

Editorial Introduction: *Education*

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Education – it is a very broad discipline where "everyone has a voice" and it can be linked to many branches of science. From this point of view, it can be seen that the discussions on the ontology, epistemology or field of study of Educational Sciences are long-lasting. Basically, the debate is whether Educational Sciences is a discipline or interdisciplinary. This discussion also shows where educational scientists and those interested in educational sciences stand. In their study Unal, Özsoy, Güngör and Tunç (2005) ask the question whether the Educational Sciences have a problematic that has been developed and formulated? They tried to shed light on this discussion by asking these questions. Is it the research methods that distinguish a discipline from other disciplines, the questions it asks or is it due to its problematic horizon? The aforementioned authors tried to explain the answer of this question with the existence of a problematic horizon of a discipline.

Of course, it is undeniable that all these discussions will continue, and the discussion of the effects of the continuing pandemic process is mostly about its impact on education. When the functions of education and study subject areas are examined, it is necessary to look at its historical, social, psychological, economic and political effects. As the pandemic process continues and after it is over, discussions will continue on how the education process was affected. In this respect, the functions of education and schools, their place and importance in society, the issue of professional and personal competencies that educators should have, are discussed now from different angles and are transformed. Therefore, the importance and effects of research on these issues have gained even more importance.

How different the components of education are can easily be seen by examining the article submissions to the 23rd issue of the *Journal of the Institute of Social Sciences of Mimar Sinan Fine Arts University*, which we have edited under the title of "Education". We would like to thank our Journal, which is refereed by experts from different fields, our researchers who submitted their articles, and all researchers who gave us referee support.

References

Ünal, I., Özsoy, S., Güngör, S., ve Tunç, B. (2005). Eğitim bilimlerinin ontolojik temelleri: sorun odaklı bir yaklaşım. XIV Ulusal Eğitim Bilimleri Kongresi. Pamukkale Üniversitesi. Denizli

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