

EDITORIAL

Dear Readers,

We are pleased to share with you the 2025 Issue 1 (Volume 22, Issue 1, March 2025) of the Journal of Education and Research in Nursing.

In recent years, the integration of active learning strategies in nursing education has assumed critical importance in the systematic enhancement of professional knowledge and skills. These approaches enable students to transform theoretical knowledge into practical applications and develop critical thinking skills, thereby supporting the generation of effective solutions for situations that may be encountered in clinical settings. Active learning methods, through the adoption of student-centered approaches, enrich the knowledge acquisition process by going beyond passive listening. Techniques such as group work, case discussions, and simulation not only enhance nursing students' clinical decision-making and problem-solving competencies but also strengthen their engagement and motivation throughout the educational process. Studies have demonstrated that these methods serve as effective tools for integrating theoretical knowledge with clinical practice, significantly contributing to the improvement of educational quality and the enhancement of patient care standards. Furthermore, studies in this field have underscored the efficacy and sustainability of innovative educational strategies, emphasizing the need for continual methodological improvements in nursing education.

I am pleased to announce that our journal is indexed in the databases of TÜBİTAK ULAKBİM Medicine (2012), EBSCO (2017), CINAHL (2017), DOAJ (2021), Research4Life (2021), Hinari (2021), GALE (2022), CNKI (2022), SCILIT (2023), OUCI (2023), MIAR (2024), SUDOC (2024), Zeitschriften Datenbank (2024), Electronic Journal Library (2024), EmCare (2025), and we are working to publish our journal within the framework of international academic publishing standards. The studies with a high level of evidence from you have been instrumental in achieving these goals, and we recognize the valuable contributions of our journal's stakeholders—our readers, editors, managing director, and advisory board members.

As for our March 2025 issue, a total of 12 studies, including eleven valuable original studies and one case report, are presented in this issue. The titles of the articles are as follows:

The original articles are titled "The Effect of Mentor-Assisted Teaching on Nursing Students' Knowledge Levels and Awareness of Phlebitis", "The Impact of Flipped Classroom and Kahoot! on Students' Motivation in Biostatistics Education: An Action Research Study", "Factors Associated with Hidden Curriculum Perceptions in Nursing Education: A Cross-Sectional Study", "The Relationship Between Social Media Addiction and Mental Fatigue Levels in Faculty of Health Sciences Students: A Descriptive and Relational Study", "Barriers Experienced by Community Nurses in Delivering Pain Management to End of Life Adult Cancer Patients", "Evaluating Academic Help-Seeking Behavior of Nursing and Midwifery Students in NMTC Tamale, Ghana", "As If I Didn't Belong Here: First-Year Experiences of International Nursing Students at University—A Qualitative Study", "A Retrospective Evaluation of COVID-19-Related Nursing Diagnoses, Interventions, and Outcomes in Patients Hospitalized With a COVID-19 Diagnosis", "Determining Discharge Learning Needs and Influencing Factors in Patients Undergoing Cardiovascular Surgery", "Digital Healthy Diet and Health Literacy in Chronic Patients", "Effect of Listening to Music on Anxiety Levels of Nursing Students During Their First Experience With Intravenous Catheterization: A Quasi-Experimental Study"

The case report article is titled "Nursing Care of a Child with Perforated Acute Appendicitis According to the Nursing Model Based on Life Activities: A Case Report".

I would like to express my deepest gratitude to our authors for their contributions in presenting updated research findings to our readers, aimed at improving the quality and safety of nursing care services in society. I also extend my sincere thanks to the members of the editorial board for their efforts in publishing our journal and to the members of the advisory board for their careful evaluation of each article.

"Education is not the learning of facts, but the training of the mind to think."

Albert Einstein

Kind regards,

Prof. Sevilay Şenol Çelik, PhD, RN