

INNOVATIVE EDUCATIONAL RESEARCH (INNER)

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Corresponding Address

Eyüp Artvinli, INNER Journal,
Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, 2. Kat, Ofis No: 205,
Meselik Kampüsü, 26040, Eskişehir

Editor-In-Chief E-mail: eartvinli [at] gmail.com

T: +90 222 239 37 50

Editorial Commissions**Editor In Chief****Prof. Dr. Eyüp ARTVINLİ**

Eskişehir Osmangazi University, TURKEY

E-mail: eartvinli [at] gmail.com, Tel: +90 (222)239 37 50

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, 2. Kat, Ofis No: 205, Meselik Kampüsü, 26040, Eskişehir/Turkey.

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Dear Readers,

Welcome to the second volume of **INN**ovative **E**ducational **R**esearch (**INNER**). INNER has two articles in this issue. First article is entitled "Natural and Human disasters in Social Studies Education in Turkey: A Taxonomic Analysis" written by Emine Elmas from Turkey. The purpose of this study is to analyze how natural and human disasters are included in the 2018 social studies curriculum and textbooks. For this purpose, it was examined how natural and human disasters were included in the texts and visuals in the 4th-7th grade social studies curriculum and textbooks. Document analysis, one of the qualitative research methods, was used in the study. According to the findings, in the visuals and texts related to natural and human disasters in the textbooks, individuals are mostly taught the causes of disasters, their possible effects and ways of protection from disasters. When the achievements of natural and human disasters in the Social Studies curriculum are examined, it is determined that there are achievements for application in the 4th grade, analysis and comprehension in the 5th grade, analysis in the 6th grade, evaluation, and synthesis in the 7th grade. It is recommended that the learning outcomes in the curriculum should address natural and human disasters at an earlier age and the textbooks should include activities that will develop higher level thinking skills.

Second article is entitled "An Analysis of Thematic and Methodological Trends of Environmental Education Theses in Turkey" written by Z. Melis Demir from Turkey. In this study, it was aimed to determine the thematic orientations of postgraduate theses in the field of environmental education in Türkiye between 2012-2020. Within the scope of the research, a total of 351 postgraduate theses, 305 master's theses and 46 doctoral theses, were accessed on the database of the National Thesis Centre of the Council of Higher Education. As a result of the thematic analysis of the theses, a total of 42 themes were determined and "Environmental Education and Problems, Environmental Attitude, Environmental Knowledge, Environmental Behavior and Environmental Awareness" were determined as the themes with the highest frequency. According to these results, it can be suggested qualitative studies and mixed method studies can be carried out on more specific issues and their sub-dimensions such as water pollution, air pollution, human-nature interaction, which are the main problematics of environmental education, especially in Türkiye.

I would like to thank foremost, with a great respect, the individuals who spent their inestimable time to review the papers on behalf of INNER and the Editorial Board of INNER. Finally, I would like to thank very much those educators who contributed to this issue of INNER by submitting their papers.

Editor-In-Chief

Prof. Dr. Eyüp ARTVİNLİ
Eskişehir Osmangazi University
Eskişehir, TURKEY