



Research in Social Sciences and Technology

EDITORIAL

Social sciences and technology have an essential role in formation of society. Through social sciences one can understand what society needs and how these needs can be provided. Also, social sciences provide knowledge that address social demands, and possible solutions for problems of the society. The use of technology is obvious in all spheres of society and driving changes in daily life. Research in Social Sciences and Technology (RESSAT) journal emerges within this context and provides a scholarly platform to bring together articles related to social sciences and technology. As an international peer-reviewed journal, RESSAT will seek to publish articles that draws on the anthropology, archaeology, criminology, education, economics, geography, history, information and communications technology (ICT), law, linguistics, religion, political science, psychology, and sociology.

With great pleasure we welcome all authors involved in improving research in social sciences and technology. RESSAT can be distinguished from other journals available in social sciences by its inter-disciplinary focus and its priority on the use of technology in social sciences. RESSAT provides an academic platform for authors to publish empirical studies together with discussion of conceptual and methodological issues of relevance to social sciences and technology.

Welcome to the first issue of RESSAT. The first issue provides empirical studies related to education. Waters and Russell introduces this issue with a paper that understands the experiences of six secondary pre-service teachers that completed a semester long internship with a supervising mentor at a virtual school in the Southeastern United States. This study

sought to examine why secondary pre-service teachers chose a virtual internship and what their experiences were like as online instructors.

Demirhan and Yücel follow next with a paper that determines the effects of managerial style, teacher burnout and demographics on teacher commitment. Korkmaz and Avcı investigate pre-service teachers' experience about playing technology games and their opinions about using contemporary technology to play games as an instructional tool. Kılınç, Kılınç, Kaya, Beşer, Er Türküresin and Kesten offer a quantitative study that examines teachers' attitudes toward the use of technology in social studies teaching. Last, the innovations in the area of education throughout the world will be examined and the place of Turkey compared to other countries in educational innovations will be analyzed in Tarman's study.

Thanks to all authors who contributed to the first issue. I also appreciate the work of reviewers who demonstrated their considerable commitment to the journal. I hope that readers will both enjoy and be challenged by the articles in the first issue of RESSAT. Please join us to contribute to the development of RESSAT in the future.

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Editor in Chief