



SOSYAL BİLİMLERDE SSCI-SCI DERGİLERDE MAKALE YAZMA VE YAYINLAMA STRATEJİLERİ

Prof. Dr. Bekir YILDIRIM

Muş Alparslan Üniversitesi, Eğitim Fakültesi

Bir Makale Yazarken Dikkat Edilmesi Gereken Püf Noktaları

Somut Örnek:

Dear Dr. Bekir Yıldırım,

Before I can send your paper to review, please consider all of the following points:

1. Our system indicates that there is a match of 344 words with the paper "Preschool STEM Activities: Preschool Teachers' Preparation and Views ". A maximum of around 60 quoted words is accepted per paper. No previously copyrighted material can be used. This issue has to be resolved before we can send this paper to review
2. You have insufficient conference or journal (refereed) paper references since 2019 (beside your's). Considering how prolific the field is, you have to substantially extend your bibliography with significant, current references (up to 2021). It is not just about citing up to date literature, it is providing scope and coverage of the field.
3. Research questions, that drive the paper, should be built in the introduction from an ongoing and pertinent bibliography (up to 2021). Identifying a research gap is not enough; key is showing its significance to the field.
4. Answer your research question in the conclusions; what did we learn compared with current, significant research (up to 2021). The authors should make explicit suggestions about how their study affects the design or use of educational computer systems. Is there something new about a particular theory, or is there evidence of theory advancement?
5. How general are your results? These have to be of interest to the whole community. Relate these with your limitations.
6. The added value of your work is not clear (for readers of Computers & Education) in the context of proper and current research (up to 2021).
7. The structure of the paper could be:
 - 1.- Introduction with literature review and justified research questions.
 - 2.- Method.
 - 2.1.- Research model and procedure.
 - 2.2.- Research context and sample.
 - 2.3.- Instrument used and their validation.
 - 2.4.- Data analysis
 - 3.- Results.
 - 4.- Discussion.
 - 5.- Conclusion, limitations and future research.
8. In the methodology indicate, clearly describe, and justify with references: participants; case study; sample and its representativeness; the instruments used and its validation; how the data you are looking for match your objectives; your experimental process; please see the guidelines for the design, implementation and reporting of qualitative research at the paper <http://www.sciencedirect.com/science/article/pii/S0360131516302445>.
9. The submission has to be blind, in the sense that nothing identifying any author, or their institution, has to be present. If you want to reference one of your articles indicate "Author, 20xxa"; for instance: "Author (20xxa). To be added following double-blind review".
10. In the abstract you have to indicate: What is the problem? What did you do? What were your results? What did you learn (that is not already known in the literature)? Please leave it to no more than 250 words.
11. You have incomplete references. For instance Sheridan, K. M. & Wen, X. (2020): Evaluation of an online early mathematics professional development program for early childhood teachers. Early Education and Development, <https://doi.org/10.1080/10409289.2020.1721402> You have to revise that all references correspond and are complete in APA style.
12. Shorter titles presenting results or conclusions are expected to be more cited; I suggest to rewrite the title; please see Paiva, C. E., Lima, J. P. d. S. N., & Paiva, B. S. R. (2012). Articles with short titles describing the results are cited more often. Clinics (Sao Paulo, Brazil), 67(5), 509-513. [http://dx.doi.org/10.6061/clinics/2012\(05\)17](http://dx.doi.org/10.6061/clinics/2012(05)17)

Bir Makale 'nin İngilizcesini Yazarken Dikkat Edilmesi Gereken Püf Nokta

Somut Örnek:

Cümleler kısa ve net olmalıdır.

Çalışılan konulara ilişkin yaygın kelimeler kullanılmalıdır.

En çok red cevapları

While you report this is a mixed methods study, it seems that the quantitative **and** qualitative results were not integrated. I recommend clarifying your methodology—it seems like a multiple methods study.

Results

In the results, you provide the statistics, themes, **and** quotes.

I recommend considering how you can consolidate some of the results. For example, you do not need to repeat in the narrative everything that is in a table. You also could combine some of the tables of themes **and** codes into one table to reduce the number of tables.

Discussion

I recommend adding to the discussion by trying to explain the implications of the results in greater detail. Right now, the discussion does not go in depth. For example, what did you learn from the qualitative data that you could use to change the intervention in future studies or practice?

