

Editorial

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Welcome to this issue of *International Dialogues on Education*. The articles brought together in this issue span mathematics education, artificial intelligence and literacy, comparative education, higher education pedagogy, and teacher professional learning. Although these topics are varied, they are connected by a shared concern with educational agency, meaningful participation, and the design of learning experiences that respond thoughtfully to human needs and institutional realities. Across distinct national and disciplinary contexts, the contributions in this issue examine how education can be made more humane, more reflective, and more effective for learners, teachers, and educational systems.

Connor Desai's *Humanizing Rational Numbers in Middle School* opens the issue by reconsidering how rational numbers are taught and understood. Grounded in constructivist learning theory and informed by the historical development of mathematical language, the article argues for instruction that reconnects mathematical ideas to meaning, belonging, and human experience. Rather than reducing rational numbers to procedures alone, the author advocates for teaching that strengthens conceptual understanding while affirming students' place within the mathematics classroom.

Julie Antilla-Garza's *Using ChatGPT for Story Creation: One Autistic Teen's Autonomous Reading Motivation* turns to the relationship between emerging technology, literacy, and learner motivation. Framed by Self-Determination Theory and Cognitive Evaluation Theory, this case study explores one autistic teen's use of ChatGPT for story generation and finds that AI-generated stories increased intrinsic reading motivation, aligned with personal interests, and supported literacy practices. The article is especially timely in its focus on autonomy and accessibility, showing how digital tools may support engagement when used in ways that honor the learner's interests and agency.

In *A Comparative Overview of Educational Indicators in Norway, Sweden, Germany, and Iran*, Flora Keysan and Radka Wildová provide a structured comparative analysis of educational systems through the indicators of structure, governance, evaluation, and funding. Their descriptive synthesis reveals important differences across national contexts, including decentralized and equity-oriented Nordic models, Germany's federal and regionally

differentiated approach, and Iran's centralized system of decision-making. The article offers readers a useful comparative framework for considering how educational policy and institutional design shape educational opportunity and quality.

Septian Bayu Kristanto and Yunias Monika, in *Implementation of the Experiential Learning Cycle in the Public Sector Accounting Course*, show how higher education can connect academic study with authentic practice. Using Kolb's experiential learning cycle, the authors describe a course design in which students engage directly with non-governmental organizations, conduct interviews, document practices, and produce reflective video reports. The study points to the value of experiential learning in deepening conceptual understanding, strengthening practical skills, and increasing student engagement through purposeful connection between coursework and real-world settings.

The issue concludes with Stephanie Thomas's *Positioning Teachers as Informed Agents: A Pilot Study on Professional Learning and Collective Teacher Efficacy*. This pilot study examines whether professional learning designed to help teachers understand and enact the sources of efficacy can strengthen collective teacher efficacy. The findings indicate a positive impact within the volunteer sample and suggest the promise of professional learning that positions teachers as informed participants in the development of their own collective capacity. In doing so, the article contributes to current conversations about professional agency, school improvement, and the conditions that support sustained educational effectiveness.

Taken together, the articles in this issue reflect the mission of *International Dialogues on Education* to provide a venue for educational scholarship informed by international, comparative, and humanistic concerns. They also reflect the journal's commitment to offering opportunities for both established and emerging scholars to share work that meets the journal's standards and contributes meaningfully to educational thought and practice. As a whole, this issue offers research and reflection of clear scholarly value, and it speaks to questions of enduring international relevance across classrooms, institutions, and educational systems. We warmly invite future contributions from scholars around the world whose work advances thoughtful, rigorous, and dialogic engagement with the pressing educational questions of our time.