

EDITORIAL

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Welcome to the first issue of the third volume of Eurasia Journal of Mathematics, Science, and Technology Education (EJMSTE). Starting with current issue we have prepared and put in effect several changes in the web site and in the journal itself for you. The web site has a simpler interface for you to navigate within the journal issues. We now also have a search feature that utilizes Google's search engine within the journal web site only. You may enter any keyword, author name or phrase to search in the journal articles and web pages. Also, you'll easily notice that we now have a different page format for articles and a different typesetting. Also starting with the current volume we decided to make EJMSTE a quarterly journal in order to be able to allow more papers to be published annually. From now on the journal will be released in February, May, August, and November. We hope with these changes you'll enjoy EJMSTE more. Dr. M. Fatih Taşar, the Associate Editor of EJMSTE, has been very instrumental for making these changes possible. He put in a lot of effort and hard work that should be appreciated by all of us related to EJMSTE in some way.

We are delighted to notice that EJMSTE is becoming more and more popular around the globe since its launch in late 2005. Our aim is to reach more and more educators and researchers around the world and to assist them in fulfilling their self-development. On the other hand, the number of manuscripts submitted to the journal between 5 May 2005 and 31 January 2007 has reached **447**. We consider this number as a huge success for a young journal like ours. We had gone through considerable difficulty to decide and choose articles for publication. We thank the members of the editorial board for doing the hard work in reviewing manuscripts and providing feedback to both authors and the editorial office.

As you'll see there are 8 articles published in this issue. Authors are from 4 continents and 5 different countries. We appreciate their scholarly work and congratulate them for making it to the journal:

Reinders Duit (**Germany**), Serhat Irez (**Turkey**), Neset Demirci (**Turkey**), Effandi Zakaria (**Malaysia**), Zanaton Iskan (**Malaysia**), Erdogan Halat (**Turkey**), William Wanjala Toili (**Kenya**), Orhan Akinoglu (**Turkey**) and Ruhan Ozkardes Tandogan (**Turkey**), Joseph M. Furner (**USA**) and Carol A. Marinas (**USA**). Below you will find a brief description of each paper.

Science Education Research Internationally: Conceptions, Research Methods, Domains of Research: This overview presents how science education research has played essential roles not only in analyzing the actual state of scientific literacy and the actual practice in schools but also in improving instructional practice and teacher education

Reflection-Oriented Qualitative Approach in Beliefs Research: This paper discusses the need for more reflection-oriented approaches in data collection and analysis in beliefs research. A research project assessing and analyzing beliefs about the nature of science is used as an example of such an approach and each step in data collection and analysis is presented in detail.

University Students' Perceptions of Web-based vs. Paper-based Homework in a General Physics Course: The main aim of this study was to determine students' perceptions toward web-based versus paper-based homework and identify any differences based on homework performance score and grade point average.

Promoting Cooperative Learning in Science and Mathematics Education: A Malaysian Perspective: The purpose of this article is to discuss the current shortcomings in science and mathematics education in Malaysia.

Reform- Based Curriculum & Acquisition of the Levels: The purpose of this study was to compare the acquisition of the van Hiele levels of sixth grade students engaged in instruction using a reform-based curriculum with sixth-grade students engaged in instruction using a traditional curriculum.

Secondary School Students' Participation in Environmental Action: Coercion or Dynamism? In this study focuses particularly on the nature and dynamics of students participation in environmental action within the framework of the established school curriculum.

The effects of Problem-Based Active Learning in Science Education on Students' Academic Achievement, Attitude and Concept Learning: The aim of this study was to determine the effects of problem-based active learning in science education on students' academic achievement, attitude and concept learning.

Geometry Sketching Software for Elementary Children: Easy as 1, 2, 3: This paper discusses insights

for using geometry sketching software to teach geometric concepts for kindergarten to grade 4. The authors created hands-on resources that incorporate technology in a user-friendly environment.

There are also two book reviews in this issue. Tolga Güyer has reviewed a report prepared by National Research Council of the National Academies (2006) which is entitled **ICT Fluency and High Schools: a Workshop Summary** published by National Academic Press. Charles Hutchison has reviewed Jack Hassard's (2005) **The Art of Teaching Science: Inquiry and Innovations in Middle and Secondary Schools** published by Oxford University Press. We would like to thank the book reviewers and the section editor. We will continue to publish reviews of books and important reports in the coming issues. Please consider submitting reviews also for publication in EJMSTE. In this way we can contribute to the dissemination of our colleagues' works and be well informed about them.

Please write and let us know what you think about EJMSTE. We will always appreciate your thoughts and comments and be glad to share them with our readers. Now, the time is to go through the pages of the journal. We hope you'll find EJMSTE as a valuable resource for yourself and consider contributing in the future in different capacities.

