

Integrating Cultural Diversity in Rural Classrooms: Pathways to Inclusive and Democratic Education

Andrew Skourdoumbis

Deakin University, Burwood, Victoria, Australia

*Corresponding Author: andrew.skourdoumbis@deakin.edu.au

<http://doi.org/10.33650/ijess.v2i2.7268>

Received: July 2023, Accepted: October 2023, Published: December 2023

Abstract:

This study explores integrating cultural diversity and empowering student voices in classroom teaching practices. The aim is to examine how teachers incorporate cultural backgrounds into their lesson plans and classroom activities to foster an inclusive and democratic learning environment. A qualitative research design with a case study approach was employed to gather detailed insights into these practices. Data collection involved interviews with eight teachers and several students, direct classroom observations, and document analysis, including lesson plans and teaching notes. The study reveals that teachers in Indonesia actively integrate students' cultural backgrounds into the curriculum, using socio-cultural themes to create a more inclusive classroom atmosphere. Teachers empower students by encouraging them to voice their opinions during discussions and actively participate in decision-making. However, the study also identifies a gap in the consistent application of deliberative democracy principles, with many classrooms still dominated by a teacher-centered approach. The findings suggest that while efforts are being made to create a more inclusive and participatory learning environment, there is a need for further development in fully adopting deliberative democracy in educational practices. The implications of this study emphasize the importance of integrating cultural diversity and fostering student agency to enhance student engagement, motivation, and achievement in education.

Key Words: *Research Competencies, Islamic Education Teachers, Mentoring Models, Digital Technology*

INTRODUCTION

Education is important in building a just and inclusive society (Chankseliani & McCowan, 2021; DeMatthews et al., 2021; Molina Roldán et al., 2021). In a social context, education serves as a means of knowledge transfer as well as a tool for creating equality and opportunity for all individuals, regardless of social or economic background (Craiut et al., 2022; Wang et al., 2022; Zhanbayev et al., 2023). However, access to inclusive education still faces challenges, especially in developing countries like Indonesia. In areas of Probolinggo Regency, there are various obstacles, such as limited infrastructure, educational resources, and educator training. As a result, many students from diverse backgrounds have not received equal learning opportunities. Although inclusive education policies have been proclaimed, their implementation is still not ideal, especially in rural areas that experience gaps in facilities and teaching staff.

Theoretically, the inclusive education approach is based on the theory of social constructivism, which emphasizes the importance of social interaction in the learning process (Alam & Mohanty, 2023; Lam et al., 2021; Wu et al., 2022). Bronfenbrenner's ecological theory also explains how environmental factors, such as family, school, and community, contribute to students' learning experiences (Guo & Lee, 2023; Terry, 2021; Tong & An, 2023). Concerning this thinking, inclusive education should be part of a system that supports diversity and ensures equal access to learning (Belser & Prescod, 2021; Vrydagh et al., 2023; Willis et al., 2022).

Departing from the observation activities, several problems were found among them. One of the main problems found is teachers' lack of professional training in implementing inclusive teaching strategies. Many teachers still use traditional teaching methods less supportive of students with different learning needs. In addition, the availability of inadequate facilities and infrastructure further exacerbates this condition. The initial observations found that many teachers do not deeply understand the concept of inclusive education and how to apply it in daily teaching practice. This shows that there is still a gap between the inclusive education policy proclaimed and the implementation at the school level.

Previous research has discussed inclusive education but with a different focus. Research by Leijen et al. (2021) discusses the challenges of inclusive education in rural areas and highlights the importance of teacher training to overcome these obstacles. The same thing was also conveyed by Crispel and Kasperski (2021), who examined how inclusive education policies are implemented in various countries and found that many countries still face challenges in practical implementation. Meanwhile, another research examined how student diversity can be managed in the context of inclusive education and emphasized the need for a community-based approach (Hurwitz et al., 2022; Savolainen et al., 2022; Werner et al., 2021).

Although previous studies have discussed inclusive education broadly, no research specifically addresses how teachers in Probolinggo Regency overcome the challenges of inclusive education amid limited resources. Therefore, this study will fill this gap by exploring the inclusive teaching practices that educators have implemented and the obstacles they face. Thus, this study is novel in its more contextual approach to inclusive education in rural areas. Unlike previous research, this study identifies the challenges teachers face and offers concrete strategies to improve the implementation of inclusive education in the Probolinggo Regency. Thus, this research is expected to contribute to developing more effective inclusive education policies in rural areas.