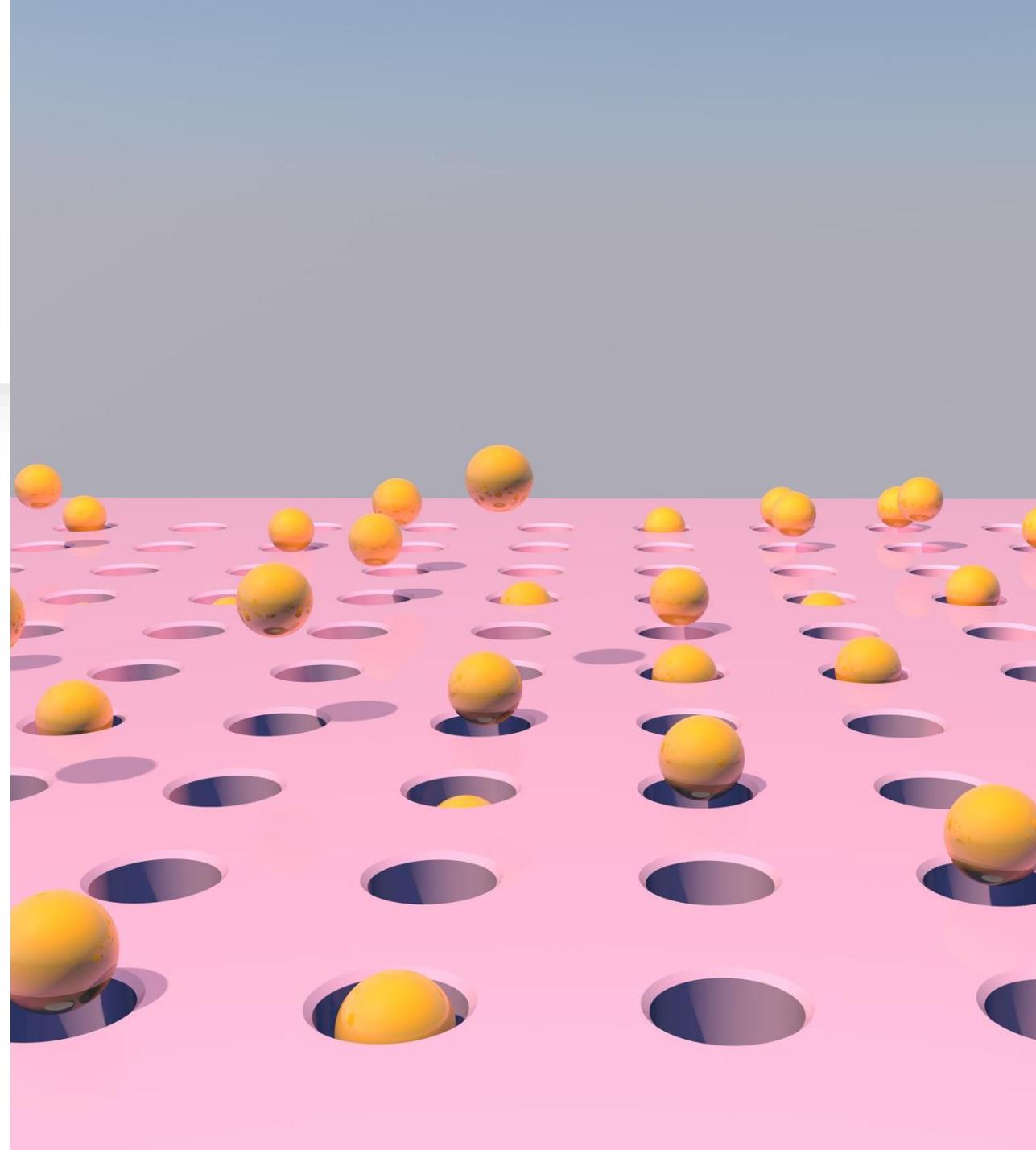
Writing

Please add page numbers to make it easier to read the paper **and** provide suggestions.

Some sections, particularly in the introduction **and** discussion are very choppy. I recommend revising to help them flow better. I also recommend editing for word choice (e.g., "branch," "slow **learning** speeds") **and** typos (e.g., "lipped" in abstract).

Bir Makale 'nin İngilizcesi kime yazdırılmalıdır ?

**Önemli Bir Püf Nokta: Üç
aşamalı bir şekilde siz
yazabilirsiniz. İlk aşama
ChapGPT, ikinci Deeply ve
üçüncü aşamada Gramerly
programından geçirirseniz.
Makalenizi çeviriye göndermenize
gerek kalmayacaktır.**



Makale'de Bulunması Gereken Temel Başlıklar

Makale Başlığı

Flipped TRIZ-STEM: Enhancing teacher training through innovative pedagogy?

Check for updates



Bekir Yıldırım¹

Received: 26 May 2023 / Accepted: 26 September 2023 / Published online: 13 October 2023
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Abstract

This study aimed to examine the effects of TRIZ-STEM applications within an online flipped learning model on teachers' problem-solving skills, creative thinking dispositions, STEM teaching, and their understanding of the nature of engineering. The sample consisted of 57 teachers (24 in the control group and 33 in the experimental group) recruited using purposive convenience sampling. The study adopted a mixed embedded design. Quantitative data analysis included independent samples t-tests, paired samples t-tests, Wilcoxon signed-rank tests, and effect size calculations. Descriptive statistics were used to analyze qualitative data, including the nature of the engineering questionnaire and lesson plans. The experimental group engaged in TRIZ-STEM activities using an online flipped learning model, while the control group engaged in face-to-face TRIZ-STEM education activities. The results showed that online TRIZ-STEM education had a greater positive impact on teachers' perspectives on engineering nature than face-to-face TRIZ-STEM education. On the other hand, face-to-face TRIZ-STEM education was much more effective in helping participants develop problem-solving skills than online flipped learning TRIZ-STEM education. However, the online flipped learning model did not show superiority in improving teachers' creative thinking education and STEM teaching compared to the face-to-face approach. Based on the results, suggestions for future research were provided, emphasizing the potential of online flipped learning models for STEM teacher education.

