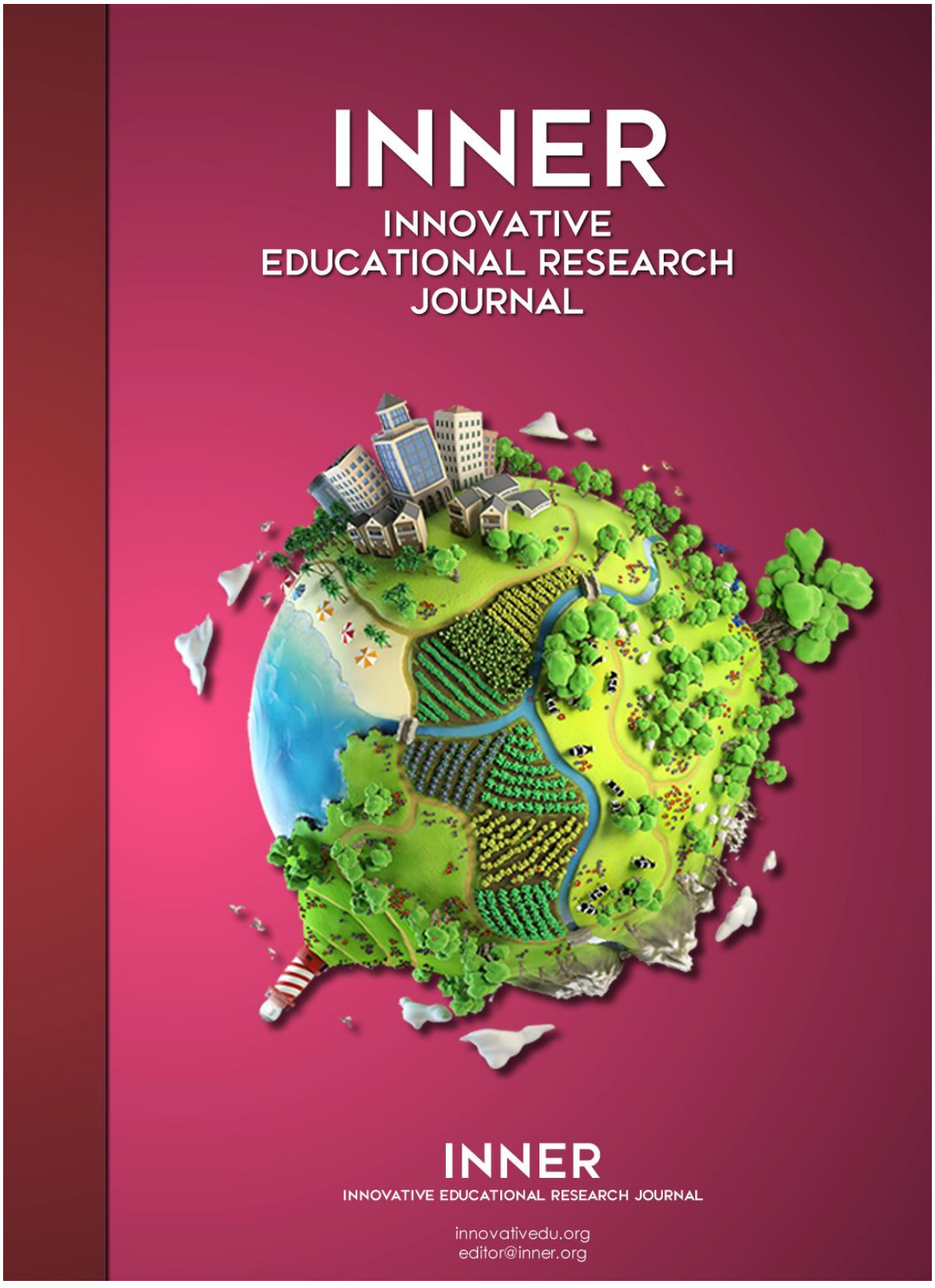
INNOVATIVE EDUCATIONAL RESEARCH (INNER)



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Reviewer List for Volume 7

The following names -INNER's reviewers for Volume 7-represent the foundation of the peer-review process. INNER editorial team thanks to all our reviewers, not just those whose guidance shaped the articles that appear in this volume, but also those who counseled us on articles needing substantial revision or even rejection. The reviews were timely, constructive, and represent a substantial time commitment on behalf of submitting authors. Thank you for your effort and for spending your valuable time on behalf of **INNER.**

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Dear Readers,

Welcome to the second issue of seventh volume of **INNovative Educational Research (INNER).** This issue features five scholarly articles. First article is entitled "Operationalising GreenComp in Soil Geography Through Experiential Outdoor Learning: A Qualitative Case Study in Slovenia" written by Prof. Ana Vovk from Slovenia. This study examines how sustainability competence dimensions in soil geography are enacted in an outdoor, experiential learning setting and which learning mechanisms most effectively support that enactment. A qualitative single-case study was conducted at the Educational Polygon for Self-Sufficiency Dole (Slovenia) across six facilitated learning sessions (18 hours) with vocational education and training (VET) teachers (N = 30 enrolled; session attendance varied). Data comprised learning materials, structured observation notes, participant reflection artefacts, and pedagogical documentation, and were analyzed through directed thematic analysis using sustainability competence categories (e.g., systems, strategic, normative, and interpersonal competences) and the European Sustainability Competence Framework (GreenComp) as sensitizing concepts. The analysis converged on five recurrent competence dimensions enacted during soil-geography activities: systems thinking about soil–water–biota–land-use feedback, spatial–analytical reasoning grounded in landscape position and soil-profile evidence; normative judgement concerning stewardship and long-term soil protection; strategic, indicator-informed action planning; and interdisciplinary, collaborative competence in group sense-making. These dimensions were most strongly supported when hands-on observation, structured reflection prompts, and collaborative planning tasks were intentionally sequenced. Overall, place-based soil learning can make sustainability competences observable and discussable when pedagogy explicitly connects field evidence to value-laden trade-offs and feasible management decisions. Accordingly, teacher education and curriculum designs should revisit the same sites over time, align reflection prompts and assessment rubrics with domain-specific competence indicators, and use collaborative scenario tasks as capstone assessment moments.

