



From the Guest Editor

Dear JCER reader,

It is a privileged and honour for me to be the guest editor of the Journal of Computer and Education Research (JCER) in this issue (Volume 5, Issue 9). In the present issue, there are seven research articles. Three of these studies are in English as whole texts.

The 1st article is written by Gülay EK C and Havva ILGIN B L C . The title of **The Primary School Studentsø Cognitive Structure on the Concept of øHomeö: Sample of Life Science Course with a Qualitative Analysis**. The aim of current study is to analyze primary school studentsø conceptual structures for the concept of øhomeö. The data collected through the study were divided into 5 categories and 2 subcategories, which were stated as follows: family members/ animals are living in house/shelter, the places for livable house, furniture and objects in the house, the activities done in house, the feelings towards house. In this context; father and mother emphasis has come to the fore. Besides, birds and trees were observed to be drawn in the drawings in which the concept of home is associated with animals.

The 2nd article is titled **A Case Study On Media Literacy Levels Of Secondary Students Who Attend Media Literacy Courses** and written by Erhan GÖRMEZ. The aim of this study is to determine the media literacy levels of secondary school students who attend media literacy courses. The interviews were conducted with 10 secondary school students of grade 8 attending media literacy courses by using semi-structured interview forms developed by the researcher. The questions used in semi-structured interview forms were prepared considering the outcomes of Media Literacy program related to units in Media Literacy Lesson Teacher Guide Book such as What is Communication?, Mass Communication, Media, Television, Newspaper and the Internet. Having evaluated the research results, it was concluded that the students who attend Media Literacy courses have a bit data and skills as knowing what communication is, using media and knowing its functions, telling the difference between TV program sorts in terms of their functions, knowing smart signs and explanations and obeying them, knowing basic concepts about newspaper and knowing and applying basic concepts concerning internet usage.

The title of the 3rd article is **Designing Undergraduate Curriculum for Management Information Systems (MIS) Education: A Comparison of the MIS Programs of Turkish Universities with those of Global Universities**. Eyüp AKÇET N, Ufuk ÇEL K, Abdulkadir YALDIR, Ali KELE are the authors. Information systems have become an essential requirement for the businesses of todayø digital age. Therefore, with this study, curricula of 90 universitiesø Management Information Systems (MIS) Undergraduate Programs, 57 of which are foreign and 33 are Turkish, were compared. The study methods include data mining approaches namely random clustering and making a text mining analysis. As the number and importance of the MIS





programs are rapidly increasing, it is aimed with these approaches to contribute developing a world-class curriculum model to improve the quality of education of them.

The title of the 4th article is **Analysis of Questions about Fractions in the Fifth Grade Mathematics Textbooks with Respect to TIMSS Cognitive Process Skills Levels** written by Melike TURAL SÖNMEZ. In this study, the questions included in the fractions unit of the fifth grade mathematics textbooks were investigated by cognitive process skills in Trends in International Mathematics and Science Study (TIMSS). Written document analysis was used in the study. Two textbooks were chosen randomly among the books which were authorized by the Board of Education, Ministry of National Education, to be used as the class textbooks for five years beginning from 2013-2014 education year. Kappa coefficient was utilized for the reliability of the codification. Findings of the research indicate that the questions included in the textbooks are available at most at application level, and variance of the questions in terms of cognitive qualifications shows no differences.

The title of the 5th article is **The Possible Effects of Combined Reading Activities on the Development of Silent Reading Rate** written by P,nar UYANIKER. This study aims to find the effects of assisted and unassisted repeated reading activities on the development of beginner and pre-intermediate adult L2 learners' reading fluency and find out which proficiency level benefits more from the combined reading activities. The participants of the study are 16 beginner and 19 pre-intermediate L2 university learners. Sixteen reading passages were chosen for the study. The sessions lasted five weeks. The participants first read the text and recorded their time (unassisted reading). Then the passage was read along with the audiotape for the second, third, and fourth times (assisted reading). The participants read the text three times more and the last reading was again recorded (unassisted reading). The first and the last readings were used as pre and post-tests. The findings suggest that both groups developed their reading rate while pre-intermediate group benefited more from the treatment.

The title of the 6th article is **Reliability and Validity Study of the Attitude towards Mathematics Instruments Short Form** written by Güney HACIÖMERO LU. Purpose of this study was to investigate the reliability and validity of the Turkish form of the Attitude Towards Mathematics Instrument Short Form developed by Lim and Chapman (2013). In this study, data gathered from 310 elementary students were utilized for Exploratory and Confirmatory Factor Analysis to determine the structure of factor loading. The factor loading among the sub-scales were different from original. Confirmatory Factor analysis revealed that the model was acceptable. There were three sub-scales, value, self-confidence, enjoyment and motivation. Cronbach's alpha coefficient for the overall instrument was calculated as .84, respectively. The adapted instrument includes three sub-scales: value (=.91), self-confidence (=.86), enjoyment and motivation (=.82). Turkish adaptation of the questionnaire is valid and reliable and appropriate to use in Turkish culture.





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The title of the 7th article is **An Investigation of Mathematical Knowledge Related to Mathematics Teachers' Basic Concepts in Sets Unit**. Nurullah YAZICI and Mehmet Nuri KÜLTÜR are the authors. This research was conducted in order to examine the subject matter of Mathematics teachers in the context of "Mathematical Knowledge For Teaching" model of "Basic Concepts in Sets" which is the first topic of the 9th class "Sets". The study group, which is one of the qualitative research methods, used the case study design, constitutes 5 mathematics teachers who work in different education levels. A descriptive analysis technique was used to analyze the data obtained through interviews. While analyzing the data, teacher and student textbooks, which were prepared by the Ministry of National Education for the purpose of teaching in 2015-2016 academic year, were taken as a reference. According to the research findings, it was determined that the teachers had deficiencies in the subject field of "Basic Concepts in the Sets" and had superficial knowledge rather than in depth knowledge.

I would like to thank the reviewers of this issue for their comments and suggestions on each article, and also thank the authors who support the journal (JCER) with their original scientific work. I invite all educators working in the field of Computer and Education Research, from our country to submit original manuscripts with high levels of scientific quality to the Journal of Computer and Education Research and also wish all of you health and success in 2017.

We look forward to seeing you in the next issue of the Journal of Computer and Education Research.

Yours Sincerely,

Prof. Dr. Özcan Demirel

