

Dear readers,

We are pleased to present the second issue of the fifth volume of *Pedagogical Perspective*. This issue brings together thirteen articles (ten research articles, one review article, and two conceptual articles) contributed by scholars from China, Ethiopia, Nepal, Norway, Türkiye, the United States, and Zambia. The geographical and disciplinary diversity of these contributions reflects the journal's aim of providing an international and interdisciplinary forum for educational inquiry.

The research articles address a wide range of educational issues, from early childhood to higher education. In special education, a single-subject study examines how interest-based text adaptations may support the reading fluency of a student with co-occurring autism spectrum disorder and dyslexia. In language education, one study investigates the mediating role of listening motivation in the relationship between listening self-efficacy and metacognitive awareness, while another uses Q methodology to reveal how teachers enact ICT affordances in rural English language classrooms in Nepal. Studies in early childhood education explore the relationship between theory of mind and counting skills, the extent to which a centralized early childhood curriculum supports child sexual abuse prevention, the subject composition of children's book collections in public libraries, and a newly developed situational judgment test for measuring preschool teachers' autonomy support. The issue also features studies that evaluate the performance of artificial intelligence as a playwright and dramaturg, examine students' experiences of integrating indigenous games into physical education, and explore the designer identity of graphic design students in the era of artificial intelligence.

The review article offers a thematic analysis of the literature on natural disaster literacy in education. The conceptual articles make substantial contributions to theoretical debate: the first theorizes epistemic blindness as a structural feature of credentialist education, and the second proposes a hegemonic barrier model, grounded in a Gramscian perspective, for understanding the barriers to teaching political and controversial issues holistically.

We are grateful to everyone who contributed to this issue. We sincerely thank our authors for entrusting their work to the journal, our reviewers for their rigorous and constructive evaluations, the members of our Editorial Board and Scientific Advisory Board, our language editor, and the editorial team involved in preparing this issue for publication. *Pedagogical Perspective* will continue to provide a high-quality publication venue for educational research, guided by the principles of double-blind peer review, open access, and publication ethics.

We look forward to your contributions to our forthcoming issues and wish you an enjoyable read.

Sincerely,

Assoc. Prof. Dr. Emrah AKMAN

Editor-in-Chief

Pedagogical Perspective