



Dear readers,

International Journal of Instruction has proven its contribution to the literature of education by being indexed in worldwide recognized databases. As we publish this issue, I want to mention that it is gaining worldwide reputation in the field of education and instruction.

This issue includes fifteen articles. Starting with Sritanyarat and Russ-Eft's study, the authors propose the empirical indicators which can be validated and adopted in higher education institutions to evaluate quality of teaching and learning, and to serve as evaluation criteria for human resource management and development of higher institutions in Thailand.

Next, Yurtseven Avci, Eren and Seckin Kapucu examine pre-service teachers' experiences and perceptions on using practical tools for content development. The study contributes to the development of teacher preparation programs for effective use of technology especially for content development. The study of Wang and Olusola, examines how seductive details affect learning in terms of prior knowledge to address the gap. Researchers concluded that prior knowledge can compensate the negative effect of seductive details conditionally.

An interesting study on leadership arrived from Iran, by Mehdinezhad and Mansouri. They examine school principals' leadership behaviors and its relation with teachers' sense of self-efficacy and revealed a significant relationship between the components of principals' leadership behaviors and teachers' sense of self-efficacy. The study includes interesting notes from leadership in education.

Next study includes a development of a questionnaire on teaching thinking skills. Akinoğlu and Karsantik examined pre-service teachers' opinions on teaching thinking skills and concluded that pre-service teachers' opinions are positive on teaching thinking skills and it should begin in pre-school level. Importance of pre-school education once again emphasized. The study by Sharp, examines six models that define the processes of writing and aimed to provide teacher educators, pre-service teachers and practicing teachers of writing with a knowledge base of historical research and models that define and describe processes involved during the acts of writing.

Liton from Saudi Arabia studied English Language learning. The researcher focuses on the factors affecting EFL students' teaching/learning engagement and progression. Cross-cultural factors, lack of motivation, EFL teaching methods and curriculum strategies appear to be problems to overcome. Orakçı, Aktan, Toraman and Çevik studied the influence of gender and special education training on attitudes towards

inclusion. They did not find significant effect of gender and special education training on attitudes towards inclusive education.

Thaneerananon Triampo and Nokkaew's 'Development of a Test to Evaluate Students' Analytical Thinking Based on Fact versus Opinion Differentiation' is an excellent study about analytical thinking. Another EFL study from Saudi Arabia comes from Lee-Johnson. The researcher investigated analyzing the participatory repertoire of the USA educated EFL teacher in Saudi Arabia.

Tatar, Tüysüz, Tosun and İlhan Investigated the Factors Affecting Students' Science Achievement According to their Science Teachers and found that the most important predictor of science achievement is "teaching the topics in a way that may arouse the students' curiosity. 'Digital Discourse Markers in an ESL Learning Setting: The Case of Socialization Forums' is performed by Shakarami, Hajhashemi, Sadi and Caltabiano. According to the results of the study, the written language that students use in their electronic posts is to a great extent similar to that of the process view of writing. Specifically, the written language used in a digital socialization forum is at times, monitored, reviewed, revised, and corrected by the students themselves and their peers.

Temli Durmuş studied qualitatively to determine elementary school teachers' and school principals' views on physical learning environments of schools where teachers are expected to implement the constructivist philosophy/approach. She reports the instructional materials demanded by the participants. Tajudin and Chinnappan investigated the link between higher order thinking skills, representation and concepts in enhancing TIMSS tasks.

And the last study by Körük, Öztürk and Kara investigated the predictive strength of perceived parenting and parental attachment styles on psychological symptoms among Turkish university students. They have also aimed to find out which perceived parenting and parental attachment styles predict psychological symptoms measured. They have concluded that the depressive, hostility and anxiety symptoms were determined as the most prevalent psychological symptoms.

If you get a chance to look at the articles included in this issue in detail, I am sure that you will benefit and enjoy reading our journal.

Sincerely,

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