

CONFERENCE PROGRAMME & ABSTRACT BOOK

The 13th European Conference on Education (ECE2025)
The 13th European Conference on Arts & Humanities (ECAH2025)
The 5th European Conference on Aging & Gerontology (EGen2025)

July 10-14, 2025 | London, United Kingdom, and Online

ISSN: 2433-7544 (Online) ISSN: 2433-7587 (Print)

Organised by the International Academic Forum (IAFOR) in partnership with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, Japan, and IAFOR's Global Partners.

iafor

iafor.org/about/partners

IAFOR Global Partners



VirginiaTech



University of Belgrade





/iaforjapan



@iafor.official



@iafor (#iafor)



iafor.org

International Academic Board

Professor Anne Boddington, IAFOR, Japan (IAB Chair)
Dr Joseph Haldane, IAFOR & Osaka University, Japan, & University College London, United Kingdom
Professor Jun Arima, IAFOR & University of Tokyo, Japan
Professor Virgil Hawkins, IAFOR Research Centre & Osaka University, Japan
Mr Lowell Sheppard, IAFOR & Never Too Late Academy, Japan

Dr Susana Barreto, University of Porto, Portugal
Professor Grant Black, Chuo University, Japan
Dr Evangelia Chrysikou, Bartlett School of Sustainable Construction, University College London, United Kingdom
Professor Donald E. Hall, Binghamton University, United States
Professor Brendan Howe, Ewha Womans University, South Korea & The Asian Political and International Studies Association (APISA)
Dr James W. McNally, University of Michigan, United States & NACDA Program on Aging

ECE/ECAH2025 Conference Programme Committee

Dr Rena Alasgarova, Baku Oxford School, Azerbaijan
Professor Emerita Doris Brigitte Ash, University of California Santa Cruz, United States
Professor Anne Boddington, IAFOR, Japan
Dr Evangelia Chrysikou, Bartlett School of Sustainable Construction, University College London, United Kingdom
Dr Mehmet Demir, University of Birmingham, United Kingdom
Professor Jean-Marc Dewaele, Birkbeck, University of London, United Kingdom
Dr Joseph Haldane, IAFOR and Osaka University, Japan, & University College London, United Kingdom
Dr Takoua Jendoubi, University College London, United Kingdom
Dr Rana Khalife, University College London, United Kingdom
Dr Jacqueline Lottin, Higher Colleges of Technology, United Arab Emirates
Dr David Mallows, University College London Institute of Education, United Kingdom
Dr Mauryn Chika Nweke, University College London, United Kingdom
Professor Andrea Révész, University College London Institute of Education, United Kingdom
Dr Ian Scott, University College London, United Kingdom
Dr Marcelo Staricoff, University of Sussex, United Kingdom

EGen2025 Conference Programme Committee

Dr Jane Biddulph, University College London, United Kingdom
Professor Dimitrios Buhalis, Bournemouth University Business School, United Kingdom
Dr Dorina Cadar, Brighton & Sussex Medical School, United Kingdom
Professor Stefano Capolongo, Polytechnic University of Milan, Italy
Dr Evangelia Chrysikou, Bartlett School of Sustainable Construction, University College London, United Kingdom (Conference Chair)
Ms Carina Dantas, SHINE 2Europe, Portugal
Professor Eddy Davelaar, Birkbeck, University of London, United Kingdom
Dr Isaiah Durosaiye, School of Architecture, University of Sheffield, United Kingdom
Professor Joseph Falzon, Centre for Research & Innovation, Malta
Professor Ava Fatah, Bartlett School of Architecture, University College London, United Kingdom
Dr Joseph Haldane, IAFOR and Osaka University, Japan, & University College London, United Kingdom (Conference Co-chair)
Professor Paul Higgs, Faculty of Brain Sciences, University College London, United Kingdom
Dr Fernando Loizides, School of Computer Science & Informatics, Cardiff University, United Kingdom
Dr Elena Petelos, Faculty of Medicine, University of Crete, Greece & Faculty of Health, Medicine & Life Sciences, Maastricht University, Netherlands
Ms Eleftheria Savvopoulou, SynThesis Architects, Greece
Professor Anastasios Tellios, School of Architecture, Aristotle University of Thessaloniki, Greece
Dr Greg Williams, University of Manchester, United Kingdom

Letter of Welcome



Dear Colleagues,

It is wonderful to be able to welcome you back to London, and to an interdisciplinary event that has firmly established itself in the conference calendar of the International Academic Forum, one that has attracted some 600 attendees from more than 70 different countries to engage across the boundaries of nation, culture, and discipline.

This year brings together the 13th European Conference on Education (ECE2025), the 13th European Conference on Arts and Humanities (ECAH2025), and the 5th European Conference on Aging and Gerontology (EGen2025), with four packed and

carefully curated days onsite, followed by one online. Days 1 and 2 are plenary days designed to bring together delegates across disciplines at the intersection of academic knowledge, everyday knowledge, and public policy, with featured speakers and panels. The plenaries also offer different spaces for engagement, discussion, and networking, including our poster session, our Forum session, but also our welcome reception, conference dinner, and pub quiz event! Days 3 and 4 are thematically streamed parallel sessions and form the heart of the academic conference, continuing online on day 5.

I would like to acknowledge the International Academic Board and the local conference and review committees for their work in ensuring the event continues to be a success; the keynotes, plenary speakers, and panellists; and our global and local partners: most notably for this event to University College London (UCL), Birkbeck University of London, and the University of Sussex.

Last but not least, I would like to thank the many scholars, practitioners, and professionals from around the world who make IAFOR a wonderfully diverse environment to meet, exchange ideas, and form the personal and professional relationships that make academic life so enriching and rewarding. Thank you for contributing to this comparative and contrastive intellectual laboratory. In these uncertain and troubled times, solutions are going to come from positive engagement with others, and where open-minded dialogue and cooperation are prioritised. IAFOR offers an important space and place for, and shared commitment to, this meaningful international, intercultural, and interdisciplinary engagement.

We have so much to learn from each other. Please make the most of the conference, and your time in one of the world's great cities!

A handwritten signature in blue ink, reading "Joseph Haldane", with a long horizontal flourish underneath.

Dr Joseph Haldane

Chairman & CEO, The International Academic Forum (IAFOR)

Professor, European Center for Peace and Development (ECPD), United Nations University for Peace

Guest Professor, Osaka School of International Public Policy, Osaka University, Japan

Visiting Professor, Doshisha University, Japan

Visiting Professor, The University of Belgrade, Serbia

Honorary Professor, University College London (UCL), United Kingdom

Member, Expert Network, World Economic Forum



Become an IAFOR Member

IAFOR provides an enriching personal and professional environment for academics and scholars of all ages and backgrounds to exchange and contribute to interdisciplinary and intercultural dialogue that informs and is informed by their own cultural and disciplinary background and experiences. We are able to do this thanks to our extraordinary network of individuals and institutions around the world who support our work and help shape our events globally. We particularly emphasise the nurturing and support for emerging academics from an array of different backgrounds, and aim to provide opportunities for them to seek advice, support and guidance, as well as offering mid-career and more established academics opportunities to forge working relationships beyond their traditional disciplinary ambitions.

In our current world where division and strife are often reinforced and played out in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together through dialogue. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens between individuals and institutions who share a commitment to listen, to reach out and bridge divides, and to contribute to good global citizenship, and to making the world a better place.

