



Dear IEJEE Readers,

It's a great pleasure for us, as IEJEE family, to present the latest issue of International Electronic Journal of Elementary Education. This excitement started 6 years ago in 2008. From that year on, we've published 17 issues with our precious editor Kamil Özerk and editorial team. These publications were generally on elementary art, language development, maths, science, social studies, computer, social development and educational psychology. In this period four special issues, each of which made an overwhelming impression, were published.

When the issues are examined, it'll be seen that IEJEE has made a great contribution to knowledge and literature in this six-year-period. Thousands of journals have published issues on politics, medicine, sociology, philosophy, economics, engineering, space technology, etc. In this case, it's expected to have a difference between information six years ago and now and contributed to knowledge and literature. With the experimental studies and inventions, the developments in information technologies have been affecting human life fabulously. Information is not any more on the second shelf at the latest end of the library, it's now on the keys of our mobile phones.

We are ready to contribute with the new issue. In the first article, Mürsepp and Kikkull examine the significance of craft skills for the pupils in age nine and twelve years. The next article "The Impact of Notebooking on Teacher Candidates' Construction of Knowledge" investigates the structures and thinking processes that teacher candidates utilize when writing in notebooks. In the third article, Weigh offers a qualitative analysis of student-described engagement with selfselected text in a classroom where a core reading program comprised the majority of their literacy instruction. In the fourth article, Kılıncı investigates pre-service social studies teachers' understandings about the nature of the social studies. The next article "Predictors of Quality Verbal Engagement in Third-Grade Literature Discussions" examines how reading ability and personality traits predict the quality of verbal discussions in peer-led literature circles. Özerk and Kerchner explores the impact of demographic changes on political agendas, legal frames, educational approaches, research findings and student achievement in the field of education of linguistic minorities in Oslo, Norway and Los Angeles, USA. The last article in this issue is entitled "Using the Branching Story Approach to Motivate Students' Interest in Reading" written by Jane Liu and Hanan Aldurayb.

I'd like to thank to the editors, advisory board and to the authors of the current issue. The forthcoming special issue of International Electronic Journal of Elementary Education is about **Reading Fluency**. The special issue editor is internationally wellknown reading fluency scholar **Dr. Timothy Rasinski**, professor of literacy education at Kent State University, USA.

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