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Editorial

How Do We Interact With the World in Creating Our Lived Experiences and Maintaining the Vitality of the World?

Dear readers and members of Daugavpils University
UNESCO Chair Open Network of JTES,

The time has come for us to look at what we have achieved in six months, in collaboration with the authors of the articles who have been engaged in ESD research supported by DU UNESCO Chair. The current issue of the JTES contains articles of authors representing Latvia, Poland, Finland, Thailand, Lithuania, Russian Federation, Turkey and the United States of America. These are the ten selected articles out of 124 received for the JTES 23(2) issue. As usual, the thematic diversity is high enough. Thirty-four researchers from these eight countries have contributed to the current issue of the Journal. Different experiences of the researchers and the degree of their personal involvement in various research areas and fields have been used through collaboration. The researchers involved have expanded their experience with a sustainability perspective, which is a specific requirement for the JTES publications. It is not an easy task to connect the context and conceptual basis of different educational research topics with the phenomenon of sustainability. Especially this is due to the fact that the idea of sustainability and the origin of the concept have different sources and explanations since its inception. This diversity of origin also enters educational research for ESD. However, the wording available worldwide does nothing to promote sustainable attitudes and ESD. There is a tendency often observed to continue keeping sustainability unsustainable. Therefore, in the JTES articles we cannot do without addressing the problems of the Anthropocene age and searching for solutions that can reduce the unsustainability of the age, which threatens the viability of nature and humanity.

Expanding the contextual and research perspectives is not easy in the real work of researchers. This is confirmed by the *lived experience* of JTES, i.e., such modifications also require changes from researchers. From the discussions of JTES lived experience, an unsurpassed simple metaphor has remained that convincingly illustrates the need for a vital choice in educational research for ESD in the early 21st century. In fact, it is the readiness of researchers to choose the research model by its deepest essence. This can be compared to choosing eggs for breakfast. You can choose a boiled egg or a raw one. The two do not differ externally, but by turning them around their axis, you will easily determine which one is boiled and which is natural, raw. The rotation feature helps find the essentials, as a raw egg still has the potential to give life if the conditions for hatching chicks are met. A boiled egg will not perform its life-sustaining function under any circumstances, as it has no possibility of survival. The 21st century has raised the need for researchers to learn to recognize research models and to find an appropriate methodological basis for research that uses life-preserving models. The use of these models is natural, evolutionary and ecological, with an important ontological succession that begins with the preparation of the life support system for habitability and the participation

of this system in the future changes in the life support evolutionary ecosystem. It is important for every researcher from the youngest to the most experienced one in the Anthropocene age to consider which egg to choose as a pattern for their research.

Year after year, the JTES authors confirm that expanding one's research with a sustainability perspective is becoming more and more acceptable. Combining specific research and sustainability perspectives is accepted as natural, especially in educational research for ESD. The tendency of mechanical or technical combination is decreasing. The authors discover new aspects that have not been noticed without sustainability or unsustainability. The wicked problems caused by the Anthropocene age for educational researchers show a way to recognize a broader research perspective and the ongoing deeper changes, which also lead to changes in the development of researchers' identities. If we look deeper, changes take place. Changes take place in discovering new nuances of research perspectives. Our view is changing about the origin of education from broader and deeper perspective of human development, about the synergistic impact of humanity on the individual, the ecologically evolutionary impact of education and communication.

Thanks to the authors who show us the results of their research in different ways and through different approaches and help understand that there are still many uncertainties in educational research for ESD that lie behind the effect of the Anthropocene age on all of us. Thanks to all the authors of the JTES who contribute to the development of the Journal.

The first article "Opinion of Pre-service Preschool Teachers on Responsiveness: A Comparative Study of Latvian and Polish Students in the Aspect of Sustainable Education" by **Inese Jurgena**, **Dagnija Cēdere**, **Ingrīda Keviša** from Latvia and **Alicja Szerlag** and **Agnieszka Jedrzejowska** from Poland is devoted to the analysis and comparison of the opinions of future pre-school teachers on the responsiveness of teachers at the Latvian and Polish higher education institutions. The authors claim that the refocusing of education on sustainability is particularly relevant in teacher education to help prospective teachers achieve the wisdom of a sustainable and inclusive life. Therefore, the current study provides a new perspective and an opportunity to further explore teacher training in terms of sustainability from a broader perspective of the interactions of different processes, which will be a holistic view of the evolution of complex phenomena and their interactions based on the ideas of transcendental phenomenology.

In their paper "Promoting Sustainability Through Multimodal Storytelling", **Ann-Christin Furu**, **Hannah Kaihovirta** and **Suzanne Ekholm** from Finland focus on how multimodal storytelling can promote sustainability in the context of early childhood education and care (ECEC) teacher education. The study shows that multimodal storytelling can promote holistic learning processes, especially when it comes to challenging issues related to sustainability. Further, multimodal storytelling is apt for exploring existential and complex aspects of sustainability matters. The authors show that multimodal storytelling can strengthen a value-based capacity to conduct sustainability within ECEC.

In the paper entitled "Sustainable Teacher Professional Development Through Professional Learning Community: PLC" by **Parinya Meesuk**, **Angwara Wongrugsa** and **Thipwimol Wangkaewhiran** from Thailand, the authors state that the Professional Learning Community (PLC) is a sustainable development process aimed to develop teachers and education personnel as on-the-job training. The results reveal that PLC is valuable and sustainable in the educational context. The concept of PLC lies in an

uncomplicated process that is easy to follow. It contributes to sustainable development both at the individual and organizational levels. It is related to the materiality of the school, connections with local places, partnerships with the community and creative process. Teachers change their teaching and learning style, acquire positive thinking skills; moreover, PLC promotes the students to significantly increase their learning achievements.