By becoming a member of IAFOR, you will become part of an extraordinary network and a stakeholder in shaping the IAFOR mission and facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit:

iafor.org/membership

ECE/ECAH/EGen2025 Key Statistics

Date of Creation: June 13, 2025

549 DELEGATES
FROM 72 COUNTRIES



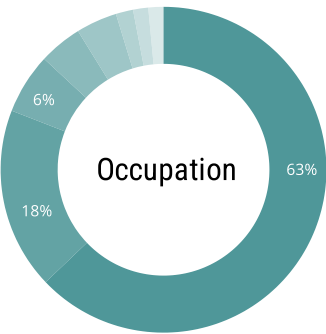
355
Onsite
Presentations



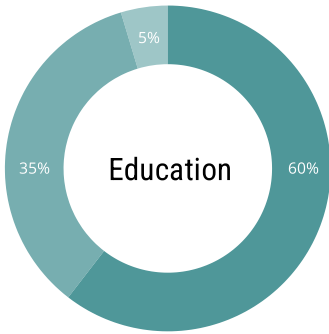
120
Online
Presentations



420
Institutions and
Organisations



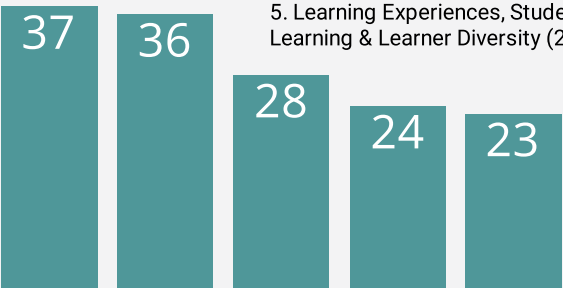
63% University Faculty
18% Doctoral Student
6% Other
4% Postdoctoral
Fellow/Instructor
4% Postgraduate Student
2% Independent Scholar
2% Public Sector/Practitioner
1% Private Sector



60% Doctoral Degree
35% Masters Degree
5% Bachelors Degree

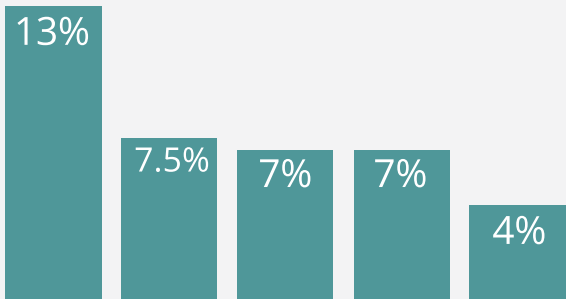
Top Streams

1. Teaching Experiences, Pedagogy, Practice & Praxis (37)
2. Higher Education (36)
3. Design, Implementation & Assessment of Innovative Technologies in Education (28)
4. Educational Policy, Leadership, Management & Administration (24)
5. Learning Experiences, Student Learning & Learner Diversity (23)



