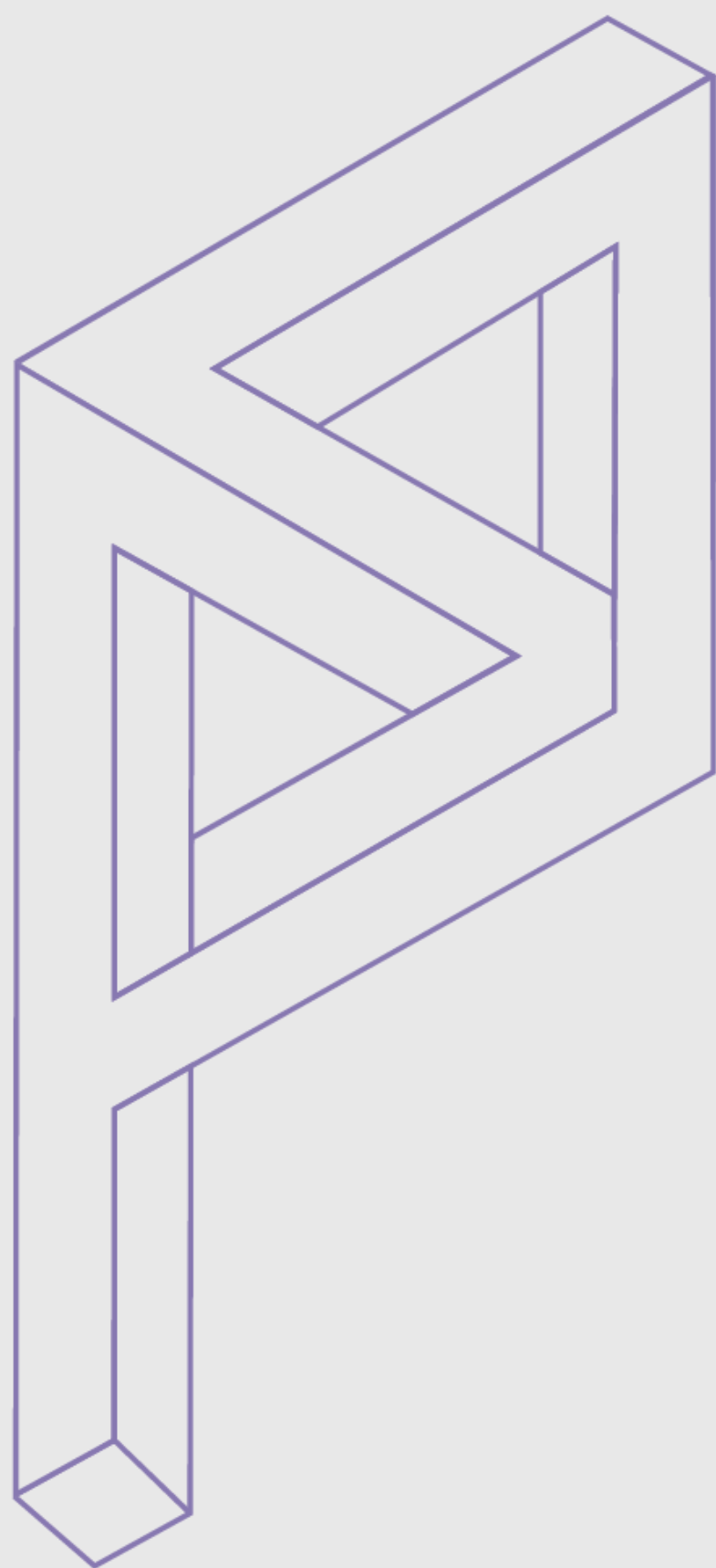


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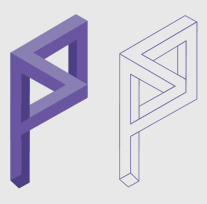
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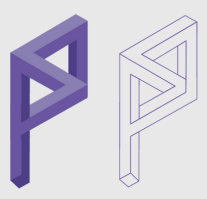
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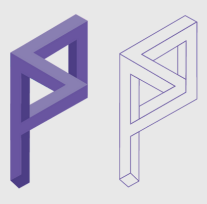
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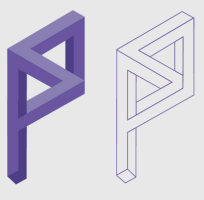
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- Literature analyses, meta-analyses, meta-synthesis studies, and opinion papers can be sent to PedPer for reviewing and publication.
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- PedPer's publication language is English.

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- Teacher Training (all fields)

Dear PedPer readers,

Aiming to present the compilation of up-to-date, innovative research papers, reviews, and argumentative essays on education in general, the first issue of the Pedagogical Perspective (PedPer) is with you. We hope that Pedagogical Perspective (PedPer) will be a premier source for those seeking and pursuing knowledge. Pedagogical Perspective (PedPer) is founded to develop education by publishing articles on all aspects of the education system from kindergarten to upper university level worldwide. In the digital era of today, educators and teachers need to have more instruments to affect the rest of the world.

In the inaugural issue of PedPer, there are five articles. These articles are alternative literacy in the social studies curriculum, reading comprehension levels of primary school students, inquiry skill levels of pre-service social studies teachers, academic theses prepared about the social studies curriculum, and studies on the Turkish as a foreign language curriculum.

In the first article, İlker Dere and Yakup Ateş referred to alternative literacy in the social studies curriculum in Turkey in their studies. It is an important study in terms of guiding the social studies curriculums that will be prepared in the future and discussing the situation of alternative literacy in the current curricula. In the second article, Süleyman Erkam Sulak and Sevil Özkul Türkeri examined the reading comprehension processes of 4th-grade students regarding various variables. This study comes to the fore in evaluating the reading comprehension processes from the eyes of the students. The third article is about Güldane Dinç Bay's inquiry skills of pre-service social studies teachers. In this study, the factors affecting the inquiry skill levels of pre-service social studies teachers were tried to be evaluated. It is thought that this study will make important contributions to the social studies teacher training literature. In the fourth article, Aslıhan Gez Çinpolat tried to evaluate the postgraduate theses written for the social studies curriculum in Turkey by scanning them based on various criteria. Thus, he reached essential results for the academic theses prepared for the social studies curriculum. Finally, in the fifth article, Hasan Hüseyin Mutlu and Engin Gümüş compare Ankara University (TÖMER) and Turkish Maarif Foundation Turkish as a Foreign Language Teaching Programs in terms of skill areas, goals, and evaluation practices, and it is thought that the results they reach will make significant contributions to the literature.

Erhan YAYLAK, Ph.D.

Yours respectfully

Editors in Chief

Original Article

Alternative literacy in the Turkish social studies curriculum

İlker DERE & Yakup ATEŞ

1 - 20

Original Article

Investigation reading comprehension processes of fourth-grade primary school students

Süleyman Erkam SULAK & Sevil ÖZKUL TÜRKERİ

21 - 35

Original Article

Investigation of inquiry skills of social studies pre-service teachers

Güldane DİNÇ BAY

36 - 54

Original Article

Academic dissertations on the social studies course curriculum in Turkey: A review of the literature (2006-2021)

Aslıhan GEZ ÇİNPOLAT

55 - 67

Original Article

A comparison of Ankara University (TÖMER) and Turkey Maarif Foundation Teaching Turkish as a Foreign Language Programs in terms of skill areas, objectives, and assessment practices

Hasan Hüseyin MUTLU & Engin GÜMÜŞ

68 - 75