

Editorial

The latest issue of Academia review (no. 41) is now available! It contains seven (7) articles.

The first is signed by Muhammad Hanif, Mustaji Mustaji and Fajar Arianto. It is entitled “*The Potential of Flipped-Case-Based-Learning for Creative Thinking in Higher Education: Bibliometric and Content Analysis (2020-2023)*”. The research aims to identify the potential of combined flipped-case-based learning in higher education that leads to creative thinking skill through bibliographic analysis and publication content. The research is guided by questions surrounding research trends, content, and themes relevant to flipped learning and case-based learning. The analysis results indicated a big concern in research trends on the combination, as evidenced by the increasing number of publications, citations, and interest from academics in various disciplines.

The second text is titled “*Beyond Student Outcomes: Reassessing Teaching Effectiveness through Student Evaluation*”. Its authors are Animesh Karn and Pallavi Kumari. This study reexamines teaching effectiveness by moving beyond traditional student outcome measures to incorporate student perceptions, offering a more comprehensive evaluation framework. Using a simplified 14-item questionnaire, the authors collected data from 319 undergraduate management students at two private universities in India. The findings suggest practical implications for enhancing instructor training programs through targeted development of interpersonal competencies, pedagogical confidence, and mentorship strategies.

The third text is written by Panagiota Makri. The title is “*Students’ satisfaction with their internship: A case study of the Department of Educational Sciences and Social Work (DES & SW) at the University of Patras*”. The purpose of our research was to

investigate both the organization of the internship in Departments of Primary Education (DPEs) and the satisfaction of students with their internship in a specific Department (DES&SW). Our research was conducted using a mixed-method approach (with questionnaires and individual semi-structured interviews) during the 2023-2024 academic year with fourth-year students who had completed their internship. The results of our study showed that students are generally satisfied with their internship. However, lower levels of student satisfaction were associated with the available educational material and the duration of the internship.

The fourth text is entitled *“Lecturer Self-Assessments and Student Evaluations of Teaching Competence in Higher Education: An Analysis Based on the TPACK Framework”*. This research aims to compare lecturer self-assessments and student evaluations of teaching competence within the framework of TPACK (Technological Pedagogical Content Knowledge). This study employed a quantitative method with a sample of lecturers and students. Random sampling was applied, resulting in 104 students and 52 lecturers from Universitas Asahan. The disparity between students' and lecturers' perceptions suggests that they may hold varying interpretations of what constitutes effective integration of TPACK in teaching.

The fifth text signed by Shofia Amin, Amirul Mukminin, Lenny Marzulina, Erna Listyaningsih, Rafiza Abdul Razak is entitled *“Managing Innovative Behaviors among Human Resources - Lecturers in Higher Education: The Struggles Between Internal Factors and The Stimulating External Factors”*. Using qualitative methods through a session of focus group discussion (FGD) attended by six functionaries of lecturers from three institutions of higher education in Jambi, this study aimed to explore what and how to stimulate lecturers' innovative behaviour based on their experience in their respective field. The findings from the FGD showed that innovative behaviour was an interaction between the internal factors of the lecturers themselves and the stimulating external factors.

The sixth text is entitled *“Fostering Intercultural Maturity in Georgian Higher Educational Institutions: Assessing Factors, Challenges, and Recommendations”*. This study investigates the institutional factors, pedagogical approaches, and interventions that contribute to the development of intercultural maturity among students. A quantitative survey was conducted with 386 undergraduate students from leading Georgian universities. The findings reveal a significant deficit in curriculum offerings

related to diversity education, with limited integration of multicultural perspectives by faculty members.

The seventh text is written by Emmanuel Udekwe, Chux Gervase Iwu and is entitled “*Internationalisation Performance in Higher Education: A Systematic Evidence Review*”. In this text a search strategy was initiated to examine databases such as Scopus, Cochrane, Embase, Science Direct and Web of Science to qualify the studies between 2000 and 2023. This study offers a review of HE to decision-makers and HE authorities to deliberate on the present situation of internationalisation performance and suggestions for further research.

Georgios Stamelos

Editor