Top Countries by Delegate Attendance

1. United States (13%)
2. Hong Kong (7.5%)
3. United Kingdom (7%)
4. Taiwan (3.5%)
5. Canada (4%)

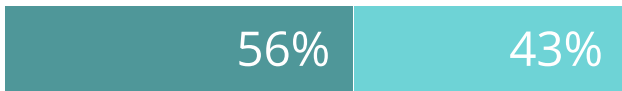


475
Total
Presentations



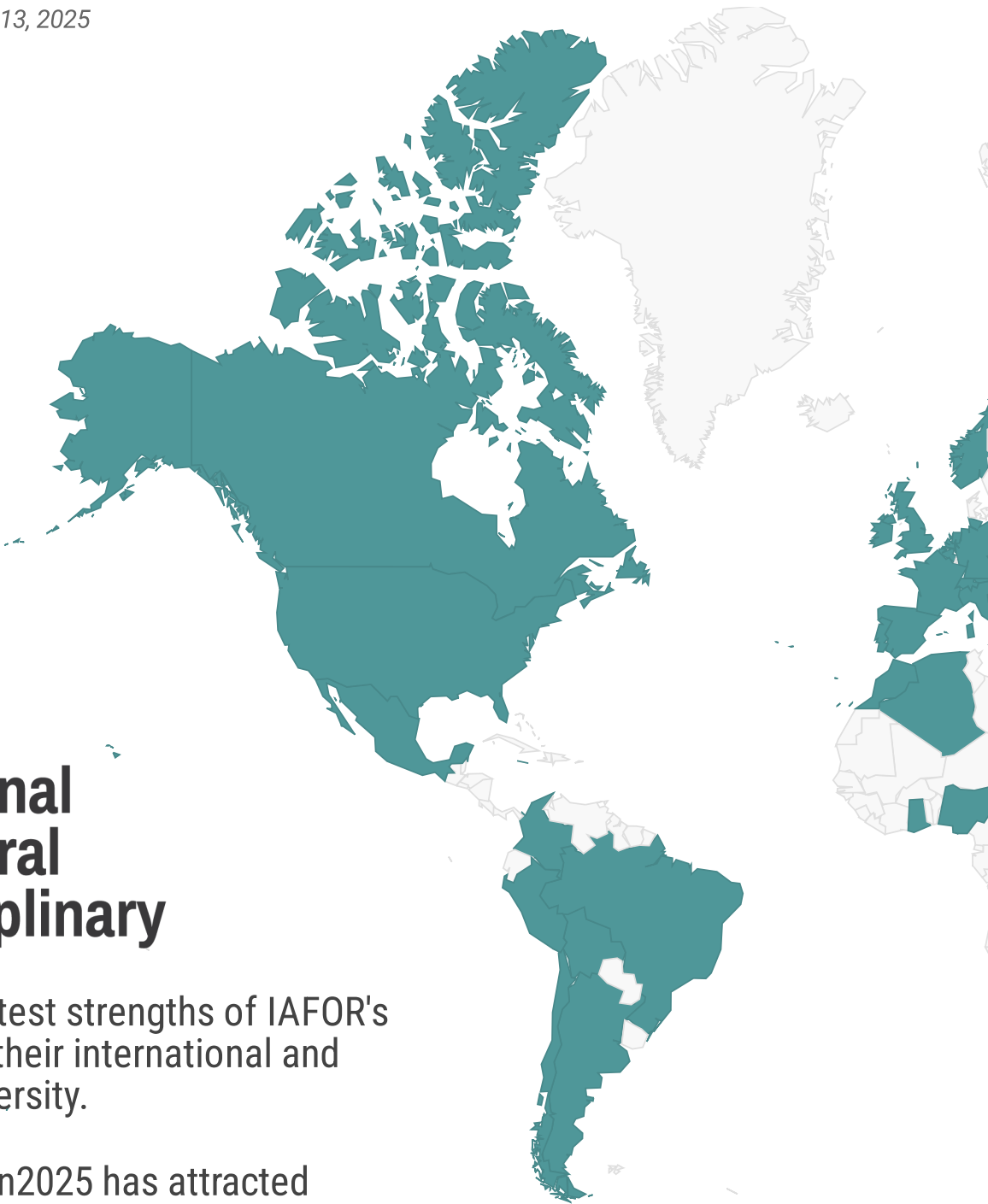
214
Hours of
Content

Multiple Authored vs. Single Authored Submissions



Inspiring Global Collaborations

Date of Creation: June 13, 2025

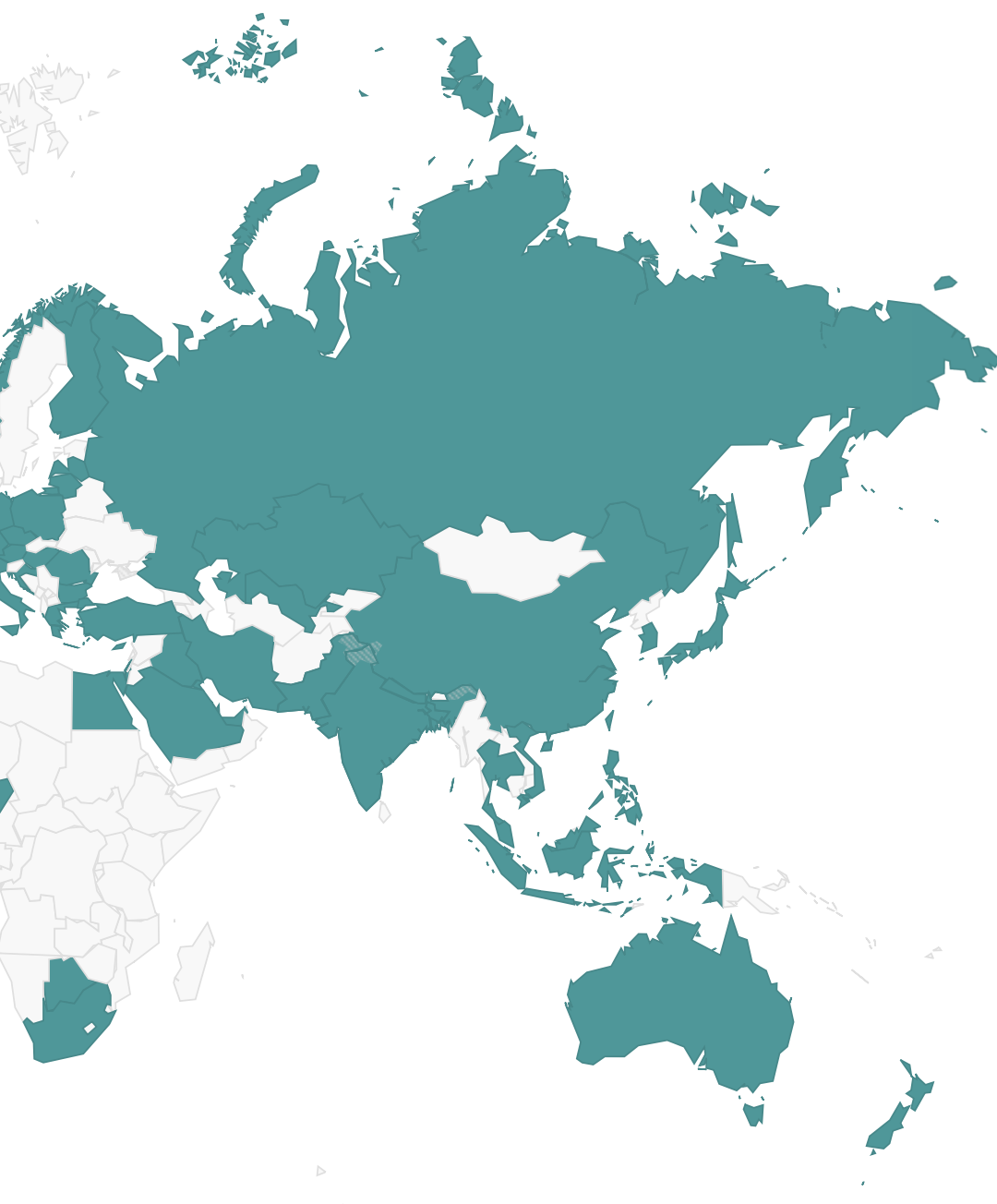


international intercultural interdisciplinary

One of the greatest strengths of IAFOR's conferences is their international and intercultural diversity.

ECE/ECAH/EGen2025 has attracted 549 delegates from 72 countries

United States	74	Singapore	11	Pakistan	4
Hong Kong	41	Turkey	11	Indonesia	3
Taiwan	38	United Arab Emirates	11	Latvia	3
United Kingdom	38	Israel	10	Lithuania	3
Canada	24	Nigeria	10	Romania	3
Japan	23	Ghana	8	Spain	3
China	18	Italy	8	Switzerland	3
Australia	16	Greece	6	Algeria	2
India	14	Portugal	6	Austria	2
Saudi Arabia	14	Kazakhstan	5	Bangladesh	2
South Korea	14	Malaysia	5	Belgium	2
Thailand	14	Egypt	4	Botswana	2
Brazil	13	Finland	4	Bulgaria	2
South Africa	12	Germany	4	Chile	2
Philippines	11	New Zealand	4	Colombia	2



Croatia	2	Cyprus	1	Total Attendees	549
Czech Republic	2	Grenada	1	Total Onsite Presentations	355
France	2	Iran	1	Total Online Presentations	120
Hungary	2	Ireland	1	Total Countries	72
Iraq	2	Kuwait	1		
Jamaica	2	Nepal	1		
Malta	2	Norway	1		
Mexico	2	Palestine	1		
Morocco	2	Peru	1		
Netherlands	2	Qatar	1		
Poland	2	South Africa	1		
Russia	2	Uzbekistan	1		
Vietnam	2				
Argentina	1				
Bolivia	1				

Where tradition and innovation inspire

IAFOR Kyoto Conference Series

November 04-08, 2025 | Held at the Kyoto Research Park, Kyoto, Japan, and Online

The 16th Asian Conference on Media, Communication & Film (MediAsia2025)

The 6th Kyoto Conference on Arts, Media & Culture (KAMC2025)

Abstract Submission Deadline: August 01, 2025



Where will your ideas
take you next?

Visit iafor.org/conferences for more
information about our upcoming events

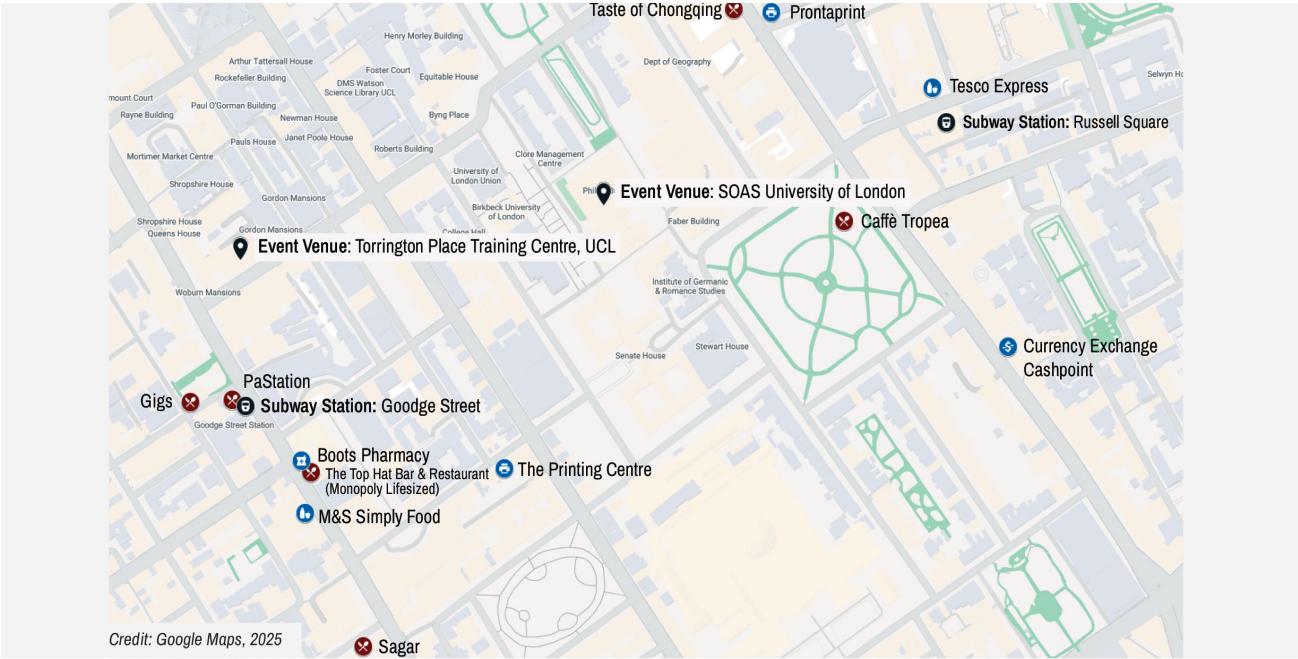
iafor

Conference Venue: Thursday, July 10 to Sunday, July 13

Bloomsbury, London

Suggested Lunch Options and Local Amenities

Please note that lunch is not provided. This map offers suggestions on where you can eat around the conference venues, as well as the locations of local amenities.



