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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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| 13. History Education (History in Education/  | 25. Teacher Education (all fields)  |

Dear Colleagues and Readers,

Now, we introduce you to the second issue of the Volume Three of the Journal of Innovative Research in Teacher Education (JIRTE). Starting from the current issue, the Editorial Board decided to accept manuscripts submitted in English only. This issue includes eleven papers shortly introduced below.

The first paper, authored by Selim Gündoğan, investigates the mediator role of school burnout in the relationship between self-regulation and subjective well-being. The findings indicate that self-regulation positively affects subjective well-being while negatively affecting school burnout as school burnout also negatively affects subjective well-being.

Filiz Dere and Taner Çiftçi's paper, titled "Problems preschool teachers encounter in the use of out-of-school learning environments", phenomenologically investigates preschool teachers' experiences of out-of-school activities carried out within their professional practice. Its results reveal that preschool teachers try to utilize out-of-school learning environments as much as they can, but they encounter several problems, some of which are based on parents' reluctance to support teachers aiming to utilize out-of-school learning contexts.

The third paper is related to STEM training practices related to preschool education. Authored by Özge Savaş and Perihan Tuğba Şeker, this quasi-experimental research investigates the effect of STEM education training practices on preschool students' scientific process skills. It concludes that STEM training practices positively affect children's scientific process skills.

In his critical review of the relevant literature, Ünal Deniz examines the relevant studies of teachers' professional identities. This study indicates that although teachers' professional identity has critical importance in teacher development and teaching practices, questions like how teacher education can play a role in identity construction remain unanswered.

Lütfiye Coşkun's comparative study aims to identify American and Turkish preservice teachers' perceptions of the purpose of art activities in early childhood education. In respect of the art activities, the findings reveal similarities and differences experienced in the American and Turkish contexts.

Authored by Mehmet Melik Kaya, the sixth paper of this issue examines the relationship between social studies student teachers' conception of global citizenship and their self-transcendence levels. The results conclude that self-transcendence could be an important predictor of how prospective teachers conceptualize global citizenship.

Aykar Tekin Bozkurt and Zeynep Yılmaz Öztürk's paper examines the recent research focusing on inclusive education. The research findings indicate that the number of studies on inclusive education has been arising gradually, which provides signals of a promising future in the relevant field.

In their scale developments study, Nail Değirmenci, Bahadır Kılcan, Yusuf İNEL, and Ali Gökalp aim to develop an instrument to be used in measuring the democratic behavior tendencies of middle school students. In the end, they conclude that the developed instrument has a valid and reliable structure and can be used to determine the democratic behavior tendencies of middle school students.

In their descriptive quantitative study, Havva Nur Ekizce, Burcu Anılan, and Nurhan Atalay measure pre-service teachers' awareness levels related to Industry 4.0 concepts. The findings indicate that the preservice teachers' levels of awareness of Industry 4.0 concepts are rather low and differ significantly concerning the variables of gender, academic average grade, mother and father's education levels, family income, following scientific journals and websites, and knowing the technological concepts prominent in education.

Written by Mevlüt Kara, the tents paper of this issue is related to the relationships between school culture and teacher leadership. This predictive correlational research indicates that having positive attitudes toward teacher leadership, the participating teachers have relatively higher levels of perception about the task culture, success culture, and support culture while their perceptions of bureaucratic culture are moderate.

The last paper authored by Emel Bayrak Özmutlu and Pınar Kanık Uysal quantitatively analyses the main idea questions being asked in Turkish language course examinations. The most important findings of this research indicate that the answers to the main idea questions were explicitly included in the text, particularly through the end of the text.

Receiving and publishing a growing number of studies in this very issue, I would like to thank my colleagues in the Editorial and Scientific Boards for their contribution to the increasing quality of works to be published in JIRTE. I would also like to thank all my colleagues who contributed to the current issue either as authors or peer reviewers. We are looking forward to seeing you again in a new issue.

**Dr. Erkan Dinç**

## TABLE OF CONTENTS

Research	62 - 75
<b>The Mediator Role of School Burnout in the Relationship between Self-Regulation and Subjective Well-Being</b>	
DOI: 10.29329/jirte.2022.464.1	
<i>Selim Gündoğan</i>	
Research	76 - 93
<b>Problems Preschool Teachers Encounter in the Use of Out-of-School Learning Environments</b>	
DOI: 10.29329/jirte.2022.464.2	
<i>Filiz Dere, Taner Çiftçi</i>	
Research	94 - 112
<b>The Effect of STEM Training Practices Developed for Children on Scientific Process Skills</b>	
DOI: 10.29329/jirte.2022.464.3	
<i>Özge Savaş, Perihan Tuğba Şeker</i>	
Review	113 - 127
<b>What Should We Understand from Teachers' Professional Identity? An Overview of the Literature</b>	
DOI: 10.29329/jirte.2022.464.4	
<i>Ünal Deniz</i>	
Research	128 - 143
<b>Early childhood preservice teachers' perceptions about art activities: A cross-cultural study</b>	
DOI: 10.29329/jirte.2022.464.5	
<i>Lütfiye Coşkun</i>	

## TABLE OF CONTENTS

<b>Research</b>	<b>124 -160</b>
<b>Inclusion of self-transcendence as a novel and complementary approach into global citizenship</b>	
DOL: 10.29329/jirte.2022.464.6	<i>Mehmet Melik Kaya</i>
<b>Review</b>	<b>161 - 174</b>
<b>Bibliometric Analysis of Published Research on Inclusive</b>	
DOL: 10.29329/jirte.2022.464.7	<i>Aykar Tekin Bozkurt, Zeynep Yılmaz Öztürk</i>
<b>Research</b>	<b>175 - 191</b>
<b>Democratic Behaviour Tendency Scale at School: A Validity and Reliability Study</b>	
DOL: 10.29329/jirte.2022.464.8	<i>Nail Değirmenci, Bahadır Kılcan, Yusuf İnel, Ali Gökalp</i>
<b>Research</b>	<b>192 - 208</b>
<b>Pre-service Science Teachers' Levels of Awareness of Industry 4.0 Concepts</b>	
DOL: 10.29329/jirte.2022.464.9	<i>Havva Nur Ekizce, Burcu Anılan, Nurhan Atalay</i>
<b>Research</b>	<b>209 - 225</b>
<b>School culture as the predictor of teacher leadership</b>	
DOL: 10.29329/jirte.2022.464.10	<i>Mevlüt Kara</i>

TABLE OF CONTENTS

Review	226 -246
<b>An Analysis on Main Idea Questions Included in Turkish Course Exams</b>	
<i>Emel Bayrak Özmutlu, Pınar Kanık Uysal</i>	
DOI: 10.29329/jirte.2022.464.11	

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