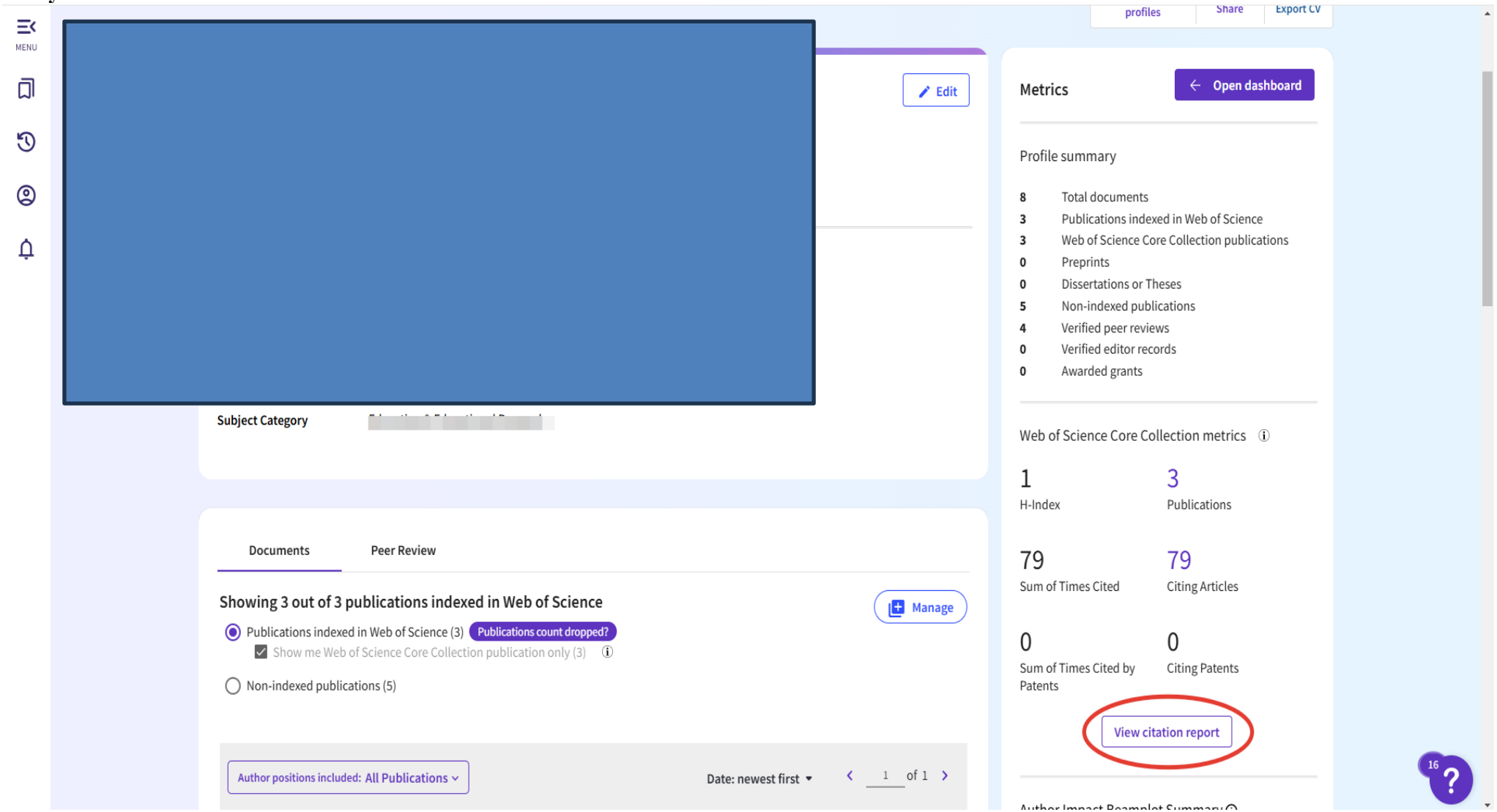
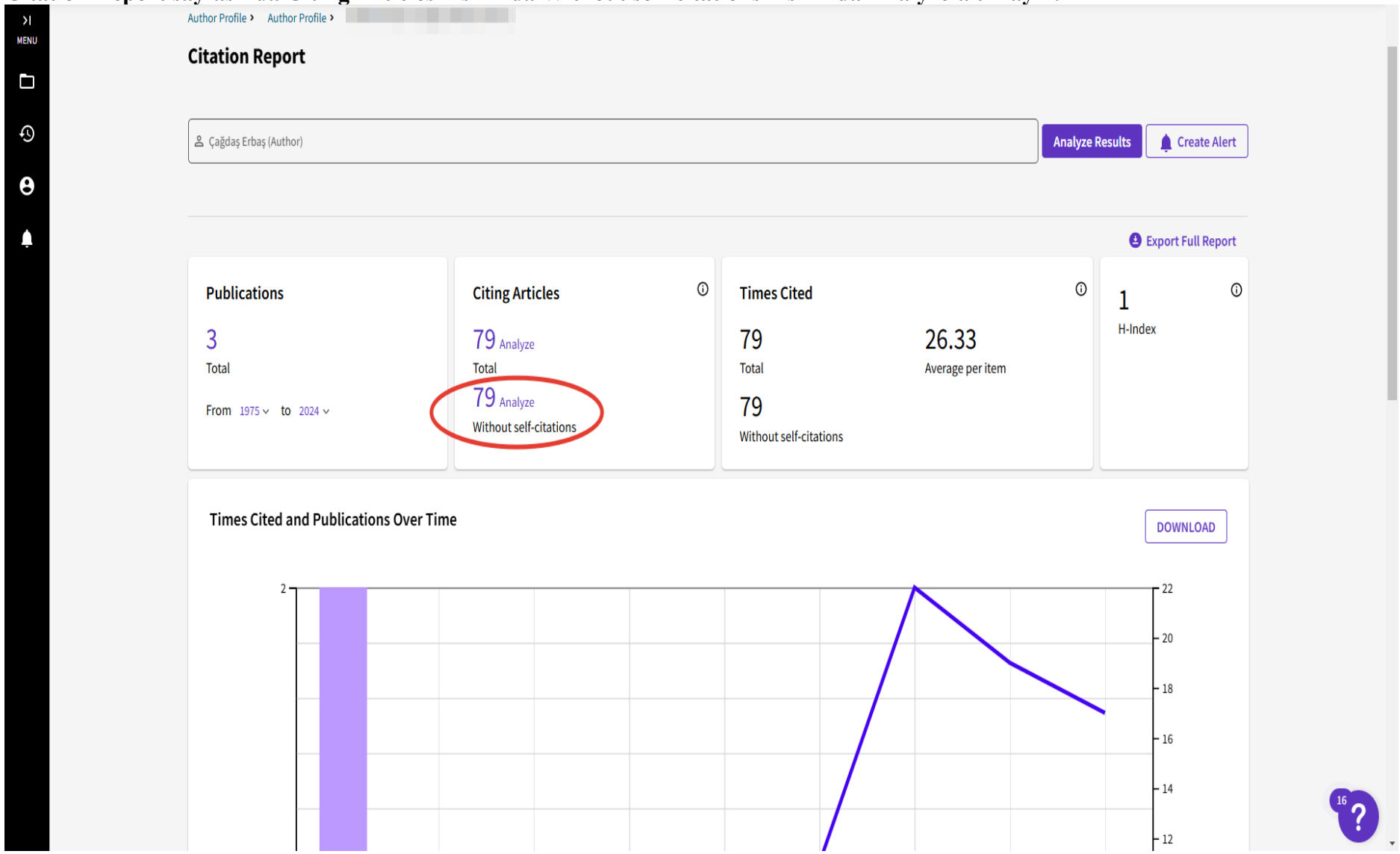
EBYÜ TEŞVİK BAŞVURU VE DEĞERLENDİRME SİSTEMİNE KULLANILACAK WOS ATIFLARININ KANITLANDIRILMASI

