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Purpose and Scope of the Journal

The *International Journal on New Trends in Education and Their Implications (IJONTE)* is a peer-reviewed, international academic journal dedicated to publishing high-quality research that explores emerging trends, innovations, and transformative practices in the field of education. The journal aims to serve as a platform for researchers, educators, policymakers, and practitioners to share scholarly work that contributes to the ongoing development and improvement of educational theory, policy, and practice.

IJONTE welcomes original empirical studies, theoretical analyses, case studies, and review articles that address contemporary challenges and opportunities in education. The journal particularly encourages interdisciplinary and international perspectives that reflect the dynamic and evolving nature of educational environments across the globe.

Topics of interest include, but are not limited to:

- Innovative teaching and learning practices
- Teacher education and professional development
- Educational leadership and policy
- Curriculum design and evaluation
- Digital transformation and AI in education
- Inclusive and equitable education
- Lifelong learning and global competencies
- Comparative and cross-cultural educational research

By promoting research grounded in both theory and practice, IJONTE aims to foster meaningful dialogue and collaboration among educational stakeholders and to inform future directions in educational research and reform.

Open Access Policy

IJONTE does not charge any fees for article submission, editorial and refereeing processes and article publication. All articles that pass the double-blind refereeing process and are accepted are published in the order of acceptance after the approval of the editorial board without any fee. According to the open access policy, all articles published in the journal are free to read, download and print.

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Foreword

International Journal of New Trends in Education (IJONTE) – Volume 16, Issue 1

We are pleased to introduce the newest issue of the International Journal of New Trends in Education (IJONTE) with peer-reviewed academic papers that demonstrate contemporary trends and issues in educational research and practice.

The issue contains four varied and insightful studies. The first article analyzes the function of historical fiction in mediating between fiction and fact in historical education, providing insights into how literature can enrich student knowledge of the past. The second paper explores the mediating role of perceived social support in the relationship between childhood trauma and self-compatibility, encompassing a significant psychological aspect applicable to educational environments.

The third study investigates the effect of entrepreneurial characteristics of school principals on teachers' beliefs in inclusive schooling and their self-efficacy, an area of increasing significance for efficient and inclusive school leadership. The final article focuses on mathematics teachers working in BİLSEM programs and their perceptions on design thinking, contributing to the literature in the area of educational giftedness and innovative teaching methodologies.

We would like to acknowledge the authors and reviewers for their comments. We hope this issue will provoke serious discussion and further research across different education environments and fields.

Warm regards,

Mehmet ULUTAS

Editor-in-Chief

International Journal of New Trends in Education (IJONTE)

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