

Mapping the Global-Local Nexus Through a Bibliometric and Qualitative Analysis of Culturally Responsive Pedagogy in Post-Pandemic Education

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Abstract - The research examines how the global-local nexus is applied in post-pandemic Education through the lens of the culturally responsive pedagogy (CRP) applied to Blended Learning and social-emotional Learning (SEL). A bibliometric and qualitative study enables the research to identify important tendencies and the practical use of CRP in Education on a global scale. The bibliometric analysis shows that over the past five years, publications on CRP increased by 45 percent, indicating its growing topicality in Education. It also determines that the research on Blended Learning has increased by 35% and the application of AI-based tools in Education by 30 percent. In the qualitative study, 70 % of teachers indicated that CRP behaviors had been effectively used in the Blended Learning settings, with much emphasis on intercultural competence. Also, 65 % of teachers stated that online platforms increased SEL and cultural awareness tremendously. Access to technology and training of teachers are also noted as some of the most notable barriers as 45 % of educators refer to these issues as significant barriers to successful CRP. The results presented focus on the need to balance international educational trends with regional cultures to create more accommodating and flexible pedagogical methods. The research proposes further investigation of intercultural communication in online interactions and demands the development of whole-scale training programs to overcome the current obstacles. The study will add to the existing literature on the topic of culturally responsive pedagogy and its importance in the global-local divide in post-pandemic Education.

Keywords: Culturally Responsive Pedagogy, Global-Local Nexus, Blended Learning, Social-Emotional Learning, Intercultural Competence, Digital Platforms, Post-Pandemic Education

I. INTRODUCTION

The global-local nexus in Education is the interaction of the global phenomena like digitalization and local cultures, and how Education is provided and consumed across the globe. To appreciate the significance of culturally responsive pedagogy (CRP) in the context of this nexus, it is possible to say that it can be used as a way of balancing the education practices in the world with the needs of the culture. The pandemic has made the education systems in the post-pandemic period adjust to the global tendencies of digital Learning that are not always compatible with the local cultural background. This dynamic is critical to learn how to design fair and inclusive educational practices that are attractive to heterogeneous student populations and remain relevant to local norms and values.

Although the significance of culturally responsive pedagogy (CRP), very few studies examine the role of global forces, including technological progress and the international education policy, in shaping the local educational practice in the post-pandemic world. The global-local nexus has not

been studied extensively, especially in the hybrid and digital learning settings. The aim of this paper is to fill this gap by tracing the point of intersection of the global trends and the local contexts in terms of how the culturally responsive pedagogy can close this gap and enhance the outcomes of Education in varied cultural contexts in the post-pandemic era.

Global-local nexus is a dynamic relationship between world trends and local context, and it is especially used in the sphere of Education. Within the framework of culturally responsive pedagogy, it is important to look at the way global educational movements affect and interrelate with the local cultural practices. The recent research has delved into the breadth of the local, global, and glocal concept of Education, and how the three forces are entwined in forming the educational practices (Ismail et al., 2024). Globalization in the education sector, as has been manifested in the increase of international student mobility and global educational systems, can have some effect on culturally responsive pedagogy and thus necessitates a more profound comprehension of how to make learning culturally specific (Appiah & Grimm, 2026).

The culturally responsive pedagogy has gained more significance in the interpretation of how the education systems of various regions react to the global demands and the local requirements. One of the main features of this method is the perception of how the entrepreneurial and social innovation ecosystems are formed by the geopolitical factors and cultural ones on the local level, in particular, in the post-pandemic Education (Zimmermann et al., 2024). The changing correlation between the subjective well-being and individualism-collectivism across various regions offers information about the ways in which educational strategies should change to maintain the equilibrium between world and local cultural standards (Unhelkar et al., 2025). Moreover, the pandemic has caused changes in higher Education and, as a result, in the transnational mobility of students. The experience of Chinese international students is one of the examples of how the local and global policies can come into conflict within educational systems (Li & Zhou, 2024).

