Green Journals

International Approved Journals

Journal Information

Journal Title	Interactive Learning Environments
Publisher	Routledge
ISSN	1049-4820
E-ISSN	1744-5191
Database	SCOPUS
Domain	Health Sciences, Physical Sciences, Social Sciences

Classification History

Year	A+	A	B	C
2026		✓	✓	
2025		✓	✓	
2024		✓	✓	
2023		✓	✓	
2021/2022		✓	✓	
2020		✓	✓	
2019		✓	✓	
2018		✓		

Classification: The table above shows all journal classifications recorded for each classification year in the Green Journals database. A journal may have more than one classification in the same year.

Recent Articles

Critical yet dependent? Time poverty, critical AI engagement, and generative AI dependence in university interactive learning environments
2026-11-6 Pages 1-16
Authors: Xiang Che, Qi Hui
DOI: 10.1080/10494820.2026.2754913

Beyond access: guided versus free ChatGPT use and learning outcomes in higher education
2026-11-6 Pages 1-20
Authors: Thseen Nazir
DOI: 10.1080/10494820.2026.2759148

Navigating AI ethics in K–12 classrooms: exploring teachers' AI ethics alignment through activity theory
2026-11-5 Pages 1-17
Authors: Huan Song, Runyi Lin, Kai Wang et al.
DOI: 10.1080/10494820.2026.2754924

Questioning practices in AI-mediated academic writing: a case study of final-year undergraduates using ChatGPT
2026-11-5 Pages 1-13
Authors: Aleeya Aishah Afrol Nizam, Radzuwan Ab Rashid, Raed Al-Ramahi et al.
DOI: 10.1080/10494820.2026.2757648

Teaching presence, human–GenAI pedagogical partnership, and strategic AI-use regulation in cultural design learning: an instructional–relational–regulatory model
2026-11-4 Pages 1-23
Authors: Chia-Mei Lu, Shu Ching Yang, Chung–Ho Tien et al.
DOI: 10.1080/10494820.2026.2754912

Hybrid human-AI mentoring for internship training in management skill development: Intrigue-Driven Learning Theory (IDLT)
2026-11-4 Pages 1-12
Authors: Chieh-Peng Lin
DOI: 10.1080/10494820.2026.2759150

Self-regulated motivation in AI-mediated L2 speaking practice: the roles of AI literacy, autonomy, and self-perceived competence
2026-11-4 Pages 1-18
Authors: Tongtong Yang, Ruijia Liu, Jiayi Li et al.
DOI: 10.1080/10494820.2026.2759146

Educators' engagement with generative AI: a qualitative evidence map of reported uses, perceived benefits, concerns, and barriers
2026-11-4 Pages 1-20
Authors: İsa Bingöl, Muhammed Güler
DOI: 10.1080/10494820.2026.2759151

Applying the human-centric AI pedagogy framework: a collaborative self-study on a writing chatbot design in literacy education
2026-11-3 Pages 1-16
Authors: Shuling Yang, Carin Appleget
DOI: 10.1080/10494820.2026.2754923

Teachers' perceptions of students' generative AI use, professional judgment, and pedagogical adaptation: a mixed-methods study
2026-10-30 Pages 1-34
Authors: Jing Yang, Yuejiao Gu
DOI: 10.1080/10494820.2026.2754919