This study aims to analyze teachers' challenges in implementing inclusive education in the Probolinggo Regency, identify teachers' strategies for creating an inclusive learning environment, and provide recommendations to increase teachers' capacity to implement inclusive teaching practices. Through this

research, more applicable solutions can be found to support the implementation of inclusive education in rural areas so that every student gets an equal right to learning without being constrained by their social, cultural, or economic background.

RESEARCH METHOD

This study focuses on analyzing classroom teaching practices conducted by teachers in Probolinggo Regency, East Jawa, Indonesia. This location was chosen as the research location due to its unique educational challenges and demographic composition. The region has a diverse cultural background, with a mix of rural and urban areas. The research employs a qualitative design with a case study approach. The case study approach was selected to deeply explore implementing inclusivity principles and student voice empowerment in teaching within the region (Barroga et al., 2023; Loose et al., 2023; Pyo et al., 2023). Through this approach, the researcher can identify and analyze how teachers interact with their students in the context of cultural diversity and how they provide opportunities for students to participate actively in the learning process. The study aims to uncover real-world practices on the ground and the challenges faced in creating an inclusive and democratic learning environment.

The primary sources of information for this study are the teachers who teach at various elementary schools in Probolinggo Regency and the students involved in the classroom learning process. The primary respondents consist of eight teachers selected through purposive sampling based on specific criteria, such as having more than five years of teaching experience and engaging in teaching practices that integrate cultural diversity. In addition, students who were participants in the lessons were also interviewed to gain their perspectives on their learning experiences that involved cultural content and the empowerment of their voices. Supplementary information was obtained from relevant documentation, such as lesson plans (RPP) and teaching notes.

Data for this study was collected using three primary techniques: interviews, observations, and documentation. Interviews were conducted with teachers and students to obtain their views on integrating cultural diversity and empowering student voices in teaching. Direct classroom observations were made to observe the dynamics of the learning process and interactions between teachers and students. Documentation, such as lesson plans and teaching notes, reinforced the findings obtained through interviews and observations. The collected data was then analyzed through three stages: data reduction, display, and verification. Data reduction involved filtering relevant information and organizing it into key themes. Data display was used to present the findings systematically and clearly, while data verification ensured the accuracy and validity of the findings through triangulation between various data sources.

RESULT AND DISCUSSION

Result

Embracing Student Diversity in the Classroom

The main finding revealed from this study is the importance of acceptance of student diversity in classroom teaching practices. In the observation of teaching and learning activities in Probolinggo Regency, it was found that teachers actively integrate students' cultural backgrounds in lesson plans and classroom activities. This shows that diversity is not just an accepted aspect but is also recognized and used as a tool to enrich the student learning experience. The use of socio-cultural themes that are relevant to students' daily lives is one of the ways teachers can create an inclusive classroom and respect differences.

Teachers are committed to introducing diversity by integrating socio-cultural issues in the subject matter. Departing from the Civic Education RPP (Lesson Plan), teachers ask students to write an essay about their local culture. It allows students to learn the material and connect learning to their daily lives. On the other hand, in the Indonesian syllabus, teachers encourage students to write about their life experiences, introducing cultural—diversity in more personal and relevant topics. In addition, observations of classroom activities show that discussions about students' cultural backgrounds are also often conducted to create a better understanding between students and teachers. Departing from this, it can be understood that the integration of implementation related to diversity in learning is shown in Figure 1.

