

## Editorial

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

Technology facilitates the lives of people in many areas and has a more important place in the lives of people with disabilities. In the article titled ***“Using Interactive Whiteboards as an Assistive Technology for Students with Intellectual Disability”***, which is prepared by **Ömer Arpacık, Engin Kurşun and Yüksel Göktaş**, it is aimed to investigate the impact of integrating interactive whiteboard (IWB) on students’ participation and teachers’ teaching practices in a special education school.

One of the beliefs that is responsible for teachers’ resistance to educational technologies is risk perceptions. The psychometric paradigm emphasizes that risk is a combination of many factors such as knowledge, dread, control, catastrophic potential, equity, voluntariness and tamper with the nature. In the article titled ***“Preservice Teachers’ Risk Perceptions and Willingness to Use Educational Technologies: A Belief System Approach”***, which is prepared by **Mehmet Demirbağ and Ahmet Kılınç**, it is aimed to understand the predictive power of risk perceptions for pre-service teachers’ willingness to use educational technologies.

In the article titled ***“Evaluation of Information Technologies Teachers’ in-class Behaviors in the Context of Hidden Curriculum”***, which is prepared by **Mustafa Fidan and Meriç Tuncel**, it is aimed to evaluate the in-class behaviors of information technologies teachers and the factors that lead to those behaviors in the context of hidden curriculum on the basis of the opinions of information technologies teachers. It was understood that information technologies served to the hidden curriculum especially in terms of adoption of school culture, interaction with students was effective in occurrence of hidden learnings, and status and economical advantages of a profession were of primary importance in teachers’ professional guidance.

Metacognition awareness that allow children to become aware of what they know and think to learn a knowledge and build on the knowledge they will learn in this process; they need to be self-efficacy in order to accomplish a task and to be able to come up with new problems or situations. In the article titled ***“The Self-Efficacy as Predictors of the Metacognition Awareness in Children”***, which is prepared by **Kayhan Bozgün and Serpil Pekdoğan** it is aimed to determine whether self-efficacy in children predicts metacognition awareness, and also the results of the relationship between self-efficacy and metacognition and the validity and reliability of the measurement tools used are included in the study.

In the article titled ***“The Comparison of Scientist Perceptions of Syrian Refugee Students and Turkish Students: Sample of Mersin Province”***, which is prepared by **Ümit İzgi Onbaşıllı**, it is aimed to compare scientist perception of students who migrated from Syria to Turkey in recent years in primary school age and Turkish students. The study was

conducted with a total of 109 students as Syrian (36) and Turkish (73) attending a public school in third and fourth grades in Mersin Province in 2017-2018 academic year. In the research, Draw a Scientist Test-DAST which were developed by Chambers (1983) was applied as data collection tool.

Developing the individual's literacy skills at early ages both creates the foundation of academic achievement and determines the borders of the achievement in personal, social, professional and social life. In the article titled ***“Perceptions about Literacy in Primary School Student Drawings”***, which is prepared by **Ömer Faruk Tavşanlı and Abdullah Kaldırım**, it is aimed to reveal the perceptions of primary school second grade students about literacy through their drawings and face to face interviews. The research data includes student drawings about literacy, unstructured interviews about the drawings and semi-structured interviews independent from the drawings about literacy perceptions.

Pedagogical and technological improvements arousing in the late years both affect the human life deeply and most importantly learning and teaching fields. In the article titled ***“Investigation of the Relationship between E-Learning and Cooperative Learning Attitudes of High School Students”***, which is prepared by **Namudar İzzet Kurbanoğlu and Serhat Arslan**, it is aimed to investigate the relationships between e-learning and cooperative learning attitudes of the high school students.

Motivation to learn English plays a curial role in students' performance, achievement and attendance. In the article titled ***“Instructional Practices that Motivate Students to Learn English”***, which is prepared by **Pınar Yüncü Kurt and Hüseyin Kurt**, it is aimed to find out the instructional practices that motivate students to learn English most. Comments from 30 students were collected in ten weeks and analyzed.

In the article titled ***“The Case of Being a Teacher at Science and Art Centers: A Phenomenological Quantitative Research”***, which is prepared by **Mustafa Akdağ and Cem Şenol**, it is aimed to examine "the case of being a teacher in Science and Art Centers". 13 teachers selected from Science and Art Centers in three different cities in the Eastern Anatolia region of Turkey in the 2015-2016 academic year constitute the study group of this research designed a phenomenological research design of Qualitative research approach.

In the article titled ***“The Relationship between Teachers' Educational Beliefs and Teaching-Learning Conceptions: A Mixed Method Study”***, which is prepared by **Eylem Yalçın İncik**, it is aimed to determine the relationship between teachers' education beliefs and their teaching-learning conceptions. It has been determined in the research that there is a significant relationship between teachers' educational beliefs and teaching-learning conceptions. In the study, it was determined that teachers' educational beliefs were a significant predictor of constructivist and traditional teaching-learning conceptions.

Teacher employment is important in terms of determining and assessing the quality of education in the educational system of a country. Policies on teacher employment are both determinants of teacher training process and affect many variables in education. In the article

titled “*An Examination of Teacher Employment Policies in Turkey and Different Countries*”, which is prepared by **Ece Özdoğan Özbal and Erten Gökçe**, it is aimed to examine the process of teacher employment in Turkey and some countries and to reveal the relationship between teacher employment processes and educational quality. The research has reached the conclusion that teacher employment processes and teacher salaries are important and affect the educational quality.

The article titled “*Investigation of the In-service Teacher Training Programs in the United States and Recommendations for Turkey: The Case of Kent Education Excellence Partnership (KEEP)*”, which is prepared by **Necdet Aykaç**, is a qualitative case study. Being an example of the professional development school applications, Kent State Excellence Partnership (KEEP) program was evaluated by seeking the opinions of two faculty members who are among the main elements of the program and of 17 teachers having participated in the program. The findings of the study revealed that the faculty members are of the opinion that teachers come together for professional development and learning within the context of the professional development school applications, that participating teachers make their own decisions about what they want to learn and that they learn in a learning process based on reciprocal interaction.

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*

