

Editor's Preface

Dear Esteemed Readers and Contributors,

It is my distinct pleasure to present the second issue of 2023 of our esteemed journal, a culmination of rigorous research and scholarly endeavors from esteemed educators and researchers globally. In this issue, we delve into critical topics that delineate the future landscape of extended education, emphasizing the imperative for a comprehensive approach to student growth and development. The active research presented herein aims to contribute to the ongoing refinement of day-to-day practices and governmental policies in the extended education domain.

Within the contemporary educational landscape, it is widely recognized that the traditional classroom setting represents only one facet of a student's holistic journey. The significance of high-quality extended education programs and activities has gained prominence, transcending geographical boundaries. The research findings presented in this issue, conducted by outstanding scholars, further underscore the global acknowledgment of this proposition.

Noteworthy among the contributions is the work of Swedish researchers, Anna-Maria S. Marekovic and Anna Liisa Närvänen, who explore the perceptions and reactions of school professionals towards newly arrived migrant students in Sweden. Their study sheds light on the challenges posed by stringent entry requirements and unrealistic durations, emphasizing the impact of negotiation strategies on the educational trajectories of these students.

The pursuit of children's well-being and holistic growth has become a paramount educational goal on a global scale. Kolbrún Þ. Pálsdóttir's case study on Iceland's educational situation underscores the often-overlooked significance of extended education. This research underscores the imperative for policymakers to collaboratively strategize across sectors, fostering the development of innovative teaching practices that comprehensively support children and young people within the realm of extended education.

In another compelling study, Swedish researchers Maria Hjalmarsson, Birgitta Ljung Egeland, and Peter Carlman examine the dilemmas faced by school professionals in executing Swedish school-age educare. Their findings provide valuable insights into the complex professional identity of school-age educators, serving as a constructive starting point for policymakers, teacher trainers, and education practitioners.

Reflecting on transformative events, notably the COVID-19 pandemic, we present a study conducted by Korean scholars Sang Hoon Bae, Songie Han, and Meounggun Jo. Their research investigates the nuanced impact of the pandemic on the social-emotional development and learning engagement of Korean students. The study underscores the need for targeted educational measures and proactive preparation for future pandemics.

As the Editor-in-Chief, I extend my heartfelt gratitude to our dedicated reviewers whose silent efforts and commitment significantly contribute to the advancement of scholarship in our field. To the authors, your invaluable articles have enriched the pages of this journal, fostering a deeper understanding of the multifaceted landscape of extended education.

In conclusion, I invite you to immerse yourself in the scholarly contributions within this issue, as we collectively strive for excellence in extended education research.

Sincerely,

Sang Hoon Bae, Editor-in-Chief