

**INNOVATIVE EDUCATIONAL RESEARCH (INNER)**

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JOURNAL



**INNER**

INNOVATIVE EDUCATIONAL RESEARCH JOURNAL

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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 “The Level of Achievement of Geographical Skills of Social Studies Curriculum in Textbooks” written by Aslı Aslan from Turkey. In this study, the level of access to the above-mentioned geographical skills in 4th-7th grade social studies textbooks was examined through document analysis, one of the qualitative research techniques. As a result of the research, it was concluded that geographical skills are not sufficiently included in the textbooks and that the textbooks focus on filling the content of the acquisition quantitatively rather than skills. From this point of view, it is recommended that a learning outcome-skill relationship should be established in the writing of textbooks and the content of the learning outcomes should be structured in such a way that students gain the relevant skills.

Second article is entitled “An Analysis of the Impact of Geogames on Geographical Skills” written by Leyla Dönmez from Turkey. The aim of this research is to analyze the effect of interactive games, known as geographical games, on geographical skills. During the research process, it was investigated to what extent games defined as geographical games could help students gain geographical skills. The data collected through document analysis, one of the qualitative research methods, was analyzed in depth within the framework of both the social studies course curriculum and Geographical games in the context of Turkey. The game is not only a means of entertainment, but also has the capacity to create a learning environment for geographical education in schools. When the right game is combined with the right learning environment, an optimum learning environment can be created where children learn while having fun. Extracurricular activities are a teaching method that should be used intensively in geography education. Today's pandemic conditions have brought students closer to the interactive education model. In this process, we can contribute to the acquisition of geographical skills by turning the disadvantageous conditions of the pandemic into an advantage with the motto of learning while having fun.

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.

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