

Dear IEJEE Reader,

One of the most exciting moments for my editorship is to read the accepted versions of the papers and put some words about them here. There are 13 topics are being address in this number of *International Electronic Journal of Elementary Education (IEJEE)*. The importance of the “teachers’ knowledge, attitude, and skills”, “pedagogical content knowledge”, professional competency to utilizing “different teaching methods”: 5E (engage, explore, explain, elaborate, and evaluate) model enriched with cooperative learning and animations and the importance of the teachers’ “zone of proximal development” are addressed in four papers.

One of the biggest challenges in an increasing number of countries and neighborhoods is “the growing epidemic of pediatric obesity”. One of the papers addresses this important issue, and the researchers examine and discuss the univariate and multivariate relationships between child physical and psychological characteristics in a diverse sample of elementary students.

Another paper examines the common factors across the indigenous East Asian parenting ideologies, styles, and practices based on the perceptions of high-achieving, Korean-American primary school students through the East Asian Parenting Model. The author explores the factors for example the parents’ perceptions about child development and learning, the mother-child relationship, authoritarian parenting style, and specific East Asian parenting practices are patterns.

Improving reading skills among elementary school students is one of the topics that has been addressed in several papers and issues in IEJEE. In this number, a paper presents a participant action research study about how reading comprehension skills of elementary fourth graders “who have problems in reading comprehension” can be improved by means of the SCRATCH program.

Another study addresses the gender discrepancies in reading skills among Malaysian primary schoolers. The results from this comprehensive study are in line with international trends: Girls outperform boys in reading skills. These studies invite us to go an important step further and investigate the extent of the impact of ‘the culture of the contemporary school’, ‘the dominance of female teachers’ and ‘gender differences in age-/biology-related maturing’ and other factors have on this challenging issue.

Two other researchers address “deficiencies of readability formulae as reliable tools for measuring text readability in educational settings” and offer “a new measure to improve the current methods of testing the readability levels of texts through the incorporation of the newly-developed concept of emotioncy.”

Another paper stresses the importance of “transdisciplinary or integrated curriculum” and presents this type of curriculum as a “framework” which outlines participants’, ‘understandings of transdisciplinary teaching and learning and the freedom a transdisciplinary framework can bring. The authors also take up “Get on board” step in which the participants’ thoughts around what is required to successfully implement a transdisciplinary curriculum is discussed“. The final theme” as the authors define is the

participants' "learning journey" in which the importance of deliberations about the "participants' beliefs around the success of a transdisciplinary curriculum".

'Digitalization of teaching' or 'utilization of digital tools in teaching' is an emerging current topic in elementary education. Two researchers investigate the effects of digital storytelling in improving the writing skills of third grade students enrolled in rural primary schools. Another paper addresses how children's temperament and language skills predict the effects of teacher-child relationships in *preschool*. There is no doubt that the findings in this paper are also relevant for student-teacher relationships in elementary education. In another paper the focus is on how the teachers can help students with intellectual disabilities to develop early writing and reading skills. The researchers present an interesting intervention study in which they test the effectiveness of four interventions on letter formation: 1) goal setting plus contingent reinforcement, 2) graphical feedback, 3) error correction and 4) modeling.

I want to thank to all the 27 researchers behind these 13 papers. I also want to to express my deep gratitude to my closest team and executive editors *Dr. Gökhan Özsoy, Dr. Hayriye Gül Kuruyer* and *Dr. Turan Temur*, editorial team Doctoral Candidate *Hasan Tabak*, Doctoral Candidate *Mustafa Bakır* and *Ulaş Yabanova* for their works.

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