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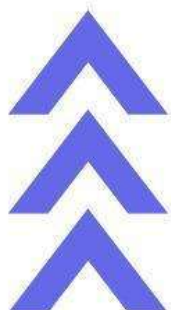
**ISSN: 1309-6249**



**International Journal on New Trends in  
Education and Their Implications**

**Year: 2025**

**Volume 16, Issue 2**





International Journal on New Trends in Education and Their Implications  
July 2025 Volume: 16, Issue: 2, ISSN 1309-6249

## **International Journal on New Trends in Education and Their Implications (IJONTE)**

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June 2025, Volume 16, Issue 1

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## Purpose and Scope of the Journal

The *International Journal on New Trends in Education and Their Implications (IJONTE)* is a peer-reviewed, international academic journal dedicated to publishing high-quality research that explores emerging trends, innovations, and transformative practices in the field of education. The journal aims to serve as a platform for researchers, educators, policymakers, and practitioners to share scholarly work that contributes to the ongoing development and improvement of educational theory, policy, and practice.

IJONTE welcomes original empirical studies, theoretical analyses, case studies, and review articles that address contemporary challenges and opportunities in education. The journal particularly encourages interdisciplinary and international perspectives that reflect the dynamic and evolving nature of educational environments across the globe.

Topics of interest include, but are not limited to:

- Innovative teaching and learning practices
- Teacher education and professional development
- Educational leadership and policy
- Curriculum design and evaluation
- Digital transformation and AI in education
- Inclusive and equitable education
- Lifelong learning and global competencies
- Comparative and cross-cultural educational research

By promoting research grounded in both theory and practice, IJONTE aims to foster meaningful dialogue and collaboration among educational stakeholders and to inform future directions in educational research and reform.

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International Journal on New Trends in Education and Their Implications

July 2025 Volume: 16, Issue: 2, ISSN 1309-6249

## Foreword

*International Journal of New Trends in Education (IJONTE) – Volume 16, Issue 2*

We are pleased to present **Volume 16, Issue 2** of the *International Journal on New Trends in Education (IJONTE)*, which brings together peer-reviewed studies addressing contemporary issues and emerging trends in education.

The articles in this issue reflect the diversity and dynamism of current educational research, covering topics such as **pedagogy, leadership, inclusion, psychological dimensions of learning, gifted education, and innovative teaching approaches**. Employing a range of qualitative and quantitative methodologies, these studies contribute valuable insights into both theory and practice across different educational contexts.

Collectively, the contributions highlight the evolving roles of teachers, school leaders, and learners, while also emphasizing the importance of inclusive, reflective, and forward-looking educational practices. We believe that the studies presented in this issue will stimulate scholarly discussion and inspire further research in the field of education.

We sincerely thank the authors for their contributions and the reviewers for their constructive feedback. We hope that this issue will be of benefit to researchers, practitioners, and policymakers alike.

Warm regards,

**Mehmet Ulutaş**

Editor-in-Chief

*International Journal on New Trends in Education (IJONTE)*

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