

From the Editor in Chief

Dear producers and consumers of knowledge,

I am pleased to meet you again with the second issue of the first volume of the journal *Eduare*. We plan to increase our quality and impact with the work of valuable researchers in this journal, which aims to contribute to the academy. Although only six months have passed since the publication of our first issue, we are proud to have started receiving citations from other studies.

I would like to inform you that we will maintain a selective approach from the first submission onwards in order to raise the quality of our publications to a higher standard. Therefore, I recommend that you, esteemed contributors to the field of science, carefully review the Author's Guide before submitting manuscripts. From the manuscript submission stage, we first use iThenticate to identify verbatim quotations from other sources. We then commit to completing the initial review within five days and completing the review process within an average of three months. In anticipation of the improved quality that will result from the inclusion of five articles in our inaugural issue, I would like to provide brief summaries of the articles featured in this issue:

The first article "Evaluation of redundancy effect in multimedia learning environment using EEG signals and eye-tracking" by Duygu Mutlu Bayraktar, Pinar Özel, Ali Olamat, Fatih Altindis, and Bulent Yilmaz investigates how cognitive load is affected by different types of multimedia presentations. The study compares two learning environments: one where narration and written text are presented together (redundant) and one where only narration is provided (non-redundant). Using EEG and eye-tracking technology, the researchers found that the redundancy effect increased cognitive load, particularly in the frontal and parietal regions of the brain, as shown by increased activity in theta, beta and gamma wave frequencies. In contrast, the non-redundant group showed more efficient cognitive processing. The study highlights the importance of minimising redundant information to reduce cognitive load and improve learning outcomes.

The second article entitled "Feminist approaches and educational views" by Onur Yalçın and Fatma Sadık provides a comprehensive overview of feminist thought and its development. The study is divided into three main parts; feminism and feminist waves, feminist movements in Turkey, and feminist views on education. The article concludes by emphasising the importance of integrating feminist perspectives into educational systems in order to promote equality and challenge existing gender biases.

The another article in this issue, authored by Gökhan Ilgaz, explores the relationship between financial literacy and students' performance in mathematics, alongside their attitudes and emotions related to mathematics. The study uses data from the 2022 PISA assessments, focusing on five countries: Belgium, Brazil, Costa Rica, Italy, and Portugal. The findings suggest that mathematical achievement is the strongest predictor of financial literacy across all countries, explaining a significant portion of the financial literacy scores.

The fourth article, entitled "Role modelling in primary school from teachers' perspective: The key to affective learning" by Mine Serim and Sibel Güzel Yüce examines the role of primary school teachers as role models. The study explores how teachers define, experience and perceive the importance of being role models for their students. The research reveals that role model definition, significance of role models in education, curriculum limitations, and teacher training. The study concludes that there is a need for a more structured approach to help teachers act as both behavioural and inspirational role models, which would contribute to both pupils' academic success and emotional development.

The final article was written by me to provide information on the use and ethical implications of artificial intelligence in scientific research and academic writing. This article explores the growing role of artificial intelligence in scientific research, focusing on its applications in data analysis, literature review and academic writing, while also addressing the ethical implications that arise from its widespread use. With the increasing integration of artificial intelligence tools such as ChatGPT, the article provides a timely and critical assessment of how artificial intelligence is reshaping research practices.

I sincerely hope that the studies conducted in various areas of education will prove useful and contribute significantly to both educational practice and theoretical knowledge in the field of education. I would like to express my respect and gratitude to my colleagues who served as editors and reviewers for their valuable contributions to the success of the second issue of the first volume. I extend my warmest greetings to each of you and look forward to the prospect of meeting again in the next issue, scheduled for April.

Serkan Dinçer

Editor-in-Chief