IJCAE
International Journal of
Contemporary
Approaches in Education

Copyright © 2025. Open Access Article CC BY-NC-ND

IJCAE

International Journal of Contemporary Approaches in Education

Volume 4 December 2, December 2025

http://ijcae.com

https://doi.org/10.29329/ijcae.2025.1406

Copyright © 2025. This is an open access journal under the CC BY-NC-ND

Copyright © 2025. Open Access Article CC BY-NC-ND

IJCAE

International Journal of Contemporary Approaches in Education

e-ISSN: 2979-9872 Founded: 2022 Period: 2 issues per year

International Journal of Contemporary Approaches in Education (IJCAE) is an international journal that accepts research and review articles in education science. IJCAE is a peer-reviewed journal and has a double-blind review. At least two referees review any article submitted for publication in IJCAE with expertise in the relevant subject area. is free and does not charge any fee for any process such as article evaluation and publication. The publication language of the journal is English.

International Journal of Contemporary Approaches in Education (IJCAE) accepts original research and review articles. IJCAE publishes two issues per year, in June and December. Authors must submit an ethics committee approval document for articles published in IJCAE (only for necessary papers). Please see the submission guidelines/author guidelines for more information.

All responsibilities for the articles published in the journal belong to the authors. The final decision to publish the studies belongs to the Editorial Board.

The following files must be uploaded when applying for an article to the International Journal of Contemporary Approaches in Education (IJCAE).

1. Anonymous Manuscript (Manuscript Template)
2. Ethics Committee Permission
3. Similarity Report
4. Copyright and Author Agreement (Agreement Form)
5. Cover Page with Author Contact Information (Cover Page Form)

Copyright © 2025. Open Access Article CC BY-NC-ND

Editor:

Derya GİRGİN, PhD — *Çanakkale Onsekiz Mart University, Türkiye*
İsmail SATMAZ, PhD — *Çanakkale Onsekiz Mart University, Türkiye*

Editorial Advisory Board:

Cennet GÖLOĞLU DEMİR, PhD — *Bandırma Onyedi Eylül University, Türkiye*
Çavuş ŞAHİN, PhD — *Çanakkale Onsekiz Mart University, Türkiye*
Demet H. ÖZERBAŞ, PhD — *Gazi University, Türkiye*
Erdal BAY, PhD — *Gaziantep University, Türkiye*
Fuat ELKONCA, PhD — *Muş Alparslan University, Türkiye*
Gökhan ILGAZ, PhD — *Trakya University, Türkiye*
İbrahim ÇOŞKUN, PhD — *Trakya University, Türkiye*
Kader Arkan SEZGİN, PhD — *Ministry of Education, Türkiye*
Leopoldo Medina Sánchez, PhD — *Granada University, Spain*
Manuel Jesús Cardoso Pulido, PhD — *Granada University, Spain*
Marieta PETROVA, PhD — *Ss. Cyril and Methodius Uni. of Skopje, Macedonia*
Mehmet Akif SÖZER, PhD — *Gazi University, Türkiye*
Mustafa KOCAARSLAN, PhD — *Bartın University, Türkiye*
Oktay Cem ADIGÜZEL, PhD — *Anadolu University, Türkiye*
Otilia BERSAN, PhD — *West University of Timişoara, Romania*
Serkan ÇELİK, PhD — *Hacettepe University, Türkiye*
Vincenzo PICCIONE, PhD — *Roma Tre University, Italy*
Yücel GELİŞLİ, PhD — *Gazi University, Türkiye*

Copyright © 2025. Open Access Article CC BY-NC-ND

Indexed Information

1. **Index Copernicus - journals.indexcopernicus.com**
2. **EuroPub - europub.co.uk**
3. **Portal ISSN - portal.issn.org**
4. **Crossref - search.crossref.org**
5. **Cosmos - cosmosimpactfactor.com**
6. **Libkey - libkey.io**
7. **Open Ukrainian Citation Index - ouci.dntb.gov.ua**
8. **Scilit - www.scilit.net**
9. **scite_ - scite.ai**
10. **Semantic Scholar - www.semanticscholar.org**
11. **WorldCat - search.worldcat.org**

Copyright © 2025. Open Access Article CC BY-NC-ND

Table of Contents

81 - Human vs AI-Supported Feedback: Effects on Academic Achievement, Self-Regulation, and Feedback Literacy

Dinçer Demir, Sertel Altun, Ayfer Sayın

101 - Beyond Familiarity: The Impact of Student Expectations and Learning Strategies on Academic Performance

Nana Akosua Owusu-Ansah

115 - AI and the Evolution of Learning Theories: From Historical Paradigms to Emerging Models

Seval Bircan Yılmaz Yıldız, Nurşen Erbek