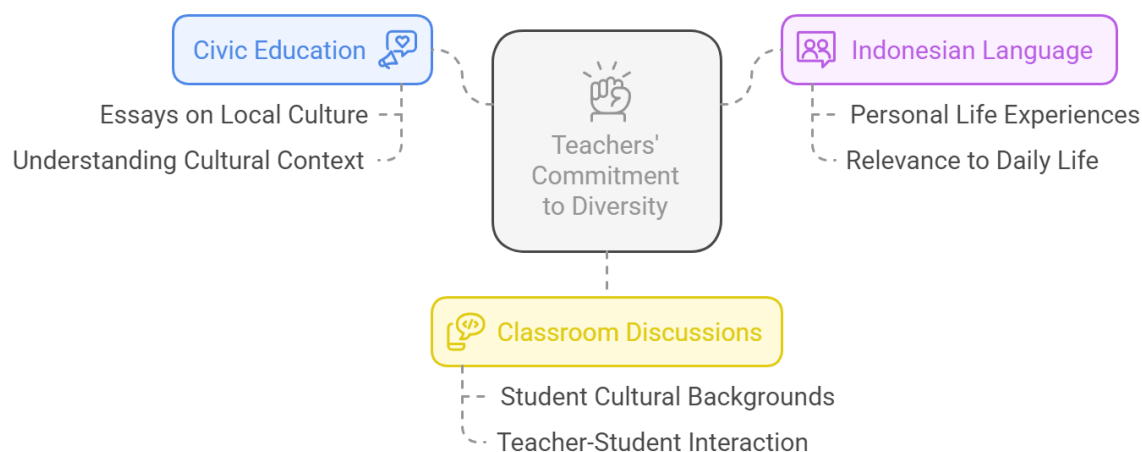


Figure 1. Integrating Cultural Diversity in Education

Figure 1. Explaining that acceptance of student diversity is the main finding relevant to the goal of inclusive education in Probolinggo Regency. Teachers in the region consistently integrate elements of local culture and students' life experiences in their lesson plans. In doing so, they provide space for cultural diversity and create a more inclusive classroom where every student feels valued and recognized. This integration reflects an approach that supports academic achievement and strengthens a sense of belonging among students.

Diversity-based learning helps students feel more connected to the material being taught, increases motivation, and reduces feelings of isolation. Overall, these efforts reinforce learning based on inclusivity and cultural diversity, which is essential for achieving equality in education in the area. This is a concrete step towards a fairer and more equal learning environment.

Empowering Student Agents and Voices

From the research conducted, it was also found that teachers in learning practices actively empower students by allowing them to express opinions and participate in decision-making in the classroom. Teachers consider student voices an integral part of the learning process, encouraging students to interact more actively in classroom discussions and activities. Allowing students to speak, ask questions, and provide their opinions effectively increases a sense of autonomy and participation in learning.

This is evidenced by interviews conducted with several teachers during the study. A standard part of them explained that they involve students in class discussions and appreciate their opinions. One of the teachers expressed this: "If their opinion is correct, I agree with them, then I give reinforcement of their understanding (I_F_2023)." Another teacher said, "They usually have different opinions on factual issues... We explain based on their opinion (I_H_2023)." In addition, another teacher's statement also reinforces this, "Teachers must accept criticism from students; If criticism is good, teachers must accept (I_A_2023)." A series of interviews was conducted with several informants to make it easier to interpret the results of the interviews, which were then analyzed as shown in Table 1.

Table 1. Empowering Student Agents and Voices

Theme	Indicator	Teacher's Statement	Analysis
Student Engagement in Discussions	Inclusive class discussions, listening to students' opinions.	"If their opinion is correct, I agree with them."	Discussions allow students to feel valued and participate more actively.
Provision of Strengthening Understanding	Strengthening understanding after the student's opinion is recognized.	"I gave them a reinforcement of understanding."	Reinforcement strengthens students' confidence in speaking and thinking critically.
Openness to Criticism	Accept criticism and provide constructive responses.	"Teachers must accept criticism from students."	Demonstrate that teachers are open to feedback for teaching improvement.
Respect for Student Opinion	Acknowledging the diversity of students' opinions and suggesting explanations.	"They usually have different opinions on factual issues."	Teachers value different views to encourage critical thinking.
Explanation of Student Opinions	Explain and reinforce students' understanding based on their opinions.	"We explain based on their opinions."	Explanations help clarify students' ideas and reinforce their understanding.

Departing from the results of the interview and analysis in Table 1. Above, it can be understood that most teachers prioritize student involvement in the learning process through class discussions. They appreciate students' opinions and reinforce the understanding that has been expressed, especially when the opinions are relevant and correct. Teachers are also open to differing opinions, especially in discussions about factual issues, and try to explain students' views objectively. In addition, some teachers emphasize the attitude of accepting criticism from students, emphasizing the importance of teachers accepting constructive criticism. This reflects that the relationship between teachers and students is based on mutual respect, with teachers actively encouraging student participation and strengthening their understanding through open and two-way discussions.