Keywords STEM education · Flipping learning · Mixed research · Teacher

researcher 22:55



Başlık editörün dikkatini çeken nitelikte olmalıdır.

Yanıt ekle

Makale Başlığı Oluşturma da Püf noktalar



Makale başlığı oluştururken çalışma konusu olduğu gibi uzun şekilde yazılmamalıdır.



Makale başlığı oluşturulurken Yapay Zeka Araçlarından Yararlanınız.

2. Introduction ve Literatür Review Kısmı

Introduction Kısmı ile Literatür Review Kısmı birbirine çok karıştırılmaktadır ve en çok red cevaplarının başında gelmektedir.



10900

Education and Information Technologies (2024) 29:10899–10929

1 Introduction

Technological advancements impact many areas of our lives, from health to the economy (Yoo & Yi, 2022). Education is one field that is affected by technological developments. Countries are integrating technology into their education systems (Lu et al., 2022). Technology enriches education, making learning more effective and lasting. One of the educational technologies is the flipped learning model.

The teacher utilizing flipped learning uploads lesson content to an online platform. Students study online and come prepared for class. During class, students engage in activities guided by the teacher (Bergmann & Sams, 2014). In the flipped learning model, students perform what was traditionally done in the classroom at home, while classroom time is allocated for completing homework (Bergmann & Sams, 2012). The teacher delivers theoretical knowledge online, and students actively participate in activities reinforcing the theoretical knowledge in the classroom.

Additionally, videos facilitate self-paced learning for students (Abeysekera & Dawson, 2015) and enable them to review course content as needed (Enfield, 2013). In the classroom, students actively participate in their learning process through activities (Baker, 2000). In this process, students assume responsibility for their learning and can access the course content at their convenience (Thoms, 2012). The features of the flipped learning model facilitate easy comprehension of the content for students with a slower learning pace (Bergmann & Sams, 2012). Furthermore, the flipped learning model aligns with Bloom's taxonomy

researcher 23:01



Bu kısmın temel amacı çalışma konusunu genel hatları ile vermek, çalışmanın amacını vurgulamak, çalışmanın alanda hangi boşukları doldurduğunu ifade etmek, alana katkısını net ifade etmek |ve araştırma sorularına vurgu yapılmasını içermektedir.

İptal

Yayınla

1 Introduction

Technological advancements impact many areas of our lives, from health to the economy (Yoo & Yi, 2022). Education is one field that is affected by technological developments. Countries are integrating technology into their education systems (Lu et al., 2022). Technology enriches education, making learning more effective and lasting. One of the educational technologies is the flipped learning model.

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researcher 23:10



Genelden özele giden bir süreç izlenmelidir. Makaleyi oluşturan konular ile ilgili temel ve özet bir bilgi verilmelidir. Konular arasındaki bağlantılar sağlanırken bütünlük olmasına dikkat edilmelidir. Birbirinden bağımsız durmamalıdır.

İptal

Yayınla

Püf Noktası:

- **Önemli bir püf noktası:** Literatür review kısmında kullanılacak olan kaynaklar güncel olmalıdır. Red cevaplarından biridir.

2. You have insufficient conference or journal (refereed) paper references since 2019 (beside your's). Considering how prolific the field is, you have to substantially extend your bibliography with significant, current references (up to 2021). It is not just about citing up to date literature, it is providing scope and coverage of the field.
3. Research questions, that drive the paper, should be built in the introduction from an ongoing and pertinent bibliography (up to 2021). Identifying a research gap is not enough; key is showing its significance to the field.
4. Answer your research question in the conclusions; what did we learn compared with current, significant research (up to 2021). The authors should make explicit suggestions about how their study affects the design or use of educational computer systems. Is there something new about a particular theory, or is there evidence of theory advancement?

Araştırma Boşluğu

Çalıştığımız mevcut konu ile ilgili mevcut çalışmalar tarafından yanıtlanmamış bir soru veya sorun olarak tanımlanmaktadır. Bu durum üzerinde hiç çalışılmamış bir kavram veya yeni bir fikir olduğunda bir araştırma boşluğu ortaya çıkar.

- Öncelliğini yitirmiş ve yeni/güncellenmiş araştırmalara ihtiyaç duyuyorsa bir araştırma boşluğu vardır. (örneğin 2001 yılında internet kullanımı üzerine yapılan çalışmalar).
- Üzerine yeterince çalışma yapılmamış konular Ya da belki de belirli bir popülasyon üzerinde yeterince çalışma yapılmamıştır (örneğin, güncel konu olarak yapay zekanın kullanılması alan sınırlandırması olmadan)

Empower them to develop future professional and life skills. As a result, TRIZ can effectively employed in teacher training programs (Park, 2023)

No research has directly compared the effectiveness of online flipped learning models with face-to-face learning in STEM teacher education programs. Similarly, a dearth of studies have investigated the integration of TRIZ, STEM activities, and online flipped learning. Additionally, there is a lack of research examining the impact of TRIZ-STEM activities on teachers' problem-solving skills, creative thinking dispositions, STEM teaching practices, and the understanding of engineering concepts within the context of online flipped learning. In a study by Park (2023), the importance of incorporating TRIZ in teacher training was emphasized. Consequently, the present study aims to assess the influence of TRIZ-STEM activities within the online flipped learning environment on teachers' problem-solving skills, creative thinking dispositions, understanding of engineering, and effectiveness in

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researcher 23:17

... X

Bu çalışmanın araştırma boşluğu doğrudan online ters yüz öğrenme modelinin STEM ve TRIZ ile bütünleştiren çalışmaların olmamasıdır.