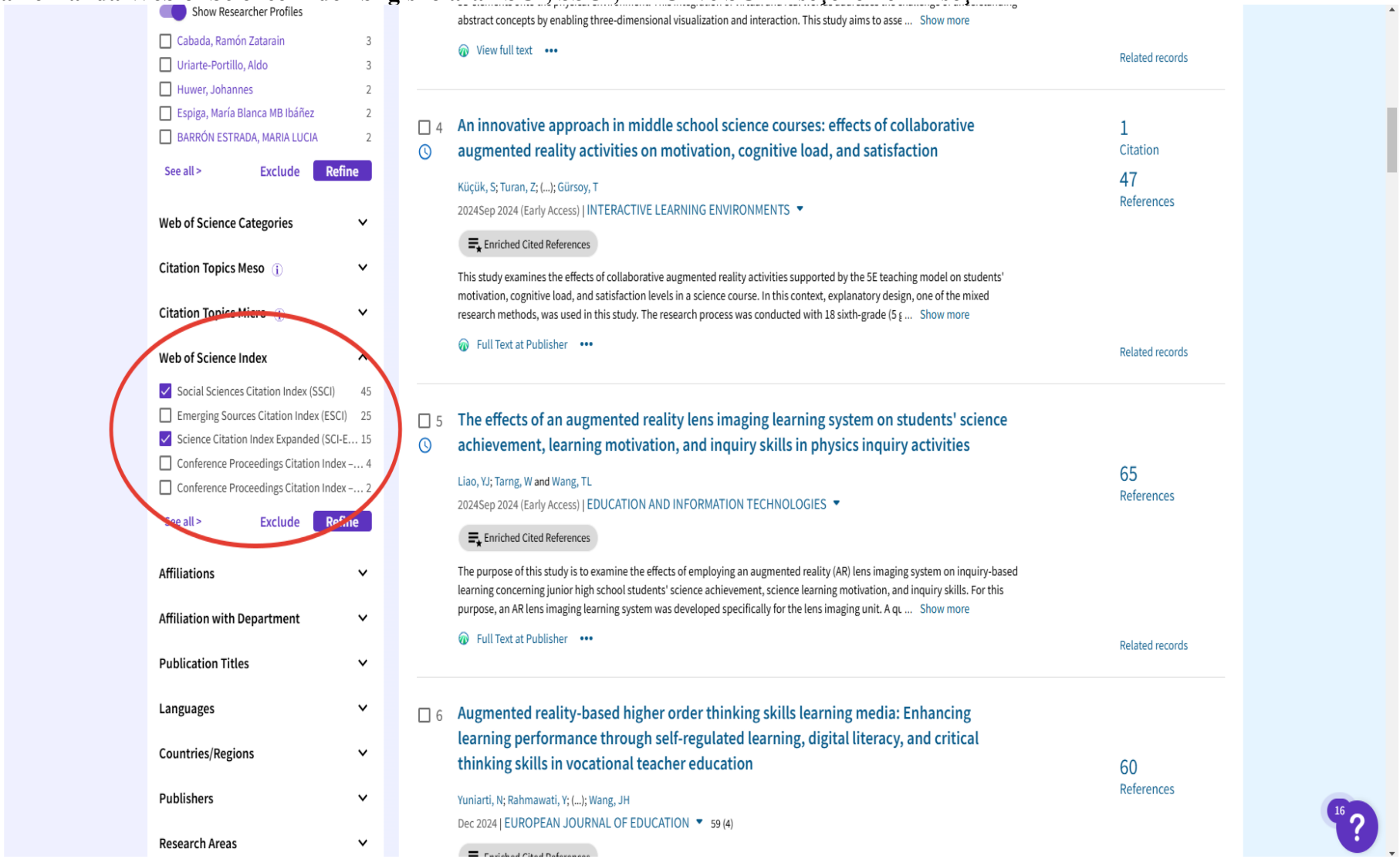
WOS Hesabınıza giriş yapın ve panelin sağ tarafında yer alan Web of Science Core Collection metrics kısmından View Citation Report'a tıklayın



