



From Editor

Dear Readers,

We are pleased to present you with the 186th issue of Education and Science. In this issue, we introduce qualified studies which highlight important points in education and help us see where educational sciences are heading towards.

The articles sent for our next special issue, which discusses the integration of education and technology especially within the context of school and classroom practices, are still being reviewed. In accordance with the publication focus we have announced, we care most about presenting you with studies that directly contributes to school practices, student development and teaching practices. We are of the opinion that this approach will bring about a quality development in the attention shown to studies about the integration of technology and education, a topic whose publication emphasis and rating have been increasing in recent years. The forum, "Believing in Turkey: Anticipating the Future", organized on April 2, 2016 by Turkish Education Association has helped to manifest future projections of Education and Science and TEDMEM family about the integration of technology and education. You can reach the forum publication at: www.tedmem.org

In the journal, we endeavor to include all shareholders of education which is indeed a multidimensional system. And, as a natural consequence of this, in this issue you will find research about teacher quality and educational policies as well as studies about different levels of education from pre-school to higher education.

An innovative study that looks into the effect of Home Centered Mother-Infant Interaction Program on the development of the baby and thus takes the discussions about preschool education outside the school environment finds its place in this issue. In relation to pre-school level, we are also presenting you with a study that aims to determine the effects of project-based education on children's visual perceptions and reveals important findings about the topic. Moreover, we think that studies where reading, understanding and writing abilities –the importance of which are emphasized more and more- and factors affecting the preparation process for these abilities are analyzed will appeal to you, because the importance of reading, understanding and writing has been underlined more recently in literature about numeracy abilities. In the current issue, you can find discussions about this topic in different levels like pre-school and primary school.

You can also read studies that attract attention, by focusing on the psycho-social reasons for student success, to students' human aspects and indicate that students are not quantitative values in the system only. These studies especially focus on the well-being of students in adolescence and related factors. In this context, concepts like academic resilience, loneliness, positivity, self-respect are highlights of the issue.

When the strong interaction between the teacher and all other factors in the system is considered, it is evident that those studies focusing on teacher quality contribute directly to the quality of educational environments. The article that discusses the Techno-Pedagogical Content Knowledge (TPACK) competencies of teachers is important in terms of understanding the evolving role of teacher as required by the age we live in. In addition to that, another study about teachers presents an analysis of ideal teacher qualifications from the perspective of school directors and brings a different approach to the topic. For accurate analyses, monitoring the educational policies about the quality of educational environments and how well these policies are applied is highly important. Accordingly, we also present

you with a research article that discusses in a historical perspective how much the decisions of Turkish National Education Council have been put into practice.

We would like to thank you for your interest in our journal and the value you add to educational sciences. We wish you a pleasant reading.

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