

## Editorial

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Dear Readers,

I am delighted to share the new issue of the *Qualitative Inquiry in Education: Theory and Practice* (QIETP) journal. This issue includes five articles: four research articles and one review article. I am grateful to our esteemed authors and referees for their contributions to QIETP.

The first article in this issue is a research study titled “A Phenomenographic Analysis of School Principals’ Understandings of Teachers’ Idiosyncratic Deals” by Gökhan Özaslan. The study focuses on understanding school principals’ perceptions of teachers’ unique behaviors through a phenomenographic design. I believe conducting the study with a phenomenographic approach will give researchers and readers diverse perspectives.

The second article, “Exploring the Course ‘Foreign Language Teaching in Primary Schools’: Perspectives of Future Teachers,” is a research study by Zeynel Amaç. In his study, Amaç examines the contribution of foreign language teaching to the professional development of prospective classroom teachers using a basic qualitative research design. This study is significant for teacher education and generating insights into teacher training.

The third article in this issue is Nai-Cheng Kuo and Molly Gilbreath's “Exploring Five Modes of Thinking for Qualitative Data Analysis on Ikeda’s Peace Dialogues,” which employs document analysis. In this study, the reserchers provides an overview of the five modes of thinking (categorical, narrative, dialectic, poetic, and diagrammatic) proposed by Freeman (2017) for qualitative data analysis, demonstrating how each mode can be applied to analyze Daisaku Ikeda's philosophical framework. Additionally, the study discusses why understanding Ikeda’s peace dialogues through multiple modes of thinking is important and identifies the foundational dimensions of peace illustrated in his dialogues. This work offers an innovative perspective on qualitative data analysis based on documents.

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The fourth article, “How Do Students Interpret Human Rights in Their Drawings?” is a research study conducted by Büşra Solakoğlu, Şule Aksoy Ogün, and Arife Figen Ersoy. The researchers aim to understand elementary fourth-grade students’ perceptions of human rights through the drawings they create. This study inspires researchers, particularly because it uses art-based methods and focuses on the subject matter.

The fifth article is a systematic review study by Tara Indar and Marie Byrd, titled “A Leading with Cultural Responsiveness: A Systematic Review of the Literature.” The researchers focus on the role of cultural responsiveness in addressing the low academic achievement of Black/African American and Hispanic students. This systematic literature review emphasizes the role of culturally responsive leadership in evidence-based best practices for effective educational leadership. The study is significant for highlighting the relationship between the lack of meaningful cultural connections among students, teachers, and educational leaders and the issue of low academic

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Qualitative Inquiry in Education: Theory and Practice, editorial, phenomenographic analysis, basic qualitative research, Ikeda's Peace Dialogues, document analysis, art-based research, systematic literature review