Green Journals

International Approved Journals

Journal Information

Journal Title	International Journal of Educational Technology in Higher Education
Publisher	
ISSN	2365-9440
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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

Learning with GenAI across campuses: student experiences of GenAI-enhanced cybersecurity education
2026-11-6 Vol. 23 Issue 1
Authors: Sourabh Aggarwal
DOI: 10.1186/s41239-026-00639-0

Mind the AI policy gap: a policy analysis across global funding bodies
2026-11-5 Vol. 23 Issue 1
Authors: Cecilia Ka Yuk Chan
DOI: 10.1186/s41239-026-00637-2

GenAI-enabled educational game development: the effects of a scripted mystery role-playing game on students' learning experience and learning outcomes in legal education
2026-10-28 Vol. 23 Issue 1
Authors: Ziyi Xie, Shufang Zhao, Fanxiang Hong et al.
DOI: 10.1186/s41239-026-00634-5

Who benefits from LLMs? Prompt engineering competence and equity in higher education
2026-10-26 Vol. 23 Issue 1
Authors: Zhengdao Li, Yezi Liu, Jianan Jiang et al.
DOI: 10.1186/s41239-026-00633-6

Effects of question-chain prompting on self-regulated learning, metacognition, and achievement in a generative AI environment
2026-10-23 Vol. 23 Issue 1
Authors: Xiuyu Lin, Shan Li, Yijing Zhu et al.
DOI: 10.1186/s41239-026-00632-7

Higher education assessments in the age of GenAI: a systematic review
2026-10-16 Vol. 23 Issue 1
Authors: Helen Crompton, Diane Burke
DOI: 10.1186/s41239-026-00627-4

Mapping generative AI in higher education teaching and learning: a scoping review
2026-10-15 Vol. 23 Issue 1
Authors: Michael Pin-Chuan Lin, Daniel H. Chang, Philip H. Winne et al.
DOI: 10.1186/s41239-026-00630-9

ChatGPT's feedback credibility and students' perceived learning: the role of agent-related social perceptions
2026-10-14 Vol. 23 Issue 1
Authors: Raúl Pérez-López, Rubén González-Vallejo, Laura Lucia-Palacios et al.
DOI: 10.1186/s41239-026-00629-2

Same construct, same conclusion? A construct-observability perspective on self-report and non-self-report indicators in AI education research: a two-phase systematic review
2026-10-13 Vol. 23 Issue 1
Authors: Yijun Fan, Yangtian Ning, Vanman Isabel Tchiang et al.
DOI: 10.1186/s41239-026-00631-8

Human–AI collaborative patterns in GenAI-supported instructional design among pre-service teachers: an analysis of interaction sequences and cognitive load
2026-10-12 Vol. 23 Issue 1
Authors: Xu Fang, Junci Feng, Bianyu Yan et al.
DOI: 10.1186/s41239-026-00628-3