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# JT<sup>ED</sup>

VOLUME - 3 / ISSUE - 2 / DECEMBER 2025

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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
3. Educational Administration and Leadership
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6. Quantitative Research and Evaluation Method
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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 esteemed readers.

It is my pleasure to present \*\*JTDED Volume 2, Issue 2\*\*, an issue that highlights teacher learning as a situated and meaningful process, while also expanding the conversation to related areas that influence educational practice, including sustainability education, digital and AI literacy, and youth participation in sports. Throughout the contributions, a common theme is the focus on how professional learning is understood, practiced, and assessed in real-world settings, and how these settings, in turn, influence outcomes for learners and educators.

This issue begins with a detailed case study of teacher development “in action,” analyzing how a veteran elementary teacher navigated and adapted inquiry-based science professional development to better support multilingual learners. The study’s systems-informed, critical sociocultural framework emphasizes that teacher learning is nonlinear, relational, and co-constructed with students and the environment, providing practical insights for PD designers and facilitators aiming for sustainable equity-focused change. Complementing this, a qualitative study from Georgian regional secondary schools investigates teachers’ perceptions of professional development needs, coherence, and limitations, using Desimone’s framework, while also revealing how internal school dynamics and assessment subjectivity influence the connection between PD and student outcomes. Together, these articles promote an evidence-based view of teacher development that is responsive to local realities rather than based on linear input-output assumptions.

The issue also highlights current priorities in education systems. An experimental intervention study examines an interdisciplinary sustainability education program that combines Geography and Biology, reporting improvements in students’ sustainability awareness and knowledge after a five-week course. This emphasizes the importance of structured, cross-disciplinary learning approaches in sustainability education. Meanwhile, a timely quantitative pre-post study assesses teachers’ evaluative skills and attitudes when judging AI-generated information related to urban heatwaves. It demonstrates that targeted training can enhance educators’ ability to evaluate credibility across CRAAP dimensions, a key skill as generative AI becomes more common in educational environments.

Finally, expanding the focus to include learner participation and motivation, a descriptive survey study of high school student-athletes in arm wrestling examines sport participation motives across demographic variables, highlighting the dominance of intrinsic motivations and the subtle influences of age and gender on aspects like fun, team connection, and achievement. While rooted in sports education, the findings address ongoing questions about engagement, persistence, and supportive environments for adolescent growth.

I sincerely thank our authors for their contributions, our reviewers for their careful and constructive evaluations, and our readers for their ongoing engagement with JTDED. We hope this issue supports your scholarship and practice by providing both conceptual clarity and empirically grounded implications for teacher development and education.

**Editor-in-Chief**  
**Dr. Abdurrahman İlğan**

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