

Notes from the Editor

Thanks to our distinguished authors, reviewers, and editorial board members, who made this possible, we are now releasing our first issue of Volume 10.

In this issue, you will be reading Jyrki Loima's thought-provoking featured article that, in his own words, "closes the trilogy of *so-cio-educational policy viewpoints in Finland*." Each of his three articles provides a real-time account of what has been going on in Finland in the last three years in response to the COVID-19 pandemic. Our readers, who have not yet read his previous articles, are invited to search for them in our Vol 9, No 2 and Vol 8, No 3. These papers present a critical review of the policies related to literacy and education in Finland and Europe and offer extremely rich bibliographies.

In addition to Finland, this issue also showcases many colourful research articles from Ethiopia, KSA, Nigeria, South Africa, Turkey, and the UK with a diverse range of primary, secondary, and tertiary levels contexts. The topics in this issue include religion education, gamification of science education, gamification of speaking skills, bilingual instructors, Google classroom management, reading speed, metacognition in reading, special needs learners, self-efficacy and numeracy literacy, musical literacy, L2 e-learning, reading literacy, information literacy, social studies for citizen of the future, vocabulary learning, and eductainment,

As always, on behalf of the journal board members, I express my sincere gratitude to our contributors of the current issue and hope that our readers will enjoy reading every one of these papers in our January issue.

Happy reading!

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Vahid Nimehchisalem

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