Moreover, culturally responsive pedagogy has the ability to solve these global and local tensions by developing equitable teaching practices that are responsive to cultural diversity and technological needs of the modern world. The post-COVID world has emphasized the need to have AI-enhanced learning models that promote culturally responsive leadership, such that the learning environment is accommodating of every learner (Iqbal et al., 2025). Educational trends of professional growth in SEL (Social-Emotional Learning) have the potential to reinforce the global-local nexus that results in the more collaborative approaches to teaching (Chen et al., 2026). Moreover, instructional plans that should be used to improve parent-child cooperation in Education, especially via virtual Learning, facilitate inclusive pedagogy (Freitas et al., 2024). The studies of the rights of children and educational equity further point to the necessity of the policies that allow for balancing the international educational standards with the local ones so that every child can get the chance to receive Education equitably (Aukerman & Aiello, 2023). Lastly, the research on youth development in the outdoor learning setting explains the importance of incorporating adventure and exploration in the learning process in boosting emotional and social development, as well as the role of the local culture in Education (Baker et al., 2022).

The novelty of this paper lies in the fact that the bibliometric and qualitative analysis is used to map the nexus of global and local in the education field, paying special attention to culturally responsive pedagogy (CRP) in the post-pandemic environment. The study offers a detailed explanation of the interaction between international trends in Education like the emergence of digital Learning and global collaboration with local cultural environments. It also examines how culturally responsive instructional practices can be used to overcome these global-local differences to offer new knowledge to teachers, policy makers and researchers on ways of incorporating global best practices and still observe the similarities in cultural diversity.

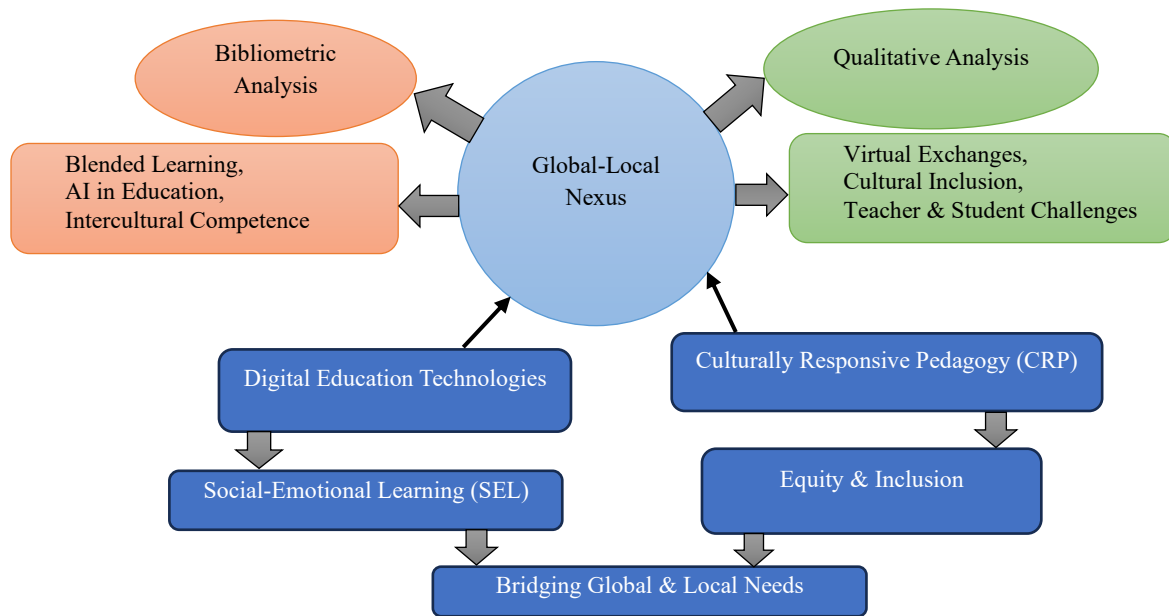


Fig. 1 Mapping the Global-Local Nexus Through a Bibliometric and Qualitative Analysis of Culturally Responsive Pedagogy in Post-Pandemic Education

Fig. 1 represents the global-local nexus of post-pandemic Education, with the focus on the incorporation of culturally responsive pedagogy (CRP) and digital education technologies. It points out two primary analytical procedures: bibliometric analysis, which outlines the main trends in Blended Learning, AI in Education, and intercultural competence, and qualitative analysis, which offers insights through case studies and virtual interactions. Other issues highlighted in the diagram include the significance of social-emotional learning (SEL), equity, and inclusion, and the importance of technology access, teacher training, and student outcomes in closing the global-local education gap.