İptal

Yayınla

Somut Örnek

(Reviewer 2)

Reviewer Recommendation Term:		Reject
Transfer Authorization	Response	
If this submission is transferred to another publication, do we have your consent to include your identifying information?	No	
If this submission is transferred to another publication, do we have your consent to include your original review?	Yes	
Comments to Author:		
<p>The study titled "Moving Through Online Learning Education: Views, Difficulties, Effects, and Progress from Teachers' Lens" presents an interesting topic. However, upon careful review, I have identified several significant issues that need to be addressed:</p> <p>Lack of Clear Research Questions and Theoretical Framework:</p> <p>The manuscript does not articulate specific research questions, making it difficult to understand the main focus and objectives of the study. There is an absence of a theoretical framework, which is crucial for providing a structured basis for the research. The rationale behind conducting this study is not clearly explained, leaving readers uncertain about the purpose and importance of the research.</p> <p>Lack of Novelty:</p> <p>The study does not offer new insights or contributions to the existing body of literature. Many of the issues explored, such as the comparison between traditional and online teaching methods, have been extensively studied in previous research. This redundancy limits the potential impact and significance of the study within the academic community.</p>		

Araştırma Boşluğu Nasıl Bulunur? Püf Noktaları

Önemli bir püf noktası: Çalıştığınız konuya ilişkin önceden yapılmış çalışmaların gelecekteki çalışmalar için öneriler kısmına bakın. Çünkü, her makalede yazarlar boşluk olduğunu düşündüğü alanlar ve çalışmalara ilişkin önerilerde bulunur.



4.2 Recommendations for future studies

Based on the results, suggestions were made for future studies. There was no statistical difference between online flipped learning TRIZ-STEM education and face-to-face TRIZ-STEM education regarding their effects on teachers' STEM teaching and creative thinking. Moreover, face-to-face TRIZ-STEM education was better at helping teachers develop problem-solving skills than online flipped learning TRIZ-STEM education. On the other hand, online TRIZ-STEM education had a more positive impact on teachers' perspectives on engineering nature than face-to-face TRIZ-STEM education. In addition, pre- and post-intervention results showed that online flipped learning and face-to-face learning had positive effects on these variables. Derived from these findings, educators are recommended to utilize the online flipped learning model as a means of furnishing professional development for teachers across various domains, with a particular emphasis on STEM education.

Another result is related to the effects of TRIZ-STEM education. This is the first study to use TRIZ-STEM education for teacher training purposes. Therefore, our results will contribute to the literature and pave the way for further research. Hence, researchers should also examine the effects of TRIZ-STEM education on different variables.

researcher 23:24



Araştırma boşluklarının tespit edilmesi için bakılması gereken yer.

Yanıt ekle

Bir Makale Konusuna Karar Vermenin Püf Noktaları

Somut Örnek:

Önemli bir püf noktası: Araştırmanın Boşluğunda ifade edilenler bir makale çalışmasına başlamadan önce yapılması gerekenleri içermektedir.

Püf Noktası 2:

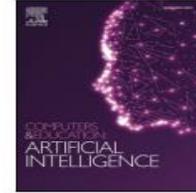
Çalıştığınız konuya ilişkin yapılmış olan meta-analizleri, literatür incelemelerini ve sistematik review çalışmalarını inceleyin ve detaylı şekilde okuyun. Bu makalelerde çalıştığınız konuyla ilgili literatüre kapsamlı bir genel bakış sağlamanın yanı sıra uzun bir zaman dilimindeki eğilimleri ve değişiklikleri inceler ve önceki araştırma bulgularını özetler. Örneğin:



Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

Computers and Education: Artificial Intelligence

journal homepage: www.sciencedirect.com/journal/computers-and-education-artificial-intelligence



Artificial Intelligence education for young children: Why, what, and how in curriculum design and implementation[☆]

Weipeng Yang

Department of Early Childhood Education, The Education University of Hong Kong, Hong Kong Special Administrative Region of China



ARTICLE INFO

Keywords:

Artificial intelligence education
Early childhood education
AI literacy
Digital equity
Pedagogical considerations

ABSTRACT

Artificial intelligence (AI) education has posed fundamental challenges to early childhood education (ECE), including (1) *why* AI is necessary and appropriate for learning in the early years, (2) *what* is the subset of key AI ideas and concepts that can be learned by children, and (3) *how* to engage children in a meaningful experience that allows them to acquire these fundamental AI concepts. This report from the ECE field discusses the key considerations for developing an AI curriculum for young children. These key considerations altogether present an innovative pedagogical model for AI literacy education in early childhood. This model argues that AI literacy

Püf Noktası 3:

WOS, PsycINFO, CINAHL ve PsycARTICLES veri tabanlarının kullanılması.

