



Dear Reader,

While we are looking forward to publishing the next special issue of *International Electronic Journal of Elementary Education (IEJEE)* which will be about *reading comprehension* by Prof. Karen M. Zabrocky of Georgia State University, USA, as the guest editor, we are pleased to present you Volume 3, Issue 3 of the journal.

The first article is a cross-cultural study of Humour among Chinese and Greek Preschool Children in Relation to Cognitive Development. Researchers Juan GUO, XiangKui ZHANG, Yong WANG and Aphrodite XEROMERITOU address an interesting topic: Humour among preschool children. In their research they found that Chinese and Greek children's humour recognition were significantly and positively correlated to their cognitive development, but there was a different correlation pattern between humour response levels and cognitive development. Chinese children's level of humour responses was negatively and moderately correlated to their level of cognitive development in contrast to the positive correlation between these two variables among the Greek children. They conclude that cultural factors play a strong role in determining the correlation between humour response and cognitive development among young children.

The second article is about another contemporary global topic in elementary education: The self-assessment processes in the elementary schools. Canadian researchers Thomas G. RYAN and Leslie TELFER conducted a research review that includes an examination of the foundational components of effective schools, the purpose of school self-assessment, and the successes and challenges of school self-assessment both locally and internationally. Ryan and Telfer present informative and research based perspectives and practical ideas about school self-assessment that the decision makers at any level of the educational system can make use of.

The third article is addressing assessment of bilingual children with *inattention, overactivity* and *impulsivity*. It's a well known fact that ADHD is one of the widespread neurological disorders among children. Researchers Meral R. ÖZERK, Jan Arne HANDORFF and Kamil ÖZERK draw our attention to several critical aspects of the assessment practices and medical diagnosis of bilingual children with immigrant background based on a research project in Norwegian context. In their article, the authors present some solutions as an alternative to one-sided intelligence-test based approaches. They stress the importance of multidimensional, multisourced and bilingual assessment model for identifying the knowledge-related and language-related elements of the academic learning gap that these children usually experience prior to and during the assessment period.

The fourth and the last article of this issue is about the effects of using flashcards with reading racetrack to teach letter sounds, sight words, and math facts to elementary students with learning disabilities. Those who work with or interested in reading and math teaching in elementary education know that there are several approaches to and arguments about how to ensure the development of these important skills among young students. At the same time it's important to present research based ideas, programs and methods that can help elementary teachers to teach students with learning disabilities letter sounds, sight words and math facts. On the bases of their restricted research study, researchers Rachel ERBEY, T. F. MCLAUGHLIN, K. Mark DERBY and Mary EVERSON present informative pedagogical ideas from their practical study. With their words: *"The study was practical. The racetrack was effective, and was easy to use in an elementary resource classroom. The flashcards and racetracks were simple to create, and were easy to use in two subject-matter areas. Reading/math racetracks were easy to implement and could be incorporated into the general and special education classroom routine."*

I hope you, as a reader, will enjoy the content of this issue. I want to express my gratitude to my closest colleagues and executive editors *Dr. Turan Temur* of University of Dumlupinar and *Dr. Gökhan Özsoy* of Aksaray University for their editorial contributions. I also want to thank to all of the peer reviewers for this issue of *IEJEE*.

Sincerely,
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