Restaurants & Cafes



Gigs
Type: Fish & Chips Restaurant
Walking Distance: 3 Minutes from UCL,
10 Minutes from SOAS



PaStation
Type: Casual Italian Eatery
Walking Distance: 3 Minutes from UCL,
10 Minutes from SOAS



Crazy Salad
Type: Fast Food Restaurant
Walking Distance: 8 Minutes from UCL,
7 Minutes from SOAS



The Top Hat Bar & Restaurant (Monopoly Lifesized)
Type: Themed Restaurant
Walking Distance: 4 Minutes from UCL,
8 Minutes from SOAS



Sagar Vegan & Vegetarian Restaurant
Type: Vegetarian Restaurant
Walking Distance: 7 Minutes from UCL,
8 Minutes from SOAS



Taste of Chongqing
Type: Fast Food Restaurant
Walking Distance: 9 Minutes from UCL,
6 Minutes from SOAS



Caffè Tropea
Type: Cafe
Walking Distance: 11 Minutes from UCL,
4 Minutes from SOAS

Amenities



Prontaprint
Type: Printing Service
Walking Distance: 6 minutes from SOAS



The Printing Centre
Type: Printing Service
Walking Distance: 4 minutes from SOAS



Tesco Express
Type: Grocery Store
Walking Distance: 5 minutes from SOAS



M&S Simply Food
Type: Grocery Store
Walking Distance: 4 minutes from UCL



Boots Pharmacy
Type: Pharmacy
Walking Distance: 4 Minutes from UCL



Cashpoint
Type: Currency Exchange
Walking Distance: 7 Minutes from SOAS; 14 Minutes from UCL

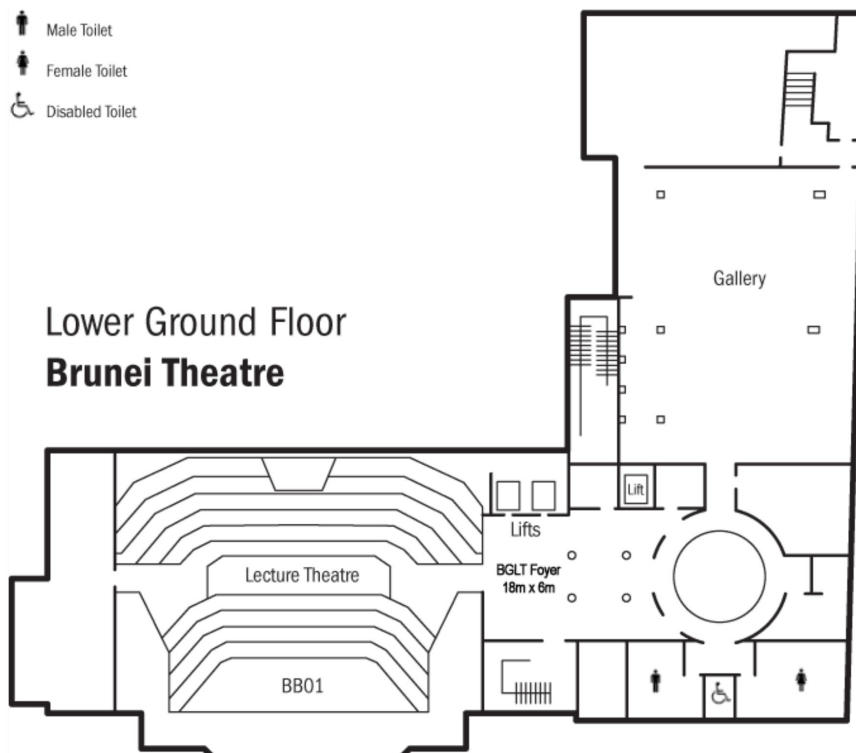
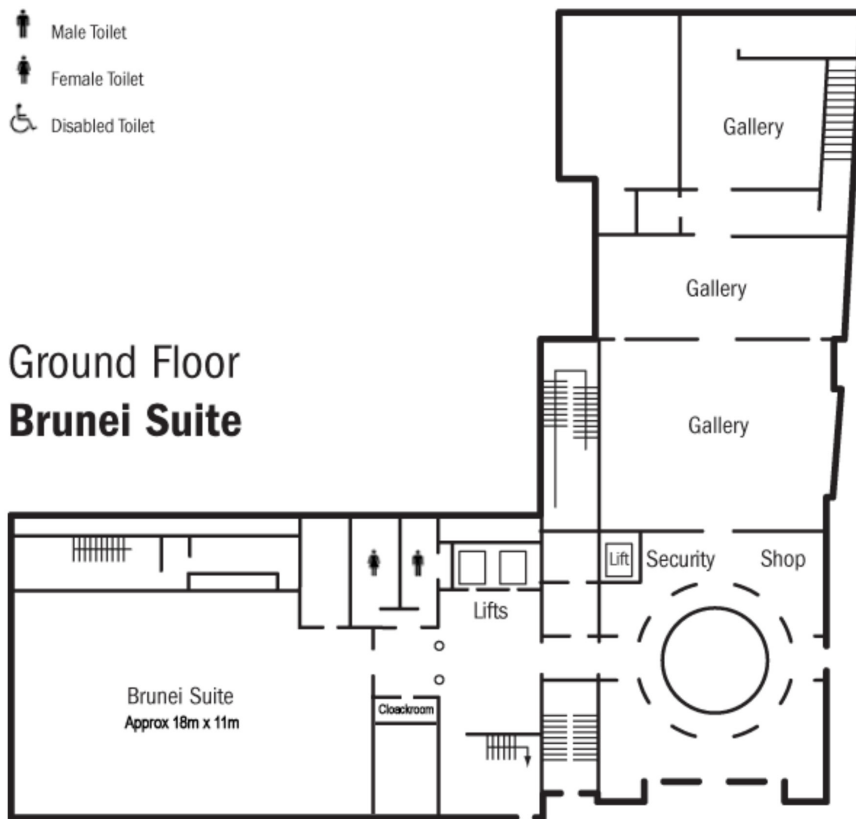
Scan the QR code to explore even more restaurant and amenities options, including Google Maps directions



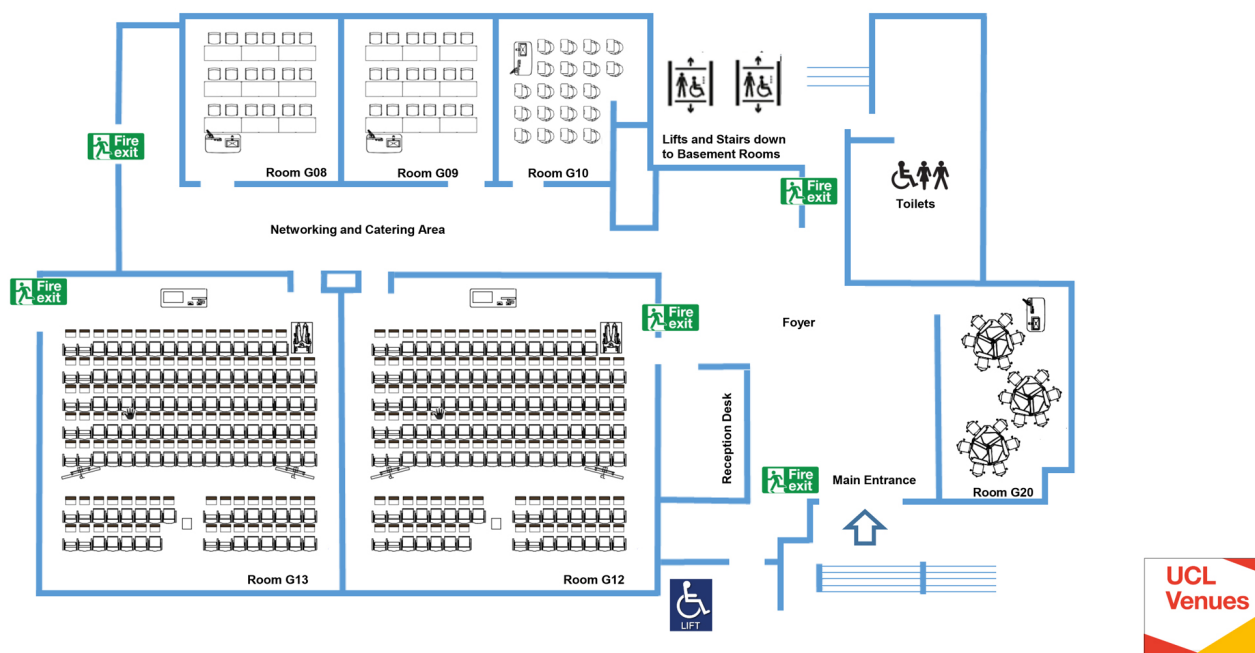
Conference Venue: Thursday, July 10 to Friday, July 11