The Application of Deliberative Democracy in the Classroom

The study results show that applying the principles of deliberative democracy in the classroom is minimal. Departing from the research results conducted in several classes, most teachers still use a teacher-centered approach, where students are rarely involved in decision-making. Although some teachers have tried to build dialogue in the classroom, this step has not occurred consistently. It has not fully reflected the principles of deliberative democracy that prioritize equality in participation and decision-making. Much of the learning remains structured in a more traditional format, where the teacher becomes the information center. At the same time, students listen and follow instructions more often than contribute to discussions or planning learning activities. This shows a gap between the theory of deliberative democracy and the practice in the classroom.

Departing from the above, although there are several initiatives to involve students, their involvement in classroom rule-making and decision-making is minimal. As in the example found related to the "classroom rules" regarding how students respond to questions, the teacher conveys them directly without any discussion or space for students to provide input. This is related to the class rules found during the research process, as shown in Figure 2.



Figure 2. Classroom Rules

Even so, on certain occasions, some teachers try to provide space for students to share their views, such as when determining task groupings. Teachers who do this report that students become more enthusiastic and more willing to cooperate when they are allowed to voice their opinions. However, opportunities to engage in such decisions are still limited and rare, so classroom interactions remain dominated by a one-way approach, with the teacher as the central controller.

Exposure to the data found during the study showed that despite some small efforts to implement the principles of deliberative democracy, most classroom learning is still dominated by a teacher-centered approach. Student involvement in class decision-making remains limited, and the application of deliberative democracy in the classroom context still needs further development. Current practices still do not fully reflect the importance of collaboration, active participation, and consideration of various views that should be the basis of deliberative democracy.

Discussion

One of the key findings of this study is the importance of accepting student diversity in classroom teaching practices, particularly in the Probolinggo Regency. The study shows that teachers actively integrate students' cultural backgrounds into lesson plans and classroom activities. This goes beyond merely acknowledging diversity; it is recognized and used as a tool to enrich students' learning experiences. For instance, in Civic Education, students are asked to write essays about their local culture, which helps them connect the lesson content to their daily lives. Similarly, in Indonesian language classes, students are encouraged to share personal life experiences, which adds a personal and culturally relevant dimension to the learning process. This finding implies creating space for students to feel valued and respected in an inclusive learning environment. By integrating diversity into teaching, students feel more connected to the material, which enhances their motivation and reduces feelings of isolation.

This finding aligns with previous studies, emphasizing that integrating diversity into the curriculum can increase student engagement in learning (Chien & Hwang, 2022; Heilporn et al., 2021; Wong & Liem, 2022). This is consistent with the results of this study, which indicate that using socio-cultural themes relevant to students' lives helps deepen their understanding of the subject matter. Tomlinson highlights that when diversity is accepted and embedded in the learning process, students feel valued and more motivated to participate actively in classroom discussions. Therefore, this research further underscores the importance of embracing diversity to enrich learning, positively impacting academic performance and students' social skills in interacting with peers.

The second significant finding of this study is the empowerment of student voices and participation in learning. Teachers in Probolinggo actively encourage students to express their opinions and participate in decision-making processes within the classroom. Teachers appreciate relevant and correct student opinions and reinforce them to solidify their understanding further. This finding implies the importance of creating space for students to voice their opinions and engage in learning. By involving students in discussions and decision-making, they gain a sense of autonomy in their learning, which improves their confidence and engagement.

This aligns with findings from another research (Almulla & Al-Rahmi, 2023; Lanford et al., 2022; Pang, 2022) that empowering students in learning increases their involvement and encourages critical thinking. Hargreaves also points out that when students can voice their opinions, they feel valued and are more likely to think reflectively and critically about the material being taught. This research underscores the significance of creating a classroom environment that encourages students to be active agents in their learning, ultimately contributing to deeper learning and more critical understanding.

The third significant finding from the study is the limited application of deliberative democracy principles in the classroom. Although some teachers have attempted to incorporate dialogue into their classes, the predominant teaching approach is still teacher-centered, with limited student involvement in decision-making. This finding implies that the gap needs to be addressed when applying the principles of deliberative democracy in classroom settings. This limited engagement shows that, despite efforts to create a more dialogue-based learning environment, the teacher-centered approach continues to dominate, preventing the full development of student involvement in the learning process.

