



From Editor

Dear Readers,

It is with great honor and pleasure that we have released the 185th issue of *Education and Science*. In this issue, we present many articles that will contribute to our country's education system as well as educational sciences literature.

For this issue, we compiled some studies that may play a role in the comprehensive understanding of student profile in Turkey in terms of different variables from pre-school to higher education. Before the child's student identity, one of many answers to who the child is would certainly refer to family relationships. In line with this, you can access to the article in which findings about the relationship between social skills of pre-school children and parents' emotional socialization behaviours were given place. In the articles focusing on academic development and related factors of student, you can also find on classification of successful and unsuccessful students in terms of mathematical literacy according to interest towards the course, attitude, motivation, perception, self-efficacy, anxiety and studying discipline variables. Another study prepared within this framework touch on the causal relationship between high school students' inquisitiveness, open-mindedness, causal thinking, rational and intuitive decision-making dispositions. Including student profile intrinsically, you will see article under the topics of mental reading fluency and comprehension of students who have no mental or physical handicaps which present examples that can be modelled and be made prevalent.

With respect to actors in school, you can inquire about the teachers' opinions regarding the relationship between distributed leadership and organizational trust; and in another article, you can find about the discourse patterns and communicative approaches for teaching nature of science using an explicit-reflective approach. In this respect, another study focuses on perceptions of high school administrators and teachers about school staff diversity.

Within the scope of teaching approaches, we also present you a meta-analysis on the constructivist approach and research about STEM and context-based instruction. We also hope the article about metaphor-based teaching activities will attract your attention.

In the context of higher education, this issue also includes articles about positioning strategies pursued by universities to become distinctive in the mind of prospective students and perceptions of academic staff about research assistants.

Before wishing you a pleasant reading, we would like to remind you that submissions for our November 2016 Special Issue: "Practices of Technology Integration in Education" will be closed on 15 June 2016. You can access detailed information about the scope and contents of our special issue on our website.

Hope to meet you again in our next issue.

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