

Editorial: Developing an Inclusive Higher Education

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Happy New Year 2025 to all our fabulous readers! Wishing everyone a healthy and joyful new year ahead. We are so excited for this first editorial (Kefalaki, 2025) of the year! We extend our best wishes to all the communities we are involved in and beyond [this journal, the [Communication Institute of Greece](#), the [Open Access Publishing Association \(OAPA\)](#), the [Journal of Applied Learning and Teaching \(JALT\)](#)].

Since the creation of our journal in 2019, we provide a free and open platform to the academic community, with the aim to share knowledge, communicate and exchange via research dialogue and high-quality publications. To this end and we are glad to have joined forces with [Open Access Publishing Association \(OAPA\)](#), a platform which challenges the model of publishing.

In this endeavor, we are seeking to evolve and innovate in a context of continuous state of crisis for higher education globally (Rudolph et al., 2024). The community we have built with you all, help us towards this direction. The dynamic community of educators, practitioners, professionals, academics, and researchers who publish work that inspires us (Kefalaki, 2020, 2021) and can provide a positive outlook to practice and research.

Developing an Inclusive Higher Education is an ongoing task (OECD, 2023) and there are several aspects that we need to keep addressing: inclusivity and students with disabilities (Ortiz Colón, 2018), inclusivity and under-represented groups of students (Salmi & D'Addio, 2020), inclusivity and diversity (Awang-Hashim et al. 2019), inclusivity and corruption (Wirawan & Sinaga, 2022), inclusivity and sustainability (Kefalaki, 2023).

By 2030 we should ensure that all learners acquire knowledge and skills to promote sustainable development (UN goals and targets for 2030). Pedagogical approaches to integrate sustainable goals in schools (Kefalaki, 2023) and universities can help us towards that direction. Our journal aims to continue addressing these issues.

In this issue entitled *Developing an Inclusive Higher Education*, we consider how academic achievements and active learning can be enhanced (Rotua et al., 2025), how the internationalization of the curriculum can impact the university's financial sustainability, lead to a stronger institutional reputation, and attract international

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students (Krautloher & Jha, 2025), how specific workshops can help the exchange of knowledge (Ramini & Blackstone, 2025), and we finally present a book review (Tang, 2025) of «The Palgrave handbook of crisis leadership in higher education», that helps us understand how authentic leadership can become.

The first paper of this issue, entitled «**Utilizing Peer Instruction to Enhance Academic Achievement and Active Learning in Business Education**», by Rotua Zandrato, Ben Chang and Agus Fernando, examines the impact of Peer Instruction (PI) on improving academic performance and active learning in business education beyond its usual limits of application in scientific and numerical fields (Rutua et al., 2025). The authors highlight the effectiveness of PI in business education comparing the outcomes of students who engaged in PI with students who took traditional lecture-based classes in business courses (Rutua et al., 2025).

The second paper, entitled «**Internationalisation of curriculum: Analysis of subjects within the Faculty of Arts and Education at a regional Australian university**», by Amita Krautloher and Meena Jha, reports on the experiences of academics and students regarding the internationalisation of the curriculum within the Faculty of Arts and Education (FoAE) (Pivovarova et al., 2024). The authors adopted a mixed-method approach involving surveys and one-on-one interviews with academics and students. The study's findings offer insights for enhancing the internationalisation of the curriculum and improving the effectiveness of academic staff in delivering globally relevant content, which could impact the university's financial sustainability, lead to a stronger institutional reputation, and attract international students (Pivovarova et al., 2024).

Muhammad Rahimi and Brad Blackstone sign the third article of this issue, entitled «**Developing and Facilitating a Workplace Communication Workshop for Engineering Student Interns: Implications for Practice**». This study analyzes a workplace communication workshop for engineering students and an experienced educator's cognition and practices with the use of Engeström's third-generation activity theory (Ramini & Blackstone, 2025).

Finally, this issue presents a book review, by Fiona Xiaofei Tang, of a book concerning crisis leadership in higher education, entitled **The Palgrave handbook of crisis leadership in higher education**, by Rudolph, J., Crawford, J., Sam, C.-Y., & Tan, S. The book explores a broad range of crises – financial, political, environmental, and technological – and presents global case studies with critical insights into leadership strategies (Tang, 2025). The different chapters of the book explore the intersection between crisis leadership and institutional survival, demonstrating how the different crisis [ex. COVID-19 pandemic, generative artificial intelligence (AI)] can serve as potential catalysts for innovation and systemic reform. The various crisis has been for the authors a reminder for all the education stakeholders, universities, and educators to understand the important role of academic leadership (Rudolph et al., 2024; Kefalaki, 2024). Due to its exhaustive content, this book can be of great interest to a broader

international audience who seek practical references for future crisis handling in higher education (Tang, 2025).

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