Previous research also highlights the importance of deliberative democracy in education, showing that while there is potential to increase student participation in decision-making, its implementation remains minimal (Larrain et al., 2021; Vrydagh et al., 2023; Willis et al., 2022). Deliberative democracy requires broader spaces for student involvement in discussions and decision-making beyond specific topics and involving students in shaping classroom rules and learning policies. Thus, this study emphasizes the need for further efforts to apply deliberative democracy principles more broadly, involving students in discussions and deeper decision-making processes within the classroom.

This study makes a significant original contribution by shedding light on the practical integration of cultural diversity and the empowerment of student voices in classrooms, particularly in Probolinggo Regency. It goes beyond theoretical claims by documenting how teachers actively use students' cultural backgrounds to enrich the learning experience.

The research illustrates that diversity is acknowledged and woven into lesson plans and classroom activities, positioning it as an essential tool for fostering a more engaging and inclusive learning environment. By focusing on the active participation of students through culturally relevant content, such as essays on local cultures and personal life experiences, the study challenges traditional approaches that often treat diversity as a peripheral concern in education. Additionally, the study contributes to the literature on student voice by emphasizing the role of teachers in empowering students to express their opinions, thereby enhancing their critical thinking and sense of agency. This finding enriches the understanding of participatory learning and highlights the importance of creating spaces where students can actively shape their learning experiences.

Theoretically, this study expands on existing theories of inclusive education by providing a practical example of how cultural diversity can be integrated meaningfully into the curriculum. It contributes to the theoretical framework of inclusive education by illustrating that diversity, when recognized and actively integrated, can be a powerful tool to enhance student engagement and academic achievement. Moreover, the study enriches the literature on democratic education and deliberative democracy by exploring how teacher-student interactions, although still limited, can evolve to foster greater student participation in decision-making processes. While the application of deliberative democracy principles remains underdeveloped in the classrooms studied, this research offers a theoretical foundation for understanding the potential benefits of increasing student involvement in classroom governance. By highlighting both the challenges and successes in incorporating student voices, the study invites further exploration into how democratic principles can be more effectively applied to create classrooms that are not only inclusive but also collaborative and participatory.

CONCLUSION

This comprehensive study underscores the pivotal role of social inclusivity within educational settings by illuminating key aspects such as embracing student diversity, fostering student agency and voice, and establishing deliberative democracy in the classroom. The findings emphasize the significance of curriculum development and teaching strategies that prioritize acknowledging diverse student backgrounds, empowering student participation, and instilling democratic values. By recognizing the multifaceted nature of social inclusivity in education, this research underscores the importance of creating inclusive learning environments that cater to diverse student needs and enable active student engagement, contributing to more equitable and participatory educational practices.

For future research endeavors, it is recommended to delve deeper into the implementation and effectiveness of specific pedagogical approaches or interventions to enhance social inclusivity in diverse educational settings. Exploring the impact of targeted teaching strategies on embracing student diversity, empowering student agency and voice, and fostering deliberative democracy within classrooms could provide valuable insights. Additionally, investigating the correlation between inclusive educational practices and academic performance or socio-emotional development could further illuminate the benefits and potential challenges of promoting social inclusivity in education. Moreover, comparative studies across various cultural or regional contexts offer a broader perspective on the applicability and adaptation of inclusive teaching methodologies in diverse educational settings.

ACKNOWLEDGMENT

The author sincerely thanks Mr. Sugiyono dan Tim for his invaluable support and collaboration throughout this research. His insights, guidance, and partnership have contributed significantly to the successful completion of this study. The author profoundly appreciates his dedication and assistance, which has enriched the research process and outcomes.