SOAS University of London

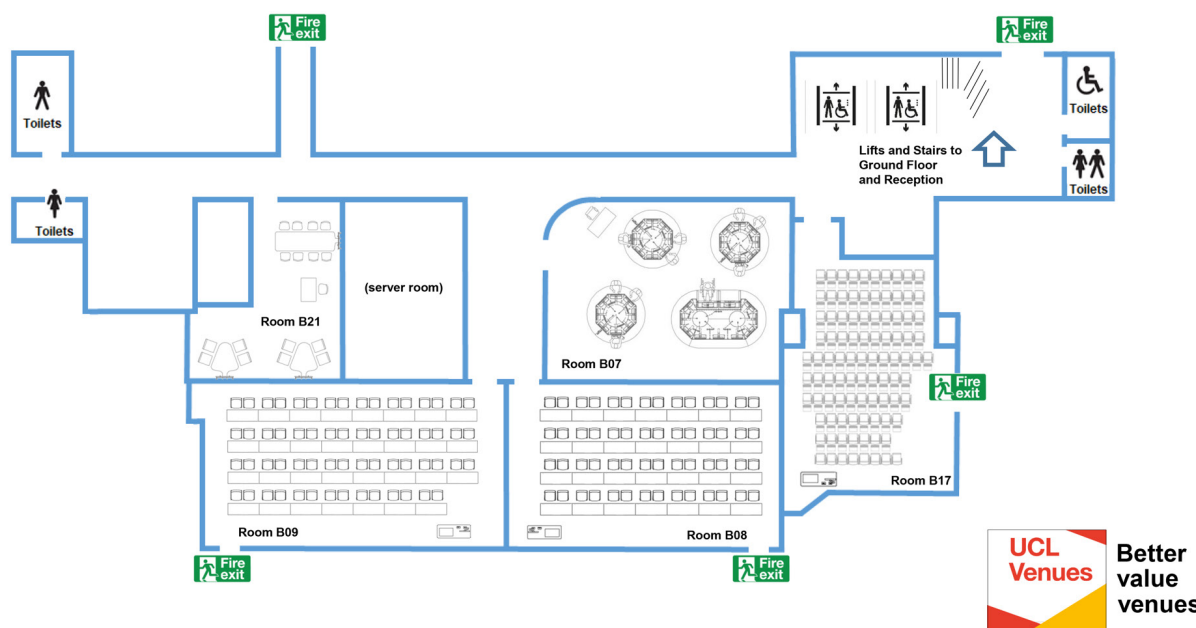
Address: Thornhaugh Street, Russell Square, London WC1B 5DQ



Conference Venue: Saturday, July 12 to Sunday, July 13
Torrington Place Training Centre, University College London
Address: 1-19 Torrington Place, Fitzrovia, London WC1E 7HB



1-19 Torrington Place – Ground Floor



1-19 Torrington Place – Basement



July 10 | All times are British Summer Time (UTC+1) Thursday at a Glance

Conference Venue: SOAS University of London, Brunei Gallery Building

- 09:00-09:50 Conference Check-in & Networking Coffee | Brunei Suite (Ground Floor)
- 09:50-10:35 **Welcome Addresses & Recognition of IAFOR Scholarship Winners | Brunei Gallery Lecture Theatre & Online**
Joseph Haldane, IAFOR & University College London, United Kingdom
- 10:35-11:00 **Keynote Presentation | Brunei Gallery Lecture Theatre & Online**
Engineering Inclusivity, How?
Anne Nortcliffe, Wrexham University, United Kingdom
- 11:00-11:15 Q&A
- 11:20-12:20 **Panel Presentation | Brunei Gallery Lecture Theatre & Online**
Technology and AI in Engineering/STEM Education: Preparing Engineering/STEM Graduates for Global Citizenship and Leadership
Francesco Ciriello, King's College London, United Kingdom
Lillian Yun Yung Luk, University of Hong Kong, Hong Kong
Fiona Truscott, University College London, United Kingdom
Mo Zandi, University of Sheffield, United Kingdom
Rana Khalife, University College London, United Kingdom (Moderator)
- 12:20-12:30 Conference Photograph | Brunei Gallery Lecture Theatre
- 12:30-14:00 Extended Break



July 10 | All times are British Summer Time (UTC+1) Thursday at a Glance

Conference Venue: SOAS University of London, Brunei Gallery Building

14:00-14:25 **Keynote Presentation | Brunei Gallery Lecture Theatre & Online**
Play and the University

Tim Beasley-Murray, University College London, United Kingdom

14:25-14:40 **Q&A**

14:45-15:45 **The Forum | Brunei Gallery Lecture Theatre**

Cooperating in Difficult Times, Part II: Making Interdisciplinarity Work

Marcelo Staricoff, University of Sussex, United Kingdom (Respondent)

Melina Neophytou, IAFOR, Japan (Moderator)

15:45-16:45 **Welcome Reception | Brunei Suite**

19:00-21:00 **Conference Dinner | The Savile Club**

This is an optional ticketed event



July 11 | All times are British Summer Time (UTC+1) Friday at a Glance

Conference Venue: SOAS University of London, Brunei Gallery Building

09:00-09:15 Conference Check-in | Brunei Gallery Suite (Ground Floor)

09:15-10:00 IAFOR Information Session | Brunei Gallery Lecture Theatre

This session provides an overview of what to expect at the conference, including guidance on preparing your presentation, publishing opportunities, and ways to engage with IAFOR.

Dexter Da Silva, Keisen University, Japan
Melina Neophytou, IAFOR, Japan
Matthew Chima, IAFOR, Japan

10:00-10:30 Networking Coffee Break | Brunei Suite

10:30-10:50 EGen2025 Special Address | Brunei Gallery Lecture Theatre & Online

James W. McNally, NACDA & University of Michigan, United States
Evangelia Chrysikou, University College London, United Kingdom

10:50-11:15 Keynote Presentation | Brunei Gallery Lecture Theatre & Online

Prevention of Dementia: What We Have Learned in the Lancet Commission
Gill Livingston, University College London, United Kingdom

11:15-11:30 Q&A Session

11:35-12:35 Panel Presentation | Brunei Gallery Lecture Theatre & Online

Supporting Independent Living, Health and Healthcare Needs in Older Age: Integration of Robots and Smart Technology Within the Home
Rosa Urbano Gutiérrez, Manchester School of Architecture, United Kingdom
Bernadette Lee, Princess Alice Hospice, United Kingdom
Paul J. Nietert, Medical University of South Carolina, United States
Helge Wurdemann, University College London, United Kingdom
Jane Biddulph, University College London, United Kingdom (Moderator)



July 11 | All times are British Summer Time (UTC+1) Friday at a Glance

Conference Venue: SOAS University of London, Brunei Gallery Building

12:35-13:55 Extended Break

13:55-14:20 Keynote Presentation | Brunei Gallery Lecture Theatre & Online
Education in Contexts of Political Resistance and Armed Struggles: Towards an Agenda for Peace with Justice
Tejendra Pherali, University College London, United Kingdom

14:20-14:35 Q&A

14:40-15:40 Plenary Panel Discussion | Brunei Gallery Lecture Theatre & Online
Climate Change and International Cooperation: Educating in a Contested Space
Jun Arima, IAFOR & University of Tokyo, Japan
Antony Froggatt, European Federation for Transport and Environment, Belgium
Bernice Lee, Chatham House, United Kingdom
Joseph Haldane, IAFOR, Japan (Moderator)

15:45-16:45 Conference Poster Sessions & Networking Coffee |
Brunei Suite (Ground Floor) & Theatre Foyer

18:30-22:00 Networking Event: Classic British Pub Quiz
This is an optional ticketed event held at The Marquis Cornwallis



July 12 | All times are British Summer Time (UTC+1) Saturday at a Glance

Conference Venue: Torrington Place Training Centre, University College London

09:15-10:00 Conference Check-in | Ground Floor

10:00-11:40 Onsite Parallel Session 1

B07 (Basement): ECAH | Arts in Literature, Media, and History

B08 (Basement): ECAH | Knowledge Acquisition

B09 (Basement): ECE | Existence and Identity in Education

B17 (Basement): ECE/ECAH | Education and Innovation (Workshops)

