

## EDITORIAL

The Editors-in-Chief and the Editorial Board are proud to present this first issue of the **Futuristic Implementations of Research in Education (FIRE)**. We are driven to establish **FIRE** which is dedicated to informing researchers, practitioners, and educators of futuristic educational implementations in inter-disciplinary settings. Therefore, **FIRE**'s contributions are not limited to a specific disciplinary philosophy or a particular approach.

Our first issue features five research articles and one book review that report essential findings and implications for all educational settings. In the first article, with an international research team, Albers et al. (2020) focus on educative experiences in award-winning children's picture books. Their study shows that social justice themes are incorporated into these books and characters' experiences are positive; however, some include miseducative experiences, as well. The researchers argue how these representations are critical to children's learning.

In the second article, Andha, Yuksel, and Nascimento (2020) explore the cultural-sensitivity of college students who have studied abroad for a short time. Adapting Cultural Diversity Assessment Inventory by Henry (1991), they measured the level of sensitivity to cultural diversity, and provided significant implications for further studies.

In the third article, Arterbery and Yavuz (2020) maps out teachers' self-efficacy towards students with special needs. Drawing on the quantitative method approach, the researchers critically examine how efficacious general education teachers perceive themselves in educating students with special needs.

In the fourth article, Akyol and Küçük (2020) investigate the attitudes of high-school language students according to different school types (regular and vocational high schools) by means of a mixed-method research design, and give an account of attitudinal differences towards English in terms of different high school types.

In the fifth research article, Ertem-Akbaş and Cancan (2020) ask why high school students choose mathematics as a teaching profession. Drawing upon the survey method, the researchers explain the reasons for this professional choice by paying attention to factors including family background, internet access, job security, and the like.

**FIRE** aims to provide conceptual considerations and a broad understanding of the literary criticisms; therefore, book reviews are also included. Karanfil (2020) reviews "Preparing teachers for a changing world: Contemporary Issues in EFL Education" (edited by Çelik, 2020). In his review, Karanfil analyzes the book through a content-based understanding.

We would like to thank our authors, reviewers, and readers for their support.

Dr. Sezen ARSLAN  
Van Yuzuncu Yil University, Turkey

Dr. Nurdan KAVAKLI  
Izmir Demokrasi University, Turkey

## References

- Akyol, B., & Küçük, B. (2020). High school students' attitudes towards English language in terms of different school types in Turkey. *Futuristic Implementations of Research in Education (FIRE)*, 1(1), 40-48.
- Albers, P., Angay-Crowder, T., Collier, C., Fujimoto, C., Pang, M. E., & Park, H. (2020). Educative experiences in picture books. *Futuristic Implementations of Research in Education (FIRE)*, 1(1), 2-12.
- Andha, A., Yuksel, P., & Nascimento, F. (2020). Forging multicultural sensitivity: How short-term abroad experiences can help college students engage in a global society. *Futuristic Implementations of Research in Education (FIRE)*, 1(1), 13-21.
- Arterbery, D. H., & Yavuz, O. (2020). Quantitative explorations of teacher self-efficacy towards students with special needs. *Futuristic Implementations of Research in Education (FIRE)*, 1(1), 22-39.
- Çelik, S. (Ed.). (2020). *Preparing Teachers for a Changing World: Contemporary issues in EFL education*. Ankara: Vizetek.
- Ertem-Akbaş, E., & Cancan, M. (2020). An investigation into the students' choosing mathematics as a teaching profession. *Futuristic Implementations of Research in Education (FIRE)*, 1(1), 49-59.
- Henry, G. B. (1991). *Cultural diversity awareness inventory*. Hampton University Mainstreaming Outreach Project. Hampton, VA.
- Karanfil, F. (2020). Preparing teachers for a changing world: A book review. *Futuristic Implementations of Research in Education (FIRE)*, 1(1), 60-62.