REFERENCES

- Alam, A., & Mohanty, A. (2023). Cultural Beliefs and Equity in Educational Institutions: Exploring the Social and Philosophical Notions of Ability Groupings in Teaching and Learning of Mathematics. *International Journal of Adolescence and Youth*, 28(1), 2270662. <https://doi.org/10.1080/02673843.2023.2270662>
- Almulla, M. A., & Al-Rahmi, W. M. (2023). Integrated Social Cognitive Theory with Learning Input Factors: The Effects of Problem-Solving Skills and Critical Thinking Skills on Learning Performance Sustainability. *Sustainability (Switzerland)*, 15(5), 3978. <https://doi.org/10.3390/su15053978>
- Barroga, E., Matanguihan, G. J., Furuta, A., Arima, M., Tsuchiya, S., Kawahara, C., Takamiya, Y., & Izumi, M. (2023). Conducting and Writing Quantitative and Qualitative Research. *Journal of Korean Medical Science*, 38(37). <https://doi.org/10.3346/jkms.2023.38.e291>
- Belser, C. T., & Prescod, D. J. (2021). Conceptualizing COVID-19-Related Career Concerns Using Bioecological Systems: Implications for Career Practice. *Career Development Quarterly*, 69(4), 355–370. <https://doi.org/10.1002/cdq.12279>
- Chankseliani, M., & McCowan, T. (2021). Higher Education and the Sustainable Development Goals. *Higher Education*, 81(1), 1–8. <https://doi.org/10.1007/s10734-020-00652-w>

- Chien, S. Y., & Hwang, G. J. (2022). A Question, Observation, and Organisation-Based SVVR Approach to Enhancing Students' Presentation Performance, Classroom Engagement, and Technology Acceptance in a Cultural Course. *British Journal of Educational Technology*, 53(2), 229–247. <https://doi.org/10.1111/bjet.13159>
- Craiut, L., Bungau, C., Bungau, T., Grava, C., Otrisal, P., & Radu, A. F. (2022). Technology Transfer, Sustainability, and Development, Worldwide and in Romania. *Sustainability (Switzerland)*, 14(23), 15728. <https://doi.org/10.3390/su142315728>
- Crispel, O., & Kasperski, R. (2021). The Impact of Teacher Training in Special Education on the Implementation of Inclusion in Mainstream Classrooms. *International Journal of Inclusive Education*, 25(9), 1079–1090. <https://doi.org/10.1080/13603116.2019.1600590>
- DeMatthews, D. E., Serafini, A., & Watson, T. N. (2021). Leading Inclusive Schools: Principal Perceptions, Practices, and Challenges to Meaningful Change. *Educational Administration Quarterly*, 57(1), 3–48. <https://doi.org/10.1177/0013161X20913897>
- Guo, X., & Lee, J. S. (2023). A Systematic Review of Informal Digital Learning of English: An Ecological Systems Theory Perspective. *System*, 117, 103097. <https://doi.org/10.1016/j.system.2023.103097>
- Heilporn, G., Lakhal, S., & Bélisle, M. (2021). An Examination of Teachers' Strategies to Foster Student Engagement in Blended Learning in Higher Education. *International Journal of Educational Technology in Higher Education*, 18(1), 25. <https://doi.org/10.1186/s41239-021-00260-3>
- Hurwitz, S., Garman-McClaine, B., & Carlock, K. (2022). Special Education for Students with Autism During the COVID-19 Pandemic: "Each Day Brings New Challenges." *Autism*, 26(4), 889–899. <https://doi.org/10.1177/13623613211035935>
- Lam, P. L. C., Ng, H. K. Y., Tse, A. H. H., Lu, M., & Wong, B. Y. W. (2021). eLearning Technology and the Advancement of Practical Constructivist Pedagogies: Illustrations from Classroom Observations. *Education and Information Technologies*, 26(1), 89–101. <https://doi.org/10.1007/s10639-020-10245-w>
- Lanford, D., Petiwala, A., Landers, G., & Minyard, K. (2022). Aligning Healthcare, Public Health and Social Services: A Scoping Review of the Role of Purpose, Governance, Finance and Data. *Health and Social Care in the Community*, 30(2), 432–447. <https://doi.org/10.1111/hsc.13374>
- Larrain, A., Fortes, G., & Rojas, M. T. (2021). Deliberative Teaching as an Emergent Field: The Challenge of Articulating Diverse Research Agendas to Promote Educational Experiences for Citizenship. *Frontiers in Psychology*, 12, 660825. <https://doi.org/10.3389/fpsyg.2021.660825>

