

Education and the Transformation of Contemporary Learning Contexts: New Literacies, Technologies, Educational Professionalism and Methodologies

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The transformation of contemporary educational contexts calls for pedagogical and didactic reflection capable of integrating technological innovation, the quality of educational research, inclusion, educational professionalism, and educational equity. Schools, universities, educational and training services, as well as broader life, consumption and work contexts, are currently undergoing profound changes: the spread of generative artificial intelligence, the redefinition of digital competences, the need for new teaching methodologies, the growing focus on the personalisation of learning pathways, and the centrality of emotional regulation, embodiment, expressive languages and professional reflexivity.

The aim of this Issue is to collect contributions that critically examine ongoing transformations, avoiding both technocentric emphasis and the mere description of good practices. It seeks to promote an integrated understanding of the relationships between innovation, evidence, professionalism, inclusion and educational equity.

In this scenario, educational research is called upon not only to describe practices and devices, but also to critically examine the epistemological, organisational and methodological conditions through which knowledge is produced in educational, training and professional contexts. Conducting research “with” and “within” institutions, organisations and services entails addressing issues of ecological validity, sustainability, transferability, stakeholder participation, and the relationship between empirical evidence and the transformation of practices. It also requires a substantial reconsideration of educational research models, moving beyond short-term or externally imposed research designs towards approaches capable of understanding rules, existing training devices, organisational constraints, risks of educational harm and the transformative potential of contexts.

This Issue aims to gather theoretical, empirical, methodological and reflective contributions that explore the intersections between the development of new professionals in education and training, current challenges related to inclusion, new perspectives on literacy - first and foremost digital literacy and the critical use of artificial intelligence - and methods in teaching and training.

Particular attention will be paid to studies that connect scientific rigour with relevance to contexts, valuing both evidence-based research and documented experiences of educational and training innovation. Contributions, in the form of articles and experience reports, are welcome on the following topics:

- artificial intelligence, educational technologies, educational practices and new literacies;
- innovative, active and interdisciplinary teaching methodologies;
- teacher education, educational professionalism and reflexivity, also in relation to AI-enhanced learning environments;
- inclusion, personalisation of learning pathways and recognition of differences;
- research methodologies to study AI-supported education and training;
- the relationship between technological innovation and environmental sustainability;
- expressive languages in education;
- models, tools and methods for educational research in school, university, professional and organisational contexts;
- evaluation of educational innovation in relation to inclusion, sustainability and learning effectiveness.

Languages of papers: English, Italian, or Spanish.

Timeline for Issue 3/2026:

- Full manuscript to be submitted online by September 2026, 30th (any late submission will be considered for the next Call for Papers).
- Publication: December 2026.

Template to be used for the submission available [here](https://oaj.fupress.net/index.php/formare/about/submissions),
<https://oaj.fupress.net/index.php/formare/about/submissions>

Papers submitted in any other format will not be considered for the double blind review.