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Pedagogical Perspective (PedPer) (eISSN: 2822-4841) is an international, open-access journal publishing English-language research and review articles in education. PedPer welcomes qualitative, quantitative, mixed-methods, theoretical, and methodological studies that advance educational theory and practice and foster interdisciplinary and international dialogue.

Aims

Pedagogical Perspective (PedPer) aims to advance contemporary scholarship in education—particularly in teacher education, curriculum and instruction, learning sciences, social studies education, educational technologies, and related interdisciplinary fields—by:

- Publishing high-quality, peer-reviewed studies that address a broad range of educational topics and contribute to both theoretical and practical knowledge;
- Publishing quantitative, qualitative, mixed-methods, theoretical, methodological, and critical review articles that offer strong conceptual framing, integrate theory and practice, and provide evidence-based insights for educational improvement;
- Providing an international forum for disseminating original research on teaching, learning, pedagogy, and educational innovation;
- Bringing together global scholars, educators, practitioners, and policy-relevant stakeholders to deepen understanding of key educational issues and promote interdisciplinary dialogue.

Scope

PedPer is dedicated to promoting and disseminating high-quality and innovative research across the field of education. The journal welcomes rigorous manuscripts using qualitative, quantitative, mixed-methods, theoretical, and methodological approaches, focusing on (but not limited to):

- Teacher education and professional development
- Curriculum design, instructional strategies, and learning environments
- Educational technologies, AI in education, digital literacy, and digital competencies
- Social studies, citizenship education, and global competencies
- Learning sciences; cognitive and affective learning processes
- Assessment, measurement, and educational evaluation
- Inclusive, equitable, and multicultural education
- Interdisciplinary, comparative, and international perspectives on education

Submissions demonstrating strong methodological grounding, interdisciplinary relevance, and international significance are particularly encouraged.

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Editorial

TSTT special issue editorial: Teacher training in the digital age

Erhan Yaylak

Research Articles

Unpacking the role of AI in transforming English language teacher professionalism

Şakire Erbay Çetinkaya, Servet Çelik

A qualitative study on ELT instructors' firsthand experiences with AI integration in English writing classes

Sevcan Bayraktar Çepni, Gökhan Çepni

EFL administrators' well-being and their professional resilience: Ecological insights for teacher training

Elif Aydın Yazıcı

From humanities to STEAM: gamified learning and the development of digital competencies in the classical high school

Daniela Canfarotta, Manuela Pipitone

Challenges in intercultural leadership: An overview of the SHUTTLE project and the incorporation of AI in an HE context

Michael Diaz