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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 **April, 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).**

Being respectful to the ethical codes of academic research, copyrights, and human rights, JIRTE accepts research papers, compilations, book reviews and opinion papers for peer-reviewing and publication in the areas of educational sciences and teacher education listed below:

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11. Turkish Language Education
12. Turkish Language and Literature Education
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15. Social Studies Education
16. Science Education
17. Biology Education
18. Physics Education
19. Chemistry Education
20. Mathematics Education (primary and secondary)
21. Fine Arts Education
22. Modern Languages Education/Teaching (Arabic, English, French, German and etc.)
23. Special Education (and its sub-fields)
24. Other Areas Related to Education and Teacher Training
25. Teacher Education (all fields)

Dear Colleagues and Readers,

We are here with a new issue of the Journal of Innovative Research in Teacher Education (JIRTE). As some of you may have already known, JIRTE has started to be indexed by Education Full Text (H.W. Wilson) Database Coverage List, which is one of the most reputable indexing/abstracting databases worldwide. We would also like to announce that starting from the current issue, we will only accept and publish submissions written in English. The first issue of Volume Three presents five papers as follows.

The first of these papers is a case study, investigating teachers' viewpoints on social studies textbooks prepared in accordance with 2018 curriculum revision. Serkan Kırca and Fatih Yazıcı aim to examine Turkish social studies teachers' experiences and viewpoints on various aspects and characteristics of the textbooks that have been prepared, published and sent to schools since 2018. The findings of this research indicate that social studies textbooks possess some problems, deficiencies and inaccuracies, such as several inconsistencies between themes, the overloaded content, being not appropriate to students, and containing spelling and expression errors.

The second paper published in this issue is prepared by Sevde Nur Karagül and Begüm Karakuş. It examines primary school teachers' viewpoints on developing children's environmental awareness through preparing and conducting several learning activities. Designed as an instrumental case study, this research employs 24 primary class teachers working at public schools in Turkey. The research results reveal that the participating teachers mostly implement in-class activities. They also believe that presenting environmental education as a separate course at primary school level may help children to gain environmental awareness effectively.

Fatma Gül Kılıç authored the third paper investigating postgraduate theses and dissertations on teaching Turkish as a foreign language. She only focused on those studies employing quasi-experimental research design and examined the teaching approaches, strategies, methods, and techniques used in theses and dissertation prepared in the field of teaching Turkish as a foreign language. The research results indicate that the number of studies on teaching Turkish as a foreign language has constantly been increasing between 2011 and 2020, which had slowed slightly in recent years because of the Covid-19 pandemic. The other results of the study shows that postgraduate studies generally focus on four basic language skills, but the most studied areas are developing learners' writing skills and vocabulary acquisition.

The fourth paper published in this issue is an argumentative essay by Ahmed Gamal Ahmed Gawas. The author discusses positive psychology applications in the field of education, which is known as one of the new trends that focuses on the positive traits and strengths of a person. The paper reveals that most prominent forms and types of positive psychology interventions in education are presenting substantive knowledge of positive psychology, enabling students to develop positive skills, helping teachers enhance their related skills, designing and conducting interventions to improve the school environment.

The fifth and last paper published in this issue is written by Emine Demirci. Reviewing "The Palgrave handbook of history and social studies education" edited by Christopher W. Berg and Theodore M. Christou published in 2022, she introduces this comprehensive source consisting of six parts and twenty-four chapters. This paper also includes viewpoints and criticism related to various aspects of this source.

As my last words, I would like to thank my colleagues in the Editorial and Scientific Boards for their contribution to the quality of works to be published in JIRTE. I would also like to thank all my colleagues contributing to the current issue either as authors or peer reviewers. We are looking forward to seeing you again in a new issue.

Dr. Erkan DİNÇ

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