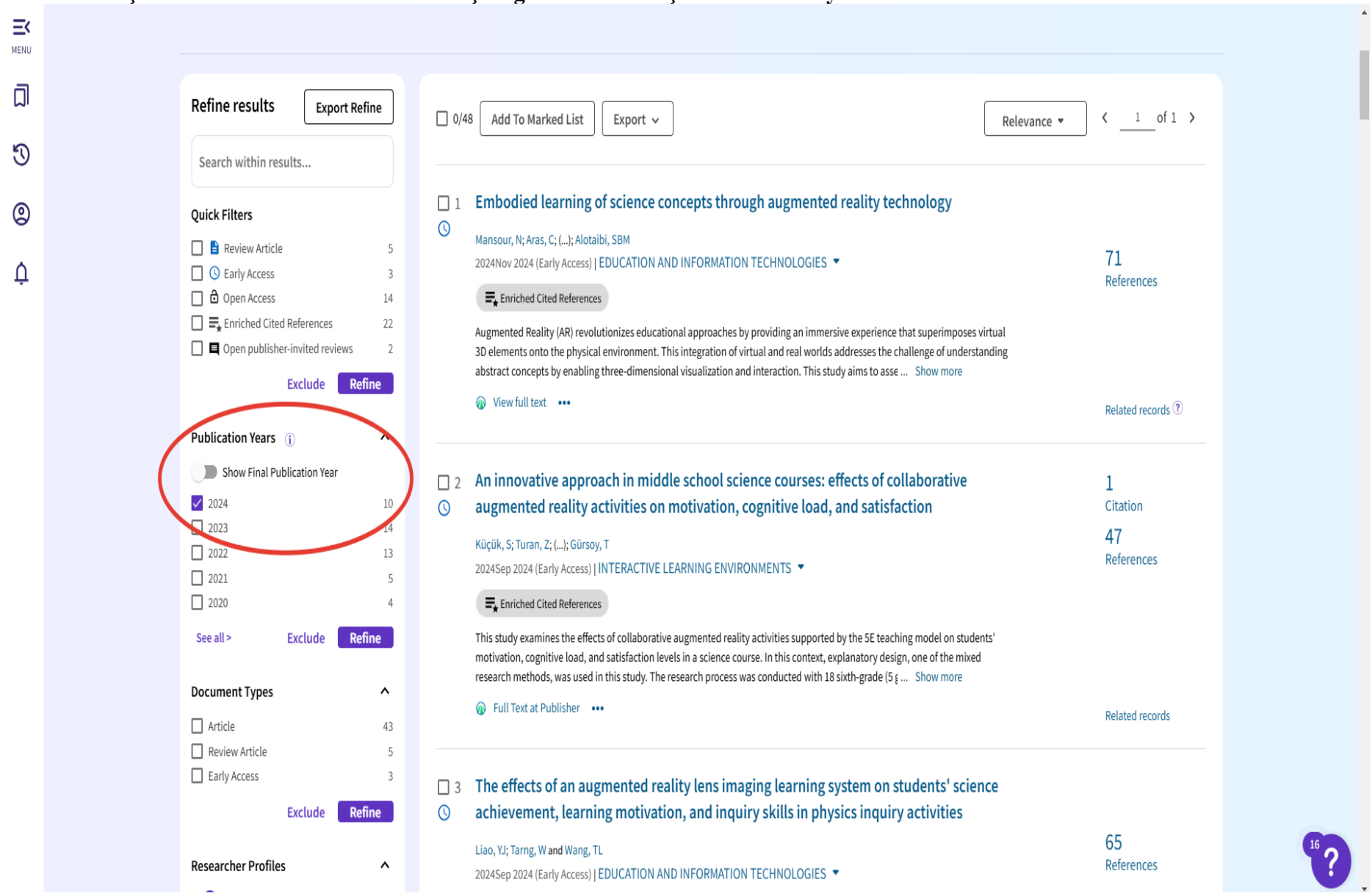
Citation Report sayfasında Citing Articles kısmında Without self-citations kısmında Analyze'a tıklayın.



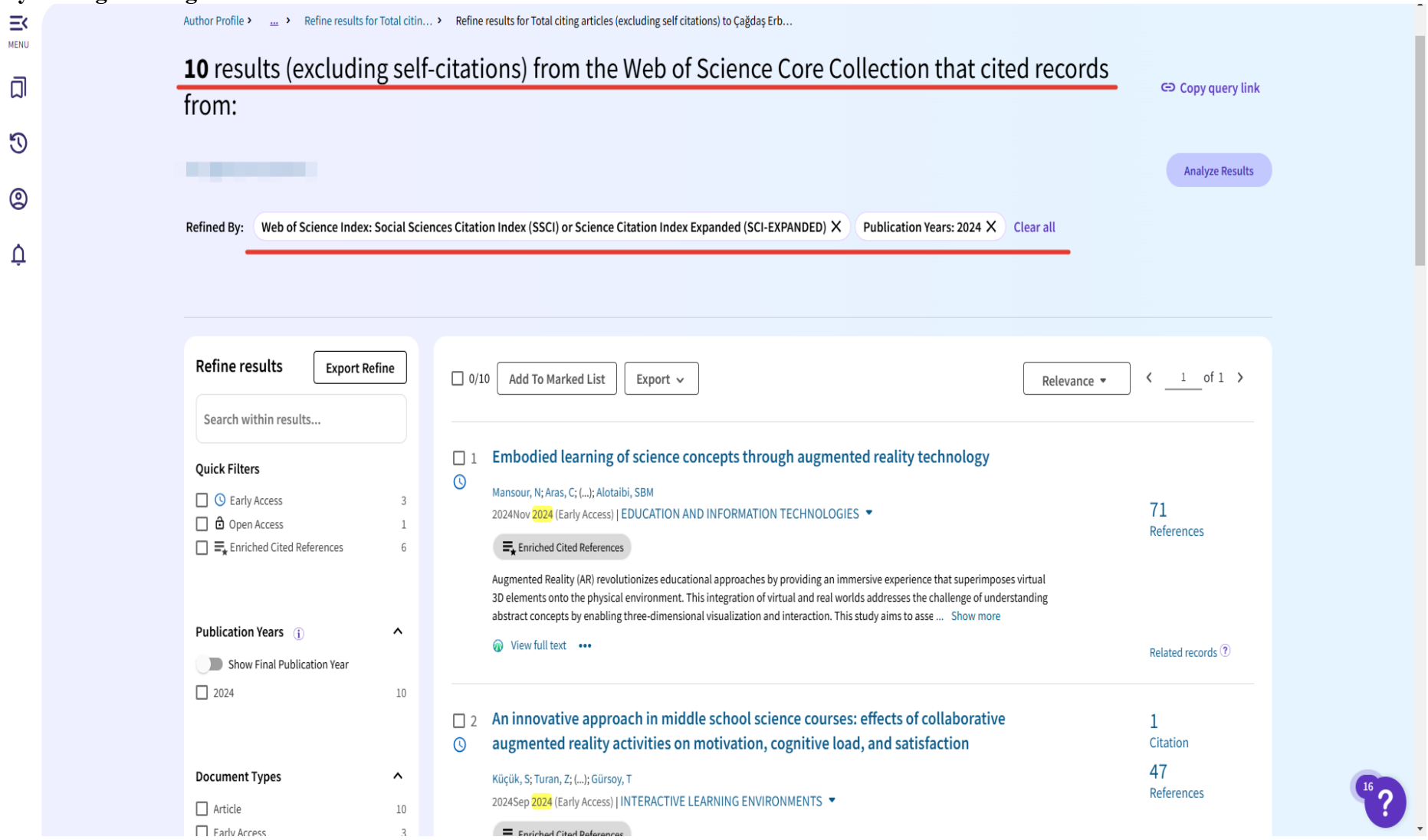
Açılan ekranda Web of Science Index bilgisi olarak SCI, SSCI, AHCI ve SCI-E seçeneklerini seçin



