

INNOVATIVE EDUCATIONAL RESEARCH (INNER)

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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 “Investigation of Digital Game Addiction, Academic Procrastination and Autonomous Learning in Secondary School Students (Konya Case) written by Abdurrahim Doğan, Gürcü Koç” from Türkiye. This study was conducted to examine the relationship between digital game addiction level, academic procrastination behaviors and autonomous learning levels of students studying at the second level of primary education. As a result of the analysis, the average score obtained from the Digital Game Addiction scale revealed that the students were not at the level of addiction and had an average score below the middle level. It was determined that the students showed a moderate level of procrastination behavior and considered themselves adequate and good in autonomous learning. There was a significant relationship between students' Digital Game Addiction Scale scores and Academic Procrastination Scale and Autonomous Learning Scale scores and Autonomous Learning Scale sub-dimensions scores. At the end of the study, it was suggested that more practices that support student autonomy should be included in learning environments, the time to be devoted to digital games should be reduced by making a daily plan, and children, parents and teachers should be informed through seminars, public service announcements, TV series or social media.

Second article is entitled “The Challenges Encountered by Individuals with Albinism in Their Education” written by Ayşe Tosun and Hilalsu Baş from Türkiye. In this study, the aim was to identify the challenges encountered by individuals with albinism throughout their educational journey. The case study method, a qualitative research approach, was employed for the study. Purposive sampling using criterion sampling technique was utilized to determine the study group. As a result of the research, it was observed that individuals with albinism experience peer bullying, are subjected to disturbing looks in the social environment at school, face difficulties in using educational materials, and cannot follow the lessons in terms of the learning process. Based on the findings, it is recommended that appropriate textbooks be organized for individuals with albinism, the physical conditions in educational environments be arranged, and teacher training include information about individuals with albinism.

Third article is entitled “Secondary School Students' Level of Acquisition of Geographical Skills in Social Studies Course” written by Nadide Tunca from Türkiye. This study was conducted to determine whether the level of secondary school students' acquisition of geographical skills in the Social Studies course differs according to the student's gender, pre-school education, income level, mother's, and father's education level, whether the family is a member of an institution/organization related to the environment, and whether there is a material related to geography at home. It was determined that the fact that one of the family members was a member of an institution and organization related to the environment

made a significant difference on the level of acquisition of geographical skills. In addition, it was determined that the level of material use had a significant difference on the level of acquisition of geographical skills. The level of students' acquisition of geographical skills in the Social Studies course is below average (44.7%), and to increase student success in this subject, families can be ensured to give importance to pre-school education. It is also recommended to support the use of geography-related materials in students' homes.

Forth article is entitled “The Experience of School Administrators and Guidance Counselors on 6 February 2023 Kahramanmaraş Earthquake: Kahta Case” written by Fatma Alaca, Mehmet Özen and Mehmet Demir from Türkiye. In the study, it was aimed to examine the views of secondary school administrators and guidance counselors in Kahta district, which was one of the disaster areas in the 6 February 2023 Kahramanmaraş-based earthquakes. For this purpose, school administrators and counselors were asked to share the situation in the region regarding the earthquakes and their aftermath. Case study, one of the qualitative research methods, was used in the study. In the spring semester of the 2023-2024 academic year, 17 people from school administrators and counselors working in Kahta voluntarily participated in the study. The data of the study were collected through semi-structured interview forms. Semi-structured interview forms were developed by the researchers and finalized after receiving expert opinion. The answers were received during one-to-one interviews in a quiet environment. Afterwards, the opinions of school administrators and counselors about the situation in question were analyzed and interpreted. When the research findings were analyzed, it was determined that the participants had negative life experiences both in their educational and personal environments due to earthquakes, and that both themselves and their relatives were negatively affected psychologically.

Last article of this issue is entitled “Opinions of Teachers Working in Guidance and Research Centers on Inclusive/Integrated Education Practices” written by Damla Gülce Acar and Macid Ayhan Melekoğlu from Türkiye. This study was conducted to examine the opinions of teachers working in the special education services department of a guidance and research center regarding inclusive/integrated education practices. Deciding on the appropriate educational environment and special education services for the student is carried out through special education evaluation boards within the guidance and research centers. For this reason, the opinions of teachers responsible for the identification and placement processes of students regarding inclusive/integrated education practices are important. As a result of the study, certain standard procedures can be established regarding educational diagnosis and placement carried out in guidance and research centers and special education services departments, special education evaluation boards should be selected among teachers who are experts in their fields, their knowledge levels can be increased by organizing in-service training for teachers in charge of providing support education, and health institutions can increase their knowledge

levels. Suggestions have been made that physicians who work and are responsible for medical diagnosis can be trained on correct diagnostic criteria, and information training can be organized for students and parents in schools about inclusive/integrated education practices.

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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