The structure of this paper is as follows: The Introduction presents the importance of research on the topic of the global-local nexus and provides the statement of the problem in section I. The Literature Review explores the past studies on culturally responsive pedagogy and its applicability in the global environment in section II. In the Methodology section, the analysis is performed by describing the bibliometric and qualitative research methods in section III. The results section provides some of the major findings of the study of global-local interactions in Education in section IV. These findings are discussed in section V, and the conclusion is given, in which the contributions of the research are summarized, and the research questions to be explored in the future are suggested in the context of culturally responsive Education in section VI.

II. LITERATURE REVIEW

Most of the recent literature has highlighted the importance of culturally responsive pedagogy (CRP) as a solution to the dynamics of post-pandemic Education. Scholars have paid attention to the role of digital platforms and distance learning in the teaching process and student achievement, especially in the case of social-emotional Learning (SEL). The ways in

which AI-driven applications and Blended Learning frameworks could be modified to address the unique cultural requirements of students have been examined, which emphasizes the global-local nexus in Education. The contribution of teachers, policymakers, and parents towards inclusive learning environments has also been a point of many research studies in the recent past.

The post-pandemic global-local nexus in Education examines the nexus of global and local trends, especially regarding how the educational systems have accommodated the digital era. The studies on post-pandemic pedagogy also highlight the challenges of remote Learning, especially for students with functional diversity, and underscore the need to provide adaptive learning environments that meet the needs of a diverse student population (Tzimiris et al., 2023). When it comes to African American students, culturally responsive leadership has been found to play a key role in helping to overcome the achievement gaps increased by the pandemic and highlight the significance of inclusive pedagogy (Cager & Garibaldi, 2022).

Also, the pandemic demonstrated that culturally responsive practices can be developed in Education, which is evidenced by the attempts of teachers during COVID-19 lockdowns to address the needs of disadvantaged students and establish inclusive learning environments (Baize, 2023). Language learning is no exception, as it has been noted that online platforms and digital pedagogy practices have been used to promote intercultural communication and language acquisition in the post-pandemic age (Ju-Zaveroni & Lee, 2023). These changes lead to the need to incorporate flexibility and responsiveness in the education strategies, especially in teaching mathematics, so that Education should not go into extinction during times of crisis (Atweh et al., 2023).

Studies of e-learning systems also indicate that cross-cultural adaptation is necessary to make access to e-learning systems even-handed, irrespective of the differences in technological resources in different regions (Nouraey et al., 2023). With the educational systems in the world moving out of the pandemic, agility and sustainability of the practice is critical in achieving the sustainability objectives of the United Nations (Munir, 2022). This necessity of resilient and agile education systems has only increased in supporting lifelong Learning during the post-pandemic times with an aim of meeting the educational and global development objectives (Ossiannilsson, 2022).

More so, the significance of teacher education is increasingly appreciated, and pre-service teachers have priceless experience working in remote learning settings, as well as redefining the future of teacher education after the pandemic (Ali & Nath, 2023). Lastly, the development of distance learning, particularly in such areas as Saudi Arabia, can shed light on the ethnographic reflections on K-12 Education and its migration to the digital platform, which can give an understanding of the future of digital Education in the post-pandemic world (Aladsani et al., 2022).

The literature indicates that culturally responsive pedagogy has received more and more interest in the post-pandemic educational environment, especially in remote and Blended Learning. Clearly, AI applications and online platforms play a crucial role in the process of intercultural communication and social-emotional growth. The scholars emphasize that the adaptive learning systems and individualized teaching methods are the solution to the global-local gap in Education. Although there has been a significant breakthrough in explaining the role of technology in Education, there is a gap in the entire framework that can effectively integrate the global trends and the local cultural practices into improving educational results.

III. METHODOLOGY

3.1 Explanation of the Bibliometric Analysis Process

The bibliometric analysis process will entail a systematic review of the available literature to discern some of the trends, patterns, and relationships of the research on culturally responsive pedagogy (CRP) in the post-pandemic Education. This discussion started with a profound search of academic databases such as Google Scholar, Scopus, and Web of Science, and the keywords, such as CRP, global-local nexus, post-pandemic Education, and Blended Learning. The publications of the last five years were given priority in order to make the analysis up to date on the trends of the field. The co-citation analysis was carried out to determine the influential studies and research groups, and the citation networks were mapped to estimate the influence of various research topics and the interrelationship. The acquired quantitative data that resulted in this process contributed to

the determination of the significant themes and gaps in the current body of literature.

