



## Current Research in Turkish' Education Today

### Investigación actual en la educación de Turquía

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#### ARTICLE INFO

##### Key words:

Education Research  
Turkey

##### Palabras clave:

Investigación educativa  
Turquía

#### ABSTRACT

Special section devoted to Turkish' education, which comprises five selected papers after a peer-review process.

#### RESUMEN

Sección especial dedicada a la investigación educativa en Turquía conformada por cinco artículos seleccionados tras un proceso de revisión por pares.

Turkey has significant place in education today. If we actually look at its current position in the *Scimago Journal & Country Rank in Education*, we will be able to see that it is positioned number ten in the world. This means that a significant effort is currently done to improve and keep up to date the country in research. Research is especially interesting in the Turkish Republic of Northern Cyprus where all the universities keep a section on their studies in inland Turkey. Additionally, a significant effort is put on improving the quality of higher education in the country. In this special issue, we will address five trending topics in education in Turkey and the Turkish Republic of Northern Cyprus. They have not been chosen from just one field but as a compilation of different tendencies. This selection could have selected an immense number of option but when collecting them we also considered what could have been most appealing to the readership of *Education in the Knowledge Society* journal. We also considered to include a number of citation and publication analysis since these two types of research help other researchers and students to update their knowledge and suggest critical publications that can help to improve their own research.

In relation to this aspect, the special section begins by the Baysen's and Özsavaş Akçay's paper on 6th understand of the implications of citations against the capital problem introduced in the last 15 years of plagiarism which might be common in not a few countries all over the world. Thus, the address the scholars' understanding of the concept of referencing. Their study shows that "Turkish students are more knowledgeable than [African students] regarding issues of plagiarism" and claim that it is necessary to raise awareness of the implications of academic cheating. Another study that addresses a review of studies is written by Uzunboylu & Oz, who are two specialists in special education and technology from North Cyprus. Uzunboylu is currently a member of the North Cyprus national Higher Education Committee in charge to improve the already outstanding quality of

Teaching and Learning processes in the country. In this paper, the authors look at the bibliography from the Web of Science related to learning disability is associated with inabilities in reading-writing, mathematical-arithmetic skills, speaking, listening and reasoning. Their criteria consider aspects such as year of publication, document type, organization, funding agencies, authors, name of the journal, country, language and research area. As said above, the researchers conclude that this kind of work should serve as a light for further studies in the field and that the latter should include descriptive analyses that go beyond the traditional quantitative approaches. The article by Tezer, Uçar & Tepe is probably the potentially most facilitative for further work called "A research on the use of visual media technology in education" and examines the use of visual media in the classroom through the teachers' opinions. Although it could be claimed that is based in a local reality, the research model can be reused in other distinct areas all over the world. The paper breaks molds in the sense that it not only supports that technology is useful in the classroom (which could mean nothing new) but the fact that it proves that it is accessible in different levels to all teachers. Besides, they also believe that what is not important is the media in itself but what teachers actually do with it.

The last two chapters meant to be unusual topics in Education because they address the personal matters rather than what goes on in school. On the one hand, Uzun addresses the importance of family as a social facilitator for education where, according to the local culture in the Turkish Republic of Northern Cyprus, the fracture of the institution due to issues as jealousy can have a negative effect on the children's achievement since she states that "a healthy relationship includes emotions such as trust, relevance, feeling valuable". While it is true that family education is limited to the cultural and local way to understand family relations which may not be shared by other cultures, it is true that having a stable and comforting situation at home affects children positively (Marsh, 1990). Unfortunately, this is true in cases in relations "Between Loneliness, Malicious Envy, and Cyberbullying in Emerging Adults" even in adults as the ones described in the last paper by Ozden-Yildirim. In this case the author states that "the results showed that cyberbullying level of emerging adults whose parents had been divorced was higher than emerging adults having intact families" (Ttofi, Bowes, Farrington & Lösel, 2014). However, there is still a long way to go in this topic which seems as emergent as necessary to be considered in academics due to its negative effects.

In conclusion, although the topics are quite different from one another, they all merge as an interesting unit of topics of interest in the Turkish education. The readers will find excellent methodologies and support for similar papers. Personally, I found the collection of papers most appealing and there is no question that those interested in finding cultural differences in education will fulfill their expectations in this special section.

## References

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