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About the Journal

J-EDUCAT: Journal of Educational Studies is an international, peer-reviewed, open-access academic journal that publishes original research in the field of educational sciences. The journal aims to contribute to the advancement of educational research by providing an academic platform for scholars, researchers, and practitioners working in different areas of education. The journal welcomes interdisciplinary research that contributes to educational knowledge, practice, policy, and applied analytics. Particularly, we welcome studies that integrate educational perspectives with emerging technologies—such as computer science, artificial intelligence, deep learning, computer vision, and image processing. Research focusing on data-driven approaches, performance analysis, algorithmic models, and digital innovations that support, analyze, or transform learning, training, and practice environments across various disciplines is highly encouraged. All manuscripts submitted to J-EDUCAT undergo a double-blind peer review process. In this process, the identities of both authors and reviewers are concealed to ensure an impartial and objective evaluation. Each manuscript is evaluated by at least two independent reviewers who are experts in the relevant field. J-EDUCAT is published biannually, with two issues per year. (May- November). *Starting from 2027 (Volume 5), our journal will adopt the* ***"Continuous Publication Model"*** *to ensure the rapid dissemination of scientific research. Under this model, peer-reviewed and accepted articles will be published online immediately upon completion of the production process, without waiting for a specific issue. Traditional sequential page numbers will be replaced by a unique Article ID.* The primary languages of publication are English and Turkish.

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Abstracting & Indexing

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IAD (Index of Academic Documents)

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Indexing Development

Our journal is currently in the monitoring and evaluation process by TR Dizin (Process start date: 22.02.2025)

From the Editors

Dear Readers,

We are pleased to present the second issue of Volume 4 (2026) of J-*EDUCAT: Journal of Educational Studies.* This issue features three research articles addressing technology integration in education, teacher education, and artificial intelligence-based image analysis.

In their article entitled *"Student Views on Flipped Learning and Gamification in Social Studies Teaching,"* Aslıhan Ayar and Behsat Savaş examine pre-service teachers' views on flipped learning and gamification practices in social studies teaching. The study highlights the positive contributions of these approaches to learning processes, student engagement, and knowledge retention.

In *"A SqueezeNet-Based Deep Learning Model for Automatic Foul Detection in Soccer Game Images,"* Ahmet Düzgünce proposes a deep learning-based model for automatically identifying foul situations in football images. The study presents findings concerning the application of image processing and artificial intelligence technologies in sports analytics.

The article *"TPACK and SAMR in Geometry Teaching: The Gap Between Perception and Performance,"* by Yusuf Can and Süha Yılmaz, investigates the effects of mobile application-supported geometry teaching on pre-service teachers' technological pedagogical content knowledge. The findings indicate that improvements in perceptions of technology integration do not necessarily translate into corresponding improvements in pedagogical design performance.

We extend our sincere appreciation to the authors, reviewers, and editorial board members whose contributions have made this issue possible.

We hope that the articles in this issue will contribute to research and practice in their respective fields and wish our readers an engaging reading experience.

01 November, 2026

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