

EDITORIAL

Action Research Studies in Science Education in Turkey

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In this editorial I present a quick analysis of action research studies in science education in Turkey. My search of the master's theses and doctoral studies in the official database yielded that the first ones were completed in 2008 as doctoral dissertations, notably supervised by the same professor at the same university. I could identify a total of 243 action research graduate studies in all fields in Turkey. Among these 62 are in science education (just about 25%). One noteworthy finding is that one third of these studies (21) were completed in 2019.

Keywords: Action research, science education, studies in Turkey

♦Received 16 March 2020 ♦16 March 2020

Introduction

Action research as a methodology is not largely recognized nor embraced in Turkey. This is true for all fields. Only a single translation book (i.e. Johnson, 2011) published in Turkish and there exists no published original Turkish book to the best of my knowledge. Council of Higher Education of Turkey maintains a database of all completed master's theses and doctoral dissertations in Turkey. Out of my curiosity I conducted a search to see how many action research studies were conducted as a total and especially in science education (see **Table 1** and **Figure 1**). The results are in support of the above claim. Among literally tens of thousands of master's theses and doctoral studies that were conducted throughout the years, the first action research studies in science education were completed in 2008 in the same university under the supervision of the same professor. Moreover, only 243 action research studies exist among all and action research studies do not even make a sensible fraction of a percentage.

Until today only 62 action research studies have been completed in science education in Turkey. Another area that utilized this methodology is, for some reason, teaching and learning English as a foreign/second language (EFL). Given the fact that action research is particularly suitable as teacher/practitioner research faculty members in education and theses supervisors should give some priority and importance to teaching action research as a methodology in graduate courses and encourage teacher researchers particularly to employ it as their research method.

Table 1. Overview of the questionnaires structure.

	Master's Theses	PhD Dissertations	Total
2008	0	2	2
2009	1	1	2
2010	1	0	1
2011	3	0	3
2012	1	2	3
2013	0	0	0
2014	2	2	4
2015	1	3	4
2016	5	4	9
2017	5	3	8
2018	4	1	5
2019	20	1	21
	43	19	62

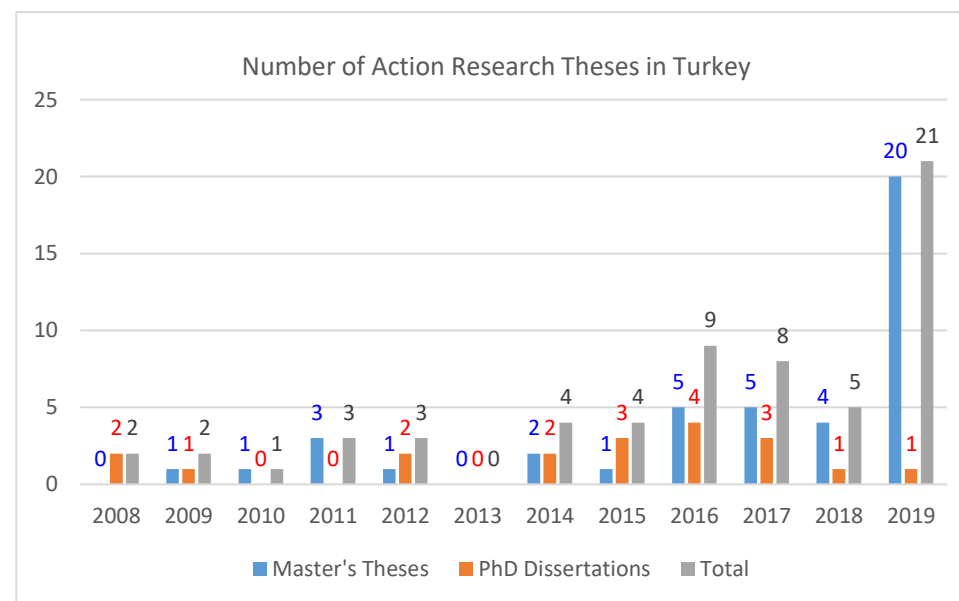


Figure 1. PAR-related steps in the development of didactic concepts and learning materials

The numbers of conducted studies as presented in **Table 1** and **Figure 1** also show that there was a hike in 2019. Although it is encouraging, we still need to see if it is a sustained situation or

not. On the other hand, there is no report that I know of about the status of action research in other countries. I am especially curious about the situation in our ARTIST project partner countries. If our colleagues in Austria, Germany, Georgia, Ireland, Israel, Philippines can also run a similar search in their respective databases we can learn much about it and this can be a pivotal point to justify our case to push further to communicate, disseminate, and embrace action research in our future projects.

In the previous issues ARISE editors (i.e. Eilks, 2018; Rauch, 2018; Kapanadze, 2019) provided a rationale for launching this journal and for action research, defined the types of action research and given examples of action research to display potential benefits. The 3 articles published in this issue from Germany also are vividly portraying benefits of action research for all related parties. Here, through my analysis of the number of conducted studies in Turkey, we also see that it is a largely omitted methodology which could help improve teachers, their teaching, and ultimately student learning. Let's carry on with action research!

References

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