JOURNAL OF
INNOVATIVE
RESEARCH IN
TEACHER
EDUCATION



ISSN: 2757-6116 www.jirte.org

VOLUME-6 / ISSUE-2 / SEPTEMBER 2025

ISSN: 2757-6116

DOI : 10.29329/jirte.2025.1341



Journal of Innovative Research in Teacher Education (JIRTE)

PUBLISHER

Prof. Dr. Erkan DİNÇ Anadolu University

OWNER

Prof. Dr. Erkan DİNÇ, Turkey / Türkiye

PERIOD

JIRTE is an international peer-reviewed journal is published three times a year.. (March September, December)

PUBLICATION LANGUAGES

English

INDEXING

H.W. Wilson Education Full Text, Modern Languages Association (MLA), Ebsco Host, EuroPub, ResearchBible, Index Copernicus, SIS (Scientific Indexing Services), ROOTINDEXING, Advanced Science Index, Asos Indeks, DRJI (Directory of Research Journals Indexing), JournalFactor, ESJI (Eurasian Scientific Journal Index), Cosmos, CiteFactor, idealonline, MIAR, Turkish Education Index,

EDITOR

Dr. Erkan DİNÇ Anadolu University

ASSOCIATE EDITORS

Dr. İlker DERE Tekirdağ Namık Kemal University

> Dr. Servet ÜZTEMUR Anadolu University

LANGUAGE EDITOR

Dr. Tzu Yu Allison LIN Gaziantep University

GRAPHIC DESIGN

Doğan ÇELEBİ Hitit University

CONTACT

e-mail: jirtejournal@gmail.com

The responsibility of the papers published belongs to the authors themselves.













































