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Editorial Foreword

This is the twentieth edition of the Journal of Educational Sciences, issued by the College of Education at Qatar University. This edition of the journal includes seven articles that address diverse issues in education. The first article examines the effectiveness of a teaching model in preparing civic engagement based on mind habits during the COVID-19 pandemic among visually impaired students. The second article examines challenges in teaching mathematics from teachers' perspectives and looks at ways to overcome them in early childhood. The third article deals with how public school principals and their teachers practice their roles in activating learning for an inclusive green economy in the view of Oman Vision 2040, while the fourth one investigates the viewpoint of mathematics teachers toward distance learning at the elementary grade level. The fifth article examines the effectiveness of video self-modeling in improving reading fluency and motivation among fifth-grade female students with learning difficulties. The sixth article investigates the use of authentic language in EFL classrooms. The last article evaluates English language books at the secondary level in Palestinian schools based on standards for evaluating textbooks.

The Journal of Educational Sciences reiterates its emphasis on the journal's keenness to receive researches written in both Arabic or in English from Arab researchers working globally. The journal encourages all researchers to communicate with the journal administration if they wish to participate in the arbitration and review of manuscripts submitted for consideration.

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