

**Message from Editor**

Dear Colleagues;

We are presenting you with a new journal called Journal of Education and Special Education Technology (JESET). This new peer-reviewed journal promises to make a significant impact upon the field of special education technology. The aim of JESET is to provide a forum for the dissemination of original research articles as well as review articles in all areas related to special education and educational technologies concentrating on the theory, applications, and development of educational technology and communications.

It is an international, open-access journal with a focus on cutting-edge findings in this rapidly changing field, while providing practical up-to-date information on education and special education technology. The journal features a distinguished editorial board, which brings together a team of highly experienced specialists in special education and special education technology. If you wish to submit a manuscript or to view the journal home page, please go to www.jeset.eu.

For our readers, we selected and published three special articles in this first issue. The first article titled "Investigating Affordances of Resource Room Activities for Mainstreamed Hearing-Impaired Primary School Students' Turkish Language Classes" aims to investigate the affordances of resource room activities that are aiming to develop literacy skills. In this article researchers elaborated various resource room activities, which are reading oneself and reading aloud, retelling, inferring the meanings of unknown words, Q&A sessions, story map building and cloze procedure. Findings emphasized mainstreamed hearing-impaired children's need for systematic supportive resource room activities, which are based on resource room activity guidelines, in Turkish language classes.

The second article titled "Investigating the Utilization of Teaching Activities Related to Phonological Awareness by Mainstream and General Education Teachers" which aims to evaluate the frequency of phonological awareness teaching activities, used by first and second year primary school teachers. As results of the study it can be concluded that the usage of phonological awareness teaching activities by teachers, whose classes included hearing impaired students was lower than other teachers.

The third article titled "What are Gifted Students Waiting from Information Technologies Course?". The purpose of this research is to determine the views and expectations regarding the use of computers in the learning process of gifted students. The results of the article showed that gifted students use computers for research the most. Also, they benefit from the computer for game, entertainment, homework and project preparation, communication, graphic design and social networks. It was seen that programming attracts the highest attention from the students. The participants are also interested in game development, animation/cartoon and game preparation, algorithms, 3D modelling, graphic design, and recognition of current technologies.

The fourth and last article titled "Use of Technology in Reading Strength Interventions" aims to compile the researches that uses technology for reading difficulties and to introduce existing software. When the software's developed for reading difficulty is evaluated in terms of reading fluency, reading comprehension and analysis skills, it can be said that they are useful for individuals who have reading difficulty. But Turkish language adaptation of existing software types and formats must be done.

Consequently, I would like to express my thanks to all the authors for sending their studies to JESET and sharing them with us as well as to all the reviewers for their participation in the review process of the articles for this issue.

Sincerely yours,

Editor in Chief
Associate Professor Adile Aşkım KURT