



## Editorial for The Inaugural Issue: Emerging Topics in Education

Hüsem Korkmaz\* 

<sup>1</sup> Manisa Celal Bayar University, TÜRKİYE  
<https://orcid.org/0000-0002-5759-7392>

Editorial

DOI: 10.5281/zenodo.14563593

**Cite as:** Korkmaz, H. (2024). Editorial for The Inaugural Issue: Emerging topics in education. *Journal of Emerging Educational Studies*,1(1), i-iii. <https://doi.org/10.5281/zenodo.14563593>

### EDITORIAL

In the age of rapidly evolving technology, the field of education has been subject to numerous changes, as well. As all parts of life have been affected by the emerging technologies, philosophies, perspectives, and innovations of the modern age, all the branches, domains, and levels of education have also been influenced considerably. In order to shed light on the emerging topics in the field of education we, as the *Journal of Emerging Educational Studies* (JEES), would like to welcome you, our scholarly readers, with an editorial on the “emerging” topics in education.

Not surprisingly, educational technologies have been a rising topic in the field with a diverse range of supporting theories and cutting-edge practices. According to Bozkurt et al. (2023), the introduction of generative AI tools such as large language models (LLMs) such as ChatGPT has captured the attention of the society and educational professionals, which eventually forced them to respond to these emerging technologies. Although the introduction of artificial intelligence dates back to several decades before (Doroudi, 2022), recent developments illustrating the “intelligence” and generative nature of AI tools caused the educational researchers to focus on this emerging field in their studies. Surely, studies in the field are not limited to AI technologies. A brief search in the Scopus database reveals that MOOCs, digital literacy, and e-learning are also among the “hot” topics in educational literature. As a recently accelerated topic, “gamification” should also be included among the popular topics of research in the field (Ozyurt & Ayaz, 2022). Increasingly used technologies inevitably affect the trends in various domains of education. For instance, as for curriculum

\*Corresponding Author: Dr. Hüsem Korkmaz, E-mail: [husem.korkmaz@cbu.edu.tr](mailto:husem.korkmaz@cbu.edu.tr)

and instruction, there is a focus on developing and implementing innovative teaching methods, such as blended learning, flipped classrooms, and the use of interactive technologies to enhance student engagement and learning outcomes.

In a recent “What’s hot in Literacy” survey, the evolving landscape of education was emphasized and the “hot” topics in literacy education were introduced by scholars, Grote-Garciaa, Ortlieb and Cardona (2024). In their paper, the authors state artificial intelligence in literacy, cultural and linguistic diversity, learning disabilities, social equity, and quality improvement in educational materials as the highlighted topics in the relevant studies in the literature. These findings seem to prove that educational research is overwhelmingly under the effect of current developments in technology, political and economic conditions in the world, and rising issues in any given geography.

Another frequently visited topic in the Scopus database seems to be the “STEM education”, which indeed, has been popular for a while in the literature. However, a shift of scope towards promoting STEM fields and inclusive practices for underrepresented groups is also evident in the related literature (Hernandez Negrete et al., 2023). Surely, inclusion of the disadvantaged and the underrepresented is not unique to the domain of STEM. Instead, in all fields of education, equity and inclusion have been popular keywords. The uptrend of online learning especially after the pandemic, the strategies to ensure inclusion, diversity, equity, and access in online education have become critical topics explored in educational research (Oyarzun et al., 2024).

In the midst of swift transitions, teacher training also takes its place among the mostly covered issues regarding educational research. The preparation and ongoing professional development of teachers have been and are crucial topics for adapting to new educational demands such as digital literacy, innovative teaching strategies, and addressing diverse student needs (Ezzaim et al., 2022). Besides, initial teacher education, which aims to prepare preservice teachers for the emerging needs of the profession is a hot topic of the age, as well.

In conclusion, the evolving landscape of education is being profoundly shaped by the rapid advancements in technology, emerging educational theories, and the need for inclusivity and equity. From artificial intelligence and gamification to STEM education and teacher training, these emerging topics are not only transforming the way we approach learning but also challenging traditional educational paradigms. It should also be noted that educational research exhibits interdisciplinary and multidisciplinary characteristics, making it challenging to identify the overall development of specific topics within the field (Huang et al., 2020).

As we move forward, it is crucial for educators, researchers, and policymakers to embrace these innovations thoughtfully, ensuring that technology is leveraged to enhance learning while addressing the diverse needs of all students. The *Journal of Emerging Educational Studies* remains committed to exploring these dynamic shifts, fostering meaningful dialogue, and contributing to the development of education in this exciting new era. We kindly invite you to join us in this journey of discovery and reflection, as we continue to explore the intersection of education, technology, and the evolving needs of society.

---

## REFERENCES

- Doroudi, S. (2023). The intertwined histories of artificial intelligence and education. *International Journal of Artificial Intelligence in Education*, 33(4), 885-928.
- Ezzaim, A., Dahbi, A., Aqqal, A., & Haidine, A. (2022, November). The Future of Education-A Survey of Current Scientific Research Trends. In *International Conference on Advanced Intelligent Systems and Informatics* (pp. 422-436). Cham: Springer International Publishing.
- Grote-Garcia, S., Ortlieb, E., & Cardona, S. L. (2024). What's Hot in Literacy: Misguided Trends in a Divided Field. *Literacy Research and Instruction*, 64(1), 1-16. <https://doi.org/10.1080/19388071.2024.2409130>
- Hernandez Negrete, A., Mouavangsou, K. N., & Caporale, N. (2023). Toward asset-based LatCrit pedagogies in STEM: centering Latine students' strengths to reimagine STEM teaching and practice. *Frontiers in Education* 8, 1176913
- Huang, C., Yang, C., Wang, S., Wu, W., Su, J., & Liang, C. (2020). Evolution of topics in education research: A systematic review using bibliometric analysis. *Educational Review*, 72(3), 281-297.
- Oyarzun, B., Martin, F., Howell, C. D., & Miller, R. A. (2024). Inclusion, Diversity, Equity and Access: Online Teaching Strategies and Institutional Support. *American Journal of Distance Education*, 1-22.
- Ozyurt, O., & Ayaz, A. (2022). Twenty-five years of education and information technologies: Insights from a topic modeling based bibliometric analysis. *Education and Information Technologies*, 27(8), 11025-11054.

This work is licensed under CC BY-NC 4.0