

Message from the Editor-in-Chief

Associate Professor Ingrid Harrington

To cite this article: Associate Professor Ingrid Harrington. (2026). Message from the Editor-in-Chief. *International Journal of Higher Education*, 15(2), p0-1. <https://doi.org/10.5430/ijhe.v15n2p0>

doi:10.5430/ijhe.v15n2p0

URL: <https://doi.org/10.5430/ijhe.v15n2p0>

With pleasure, I welcome the April edition of the International Journal of Higher Education to be published immediately. This new issue collects material from Japan, Mongolia, the USA, Kenya and Mexico, that directly impacts one of the most urgent issues for contemporary higher education: how to enrich the learning of higher education students through innovation, engagement, and the thoughtful integration of future technologies.

In many countries across the world, universities continue to negotiate the new terrain of education and instruction as digital platforms, heterogenous student populations and shifting societal expectation forces teachers to rethink conventional teaching practices. This dynamic landscape is mirrored in this paper's additions (both conceptual and practical) that advance our understanding of successful teaching, especially in the context of higher education.

Ryosuke Onoda in the first article investigates the teaching potential of preparatory online learning. The study demonstrates that organized pre-lecture activities can engage students' prior knowledge and generate more meaningful peer interaction that could benefit from the engagement level in the classroom. Onoda's work is part of a growing academic literature highlighting the significance of learner-centred and social learning in schools, which is increasingly highlighted in academic research. In parallel, the second article that we are providing (which is based on the first one) by Luvsandorj Tsogdov et al describes a new framework of artificial intelligence into traditional didactic triangle: teacher, student and content. The authors present the 5S Framework as a way to forward-looking perspective of how the role AI could play in enhancing teaching effectiveness, student engagement and learning outcomes. This work is timely, just as institutions around the world examine the opportunities and threats posed by AI-intensified education. A third article by Boudour Abdalhak then, presents a critical and timely perspective in "Beyond Algorithms: Women's Leadership as the Moral Compass of AI-Driven Curriculum Reform". As artificial intelligence is woven into the fabric of curriculum design and delivery, women's leadership is critical to rooting these reforms in ethical values, equity, and human care, according to Abdalhak. This article critiques techno determinism and establishes moral agency as a necessary part of enduring educational transformation.

Looking to student and staff wellbeing, Joseph Bosire's fourth article and a multi-institutional team report on their empirical study highlight concerning prevalence rates of problem gambling in a university community and challenge the existing culture to adopt institutional policies to deal with this underexplored issue. The findings have profound implications for universities worldwide, reminding us that mental health and harm minimisation should not, and cannot, be secondary to holistic student support. The fifth article is that of Estwick et al, who show us an example of this by using rich qualitative data to demonstrate why international experiences impact not just academic development, but the extent to which our identity, intercultural competence and career readiness is changed, not only from our learning but also beyond the classroom and shaping life course paths. The sixth paper is Keita Shinogaya, whose article is a subtle comparison regarding student learning behavior between delivery approaches. Shinogaya identifies prominent influences driving or obstructing spontaneous preparation with concrete tips for educators in developing flexible learning space to make self-regulated learning possible.

The second last article by Tyler Horan focuses on a burning policy question in "The Master's Degree Boom: How universities increased supply as employers cut demand." Horan looks through a critical lens at the increasing mismatch between the supply of graduate education and labour market demand, and opens up urgent questions in the area of credential inflation, student debt, and the role of postgraduate study in the 21st-century economy. This article

is very much needed reading for policymakers, university administrators, and students. Martinez in our final article features the voices of these emerging educators, as they navigate the interplay between pedagogical theory and application. Findings confirm microteaching as a highly effective rehearsal site for building confidence, reflective practice, and instructional skills, which has long-term implications for teacher training.

These eight articles collectively cover a range of continents, methods, and levels of education. They all are dedicated to getting to know and enhancing learners' and educators' lived experiences, be it through technology, leadership, policy or pedagogy. I extend in my full thanks the authors for their robust scholarly efforts, the reviewers' constructive criticism, and the editorial team's tireless effort.

I would like to express my sincere gratitude to our authors for the valuable work they contributed, as well as to our reviewers and editorial board for their continuous work to keep the journal's contributions to quality and professionalism. Together, they work to ensure that the International Journal of Higher Education remains a legitimate source of academic discussions and innovation. I hope you will open up some thoughts for new concepts, and encourage you to reflect as well as improve as a teacher / student at higher education.

With warm regards,

Associate Professor Ingrid Harrington
Editor-in-Chief
International Journal of Higher Education