

**INNOVATIVE EDUCATIONAL RESEARCH (INNER)**

# INNER

INNOVATIVE  
EDUCATIONAL RESEARCH  
JOURNAL



**INNER**

INNOVATIVE EDUCATIONAL RESEARCH JOURNAL

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**Contents**

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Contents .....	2
Editorial Commissions.....	3
From the Editor .....	4

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**Articles**

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5.1.1. <b>Project-Based GIS Integration into Geography Learning: The Case of Landslides</b> Erkan Dündar, Feride Cesur, Betül Güneş Aksoy Research Article.....	5-16
5.1.2. <b>Can Google Experiments Turn into Educational Experiences?</b> Z. Fatih İneç Research Article.....	17-24

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Dear Readers,

Welcome to the second volume of **INN**ovative **E**ducational **R**esearch (**INNER**). INNER has two articles sin this issue. First article is entitled “Project-Based GIS Integration into Geography Learning: The Case of Landslides” written by Erkan Dündar, Feride Cesur and Betül Güneş from Turkey. In this study, a sample project-based GIS application that can be used in the teaching of landslides was developed by reviewing the literature on GIS projects. Each component of this application was designed to be used in geography teaching, and the roles of teachers and students were addressed in these components. According to the research findings, it is recommended that GIS should be used as a "decision support system" in the geography course teaching process, guidance documents should be created for teachers regarding the use of GIS in the teaching process in accordance with the achievements in geography curriculum and solving hardware and software problems regarding the use of GIS in schools.

Second article is entitled “Can Google Experiments Turn into Educational Experiences?□” written by Z. Fatih İneç from Turkey. This article examines whether Google experiments, in which web 3.0 and code writers exhibit various web technology experiences rather than a platform, can be an educational experience or not, using qualitative research methods. In this regard, a semi-structured checklist was created by the researcher aiming to reveal the education-technology relationship in Google Experiments. The findings show that Google Experiments mostly reflects achievements and skills, allows interaction, transactions can be made, transactions can often be shared with stakeholders, and content can be presented through experiments in learning environments.

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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