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Youth

and Generation Studies

YOUTH AND GENERATION STUDIES

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Lectori salutem!

Youth and Generation Studies has entered its second year and continues to grow. Our academic journal, launched last year, has already achieved its initial goal of providing DOI identifiers for published articles, thereby promoting academic transparency. As part of the continued development of YGS, internationally experienced journalist Waka Ikeda will now oversee the journal's administration. Her task is nothing less than establishing youth and generational research within the ranks of Q journals. We wish her every success in realising our shared objective.

The final article in this issue is a book review by Ákos Pörtl. In his widely discussed book *The Anxious Generation*, Jonathan Haidt argues that the widespread use of smartphones and social media in the early 2010s has caused a "great rewiring of childhood", leading to an epidemic of mental health issues among young people, including anxiety, depression, and self-harm.

The conference report by Enikő Szakos addresses this topic. The conference *Back to the Future – Locked Screens in the Classroom*, hosted by the Youth Research Institute on December 10, 2024, in Budapest, Hungary, brought together educators, policymakers, and mental health professionals from across Europe to examine the impact of smartphone-free learning environments.

Our latest issue also contains three longer articles. The study by Thiri Pyae Kyaw provides an overview of theoretical and empirical research on epistemological beliefs and teaching-learning concepts, with particular emphasis on their implications for teacher education in Myanmar. Adrian Estrela Pereira, Byambasuren Nyamkhuu, Nourhane Snani, Gulmira Kussaiynkyzy and Do Thi Dung explore the importance of digital transformation strategies in maintaining the relevance of higher education institutions in an increasingly digitalised world. Their article reviews the current status of digital transformation in both public and private higher education institutions, identifies the main barriers hindering these processes, and discusses potential institutional and government policy initiatives to support digital transformation in higher education.

In 2019, it was estimated that more than 14 million young people aged 15-29 experienced mental health problems, and the Covid-19 pandemic has further exacerbated the mental health challenges of young people across Europe. Georgina Kiss-Kozma's central question concerns the extent to which the experiences of loneliness and mental health issues among young people in Hungary align with international trends.

We hope you enjoy reading this issue.

Levente Székely
Editor-in-Chief

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