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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 second issue of Volume Four of the Journal of Innovative Research in Teacher Education (JIRTE). There are ten papers presented in the current issue, each one is addressing different topics in the field of teacher education.

The first one is "How pre-service teachers teach fraction comparisons in mathematics pedagogy" by Cecilia Sveider, Joakim Samuelsson, Anja Thorsten and Marcus Samuelsson. The first study aimed to investigate pre-service teachers' mathematics teaching when responding to virtual pupils' unexpected mathematical questions concerning how to sort fractions. This study offers teacher educators knowledge about how PSTs teach when confronted by students with unexpected questions concerning fractions and can therefore support teacher educators in interpreting students' mathematics instruction and help them decide how best to support PSTs' teaching instruction.

In a study conducted with teachers, Bayram Bozkurt revealed the moderating role of justice in the relationship between task assault and job satisfaction. According to the results of the research, negative behaviours such as pressure, violence, intimidation and deterrence should be eliminated to increase the productivity and performance of teachers.

Manolya Tunçer and Ali Merç, "Turkish high school EFL teachers' AfL practices: Reported vs. actual classroom practices", the topic of Assessment for Learning (AfL) in language teaching is discussed.

The study titled "Enhancing academic achievement and retention of sixth-grade students through the implementation of educational games in teaching algebraic expressions" was conducted by Sevde Kayan and Şevket Aydın. As a result of the study, it was seen that the implementation of mathematics teaching through educational games increased students' academic achievement and provided long-term retention.

In the fifth article of this issue, Ebru Demircioğlu critically approaches the studies on women's representation in the field of social studies education. In the study conducted by Niyazi Aksoy and Ertuğrul Usta, the views of teachers, parents and students on the gamification components used in the educational information network platform used in Turkey were determined. As a result of the research, it was seen that the participants developed a positive attitude towards the educational information network.

In another study conducted by Tuğba Sivrikaya and Havva Aysun Karabulut, speaking self-efficacy levels of prospective special education teachers were discussed. According to the results of the study, it was assumed that the speaking self-efficacy levels of prospective special education teachers would increase with increasing age and grade level. The aim of the study titled "The case of middle school students' attitudes towards STEM on predicting their perceptions of innovative thinking" conducted by Sümeyye Aydın Gürler with middle school students was to determine the prediction of middle school students' attitudes towards STEM on their perceptions of innovative thinking. The results of the study revealed that students' attitudes towards STEM and their perceptions of innovative thinking were at a high level. A positive and significant relationship was found between attitude towards STEM and its sub-dimensions and perception of innovative thinking. In addition, it was determined that attitudes towards STEM and its sub-dimensions predicted innovative thinking perceptions at a significant level.

Refik Turan in his study entitled "An overview of the history teacher training programmes of the faculties of education in Turkey from the perspective of pedagogical content knowledge"; aims to examine the vocational knowledge courses taught in the high school branch teacher training programmes of the faculties of education in Turkey with the PCK dimension in the example of programmes that train history teachers. In the last article of this issue, Mustafa Altuntaş and İbrahim Çetin, in their article titled "Discovering mathematics beyond the classroom: an investigation of secondary-school students' experiences of mathematics in outdoor learning environments", examined how 7th grade students engage in mathematics education in outdoor learning environments and how these experiences affect their perceptions of mathematics. As a result of the research, they concluded that outdoor learning environments can contribute to mathematics education and positively affect students' perception of mathematics.

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 third issue of this volume.

Dr. Erkan DİNÇ

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