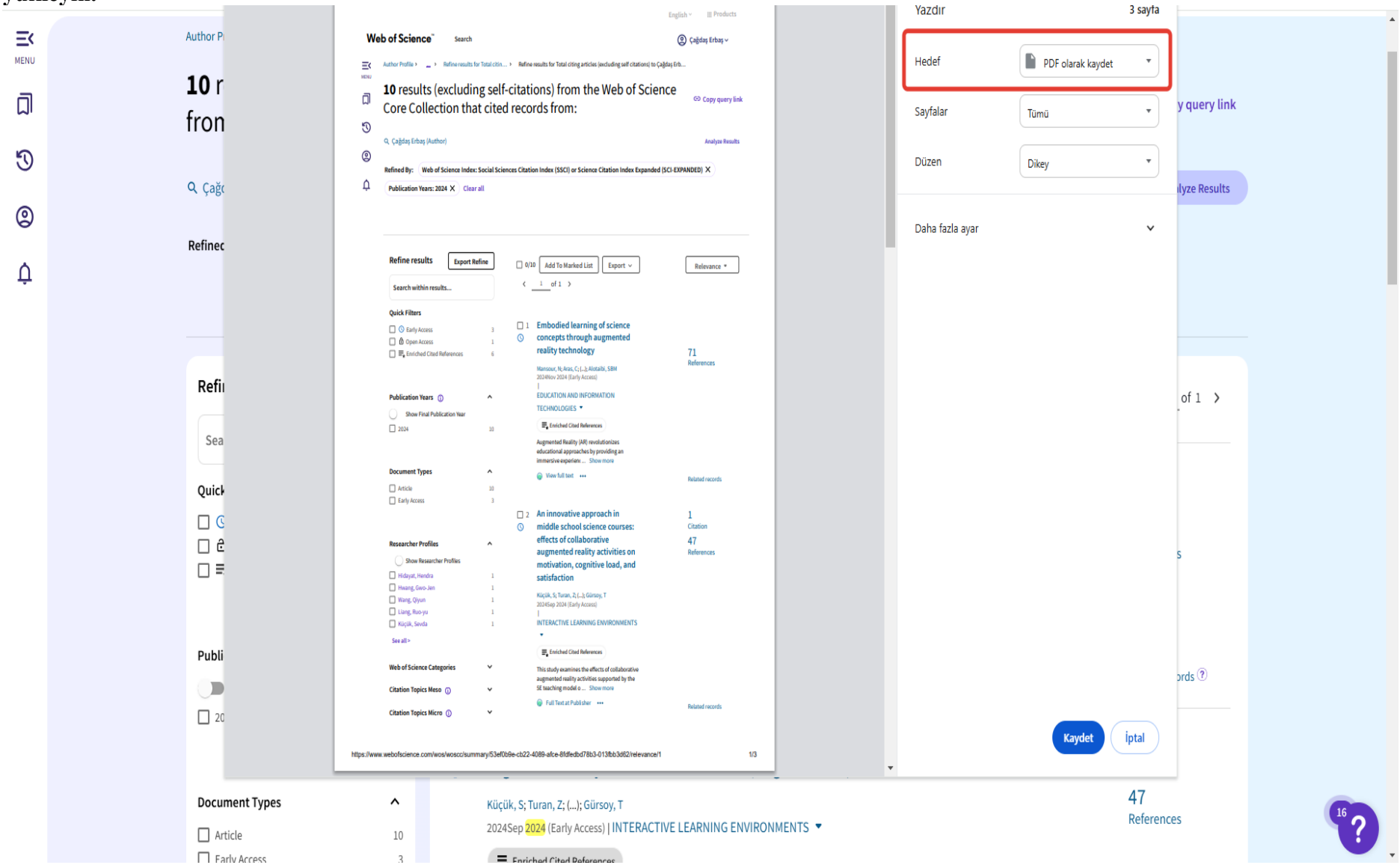
Indeksleri seçtikten sonra Publication Years seçeneğinde 2024'ü seçin ve Refine deyin



Sayfada altta hangi filtrelemeleri kullandığınızı belirten kısım ile birlikte WOS sisteminde kendinize yaptığınız atıflar dışındaki atıf sayınızın göründüğünden emin olun



Sağ tıklayarak Yazdır dediğinizde Hedef kısmında PDF olarak kaydet diyerek sayfayı bilgisayarınıza kaydedin ve sisteme PDF olarak yükleyin.

