

## PREFACE TO THE EDITION

The **International Journal of Education and Pedagogy** is pleased to present its latest issue, bringing together a collection of research that reflects the rapidly evolving landscape of teaching, learning, and educational innovation. The articles in this volume explore how modern pedagogy is reshaped by neuroscience, technology, emotional development, and new learning models revealing the complexity and promise of contemporary education systems.

The issue opens with an investigation into microlearning, demonstrating how short, focused learning experiences improve knowledge retention by leveraging core principles of cognitive psychology and neuroscience. The discussion progresses into the realm of trauma-informed digital pedagogy, highlighting the urgent need for safe, equitable, and emotionally supportive learning spaces in online environments.

A theoretical analysis of competency-based education examines how mastery-oriented learning frameworks promote student agency and achievement, offering insights into how educational institutions can transition beyond traditional time-based models. Complementing this, a comprehensive review of social-emotional learning provides strong empirical evidence that emotional intelligence is not supplementary, but foundational to academic success and long-term life outcomes.

Finally, this issue turns to the critical field of professional training with a study on technology-enhanced learning in medical education, outlining how virtual simulation, adaptive learning, and AI-powered tools are transforming clinical instruction and learner preparedness.

Taken together, these contributions showcase a forward-looking vision of education one where pedagogy is informed by science, strengthened by technology, and grounded in the holistic development of learners. The editorial board extends sincere gratitude to the authors, reviewers, and readers whose commitment advances the mission of IJEP. We hope this issue inspires continued research, thoughtful practice, and meaningful innovation in the field of education and pedagogy.

Dr. Renjisha R  
Chief Editor

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