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Dear Readers,

It is a great pleasure to announce that October 2020 issue of Journal of Inquiry Based Activities (JIBA) has been published. The October issue includes five articles that promote students' higher order thinking skills such as reasoning, inquiring, researching, and creating. A common aspect of the articles included in this issue is to introduce the students to activities that are designed based on real life situations to teach the content standards meaningfully. Some of the social and cognitive skills that are targeted in the activities involve problem solving, collaboration, in-depth learning, and reflecting on the learning processes. Based on prior research studies (Barron & Darling-Hammond, 2008; Freeman et al., 2014), we believe that students' achievement will increase by teaching these types of activities throughout the whole year. JIBA articles introduce teaching activities using data collected from classroom implementation and contribute to spreading student-centered teaching approaches. 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. Hacısalihoğlu Karadeniz and Mathematics Teacher Ahmet Karahan examined the seventh grade students' existing and new conceptions of the concept of percentages. The authors designed an activity based on the Realistic Mathematics Education framework and used the Black Friday discounts as the real life situation of the activity. The students solved percent problems frequently encountered in real life and interpreted multiple percentage discounts. The study revealed the students' conceptions and mistakes in the topic of percentages and offered suggestions for future implementation to researchers and teachers.

In the second article, Mathematics Teacher Selin Işıtan and Dr. Doğan introduced a sequence of interdisciplinary teaching activities that integrated mathematics with music for the fifth grade students. The activities related the concepts of music such as note, beat, and measure to the concept of fractions in mathematics. The students performed addition and subtraction of fractions by making connections to music concepts. The authors suggested that the activities prepared in accordance with the interdisciplinary approach might contribute to students' conceptual learning of fractions.

In the third article, Dr. Kaya and Science Teacher Çağrı Avan described the implementation and evaluation processes of an inquiry-based activity that engages students in examining the scientific concepts related to the respiratory systems of fish using scientific investigation skills. The activity was implemented for 2 hours in a seventh grade classroom. Based on the data that was collected through classroom observations, student worksheets, and semi-structured interview with the teacher following the lesson, the authors reported that the activity was successfully implemented. The activity is a good resource for teachers who want to engage their students in inquiry-based learning activities, seek materials that support students' scientific investigation skills, and want to support students' conceptual learning of scientific concepts.

In the fourth article, Dr. Kaçar, Dr. Ormancı, Research Assistant Erkan Özcan, and Dr. Balım introduced a module that illustrates the use of concept cartoons integrated into problem-based learning (PBL) method in science lessons. The module includes concept cartoons focused on the topic "heat insulation" in the sixth grade science curriculum. The researchers used the semi-structured interview technique to find out the participating 27 students' views about the module. It was reported that the students explained that they learned the subject of heat insulation in a meaningful way, remembered their previous knowledge through the activities, could associate the science topics with daily life more easily, and that their interest in the lesson increased.

In the last article of this issue, Dr. Alevli shared the design, implementation, and evaluation processes of an activity aiming to improve the vocabulary of the fourth grade students. As part of the activity, the teacher and students selected synonyms, antonyms, idioms, and proverbs to design and test a game. At the end of the game activity, data was collected to determine the opinions of the students about the activity. The students explained that they had fun during the activity, participated actively, and found it exciting to create their games. The author suggested that this game can be used in language lessons for enriching the content as well as the processes and products.

As in our other issues, we are proud to have teacher writers in this issue. JIBA is strengthening its role of serving as a bridge between theory and practice. 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 the issue and using them in practice.

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

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References

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