Preface

This special issue is dedicated to Prof. Dr. Hatice Ferhan Odabaşı, who retired from the Department of Computer Education and Instructional Technology at Anadolu University after decades of invaluable contributions to the academic world.

Prof. Dr. Odabaşı is a renowned scholar in the field of educational technologies, recognized not only in Turkey but also on an international level. She has spearheaded numerous projects and served as a guiding light to countless students. As an educator who believed that education is not merely a profession but a way of life, she conducted her career with this philosophy at its core. She left an indelible mark over her 39 years at Anadolu University with her academic discipline, profound respect for humanity, and unwavering dedication to her students' development.

Her students, colleagues, and collaborators have been enriched not only with scientific knowledge but also with the values of humanity. Prof. Dr. Odabaşı, believing in the transformative power of knowledge beyond its use as a tool, fostered a vast and diverse community over the years, supporting every individual she worked with. It would not be an exaggeration to say that she built her own "tribe" over time- a tribe that brought together individuals from diverse backgrounds, geographies, habits, and experiences. If one were to ask what diversity and inclusivity mean, the answer could be found in this tribe. This includes the students, colleagues, and collaborators she mentored and learned from throughout her journey.

In this issue, you will find the names of a large number of students and colleagues nurtured by Prof. Dr. Hatice Ferhan Odabaşı, as well as access to the high-quality scientific articles they have authored. In this sense, each article not only presents the work of esteemed researchers in the field of Computer Education and Instructional Technology in Turkey but also offers a glimpse into the academic life of Prof. Dr. Odabaşı.

In this special issue, we present ten articles that reflect the diverse and interdisciplinary scope of our journal. We would like to thank all the students and colleagues of Prof. Dr. Odabaşı who contributed to the publication of this special issue by sending their publications and refereeing. These articles are:

The first article, entitled "The Use of Technology in Literacy Teaching in Türkiye: A Meta-Synthesis Study (2012-2022)" by Ersin Akar and Ali Ersoy. In this article, the line of research on the use of technology in literacy teaching in Türkiye was analyzed using a meta-synthesis approach.

Second article titled "Teachers' Views on Digital Distraction" written by Ece Güngör, Adile Aşkım Kurt. The aim of this research article is to find out teachers' views on digital distraction. The sub-objectives of the study are to find out whether teachers experience digital distraction, in which environments they experience digital distraction, what they feel when they experience digital distraction and what precautions they take against digital distraction.

The third article written by İrem Nur Akkan and Derya Atik Kara entitled "The Enacted Curriculum's Impact on Learner Identity and Inequities in Türkiye".The article aimed to reveal the role of the enacted curriculum in deepening and reproducing inequities by making sense of the experiences of disadvantaged Turkish learners regarding identity construction.

The fourth article titled "Integrating Digital Technologies and AI in Art Education: Pedagogical Competencies and the Evolution of Digital Visual Culture" and written by Suzan Duygu Bedir Erişti and Kerry Freedman. The purpose of this article is to conduct an instructor and student-centered inquiry that focuses on interactions within the realm of digital visual culture and AI in art education. The research reflects the perspectives of art and design education regarding digital visual culture and AI in teaching, alongside the perspectives of art and design students concerning the integration of these elements within their learning experiences.

Fifth article titled "Teachers' Perception Scale towards the Use of Artificial Intelligence Tools in Education" written by Seher Işik, Recep Çakır and Özgen Korkmaz which aims to develop a scale to determine teachers' perceptions of the use of artificial intelligence tools in education.

The sixth article written by Ezgi Doğan and Ferhan Şahin entitled "Advances in Artificial Intelligence in Education: Leading Contributors, Current Hot Topics, And Emerging Trends" uses bibliometric analysis to explore the landscape of AI research in education, focusing on studies indexed in the Web of Science (WOS) database.

The seventh article, written by Tayfun Şenoğlu and Ahmet Naci Çoklar is entitled "Investigation of Studies and Training Activities on Cyberbullying and Cyber Awareness in Türkiye". The aim of the research article is to evaluate the studies and educational activities on cyberbullying and cyber awareness in Türkiye for people who actively use digital environments in our age where technology use is given importance.

The eighth article titled "Investigation of the Relationship between Teachers' Problem Solving Skills and Technostress Levels" written by Halit Arslan and Yusuf Levent Şahin. This study aims to investigate the relationship between teachers' problem solving skills and their level of technostress.

Ninth article entitled "Artificial Intelligence-Assisted Translation in Education: Academic Perspectives and Student Approaches" by Demet Özmat and Buket Akkoyunlu. This study aims to investigate the opinions of students and teachers in the Translation and Interpreting Department on the use of artificial intelligence in translation studies.

The tenth article written by Şenay Ozan Deniz and Fatma Akgün titled "An Examination of the Effects of Information Technology Course on Computational Thinking Skills and Technology-Mediated Learning" aimed to determine the effect of the information technologies course on students' computational thinking skills and technology-mediated learning process.

This special issue, prepared to honour the academic legacy of the mother of the Department of Computer Education and Instructional Technology, Prof. Dr. Odabaşı, and to pass it on to future generations, is a testament to the respect that her vision commands. We celebrate her remarkable contributions and the lasting impact she has made on the academic and personal lives of so many. We thank to Prof.Dr. Hatice Ferhan Odabaşı for being an excellent teacher, guide, leader and mother to all her students. We would like to wish our excellent teacher a healthy and happy retirement, in which she will not take her hand from us.

Prof.Dr.Adile Aşkım Kurt and Assist.Prof. Sanem Odabaşı