

Dear *IEJEE* reader,

It's a great pleasure for me to present you one of the most comprehensive issues of *International Electronic Journal of Elementary Education; Volume 6, Issue 2*.

In eleven papers, eighteen scholars are addressing and exploring important educational topics like *academic self-concept, developing reading skills among children with reading difficulties, theory of mind, self-concept, gender-role orientation, student's perspective on leadership, children's enjoyment, interest, and comprehension of graphic novels compared to heavily-illustrated and traditional novels, the role of non-challenging education and teacher control as factors for marginalization of students in diverse settings, teachers' thinking styles and their attitudes to teaching, mathematic teacher candidates' problem solving skills, a comparative study of education of linguistic minority students in Los Angeles and Oslo, the role of drawings in evoking interest for a carrier as math teacher and underrepresentation of male in teacher education*.

International Electronic Journal of Elementary Education (IEJEE) is an open access journal. Papers published in IEJEE are accessible for everybody. *IEJEE* is an international, multi-disciplinary, peer-reviewed journal that is online published three times in a year. One of our issues is an annual special issue with a clear focus on a given current and important topic.

The topic of the next special issue of IEJEE is **READING FLUENCY** and the special issue editor is Dr. Timothy Rasinski, professor of literacy education at Kent State University, USA.

IEJEE is abstracting or indexing in *Scopus, ProQuest, DOAJ, Education Research Complete™, Google Scholar, EDNA, Index Copernicus, Norwegian Social Science Data Services, NewJour, Open J-Gate, Academic Journals Database*.

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Sincerely,

Kamil ÖZERK, University of Oslo

Editor in Chief