



From Editor

We are delighted to share with you the 190th issue of Education and Science. Although we have been receiving a big number of applications for publication, we are trying to do our best to review manuscripts as quickly and effectively as possible. At the moment, there are no pending publications on the system. In addition, we are striving to provide the most optional peer review process possible with practical feedback provided by phased review.

In the current issue, we have included especially technology-based comparative research. We are of the opinion that the studies carried out on the new media concept, which include the sample of Europe and Turkey and the comparison of South Korea and Turkey, provide some rare findings. Furthermore, we would like to express that it is very pleasing to see the direction of the thematic analyses and the richness of the samples they provide as well as the attention our readers show in these studies. Meta-analysis and content-analysis studies in the system are being reviewed and they may contribute to the world of science in terms of integrative outcomes. The increase in the number of studies on reading, writing and understanding can also be seen as important for the solution of problems that are highlighted in international assessments such as PISA, especially in terms of our education system. It is also a pleasure for us to see that the preferences for school and student oriented studies in publishing policies have proved beneficial in this context. We, particularly, find it worthwhile to share the positive feedback resulting from studies carried out on direct variables, concepts and samples taken on the subject of education and learning problems of primary and secondary school students. We also find it important to present studies that will contribute to resources which will provide psychological support for current educational problems such as gender equality, early intervention, hope and adolescence, early school leaving risk for adolescent sampling and children under social risk. We thank our authors for contributing to this issue.

In our author's guide, we have shared additional explanations about some publication limitations on technology and educational management areas to which we give less priority. Please review the guidelines about the journal's focus and restrictions before your application for publication. We are particularly interested in comparative studies of data-driven career development, employment and economic efficiency in the field of education management. Studies in which school managers are evaluated in terms of different variables by third parties and studies about leadership, democratic attitudes, and the like are not considered of priority because they are less likely to be maintained in terms of our publication focus. Apart from thematic analyzes or meta-analyzes, we prefer not to receive applications at this stage. Likewise, we would like to point out that we are not interested in intentions, teachers' views, attitudes, beliefs, problems with general variables about technology use and studies summarizing teacher and administrative views on technological infrastructure investments. Rather, we would like to receive models, recommendations, innovations and applications designed to enable direct use of technology in education and teaching environment, and also implementations and research that will contribute to teacher professionalism.

We would like to thank our editors and referees for voluntary contributions and wish you a pleasant reading.

Prof. Dr. Ziya Selçuk

Prof. Dr. Jale Çakıroğlu

Assoc. Prof. Dr. Işıl Kabakçı Yurdakul

Assist. Prof. Dr. Mehmet Palancı