1. PsycINFO ve PsycARTICLES veri tabanlarında, bunları hızlı bir şekilde bulmak için gelişmiş aramada Metodoloji bölümü altında literatür incelemesi, sistematik inceleme ve meta analizi seçebilirsiniz.
2. CINAHL'da, gelişmiş aramada Yayın Türü alanı altında Sistemik inceleme seçeneğini belirleyebilirsiniz.
3. WOS'ta arama sonuçları listesinin sağındaki "Refine Results" kenar çubuğunda Belge Türü başlığı altında İnceleme'nin yanındaki kutuyu işaretleyin.

Arařtırmanın amacı

the impact of TRIZ-STEM activities on teachers' problem-solving skills, creative thinking dispositions, STEM teaching practices, and the understanding of engineering concepts within the context of online flipped learning. In a study by Pailani (2023), the importance of incorporating TRIZ in teacher training was emphasized. Consequently, the present study aims to assess the influence of TRIZ-STEM activities within the online flipped learning environment on teachers' problem-solving skills, creative thinking dispositions, understanding of engineering, and effectiveness in

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researcher 23:20



Bu alıřmanın amacı iermektedir.

Yanıt ekle

Somut Örnek:

(Reviewer 2)

Reviewer Recommendation Term:		Reject
Transfer Authorization		Response
If this submission is transferred to another publication, do we have your consent to include your identifying information?		No
If this submission is transferred to another publication, do we have your consent to include your original review?		Yes
Comments to Author:		
The study titled "Moving Through Online Learning Education: Views, Difficulties, Effects, and Progress from Teachers' Lens" presents an interesting topic. However, upon careful review, I have identified several significant issues that need to be addressed:		
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There is an absence of a theoretical framework, which is crucial for providing a structured basis for the research. The rationale behind conducting this study is not clearly explained, leaving readers uncertain about the purpose and importance of the research.		

Somut Örnek

no

* Does the article clearly reference citations and quotations using the APA 7th edition?

no

* Is the article written in a clear and intelligible style to a reasonably well-informed international professional readership?

no

CONFIDENTIAL COMMENTS FOR THE EDITOR: The article should be rejected because there are similar studies in the field and it will not contribute to the field. As the current literature cannot be examined, easy article study

Comments to Author:

The article should be rejected because there are similar studies in the field and it will not contribute to the field. As the current literature cannot be examined, easy article study

Literatür review



1.1 Literature review

1.1.1 Flipped learning

The concept of flipped learning was originally introduced by Jonathan Bergmann and Aaron Sams, who were chemistry teachers at Woodland Park High School in Colorado. In this model, teachers upload lecture videos to an online platform, which students watch prior to attending class, where they engage in activities facilitated by the teacher (Bergmann & Sams, 2014). Essentially, students now complete what was traditionally done at home in the classroom while their homework is done during class time (Bergmann & Sams, 2012). According to Honeycutt and Garrett (2014), flipped learning involves students engaging in traditional out-of-class activities and focusing on homework during classroom sessions. The flipped learning model enables students to access course materials online from home at their convenience, while in-class activities aim to enhance their learning experience (Tucker, 2012). Bergmann and Sams (2012) state that flipped learning allows students to catch up on missed lessons, learn at their own pace, review lessons, interact with peers, achieve qualitative and lasting learning outcomes, gain different perspectives on classroom methodologies, and easily utilize technology.

Consequently, flipped learning facilitates the learning process. This model can also be applied to teacher training as educators strive to develop lifelong professional skills, incorporate classroom activities, and acquire new instructional approaches. Therefore, flipped learning can be utilized in teacher training programs. For instance,

researcher 23:35



Çalışma konunuzda yer alan konulara ilişkin kavramsal çerçeveyi içermelidir.

İptal

Yayınla

Yönteme ilişkin püf noktalar

Literature Review:

The literature review is thorough but could be more critically engaged with. It should not only summarize existing studies but also highlight gaps that this study aims to fill.

Theoretical Framework:

The manuscript would be strengthened by a more explicit theoretical framework guiding the analysis. This would help in situating the findings within existing literature on AI in **education**.

Methodology:

The methodology section is well-detailed, describing the phenomenological approach and the process of data collection and analysis. However, more information on the selection criteria for participants and how their prior experiences with AI were considered would be helpful.

Findings:

The findings are well-organized and clearly presented. The use of direct quotes from participants adds authenticity. However, some sections could benefit from more synthesis and interpretation, linking back to the research questions and objectives.

Discussion:

The discussion effectively links the findings to the broader context of AI in **education**. However, it should also address the implications of these findings for policy and practice more explicitly.

Metodoloji:

Araştırmanın Deseni,
Katılımcı seçimi,
Dataların toplanması,
analizleri ve
geçerlilik ve
güvenirlilik kısımları
detaylandırılmalıdır.

