

Notes From The Editor

Thanks to our international authors, readers, reviewers, and editorial board members, the April 2021 issue is now released.

For over 15 months, the world has been burning in the flames of COVID-19. We never expected it to last this long. The thought of how long this situation could continue sends shivers down one's spine. This may, of course, not matter much to some, or even, benefit a few, but most of us feel the pain. If this turns into a prolonged disaster, it will leave scars in the global community, like those of a silent world war. Then, we all will have to face the consequences. We decided to pay our share in these difficult times by inviting one of our active board member, Jyrki Loima, to contribute a featured article that focuses on a very sensitive issue these days: Equity *versus* Ethic Literacy. I invite you to read this article. It is a controversial paper related to the socio-educational dilemma in Finland during the Pandemic. We expect that this timely article will spark constructive debate from other scholars from Europe and other parts of the world, and we hope it will lead to positive changes.

In this issue, we have contributions with engaging topics related to digital storytelling, text length and vocabulary success, curriculum and course content. We also have two remarkable review papers, one is a meta-analysis related to inquiry-based learning and the other is a bibliometric analysis of articles on text simplification. A number of the articles in this issue are also related to educational psychology, including, organizational loneliness, self-efficacy, self-regulation, writing anxiety, writing exam anxiety, and specific learning difficulties. The studies come from diverse areas of education, such as, values education, science education, language education, social science education, and refugee education. One of the papers that will certainly attract many readers is by Kürşat Öğülmüş and colleagues who used an interesting method called photovoice, in their study. The method is particularly useful for research during the pandemic when the researcher is urged to collect the data virtually.

My colleague, Souhail Adib, and I recently did a study on the common reasons for rejection of submissions which we presented online and is available on YouTube at <https://youtu.be/MwXpSKSpHy4>. We worked hard to publish it as a paper in this issue, but it took longer than we expected. There were also a few other contributions that we could not finalize on time for this issue, including a book review of *Decolonizing Transcultural Teacher Education through Participatory Action Research Dialogue, Culture, and Identity* authored by Jean Kirshner and George Kamberelis; we hope we will be able to publish these in the next issue in July 2021.

Finally, on behalf of the journal board members, I would like to thank all the contributors in this issue. Our readers will definitely find these articles worthwhile and inspiring.

Happy reading!

Vahid Nimehchisalem

Editor-in-chief

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