Well behind at halftime: here’s how to get the UN Sustainable Development Goals back on track  
  
   
 Cameron Allen, Monash University and Shirin Malekpour, Monash University

Our research shows the world is not on track to achieve any of the Sustainable Development Goals. But with decisive action, we can still achieve a fairer, more sustainable and prosperous future.

National wants to change how NZ schools teach reading – but ‘structured literacy’ must be more than just a classroom checklist  
  
   
 Christine Braid, Massey University

For many educators, structured literacy is a step in the right direction to improving New Zealand’s falling literacy rates. But educators need to remain adaptable as the science of reading evolves.

Ghana’s colonial past and assessment use means education prioritises passing exams over what students actually learn – this must change  
  
   
 David Baidoo-Anu, Queen's University, Ontario and Christopher DeLuca, Queen's University, Ontario

Ghanaians measure the quality of education by examination scores.

Should AI be permitted in college classrooms? 4 scholars weigh in  
  
   
 Nicholas Tampio, Fordham University; Asim Ali, Auburn University; Patricia A. Young, University of Maryland, Baltimore County, and Shital Thekdi, University of Richmond

Scholars differ over whether having students use AI in their assignments will help or hurt their careers after graduation.

Refugee children have a right to be educated in Indonesia – our research shows the barriers in their way  
  
   
 Rizka Fiani Prabaningtyas, Badan Riset dan Inovasi Nasional (BRIN); Athiqah Nur Alami, Badan Riset dan Inovasi Nasional (BRIN); Faudzan Farhana, Badan Riset dan Inovasi Nasional (BRIN), and Tri Nuke Pudjiastuti, Badan Riset dan Inovasi Nasional (BRIN)

Research shows that despite Indonesia progress in providing education access for refugee children, the pandemic has made several barriers for the implementation.

Trans students benefit from gender-inclusive classrooms, research shows – and so do the other students and science itself  
  
   
 Sarah Eddy, Florida International University

‘Don’t Say Gay’ bills claim to use science to justify a binary definition of sex based on certain traits. But the biology of sex and gender is not so simple.

Kofi Ansah left Ghana to become a world famous fashion designer - how his return home boosted the industry  
  
   
 Adwoa Owusuaa Bobie, Kwame Nkrumah University of Science and Technology (KNUST); Akosua Keseboa Darkwah, University of Ghana, and Katherine V. Gough, Loughborough University

International career mobility can give people valuable knowledge and expertise to be used in their home country.

Year-round school: Difference-maker or waste of time?  
  
   
 Daniel H. Robinson, University of Texas at Arlington and Nicole Miller, Mississippi State University

Two education researchers reviewed the evidence on year-round school. Here is what they found.

Teen mums in South Africa: largest ever study explores what it takes to go back to school  
  
   
 Kathryn Steventon Roberts, University of Oxford and Janina Jochim, University of Oxford

Almost one in three teen mothers do not return to school. Cash incentives help get them back, but affordable day-care is essential too.

3 reasons we use graphic novels to teach math and physics  
  
   
 Sarah Klanderman, Marian University and Josha Ho, Marian University

Graphic novels pair text and images to explain complex topics – from thermodynamics to abstract math – without alienating STEM-averse students.

Florida’s academic standards distort the contributions that enslaved Africans made to American society  
  
   
 Rodney Coates, Miami University

While a Florida curriculum implies that enslaved Africans ‘benefited’ from skills acquired through slavery, history shows they brought knowledge and skills to the US that predate their captivity.

Ignore the politics – many parents want to work with schools on sexuality education  
  
   
 Tracy Clelland, University of Canterbury

A vocal minority is calling for sexuality education to be pulled from schools. But my research shows many parents and young people want and need safe places to discuss relationships and sex.

Why a Toronto high school principal’s death is wrongly linked to anti-racist training  
  
   
 Nicole Bernhardt, University of Toronto

The media storm that is building on equity work after the death of a Toronto school principal will test Canadians’ commitment to doing the work needed to be done to address racism.

Do smartphones belong in classrooms? Four scholars weigh in  
  
   
 Louis-Philippe Beland, Carleton University; Arnold Lewis Glass, Rutgers University; Daniel G. Krutka, University of North Texas, and Sarah Rose, Staffordshire University

The 2023 Global Education Monitoring Report proposed restrictions on the use of technology in the classroom.

DeSantis’ ‘war on woke’ looks a lot like attempts by other countries to deny and rewrite history  
  
   
 Rochelle Anne Davis, Georgetown University and Eileen Kane, Connecticut College

Tactics used to censor the teaching of American history in Florida schools bear much in common with those seen in the illiberal democracies of Israel, Turkey, Russia and Poland.

65 years of NASA – an astrophysicist reflects on the agency’s legacy  
  
   
 Stephen G. Alexander, Miami University

Both Stephen Alexander’s elementary teachers and televised NASA missions throughout the ‘60s influenced his journey into science. He recounts NASA’s legacy, 65 years after the agency’s inception.

How after-school clubs became a new battleground in the Satanic Temple’s push to preserve separation of church and state  
  
   
 Charles J. Russo, University of Dayton

The controversial – and often misunderstood – extracurricular groups tend to raise controversy. But under equal access laws, schools can’t discriminate against a club based on its point of view.

Australians’ national wellbeing shows a glass half full: Measuring What Matters report  
  
   
 Michelle Grattan, University of Canberra

This is the first national wellbeing framework. Fifty indicators are used to measure wellbeing under five themes: how healthy, secure, sustainable, cohesive and prosperous we are.

Curriculum changes must tackle the lifelong consequences of NZ’s alarming literacy and numeracy declines  
  
   
 Gail Pacheco, Auckland University of Technology; Lisa Meehan, Auckland University of Technology, and Thomas Schober, Auckland University of Technology

The effect of NZ’s abysmal literacy and numeracy rates can be seen in employment, health and justice outcomes. Education policy must address improving in these basic skills.

What does it mean to be ‘educated’? In Uganda it’s not just schooling that counts  
  
   
 Ben Jones, University of East Anglia and Lucy Njogu, University of East Anglia

In this area, much of the work of being educated is only indirectly tied to the schooling experience.