From Content Analysis Editors

The research performances of Turkish educators have systematically been increasing in both national and international levels. For example, international journals indexed by Social Science Citation Index [SSCI] published just over four thousands educational research papers addressed Turkey between 1997 and 2014. Given the literature search results of Turkey, the number of publications in international journals has significantly been appeared since 2001 and increased up to 2012 that is a peak point for educational research papers in Turkey. Turkey's publication performance in educational research papers is also of international researchers' interests. For instance, an extensive analysis of educational research publication by Tseng, Chang, Tutwiler, Lin and Barufaldi (2013) reports that Turkey's performance in educational research publication reached up to 3rd in 2011 while it was 33th in 1990-1994 period. In 2005-2009 period, the significant shift is evident with the rank order of 6th out of 148 countries under investigation (see Table 2 in Tsenget al., 2013, p.1147). Therefore, a growing body of educational research publications necessitates further analysis. For this reason, this special issue handled this need with the statement "to provide foresights for the future studies by evaluating the effects of a growing body of Turkish educational researches" (Çalık & Sözbilir, 2014, p.33). Thereby, Turkish educational researchers were invited to systematically investigate Turkey addressed researches in sub-disciplines of educational sciences. This was realised by analysing the researches through *meta-analysis*, *meta-synthesis (thematic content analysis)* and *descriptive content analysis* described by Çalık and Sözbilir (2014, p.34). Over 30 submissions (for *meta-synthesis (thematic content analysis)* and *descriptive content analysis*) were received and undergone to careful preliminary review by special issue guest editors and peer review process. Finally, 11 out of these papers were accepted for publication in the special issue. These papers are briefly outlined below:

Günay and Aydın conducted a thematic content analysis of studies on multicultural education by Turkish researchers. Akaydın and Çeçen descriptively investigated 'reading skills' studies between 1990 and 2013.

Yücel-Toy examined trends in Turkish researches of pre-service teacher education through 'topic, purpose and method' themes and evaluated them for teacher education policies. Aztekin and Taşpınar-Şener went over mathematical modeling studies in Turkey in regard to descriptive and thematic content analysis.

Boztunç Öztürk, Şahin and Kelecioğlu reviewed scale development studies of educational sciences published in the last decade. In a similar vein, Gül and Sözbilir also provided a meta-synthesis on scale development studies in science education in general throughout themes 'subject areas and quality measures'.

Yıldırım, Kurşun and Göktaş studied the underlying factors affecting the quality of in-service training related to information and communication technologies (ICT) by examining the related theses and articles. In another study, Dağhan and Akkoyunlu reviewed general tendencies of studies on sustainability of technology usage. Güyer and Çebi comprehensively analyzed studies on adaptive educational hypermedia environments. Finally, Kaleli-Yılmaz carried out a meta-synthesis of Technological Pedagogical Content Knowledge (TPACK) studies in Turkey in order for presenting type of tendency in this field.

We hope that these systematic content analyses will serve as an evidence-based data source for policy makers, researchers and practitioners to assist in identifying future research agendas in educational sciences. Moreover, we expect that these studies included in the special issue will give an opportunity for young researchers to spend their times effectively and lessen their work-loads by accessing the current research trends in educational sciences in Turkey.

Happy reading!

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