Editorial

Journal of Education and Future published by Nesibe Aydın Education Institutions, meets you with the thirteenth issue. We present the studies in the thirteenth issue of JEF to our valuable readers.

Teacher quality is directly related to the quality of education. It is important that teacher candidates be very well equipped at pre-service period as well as be followed during in service period. In the article titled *"Opinions of Academic Administrators Regarding Constructing a Quality Culture at Education Faculties"*, which is prepared by **Tuğba Akar and Mustafa Cem Babadoğan,** one dimension of a multidimensional study on internal quality standards was focused on. The study was based on a mixed methods design with quantitative and qualitative data gathering techniques. In the results of the study, it was observed that while there were quality policies of universities at their internet sites and as a written document, such policies were not prevalent at faculty level.

Early literacy skills, which are the processors of literacy skills, set down roots during the early childhood period. Many studies have been performed all around the world in order to monitor the developments of early literacy skills and to examine the effect of different programs carried out. In the article titled *"A Decade of Early Literacy Research Trends in Turkey: A Thematic Review",* which is prepared by **Dilek Altun and Burcu Sarı,** a thematic review approach was used to examine the articles and the theses published between the years of 2006 and 2016 regarding early childhood education programs. The study sample consisted of 99 theses and 112 articles. A publication classification form was used to examine the studies. The publication classification form consists of three dimensions: descriptive characteristics, methodological features, and content features.

In the article titled *"The Opinions of Male Pre-school Teacher Candidates on their Occupational Preferences: An Analysis in the Context of Gender"*, which is prepared by **Özlem Haskan-Avcı, Tolga Zencir, Alper Karababa, Faruk Bozdağ and Seray Betül Öztürk,** it is aimed to examine the views of male pre-school teacher candidates about the conditions influencing their occupational preferences in depth. For the purpose, a questionnaire was implemented to 112 male students in the pre-school education department in the 2015-2016 academic year in Turkey. Open-ended questions were asked regarding the causes of choosing the department, the difficulties those encountered in the department selection process and their support, career plans for the future and opinions about the proposals to candidatesdesiring to prefer the deparment.

In the article titled *"Attitudes of Primary School Teachers towards Inclusive Education"*, which is prepared by **Özcan Palavan, Volkan Çiçek and Bayram Ali Yıldırım,** it is aimed to analyze the attitudes of classroom teachers towards inclusion education in the consideration of certain variables. 500 teachers working in different primary schools in Gaziantep have joined in the study. A scale of attitudes towards inclusion, consisting of 40 questions and 5 sub-dimensions that was formed by researchers as a data instrument was applied in the present work. It's identified at the end-of research that the

points attained by the teachers in the research from some sub-dimensions of the scale of attitutes towards inclusion reflect statistically meaningful difference according to gender, age group, length of service, marital status.

Social Studies is a discipline which includes mainly the subjects related to abstract concepts. Digital stories have an important role in materialising abstract thinking. Digital storytelling is a method that can be used to develop students' skills appropriate to the age we live in, to arouse their perceptions, to encourage them, and to increase their motivation to learn. In the article titled *"The Effect of Digital Stories on Fifth-Grade Students' Motivation"*, which is prepared by **Tuğba Turan and Burcu Sezginsoy Şeker**, it is aimed to examine the effect of using digital stories while lecturing about subjects in the "Realizing Dreams" unit of the Social Studies course on students' motivation. As a result of the research, a significant difference was found in support of the experimental group which digital stories were used in terms of general motivations and sub-dimensions (attention-compliance and trust-satisfaction).

In recent years, because of some factors such as, wars and unemployment, refugee and migrant people population have been increasing in Turkey. In the article titled *"The Challenges of Refugee Students Encountered in Science Courses: A Phenomenological Study"*, which is prepared by **Şahin İdin**, it is aimed to investigate the factors effect refugee students' learning process within the scope of science course. It was focused on to gain the data deeply, which were taken from the refugee students within science course to understand the reason of failure in science. Science teachers stated the reasons of students' failure in science that students do not know Turkish well, they do not belong themselves to Turkey, economic conditions and negative school climate.

