

Dear Reader,

This issue brings together contributions that reflect a shared concern: how we develop meaningful skills in an increasingly complex, AI-mediated world. This aligns closely with GJSD's mission to explore skills development across disciplines, contexts, and cultures.

In this context, in times when education and work are being reshaped simultaneously by technological acceleration and global uncertainty, it feels both timely and necessary to pause and reflect on how we teach, learn, and prepare for the future. This issue of the GILE Journal of Skills Development brings together a diverse yet interconnected set of contributions that explore these questions from multiple perspectives ranging from artificial intelligence in education and teacher development to student engagement, employability, and curriculum transformation.

The collection opens with papers that engage directly with the systemic implications of AI and digital transformation in education. These contributions highlight not only the opportunities but also the uncertainties and pressures that educators experience as they navigate increasingly complex technological environments.

From there, the focus shifts toward teacher development, with particular attention to Generation Z educators, whose emerging professional identities are shaped by sustainability, innovation, and even popular culture as a space for leadership learning.

A third group of papers brings the student perspective into focus, exploring motivation, communication, and the often underexplored learning potential of real-world experiences such as work placements. These insights are complemented by a study situated at the intersection of education and the workplace, examining emotional intelligence as a key competence in AI-mediated, intercultural professional contexts. The issue then broadens to address curriculum and policy challenges, highlighting the role of higher education in fostering entrepreneurship and responding to pressing socio-economic needs.

The issue concludes with two "Food for Thought" contributions that invite us to step back and critically reflect on broader questions: the integrity of research in the age of social media, and the evolving role of business education in a VUCA world shaped by AI. These pieces do not aim to provide definitive answers, but rather to open up space for dialogue, questioning, and rethinking.

Over the past year, we have seen GJSD continue to grow, both in terms of the diversity of topics we engage with and the international network of scholars and practitioners who contribute to it. One of the most encouraging developments has been the number of collaborations between established researchers and emerging scholars. Several papers in this issue reflect exactly this kind of partnership. This, in itself, is a powerful reminder that developing skills is not only the subject of our research, but also the way we work together as a scholarly community.

I would like to take this opportunity to thank everyone who made this issue possible: the authors for their thoughtful and rigorous work, the reviewers for their time and constructive feedback, and the editorial teams for their dedication behind the scenes. It is through this collective effort that GJSD continues to evolve as a space not only for publishing research, but for building a community around skills development in its broadest sense.

What I take from this collection is that skills development today is deeply relational and context-dependent, shaped by collaboration, reflection, and a willingness to engage with complexity.

I warmly invite our community to read and reflect on the insights shared here. My hope is that this issue will not only inform your thinking but also inspire you, as it has inspired me. I also encourage you to bring these ideas into your classrooms, research, and professional conversations.

Happy reading!

Warm regards,

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