

Dear IEJEE Reader,

In December, 2016, the International Electronic Journal of Elementary Education (IEJEE), published [a special Issue on Autism Spectrum Disorders \(ASD\): Approaches to Training, Teaching, and Treatment](#). We received tremendous feedback. It's encouraging to receive positive feedback from researchers, parents and students.

In this ordinary number of IEJEE we present thirteen articles from eight different countries the first article addresses misconceptions among students and how to design appropriate instructional strategies to help them, and the second article discusses the math teachers' perception and use of mathematical definitions. Another article addresses the factors effecting fourth graders informational text comprehension based on a large-scale data from US context.

The next article present a study in which the aim is to identify errors made by primary school students when modelling word problems and to eliminate those errors through scaffolding.

In the following South Korean article the researcher analyzes and discusses teacher responses to an assessment reform in the country. Another article investigates the academic achievement and perceived peer support levels of 4-8th grade elementary and middle school students with low SES in Turkish context. Another article is from Iranian context and focuses on the role of socio-cognitive variables in predicting learning satisfaction in 'Smart Schools'. Another interesting article present a validity and reliability study related to what the author calls Irrational Beliefs in Mathematics Scale (IBIMS). The next article is about a correlational survey focusing on the mediating role of prejudice in the relationship between the cultural intelligence of school principals and the level of entrepreneurship. The critical term 'cultural intelligence' is defined as set of skills that enable an individual to function or succeed effectively in different cultural settings or in multicultural settings.

Teaching of English as a foreign language is a hot topic in many countries. The quest for effective methods engages several researchers and teachers. Three Iranian researchers presents the results of their study of the effect of simulation on middle school students' perceptions of classroom activities and their achievement in English.

Another current topic is the use of ICT in primary schools. In a well-developed article three researchers from the Czech Republic discuss the current state of research on utilization of ICT in teaching and present their own research on the topic.

A collaborative study between researchers from Malaysia and Brunei Darussalam focuses on how to empower children with adaptive technology skills. The researchers assert that the technological advancement occurring in the world today has a potency to create positive and negative side effects especially on children. The positive side may entail increased empathy and acceptance of diversity through modelling the prosocial behaviors, while the negative can be manifest in aggressive behavior, risky sexual behavior, and substance abuse.

The last article in this issue of IEJEE was written by six American researchers. They explore how principals in eight high-functioning elementary schools in one American school district balanced teacher supervision and evaluation in their role as an instructional leader. Using the theoretical framework of ‘wicked problems’, to unpack the circular used to problematize teacher supervision and evaluation, the researchers based on their findings analyze how elementary principals in these eight buildings acknowledge the tensions and conflicts between supervision and evaluation, specifically as they relate to improving teacher instruction. The researchers assert that “Specifically, the results of this study highlight not only the differences between supervision and evaluation, but also the intersection between the two functions, as well as how high-performing elementary school principals serve as an instructional coach rather than a manager of teachers.”

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Editor-In-Chief