

EDUCATION IN TRANSFORMATION: TRAINING, INNOVATION, AND
CONTEMPORARY CHALLENGES

*EDUCAÇÃO EM TRANSFORMAÇÃO: FORMAÇÃO, INOVAÇÃO E DESAFIOS
CONTEMPORÂNEOS*

*EDUCACIÓN EN TRANSFORMACIÓN: FORMACIÓN, INNOVACIÓN Y DESAFÍOS
CONTEMPORÁNEOS*



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How to reference this paper:

Lima, K. M. O., & Santos Cruz, J. A. (2026). Education in transformation: Training, innovation, and contemporary challenges. *Revista on line de Política e Gestão Educacional*, 30(esp2), e026094.
<https://doi.org/10.22633/rpge.v30iesp2.21430>



| **Published:** 01/08/2026

Editor: Prof. Dr. Sebastião de Souza Lemes

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

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INTRODUCTION

Contemporary educational transformations are not limited to the incorporation of new technologies or the updating of teaching procedures. They extend to the education and identity of education professionals, ways of teaching and learning, assessment processes, relationships between institutions and individuals, and the very purposes attributed to education in the face of social, cultural, and professional changes. At the same time, humanitarian crises, armed conflicts, new configurations of work, and demands related to students' holistic development and well-being broaden the responsibilities assigned to education systems.

The 24 articles gathered in this issue address different levels, contexts, and modalities of education and present studies conducted in different countries. Despite the diversity of the objects investigated, common concerns can be identified: the need to rethink educational processes, the search for new pedagogical strategies, the impacts of digital transformation, attention to the social and psychological dimensions of education, and the need to develop responses to contexts marked by instability.

A first axis of the dossier focuses on teacher education and professional development. In "From students to future teachers: Early teacher identity development in an EFL teacher education program," Hatice Kübra Çetin and İsmail Hakkı Mirici investigate the early teacher identity of EFL student teachers at a Turkish university. The results indicate relatively high levels of teacher identity among the participants, particularly in terms of self-efficacy, while also revealing dimensions that are still developing, such as classroom responsibility and voluntary engagement with children and adolescents.

Language teacher education is also discussed by Merve Bayram and İsmail Fırat Altay in "Examining Turkish EFL teachers' received training and professional development needs in language assessment." The study shows that teachers generally perceive their previous preparation as sufficient across the different dimensions of language assessment, but they continue to identify professional development needs, particularly regarding classroom-focused assessment and specialized and technical aspects of the field. The study thus highlights the ongoing nature of teachers' professional education.

In "Evaluation of Social Studies teachers in terms of their ability to make daily lesson plans," Kenan Baş shifts attention to pedagogical planning. The analysis of plans produced by Turkish teachers shows that basic elements such as learning outcomes, activities, materials, and assessment are usually present, but it also reveals weaknesses related to curriculum alignment, methodological diversity, feedback, and end-of-lesson assessment. The study reinforces the role

of planning as a constitutive dimension of teachers' work and as a continuing focus of professional development.

The need to update education in response to contemporary changes lies at the center of "Modernization of the content of teacher education in the context of digital and social challenges of our time," by Ivan Vasylykiv, Nataliia Stasiv, Oksana Hevko, Anna Chepeliuk, and Inna Tabachnyk. The authors problematize fragmented forms of incorporating technologies into teacher education and advocate models capable of integrating technological, didactic, and social dimensions. From this perspective, modernization does not correspond to the mere introduction of digital resources, but to the reorganization of educational processes themselves.

This discussion continues in "Formation of information competence of pedagogical education specialists in the process of studying professional training disciplines," by Liudmyla Homlia, Liudmyla Chystiakova, Valerii Tytarenko, Leonid Golovach, Nataliia Vlasenko, and Igor Sukhitskyi. The article examines factors associated with the development of information competence and highlights the importance of self-efficacy, continuing education, and the use of digital resources for the work of education professionals. Information competence thus becomes part of the body of knowledge required for professional practice in educational environments increasingly mediated by technology.

Another significant group of articles addresses pedagogical innovation and the effects of digital transformation across different educational fields. In "The impact of gamified online learning in Social Sciences education on student engagement, motivation and achievement," Ipek Maaşoğlu analyzes a gamification experience with primary school students. The results indicate increased academic achievement and motivation, as well as improvements in problem solving, pointing to possibilities for the planned use of gamification as a strategy to foster engagement and learning.

The potential of visual resources for learning is examined by Liliia Ruskulis, Olha Demianenko, Nina Slyusarenko, Kateryna Mikryukova, Andrii Gurduz, and Dmytro Rodionov in "Optimization of students' learning process through the use of effective infographics tools." The study discusses the development and pedagogical use of infographics and presents them as tools for organizing information, articulating verbal and visual components, and supporting content assimilation. The proposal shows that educational innovation also depends on the ways in which information is selected, presented, and mobilized in the learning process.

