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# IJERs

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### **About Journal**

International Journal of Educational Researchers (IJERs) is a fully refereed electronic journal published by Turkish Educational Research Association. IJERs has been launched as an online journal rather than a paper-based journal in order to reach as many readers as possible in the most convenient manner and has been publishing since 2009.

IJERs is interested in research into all aspects of education. The aim of the journal is to assist in the improvement of teaching, learning, and related fields by contributing to knowledge and serving as an outlet for the results of theoretical and practical research carried out by specialists and instructors to be disseminated to interested audience.

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## **Dear IJERs Reader,**

The current issue of the International Journal of Educational Researchers (IJERs) offers four insightful articles that address significant themes in education, with practical implications for educators, researchers, and policymakers. Each paper explores unique aspects of education, contributing to the understanding and improvement of teaching, learning, and educational systems. The first article, *Opportunities and Challenges of U.S.-Based Professional Development for English Language Teachers in Azerbaijan*, explores the experiences of Azerbaijani English teachers in a U.S.-based training program, focusing on their growth, challenges, and what can be learned to design teacher programs that work well in different cultures. The second, *Harmonizing Educational Action Research for Teachers: Means for Developing the Action Research Culture*, highlights the importance of integrating action research into teaching practices, emphasizing its role in reflective practice and professional development. The third article, *The Effect of Digital Material Applications on Preservice Teachers' Self-Efficacy towards Educational Technology Standards*, examines how digital learning tools influence preservice teachers' confidence in meeting educational technology standards, offering valuable insights for teacher training programs. The final piece, *Preservice Primary School Teachers' Perspectives on Classroom-Based Mealtime as a Tool for Nutrition Education and Healthy Eating Habits*, discusses the use of classroom mealtime as an innovative approach to promoting nutrition education and healthy eating habits. Together, these articles contribute to advancing educational research and practice, offering actionable insights for educators, researchers, and policymakers alike.

These four articles collectively showcase diverse methodologies, innovative practices, and actionable insights across a wide range of educational themes. The research presented in this issue reinforces the journal's commitment to advancing educational knowledge and practice. We extend our gratitude to the authors, reviewers, and editorial team for their dedication to ensuring the quality and relevance of this publication.

We hope this issue inspires further scholarly inquiry and provides educators and researchers with the tools they need to enhance education in meaningful ways.

With warm regards,

**Assoc. Prof. Kürşat Cesur**  
*Editor-in-chief*

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