



Revista on line de Política e Gestão Educacional
Online Journal of Policy and Educational Management



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EDITORIAL – SPECIAL EDITION 2025

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How to reference this paper:

Santos Cruz, J. A., & Lemes, S. S. (2025). Editorial – Edição especial 2025. *Revista on line de Política e Gestão Educacional*, 29(esp. 1), e025044. DOI: 10.22633/rpge.v29iesp1.20585

Submitted: 08/07/2025

Approved: 15/07/2025

Published: 15/09/2025

Article submitted to the similarity system



Editor: Prof. Dr. Sebastião de Souza Lemes

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz.

The 2025 Special Issue of the *Revista on-line de Política e Gestão Educacional (RPGE)*, entitled “Experiências e Olhares para a Educação do Sudoeste Asiático ao Transcontinental e Leste Europeu,” precisely reflects RPGE’s mission: to democratize scientific knowledge, strengthen open science, and ensure unrestricted access to global academic production. This publication consolidates the journal’s editorial commitment to regional diversity, cultural plurality, and scientific integrity, overcoming geopolitical and epistemological barriers in order to value the knowledge produced within distinct contexts.

By bringing together twenty articles from countries such as Vietnam, Azerbaijan, Ukraine, Indonesia, Turkey, Malaysia, Saudi Arabia, and the Czech Republic, RPGE reaffirms its interdisciplinary vocation and its commitment to building a global network of knowledge in educational policies, school management, and innovative practices. The guiding thread of this issue is the recognition of multiple perspectives that engage with the complexity of contemporary education.

Opening this edition, the article “The impact of professional development on teacher cognition about reading instruction practices” (e025023), by Abdulaziz Althewini, presents a rigorous analysis of how continuous professional training reshapes teachers’ mindsets and pedagogical choices, particularly in the field of reading. In alignment with this theme, the paper “Enhancing reading comprehension: examining Saudi EFL teachers’ beliefs and implementation of metacognitive strategies” (e025038), by the same author, further strengthens the debate on reading instruction through pedagogical awareness and the reflective use of strategies.

The study “The effect of journal writing activities on various variables within the scope of special teaching methods course” (e025024), by Emine Hatun Diken, Seyda Gul, and Esra Ozay Kose, highlights the power of emotional and pedagogical self-regulation in teacher training courses. Meanwhile, the research “The relationship between politics and youth lifestyle in the current context” (e025025), by Nguyen Hai Yen, introduces a contemporary sociopolitical perspective on youth and decision-making.

The theme of leadership is addressed in “Visionary leadership and crisis management in education: secondary school teachers’ perspective” (e025026), by Sermin Agrali et al., based on a diverse sample of Turkish teachers. In parallel, the paper “Educational leaders training: a comparative perspective of practices in Ukrainian and global scale” (e025036), by Alla Moskalenko et al., expands the discussion on leadership and institutional innovation.

Particular attention is given to the articulation between culture and learning. This is exemplified in “A culturally integrated problem-based learning approach: boosting communication skills using the Gayo tribe’s berkeberen tradition” (e025027), by Rosina Zahara, Yusnadi Yusnadi, and Edy Surya, where the Berkeberen tradition is integrated into communication teaching, and in “A culturally inspired learning framework: boosting higher-order thinking through Malay values” (e025032), by Rizki Nurjehan, Khairil Ansari, and Yusnadi Yusnadi, which demonstrates the effectiveness of local values in shaping complex cognitive skills.

Sports education is problematized in the article “Dark triad traits in sports education: relationship with aggression in taekwondo athletes” by Sermin Agrali Ermis et al. (e025031), exemplifying scientific boldness at the intersection of psychology and physical education. In childhood, the study “Examination of the relationship between aggression impulse levels and family perception in 7-9-year-old children through projective tests” by Hanife Akgül, Gülşah Yildirim, and Sibel Güven (e025028) complements this approach through empirically based projective testing.

The study “Psychological issues of the impact of students’ emotional state on their self-realization” by Rashid Jabbarov et al. (e025029) demonstrates the influence of students’ emotional states on self-actualization. Conducted with 96 university students in Azerbaijan, the research shows that students with stable emotional states achieve significantly higher levels of self-actualization, particularly regarding time management and self-esteem, compared to peers experiencing emotional instability.

Language teaching and curriculum internationalization are strongly represented in this issue. In “Development of language skills of future teachers of Chinese and Korean in the environment of university education” by Olena Buzdugan et al. (e025030), a promising university model is presented. “Teaching foreign languages for professional purposes in higher education” by Mykhailo Podoliak et al. (e025033) highlights a functional approach to language. The pandemic and wartime context are addressed in “Innovative approaches to foreign language learning in Ukrainian and Swedish universities: challenges in post- pandemic and wartime contexts” by Nataliia Melnyk et al. (e025035), emphasizing the role of institutional resilience in sustaining education.

Technology and online learning are discussed in depth in “E-learning Strategies in Higher Education: Lessons from Top LMS Platforms” by Miriam Garbarova et al. (e025034) and “Online tests and technology in language assessment” by Nurgül Bekdemir and İsmail Fırat Altay (e025039), reinforcing the critical role of digital platforms in reshaping education.

The RPGE reaffirms its strength as a scientific vehicle by publishing “Public-private partnership in higher education in Vietnam: opportunities and challenges” by Quyen Hong Do et al. (e025040), reflecting on educational funding in emerging contexts. This work engages with university autonomy and institutional sustainability.

From an ethical perspective, “Educational and ethical perspectives on eugenics: impact on individuals with disabilities from the 19th to mid-20th century” by Lukáš Stárek et al. (e025041) issues a warning regarding the dangers of pseudoscience and the importance of a human-rights-based curriculum. Finally, “English teaching based-competency approach for health students at universities in the southern region of Vietnam” (e025042) provides an applied reflection on language teaching with a professional focus—a crucial intersection of education and public health.

With this issue, RPGE consolidates itself as an open science platform committed to free and unrestricted access to knowledge, epistemological diversity, South-South dialogue, and editorial ethics. It is a journal that promotes critical thinking without dogmatic or sectarian biases, embracing multiple voices in their complexity.

We extend our gratitude to the authors, reviewers, and readers who, together, contribute to making RPGE a pluralistic, internationalized journal committed to editorial democracy and the social impact of science.

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Processing and editing: Editora Ibero-Americana de Educação

Proofreading, formatting, normalization and translation.

