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Editorial

## Editorial Foreword

This publication marks the fifteenth issue of the *Journal of Educational Sciences* (JES), Qatar University College of Education peer-reviewed journal. We have always been keen to present to our academic colleagues and fellow scholars in the Arab world and around the globe, various timely educational topics in the psychological and pedagogical fields after a thorough and extensive peer-review process.

This issue includes seven research articles. The first article examines the relationship between visual-motor integration and reading, written language and academic achievement among 5<sup>th</sup>-9<sup>th</sup> grade students in Qatar. The second article assesses the effectiveness of using a computerized package to development of geomorphological concepts and visual thinking skills of the 10<sup>th</sup>-grade female students, while the third one explores the equating test forms for progress in international reading literacy study (PIRLS 2011) using item response theory. The fourth article studies the identity styles and psychological factors among 11<sup>th</sup> and 12<sup>th</sup> grade schoolchildren. The fifth article examines the effectiveness of the 5E's learning cycle in rhetoric achievement among 10<sup>th</sup>-grade female students and the sixth one sheds light on students' perceptions of the nature of science. Last but not least, the seventh article highlights the obstacles of employing administrative technology in strategic planning.

As part of our commitment to promote research in general, and education research in particular, JES Editorial Board encourages and welcomes for review Arabic and English submissions of a diverse range of research topics from around the world. This reflects our mission to keep the journal a beacon for researchers and practitioners worldwide and a platform for showcasing cutting-edge knowledge at the local and regional level.