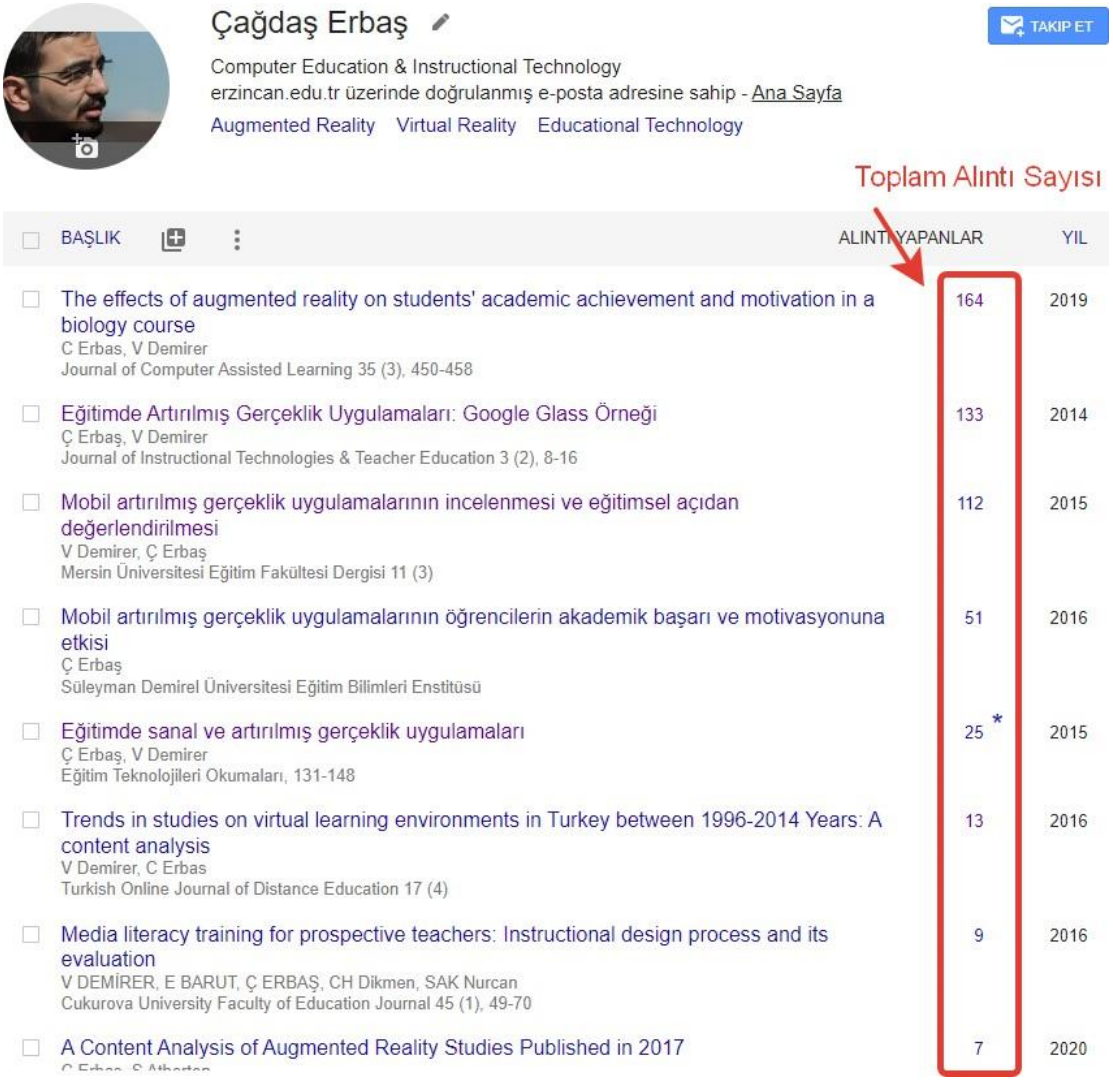


DİĞER ATIFLAR İÇİN KANIT ÜRETİLMESİ

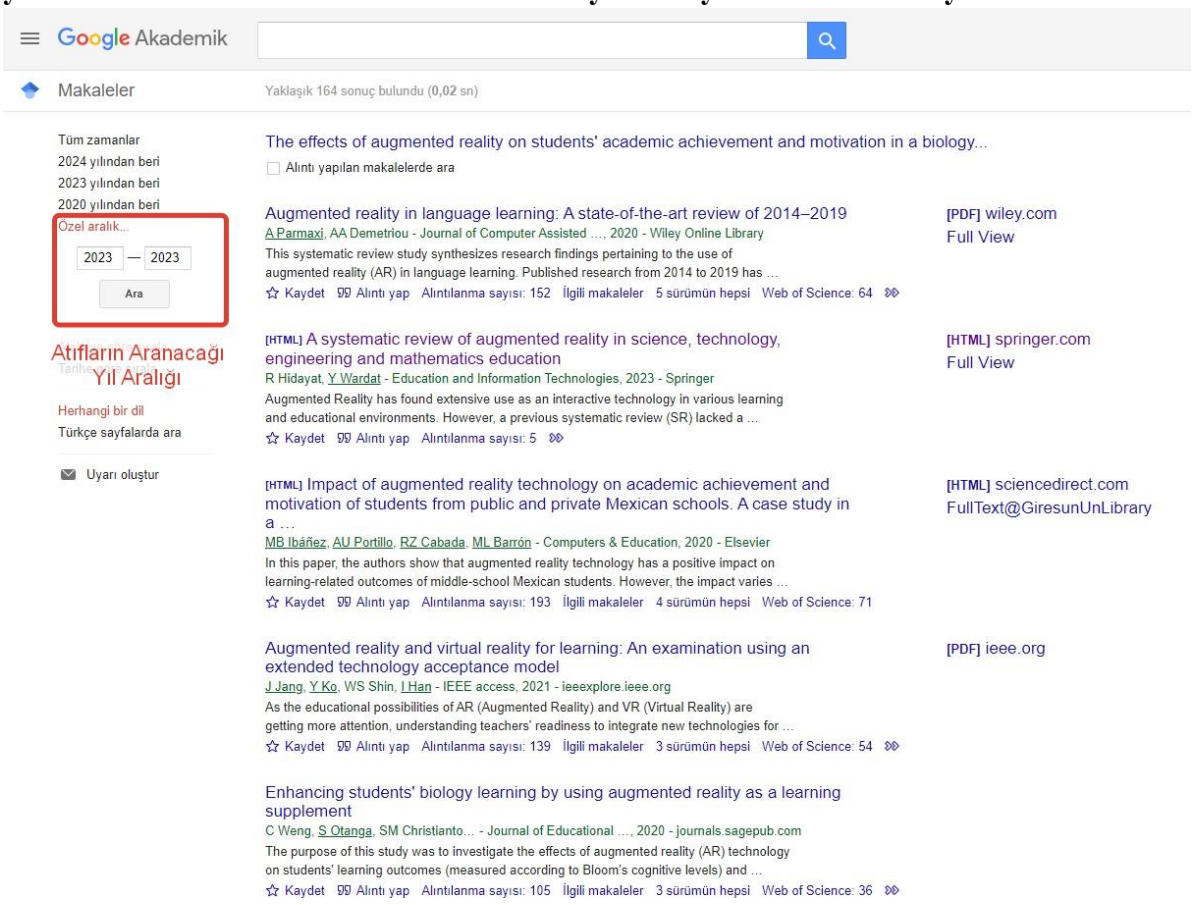
Atıflar için kanıt üretilmesi süreci iki ayrı işlem ile gerçekleştirilmektedir.

