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Dear JIBA Readers,

We are excited and pleased to announce that Journal of Inquiry Based Activities (JIBA) has published its latest issue for April 2022. JIBA started its journey with an aim to be a resource for educators to build a bridge between educational theories and teaching practices used in schools. JIBA successfully continues to carry out its role with your support. Thank you to all who have contributed to JIBA by submitting or reviewing manuscripts or have been readers of the journal. The April issue includes five inquiry activities that were designed based on educational theories and were implemented in the classroom. The authors share the classroom practices and related reflections in detail. We hope that sharing such practices will help to spread inquiry-based learning environments.

In the first article, Dr. Arslan, Dr. Eroğlu, and Dr. Tatli shared the implementation process of a multidisciplinary origami activity that aims to teach the topic of fractions in mathematics and the topic of the Solar system in science in connection to each other. The activity was used with 30 middle school students. The students' and the teacher's opinions about the activity were examined. The data collected from the classroom implementation indicated that the designed origami activity supported the students' conceptual understanding. The researchers reported that the teacher and the students evaluated the activity positively and expressed the view that the activity could be used for teaching the topics of fractions and the solar system and remedying any difficulties experienced by the students while learning these topics.

In the second article, Dr. Bozkurt, Dr. Güzel, and Teacher Sengül Değirmen discussed a strategy for subtracting integers with a different approach than the most current resources use. The researchers designed an activity using the number line model and focused on the "difference/comparison" meaning of subtraction. They implemented this activity with 27 seventh grade students. As a result of the data analysis process, the researchers found that the activity positively affected the students' performance in subtracting integers. The students correctly identified both the value and sign of the difference in subtraction questions.

In the third article, Science Teacher Serdar Varinlioğlu, Dr. Öner Armağan, and Dr. Bektaş shared the development, implementation, and evaluation processes of the guidance materials they designed on the topic of evaporation and boiling. The guidance materials were used with 10 fifth-grade students. The researchers used five open-ended questions to determine the opinions of the participating students about the implementation process of the guidance materials. The data analysis revealed that the students found the guidance materials useful in helping them understand the concepts and thought that they were also effective in increasing the communication in the classroom.

In the fourth article, Teacher Mesut Yıldız and Dr. Ecevit introduced a STEM activity titled "A Paleontologist's Task: Fossils". The activity was designed according to the 5E learning cycle model and was implemented with 22 fourth grade students within the unit "Earth's crust and Earth". As part of the activity, the students created fossil models and uncovered the fossil models buried in the school yard by working like paleontologists. Field notes taken during the

activity indicate that the students were highly motivated to participate in the activity. The authors reported that the students' cooperation and teamwork skills as well as their interest in the profession of paleontologists increased as a result of engaging in the activity.

In the last article of this issue, doctoral student Samet Karakuş and Dr. Şeyihoğlu introduced a social studies activity that was supported by OR code applications. The researchers determined the views of teachers and students regarding the implementation process of this activity. The activity is at the fourth grade level and focuses on "saving water". The researchers used the activity with 41 students. The opinions of the students and two teachers about the activity were examined by using the content analysis method. Findings indicated that social studies teaching supported by OR code applications might contribute to the development of cognitive and affective behaviors of students. The researchers suggested using activities with QR codes in teaching other social studies topics and in teaching other subject areas.

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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