



Dear IEJEE readers,

IEJEE presents four articles in this number. Kristína Žoldošová and Iveta Matejovičová from *Trnava University, Slovakia* address the issues of objectively evaluation of development of skills by elementary school children in science education. They discuss and present sound ideas about development and evaluation of basic science process skills, causal thinking and empirical thinking,

Child's right to education is an universal important topic. Glenda Jackson, *Monash University, Australia* and Sonia Allan from *University of Adelaide, Australia* take up a the fundamental elements in examining a child's right to education. They present an informative paper about several aspects of home education.

'Out of school education' will be the main theme of the next special issue of IEJEE.

Jackson and Allan's paper gives us the scientific, social and legislative frames surrounding the home education in Australia. Their paper is a valuable contribution to the field, particularly for those researchers who are interested in highlighting the *home education-movement* from a comparative and international perspective.

Gökhan Baş and Ömer Beyhan from *Selcuk University, Konya, Turkey* investigated in an experimental studied the impact of *multiple intelligences supported project-based teaching* method and *traditional foreign language-teaching* environment on 5<sup>th</sup> graders' achievement and their attitude towards the English as a foreign language subject. Their experimental research has shown that children taught in English through *multiple intelligences supported project-based teaching* outperformed the students who were taught in a *traditional foreign language-teaching environment* with regard to the development of English language skills, attitudes towards teaching and motivation to English teaching.

Eyyup Coşkun and Murat Alkan of *Mustafa Kemal University, Hatay, Turkey* conducted a small-scaled study on the impact of the Turkish national curriculum reform of 2005 on teaching-learning processes in the classroom. According the official Turkish national curriculum document the teaching-learning processes must be based on a constructivistic and child-centered educational perspectives. The study revealed that despite the teachers' lack of loyalty to the official curricular prescriptions, their teaching practices are child-centered and the students considered central elements of the national curriculum as positive.

As the reader may see, Coşkun and Alkan address important issues related to the discrepancy between the formal, practiced and experienced curriculum. The gaps between different curriculum levels are educationally challenging and need to be addressed more broadly and in a way that can give the practioners and the policy makers informative feedback.

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Editor-In-Chief