Puı nokta:
Veri
analizi
sürecini
görselleşt
irmek ve
açıklamak

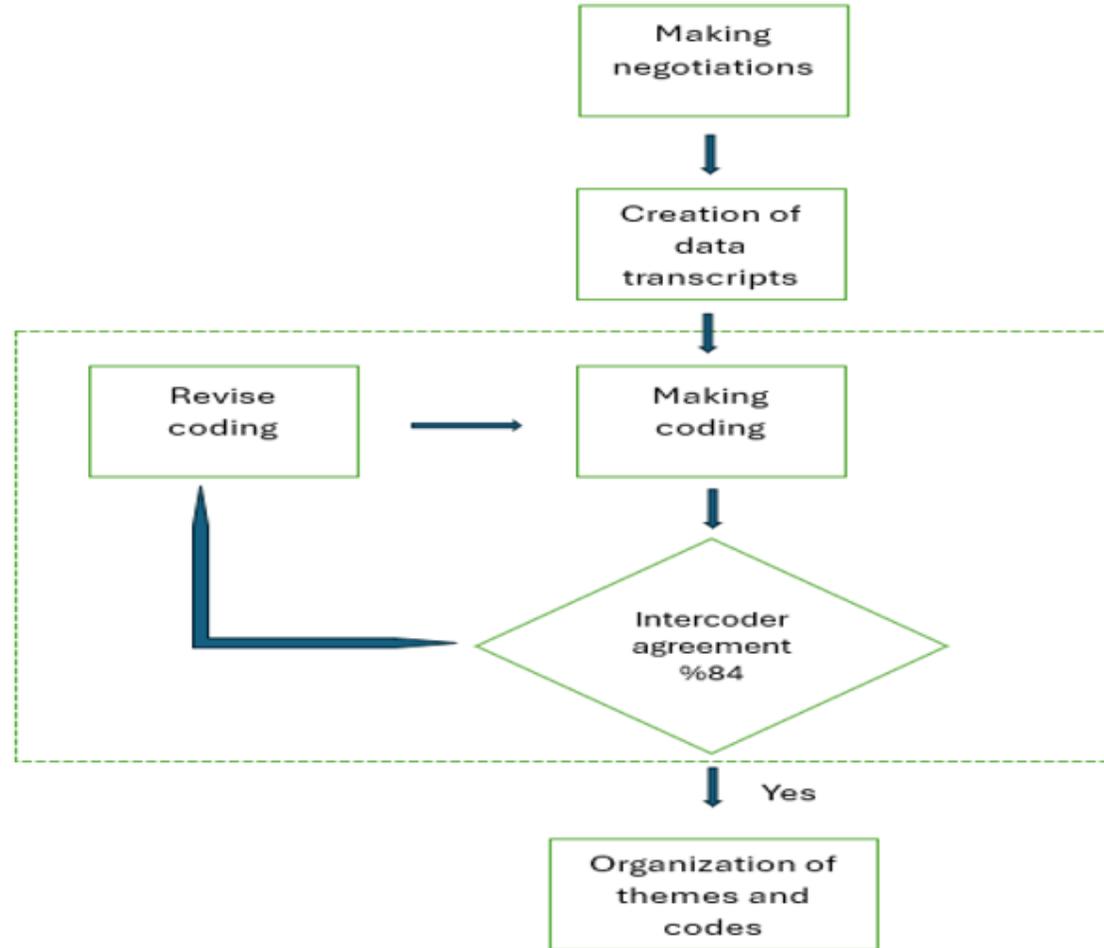


Figure 1. Coding process

Püf nokta: Çalışmanın geçerlik ve güvenilirliğini eklemeyi unutmayınız

TRIZ-STEM Education

Face-to-face TRIZ-STEM education lasted eight weeks. The control group participants worked in groups throughout the process.

2.5.5 Reliability and validity

Various procedures were implemented to ensure the validity and reliability of the findings. A separate expert generated codes and themes from the lesson plans and NoES results to minimize researcher bias and enhance internal validity. In qualitative research, at least two people should code the data (Miles et al., 2014). Therefore, (1) an expert with a Ph.D. in STEM education and (2) an expert with a Ph.D. in the lesson study model assessed the NoES scores. In this context, intercoder reliability was calculated using Miles and Huberman's

researcher 07:42



Geçerlik ve güvenilirlik eklenmelidir

İptal **Yayınla**

Bulgular

research in science & Technological

Çok sayıda ileti dizisinden 20.

The authors mentioned several gaps in the literature (p.2-p.3) such as the lack of OTPDP related to STEM education, the lack of qualitative **stu** focusing on OTPDP and unclear design principles. However, I am not convinced about how the design of this OTPDP can address teachers' S' competence. For example, the authors did not really operationalise what they meant by STEM (education). The design elements (e.g., flexibility reading resources) (p.4) are all very general and not specific to STEM education. I wonder how this **study** fills the gap in the literature as claimed by the authors. I suggest that the authors be clear about the unique features/design elements of this OTPDP in enhancing teachers' STEM competence and clearly explain how this **study** contributes to the literature. Please be clear and specific.

While some details of the OTPDP can be found in Figure 1. The authors should clearly describe the unique design features in the context of the study. Moreover, I am very confused as to whether this programme is synchronous or asynchronous or both. This is not clear to me as a reader. From the data, it seems to me the PD was offered on-line in a synchronous mode and was video-recorded. I think the authors need to be clear.

While the analysis of the lesson plan was clear. The data analysis of interview data is not clear to readers. Please provide more details. Provide examples of codes in supplement information. I also suggest the authors present salient themes rather than listing the views of the teachers which would make the findings very descriptive.

The authors relied on analysis of lesson plans to reveal changes in the participants' STEM teaching. Being able to plan STEM lessons does not necessarily mean that would be enacted or that teachers have the ability to enact the lessons. I think the RQ need to be adjusted accordingly. (on p.22 about the effect of the OTPDP needs to be adjusted too.

