

Editorial: 2020; 10(1)

Dear Readers,

We are pleased to announce that April 2020 issue of Journal of Inquiry Based Activities (JIBA) has been published. In this issue, there are five articles that will contribute to your readings on the learning and teaching processes during the unfortunate global quarantine times. JIBA articles share teaching activities that you can directly apply in the classroom, furthermore, they provide opportunities to reflect on the learner, knowledge, and assessment centered positive learning environments. In this sense, we believe that the articles in the April issue will contribute to the development of positive learning environments. 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, English Teacher  zlem G kt rk, Dr.  alıřkan, and Dr.  zt rk examined the effects of using creative drama activities in English lessons on improving the speaking skills of seventh grade students. All drama activities that took place for ten weeks and how students took part in these activities are presented in the article. The authors concluded that the creative drama activities improved the speaking skills of students and this improvement positively affected their attitudes towards the course.

In the second article, Mathematics Teacher Bahriye Eda Yaęmur introduced a game-based activity that can be used in teaching prime numbers and examined the students' views about this activity. The game engages students in strategic thinking beyond practicing finding prime numbers. The game was implemented with 22 sixth grade students attending a Science and Art Center in Turkey. The author reported that the game was successfully implemented and that the students found the game enjoyable and instructive.

In the third article, Dr.  evik, Dr. Abdioęlu, and Dr. Erg rer described the implementation and evaluation processes of the "Enlighten Roman Tombs with Periscope" activity. This activity illustrates an integration of the archeology discipline with the fields of Science, Technology, Engineering, and Mathematics (STEM). The participating ninth grade students designed a periscope to observe the tombs in an artificial excavation site. The students identified artifacts in the tombs using their periscopes developed in the design cycle. The authors held a focus group interview with the students at the end of the study. The students expressed the view that their innovation and problem-solving skills improved.

In the fourth article, specialist science teacher Feride Eda  zt rk and Dr. Bayram introduced the "Flexible Inquiry Based Science Teaching (FIBST)" model developed within the framework of inquiry approach. They described repeated teaching practices related to the concept of electricity. The lessons were planned, taught, and revised based on the FIBST model. Emphasizing the "flexibility" component of the model, the authors reported that the participant teachers gained an ability to adapt any activity into an inquiry-based activity and were able to design and apply activities according to the varying conditions of the teaching environment.

In the last article of this issue, Turkish language teacher Mehmet Ali Baz examined the design, implementation, and evaluation processes of an activity that shows how news photos can be used in language lessons to enhance visual literacy skills. The activity was developed as part of a lesson study model and engaged the students in analysis of awarded news photos. The author reported that the students used higher-order thinking skills in relation to visual literacy throughout the activity.

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,
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Editor-in-Chief, JIBA

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