- Leijen, Ä., Arcidiacono, F., & Baucal, A. (2021). The Dilemma of Inclusive Education: Inclusion for Some or Inclusion for All. *Frontiers in Psychology*, 12, 633066. <https://doi.org/10.3389/fpsyg.2021.633066>
- Loose, F., Hudders, L., De Jans, S., & Vanwesenbeeck, I. (2023). A Qualitative Approach to Unravel Young Children's Advertising Literacy for YouTube Advertising: In-Depth Interviews with Children and Their Parents. *Young Consumers*, 24(1), 74–94.
- Molina Roldán, S., Marauri, J., Aubert, A., & Flecha, R. (2021). How Inclusive Interactive Learning Environments Benefit Students Without Special Needs. *Frontiers in Psychology*, 12, 661427. <https://doi.org/10.3389/fpsyg.2021.661427>
- Pang, Y. (2022). The Role of Web-Based Flipped Learning in EFL Learners' Critical Thinking and Learner Engagement. *Frontiers in Psychology*, 13, 1008257. <https://doi.org/10.3389/fpsyg.2022.1008257>
- Pyo, J., Lee, W., Choi, E. Y., Jang, S. G., & Ock, M. (2023). Qualitative Research in Healthcare: Necessity and Characteristics. *Journal of Preventive Medicine and Public Health*, 56(1), 12–20. <https://doi.org/10.3961/jpmp.22.451>
- Savolainen, H., Malinen, O. P., & Schwab, S. (2022). Teacher Efficacy Predicts Teachers' Attitudes Towards Inclusion—A Longitudinal Cross-Lagged Analysis. *International Journal of Inclusive Education*, 26(9), 958–972. <https://doi.org/10.1080/13603116.2020.1752826>
- Terry, G. R. (2021). *Dasar-Dasar Manajemen Edisi Revisi*. Bumi Aksara.
- Tong, P., & An, I. S. (2023). Review of Studies Applying Bronfenbrenner's Bioecological Theory in International and Intercultural Education Research. *Frontiers in Psychology*, 14, 1233925. <https://doi.org/10.3389/fpsyg.2023.1233925>
- Vrydagh, J., Devillers, S., & Reuchamps, M. (2023). The Integration of Deliberative Mini-Publics in Collaborative Governance Through the Perspectives of Citizens and Stakeholders: The Case of the Education Reform in French-Speaking Belgium. *Representation*, 59(1), 95–116. <https://doi.org/10.1080/00344893.2020.1853599>
- Wang, M., Yu, H., Bell, Z., & Chu, X. (2022). Constructing an Edu-Metaverse Ecosystem: A New and Innovative Framework. *IEEE Transactions on Learning Technologies*, 15(6), 685–696. <https://doi.org/10.1109/TLT.2022.3210828>
- Werner, K., St. Arnold, G., & Crea, T. M. (2021). Using a Community-Based System Dynamics Approach for Understanding Inclusion and Wellbeing: A Case Study of Special Needs Education in an Eastern African Refugee Camp. *Conflict and Health*, 15(1), 1–9. <https://doi.org/10.1186/s13031-021-00390-5>
- Willis, R., Curato, N., & Smith, G. (2022). Deliberative Democracy and the Climate Crisis. *Wiley Interdisciplinary Reviews: Climate Change*, 13(2), e759. <https://doi.org/10.1002/wcc.759>

- Wong, Z. Y., & Liem, G. A. D. (2022). Student Engagement: Current State of the Construct, Conceptual Refinement, and Future Research Directions. *Educational Psychology Review*, 34(1), 107–138. <https://doi.org/10.1007/s10648-021-09628-3>
- Wu, I. L., Hsieh, P. J., & Wu, S. M. (2022). Developing Effective E-Learning Environments Through E-Learning Use Mediating Technology Affordance and Constructivist Learning Aspects for Performance Impacts: Moderator of Learner Involvement. *Internet and Higher Education*, 55, 100871. <https://doi.org/10.1016/j.iheduc.2022.100871>
- Zhanbayev, R. A., Irfan, M., Shutaleva, A. V., Maksimov, D. G., Abdykadyrkyzy, R., & Filiz, Ş. (2023). Demoethical Model of Sustainable Development of Society: A Roadmap Towards Digital Transformation. *Sustainability (Switzerland)*, 15(16), 12478. <https://doi.org/10.3390/su151612478>