

Editorial

Dear IEJEE Readers,

We are delighted to present Volume 13, issue 5 of International Electronic Journal of Elementary Education (IEJEE) for our readers. This issue contains a range of articles as always that are insightful, focused on various aspects of our profession and our relationship with, and between, theory and practice and inquired into innovative educational perspective.

Thirty seven researchers from eleven different countries address several important educational issues like reading prosody, sex education, social hierarchy among preschool aged girls, registers of semiotic representation, social and emotional learning, teaching evidence-based subject didactics, morpheme-based spelling intervention, formative and summative assessment, STEM in transition from primary school to middle school, multi-layered language policy and translanguaging space and early foreign language teaching

I hope you will find at least one of the papers relevant for your interest and/or field of research.

I would like to thank our Editor-in-Chief, Dr. Kamil Özerk, for giving me opportunity to introduce this issue. I would like to express my thanks to Dr. Gökhan Özsoy, Dr. Turan Temur and Dr. Murat Şahin Doğan for their editorial management and coordination of review process. I also would like to thank to Abdullah Kaldırım, IEJEE's technical staff and all the peer-reviewers. And last, but not least, I want to express my deep gratitude for the researchers that preferred IEJEE for their research publications.

Sincerely,

Dr. Hayriye Gül Kuruyer

Acting Editor-In-Chief, IEJEE