The authors should provide more information about the videotapes. When were the videotapes collected? From Table 14, I still do not quite understand what these video-tapes are about. I wonder how the authors move from the data in Table 14 to their claims (e.g., the OTPDP helped participants communicate more effectively and raised their awareness during STEM lesson planning).

The findings are described without much interpretation. Please try to provide some interpretations of your qualitative findings. Moreover, are the findings illustrative or representative? You may also connect your findings to the literature when presenting your findings.

The discussion did not clearly tell readers how this **study** contributes to the literature and how this advances our understanding of OTPDP for enhancing teachers' STEM competence.

The authors mentioned that the participants tended to "express positive opinions probably because they were already interested in on-line learning."

- Bulgular çok fazla yorum yapılmadan açıklanmıştır. Lütfen bulgularınıza ilişkin bazı yorumlar sunmaya çalışın. Dahası, veriler açıklayıcı mı yoksa temsil edici mi? Bulgularınızı sunarken bulgularınızı literatürle de ilişkilendirebilirsiniz.

Somut Örnek

method specifically for this study could be elaborated. How does this sampling strategy help meet the research goals? Discussing the strengths and limitations of convenience sampling in the context of aiming for valid and reliable data could enhance the methodological transparency. The effort to ensure the validity and reliability of the analysis is appreciated; however, the "data analysis" segment lacks comprehensive detail. Specifically, it is unclear what qualifications the "two different experts" involved in the coding process hold, as their areas of expertise and current positions are not specified. While the use of the Inter-Rater Agreement (IRA) is a sound choice, the procedures for calculating reliability require further elaboration. For instance, is the Cohen-Kappa statistic being used to assess IRA? Additionally, what are considered acceptable reliability ranges regarding the method you chose?

In the Findings section, the presentation of results predominantly adopts a descriptive approach, lacking synthesis and deep analysis of the themes derived from the interviews. This approach renders the paper more akin to a report than a scholarly article, as it does not adequately explore the underlying meanings essential to qualitative research. Most data presented in the tables is descriptive but does not delve deeply into interpreting the significance of these findings. For instance, stating whether teachers are confident or not in AI without exploring why such sentiments exist makes the data less informative. The section merely lists participants' views and statistical counts but fails to synthesize these views into a coherent narrative or analysis. This presentation style makes it difficult for readers to grasp the overall implications of the findings. While the numerical data about participants' responses is useful, the section relies too heavily on this at the expense of qualitative depth. The rich textual data from participant responses could provide more insights if they were analyzed thematically in more detail. For example, issues like security and privacy are mentioned but not explored in depth. The potential implications of these concerns on the adoption and integration of AI in preschool settings are not adequately addressed. Moreover, the themes across different tables appear to be interrelated or overlapping without clear distinctions or explanations of how they differ or contribute uniquely to the understanding of AI in preschool. Additionally, the theme codes, such as "no" and "yes", are overly simplistic and do not capture the nuanced views of the participants. More descriptive coding might better represent the varied perspectives on AI competencies and literacy. The interpretations of codes within each theme are ambiguous or incorrect. For example, in Tables 1 and 2, the meanings assigned to "no" and "yes" could be more accurately described as "negative" and "positive," respectively, based on the sample quotes from teachers.

The Discussion section appears superficial and somewhat underdeveloped. While the discussion mentions alignment with previous studies about AI competencies and literacy, it could be enhanced by situating these findings within broader educational contexts. This could include discussing implications for curriculum development, teacher training programs, and policy-making in education. Next, the section cites several studies that corroborate the findings; however, it would benefit from a deeper comparative analysis. This includes discussing how this study's findings extend existing

Bulgular bölümünde, sonuçların sunumu ağırlıklı olarak betimleyici bir yaklaşım benimsemekte, görüşmelerden elde edilen temaların sentezinden ve derin analizinden yoksun kalmaktadır. Bu yaklaşım, nitel araştırma için gerekli olan altta yatan anlamları yeterince keşfetmediği için makaleyi bilimsel bir makaleden çok bir rapora benzetmektedir. Tablolarda sunulan verilerin çoğu tanımlayıcıdır ancak bu bulguların önemini yorumlamak için derinlemesine araştırma yapılmamıştır.

Tartışma ve Sonuçlar

En çok reddedilme sebeplerinin başında gelmektedir.

Discussion and conclusion

This study investigated how an online professional development program (OPDP) affected preschool teachers' STEM efficacy and attitudes. The study also addressed whether the program encouraged them to use more technological tools and materials in their lectures. Lastly, the study looked into what they thought about the program.

