Title: Advancing Teaching Innovation and Reform through Transdisciplinary Approaches: Supporting SDGs and Education for All

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Proposal

This Special Issue aims to bring together educators, researchers, practitioners, industry collaborators, policymakers, and interdisciplinary teams to share original research and evidence-based practices that advance teaching innovation, pedagogical excellence, instructional reform, and transdisciplinary learning.

In today's rapidly evolving educational landscape, teaching practices are being transformed by digital technologies, artificial intelligence (AI), global collaboration, sustainability challenges, and emerging pedagogical models. This Special Issue seeks to explore how cross-disciplinary and collaborative approaches are driving meaningful innovation in teaching methods, classroom practices, instructional design, assessment, and learner engagement.

The Special Issue is aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), and supports the principles of Education for All (EFA) by promoting inclusive, equitable, accessible, and lifelong learning opportunities. It welcomes contributions that demonstrate innovative educational practices, sustainability-oriented pedagogy, digital transformation, AI-enhanced teaching, global citizenship education, and evidence-based reforms that improve educational quality and learner outcomes.

By fostering dialogue among educators, researchers, practitioners, industry partners, and policymakers, this Special Issue aims to showcase impactful teaching innovations and reforms that contribute to sustainable educational development and prepare learners for the challenges and opportunities of the twenty-first century.

Aims of the Special Issue

The primary aim of this Special Issue is to showcase and critically examine innovative, reform-oriented, and transdisciplinary approaches that advance teaching practice and contribute to the achievement of the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), and the Education for All (EFA) agenda.

The Special Issue welcomes contributions that address:

- Innovative pedagogical approaches and transformative teaching practices
- Curriculum innovation, instructional reform, and educational change initiatives
- Digital transformation, artificial intelligence, and technology-enhanced teaching and learning
- Evidence-based interventions that improve educational quality, equity, and accessibility
- Student-centred, active, and inclusive learning approaches
- Interdisciplinary, cross-disciplinary, and transdisciplinary collaboration in teaching and curriculum design

- Teaching practices that promote sustainability, global citizenship, and lifelong learning
- Community, industry, and international partnerships that enhance educational impact

The issue particularly encourages studies demonstrating real-world implementation, measurable outcomes, scalability, and sustainable impact of innovative teaching reforms across diverse educational contexts.

Objectives

This Special Issue seeks to:

- Promote scholarly discussion on innovative and future-oriented teaching practices and educational reforms
- Advance teaching and learning approaches that support the Sustainable Development Goals (SDGs) and Education for All (EFA)
- Explore the transformation of education through digitalization, artificial intelligence, globalization, and sustainability challenges
- Foster collaboration among educators, researchers, industry partners, communities, and policymakers
- Highlight evidence-based pedagogical innovations that enhance student engagement, learning outcomes, and educational quality
- Encourage inclusive, equitable, and accessible educational practices for diverse learner populations
- Strengthen transdisciplinary scholarship and collaboration in teaching, learning, and educational development
- Share exemplary teaching innovations and reform initiatives with demonstrated effectiveness and broader applicability
- Promote sustainability-focused education, global citizenship, and lifelong learning competencies
- Contribute to policy and practice that support educational excellence, social inclusion, and sustainable development.

Scope and Sub-Themes

Authors are invited to submit manuscripts related to, but not limited to, the following sub-themes:

Pedagogical Innovation and Transformative Teaching Practices

Innovative teaching methods, active learning, and learner-centred approaches.

Digital Transformation, Artificial Intelligence, and Educational Technologies

AI-enhanced teaching, learning analytics, educational technologies, and digital pedagogy.

Assessment, Evaluation, and Evidence-Based Educational Practice

Innovative assessment methods, learning outcomes, and data-driven teaching improvement.

Transdisciplinary Teaching and Learning Innovation

Cross-disciplinary, interdisciplinary, and transdisciplinary approaches to education.

Curriculum Design, Reform, and Instructional Development

Curriculum innovation, instructional design, and educational reform initiatives.

Inclusive, Equitable, and Accessible Education

Diversity, equity, inclusion, accessibility, and educational opportunities for all learners.

Teaching for Sustainable Development and Global Citizenship

Education for sustainable development, global citizenship, environmental literacy, and social responsibility.

Community, Industry, and International Engagement in Education

University-community partnerships, industry collaboration, service learning, and global engagement.

Professional Development and Educational Leadership

Teacher development, leadership practices, educational change management, and capacity building.

Teaching Innovation for the Sustainable Development Goals (SDGs) and Education for All (EFA)

SDG 4 (Quality Education), lifelong learning, educational access, social inclusion, and policies supporting Education for All.

Types of Manuscripts Accepted

The Special Issue welcomes the following types of submissions:

- Original Research Articles
- Action Research Studies
- Case Studies
- Conceptual Papers
- Review Articles (Systematic, Scoping, Bibliometric)
- Reflective Practice Papers
- Policy Analysis Papers
- Short Communications
- Technical or Practice Reports

All submissions must present clear relevance to teaching practice, instructional innovation, or teaching reform, supported by evidence, reflection, or analysis.