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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).**

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:

1. Physical Training and Sports
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4. Counseling and Psychological Guidance
5. Curriculum and Instruction
6. Educational Measurement and Evaluation
7. Philosophical, Social and Historical Foundations of Education
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10. Philosophy, Psychology, and Sociology in Education (Teaching Philosophy, Psychology and Sociology in Secondary Education)
11. Turkish Language Education
12. Turkish Language and Literature Education
13. History Education (History in Education/ History Teaching)
14. Geography Education
15. Social Studies Education
16. Science Education
17. Biology Education
18. Physics Education
19. Chemistry Education
20. Mathematics Education (primary and secondary)
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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 happy to introduce you to the third issue of the Volume Three of the Journal of Innovative Research in Teacher Education (JIRTE). This is the second issue of JIRTE to be published only in English. There are six research papers presented in the current issue, each one is addressing different topics in the field of teacher education.

The first one titled "Skill hierarchies of teacher candidates: An analysis in the context of skills included in the social studies curriculum in Turkey" examines how Turkish social studies student teachers conceptualise those skills placed in the middle school social studies curriculum and the contexts in which those skills presented to middle school students. Conducted by Murat Bayram Yılar, the findings of this qualitative study indicate that the participants perceive communication, empathy, innovative thinking, critical thinking, and problem-solving as the most important skills.

Mustafa Çoramık and Handan Ürek's paper presents a material development study for a Grade Ten Physics course. Using Algodoo, the authors prepare simulations to teach the colours of light. The study details the developmental stages and experimental results of two simulations. It can be asserted that the results may guide teachers to integrate technology into their classroom practice.

In their quantitative study, Aslı Kartol and Osman Söner investigate whether teacher candidates' academic self, career adaptability, and optimism predicted their dispositional hope and mental well-being while they received distance education, during the time of the Covid-19 pandemic. The research results indicate a significant relationship between the academic self, career adaptability and optimism, dispositional hope, and mental well-being in addition to the finding that student teachers' academic self, career adaptability, and optimism significantly predict their dispositional hope and mental well-being.

The fourth paper published in this issue introduces an action research study conducted in a grade six arts classroom. In this study, Ayça Sesigür and Elvan Günel integrated themes and issues related to culturally sensitive education into visual arts teaching to contribute to middle school students' capacities of taking other people's perspectives, developing empathy, noticing stereotypes, and respecting differences. The research results reveal that this action research created an impact on the participants to develop the above-mentioned capacities.

In their paper, "Prediction of primary education HSEE (LGS) science achievement through artificial neural networks", Ahmet Atasayar and Metin Demir examine the usability of artificial neural networks in predicting middle school students' science achievement in HSE exams. The results of this quantitative study indicate that artificial neural networks can be classified as effective means to predict students' science achievements in high stake exams like HSEE.

The sixth and last paper in the current issue is again related to science education. Titled 'The investigation of the relationship between teachers' self-efficacy in inquiry-based teaching for STEM+S and teaching 21st-century skills, this paper investigates the relationships between teachers' inquiry-based self-efficacy for STEM+S and 21st-Century skills teaching. The findings reveal that self-efficacy based on inquiry for STEM+S has an essential effect on teachers' self-efficacy in explaining the teaching of 21st-Century skills.

In addition, in this issue, we have a "letter to the editor" type of work. In the article with the theme "Education and Employment" sent by Abdurrahman İlğan, the relationship between education and employment in Turkish higher education is discussed from different aspects.

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 in the Editorial and Scientific 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 first issue of the next volume.

Dr. Erkan Dinç

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