Green Journals

International Approved Journals

Journal Information

Journal Title	Learning
Publisher	
ISSN	1743-9884
E-ISSN	
Database	AERES
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

When robots malfunction: children's and teachers' responses in Korean preschool classrooms
2026-10-29 Pages 1-14
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DOI: 10.1080/17439884.2026.2744116

Between automation and epistemic autonomy: reappropriating generative AI in global academic writing
2026-10-21 Pages 1-15
Authors: Mai Phuc Thinh
DOI: 10.1080/17439884.2026.2751093

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2026-10-15 Pages 1-16
Authors: Sebastian Ansaldo
DOI: 10.1080/17439884.2026.2746967

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Authors: Santiago Ojeda-Ramirez, Lora Cawelti, Joey Huang et al.
DOI: 10.1080/17439884.2026.2744121

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2026-9-28 Pages 1-17
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DOI: 10.1080/17439884.2026.2733026

Constructing higher education on social media: evidence from student content creators in the UK and Estonia
2026-9-20 Pages 1-18
Authors: Rille Raaper, Katrin Tiidenberg, Mariann Hardey et al.
DOI: 10.1080/17439884.2026.2733023

Vendor lock-in and digital sovereignty in AI-mediated schooling: who owns the classroom?
2026-9-18 Pages 1-22
Authors: Savvas A. Chatzichristofis, Salomi Evripidou, Avgousta Kyriakidou-Zacharoudiou et al.
DOI: 10.1080/17439884.2026.2733028

Sticky edtech: enacting postdigital platform realities in lower secondary schools
2026-9-18 Pages 1-16
Authors: Jenny Högström, Antti Paakkari, Anna Slotte et al.
DOI: 10.1080/17439884.2026.2733025

Schooling after the platform surge: professional teacher agency as a post-platform dynamic in post-pandemic Chile
2026-9-16 Pages 1-15
Authors: Macarena Pena-y-Lillo, Teresa Correa, Ignacio Jara et al.
DOI: 10.1080/17439884.2026.2733027

Proto-practice: fostering postdigital school development
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Authors: Mathias Decuypere, Antti Saari
DOI: 10.1080/17439884.2026.2733029