Editorial

Knowledge, Innovation and Enterprise in an Age of Human and Technological Transition

This issue of *Research Papers on Knowledge, Innovation and Enterprise*, Volume 14(1), brings together peer-reviewed papers presented at the recently concluded KIE Conference. Collectively, the papers reflect the continuing relevance of the KIE platform as a space for interdisciplinary dialogue on education, creativity, technology, leadership, professional practice, and enterprise development. At a time when artificial intelligence, social change, economic uncertainty, and institutional transformation are reshaping learning and work, the contributions in this volume speak directly to the need for thoughtful, responsible and inclusive approaches to knowledge creation and application.

A strong theme running through the issue is the role of education in developing human intelligence, creativity and ethical judgement. The paper by Sipos on education, intelligence and creative thinking for managing conflict offers a broad conceptual argument that education should not merely transmit information, but should cultivate reflective, humane and creative capacities for addressing conflict and social fragmentation. Closely related to this concern, Hilton's paper on creativity and creative thinking asks whether contemporary education systems are neglecting the very skills young people need for adaptability, confidence and innovation. Together, these contributions remind us that creativity is not an optional enrichment activity, but a core capability for future-ready education.

Technology and artificial intelligence form another important strand in this issue. The pilot study on mobile-assisted grammar learning in Dhaka, Bangladesh, by Mostafa explores students' perceptions of grammar -learning applications and highlights both the motivational value and limitations of mobile tools. Pradhan, Achinewhu-Nworgu, Khan and Nsiegbe's paper on AI-enabled academic dishonesty among postgraduate students at a London-based university extends this discussion into the ethics of generative AI. It shows that academic integrity in the AI era cannot be understood only through detection and punishment, but must also consider culture, social pressure, institutional policy and student support.

Higher education leadership is also examined from the perspective of institutional adaptation. One paper (Achinewhu-Nworgu and Nworgu's) considers the changing role of human resource management in UK univer-

sities, focusing on talent management, AI-driven digital transformation, diversity and workforce planning. Another (Howell and Achinewhu-Nworgu) examines leadership challenges in international student recruitment amid UK visa policy reform. Both papers show that universities are operating in increasingly volatile environments where strategic communication, agile leadership and evidence-informed planning are essential.

The issue also includes a practice-based reflective analysis from community pharmacy, applying the 5Es Reflective Framework® to a scheduling incident (Agomo's paper). By focusing on an everyday workplace situation, the paper demonstrates the value of reflection not only in clinical decision-making, but also in service reliability, human factors and professional learning.

The final two papers turn attention to enterprise and inclusive growth. The study of Notting Hill Carnival entrepreneurs by Robinson reconceptualises entrepreneurship as culturally embedded, diverse and kaleidoscopic, while the paper on women entrepreneurs in emerging economies by Ogunleye highlights barriers, resilience and pathways to inclusive development. These contributions expand entrepreneurship beyond narrow profit-centred models and emphasise culture, identity, gender, community and structural opportunity.

Taken together, the papers in this volume affirm the central mission of KIE: to connect knowledge with innovation, and innovation with meaningful enterprise and social progress. They show that the future of learning, work and enterprise will depend not only on technology and policy, but also on creativity, ethical judgement, inclusion, resilience and human potential.

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Editor