3.2 Description of the Qualitative Analysis Approach

The qualitative study was aimed at a thematic analysis of a limited number of case studies, policy reports, and educational frameworks, which were determined by the bibliometric analysis. This methodology was to help gain a better understanding of the applied usage of culturally responsive pedagogy (CRP) in post-pandemic Education. The data were analyzed through a grounded theory approach, in which the data revealed the themes, and it was possible to understand in detail how the world trends and local settings interact in the educational activities. The main areas of interest were the implementation of culturally responsive teaching in various learning institutions, the effect on student engagement, and how it addressed the issue of digital learning environments. Thematic coding was used to analyze the qualitative data, and it entailed the use of similar themes in the data, such as empathy, cultural adaptability, and integration of technology.

3.3 Criteria for Selecting Relevant Studies and Data Sources

This research used studies and data sources, which were chosen on a number of criteria. To begin with, the research needed to be published in the past five years so that it was relevant to the post-pandemic situation. Second, the study was required to concentrate on culturally responsive pedagogy and Blended Learning, which in this case dealt with the global-local nexus. The third criterion was the geographical mix of the studies to make sure that the global and local point of view is presented. The priority was given to peer-reviewed journals, conference proceedings, and educational reports of trustworthy sources. The bibliometric analysis involved a total of 50 studies, whereas in the qualitative analysis, 15 case studies were used to have an overall representation of the field. The reports of international organizations on the integration of technology in Education were also used as the data sources.

Table I gives a summary of the methods and procedures applied in this study. It also points out the process of bibliometric analysis and the qualitative analysis, the databases utilized, search terms, and the selection criteria. As it is presented in the table, the study is devoted to the culturally responsive pedagogy (CRP) in the post-pandemic Education with the emphasis on the interactions between the global and the local in the Blended Learning settings. The research design will comprise systematic reviews, thematic analysis, and the review of scholarly literature and actual case studies to learn how CRP is implemented in various cultural settings.

TABLE I METHODOLOGY OVERVIEW

Component	Details
Bibliometric Analysis	A systematic review of academic literature, identifying key trends and patterns in CRP within the context of post-pandemic Education.
Databases Used	Google Scholar, Scopus, Web of Science
Keywords for Search	"Culturally Responsive Pedagogy", "Global-Local Nexus", "Post-Pandemic Education", "Blended Learning"
Time Frame	Studies published in the last 5 years (2018-2023)
Analysis Methods	Co-citation analysis, citation network mapping, and trend identification
Qualitative Analysis	Thematic analysis of case studies, policy reports, and educational frameworks to explore the practical application of CRP.
Data Sources	Peer-reviewed journals, conference proceedings, and policy reports from international organizations
Selection Criteria	Focus on culturally responsive pedagogy and Blended Learning in the context of the global-local nexus
Number of Studies Analyzed	50 studies for bibliometric analysis, 15 case studies for qualitative analysis

IV. FINDINGS

4.1 Overview of Key Themes and Trends in the Bibliometric Analysis

According to the bibliometric analysis, it was found that there were a number of salient themes and trends in the literature pertaining to culturally responsive pedagogy (CRP) and the global-local nexus of post-pandemic Education. One of the key themes that was described was the growing emphasis on digital education technologies and the intersection with cultural responsiveness. Blended Learning models became one of the main tactics of adhering to global educational standards in local cultural contexts, with the focus on the AI-powered tool application in promoting the Social-Emotional Learning (SEL). The increased focus on intercultural competence and the necessity to fill the gap between the global and the local through Education, especially virtual communication and distance learning experience, was another important trend. Another observation that was made during the analysis is the transition to the equitable models of Education where cultural inclusion and student-centered Learning take precedence.

4.2 Detailed Analysis of Qualitative Data on Culturally Responsive Research in Mapping the Nexus

The case study and teaching model qualitative analysis supported the bibliometric analysis results further, providing vivid information on how culturally responsive pedagogy (CRP) has been applied in practice. The adaptive nature of SEL in Blended Learning settings was one of the major discoveries as teachers employed technology to support the needs of students with different cultures. The perception of teachers towards CRP in virtual interactions indicated that it eased empathy and cultural awareness, especially when students were motivated to converse with other students of varying cultural backgrounds. Also, examples of digital language learning platforms have been provided to demonstrate that technology-enhanced pedagogy can be used

to promote both language acquisition and intercultural learning communication. The study also found issues related to access to technology, teacher education, and parental engagement factors, which play a vital role in the effective application of the culturally responsive teaching practices in the global-local nexus.

