From Editor

Dear Readers,

Technology integration in education is a multidimensional and elaborative process. In addition to the influences of numerous administrative, instructional, and institutional factors, the stakeholders of education including learners, teachers, and principals play important roles in this process. Despite common misconception, an effective technology integration in education is beyond adopting contemporary technologies. Rather, the inherent transformational nature of technology integration has many requirements ranging from establishing a sound technological infrastructure to technological innovativeness. In this context, educational technology integration in and of itself continues to change both conceptually and theoretically. The multidimensional and transformative nature of technology integration makes it a genuine field of study that calls for new scientific studies. Thus, the theme for the November 2016 Special Issue of Education and Science has been designated as "Implementation of Technological Integration in Education".

In this special issue on "Implementation of Technological Integration in Education", the aim was to provide a multifaceted and holistic perspective for practitioners and researchers. In line with that, this issues covers studies in the topics of models for technology integration in education, technological pedagogical content knowledge (TPACK), technology acceptance models, stakeholders of technology integration, innovative approaches in technology integration, new technology integration models, components of technology integration, technology integration initiatives at a national scale (e.g., the FATIH Project in Turkey), and international technology integration projects. Among such diverse topics, the priority was given to the studies concerning the evaluation of learning outcomes and the development of new teaching and learning strategies. The prominent topics of this special issue include "online assessment and evaluation systems", "technology leadership", "various evaluations of the FATIH project", "evaluation of augmented reality applications", and "evaluation of techno-pedagogical content knowledge". We believe that the inclusion of the studies on "technology integration implementations in special education" and availability of studies employing wide-ranges of qualitative and quantitative methods contribute to the Special Issue's aim for providing a broad perspective on technology integration.

We would like to thank all reviewers who have contributed to this Special Issue on "Implementation of Technological Integration in Education". We would also like to thank the Turkish Education Association, TEDMEM, Prof. Ziya Selçuk, Assist. Prof. Mehmet Palancı, and publication editor Hüseyin Körpeoğlu, for their support and diligent work in preparation for this Special Issue. Finally, we wish a pleasant reading to our readers.

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