

From the Editor in Chief

Dear producers and consumers of knowledge,

Firstly, I would like to express that it is an honor for me to write using the phrase "Dear producers and consumers of knowledge," which belongs to my esteemed advisor, Prof. Dr. Ahmet Doğanay. Since 2006, I have been involved in the editorial process of numerous journals, and it brings me great pleasure to introduce our new journal, EduRe, in collaboration with Pegem Academy.

EduRE, established in 2024 with the goal of publishing original studies in the field of educational sciences, released its inaugural issue in April 2024. Following the publication of the first issue, DOI numbers were assigned to the articles, and applications were submitted for indexing in prestigious databases. I would like to inform you that we will maintain a selective approach from the initial application to elevate our publication quality to higher standards. Therefore, I recommend that you, esteemed contributors to the field of science, carefully review the author guide before submitting manuscripts. Beginning with the manuscript application, we initially utilize I-thenticate to identify verbatim quotations from other sources. Subsequently, we commit to completing the first review within five days and concluding the evaluation process within an average of three months.

Anticipating enhanced quality by including five articles in our inaugural issue, I would like to provide brief summaries of the featured articles in this edition:

The first article, authored by Mustafa Şahin Bülbül, presents a distinctive research initiative. This study seeks to tackle existing challenges in the realm of reading and writing education by introducing a supplementary method that seamlessly integrates with traditional teaching approaches. The goal is to provide mutual benefits to both teachers and students. The main focus of this research is to formulate a comprehensive design that enhances reading and writing instruction within an inclusive educational environment. The proposed approach takes a holistic perspective, involving the integration of classroom walls, cubes, and various notebooks into the learning environment. By doing so, the aim is to create a well-rounded and supportive framework for fostering effective reading and writing practices.

The second article is derived from a thesis. Authored by Fazilet Barcın Kara and Bilge Kuşdemir Kayıran, the study aims to investigate the impact of the creative drama method on the acquisition of "Responsibility," "Respect," and "Patience" values among fourth-grade primary school students. The primary focus is on assessing how the incorporation of creative drama into the educational process influences the development and understanding of these specific values in students.

Another study conducted by Mustafa Mavaşoğlu is presented as a review article focusing on linguistics. This research, which delves into the comparative analysis of French and Turkish news items concerning road accidents, specifically concentrates on the lead paragraphs. The primary objective of the study is to offer valuable insights for Turkish speakers learning French, particularly in the realms of reading comprehension and written expression at A2 and B1 levels. By examining the linguistic nuances in news reporting, the research aims to contribute to a deeper understanding of language acquisition and proficiency development for learners at these language proficiency levels.

The fourth article in this issue, authored by Dilek Avcı, focuses on the university life of first-year university students. This study, significant in terms of guidance, aims to thoroughly explore the needs and experiences of first-year university students in Turkey. By delving into the challenges and requirements specific to this crucial period of academic transition, the research provides valuable insights that can contribute to enhancing the support and guidance systems for first-year students in Turkish universities.

The final article is a scale development study jointly conducted by my colleague Toygun Türközü and me. This study introduces a new scale aimed at measuring teachers' perceptions of material development, contributing to the existing literature. The publication of this scale in the inaugural issue of the journal, of which I am the editor, adds another layer of joy and significance to the endeavor. This accomplishment marks a valuable addition to the field, providing a tool for assessing teachers' perspectives on material development, and further enriches the content of the journal.

I sincerely hope that the studies conducted across various fields of educational sciences prove to be beneficial and contribute significantly to both educational practices and theoretical knowledge within the educational sciences domain. I would like to extend my utmost respect and gratitude to my colleagues who served as editors and referees for their valuable contributions to the success of the first issue. My heartfelt regards to each one of you, and I look forward to the prospect of reconnecting in the next issue scheduled for October.

Serkan Dinçer

Editor-in-Chief