EDITORIAL BOARD

Dr. Anatoli RAPOPORT
Purdue University, USA

Dr. Eleni APOSTOLIDOU

The University of Ioannina, Greece

Dr. Dzintra ILIŠKO

Daugavpils University, Latvia

Dr. Beatrice BALGIU

University Politechnica of Bucharest, Romania

Dr. Christine BARON

Columbia University, USA

Dr. Stuart FOSTER

University College London, England

Dr. Yüksel GÖKTAŞ

Atatürk University, Turkey

Dr. Sedat GÜMÜŞ

The Education University of Hong Kong, Hong Kong

Dr. Barry JOYCE

University of Delaware, USA

Dr. Regina KAROUSOU

University of Chichester, England

Dr. Garry MILLS

The University of Nottingham, England

Dr. M. Fatih ÖZMANTAR

Gaziantep University, Turkey

Dr. Mustafa ÖZTÜRK

Erciyes University, Turkey

Dr. Camelia (Tugui) RADULESCU

Politehnica University of Bucharest, Romania

Dr. Maarit TIHINEN

Lapland University of Applied Sciences, Finland

Dr. Carmen WINKEL

Prince Mohammad University, Saudi Arabia

Dr. Jaroslav ŘICAN

Jan Evangelista Purkyně University, Czech Republic

Dr. Jarrent R. TAYAG

Angeles University Foundation, Philippines

Dr. Lerodana IVAN

National University, Romania

Dr. Magdalini VAMPA

Universiteti Fan S. Noli, Albania



FIELD EDITORS

Dr. Adem Sezer

Geography Education / Uşak University

Dr. Erol Duran

Elementary Education / Uşak University

Dr. Sibel Yoleri

Pre-School Education / Izmir Democracy University

Dr. Ahmet Eskicumalı

Curriculum and Instruction / Sakarya University

Dr. Dursun Dilek

History Education / Sinop University

Dr. Işil Kabakçı Yurdakul

Computer Education and Instructional Technology / Anadolu University

Dr. Bayram Çetin

Educational Measurement and Instructional Technology / Gaziantep University

Dr. Hatice Akkoç

Mathematics Education / Marmara University

Dr. Serhat Irez

Biology Education / Marmara University

Dr. Nedim Alev

Physics Education / Trabzon University

Dr. Cemil Aydoğdu

Science Education / Hacettepe University

Dr. Ali Göçer

Turkish Language and Literature Education / Erciyes University

Dr. Mustafa Akıl

Physical Training and Sport / Uşak University

Dr. Besime Erkman

Modern Languages Education / Middle East Technical University

Dr. Aybiçe Tosun Süvüt

Religious Education / Eskisehir Osmangazi University

Dr. Hatice Kübra Özalp Hamarta

Visual Arts Education / Necmettin Erbakan University

Dr. Mustafa Otrar

Counseling and Psychological Guidance / Turkish Ministry of National Education

Dr. Zuhal Dinc Altun

Music Education / Trabzon University

Dr. Muhammet Bahadır Ayas

Special Education / Anadolu University

REVIEWERS OF THIS ISSUE

Dr. Fatih Kaya Inönü University

Dr. İsa Bahat Kırşehir Ahi Evran University

Dr. Artun Kerem Canaz Republic of Turkey Ministry of National Education

> Dr. Safiye Çiğdem Gören Amasya University

> > Dr. Sakine Sincer Hacettepe University

Dr. Ferihan Özmen Ayaz Gaziantep University

Dr. Selin Gökçe Aydın Adnan Menderes University

> Dr. Osman Çolaklıoğlu Ondokuz Mayıs University

Dr. Müge Kunt Eskişehir Osmangazi University

> Dr. Ali Gökalp Gaziantep University

Dr. Ertuğrul Usta Necmettin Erbakan University

Dr. Veysel Bilal Arslankara Republic of Turkey Ministry of National Education

> Dr. Nihat Topaç İstanbul University – Cerrahpaşa

> > Dr. Banu Özkan Dumlupınar University

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
- 2. Computing, Computers and Instructional Technologies
- 3. Educational Administration and Inspection
- 4. Counseling and Psychological Guidance
- 5. Curriculum and Instruction
- 6. Educational Measurement and Evaluation
- 7. Philosophical, Social and Historical Foundations of Education
- 8. Pre-school (Early Childhood) Education
- 9. Elementary Education
- 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)
- 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,

It is with great pleasure and pride that we present the second issue of the sixth volume of the Journal of Innovative Research in Teacher Education (JIRTE). The 21st century is being shaped by profound technological, social, and pedagogical transformations that are fundamentally altering educational paradigms. This dynamic environment is redefining the role of the teacher, shifting it from a mere dispenser of knowledge to that of a facilitator of learning, a professional who is adaptive, innovative, and continuously learning. This issue of our journal brings together six valuable studies that explore this new and multifaceted role from various perspectives. The articles herein examine the new competencies required of the teaching profession, spanning a broad spectrum from global policies to early childhood practices, and from the latest technologies to fundamental human interactions.

Our issue opens with Yaren Gülşen Kenar and Gülçin Güven, who contribute to this issue with their research focusing on the foundations of education and human development in early childhood, titled "The Effect of Theraplay Play Therapy on Early Social Behavior and Temperament." This mixed-methods study, conducted with children aged 18-34 months, examines the short-term effects of an eight-week Group Theraplay intervention. The results show that the therapy significantly reduced negative temperament traits, such as fear, frustration, sadness, and shyness, while enhancing positive traits, including attention, affectionate behaviors, and emotional expressiveness. These findings once again prove the importance of structured, early-life interventions for socio-emotional development.

Focusing on one of the most critical competencies for modern educators, Aylin Kirişçi-Sarıkaya, in her systematic review titled "Navigating Learning Agility: Insights from Research on K-12 Teachers," delves into the concept of teachers' learning agility (TLA). The research reveals that TLA is a contemporary field of inquiry, with studies emerging since 2019, though currently concentrated within the Asian context. Emphasizing that TLA is associated with positive outcomes such as lifelong learning, job performance, and adaptability, this valuable study underscores the importance of professional development, leadership, and a positive school climate in fostering this essential 21st-century competency.

