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RESEARCH IN  
TEACHER  
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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.

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Dear Colleagues and Readers,

I am pleased to present the JIRTE, 2026, Volume 7, Issue 1, to our readers. In this issue, we proudly present a collection of rigorous research that challenges traditional educational paradigms and emphasizes the critical need for practical, real-world competencies in teacher education. As the educational landscape continues to evolve, it becomes increasingly clear that preparing educators requires more than theoretical instruction; it requires experiential learning, dynamic environments, and a deep understanding of societal needs. The articles featured in this issue explore how we can better equip prospective teachers for the multifaceted realities of their profession.

Our first article, authored by Melek Körükcü and Betül Gökçinar, addresses an urgent societal issue by investigating the disaster literacy of prospective primary school and social studies teachers. Using the Disaster Literacy Scale, the authors present a comprehensive comparative study that highlights a significant preparedness gap. Their findings reveal that while prospective teachers show robust competencies in post-disaster response and recovery, their performance in risk mitigation remains comparatively lower. The study underscores that educational background, prior disaster-related coursework, and firsthand experience are far more significant predictors of disaster literacy than demographic variables. This research serves as a powerful call to action for curriculum developers to integrate comprehensive, prevention-focused disaster education into all teacher training programs.

In our second article, Erkan Korkmaz and Görkem Avcı expand beyond the traditional classroom to examine the educational value of out-of-school learning environments. Their qualitative case study explores classroom teachers' perspectives on using museums and historical sites in social studies instruction. The authors clearly show how place-based learning promotes historical empathy, improves cultural awareness, and turns abstract ideas into tangible sensory experiences. While the study honestly discusses the logistical, organizational, and security issues educators encounter during these field trips, it ultimately calls for a move toward more interactive teaching approaches. The research emphasizes that, with thorough pre-trip planning and the use of digital technologies, the educational advantages of these settings greatly surpass the operational challenges.

Finally, Mehmet Mustafa Budak and Meltem Düzbastılar provide a critical evaluation of students' practical skills in music education. Their mixed-methods study assesses how well fourth-year undergraduate students can perform melodies and accompaniments using instruments they learned in the school instruments course, specifically the guitar and baglama. The authors uncover a notable discrepancy between the high grades students received in their coursework and their actual performance capabilities when faced with standard middle school music textbooks. By highlighting this gap between theoretical success and applied professional ability, the study emphasizes the need for more intensive, hands-on training and increased course hours to ensure future music teachers are fully equipped to meet the musical needs of their students.

Collectively, these three studies weave a shared narrative about the necessity of experiential, applied, and context-rich learning in shaping highly effective educators. Whether it is preparing for natural disasters, connecting with cultural heritage, or mastering an instrument for classroom instruction, the message is clear: teacher education must be deeply rooted in practice. We extend our deepest gratitude to the contributing authors for their innovative research and to our dedicated reviewers for their meticulous evaluations. We hope that the insights shared in this issue will inspire new perspectives, provoke thoughtful discussions, and guide your future educational practices.

Dr. Erkan Dinç  
Chief Editor

Rerearch

001 - 013

**Disaster literacy of prospective primary school and social studies teachers: A comparative study based on the disaster literacy scale**

*Melek Körükcü and Betül Gökçınar*

<https://doi.org/10.29329/jirte.2026.1422.1>

Rerearch

014 - 024

**Teachers' views on the use of museum and historical site trips in social studies teaching**

*Erkan Kormaz and Görkem Avcı*

<https://doi.org/10.29329/jirte.2026.1422.2>

Rerearch

025 - 035

**Evaluation of music education students' melodic and accompaniment performance skills with instruments learned in the school instruments course and their views on the course**

*Mehmet Mustafa Budak and Meltem Düzbastılar*

<https://doi.org/10.29329/jirte.2026.1422.3>



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