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PARECER A

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SUMMARY FOR THE EDITOR

This article investigates the effects of journal writing activities—a “writing to learn” strategy—on prospective science teachers’ perceptions regarding the selection of teaching techniques, investigative skills, and reflective thinking.

The findings reveal statistically significant differences across all analyzed variables, indicating positive impacts of reflective practices through writing. The study is relevant for highlighting the importance of formative strategies centered on metacognition and teacher autonomy, thereby contributing to the broader debate on more meaningful methodologies in initial teacher education.

ARTICLE ANALYSIS

INTRODUCTION

The aim of this study was to examine the effects of journal writing activities—used as a learning strategy—on prospective science teachers’ perceptions of their ability to select effective teaching techniques, develop science-oriented learning skills, and engage in reflective thinking.

The article’s introduction adequately contextualizes the problem within the Turkish educational landscape, highlighting the limited use of writing practices in science classrooms and the narrow perception teachers hold regarding their pedagogical potential.

- The research problem is clearly formulated;
- The topic is well-defined, its relevance justified, and the theoretical framework appropriately articulated;
- The section offers a solid foundation, sustaining the scientific and formative relevance of the proposed study.

CRITICAL ANALYSIS

This is a relevant and well-structured article with consistent methodological grounding. The research provides an important contribution to the field of science teacher education by empirically demonstrating the positive effects of journal writing. With minor adjustments, the study has the potential to become a reference for those researching reflective practices and strategies that foster more meaningful learning in school settings.

STRENGTH OF ARGUMENT

The argument is solid, well-founded, and persuasive, particularly for researchers and educators. The study presents significant empirical evidence and engages with current pedagogical debates, reinforcing the role of reflective writing as a valuable resource in the training of science teachers.

LIMITATIONS AND OPPORTUNITIES

Although the article presents a timely and well-structured proposal, a few aspects could be improved:

- The introduction could be more concise, avoiding conceptual and citation-based repetition about the benefits of writing;
- A more critical reflection on the limitations of the intervention and potential confounding variables would strengthen the analysis;
- Specific recommendations for teacher education and educational policy could be included.

DIALOGUE WITH OTHER AUTHORS

Lewin and Wagner (2006) emphasize that writing to learn is a powerful tool in science education, serving not only as an assessment method but also as a learning instrument. Hand and Prain (2002), along with Ozfidan and Marks (2025), point out that the cognitive processes involved in writing help students form new conceptual connections and improve content comprehension.

Mason and Boscolo (2000) and Ozturk and Gunel (2015) argue that writing in learning contexts allows students to express ideas, compare knowledge, reflect on what they know, and mentally reorganize new concepts.

Dasdemir, Cengiz, and Uzoglu (2015) note that many teachers still regard writing merely as a content-recording activity and see it as time-consuming. Emig (1977) asserts that writing is an effective learning tool due to the processes, strategies, and meaningful products it involves in cognitive development.

Gunel, Uzoglu, and Buyukkasap (2009) demonstrate that peer knowledge sharing through writing is effective in classroom settings, particularly in collaborative activities.

Arslan and İlgin (2011) highlight that journaling enables students to review content, increase engagement, develop self-esteem, and improve writing skills.

CONTEMPORARY RELEVANCE

The use of journal writing as a “writing to learn” strategy aligns with pedagogical approaches that value critical reflection, metacognition, and student agency. At a time when the educational field is seeking to move beyond traditional, passive teaching methods, encouraging

future teachers to reflect on their own practices is essential for forming more conscious, autonomous, and prepared educators capable of navigating diverse classroom realities.

FINAL EVALUATION

The article presents a relevant and well-founded proposal by investigating how journal writing activities influence the development of prospective science teachers. The methodology is coherent with the study's objectives, and the results are clearly presented, pointing to significant improvements in how participants perceive teaching technique selection, the development of investigative skills, and the practice of reflective thinking.

Areas for improvement include a more concise introduction and the absence of a deeper analysis of external factors that may have influenced the results. Nevertheless, the study stands out for its contribution to the field of teacher education and opens avenues for further research, while also offering insights for more responsive and reflective educational policies.

In summary, this is a promising work with the potential to inspire pedagogical practices that foster student agency and strengthen investigative and reflective competencies from the early stages of teacher training.

REQUIRED REVISIONS

Please highlight the following revisions in yellow in the manuscript:

- The introduction could be more concise, avoiding conceptual and citation-based repetition about the benefits of writing;
- Include a more critical reflection on the limitations of the intervention and possible confounding variables;
- Add more specific recommendations for teacher education and educational policy.

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