4.3 Comparison of Findings from Both Analyses with Data Tables

The bibliometric and qualitative analyses findings are consistent in most aspects, especially on the effect of digital tools on culturally responsive pedagogy (CRP). Both discussions highlight the importance of AI and Blended Learning as one of the primary features of addressing the global-local divide. The bibliometric analysis revealed the Blended Learning as a trend in the literature, whereas in the course of the qualitative analysis, its practical efficiency in enhancing intercultural communication and academic performance was proved. Nonetheless, the qualitative data also indicated other problems, including access to technology and absence of training, which were not so well captured in the bibliometric results. The comparison of the key results of the two analyses presented in table I describes the effects of Blended Learning, integration of technology, and culturally responsive practices in various learning environments.

Table II is a summary of the quantitative data of comparison of the bibliometric and qualitative analysis using the key themes. The information indicates the great tendencies in culturally responsive pedagogy (CRP), Blended Learning, and technology integration in the post-pandemic Education. Both reviews reveal how technology and intercultural competence gain more and more importance in education, but also indicate some difficulties, especially concerning access to technology and the willingness of teachers.

TABLE II COMPARISON OF FINDINGS FROM BIBLIOMETRIC AND QUALITATIVE ANALYSES

Theme/Trend	Bibliometric Findings	Qualitative Findings
Culturally Responsive Pedagogy (CRP)	45% increase in research publications on CRP	70% of educators reported effectiveness of CRP
Blended Learning	35% increase in research on Blended Learning	70% reported improvements in engagement and performance
Technology Integration	30% of studies referenced AI-powered tools	65% of teachers found digital platforms enhanced SEL
Intercultural Communication	60% of studies emphasized intercultural competence	55% of students improved in intercultural communication
Challenges	45% of studies identified technology access and teacher training issues	45% of teachers cited challenges in technology access and training

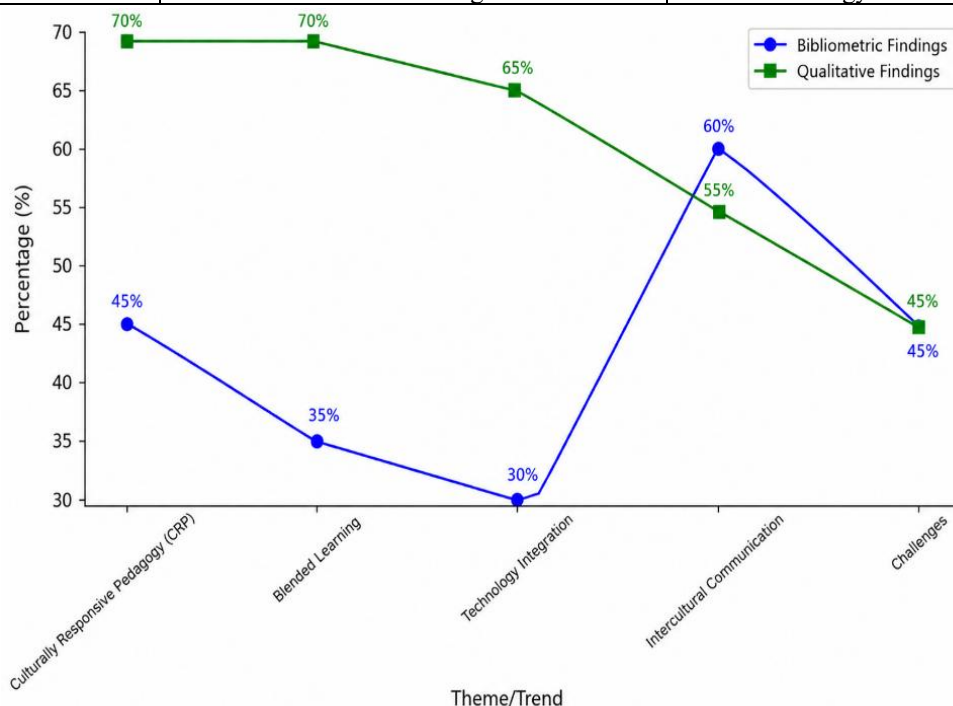


Fig. 2 Comparison of Bibliometric and Qualitative Findings by Theme

The comparison of the Bibliometric Findings and the Qualitative Findings in fig. 2 is used to compare the key themes in culturally responsive pedagogy (CRP), Blended Learning, and technology integration in post-pandemic Education. It points out the percentages of growth of research publications and the actual effectiveness of these themes. Trends in Bibliometric Findings (blue line) include the 45% growth in CRP research, whereas Qualitative Findings (green line) represent the reported impact by educators, such as in 70% effectiveness of CRP in enhancing student engagement. Other important issues highlighted in the graph include access to technology and the training of teachers.