In the field of Mathematics Education, "Fostering understanding of infinite geometric series through a visual area model: A didactic design based on APOS theory," by Pham Sy

Nam, Pham Thi Thanh Tu, Nguyen Huu Hau, and Tran Thuy Nga, investigates how a visual representation can contribute to the construction of the concept of the sum of infinite geometric series. The results show advances in certain cognitive processes, although generalization to arbitrary ratios remains challenging.

Artificial intelligence appears more directly in “Artificial intelligence and the future of the legal profession: Implications for legal education in Vietnam,” by Ho Ngoc Hien and Phan Dang Hai. Starting from the changes brought about by AI in legal activities and professional competencies, the authors discuss the need to update university education. The proposed directions include revising training programs, strengthening interdisciplinary and digital competencies, and giving more systematic attention to ethical issues and responsibility in the use of these technologies.

Digital transformation is also examined in a specialized educational context in “Integrated model of digital transformation of higher military education: Innovative methods and AI technologies for training a new type of officer,” by Ievgeniia Ivanchenko, Taras Ostapchuk, Vasyl Heorhiiev, Oleksandra Shahova, Serhii Myroniuk, and Nataliia Bilonozhko. The proposal combines technological, pedagogical, and managerial solutions for officer training and discusses the use of digital platforms, simulation environments, and analytical systems in curriculum organization, learning monitoring, and the development of professional competencies.

Contemporary technological changes also require conceptual revisions. In “A phenomenological study on thinking about citizenship in the digital age beyond anthropocentrism,” Ipek Maaşoğlu investigates prospective Social Studies teachers’ conceptions of citizenship in a society marked by data production and the growing presence of algorithmic agents. The categories of digital subjectivity, non-human stakeholders, algorithmic agency, and post-humanist pedagogy lead the author to argue that citizenship education should go beyond the acquisition of technical skills and incorporate ethical discussions about relationships established with machines and digital systems.

Educational transformations also involve the psychological, motivational, and relational dimensions of students’ experiences. In “The phenomenon of happiness in the psychological value system of young students,” Liudmyla Prosandieeva, Olena Kostiuchenko, Vilena Voronova, Olga Drobot, and Viktor Kyrychenko analyze components associated with the experience of happiness among university students. Health, interpersonal relationships, positive emotional states, and accomplishment emerge among the significant elements identified by the

study, which points to educational applications aimed at developing emotional intelligence, resilience, and student well-being.

In “Investigation of mental toughness and academic courage levels of university students based on some parameters,” Gamze Güney, Osman Imamoğlu, and Ayşe Demir examine these constructs in relation to participant characteristics such as gender, age, and sports experience. The study identifies differences in dimensions of mental toughness and reinforces the relevance of investigating the resources mobilized by university students to cope with difficulties and demands throughout their academic trajectories.

Eman Ali Abdallah Alshurman, Nurazan Mohmad Rouyan, and Isyaku Hassan address a culturally situated school intervention in “The effect of religious counselling on spiritual intelligence and academic achievement motivation among secondary school students in Jordan.” Conducted with secondary school students, the study identifies improvements in spiritual intelligence and academic motivation following participation in a program that combines structured psychological techniques and religious values. The article distinguishes this proposal both from conventional religious instruction and from forms of counselling that do not explicitly mobilize religious meanings.

Among the most pressing challenges discussed in the dossier are those related to war, prolonged crises, and the continuity of education in situations of instability. In “The role of education in the rehabilitation of children with post-traumatic experiences from the war period,” Xin Zhao, Iryna Dorozhko, Olha Vyshnyk, Olha Kanarova, and Svitlana Lutsiv investigate the potential of the educational environment as a component of psychosocial support for children affected by the war in Ukraine. The results of the intervention analyzed indicate a significant reduction in post-traumatic symptoms and support the importance of trauma-sensitive educational practices in recovery processes.

War also has a decisive impact on the continuity of educational trajectories. In “Educational inequality and displacement: Educational trajectories of students affected by war,” Serhii Zheinov, Tetiana Saienko, Tetiana Motuz, Natalia Hirlina, and Olena Slobodeniuk analyze how the war in Ukraine transforms students’ educational experiences. Inequality is understood in broader terms: not only as inequality of access, but also of continuity, intensity, participation, and support throughout educational pathways. The study highlights the need for policies capable of preserving students’ agency and reducing the fragility of educational trajectories in prolonged crisis contexts.

The issue of institutional continuity is addressed by Liudmyla Sukhoivanenko, Marta Panas, Khrystyna Kyryk, Antonina Karnaukhova, and Larysa Harashchenko in “Rethinking academic resilience: University communities in the face of a prolonged crisis.” Based on the experience of Ukrainian universities, the study proposes an analytical framework that articulates institutional, community, and individual levels and considers different phases of crisis response. Academic resilience is understood as a collective and systemic phenomenon sustained by the articulation of leadership, community, and partnerships.

Physical Education and sport education constitute another important focus of this issue. In “Formation of self-regulation by means of kickboxing in the educational component ‘Protection of Ukraine’,” Oleksii Anulia, Ihor Koval, Andrii Kuzhelnyi, Tatiana Zhlobo, Serhii Kuzhelnyi, and Lidiia Zhula investigate the pedagogical use of kickboxing in the development of non-cognitive skills. The results indicate increased self-regulation, expressed in aspects such as self-control, stability of reactions, and discipline, highlighting the possibility of using bodily practices as formative tools in specific educational contexts.