Kristina Kovalcikiene and **Loreta Buksnyte-Marmiene** from Lithuania in their article "Doctoral Students as Future Teachers at Universities: Factors Related to Professional Identity" emphasize that Doctoral students' professional identity at higher education institutions is a relevant field of research in the context of education for sustainable development and a topical issue of discussion in the *Journal of Teacher Education for Sustainability*. Sustainable development of Doctoral students' professional identity plays a meaningful role in retaining gifted young scientists at higher education institutions. The article analyzes the psychological, social and academic environmental factors that are important for identification of the teacher's professional role during Doctoral studies. The results of the study reveal that Doctoral students' external thinking style, personality traits of extraversion and conscientiousness, perceived support of family and friends, material conditions are significant for Doctoral students' identification with the teacher's professional role.

Oskars Java from Latvia in his article "The Information Search Habits Investigated by an Eye Tracking Technique: How to Manage the Documentary Heritage of the National Library of Latvia" investigates how to manage the documentary heritage of the National Library of Latvia. It can be stated that the access to information is equally important as its creation because if it is not possible to be found, the effort dedicated to its creation is in vain. To achieve sustainability in different sectors, there is a need for appropriate management, access, use and sharing of information. To investigate information search habits, an eye tracking technique has been used in the framework of the study. The author formulates proposals on how to bridge the gap between the user and the National Library of Latvia, thus promoting sustainable access to the information and knowledge, hopefully leading to information-led decision-making, which is the main aspect of reaching sustainability.

Svetlana N. Dvoryatkina, Larisa V. Zhuk, Evgeniy I. Smirnov, Anastasia V. Khizhnyak and **Sergey V. Shcherbatykh** from the Russian Federation in their article "Open Innovation Model of Student's Research Activities" focus on solving the problem of interaction and synergy of two global trends of our time – education for sustainable development and the large-scale process of digitalization of the general education system. The authors emphasize that both of these areas of development are closely interrelated, since the model of the information society, including the model of digital transformation of education, logically fits into the model of sustainable development, strengthening its conceptual power, consistency and information technology. The transition to sustainable development implies a high degree of digitalization of both society as a whole and education in particular. The authors see the solution to the problem of interaction between two global trends of education for sustainable development and the large-scale process of digitalization of the education system in the development and implementation of automated learning systems in school practice. The obtained research results make a significant contribution to the theory and practice of the development and application of intelligent learning environments in the context of sustainable development.

In their article "The Role of Feedback in the Distance Learning Process" **Pāvels Jurs** and **Elita Špehte** from Latvia discuss that education for sustainable development has been promoting knowledge, skills, values and attitudes that empower learners to take informed decisions and responsible actions. Through education for sustainable development and distance learning, effective feedback can provide the student with the support mechanisms necessary for the active involvement of the student in the learning process. In a distance learning environment, feedback may have a positive impact on students by promoting responsibility for the acquisition of the material and by establishing a dialogue on feedback and evaluation which, by its nature, helps the student engage actively in the learning process and not to be a passive observer.

Sarmite Rozentale, Ieva Grintale, Linda Paegle, Ivars Vanadzins and **Linda Matisane** from Latvia in their paper "Motivation and Challenges of Teleworking Employees of Educational Institutions in Latvia During COVID-19" reflect on motivation as one of the most important resources for achieving the goals of sustainable education. Some of the key questions to consider in the context of educational sustainability: What are the most effective tools for motivating educators? What are the most important mechanisms for supporting telework? While the overall academic motivation needs to be systematic and sustainable, the non-traditional conditions call for a focus on short-term solutions and an adaptation strategy when looking for simple tools and instruments to motivate employees, promote self-motivation and address challenges.

Sinem Demirci, **Elvan Şahin** and **Gaye Teksöz** from Turkey and **Thomas J. Marcinkowski** from the USA in their study "Pre-Service Teachers' Beliefs on Human Population Growth in the Context of Education for Sustainable Development: Development and Validation of an Instrument" intend to examine pre-service teachers' beliefs on the effects of human population growth (HPG) to find key routes to embed HPG concepts into ESD and teacher education programs. Based on the research gap and the ongoing needs to reorient teacher education programs, the authors emphasize that identifying pre-service teachers' beliefs is essential for developing an understanding of how teachers view contentious nature of environmental and sustainability issues. As no specific instrument has previously been constructed, this study aims to develop an instrument to explore HPG beliefs in the ESD context and provide several types of validity and reliability evidence.

The article "The False Self From the Pedagogical Perspective" by **Ilga Salīte, Liene Briede, Elga Drelinga** and **Oksana Ivanova** continues a broader theme of long-term action research aimed at reorienting education towards sustainability. The study uses a broader, more holistic research perspective, which takes into account the quality of the current relationship between nature and humanity, which is related to the formation of relations in the Anthropocene age and their consequences. The case study is devoted to the examination of the phenomenon of the false self. For the study of the false self, the authors have used an acceptable approach to action research when it can be used as a research strategy and as a research method. Proposals are made to seek approaches to transforming Anthropocene thinking and to reduce the problems of the age in education and social behavior in order to revive the issue of the choice and implementation of living approach models in the educational practice through the natural development of human abilities.

Ilga Salīte, Ilona Fjodorova and Oksana Ivanova