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Journal of Innovative Research in Teacher Education (**JIRTE**) aims to present the compilation of up-to-date and innovative research papers, reviews, and argumentative essays on education in general and teacher education in particular.

It is expected that the papers published in JIRTE will raise issues related to teacher education in various field areas; open up discussions related to those issues; suggest different methods of handling those issues or solving the related problems. It is also hoped that the studies published in JIRTE will provide the basis for timely discussions on the various areas of teacher education, and give direction to innovative research and practices. The paper accepted to JIRTE will be given DOI numbers and then published **free of charge**. JIRTE is an international peer-reviewed journal published three times a year in **March, September, and December**. In the reviewing processes, JIRTE uses the double-blind review method for all studies sends for publication. In this method the identities of the authors and reviewers are confidential. In order to ease this process, the authors are required to prepare and then check their manuscripts not disclosing any name or other identifying information. Authors can use MS Word's 'Document Reviewing' feature for this purpose.

Studies to be published in JIRTE need to be carried out in any areas of educational sciences, especially in teacher education.

- They can be carried out in any form of quantitative, qualitative or mixed-method research;
- Literature analyses, meta-analysis, meta-synthesis studies, and book reviews and opinion papers can be sent to JIRTE for reviewing and publication.
- JIRTE gives priority to research papers. Attention is paid to the issue that the number or quantity of review papers should not over-throw the number of research papers.
- JIRTE also gives priority to papers prepared in English (full text).**

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Dear Colleagues and Readers,

We are happy to introduce you to the first issue of Volume Four of the Journal of Innovative Research in Teacher Education (JIRTE). This is the fourth issue of JIRTE to be published only in English. There are nine papers presented in the current issue, each one is addressing different topics in the field of teacher education.

The first one titled "An investigation into students' perceptions of global competence and their level of being informed about global issues: The Turkey sample of PISA 2018" aimed at detecting students' perceptions of global competence and their level of being informed about global issues and investigating the predictive power of students' level of being informed about global issues to their global competence perceptions. Conducted by Mustafa İlhan, Melehat Gezer & Melek Gülşah Şahin, the findings of this quantitative study indicate that students' perceptions of global competence were at the intermediate level while their levels of being informed about global issues were around the threshold value the separates intermediate and advanced level. The effects of gender and grade level on students' perceptions of global competence and their status of being informed about global issues were found to be statistically significant; however, the calculated Eta Square values showed that the aforementioned effects were negligible in practice.

Ünal Şimşek and Bahadır Kılcan's paper aimed to review the relationship between the awareness of social studies teachers on inclusive education and their perceptions of social justice. As a result of the research executed within the framework of various variables, it was concluded that there is a positive relationship between social studies teachers' awareness of inclusive education and their perceptions of social justice.

In their qualitative study, Zeynep Kurtulmuş, K. Büşra Kaynak Ekici, and H. Kübra Özkan Kunduracı analyzed newly graduated preschool teachers' thoughts on teaching practice course through distance education due to Covid-19. The findings obtained in this study showed that the participants considered distance-learning applications rather negatively despite their several positive aspects, that they had challenges in many respects in the teaching practice course that they had been taught online during the pandemic, that they had various problems, and that the course had made limited contributions to their academic development.

In their quantitative study, Alaattin Arıkan and Turhan Çetin explored middle school students' spatial skills' self-efficacy in relation to some variables. The authors proposed to provide intensive technology-supported training that goes beyond classical methods and practices, and to provide continuous spatial skills training throughout the entire learning cycle of students, starting from preschool education.

Ayşegül Pehlivan Yılmaz's paper aimed to examine the trends of studies in global education regarding social studies education. As a result of the research, it was found that studies in global education regarding social studies have been researched since 2000, and the studies have increased regularly since 2005, the most common type of publication in global education regarding social studies is articles, the journals in which these articles are published are mostly open access, and English is one of the languages with the highest frequency of publication.

In their paper, "How social expectations affect eighth-grade students' math achievement: An investigation of motivational drivers", Orhan Kaplan and Thomasenia Lott Adams aimed to discover unique and relative associations among eighth-grade students' motivational constructs (intrinsic and extrinsic motivation and mathematics self-concept), their expectations, social expectations (student perception of teacher treatment, school teacher expectations, and parent expectations), and mathematics achievement using Trends in International Mathematics and Science Study 2015 dataset. They analyzed direct and indirect relationships between these constructs using structural equation modeling on the Turkey portion of the dataset. Based on their findings, interventions targeting associations among these cognitive and non-cognitive elements—specifically the mediation role of student motivation and expectation on the relationship between social expectations and mathematics achievement—can contribute to future research toward creating a more feasible and low-cost educational context toward improving mathematics achievement using a more comprehensive approach.

The seventh paper in the current issue is again related to social studies education. Titled "How to navigate in society: An investigation into social studies education". This qualitative study aims to show the role of social skills in the social studies curriculum, the educational process, the problems encountered in the process, and the solutions proposed by teachers to these problems. Based on interviews with teachers, it was found that student-centred activities and creative drama were used most frequently to teach social skills. In addition, it was found that family and school were responsible for the difficulties in teaching social skills.

Murat Polat's quantitative study focused on better understanding the nature of pre-service teachers' four-frame leadership orientations. The results revealed that pre-service teachers' human resource leadership and political leadership orientations predicted structural leadership tendencies with a significant partial mediation effect in the charismatic leadership dimension.

The quantitative research conducted by Sezai Öztaş, which is the last article in this issue, it was aimed to analyze the satisfaction levels of undergraduate students from distance education during the Covid-19 pandemic. According to the quantitative results; A statistically significant difference was found between the satisfaction levels of undergraduate students from distance education applications, according to gender, department, self-efficacy perception regarding computer use skills, and having problems in accessing distance education. On the other hand, no statistically significant difference was seen between the satisfaction levels of undergraduate students with distance education applications based on age, grade level, regular Internet access, and distance education status before the epidemic.

It has been recorded that both the number of manuscripts has been sent to JIRTE for publication and their quality is gradually increasing. Therefore, I would like to thank all authors who considered JIRTE as the medium to publish their research studies. I would also like to thank my colleagues on the Editorial Boards and those who served as peer reviewers for their contribution to the increasing quality of works to be published in JIRTE. We are looking forward to seeing you again in the second issue of this volume.

Dr. Erkan DİNÇ

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