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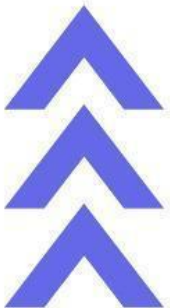


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Purpose and Scope of the Journal

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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IJONTE is committed to upholding the integrity of the academic record. When an author submits a manuscript for publication consideration, author agrees to abide by publication requirements of IJONTE.

IJONTE editors encourage authors to refer to the Committee on Publication Ethics' International Standards Authors (<https://publicationethics.org/resources/resources-and-furtherreading/international-standards-editors-and-authors>). Authors are reminded to check their proofs carefully to confirm that all author information, including names, affiliations, sequence and contact details are correct, if any, are accurate. Manuscripts received for review are treated as confidential documents by IJONTE.

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Foreword

International Journal of New Trends in Education (IJONTE) – Volume 17, Issue 1

We are pleased to present Volume 17, Issue 1 of the International Journal on New Trends in Education and Their Implications (IJONTE). This issue brings together four peer-reviewed articles that approach education from different, yet closely connected, perspectives.

The articles in this issue focus on online self-regulated learning and metacognitive judgments, coparenting and children's developmental adjustment, statistical reasoning levels of gifted students, and the educational and cultural experiences gained through living in a different country. In this respect, the issue offers a broad view of learning, development, family, culture, and individual differences in education.

We believe that the studies published in this volume will provide useful insights for researchers, educators, and practitioners, and will contribute to ongoing discussions in the field of education.

We would like to thank all authors, reviewers, and members of the editorial team for their valuable contributions to this issue.

Warm regards,

Mehmet Ulutaş

Editor-in-Chief

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