Gülhan Yılmaz Bursa addresses the most current intersection of technology and education in her article, "Generative Artificial Intelligence and Preschool Education Activities: Ethical, Pedagogical, and Applied Approaches." She examines the potential and challenges of generative AI (GAI) in preschool education. While tools like ChatGPT and DALL-E offer significant advantages for teachers in terms of time management and creativity in developing stories, songs, and game-based activities, the author also points to ethical concerns such as data privacy, algorithmic bias, and digital inequality. The study highlights how crucial it is to balance the benefits of technology with teacher guidance and play-based learning to support holistic development.

Another facet of technology, digital games, is explored by Murat Sümer in his study, "Teacher Candidates' Intention to Teach 21st Century Skills with Digital Games: A Survey Research." This survey research investigates the attitudes, preferences, and motivations of teacher candidates toward digital games. The findings indicate that factors such as gender and academic department influence gaming behaviors and that candidates tend to prefer cognitively demanding games like puzzles and intelligence games. The study concludes that candidates who play digital games perceive themselves as more proficient in developing 21st-century skills such as creativity, critical thinking, and technological proficiency.

Exploring the sociological and psychological roots of teacher-student interaction in a world influenced by new media, Dilek Turan Eroğlu, in her review "The Relationship Between Symbolic Interactionism and Mindfulness in the Context of New Media: Implications for Teacher Education," brings together two significant theoretical frameworks. She argues that symbolic interactionism explains how individuals make sense of the social world through shared symbols, while mindfulness provides emotional and cognitive resilience against the manipulations of the digital world. The article suggests that integrating these two approaches into teacher education will help educators interpret student behaviors more deeply and foster a thoughtful, ethical, and inclusive classroom culture.

Finally, "Quality and Quality Assurance in Teacher Professional Development: A Comparative Study" by Mehmet Arslan offers a global perspective on teacher professional development. By comparatively analyzing the quality assurance models in Japan, Germany, Finland, and the United States, the study highlights diverse approaches such as Japan's "lesson study" practices, Finland's trust-based autonomy model, and the standards-driven, multi-actor system in the U.S. This work provides a significant framework for developing an institutional and sustainable structure for teacher development, offering policy recommendations for Turkey.

The studies featured in this issue clearly demonstrate the dynamic and multidimensional nature of the teaching profession. This rich collection of articles, ranging from global education policies to the learning agility of K-12 teachers, and from artificial intelligence to play therapy, illuminates the path toward training and supporting the 21st-century teacher. I extend my sincerest gratitude to our authors for their valuable contributions, to our reviewers for their meticulous efforts in enhancing the quality of our publications, and to you, our esteemed readers, for your unwavering support.

It has been noted that the quality is gradually improving in JIRTE. Therefore, I would like to thank all authors who considered JIRTE the medium to publish their studies. I would also like to thank my colleagues on the Editorial Boards and those who served as peer reviewers for contributing to the increasing quality of works published in JIRTE. We look forward to seeing you again in the third issue of the sixth volume.

Dr. Erkan DİNÇ Chief Editor ISSN: 2757-6116



INDEE OF CONTENTS

Research 055 - 069

The effect of theraplay play therapy on early social behavior and temperament

Yaren Gülşen Kenar, Gülçin Güven

DOI: 10.29329/jirte.2025.1341.1

Research 070 - 081

Teacher candidates' intention to teach 21st century skills with digital games: A survey research

Murat Sümer
DOI: 10.29329/jirte.2025.1341.2

Review 082 - 090

The relationship between symbolic interactionism and mindfulness in the context of new media: implications for teacher education

DOI: 10.29329/jirte.2025.1341.3

Review 091 - 102

Generative artificial intelligence and preschool education activities: ethical, pedagogical, and applied approaches

Gülhan Yılmaz Bursa
DOI: 10.29329/jirte.2025.1341.4

Review 103 - 116

Navigating learning agility: insights from research on K–12 teachers

Aylin Kirişçi Sarıkaya
DOI: 10.29329/jirte.2025.1341.5

117 - 128

Quality and quality assurance in teacher professional development: A comparative study

Mehmet Arslan

DOI: 10.29329/jirte.2025.1341.6

JOURNAL OF
INNOVATIVE
RESEARCH IN
TEACHER
EDUCATION

