

INNOVATIVE EDUCATIONAL RESEARCH (INNER)

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Volume 1, Issue 1, 2020**Contents**

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

Articles

-
- 2.1.1. **How the Natural Events dealt with in Curriculum? Example of Social Studies and Science Lessons in Turkey**
Zülfiye Melis Demir
Research Article.....5-13
-
- 2.1.2. **Comparison of Values in Turkish and Social Studies Course Curriculum in Turkey**
Ayhan Dönmez
Research Article.....14-23
-

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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 “How the Natural Events dealt with in Curriculum? Example of Social Studies and Science Lessons in Turkey” written by Z. Melis Demir from Turkey. In this study, Social Studies and Science Curriculum Curriculums were examined to recognize natural events in primary school. The qualitative research method was used in this research. According to research aim, social studies and Science Lesson Curriculums were analyzed with document analysis. As a result, in the Social Studies curriculum four, and the Science curriculum six special purposes were related with natural events. In the Social Studies curriculum nine 4th grade learning outcomes were related with natural events. In the Science curriculum twenty 3rd grade learning outcomes and seventeen 4th grade learning outcomes were related with natural events.

Second article is entitled “Comparison of Values in Turkish and Social Studies Course Curriculum in Turkey” written by Ayhan Dönmez from Turkey. In this research, it was aimed to analyze the 2009, 2017 and 2019 Turkish Course Curriculum and the 2018 Social Studies course curriculum in terms of values. For this purpose, these programs were analyzed and evaluated in terms of values. The research model is descriptive and has the characteristics of a qualitative research method. The data source of the research consists of the Turkish course curriculum and Social Studies course curriculum published by the Ministry of Education, Board of Education and Discipline in 2018. The data of the research were analyzed based on the principles of the document analysis method. When the concepts of values in both curricula were examined, it was determined that national and universal values came to the fore in both curricula. However, due to the inclusion of history and geography-based learning areas in the Social Studies course curriculum, it has been determined that values related to history and geography are frequently included. According to the findings obtained because of the research, it is recommended that other curriculums be examined in detail and the subject of values be updated according to current conditions.

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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