

Dear IEJEE Readers,

We are approaching a new fall with a comprehensive number of International Electronic Journal of Elementary Education (IEJEE).

Researchers *Demir, Kilinc* and *Dogan* are addressing the development of efficient study skills among 7th graders and the impact of curriculum on these skills.

Dundar and *Akçayir* of Kirikkale University, Turkey, based on an experimental study with 20 5th graders discuss the effect of text reading with tablet PCs and printed books.

Dunst presents the positive effects of two studies in which *Kids on the Block (KOB)* puppet shows were used to increase the elementary students' knowledge and the attitudes toward individual with disabilities.

Habók of University of Szeget, Hungary, addresses the important role of concept mapping for facilitation of meaningful learning.

Erwin, Fedewa and *Ahn* take up physical activity intervention and discuss the impact of their pilot study on the students' reading fluency and mathematics scores.

Lee and *Hughes* of University of Illinois, USA, address poetry comprehension among elementary students with learning disabilities.

Researchers *Kolovelonis, Goudas* and *Dermizaki* of University of Thessaly, Greece, examine the 5th and 6th graders performance calibration and self-regulated learning in PE.

Luongo addresses the elementary school teachers' awareness of gender inequity in student computer usage in the US context.

Özerk and *Whitehead* discuss the challenging educational policy issues in the education of indigenous Māori students in New Zealand and indigenous Sámi students in Norway with regard to introduction of compulsory National Standards in New Zealand and National Testing in Norway.

Ryan and *Gottfried* of Nipissing University, Canada, stress the importance of positive attitudes among the staff and the role of supervisors for a successful inclusion.

As the readers will realize, also this number of IEJEE takes up different important topics related to the education of the elementary students. I want to express my gratitude to all of the contributors, and to Dr. Turan Temur and Dr. Gokhan OZSOY for the demanding active editorship that they have accomplished.

Sincerely,

Dr. Kamil Özerk, Editor-In-Chief
Professor of Education
University of Oslo