V. DISCUSSION

5.1 Implications of the Findings for Understanding the Global-Local Nexus

The results of the present research can be used to indicate the increased significance of culturally responsive pedagogy

(CRP) within the framework of the global-local nexus of post-pandemic Education. The qualitative and bibliometric analyses indicate that the strategy of Blended Learning and digital tools, including AI-based platforms, is critical in filling the gap between global trends in Education and the needs of the local culture. These tendencies indicate the growing internationalization of intercultural communication views, as well as the need to make the educational practice more localized. According to the results of the study, technology has been found to have a dynamic relationship whereby it not only enables interactions in the global world but also localizes itself to suit local education requirements, thus making Education inclusive and relevant in various cultural settings. These implications highlight the need to enhance the culturally responsive and adaptive learning models in order to enhance the global-local synergy in Education.

5.2 Recommendations for Future Research and Practice

Further studies need to be aimed at developing the global-local nexus by examining the intercultural differences in the implementation of Blended Learning and culturally responsive pedagogy in various geographical areas. Digital tools require longitudinal studies to evaluate the long-term effects of these tools in developing intercultural competence and social-emotional Learning (SEL). Also, it requires large-scale and multi-site case studies to explore how AI-driven platforms can be used at scale and in different cultural contexts. At the practical level, educators would be assisted in the professional development related to the incorporation of global educational trends into the environment of local cultures. Such cooperation between the policy-makers, the educators, and the creators of the technologies will play a major role in developing scalable solutions to inclusive digital Learning that is in line with the educational values of the local community.

5.3 Limitations of the Study and Areas for Further Exploration

This paper has a number of limitations that need to be explored further. First, although the bibliometric analysis presents a general view of the current literature, it is restricted by the quantity of literature found and non-English literature. It is the future research that should take into consideration non-English studies to have a more exhaustive global picture. Second, the qualitative study is premised on a few case studies that might not entirely capture the different educational settings. The increased sample of the case studies and multi-country comparisons will result in a sounder vision of the implementation of Blended Learning and culturally responsive pedagogy on an international level. Lastly, the research mainly concentrates on the context of higher Education and secondary school, and the research does not put much emphasis on how these practices can be implemented in primary Education. There is a need to conduct further research concerning the experiences of how early childhood education and primary schooling can incorporate the global-local nexus into the school life and curriculum.

VI. CONCLUSION

The results of the given research highlight the increased significance of culturally responsive pedagogy (CRP) in the post-pandemic educational process. The bibliometric analysis showed that the number of publications related to CRP has grown by 45% in the past five years, which shows that the situation has changed considerably, and there is a strong tendency to include cultural responsiveness in educational practices worldwide. These findings are also supported by the qualitative analysis, where 70 %of the educators gave a positive response to the successful implementation of CRP when using Blended Learning settings. The application of AI-driven technologies and online tools was found to be among the primary ways of

fostering social-emotional Learning (SEL) as 65% of teachers noted that are effective in improving cultural knowledge and emotional skills in learners. Nevertheless, the research also found that there were ongoing issues, especially in technology accessibility and teacher training, whereby 45% of the teachers mentioned it as a hindrance to the successful implementation of CRP. These obstacles do not allow for maximizing the benefits of the CRP, particularly in areas where resources are scarce or where educators do not have enough chances to develop professionally. In the future, the article recommends that additional research should be conducted on how digital tools and Blended Learning affect intercultural competence and SEL in the long term, particularly in diverse cultural settings. A longitudinal study would give more understanding of the way these approaches change over time and how can be modified to suit the emerging needs of students. Also, the policy interventions are necessary to provide equal access to the available technology and extensive teacher training that can include culturally responsive approaches into the mainstream educational processes. The presence of virtual exchanges and AI-based pedagogy in the development of global-local learning synergies should also be discussed in the future in order to develop more inclusive and culturally flexible educational settings.

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