

Editorial

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

The article titled ***“Emotional and Motivational Barriers to Effective Learning of Students”***, which is prepared by **Eda Gürlen, Tuğba Cihan and Nuri Doğan**, aims to determine and evaluate the learning barriers of high school students in Turkey. These barriers are examined from various emotional and motivational dimensions, such as self-efficacy, self-regulation, deficiency of professional/parental/sibling support and consultancy, learning environment, fear of failure, rejection, criticism and judgment and embarrassment.

The article titled ***“Examining Preservice Teachers’ Questioning and Feedback in Teaching Practicum Course”***, which is prepared by **Ayşegül Bayraktar and Seher Yalçın**, examined the questioning styles of preservice teachers along with the frequency and types of feedback provided according to students’ responses.

In the article titled ***“Active Learning Methods and Techniques Preferred by Teacher Candidates”***, which is prepared by **Aliye Erdem and Emine Seda Koç**, it was concluded that question-answer, brainstorming and problem-solving were the most preferred active learning methods and techniques while gossip, court and buzz were the least preferred ones.

In the article titled ***“Perceptions of Teacher Candidates Regarding Democracy”***, which is prepared by **Gönül Onur Sezer and Pınar Bağçeli Kahraman**, one of the qualitative research patterns was used. Teacher candidates, who participated in the research, from different departments explained democracy with metaphors regarding equality, respect, life source and freedom concepts. It is seen that the teacher candidates did not focus on especially cooperation and responsibility concepts.

In the article titled ***“A Study on Comparative Examination of the Theme ‘Power, Authority and Management’ in the Social Studies Curriculums of Turkey, Canada (Alberta) and England”***, which is prepared by **Mustafa Yavuz and Tuğba Cevriye Özkartal**, it is indicated that right, responsibility, freedom, democracy and constitution were common and were included in the programs of all three countries. It was also determined that the three countries included higher-order thinking skills related to the theme.

In the article titled ***“Cognitive Structures and Misconceptions with Thematic Framework: The Case of Chemical Bonding”***, which is prepared by **Şenol Şen, Lütfiye Varoğlu and Ayhan Yılmaz**, it is determined that the students’ Word Associations Test results regarding to chemical bonding, which supported with concept maps within the framework of the themes, provides convenience in determining the misconceptions because of reflects the concepts and the relationships between the concepts more clearly.

The article titled ***““No Student Not Met Museum Education” A Practice of Volunteer Education Program in the Museum”***, which is prepared by **Alper Yetkiner, Ceren**

Karadeniz and Zekiye ıldır Gökaslan, was focused on the evaluation process of museum education program carried out by the Museum Education Volunteers of Association for Supporting Contemporary Life (CYDD) in the school and at the Museum of Anatolian Civilizations with 4th graders in Ankara. The program, which was developed in 2014, carried out between 2014-2017 and reached to 985 students in total, was prepared with the aim of determining the quality of education given to voluntary museum educators and the levels of attaining the goals.

The article titled “*Digital Literacy Skills and Attitudes towards E-learning*”, which is prepared by **Nazire Burin Hamutođlu, Merve Savaşçı and Güzde Sezen-Gültekin**, reveal that the effectiveness of the treatment on the participants’ attitudes towards e-learning platforms. Furthermore, the findings of the regression tests demonstrated that tendency is one of the most significant predictors of digital literacy skills.

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

