

Editorial

The double issue 31-32 is ready! It includes four articles and three student essays from the Inter-university, Interdepartmental Master Programme "Higher Education Policy: theory and practice". The success rate for submitting articles to this issue was 1 in 7.

The first article is titled "*A Systematic Review of Factors Influencing Selection of Management Institutes among Students*" and is signed by Animesh Karn and Pallavi Kumari. The article analyses the factors influencing the selection of management institutes by students. The study applies the theories of planned behavior, personal epistemology, goal pursuit and signaling to understand the results. The literature is categorized into choice, perception and implementation studies. Seven constructs are identified: campus, academic quality, online presence, financial considerations, personal, psychological, and social factors, and 30 variables used to quantify these constructs.

The second article is signed by Maria Frounta, Victoria Konidari, Victoria Rafailidou and Kyriaki Sidiropoulou and is entitled "*Healthy Universities in the Post-Truth Era*". The paper, after reviewing the existing literature in Greece and internationally, discusses the concept of post-truth and its importance for health. It also highlights the importance of health promotion and health education, including health literacy, in reducing the risk to public and individual health from meta-truth phenomena. The article concludes with some surprising findings that suggest that a holistic approach to health through a Healthy University could transform individuals into critical thinkers and empower them with knowledge and skills necessary to identify misinformation and make informed health decisions.

"*The attitudes of in-service teachers towards the teaching of History*" is the title of the third article signed by Myrto Michala, Chrysanthi Chaliama, Pantelis Kiprianos and Konstantinos Lavidas. This study presents the results of a survey conducted at the University of Patras to measure the attitudes of 120 Philosophy and Philosophy students towards the teaching of History. The development of the instrument is expected to address the need to measure the attitudes of History teachers on four dimensions: stress, perceived benefits, self-efficacy and perceived difficulties, which were found to influence teachers' attitudes towards teaching History, according to the literature review. Exploratory factor analysis showed satisfactory validity and reliability of the instrument construction. The data analysis showed that in-service teachers demonstrated medium levels of anxiety and self-efficacy.

The fourth article is titled "*Global Citizenship and Competence: Investigating the degree of self-improvement of teachers and students*" and is signed by Konstantina-Titika Tsintoni, Zoe Karanikola, and Nektaria Palaeologou. This study was designed and conducted to examine the individual dimensions of global competence and to capture the knowledge and skills of global citizenship as identified by students and higher education professionals from different disciplines, especially teachers. The qualitative methodology of structured interviews was followed and the research was conducted using convenience sampling in the region of Western Greece and in the

academic community of the University of Patras. The results of the research show that the concept of global competence is considered important, and the global citizen acquires those characteristics that should distinguish the modern individual who moves in different environments and interacts with different people.

The next three texts are a selection of graduate student papers at MaHep.

The first one is signed by Christos Alpochoritis and is entitled "*Cyberbullying in university students: a systematic review of scientific articles on prevention programmes/interventions*". In this study, a systematic review of articles from the Greek and international literature concerning programs/interventions for the prevention of cyberbullying among students was attempted. The main conclusion of the review is the necessity of designing and implementing programs for the prevention of cyberbullying in universities.

The second paper is entitled "*The Environmental Crisis in the Knowledge Society and Sustainable Development in Higher Education*". Sustainability is a model of development that has been at the centre of the aspirations of many organisations and businesses in recent years, as it refers to the safe co-evolution of the environment, society and the economy and can provide a direct solution to the environmental problem. In this effort, higher education seems to play an essential role, which is expected to contribute effectively to the promotion and enhancement of sustainable development in society, through the educational process and the adoption of environmentally friendly practices.

The third paper is entitled "*Education for global citizens in higher education: opportunities and challenges*". In this paper, through a literature review, we examine the opportunities and challenges associated with the integration of Education for Global Citizenship (ECC) in higher education. Specifically, we explore teaching methods, approaches and frameworks that facilitate the development of 'global citizens', as well as potential barriers to their implementation. The study provides useful information for faculty, curriculum developers and policy makers on the complex landscape of GCE in higher education.

Enjoy reading!
George Stamelos