1- **Atıf verilen makaleye dair linklerin paylaşılması;**
Bu işlem için sırasıyla aşağıdaki basamakları takip etmeniz gerekmektedir.

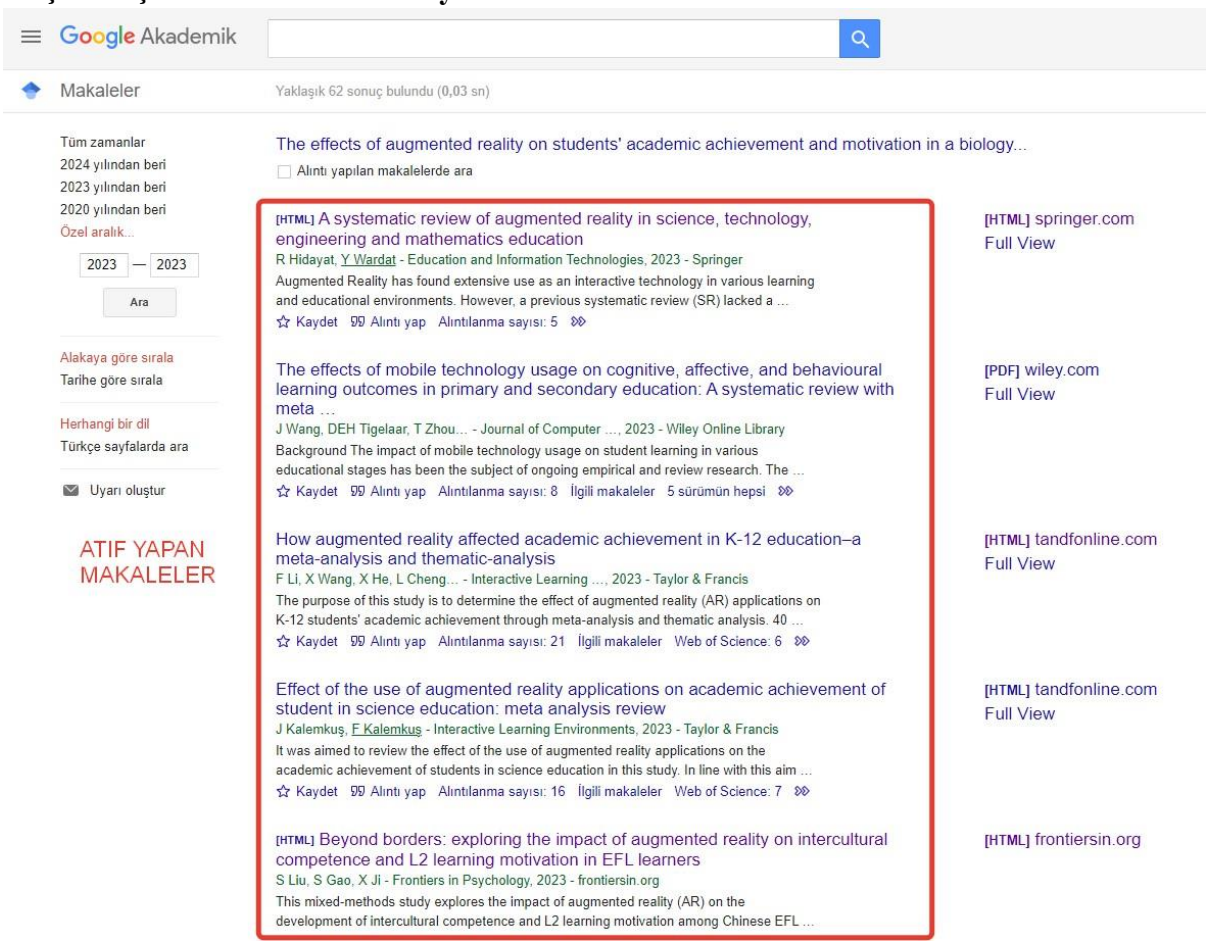
a- Google Scholar hesabınıza girerek yayınlarınız ve yayınlarınıza yapılan atıf sayılarının olduğu ekrana ulaşın. Bu ekranda atıf bilgisi vermek istediğiniz makalenin yanında yer alan toplam alıntı sayısı belirten sayıya tıklayarak atıflarınızın olduğu listeye ulaşın.



b- Atıf yapan makalelerin sadece 2023 yılına ait olması için sol taraftaki menüde yer alan özel aralık alanındaki her iki kutuya 2023 yazarak "Ara" deyin.



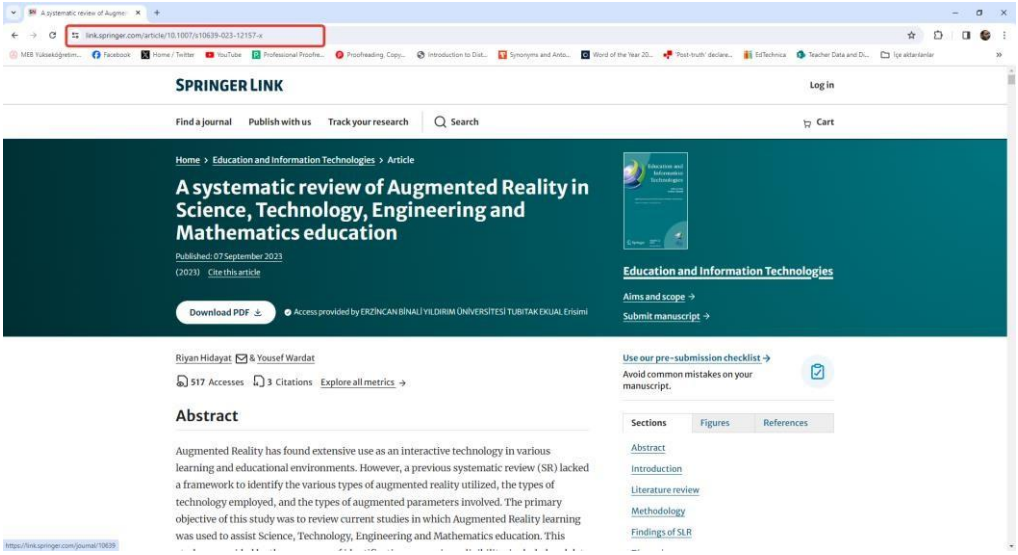
c- 2023 yılında yayınlanan makalelerin listesinde size atıf yapan makaleye ulaşmak için makale adına tıklayın.