In “Educational, social, and psychological implications of the abolition of Physical Education classes in 12th grade science high schools: An examination based on the views of Physical Education teachers,” Mustafa Nurullah Kadi, Behnam Cücü, Ahmethan Yildirak, Emrullah Yilmaz, Ramazan Erdoğan, and Mehmet Ali Öztürk analyze teachers’ perceptions of the removal of this curriculum component. The experiences reported by participants indicate repercussions for students’ physical development, social interaction, and psychological well-being, as well as consequences for teachers’ own professional experience, demonstrating that curricular decisions may produce effects that extend beyond the boundaries of a specific subject.

The articulation between assessment and training planning is addressed in “Explosive power, speed, and agility performance in young football players: Normative tables for sport education and training management in Turkey,” by Nurettin Ersin Uzun, İlker Kirişçi, Meltem Özağır, Sevinç Serin Yaman, and Tuba Kızılet Topateş. Based on the assessment of 1,842 young players, the study develops age-specific normative tables and discusses their use for pedagogical planning, individualized monitoring, and the management of sport education programs.

Knowledge production in the field of sport is the subject of two bibliometric studies. In “Bibliometric analysis of football-related theses published in the Turkish National Thesis Center: Implications for physical education, sport pedagogy, and graduate training,” Turhan

Toros, Emre Serin, Arif Mert Ozkan, Mehmet Bayansalduz, Yusuf Gök, Mihriay Musa, and Erkan Gülgösteren analyze 2,398 theses registered in the Turkish YÖKTez database. The institutional and regional distribution of this output enables discussion of the configuration of graduate research on football and its relationship to professional education and sport pedagogy.

In “Mapping football research for sport education: A bibliometric analysis of the DergiPark database,” Turhan Toros, Emre Serin, Arif Mert Ozkan, Mehmet Bayansalduz, Ali Emre Eren, Mihriay Musa, and Erkan Gülgösteren analyze a corpus of 1,411 articles published between 1967 and 2025. The study identifies strong recent growth in publication output, distribution across multiple disciplinary areas, and an increasing share of English-language publications, pointing to a process of expansion and internationalization in football research and its connections with sport education.

The dossier also broadens its perspective through studies that address education in its historical, institutional, and social relationships. In “Educational thoughts of Fukuzawa Yukichi and Nguyen Tuong To: Parallel values in educational reform in 19th century Japan and Vietnam,” Luong Ngoc Vu and Tham Thi Hoang develop a historical-comparative analysis of the proposals of two intellectuals involved in debates on educational modernization. The study discusses practical learning, individual independence, and relationships between science and cultural values, emphasizing the importance of educational ideas in the formulation of national transformation projects.

In another institutional context, Miloslav Jůzl, Jarmila Klugerová, Lukáš Stárek, and František Vlach discuss data from the Czech prison system and the limits of the inferences that can be drawn from aggregate administrative information in “Educational implications for penitentiary pedagogy, rehabilitation and resocialisation.” At the same time, the authors frame prison as a pedagogical and resocialization environment in which educators, health professionals, social workers, and security staff participate in the construction of individualized pathways of learning, rehabilitation, and social reintegration.

Taken together, the articles show that speaking of education in transformation means recognizing changes that occur on different scales. Some are directly linked to technological development and artificial intelligence; others affect professional identity, teacher education, curriculum, learning and assessment processes, or ways of understanding citizenship and participation. There are also transformations imposed by extreme circumstances, in which the central educational question becomes the possibility of preserving bonds, trajectories, institutions, and conditions for development in the face of war and prolonged crises.

This collection of studies also makes it possible to understand innovation in a broader sense than the simple adoption of technologies. Innovation may mean developing a new didactic representation for a mathematical concept, reorganizing teacher education, using visual resources to mediate learning, developing strategies to foster self-regulation, or creating trauma-sensitive forms of educational support. In all these cases, the articles show that innovation acquires meaning only when it is connected to educational purposes and to the concrete needs of the people involved.

Likewise, contemporary challenges take different forms. Some arise from digitalization and professional changes; others relate to inequalities, students' psychological development and well-being, curricular decisions, or conditions produced by social and political conflicts. In the face of this diversity, education remains a fundamental space for producing responses, whether through professional education, the reorganization of pedagogical practices, policy planning, or the construction of institutional conditions capable of sustaining learning and development.

By bringing together studies produced in different national and educational contexts, this dossier does not seek to offer a single interpretation of the transformations taking place in contemporary education. On the contrary, its contribution lies precisely in presenting multiple perspectives on a process that is still unfolding. The studies gathered here identify challenges, test responses, and point to possibilities for understanding an education that is itself transforming while also being called upon to participate actively in the transformation of the societies in which it takes place.

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Processing and editing: Editora Ibero-Americana de Educação
Proofreading, formatting, standardization and translation

