

Dear IEJEE readers,

International Electronic Journal of Elementary Education (IEJEE) continues to accomplish its mission: Dissemination of research based knowledge from research milieus located in different parts of the World.

As Editor-In-Chief I am proud of receiving an increasing number of articles that are being submitted to the journal. We try to do our best in the peer-reviewing process. I hope the researchers can imagine the scope of this demanding but necessary procedure. In this volume you'll find various topics that researchers have addressed.

Media literacy levels of prospective teachers, the role of open-ended tasks in the promotion of classroom communication in Mathematics, on-line and off-line assessment of metacognition, teacher perceptions of gender-based differences among elementary school teachers, a mixed method approach to the assessment of learning difficulties in Math, attitudes and perceptions of elementary classroom teachers with regard to utilizing of PE time for planning, the primary school teachers' readiness to adopt 'Personal Response System' in ESL classroom, and how one can integrate technology with small group and peer-led discussions of literature, children's conception of planet Earth and effectiveness of cover, copy, and compare (CCC) procedures on spelling performance are the topics that the researchers have addressed and made their contribution to our efforts to the ongoing knowledge development in the fields of teaching and learning in schools.

I would like to express my deep gratitude to all of the authors. I also want to thank to Dr. Turan TEMUR and Dr. Gokhan OZSOY for their effective editorial coordination that made the materialization of the volume – in time, possible.

Sincerely,

Dr. Kamil Özerk, Editor-In-Chief
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