d- Açılan ekranda size atıf yapan makalenin linkini kopyalayarak aşağıda belirtilen yapıya uygun olarak tesvik.ebyu.edu.tr sitesindeki yazım alanına yapıştırınız.
1-) 1.Yayının Bağlantı Adresi(linki)

2-) 1. Yayınına verilen Atıf Bağlantı Adresi 1 (linki)

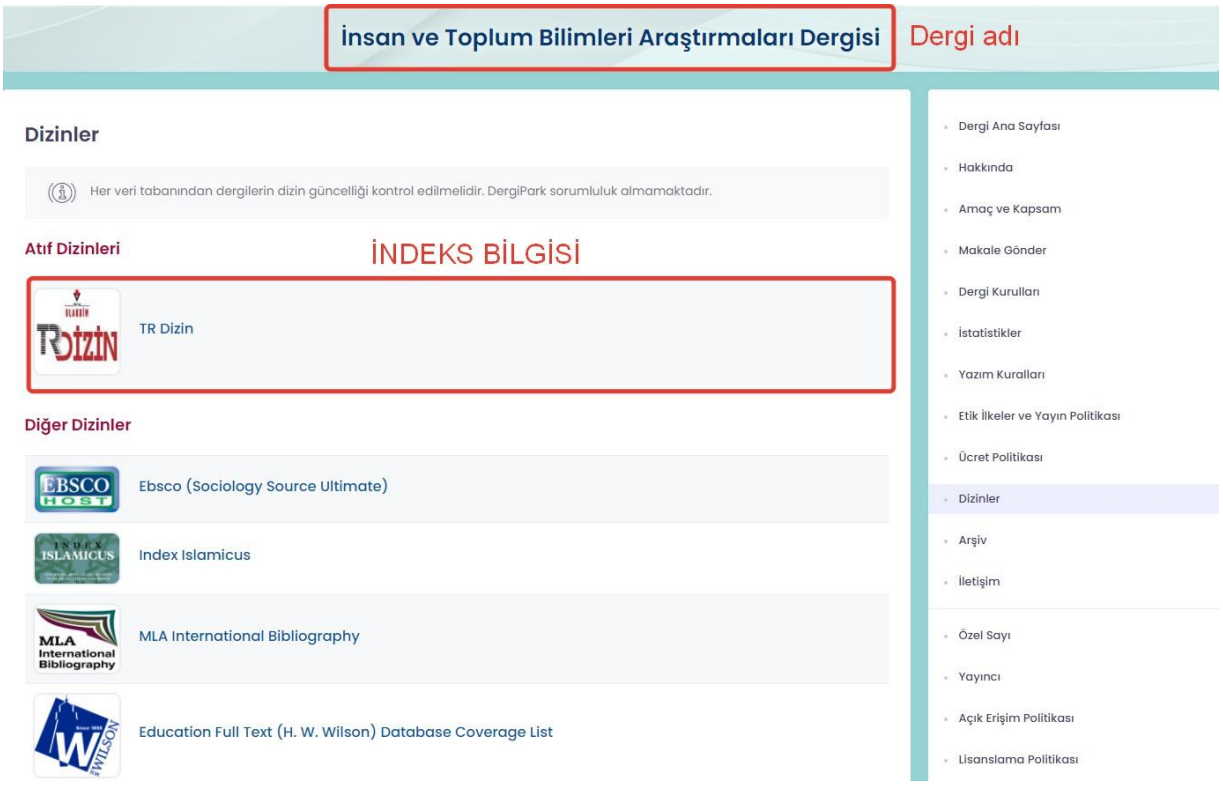
3-) 1. Yayınına verilen Atıf Bağlantı Adresi 2 (linki)



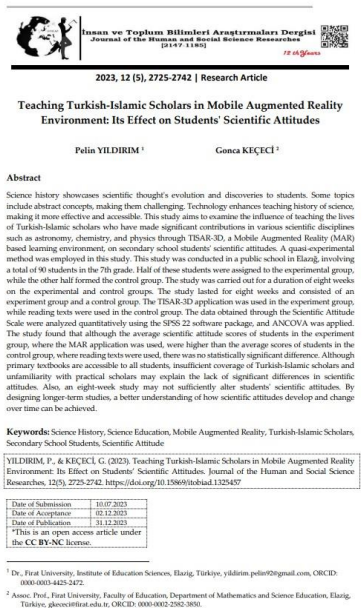
ATIFLAR İÇİN SOMUT KANIT ÜRETİLMESİ

Atıflar için somut kanıt üretimi aşağıda yer alan dört basamaktan oluşmaktadır.

1- **Atıf yapılan dergi indeksinin belirlenerek kanıtlanması;**
Dergi internet sitesinde Dizinler, Abstracting ya da Indexing sekmesi altında derginin hangi indekslerde tarandığını belirten ekranın görüntüsü alınarak kanıt dosyasına eklenir.



2- **Atıf yapan makale kapak sayfasının görüntüsünün alınması;**
Atıf yapan makalenin başlığı, yayınlandığı dergi adı ve yazar bilgilerinin yer aldığı kapak sayfasına ait ekran görüntüsü ya da pdf çıktısı kanıt dosyasına eklenir.



