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

Dear Colleagues and Readers,

We are happy to introduce you to the first issue of Volume Five of the Journal of Innovative Research in Teacher Education (JIRTE). There are five papers presented in the current issue, each one is addressing different topics in the field of teacher education. The first one is "Examining early childhood teachers' beliefs and practices about multicultural education" by Özge Özel. The first study examined early childhood teachers' beliefs and practices through multicultural education in Türkiye. The results indicated that teachers are not aware of the meaning of multiculturalism and multicultural education. Teachers were not prepared to teach culturally diverse children. In addition, they believe that instead of preparing the classroom for children with different funds of knowledge and adapting the curriculum for them multicultural children should adapt to the current educational system. Finally, teachers claimed the language barrier is the biggest issue they had to cope with, and they use online translators, older siblings going to the same school as interpreters, and body language to solve this problem. The study entitled "Prospective teachers' knowledge and beliefs about dyslexia" was conducted by Osman Gedik and Hayati Akyol. In their study's primary objective was to explore prospective teachers' knowledge and beliefs regarding dyslexia, considering various factors. The outcomes indicated that female prospective teachers and those with a relative diagnosed with specific learning disabilities exhibited greater knowledge and stronger beliefs about dyslexia. Moreover, prospective teachers at the fourth-grade level and those pursuing special education-related courses demonstrated a higher level of understanding and more positive beliefs concerning dyslexia. The study examined their knowledge and beliefs and concluded that prospective teachers generally displayed insufficient understanding and beliefs about dyslexia. In a study conducted with music teacher; Egemen Balcı, Anıl Saytaş ve Zühal Dinç Altun aimed to determine the problems experienced by music teachers working in public education centers. According to the results of the research, the problems experienced by teachers are grouped under four main themes. These are the regulations of the public education center the lack of infrastructure and materials of the institutions, the negative attitudes and behaviors of the administrators, and the problems arising from the students. These themes also consist of subcategories within themselves.

The aim of the study entitled "A comparative analysis of educational administration doctoral programs in the international context: Examples from Türkiye and Canada" conducted by Can Sakar, to compare the structural features and program contents of educational administration doctoral programs in Türkiye and Canada, both of which are ranked among the top 1000 universities in the 2023 Academic Ranking of World Universities (ARWU) list. This study is an example of comparative educational research as it aims to identify, compare, and analyze similar and different characteristics of the selected doctoral programs in Canada and Türkiye. The results revealed similarities and important differences between the selected doctoral programs in the two countries. Considering educational administration doctoral programs at the top-ranked Canadian universities, this study suggests potential innovations that could be implemented to establish successful and outstanding educational administration doctoral programs in Turkish universities. In the last article of this issue, Hüseyin Duygu and Feride Ersoy explores the acquisition of sustainable consumption behavior among secondary school students by investigating their perceptions of values such as responsibility, sensitivity, and saving within the social studies curriculum. The study's results indicate that students predominantly associated the value of responsibility with metaphors such as duty, homework, mother, life, and father. Likewise, the value of sensitivity was expressed through metaphors encompassing empathy, help, mothering, respect, love, and kindness. Additionally, the value of saving was predominantly associated with metaphors involving water, money, father, and piggy bank.

It has been recorded that quality is gradually increasing, in the JIRTE. 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 second issue of the fifth volume.

Dr. Erkan DİNÇ
Chief Editor

Research

001 - 018

Examining early childhood teachers' beliefs and practices about multicultural education

DOI: 10.29329/jirte.2024.650.1

Özge Özel

Research

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Prospective teachers' knowledge and beliefs about dyslexia

DOI: 10.29329/jirte.2024.650.2

Osman Gedik, and Hayati Akyol

Research

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Problems faced by music teachers working in public education centers

DOI: 10.29329/jirte.2024.650.3

Egemen Balci, Anil Saytas, and Zühal Dinç Altun

Review

049 - 074

A comparative analysis of educational administration doctoral programs in the international context: Examples from Türkiye and Canada

DOI: 10.29329/jirte.2024.650.4

Can Sakar

Research

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Secondary school students' metaphoric perceptions of values related to the concept of sustainable consumption

DOI: 10.29329/jirte.2024.650.5

Hüseyin Duygu, and Feride Ersoy



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