the designed module effectively supported the learning process of the concepts of potential energy, gravitational potential energy, and the effects of mass and height on gravitational potential energy.

In the fourth article, Ms. Adanır and Dr. Hacıoğlu presented a project-based STEM activity titled "Let's Build a Mini Farm on Our Schoolyard." The activity was based on the PB-STEM model and implemented with 28 seventh grade students within the unit "Reproduction, Growth, and Development of Plants and Animals." As part of the activity, the students learned about the engineering design process and project-based learning and built a mini chicken farm on their schoolyard. The authors reported that the participating students successfully completed the project-based STEM activitiy by carrying out the project activities, offering solutions to the real-world problem, selecting one of these solutions, testing the solution, and solving the problem with a sustainable method.

In the last article of this issue, Dr. Özbalcı, Ms. Balık, and Dr. Gündüz introduced an activity to increase the employment opportunities of students with special needs. The participants (n=62) consisted of parents of students with special needs, senior undergraduate students as role models, beauticians, and educators. A qualitative research method was employed to collect and analyze data. The authors found that half of the 16 students with special needs who participated in the activity developed an interest in the profession of the role model who took care of them and showed entrepreneurial skills to receive on-the-job training suitable for their needs.

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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