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GOZDE ERTURK KARA

Aksaray University, Türkiye

OZGE AYDIN

Dumlupınar University, turkey

A REVIEW OF STUDIES IN SCIENCE EDUCATION FIELD FOR EARLY CHILDHOOD IN TURKEY

Abstract:

The aim of this study is to present the review of studies in science education field for early childhood in Turkey in the past 15 years. It is defined that how many studies have been done in this field; which subjects of early science education have been studied; which research and data analysis methods generally have been used; which study group has attended the studies less so far. Qualitative research method was used. Early childhood education studies related to science education was determined and content analysis was done. The articles published in Turkish Journals which are indexed in SSCI and ULAKBİM and also master/PhD theses published between the years 2000-2015 were searched by using keyword "early childhood". Researchers selected the studies which consist of any of the science, nature, scientific process skills and environment words. 30 articles and 25 theses were examined according to the subject, size of the group, sampling, research method, data collection tools and analysis methods. The findings showed that there was no significant raise on the number of studies since 2000. Papers were focused on the subjects; attitudes to teaching science and science activities more and the environment subject less. Quantitative research method was used the most; random and convenience samplings were generally preferred. Scales were used the most. Study groups were generally teacher candidates, children and teachers. Descriptive analyses, t test, ANOVA were preferred generally. As a result; there were some missing parts especially at method section (sampling method) and some limitedness on data collection tools, data analysis methods and the preference of study group. Subjects of the studies were various but the number of them was few. This result demonstrates that this field needs more researches which give the opportunity to examine early childhood science education inclusively and deeply.

Keywords:

Early childhood education, science, review.

JEL Classification: I29