The first research question examined the effect of the program on preschool teachers' STEM efficacy and attitude. The results showed that the program improved participants' STEM efficacy and attitude. The online professional development program had a positive impact on participants' 'Science and Math Teaching Outcome Expectancy', 'STEM Instruction', 'Science and Math Teaching Efficacy and Beliefs', 'Technology Use', '21st-Century Learning Attitudes', and 'Teacher Leadership Attitudes'. Our results are consistent with the literature (Dede, Eisenkraft, and Hartley 2016; Sheridan and Wen 2021). Stieben, Pressley, and Matyas (2021) found that teachers who attended OPDPs felt readier for lessons and delivered STEM lectures more effectively. Yıldırım (2021) reported that teachers who attended OPDPs used technology more, delivered STEM lectures more effectively, and had higher self-efficacy. Parson et al. (2019) also determined that OPDPs had a positive effect on teachers' beliefs. These results are consistent with ours.

researcher 00:46

Giriş kısmında yer alan makaleleri tartışma kısmında kullanın, tartışma kısmına ekleyeceğiniz yeni makalenin aynı zamanda giriş kısmında da yer aldığına emin olun, Güncel kaynakları kullanmaya dikkat edin, |

İptal [Yayınla](#)

opsl...r lectures.

The first subquestion of the third research question investigated what preschool teachers thought about the program. Participants believed that the program was a helpful tool that appealed to their needs and helped them develop professional skills and share knowledge. However, some participants noted that the program caused concentration and communication problems. Research also shows that teachers have both positive and negative views of OPDPs (Alzahrani and Althaqafi 2020; Pawoll and Bodur 2019; Sheridan and Wen 2021). Darling-Hammond, Hyler, and Gardner (2017) argue that OPDPs can help teachers learn new teaching and training methods. However, some studies show that teachers hold negative views on OPDPs (Parson et al. 2019). Both earlier studies and our results showed that authorities should take into account the negative aspects of OPDPs (Parson et al. 2019) to redesign them because new OPDPs can pave the way for effective learning (Darling-Hammond, Hyler, and Gardner 2017). Yıldırım, Akcan, and Öcal (2022) emphasized that OPDPs have negative aspects related to the Internet, the unsuitability of home conditions

researcher 01:08



sonular yorumlanırken mevcut alanyazın ile desteklenen ve desteklenmeyen alıřmalar birlikte ele alınarak verilmelidir. Bunun yanında tüm atıflar parantez içinde gösterilmemelidir. Bunun yerine bulunan alıřmaların sonuları ile alıřmanın sonuları desteklenmelidir.

Yanıt ekle

Çalışmanın
sınırlılığının
nasıl yazılır?

Çalışmanın sınırlılığı yazılırken dikkat edilmesi gerekenler:

1. Sınırlılıkları somut şekilde açıklayın: Örneğin: Veri toplama sırasında karşılaşılan kasıtsız bir önyargı
2. Bulgularını potansiyel olarak nasıl etkilediğini ve bunun sonucunda geçerlilik ve genellenebilirliğin nasıl etkilendiğini açıklayın.
3. Gelecekteki çalışmalar için alternatif yaklaşımlar sunun: Potansiyel iyileştirmeler veya daha ileri araştırmalar için spesifik öneriler sunun. Belirlenen boşlukları ele alan ve dolayısıyla bilgi tabanını genişleten gelecekteki araştırmaları teşvik ederek proaktif bir yaklaşım sergileyin.

Püf noktalar: Sınırlamalarda genel olarak metodoloji ve araştırma sürecine ilişkin sınırlandırmalar önemlidir.

- Metodoloji sınırlamaları:
 - Çalışma grubu/örneklem büyüklüğü
 - Çalışmanın güvenilirlik durumu
 - Veri toplamak için kullanılan ölçütler
 - Kendi verilerin genellenilebilirliği
- Araştırma süreci kısıtlamaları
 - Bilgiye erişim
 - Boylamsal etkiler
 - Kültürel ve diğer önyargılar
 - Dil akıcılığı
 - Zaman kısıtlamaları

Cover Letter

Püf Noktası: Çalışmanın amacı, çalışmanın alana katkısı ve alandaki hangi boşlukları kapatacağı yazılmalıdır. Ayrıca dergi okuyucularına hitap ettiği özellikle vurgulanmalıdır.

3 October 2024

Dear Editor,

No study detailing teachers' views on using AI in ECE was found when the literature was analyzed. In addition, in this study, the concerns experienced by teachers in the process of integration of artificial intelligence into ECE, teachers' AI competencies, teachers' AI literacy, teachers' AI modeling, and the measures to be taken for the integration of ECE in the age of AI were determined. For this reason, this research aims to evaluate the role of AI in ECE from the perspective of preschool teachers. Because preschool education is the first place, individuals gain the skills and knowledge they need to acquire later. There are difficulties in gaining the skills and knowledge that are not acquired in this period in later ages. At this point, the preschool period has an important effect on acquiring skills and knowledge related to AI from an early age. In acquiring AI literacy in preschool, preschool teachers' views on AI are important. This study explores teachers' views on learning activities suitable for AI, the use of AI in preschool, the challenges encountered, opportunities, ethical issues, teacher qualifications, AI competence, AI literacy, and concerns about privacy and security when using AI. Addressing these issues from the teachers' perspective and including AI applications in preschool is essential. Additionally, this study serves as a foundation for future research. Therefore, the research question of this study was, "*How do preschool teachers' views on artificial intelligence applications in ECE?*".

E

editor@jstei.com

Cover Letter yazılırken çalışmanın amacı, çalışmanın alana katkısı ve alandaki kapatığı boşluklar ile araştırmanın amacına yer verilmelidir.

İpucu: Göndermek için Ctrl+Enter tuşlarına basın.

