

*Dear IEJEE readers,*

After publishing the special issue of International Electronic Journal of Elementary Education ( IEJEE) on *Out of School Education*, edited by guest editors Dr. Christian W. BECK of University of Oslo and Dr. Thomas Spiegel of Friendensau University, we received an overwhelming positive response. It's always encouraging to see that IEJEE steady increase its circle of readers. We are also proud of the content of this volume.

*Dr. Meredith PARK ROGERS* of Indiana University, Bloomington Indiana, USA, presents promising results and ideas from her study on the role of collaborative teaching approach, which also refers to as a community of practice (CoP), on the involved teachers' implementation of a science-based interdisciplinary curriculum. Dr. Park Rogers used multi-method approach to highlight an alternative approach to and positive results from science teaching at the elementary education. Drawing on several studies done by well known researchers in the field of teaching, learning and curriculum development, she presents an exceptionally informative theory-based and practice guiding article.

*Dr. Rhonda JOY* of Memorial University of Newfoundland and Labrador, Newfoundland, Canada, addresses an important topic within the field of Bilingual Research. As many of us are aware of, the number of children who grow up with at least two languages is growing rapidly in our multicultural and multilingual world. Her research on the concurrent development of spelling skills in two languages will be an important contribution to the field. Her findings will enhance our existing understanding of the elements of the common underlying proficiency for dual language development as this was hypothesized by Dr. Jim Cummins. As a researcher in the field of bilingualism and bilingual education, I look forward to quote her findings about spelling in two languages in my future discussions of the relationship between the bilingual children's first and second language.

Teacher Education is an important institution in all countries. Specially teacher education which prepares teacher candidates to work in linguistically and culturally diverse schools is of utmost importance. Increasing diversity in many school systems is a rule rather than exception in

our time. *Dr. George ZHOU* of University of Windsor, Canada, *Dr. Jinyoung KIM* and *Dr. Judit KEREKES* of The City University of New York, USA, address the importance of collaborative teaching in a teacher education program. It's a sound approach to educate teachers through collaborative teaching since we are interested in having teachers who can teach collaboratively in our schools. Their well wrietten paper strenghtens our belief in the feasibility of collaborative teaching at our teacher education programs. At the same time their findings indicate that this approach also beneficial to both teacher educators and teacher candidates.

*Dr. Ahmet BAYTAK* of Harran University, Şanlıurfa, Turkey, *Dr. Bülent TARMAN* of Selçuk University, Konya, Turkey and *Dr. Cemalettin AYAS* of Sinop University, Sinop, Turkey, take up an contemporary topic: Children's perceptions of their own learning experiences with the use of technological equipments and Internet technologies. As the authors state, many studies focus on integration of technology in teaching-learning activities at school and home. Investigating the students' experiences and their perceptions of intagration of the mentioned technologies in learning activites, however, has not yet been given enough attention. In their well written paper, the authors present their small-scale research from an American context. Based on their multi-sourced data, the researchers put their fingers on the discrepancies between the established beliefs and realities with regard to the integration of technologies in the children's teaching-learning activities at school and home.

I want to take the opportunity to thank *Dr. Turan Temur* of University of Dumlipinar and *Dr. Gökhan Özsoy* of Aksaray University for their editorial contributions. I also want to express my gratitude to all of the peer reviewers for this volume.

I am certain that as a reader you'll enjoy the four papers in this issue of IEJEE.

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