

VOLUME-5 / ISSUE-3 / DECEMBER 2024

JOURNAL OF
INNOVATIVE
RESEARCH IN
TEACHER
EDUCATION



JIRTE

JOURNAL OF INNOVATIVE
RESEARCH IN TEACHER EDUCATION

ISSN: 2757-6116

www.jirte.org

VOLUME-5 / ISSUE-3 / DECEMBER 2024

ISSN : 2757-6116

DOI : 10.29329/jirte.2024.669



Journal of Innovative Research in Teacher Education (JIRTE)

PUBLISHER

Prof. Dr. Erkan DİNÇ
Anadolu University

OWNER

Prof. Dr. Erkan DİNÇ, Turkey / Türkiye

PERIOD

JIRTE is an international peer-reviewed journal is published three times a year.
(March September, December)

PUBLICATION LANGUAGES

English

INDEXING

H.W. Wilson Education Full Text, Modern Languages Association (MLA), Ebsco Host, EuroPub, ResearchBible, Index Copernicus, SIS (Scientific Indexing Services), ROOTINDEXING, Advanced Science Index, Asos Indeks, DRJI (Directory of Research Journals Indexing), JournalFactor, ESJI (Eurasian Scientific Journal Index), Cosmos, CiteFactor, idealonline, MIAR, Turkish Education Index,

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Journal of Innovative Research in Teacher Education (**JIRTE**) aims to present the compilation of up-to-date and innovative research papers, reviews, and argumentative essays on education in general and teacher education in particular.

It is expected that the papers published in JIRTE will raise issues related to teacher education in various field areas; open up discussions related to those issues; suggest different methods of handling those issues or solving the related problems. It is also hoped that the studies published in JIRTE will provide the basis for timely discussions on the various areas of teacher education, and give direction to innovative research and practices. The paper accepted to JIRTE will be given DOI numbers and then published **free of charge**. JIRTE is an international peer-reviewed journal published three times a year in **March, September, and December**. In the reviewing processes, JIRTE uses the double-blind review method for all studies sends for publication. In this method the identities of the authors and reviewers are confidential. In order to ease this process, the authors are required to prepare and then check their manuscripts not disclosing any name or other identifying information. Authors can use MS Word's 'Document Reviewing' feature for this purpose.

Studies to be published in JIRTE need to be carried out in any areas of educational sciences, especially in teacher education.

- They can be carried out in any form of quantitative, qualitative or mixed-method research;
- Literature analyses, meta-analysis, meta-synthesis studies, and book reviews and opinion papers can be sent to JIRTE for reviewing and publication.
- JIRTE gives priority to research papers. Attention is paid to the issue that the number or quantity of review papers should not over-throw the number of research papers.
- JIRTE also gives priority to papers prepared in English (full text).**

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| 13. History Education (History in Education/ | 25. Teacher Education (all fields) |

Dear Colleagues and Readers,

We are happy to introduce you to the third issue of Volume Five of the Journal of Innovative Research in Teacher Education (JIRTE). Three papers are presented in the current issue, each addressing different topics in teacher education. The first one is "Analysing the secondary school history 9 textbook in Türkiye in terms of historical ethics" by İsmail Hakkı Demircioğlu, İnanç Genç, and Selahaddin Kaymakçı. In the first study, the authors comprehensively evaluated the 9th-grade history textbook in Turkey from the perspective of historical ethics. Using document analysis within the scope of qualitative methodology, the study used the Secondary History 9 textbook published by the Ministry of National Education of the Republic of Turkey as a data source. The textbook's content was analyzed in terms of historical accuracy and honesty, cultural sensitivity and diversity, human rights and ethical values, critical approach and topicality, impartiality, and pluralism. They analyzed the data collected within the scope of the research using the content analysis method. The results showed that the 9th-grade history textbook largely complied with the principles of historical ethics. The authors concluded that some themes need to be examined in more depth and some aspects of the content need to be enriched.

The study entitled "The spatial thinking abilities and synchronic thinking skills of undergraduates in history, geography, and social studies education" was conducted by Pelin İskender Kılıç and Nevin Özdemir. The authors examined the spatial and simultaneous thinking skills of undergraduate students in history, geography, and social studies education in the context of specialization, grade level, and gender variables. They collected data from 269 undergraduate students in a survey research. The researchers analyzed the mean scores obtained from the Spatial Thinking Ability Test and the Concurrent Thinking Skills Test according to different demographic variables. The results revealed that the average scores obtained from the scales differed significantly according to gender and field of study.

In the last article of this issue, Sema Yiğit, Sema Bulut, and Gülbin Özkan introduced science courses and science experiments to hearing-impaired students aged 4-8. She examined their views on science experiments and science courses. The study results revealed that hearing-impaired students liked science lessons and experiments and had fun doing science experiments. By conducting preliminary experiments, they showed that the students had not done science experiments before and did not have much knowledge about science experiments. They found that the students were surprised, happy, and willing to do experiments thanks to the experiments. In light of the results, they suggested that science experiments should be given the necessary importance and actively carried out in the lessons by including schools with students with disabilities.

It has been recorded that quality is gradually increasing in JIRTE. Therefore, I thank all authors who considered JIRTE the medium to publish their research studies. I would also like to thank my colleagues on the Editorial Boards and those who served as peer reviewers for contributing to the increasing quality of works published in JIRTE. We look forward to seeing you again in the first issue of the sixth volume.

Dr. Erkan DİNÇ
Chief Editor

Review

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Analysing the secondary school history 9 textbook in Türkiye in terms of historical ethics

DOI: 10.29329/jirte.2024.669.1

İsmail Hakkı Demircioğlu, İnanç Genç, and Selahaddin Kaymakcı

Research

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The spatial thinking abilities and synchronic thinking skills of undergraduates in history, geography, and social studies education

DOI: 10.29329/jirte.2024.669.2

Pelin İskender Kılıç, and Nevin Özdemir

Research

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Developing science experiments for hearing-impaired children and examining their opinions

DOI: 10.29329/jirte.2024.669.3

Sema Yiğit, Sema Bulut, and Gülbin Özkan



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