The article titled *"An Anthropological Analysis of the Knowledge on Graphics within Middle School Mathematics"*, which is prepared by **Nazlı Akar and Filiz Tuba Dikkartın Övez**, it is aimed to analyze the knowledge on graphics within middle school mathematics from an anthropological perspective. The study, which was carried out in framework of the Anthropological Theory of the Didactic, conducted a document analysis. The data that were obtained from document analysis were analyzed with ecological and praxeological approaches. The study concluded that the use of graphics as a goal, a tool, and both as goal and tool the institution was addressed to the instruction of subjects (ratio and proportion, percentage, curves, equations and inequalities, equation systems, functions, statistics, and probability) in numbers and operations, algebra and data processing learning fields, for the improvement of mathematics literacy, problem-solving, communication, association, and psycho-motor skills.

Cognitive structure is a structure exhibiting the mutual associations of concepts recorded in the long-term memory. Students set up cognitive bridges between their previous knowledge and new knowledge during the creation of the cognitive structure. In the article titled *"Investigating the High School Students' Cognitive Structures about the Light Concept through Word Association Test"*, which is prepared by **Özgür Özcan and Erdem Tavukçuoğlu**, it is aimed to determine high school students' cognitive structures about the

concept of light by using a two-stage word association test. The data obtained were analysed by using the technique of semantic relations in order to be able to set up logical ties between the number of words and words. The words having semantic proximity were divided into five categories by analysing the data through word association test. The findings obtained in this study indicate that high school teachers and university instructors should take special care with some points in the teaching of subjects related with light.

In the article titled *"Innovative Redesign of Teacher Education ICT Courses: How Flipped Classrooms Impact Motivation?"*, which is prepared by **Zeynep Turan and Yüksel Göktaş**, it is aimed to determine the impact of the flipped classroom method on student motivation and what related factors increase and decrease motivation. The flipped classroom method is compared to traditional techniques in the study. Results showed that students who were trained with the flipped classroom method had more motivation than students who were trained with traditional methods. Students reported that hands-on in-class activities, group work, and gamification activities increased their motivation.

In the article titled *"Perceptions of Turkish Pre-Service EFL Teachers on Their Technological Pedagogical Content Knowledge"*, which is prepared by **Cemre İşler and Özgür Yıldırım**, it is aimed to investigate perceptions of Turkish pre-service EFL (English as a Foreign Language) teachers related to their level of Technological Pedagogical Content Knowledge (TPACK), the factors affecting their perceptions of TPACK, and their beliefs related to technology integration into EFL classrooms. The study employs both quantitative and qualitative data collection and analysis procedures. A total of 94 Turkish pre-service EFL teachers answered two questionnaires designed to gather information about their combining technology, pedagogy, and content knowledge in the ways of both learning and teaching processes. In the light of the findings of the study, two basic suggestions presented on training of English teachers.

In the article titled *"The Usage of Video Blog (vlog) in the "School Experience" Course: The Opinions of the Pre-service Teachers"*, which is prepared by **Mustafa Fidan and Murat Debbağ**, it is aimed to provide that the pre-service teachers make their individual video blogs and they reveal their opinions about the process in the "school experience" course that is among the teacher education programs and has been chosen in accordance with the principles of forming vlog. Case study, one of the qualitative research patterns, was used in this study. At the end of the research, the pre-service teachers expressed opinions regarding that vlogs are useful mostly in professional and technical terms. Accordingly, it was observed that vlog contributes to recognizing the shortcomings, reviewing and correcting them (reflective learning, self-regulation skill) and to the development of self-expression, communication, information sharing, critical thinking in terms of individual and social development.

In the article titled *"The Perception of Pedagogical Formation Students have towards Educational Concepts: Metaphoric Study"*, which is prepared by **Ahmet Şahin and Ali Sabancı**, it is aimed to evaluate the perceptions pedagogical formation students have about basic educational concepts, such as education, school and class. The research was designed

as a phenomenological study, a qualitative research method. the results revealed a holistic open system definition with an eclectic point of view, although the thoughts about the concepts of education, school and class were diversified in the study. The use of metaphors was used as the method of data collection. The results revealed a holistic open system definition with an eclectic point of view, although the thoughts about the concepts of education, school and class were diversified in the study. Besides, pedagogical formation trainees seem to have a positive perception of the concepts of education, school and class.

Thanks for your interest and valuable contributions for Journal of Education and Future.

Look forward to meeting in the next issue…

Prof. Dr. Erten GÖKÇE
Editor in Chief of
Journal of Education and Future