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İletişim Adresi / Contact Address:

Çanakkale Onsekiz Mart Üniversitesi, Eğitim Fakültesi
Eğitimde Kuram ve Uygulama
Çanakkale
Tel: 0 286 217 13 03
e-posta: eku@comu.edu.tr

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From the Guest Editor,

“2nd International Instructional Technologies & Teacher Education Symposium (ITTES2014)” took place on May 20th – 22nd 2014 at Sandıklı Thermal Park Hotel in Afyonkarahisar / Turkey. As organizing committee chairman of this symposium, I can say that participants shared and discussed their knowledge and experience about instructional technology and teacher education. Some papers were selected by the symposium reviewers for possible publication in the Journal of Theory and Practice in Education. These selected papers went through a peer review process for ITTES2014 special issue in this journal. I would like to thank all the reviewers of this special issue for their contribution. After a rigorous review process, six papers were selected to be published in the journal.

In the first paper, Şendağ examined preservice science teachers’ preparedness to use and integrate ICT in their classrooms. In the second paper, Eren, Yurtseven Avcı and Seçkin Kapucu developed a scale to measure pre-service teachers’ competencies and necessity perceptions about using practical tools for content development. In the third paper, Orhan, Filiz and Kurt examined teacher candidates’ content suggestions for information technologies and software course. In the fourth paper, Akgün and Özgür examined information technology pre-service teachers’ attitudes and anxiety levels towards the teaching profession. In the fifth paper, Özmen, Koçak Usluel and Çelen revealed the existing situation about technology integration in education by examining research articles published between the years of 2008-2013. In the last paper of this special issue, Tekin and Polat examined the Turkey’s and several other countries’ (Australia, Finland, Malaysia, Portugal) technology policies in education.

I hope this ITTES2014 special issue could contribute in the field of instructional technologies and teacher education.

Sincerely,

Guest Editor

Assoc.Prof.Dr. Abdullah KUZU

Anadolu University

Faculty of Education

Department of Computer Education and Instructional Technology

akuzu@anadolu.edu.tr

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