



Editorial: Inclusive Practices in the Classroom and Workplace

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Dear readers,

We are very pleased to announce that our journal [JEICOM](#) has now reached a new and exciting milestone that will help us increase our impact factor in open access platforms and beyond. To this end we are now hosted by the [Open Access Publishing Association \(OAPA\)](#), a new and exciting platform, which aims to challenge the current model of publishing; an aim that we share dearly as editors-in-chief of JEICOM. Since the creation of our journal in 2019, we aim to provide a free and open platform to academics, researchers, professionals, to share knowledge, communicate and exchange via research dialogue and high-quality publications. It is now time for us to join forces with a new partner, join a larger academic community, which will help us grow from within and with others, together.

All our forthcoming issues will henceforth be published by OAPA. For a short while and until all our previous issues are transferred successfully across from our old platform, you may find our archives and current issues still in both platforms.

We are always seeking to evolve and innovate in a context of continuous state of crisis for higher education globally (Rudolph et al., 2024) and our endeavours are paying off thanks to the community we have built with you all. We learn from our community of educators, practitioners, professionals, academics, researchers, and we aim to publish work that inspires us and provides a positive outlook to practice and research (Kefalaki, 2020, 2021).

In this issue entitled *Inclusive practices in the classroom and workplace* we reiterate the importance of a good teacher, a good leader in the workplace who inspires and provides the tools for others to create, communicate and collaborate.

The first paper of this issue, entitled «**Communicating Workplace Spirituality: An Employee Recruitment Strategy**», by Shelly Lyons and Elizabeth Williams, from Canada, examines workplace spirituality. The authors (Lyons & Williams, 2024) explain that even if spirituality has a lot of benefits, large employers have embraced other inclusion strategies that recognize and support neurodiversity, gender, race, ability, and other characteristics. Employing content analysis, the websites of twenty-five (25) large Canadian organizations are examined. More particularly, this study

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explores how are large Canadian employers signalling a commitment to workplace spirituality to prospective employees.

The second paper, entitled «**Teachers' Beliefs about Good Teaching**», by Margarita Pivovarova, Gustavo Fischman, Eric Haas and Roya Fathalizadeh, from the USA, describes teachers' beliefs about the pedagogical approaches of good teachers (Pivovarova et al., 2024). Data from an online survey of K-12 public school teachers ($N = 179$) revealed that the teachers distinguish between relationship-emphasized and content-emphasized pedagogical approaches, and they believe that a very good teacher is more likely to practice a relationship-emphasized pedagogical approach, and that regardless of teachers' political orientation, they value a relationship-emphasized pedagogical approach.

Junjiao Zhang from China signs the third article of this issue, entitled «**Research on the Construction of Teacher Professional Learning Community in the Web 3.0 Era: Based on the "Spiral of Silence" Theory**». This study describes the value, the difficulties, the reasons and the way to build a Chinese teacher professional learning community in the Web 3.0 era (Zhang, 2024), adopting the method of documentary review and the "spiral of silence" theory. The "spiral of silence" theory regards the expression of opinions and the spread of "silence" as a spiral process of social communication, that influences and restricts public opinion by creating an "opinion environment". The research proves that teachers not only are affected by the diversity of information, but also, they fear independency and generally produce a herd mentality. In addition, teacher groups seem unable to resist the opinion environment. Zhang (2024) explains that teachers professional learning community should adhere to positive guidance, cultivate the correct learning concept, to strengthen teachers' group consciousness, establish a common vision, and enable teachers to feel a sense of belonging to the community.

The fourth article, proposed by Oluwaseun Osituyo, John Kalimilo Malagila, and Widin Bongasu Sha'ven from the UK, is entitled «**Partial Flipped Classroom Approach and Student Engagement in the Classroom: Evidence from a UK University**». Osituyo et al. (2024), explore the association between students' pre-class online learning and their perceptions of in-person class engagement preparedness at a UK University. The authors use a questionnaire to collect data and employs statistical and qualitative data analysis techniques from a partial-flipped classroom (PFC). The research proves that students who engages with the pre-class online learning tend to engage more with the in-person learning materials/activities, and perceives a link between learning content and outcomes.

«**Transformational Leadership and Educational Outcomes: A Review of the Literature**» is the title of the fifth paper of this issue, by Maria Eliophitou Menon, from Cyprus. The research deals with the measurement of transformational leadership effects on educational outcomes. A systematic review of the literature summarised the past 15 years of research on the link between transformational leadership and educational outcomes. The evidence on the effects of transformational leadership include the need for addressing methodological problems associated with leadership studies and the need to explore the link between transformational leadership and other leadership models (Eliophitou, 2024).

Finally, we present you with a book review, by A Anand Naidu, of an exceptional and very personal book concerning understanding teaching and its dynamics, entitled «**Teaching well: Understanding key dynamics of learning-centre classrooms**», written by Brookfield, Stephen D., Rudolph, Jürgen & Tan, Shannon (2024). 'Teaching Well' explores what its title indicates, that is how to teach well. The book adopts an extremely personalised and informal approach to what it means to teach well

based on the authors own life journey and experiences as educators and people working in the education sector. ... «*reflections on their personal teaching experiences, successes, struggles and failures, doubts as well as enthusiasm for the ways forward*», as A Anand Naidu (2024) indicates. It is important to say how this book inspired the author (Naidu, 2024) and made him realize that he is not alone experiencing many disappointments in life that can be transformed positively and provide many lessons that could later help and improve the personal life and the education process «*It inspired, encouraged and provided assurances that I was not alone as an educator...*».

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