İnsan ve Toplum Bilimleri Araştırmaları Dergisi
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2023, 12 (5), 2725-2742 | Research Article

Teaching Turkish-Islamic Scholars in Mobile Augmented Reality Environment: Its Effect on Students' Scientific Attitudes

Pelin YILDIRIM [1] Gonca KEÇECİ [2]

Abstract

Science history showcases scientific thought's evolution and discoveries to students. Some topics include abstract concepts, making them challenging. Technology enhances teaching history of science, making it more effective and accessible. This study aims to examine the influence of teaching the lives of Turkish-Islamic scholars who have made significant contributions in various scientific disciplines such as astronomy, chemistry, and physics through TISAR-3D, a Mobile Augmented Reality (MAR) based learning environment, on secondary school students' scientific attitudes. A quasi-experimental method was employed in this study. This study was conducted in a public school in Elazığ, involving a total of 90 students in the 7th grade. Half of these students were assigned to the experimental group, while the other half formed the control group. The study was carried out for a duration of eight weeks on the experimental and control groups. The study lasted for eight weeks and consisted of an experiment group and a control group. The TISAR-3D application was used in the experiment group, while reading texts were used in the control group. The data obtained through the Scientific Attitude Scale were analyzed quantitatively using the SPSS 22 software package, and ANCOVA was applied. The study found that although the average scientific attitude scores of students in the experiment group, where the MAR application was used, were higher than the average scores of students in the control group, where reading texts were used, there was no statistically significant difference. Although primary textbooks are accessible to all students, insufficient coverage of Turkish-Islamic scholars and unfamiliarity with practical scholars may explain the lack of significant differences in scientific attitudes. Also, an eight-week study may not sufficiently alter students' scientific attitudes. By designing longer-term studies, a better understanding of how scientific attitudes develop and change over time can be achieved.

Keywords: Science History, Science Education, Mobile Augmented Reality, Turkish-Islamic Scholars, Secondary School Students, Scientific Attitude

YILDIRIM, P., & KEÇECİ, G. (2023). Teaching Turkish-Islamic Scholars in Mobile Augmented Reality Environment: Its Effect on Students' Scientific Attitudes. Journal of the Human and Social Science Researches, 12(5), 2725-2742. https://doi.org/10.15869/itobiad.1325457

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3- Atıf yapan makalede metin içi atıf gösterimi;

Atıf yapan makalede metin içinde yapılan atıfın bulunduğu sayfaya ait ekran görüntüsü ya da pdf çıktısı kanıt dosyasına eklenir.

Introduction

In today's era, education activities without the inclusion of technology cannot meet the needs of individuals or societies (Karasar, 2004). Technology maintains a prominent presence in every aspect of our lives. Education must adapt to these advancements and be intertwined with technology. Particularly, new generation technologies such as Augmented Reality (AR) have the potential to transform education.

AR holds a significant position in the field of education as an innovative and promising area of research and application. AR overlays virtual information onto the real world, introducing new and interactive methods of learning (Billinghurst, Clark & Lee, 2015). It is categorized as a form of mixed reality, where virtual objects are seamlessly integrated into the real environment, creating an immersive learning experience (Milgram, Takemura, Utsumi & Kishino, 1995; Pan, López, Li & Liu, 2021). According to the Horizon reports AR technology is predicted to have a significant impact on education in the future (Cai, Wang & Chiang, 2014). A report from 2012 also emphasizes the potential impact of integrating AR into education within the next 4-5 years. Likewise, some experts assert that AR holds the potential for transformative effects in education (Kiryakova, Angelova & Yordanova, 2018).

AR has gained significant interest and research attention in the field of education in recent years. This technology provides numerous benefits in education. It enables students to visualize and comprehend abstract or complex concepts through visual and concrete representations (Radu, 2014; Yildirim, 2018; Johnson, Levine, Smith & Stone, 2010; Kececi, Yildirim & Kirbağ Zengin, 2021a; Wu, Lee, Chang & Liang, 2013). AR offers an interactive learning experience, encouraging active student engagement, and providing personalized learning opportunities tailored to individual needs (Ibáñez, Di-Serio, Villarán-Molina & Delgado-Kloos, 2016; Yusoff & Dahlan, 2013). Furthermore, AR enhances motivation and stimulates interest, enabling students to learn more effectively (Akkus, 2021; Chang & Hwang, 2018; Erbas & Demirer, 2019; Georgiou & Kyza, 2018; Hung, Chen & Huang, 2017). AR also plays a crucial role in distance education by offering virtual classroom experiences, overcoming geographical limitations, and increasing accessibility to education (Erbas & Demirer, 2014). With all these benefits, AR is emerging as a transformative tool in education, shaping the future of learning. This study aims to examine the influence of teaching the lives of Turkish-Islamic scholars in a Mobile Augmented Reality (MAR) learning environment called TISAR-3D on secondary school students' scientific attitudes.

History of science is a discipline that examines the development process of scientific knowledge, the emergence of theories, situations where society can contribute to science, the struggles of scientists, the tools they use, the general recognition of scientific activities, and the societal responses to scientific outcomes (Matthews, 1994; Topdemir & Unat, 2014). Including the history of science in education is crucial for offering students a comprehensive understanding of the evolution of scientific breakthroughs. Insufficient availability of learning resources regarding the history of science has a detrimental impact on the teaching process (Henke & Höttecke, 2015). Traditional methods of teaching can lead to student boredom and difficulty in understanding the subject (Duman, 2023; Utkugun & Yildirim, 2023). Therefore, the use of technological applications is important for making the teaching process more effective. However, existing technological applications are not sufficient for teaching the history of science.

4- Atıf yapan makalede kaynakça gösterimi;

Atıf yapan makalenin kaynakçasında size ait atıfın bulunduğu sayfaya ait ekran görüntüsü ya da pdf çıktısı kanıt dosyasına eklenir.

Chi, S., Wang, Z., & Qian, L. (2023). Scientists in the textbook. *Science & Education*, Erişim adresi: https://doi.org/10.1007/s11191-022-00414-3

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences*. New York: Routledge.

Coskun, M. (2018). *Mobil uygulama ve arttırılmış gerçeklik ile desteklenen öğretimin, güneş sistemi ve ötesi ünitesinde öğrencilerin akademik başarılarına, astronomiye yönelik tutumları ve fen dersine yönelik kaygı ve motivasyonlarına etkisi [The impact of the teaching supported with mobile application and augmented reality on motivation and anxiety about science lesson, attitude towards astronomy, and academic success of students]* (Master thesis). Ulusal Tez Merkezi veri tabanından erişildi (Erişim No. 524836).

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