

Dear readers and collaborators,

It is with great pleasure that we present to you a new issue of the journal *Educational Issues*, which we hope will encourage further research and professional discussion and offer valuable guidelines in the field of education and related disciplines.

The new issue brings together papers that, from various scientific perspectives, reflect on contemporary challenges in education, teaching, and career guidance, with a particular emphasis on innovative approaches, interdisciplinarity, and inclusion.

The first paper explores the potential of using the picture book *The Goldsmith's Treasure* by Zdenko Bašić and Tanja Konforta in primary and secondary school literature classes, highlighting its capacity to connect literature with cultural geography and other school subjects. The second paper presents empirical evidence on the effectiveness of practical nanotechnology activities in chemistry teaching, showing that this approach has a significantly positive impact on student achievement compared to students taught using conventional methods. The third paper examines the effectiveness of Text-talk Stories on the reading fluency of students with learning difficulties in English, with results confirming that digitally designed, conversational texts can enhance engagement and reading success, while also highlighting the need for additional pedagogical support. The fourth paper analyses the relationship between multiple intelligences and students' vocational interests in the context of career guidance, concluding that, when making recommendations for further education, the greatest emphasis should be placed on the assessment of activities, as a more reliable indicator of future educational and professional success. Finally, through a systematic review of the literature, the last paper highlights the value of digital technologies and artificial intelligence in enhancing a multidisciplinary approach to working with children with learning difficulties, emphasizing the key role of the educational rehabilitator in data interpretation, coordination of professionals, and the development of effective, inclusive educational practices.

As in previous issues, we have sought to place particular emphasis on linking theory and practice and on empowering professionals through interdisciplinarity at all levels of the educational system, which is reflected in the diversity of the published papers. We hope that the contributions included will encourage further research, foster professional dialogue, and support the application of the presented insights in educational practice. Sometimes, a single sentence or one finding from the papers we read is enough to spark interest and prompt us to delve more deeply into new research and new scientific collaborations. The ultimate goal is always the same—to achieve a more comprehensive understanding of the educational process in all its layers, aspects, stakeholders, and overall complexity, in order to improve its quality. Not just any quality, but one that emerges from the perspectives of children and young people, students and teachers, for whose sake the science of education exists. As always, we extend our sincere gratitude to all those who dedicate their efforts to the advancement of *Educational Issues*, namely the members of the editorial board, authors, reviewers, and proofreaders, and we look forward to continuing our collaboration in future issues.

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