

Editorial: 2022; 12(2)

Dear JIBA Readers,

We are pleased and honored to announce that the Journal of Inquiry Based Activities (JIBA) has published its latest issue for October 2022. Positive learning settings include educational resources and materials and pedagogical methods that are suitable for students' needs and interests in order to support conceptual and meaningful learning. Problem-solving-based and inquiry-based learning are among the pedagogical approaches that have come to the fore in recent years. Articles published in JIBA model such pedagogical approaches that promote positive learning settings. I would like to note that a lesson successfully implemented in one class/setting may not end up with the same result in another class/setting. At this point, the expertise and experience of teachers are important to make the necessary and appropriate adaptations. We hope that JIBA will contribute to the spread of positive learning environments. Before introducing the articles published in the October issue, I would like to thank all our authors, reviewers, and readers, who contributed to the publication of this issue.

In the first article, Dr. Kozcu Çakır, Teacher Sıla Yurdakul, and Dr. Çetin shared the implementation and evaluation processes of an Arduino-assisted robotics and coding activity that was designed based on the 5E teaching model. The activity was used with sixth-grade students and aimed at teaching students how to code, increasing their motivation towards the lesson, and helping them associate the factors affecting the brightness of the bulb with daily life. The researchers reported that the students were able to relate the robotic and coding mechanisms to the concept of bulb brightness in a meaningful way, they were able to explain this relationship using scientific expressions, and they enjoyed participating in the activity.

In the second article, Dr. Temel Aslan introduced an activity that will support the development of data literacy and includes using real data. The activity was designed using Robert Boyle's experimental data. The purpose of the activity that was used with 11th-grade students is to examine Boyle's data in a way that supports the development of data literacy and to understand Boyle's law. According to the qualitative research results, the students thought that the activity was effective in both understanding the concept and supporting data literacy.

In the third article, Dr. Kızılaslan, Dr. Aslan, Dr. Karakoç, and Dr. Kapucu worked with students with visual impairment. The researchers developed an activity to teach the concept of sound insulation in a conceptual way with tactile documents that highlight haptic senses. The activity was implemented with the participation of four visually impaired students attending a state secondary school for the visually impaired. The authors reported that all students actively participated in the activity. In addition, it was determined that the students found the activity enjoyable, instructive, and suitable for teaching the concept of sound insulation.

In the last article of this issue, Dr. Özcan, Doctoral Student Yaşar Ceren Sağcan, and Teacher Kadir Kacar introduced a method that was developed for vocabulary instruction and the retention of words. Based on this method, an activity titled "Attention, There is a Glossary on the Wall" was planned and implemented with sixth-grade students. The researchers determined that the students in the study group were more successful in using vocabulary after the implementation of the activity. It is suggested that the developed method can be used for teaching vocabulary within the scope of Turkish lessons and other language lessons.

I would like to express our special appreciation to the people who contributed to this issue. I hope that you enjoy reading the articles on this issue.

Sincerely,
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Editor-in-Chief, JIBA
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