G08 (Ground): ECE | Distance and Self-Directed Learning

G09 (Ground): ECE | Pursuing Education in Times of Change

G10 (Ground): ECE | Curriculum Design and Development for Inclusive Education

G12 (Ground): ECE | AI in the Education Ecosystem

G13 (Ground): EGen | Frailty and Mobility

G20 (Ground): ECE | Technology in Education

11:40-12:10 Networking Coffee Break

12:10-13:50 Onsite Parallel Session 2

B07 (Basement): ECE/ECAH | Arts and Curation

B08 (Basement): ECE | Knowledge Acquisition and Literacy Development

B09 (Basement): ECE | Education, Sustainability, and Society

B17 (Basement): ECE | Student Learning and Learner Diversity

G08 (Ground): ECE/ECAH | Collaborative Education

G09 (Ground): ECE | Comparative Strategies Towards Academic Achievement

G10 (Ground): ECE | Classroom Practices and Student Engagement

G12 (Ground): ECE | AI and Technology in Teaching Approaches

G13 (Ground): EGen | Ageing Well

G20 (Ground): ECE | Technology and Pedagogy Development

13:50-14:05 Break



July 12 | All times are British Summer Time (UTC+1) Saturday at a Glance

Conference Venue: Torrington Place Training Centre, University College London

14:05-15:45 Onsite Parallel Session 3

B07 (Basement): ECAH | Arts Practices and the Humanities

B08 (Basement): ECAH | Mental Health and Well-being

B09 (Basement): ECE | Cultural Identities and Indigeneity in Education

B17 (Basement): ECE | Teaching and Learning Experiences in Multicultural and Multilingual Contexts

G08 (Ground): ECE | Leadership in Education

G09 (Ground): ECE | Approaches to Industry-Ready Education

G10 (Ground): ECAH | Socioeconomic Issues in Education

G12 (Ground): ECE | Teaching with AI

G13 (Ground): EGen | Built Environment and Elderly Care

G20 (Ground): ECE | Intersecting Identities in Education and Society

15:45-16:15 Networking Coffee Break

16:15-17:55 Onsite Parallel Session 4

B07 (Basement): ECAH | Women in Arts and Politics

B08 (Basement): ECAH | Fashion and Society

B09 (Basement): ECE | Challenges in Accessing and Navigating Higher Education

B17 (Basement): ECE/ECAH | Application and Integration of Indigenous Knowledge in Education

G08 (Ground): ECE | Professional Development and Competencies in Education

G09 (Ground): ECE | Approaches to Academic Opportunities and Achievements

G10 (Ground): ECE/ECAH | Towards Inclusive School Climates

G12 (Ground): ECE | AI in Academic Writing

G13 (Ground): EGen | Approaches to Elderly Care

G20 (Ground): ECE/ECAH | Technology in Education



July 13 | All times are British Summer Time (UTC+1)

Sunday at a Glance

Conference Venue: Torrington Place Training Centre, University College London

08:45-09:00 Conference Check-in | Ground Floor (Ground Floor)

09:00-10:40 Onsite Parallel Session 1

B07 (Basement): ECAH | Comparative Perspectives in the Arts

B08 (Basement): ECAH | Cultural Issues in Media and Literature

B09 (Basement): ECAH | Cyberspace Literacy

B17 (Basement): ECE | Education and Special Education (Workshops)

G08 (Ground): ECE/ECAH | Interdisciplinary, Multidisciplinary, and Transdisciplinary Education

G09 (Ground): ECE/ECAH | Foreign Languages Education and Applied Linguistics

G10 (Ground): ECE | AI in Language Teaching

G12 (Ground): ECE/ECAH | Teachers' Efficacy and Professional Development

G13 (Ground): ECE | Emotional, Cognition, and Psychomotor Skills Development

G20 (Ground): ECE | Educational Management and Curriculum Design

10:40-11:10 Networking Coffee Break

11:10-12:50 Onsite Parallel Session 2

B07 (Basement): ECAH | Teaching and Learning the Arts

B08 (Basement): ECAH | Civil Rights and Identities

B09 (Basement): ECE/ECAH | Approaches to Skills and Knowledge Retention

B17 (Basement): ECE | Education & Difference: Gifted Education, Special Education, Learning Difficulties, and Disability (Workshops)

G08 (Ground): ECE | Professional Development and Concerns in Education

G09 (Ground): ECE | The Intangible Concepts in Education (Workshop and Presentations)

G10 (Ground): ECE | Perceptions of Technology and Its Impacts on Education

G12 (Ground): ECE | Teachers' Competency Development

G13 (Ground): EGen | Frailty and Resiliency

G20 (Ground): ECE | Sustainability Education

12:50-13:05 Break



July 13 | All times are British Summer Time (UTC+1) Sunday at a Glance

Conference Venue: Torrington Place Training Centre, University College London

13:05-14:45 Onsite Parallel Session 3

B07 (Basement): ECAH | Innovations and Digital Media

B08 (Basement): ECAH | History/Historiography

B09 (Basement): ECE | Education and Differences: Learning Difficulties and Disability

B17 (Basement): ECE | Higher Education (Workshop), ECAH | Family and Policy (Presentations)

G08 (Ground): ECE | The Integration of the Arts in Education

G09 (Ground): ECE | Approaches to Effective Curriculum Implementation

G10 (Ground): ECE | The Application of AI and Technology in Education

G12 (Ground): ECE | Teacher Professional Development

G13 (Ground): EGen | Coping with Ageism

G20 (Ground): ECE | Mathematics Education

14:45-15:15 Networking Coffee Break

15:15-16:55 Onsite Parallel Session 4

B07 (Basement): ECAH | AI, Arts, and the Humanities

B08 (Basement): ECAH | The Humanism Discourse

B09 (Basement): ECE | Inclusive and Equitable Education

B17 (Basement): ECAH | Interdisciplinary Topics in the Humanities

G08 (Ground): ECE/ECAH | Culture, Community, Communication, and Education

G09 (Ground): ECE | Approaches to Teaching and Learning Academic Writing

G10 (Ground): ECE/ECAH | Integration and Critiques of AI in Education

G12 (Ground): ECE | Leadership in Education

G13 (Ground): EGen | Silver Economy and Active Ageing

G20 (Ground): ECE | International Education

17:00-17:15 Onsite Closing Session | G12 (Ground)



