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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 Six of the Journal of Innovative Research in Teacher Education (JIRTE). Three papers are presented in the current issue, each addressing different topics in teacher education. The first one is "Teaching money recognition and handling skills to a student at risk of dyscalculia: An action research" by Adem Doğan and Elif Uçar.

The first study aimed to teach money recognition and handling skills to a second-grade elementary school student at risk of dyscalculia. This action research shows that with appropriate support and interventions, students with dyscalculia can improve their basic money management skills.

The study entitled "Examining preservice teachers' perceptions of the greenhouse effect" was conducted by Mustafa Yadigaroğlu, Mustafa Kışoğlu, and Tahsin Yıldırım. This study aims to determine the perceptions of preservice science, classroom, and social studies teachers regarding the greenhouse effect using metaphors. As a result of the study, it was determined that the preservice teachers created 52 different metaphors, which were grouped under two themes and six categories. Considering the data obtained, it is recommended that primary school and social studies teacher candidates should participate in scientific activities related to the environment and environmental problems.

In the last article of this issue, Veysel Bilal Arslankaya's research aims to examine the characteristics of the characters in popular ten games (Fortnite, Brawl Stars, Call of Duty (CoD), Clash of Clans, League of Legends (LoL), Minecraft, Overwatch, PUBG (Player Unknown's Battlegrounds), Roblox, Valorant) from the perspective of instrumental rationality and to analyze how these characters function as pedagogical agents. The study evaluates whether the values presented to players by these in-game characters lack ethical and moral considerations. The research was conducted as a qualitative document analysis study. In this context, the characteristics of the characters displayed on the official games' websites were analyzed using the content analysis method. The study assessed how these characters were structured as pedagogical agents and their potential adverse effects on players. By employing content analysis, the focus was placed on how the characters' features were reflected to players and whether these features pursued an educational purpose. The study's findings reveal that the characters in these games function as pedagogical agents, but these agents negatively affect players. The instrumental rationality perspective exposes how these characters are designed solely to achieve goals while disregarding factors such as ethics and values. This study demonstrates that the characters in digital games serve entertainment purposes and play a more profound educational role, which can have negative impacts.

It has been recorded that quality is gradually increasing in JIRTE. Therefore, I would like to thank all authors who considered JIRTE the medium to publish their studies. I would also like to thank my colleagues on the Editorial Boards and those who served as peer reviewers for contributing to the increasing quality of works published in JIRTE. We look forward to seeing you again in the second issue of the sixth volume.

Dr. Erkan DİNÇ  
Chief Editor



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