



Dear Readers,

In this number the International Electronic Journal of Elementary Education (IEJEE) addresses a wide range of educational topics. After publishing our special issue on metacognition, we received overwhelming positive and encouraging responses from our readers. Thanks once more to the editors of that special issue: Dr. Annemie Desoete and Dr. Gokhan Ozsoy.

The world of researchers is provided more opportunities to communicate with their colleagues, practicing educationists, and decision makers now than it was the case for a decade ago. Thanks to ICT. I am, as an Editor in chief of IEJEE, considering peer-reviewed scientific publishing through electronic channels as a contemporary way of dissemination of research based knowledge.

For each number of IEJEE, an increasing number of papers are being submitted. Without our editorial board members and international network of reviewers, it would not be possible to pursue our job: ensuring a fair, objective and respectful peer-reviewing of papers within a reasonable time period. In this number of IEJEE we are presenting six exiting papers.

Paul CALDARELLA and his colleagues are addressing mentoring, and stressing its importance among others by this sentence *“Mentoring is a way to address problems that can result from decreasing adult availability, support, and guidance in the lives of many children.”*

Mustafa KIŞOĞLU and his colleagues are addressing prospective elementary science teachers’ knowledge level about the greenhouse effect and their views on environmental education as a part of their teacher education. They argue that *“The fundamental factor of environmental education is teachers who are well-informed about environmental issues.”*

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Debra HARWOOD and her colleagues are investigating the ‘Young Children’s Perceptions of Teasing within Peer Relationships’. They are reminding us the fact that teasing is a widespread among young children but an rarely addressed problem within educational research circles. We consider their paper as one of the important contributions to our knowledge base about this complex phenomenon. With their words *“Teasing is a complex relational and social-emotional issue involving many elements such as social cognition, understanding of intention, pretense, non-literal communication, and emotional regulation.”*

Lautie KATZ and her colleagues are focusing on ‘Professional Development for the Early Learning Content Social Studies Standards’. As many of us are aware of, the term ‘standards’ has become an widely used word in many countries. It has its proponents and opponents like many other policy-originated concepts in the field of education. It seems to us that the authors are making a sound point in their well-written paper: *“The findings suggest that early childhood educators can benefit from sustained professional development that not only addresses content standards but also helps them to understand how to incorporate the standards into their existing curriculum using developmentally and culturally appropriate pedagogy.”*

Ottilia CHAREKA discusses the role of prior knowledge in the Canadian young children’s conceptions about the future in the global community. She draws on a data from a comparative study. Her findings indicate that *“Canadian children were optimistic about the future for themselves and their community but less so for the globe. More so than other children, Canadian children were concerned with issues of social justice, issues such as discrimination and racism, and with improving the environment, which might be attributed to the emphasis that is placed on these issues in their school curriculum”*. She then argues that assessing prior knowledge should be a priority for those considering development and implementation of global education curricula.

Mehmet AYDENİZ addresses the importance and the need of enhancing pre-service elementary school teachers’ understanding of essential science concepts through a reflective conceptual change model. The paper is based on a literature review about conceptual change model, and an empirical study. In addition to his several well formulated arguments and well documented empirical findings, he emphasizes an important factor in teacher education with regard to prospective teacher candidates’ misconceptions *“Making pre-service elementary teachers’ misconceptions visible and changing them through effective instruction has significant implications for how they may teach these science concepts once they become classroom teachers.”*

I hope that the readers of this number of IEJEE also will find the papers exiting and inspiring. I want to express my deep gratitudes to every contributors. I also want to express my admirations and thanks to my closest colleague and executive editor Dr. Turan Temur for his much appreciated efforts for materializing this number of IEJEE.

Prof. Dr. Kamil Özerk, Editor in Chief
University of Oslo
Department of Education
NORWAY