

Editorial

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1 INTRODUCTION

The 1st Issue of the Journal of Contemporary Education Theory & Research for 2023, presents a compilation of insightful papers that explore diverse facets of education in our ever-evolving world. We are privileged to feature a range of thought-provoking contributions from esteemed authors who delve into critical areas of education, share with our readers their research and conceptual papers and shed light on the challenges and opportunities that exist within the field.

2 PRESENTATION OF THE ISSUE

The first paper of the Issue, “Change and risk management roadmap towards higher education quality”, authored by Chatzipoulidis, Avdimiotis, Kokkinis, Tsiakis, and Kargidis, deals with the intricacies of change management in higher education, emphasizing risk management as a foundational pillar. Their research reveals an innovative set of principles that not only enhance change management strategies in Higher Education Institutions but also elevate the quality of education in today's complex educational landscape. As the authors draw attention to the scarcity of research in this domain, they offer invaluable insights through their PEST, SWOT, and "What's In It For Me?" (WIIFM) analyses, unveiling four pivotal drivers of educational change. These drivers encompass macro, micro, individual, and operational elements, culminating in a comprehensive risk roadmap for effective implementation. Their paper underscores the transformative potential of a change-aware culture, aligning knowledge management with quality education, and guarding against unrealistic

targets that can jeopardize Higher Education Institutions.

The second paper, “Conceptual dimensions of quality in school education”, authored by Darra and Papanthymou, embarks on a comprehensive exploration of the multifaceted concept of 'quality' in primary and secondary education. Through a meticulous content analysis of numerous scientific publications, the authors unveil 21 prominent dimensions of quality, categorizing them into five overarching domains: learning environment, learning content, processes, students, and teachers. Their findings highlight the preeminence of psychosocial elements in the learning environment, student-centered pedagogy in learning content, and support, supervision, teaching, and assessment in the processes category. Within the students' domain, the emphasis rests on improved learning outcomes, while in the teacher category, the dimensions of emotional management, reflection skills, and profound knowledge of the educational context, content, curriculum, and pedagogy shine through. This paper provides a valuable contribution to the ongoing discourse on quality education in the primary and secondary sectors.

In their conceptual paper, “Review of online teaching and course design through K–12 leaders' practices”, Warnick and Mullen turn their attention to the pivotal role of online teaching and course design in K–12 settings. Their exploration is guided by two influential theories, the Community of Inquiry (CoI) and Academic Communities of Engagement (ACE). Through a synthesis of reviewed sources, they illuminate how instructional practices aligned with CoI and ACE positively impact student engagement, learning outcomes, attendance, and satisfaction. The authors stress that



their analysis holds significance for K–12 leaders in online instructional contexts, offering a valuable resource for shaping the future of education.

Next, Alexiadou's paper, "Advancing inclusive education policies: the vital role of human rights," underscores the significance of inclusive education policies. Based on an extensive literature and document analysis of international and regional human rights regimes, the author calls for a more profound focus on the development of inclusive education environments, guaranteeing quality education for all without discrimination, based on equal opportunities. Alexiadou emphasizes the transformative potential of a human rights-based approach, particularly for marginalized and disadvantaged students-learners.

Afterwards, the paper by Kotsaki and Simeli, "Web tools 2.0 for recording and monitoring the training process in V.E.T. institutions: adult educators' satisfaction with their use", delves into the utilization of Web 2.0 tools Vocational Education and Training Institutions. Their study presents the results of a survey conducted among course instructors, revealing a high level of satisfaction with the usability and usefulness of Web 2.0 tools. This research underscores the value of technology in enhancing the educational process and the positive response from educators when provided with innovative tools.

Finally, the paper by Linaroudis, Chatzigeorgiou, Christou, and Kilipiris "Transmutation of culture to culture-oriented activities in foreign language education: the constructive challenge of intercultural awareness" deals with the issue of intercultural activities within the classroom. This work provides findings that derived from desk research and contributes to the reposition of the educators' skills in the front row of education, readjusting the focal point of the extensive bibliography from intrinsic terms to external behaviors such as responsibility and global citizenship.

We extend our heartfelt gratitude to our contributing authors for their remarkable insights and their dedication to advancing the field of education. We hope our readers find this issue as enlightening and thought-provoking as we have. We eagerly anticipate presenting the forthcoming 2nd issue of the 7th Volume, scheduled for publication before the end of 2023. Thank you for your continued support and engagement with the Journal of Contemporary Education Theory & Research.