Second article is entitled "From Intended Curriculum to Enacted Practice: Innovations in Bulgarian Upper-Secondary Geography Education" written by Mihaela Georgieva-Petrova from Bulgaria. This study examines how innovation-oriented expectations in Bulgarian upper-secondary Geography and Economics (Grades 11–12) are articulated in official curriculum materials and how they are interpreted by practicing teachers. Using a sequential multi-source qualitative design, Phase 1

involved document analysis of officially valid curriculum documents, approved textbooks/teachers' guides, and methodological recommendations for the 2025/2026 school year. Phase 2 comprised an online teacher questionnaire (n = 42), and Phase 3 semi-structured interviews with 37 in-service Geography and Economics teachers, to examine enactment, feasibility, and contextual constraints associated with elective modules, geospatial technologies, and fieldwork. A hybrid deductive–inductive analysis generated themes describing (a) curriculum structure and profiling, (b) competency targets and elective-module positioning, (c) geospatial-technology expectations and practical enactment, (d) fieldwork and outdoor learning, and (e) system-level constraints and support needs. By integrating intended curriculum messages with teacher perspectives, the study provides evidence-based implications for implementation support, teacher education, and targeted professional learning in geography.

The third article of this issue is entitled "The Impact of Artificial Intelligence-Supported Disaster Education in Secondary School Social Studies Classes on Disaster Awareness" written by Muhammed Nafiz Hüdavendigar from Türkiye. The purpose of this study is to examine the effect of artificial intelligence-supported disaster education on the disaster awareness of secondary school students within the scope of the Social Studies course. The study was conducted in a state secondary school in Osmaniye province during the 2023–2024 academic year, using a pre-test-post-test control group quasi-experimental design. The sample of the study consisted of 60 students in the 7th grade (30 experimental, 30 control). The Middle School Students Disaster Awareness Scale developed by Yetişensoy (2022a) was used as the data collection tool. The experimental group received disaster education using the artificial intelligence tools ChatGPT, Google Gemini, Adobe Firefly, and DALL-E for four class hours; the control group received traditional teaching methods. The results obtained show that AI-supported disaster education is an effective method for developing disaster awareness among secondary school students. The findings of the study are consistent with similar studies in literature and provide important evidence regarding the use of technological methods in disaster education. In this context, the integration of AI into Social Studies lessons has the potential to enrich the process of raising disaster awareness.

The fourth article of this issue is entitled "Evaluating e-learning for Environmental Education" written by Edi Kurniawan, Siti Nurindah Sari, Ilmi Zajuli Ichsan, Muhammad Bello Ibrahim from Indonesia and Nigeria. This research evaluates the implementation of e-learning in environmental education at the university level. It used a descriptive method by applying a survey technique. The researchers selected 224 students as the sample. A questionnaire consisting of 10 questions related to e-learning implementation was the chosen instrument. The results demonstrate that: 1) the most widely applied media is Google Meet (46.43%), 2) 53.57% of students agree that online-based tests are more accessible compared to offline ones, and 3) the most significant obstacle is insufficient internet quota

(53.13%). The findings imply that e-learning is a viable tool to maintain educational activities during this pandemic. Furthermore, students reported a need for more robust online assessment practices that can support and, where appropriate, assess environmental education outcomes (e.g., knowledge, attitudes, and intended behaviors).

The last article of this issue is entitled "From Innovation to Experience: Teaching History through VR Mnemonics- A Qualitative Case Study in an Asian Context" written by NurulAsyikin Hassan, Wan Nurul Huda Wan Ab Kadir, Siti Zahrah Mahfood, Hanifah Mahat, Junaidah Awang Jambol and Septian Aji Permana from Malaysia and Indonesia. This study explores how a VR-Mnemonics approach was implemented in secondary history lessons and how low-achieving learners experienced learning through the intervention in an Asian school context. An exploratory, qualitative-dominant single-case study was conducted at MRSM Kota Kinabalu (Sabah, Malaysia) with three Form 5 students purposively selected because they had previously underperformed in History and were identified as needing targeted support. The intervention comprised two 2-hour sessions delivered over one week and followed a structured sequence of pre-briefing, immersive VR exploration (360-degree video via VR box glasses and a VR-player application), mnemonic scaffolding, and guided reflection/discussion. Data sources included students' pre/post written exercises (structured and essay items aligned to the SPM syllabus), reflective notes, and an observation protocol documenting engagement and interaction. Data were analyzed using a grounded-theory-informed thematic analysis (open-axial-selective coding) with cross-source triangulation. Findings suggest increased engagement and participation, strengthened conceptual understanding and higher-order responses, improved motivation and confidence, and more positive affective responses toward History learning. The study indicates that integrating mnemonic scaffolding with immersive VR can be a promising, student-centered alternative for supporting low-achieving learners; however, larger and longer-duration studies with independent coding and stronger outcome measures are recommended.

I wish to start by conveying my heartfelt thanks to the reviewers who generously contributed their time and expertise to conduct thorough evaluations of the submitted manuscripts on behalf of **INNER** and its Editorial Board. Additionally, I would like to express my profound appreciation to the scholars and educators whose research articles have substantially enhanced the scholarly value of this volume.

December-2025

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