July 14 | All times are British Summer Time (UTC+1) Monday at a Glance

Conference Venue: Online via Zoom

07:55-08:00 Message from IAFOR

08:00-09:40 Online Parallel Session 1

Live-Stream Room 1: EGen | Cognitive and Physical Well-being

Live-Stream Room 2: ECE | Professional Development in Higher Education

Live-Stream Room 3: ECE/ECAH | AI, Virtual Technology, and Youth

Live-Stream Room 4: ECE | Curriculum Design and Development

Live-Stream Room 5: ECE/ECAH | Comparative Experiences of a Globalised World

09:40-09:50 Break

09:50-11:30 Online Parallel Session 2

Live-Stream Room 1: ECE/ECAH | Foreign Languages Education

Live-Stream Room 2: ECE/ECAH | History and the Development of Higher Education

Live-Stream Room 3: ECE | AI in Education

Live-Stream Room 4: ECE | Comparative Approaches to Pedagogical Development

Live-Stream Room 5: ECAH | Gender and Identities in Media and Literature

11:30-11:40 Break

11:40-13:20 Online Parallel Session 3

Live-Stream Room 1: ECE | English Teaching and Assessment

Live-Stream Room 2: ECE | Perspectives and Experiences in Higher Education

Live-Stream Room 3: ECE | AI-Driven Education

Live-Stream Room 4: ECE | Teaching and Learning Experiences

Live-Stream Room 5: ECE/ECAH | Comparative Issues on Race and Identity



July 14 | All times are British Summer Time (UTC+1) Monday at a Glance

Conference Venue: Online via Zoom

13:20-13:30 Break

13:30-14:45 Online Parallel Session 4

Live-Stream Room 2: ECAH | Comparative Discourse Analysis

Live-Stream Room 4: ECE | Approaches to Achievement and Engagement in Education

Live-Stream Room 5: ECAH | History in Literature and the Arts

14:50-15:50 The Forum | Live-Stream Room 1

Cooperating in Difficult Times, Part II: Making Interdisciplinarity Work

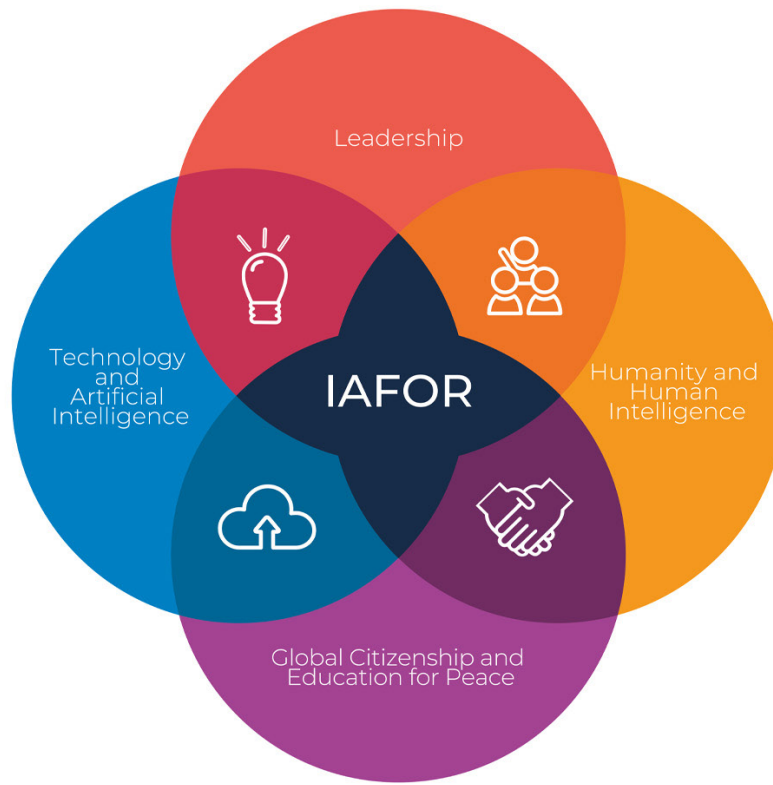
Apipol Sae-Yung, IAFOR, Japan (Moderator)

All delegates are encouraged to attend The Forum.

15:50-15:55 Closing Message from IAFOR

Introducing IAFOR's Conference Themes for 2025-2029

International | Intercultural | Interdisciplinary



IAFOR's conference programme provides an essential comparative and contrastive space for people to engage in multidisciplinary research across borders of nation, culture, discipline, and professions. We encourage mixed approaches and methodologies, combining theory and practice between and across the disciplines, and we look to harness the collective intelligence of our International Academic Forum in addressing some of the most pressing issues of our time. Through the implementation of new formats in our conference programme over the last year, including Intelligence Briefings, Keynote Interviews, and The Forum, we gathered insights into what has been discussed at the theoretical and policy levels, identify the challenges, and the outlook for best practices in tackling global contemporary issues, which we have identified as the themes for 2025-2029. Our four themes can be seen as standalone themes, but they are also very much in conversation with each other. Themes may be seen as corollaries, complementary, or in opposition/juxtaposition with each other. The themes can be considered as widely as possible and are designed, in keeping with our mission, to encourage ideas across the disciplines.

1. Technology and Artificial Intelligence

Our first theme examines the rapid pace of technological advancements, aided most particularly by those driven by artificial intelligence and its enormous and growing impact in all fields.

2. Humanity and Human Intelligence

Our second theme asks us which principles, values, and attributes we wish to encourage, protect, and nurture and how we accomplish this. Technological advancements constantly ask us to reconsider and reimagine what it means to be human, including questions regarding communication, creativity, inclusivity, ethics, and care.

3. Global Citizenship and Education for Peace

This theme prompts us to consider our existence and coexistence with each other, within our communities and places of belonging, and with peoples of different countries, cultures, and backgrounds, as well as with our environment and our planet. It includes engagement with enormous issues facing us beyond borders, such as peace and human security, climate change, etc.

4. Leadership

The final theme recognises the continuing importance of leadership as a skill, particularly in light of difficult times, where recognising and encouraging best practices in leadership at all levels of society is critical. Encouraging leadership at the government level, in businesses, and within institutions of all sizes represents the engine of change.

Conference Themes in Theory, Policy, and Practice

Many theories are born and initially tested in the academy, informing discussions in the public sphere that influence policy. IAFOR represents a unique combination of engagement emerging from the collaborative efforts of senior policymakers, administrators, and individuals working on the ground or in the field. IAFOR has made this rare combination of equitable theoretical and practical exchanges the standard for our organisation and represents a valuable model for how science should be done.

We will develop conference and institutional programmes and publications around these themes as well as capacity building sessions for our conference programme over the next five years. It is our aim with the implementation of these themes, alongside the implementation and continuing refinement of new formats, to best harness the unique arena IAFOR and its network have built in regards to pressing issues of today and the future.



General Information

Check-in & Information Desk

You will be able to pick up your name badge at the Conference Check-in & Information Desk at the times listed below. If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

Thursday, July 10 | 09:00-16:00 – SOAS, Brunei Gallery Suite (Ground Floor)

Friday, July 11 | 09:00-16:00 – SOAS, Brunei Gallery Suite (Ground Floor)

Saturday, July 12 | 09:15-17:00 – UCL, Torrington Place Training Centre

Sunday, July 13 | 08:45-16:00 – UCL, Torrington Place Training Centre

Monday, July 14 | No in-person registration

Conference Schedule

The full conference schedule (including abstracts) and conference programme are available on the conference website.

Name Badges

Wearing your badge is required for entrance to the sessions. You must wear your badge at all times.

Online Sessions

Be sure to join us online on **Monday, July 14** for our live-stream parallel presentation sessions.

Conference Survey

Please take a few moments to fill out our conference survey at the end of the conference.



Schedule



Online Sessions Access



Conference Survey



General Information

Refreshment Breaks

Complimentary coffee, tea, juice, water, and light snacks will be available during the scheduled coffee breaks. Please note that lunch is not provided.



Wifi Instructions

Connecting to WiFi

Free WiFi for light use like reading emails and web browsing is available at the conference venues. Streaming video will not be possible. If your presentation includes video, please bring it on a file that can be played without an internet connection.

Wifi at both SOAS University of London and University College London Torrington Place can be accessed by logging in or creating a free account with <https://www.sky.com/wifi>.

Photo/Recording Waiver

Human interaction through networking, and dissemination of this knowledge, is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy.

Read our full privacy policy – iafor.org/about/privacy-policy

Conference Networking Events

Welcome Reception | SOAS, Brunei Suite (Ground Floor)

Join fellow delegates for a drink or two at the conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. The event will be held at the SOAS, Brunei Suite (Ground Floor).

Time & Date: Thursday, July 10, 2025 | 15:45-16:45

Location: SOAS, Brunei Suite (Ground Floor)

Ticket Price: **Free to attend**

Admission is included in the conference registration fee and is only open to registered conference delegates and audience members.

Conference Dinner | The Savile Club

The Conference Dinner will be held at London's prestigious Savile Club. The event will feature a three-course meal prepared by the Club's Michelin-starred Chef, Michael James.

Time & Date: Thursday, July 10, 2025 | 19:00-21:00

Availability: 100 persons

Ticket Price: 125 GBP

This is an optional ticketed event. Only delegates with pre-purchased tickets are able to attend the Conference Dinner.

Networking Event | Classic British Pub Quiz

Sit back, relax, and get a little competitive after the plenaries with IAFOR's Classic British Pub Quiz. Delegates can join forces for a night of fish, chips, and friendly fire on a fun night out at The Marquis Cornwallis, a traditional London pub. Pub quiz teams can be formed during the conference or with new friends during the event! Come test your knowledge, get to know fellow delegates, and have fun experiencing London's pub culture.

