



From Editor

Dear Readers,

We are proud to share 2017's first issue of Education and Science. In this issue, we bring to the attention of our valued readers a broad spectrum of studies from those that focus on the concepts being debated on the international education agenda to the ones that reveal how in-school practices reverberate.

In this issue, we have two studies that are capable of directing the policies about one topic on the decision makers' agenda: teacher education. The first one is a longitudinal study where pre-service teachers' understanding of teaching and learning approaches and their scientific epistemological beliefs are investigated. The second study is about the evaluation of the teacher education programmes in Turkey based on the pre-service teachers' views. The study which was conducted in order to reveal the problems faced in the higher education system in Turkey and to examine whether the implementation of the system of trustees in state universities, based on the views of the higher education administrators, could be a solution to these problems, presents important findings and suggestions about the governance of higher education institutions which is still on the agenda.

Two different studies aimed at revealing how risky behaviors of adolescent students, considered as one of the most important stages of individual development, and their attachment to school are predicted by certain variables indicate important points about this fragile period. The study where class teachers' views are taken as the basis to identify the functions of future primary schools is deemed important due to its contribution to predictions about the future in academic studies. The study aiming to reveal the methodological tendency in distance education theses published in Turkey between 2005 and 2014 is a good example of content analysis which has an important place in educational researches.

Another remarkable study that can be approached within the scope of the international research data processing specific to Turkey is the one in which TIMSS 2007 and 2011 data are used. The study focuses on student characteristics affecting the mathematical achievements of students and teacher characteristics discussed at the school level.

The PISA 2015 and TIMSS 2015 results released in December 2016 stand as important data sources for academicians and educators. In our following issues, we would be happy to include studies conducted to contribute to our country's education system by making use of these data. We would like to thank you for your interest in our journal and for the value you add to educational sciences. We wish you a pleasant reading.

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