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AIM AND SCOPE

The Journal of Teacher Development and Education (JTDED) is an international peer reviewed journal which aims to enhance and contribute knowledge related to education. JTDED publishes research papers, reviews, and argumentative essays on education. It is expected that the papers published in (JTDED) will raise issues related to teacher education in various field areas; open up discussions related to those issues; suggest different methods of handling those issues or solving the related problems. It is also hoped that the studies published in JTDED will enhance the basis for timely discussions on the various areas of education, and give direction to educational research and practices. The paper accepted for (JTDED) DOI numbers assigned and will be published **free of charge and with open access**. JTDED is an international peer-reviewed journal published twice a year, **in June and December**. The peer-reviewing process, (JTDED) uses the double-blind review method for all studies sent for publication.

Once the paper is submitted to the journal system, it will be assessed for suitability by the editor, and then it will be double-blind peer-reviewed by independent, anonymous expert reviewers, each delivering at least one report about the paper. In order to ease the review process, the authors are required to prepare and then check that their manuscripts do not include identifying information. Authors are encouraged to use MS Word's 'Document Reviewing' feature for this purpose.

Studies to be published in (JTDED) need to be carried out in teacher pre-service education, teachers' professional development, and in any subject of educational studies. The research that will be submitted to (JTDED) should include the kind of methods and types:

- Studies can be carried out in any form of quantitative, qualitative, or mixed-method research.
- Literature analyses, meta-analyses, meta-synthesis studies, and book reviews will be considered for review and publication in JTDED.
- Even though JTDED's priority is research papers, other kinds of papers are considered for publication. Attention is paid to the issue that the number or quantity of review papers should not exceed the number of research papers.
- JTDED is published in the English language.

Being respectful to the ethical codes of academic research, copyrights, and human rights, JTDED accepts research papers, book reviews, and opinion papers for peer-reviewing and publication in the areas of educational studies and teacher education listed below:

1. Professional Development of Teachers
2. Pre-service and in-service teacher education
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6. Quantitative Research and Evaluation Method
7. Philosophical, Social, and Historical Foundations of Education
8. Pre-school (Early Childhood) Education
9. Elementary Education
10. Science and STEM Education
11. Biology Education
12. Physics Education
13. Chemistry Education
14. Mathematics Education
15. Fine Arts Education
16. History Education (History in Education/ History Teaching)
17. Social Studies Education
18. Special Education (and its sub-fields)
19. Other Areas Related to Education and Teacher Training
20. Teacher Education and educational studies (all fields)

FROM EDITOR

Dear colleagues and valuable readers.

We are proud and happy to have published the second issue of the Journal of Teacher Development and Education. Our journal is an international peer-reviewed journal that publishes qualified studies in the fields of educational sciences and teacher training, as well as the professional development of teachers, pre-service teacher training, and improving teacher quality in service. Journal of Teacher Development and Education is a journal that aims to contribute to the body of knowledge in the field of educational sciences and teacher training and publishes only qualified studies that have the potential to contribute to the field of education.

Three articles have been published in this issue of our journal. The first paper is titled "What does peer coaching research Türkiye say? A study content analysis study" authored by Osman Aktan. The paper aimed to determine the research trends on peer coaching in Turkey and perform a meta-synthesis of the research results. The research data were analyzed using the categorical analysis technique, one of the types of content analysis. According to the research results, it was determined that there are many research results that colleague coaching improves teachers' professional skills. Moreover, it was determined that teachers' coaching skills differed according to the variables addressed in the studies. In addition, it was concluded that coaching skills are related to many variables.

The second article of this issue is titled "Emerging Topics and Research in Educational Administration and Leadership" and is authored by Tuğba Cozoğlu and Engin Aslanargun. The objective of this study was to examine current trends and studies in the field of educational administration and leadership. The frequency and significance level of articles published in educational administration journals were systematically examined in pursuit of this goal. Out of the themes identified in these articles, leadership was the most extensively researched category. School improvement and development, management and school psychology, administrative structure, and process themes follow respectively. The analysis shows that foreign articles often focus on themes such as racism, equality, female managers, and gender differences, while these topics are less prevalent in local articles.

The third and final article in this issue is by Lalitha Devi B and Ramya Devi B and is titled "ICT-based pre-service training in post-pandemic India". The previous research related to the pandemic focused on designing frameworks for the successful implementation of online teaching and learning considering the post-pandemic. The present research focuses on setting objectives for an ICT-based course for pre-service teachers in the Indian context by reviewing the while and post-pandemic research. The themes that were given prominence in the content search process were challenges and solutions related to ICT-based training of pre-service teachers. With this, an attempt was made to set objectives for an ICT-based course for pre-service teachers in India.

An overall assessment of the quality of the articles published in the second issue of the journal, summarized above, suggests that the quality of the papers is good enough. I would like to take this opportunity to thank the valuable authors who contributed to the field of educational sciences and teacher training and development by submitting articles to the Journal of Teacher Development and Education and the qualified referees who carefully reviewed these articles. In addition, I would like to thank the members of the editorial board who made valuable contributions to improve the quality of the articles. I hope to see you again in the next issue of our journal, which will be published in December 2024.

Prof. Dr. Abdurrahman İlğan

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