Time & Date: Friday, July 11, 2025 | 18:30-22:00

Location: The Marquis Cornwallis

Availability: 60 persons

Ticket Price: 50 GBP

This is an optional ticketed event. Only delegates with pre-purchased tickets are able to attend this networking event.

Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. Full text submission is due by **Tuesday, August 12, 2025**, through the online system. The proceedings will be published on **Wednesday, September 24, 2025**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Thursday, July 24, 2025**. Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Conference Catch-up

All Keynote Presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **Friday, August 15, 2025**.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

A full list of pre-recorded virtual video presentations and virtual poster presentations will be on the conference website during and after the conference. We encourage you to watch these presentations and provide feedback through the video comments.



Aloha!



The 11th IAFOR International Conference on Education in Hawaii (IICE2026)
The 6th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2026)

January 03-07, 2026 | Hawaii, United States, and Online

Abstract Submission Deadline: October 10, 2025

Where will your ideas
take you next?

Visit iafor.org/conferences for more
information about our upcoming events

iafor

iafor.org/publications

IAFOR Journals

IAFOR publishes several editorially independent, Open Access journals across a variety of disciplines. They conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are papers submitted?

Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. All articles are submitted through the submission portal on the journal website and must conform to the journal submission guidelines.

How does IAFOR ensure academic integrity?

Once appointed by IAFOR's Publications Committee, the Journal Editor is free to appoint his or her own editorial team and advisory members, who help to rework and revise papers as appropriate, according to internationally accepted standards. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work.

Where are the journals indexed?

IAFOR Journals are indexed in Scopus, Web of Science, DOAJ, ERIC, MIAR, TROVE, CiteFactor and EBSCO, SHERPA/ROMEO and Google Scholar. DOIs are assigned to each published issue and article via Crossref. Please note that indexing varies from journal to journal.

What's the reach?

Each of our journal issues is viewed thousands of times a month and the articles are frequently cited by researchers worldwide, largely due to our dedicated marketing efforts. Each issue is promoted across our social media platforms and to our tailored email marketing lists. On average, each journal publishes biannually.

What's the cost?

IAFOR Journals are Open Access publications, available online completely free of charge and without delay or embargo. Authors are not required to pay charges of any sort towards the publication of IAFOR Journals and neither editors nor members of the editorial boards are remunerated for their work.

How are IAFOR Journals related to IAFOR Conferences and Conference Proceedings?

IAFOR Journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. A presenter can choose to publish either in Conference Proceedings or submit their manuscript to the corresponding IAFOR Journal for review.

Current IAFOR Journal titles include

IAFOR Journal of Cultural Studies (Scopus Indexed)

IAFOR Journal of Education (Scopus & Web of Science Indexed)

IAFOR Journal of Literature & Librarianship (Scopus Indexed)

If you would like more information about any of IAFOR's publications, please visit iafor.org/publications

Academic Grant & Scholarship Recipients

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Our warmest congratulations go to the following scholarship recipients who have been selected to receive grants and scholarships to present their research at the conference.

ECE2025 Scholarship Recipients

Nour Al Okla (Virtual Presentation)

90063 | *The Impact of AI-Driven Tools on Social-Emotional Learning Among English Language Learners*
Ms Nour Al Okla is an English language instructor at United Arab Emirates University, United Arab Emirates.

Nining Ismiyani (Oral Presentation)

92634 | *Beyond Digital Tools: Exploring Indonesian EFL Lecturers' Metaphors of LMS Use for Motivation and Engagement*

Ms Nining Ismiyani is a PhD student at Monash University, Australia, researching lecturers' perceptions, acceptance, and attitudes towards LMS in ELT.

Gregory Massara (Oral Presentation)

94016 | *Common Ground for Educational Change Amid Divisiveness: A Mixed-Method Study of Stakeholder Sensemaking and Reflexivity*

Mr Gregory Massara is a PhD student at the University at Albany, United States. His research explores how diverse groups of stakeholders collaboratively create educational change amid divisiveness.

Dilnaz Rakhmet (Oral Presentation)

94450 | *OpenAI's Adaptive 3D Periodic Table with Braille: Revolutionizing Chemistry Education for the Visually Impaired*

Ms Dilnaz Rakhmet is a Master's student in Chemistry at SDU University, Kazakhstan, researching OpenAI's Adaptive 3D Periodic Table with Braille.

Mohammad Uddin (Oral Presentation)

91684 | *A Philosophical Inquiry into Knowledge and Originality to Investigate the Prevailing Narrative of Blame on ChatGPT et al*

Mr Mohammad Uddin is a PhD student in the College of Education at the University of Alabama, United States. His research interests include English literature, Generative AI, and pedagogy.

ECAH2025 Scholarship Recipients

Oluwatosin Abidoye (Oral Presentation)

93791 | *Metaphoric Construction of Domestic Violence Perpetrators in Selected Newspaper Reports*

Ms Oluwatosin Abidoye is a PhD student in the Department of English at the University of Ibadan, Nigeria.

Saeed Ahmad (Oral Presentation)

92621 | *Assessing Health Disparities and Access: Afghan Refugee Health in Pakistan Through Data-driven Analysis*

Mr Saeed Ahmad is currently a doctoral researcher in Epidemiology and Public Health at Tampere University, Finland.

Özge Altuntop (Virtual Presentation)

94613 | *Ethnic Identity, Belonging, and Social Space (Past, Present & Future)*

Ms Özge Altuntop is currently pursuing her second Master's in Architecture at Izmir Institute of Technology, Turkey, with a focus on the evolution of architectural typologies through vernacular architecture.

Andrea Di Lorenzo (Live-Stream Presentation)

94351 | *"Fail Again, Fail Better", but Succeed!: On the Invisibilization of Failure in Late-modern Society*

Dr Andrea Di Lorenzo is currently a research assistant in the Department of Political Science at the Sapienza Università di Roma, Italy.

Shahrukh Khan (Live-Stream Presentation)

90428 | *Haunted Shores: Postcolonial Echoes in Indian Ocean Gothic Narratives*

Mr Shahrukh Khan is a PhD research scholar at the English and Foreign Languages University, India. His research interests include blue humanities, oceanic/sea/river literature, and blue ecocriticism.

Sifan Pan (Oral Presentation)

94057 | *Co-Creation with AI in Community-Based Art Mediation: A Participatory Approach to AI Text-to-Image Generation*

Ms Sifan Pan is a PhD candidate at the University of Art and Design Linz, Austria, researching AI-assisted participatory art mediation.

Bakreswar Panda (Oral Presentation)

90830 | *Ontological Limits to Epistemological Enquiry*

Mr Bakreswar Panda is a PhD researcher in Philosophy at Nava Nalanda Mahavihara (Deemed University), India. His research interests lie in epistemology and metaphysics.

Giullia Thomaz (Virtual Presentation)

94425 | *War-influencer: TikTok's Technical and Visual Mediation of the War in Ukraine*

Ms Giullia Thomaz is a PhD student in Cultural Anthropology at Utrecht University, Netherlands. She is also a researcher at the Center for Technology and Society at the Getulio Vargas Foundation.

EGen2025 Scholarship Recipients

Mingyue Gao (Live-Stream Presentation)

94063 | *The Impact of Life-Course Socioeconomic Trajectories on Late-Life Cognitive Aging Among Chinese People*

Dr Mingyue Gao is currently an Assistant Professor of Epidemiology of Healthy Aging at the School of Public Health, Xiamen University, China



The IAFOR Undergraduate Research Symposium

iafor

International | Intercultural | Interdisciplinary

PRESENT YOUR UNDERGRADUATE RESEARCH



**DEVELOP YOUR
PRESENTATION
SKILLS**



**PRESENT YOUR
RESEARCH TO
ACADEMICS**



**EXPAND YOUR
NETWORK**



**RECEIVE
FEEDBACK FROM
PROFESSIONALS**

ABOUT IURS

A two-day symposium designed for undergraduate students, featuring interactive workshops on the **first day**, where participants develop key academic skills.

On the **second day**, students deliver in-person presentations during an affiliated IAFOR conference, applying techniques and insights gained from the symposium.

**Participants must attend both online and onsite days*

Location: Tokyo, Japan

Symposium Dates: November 1, 2025 (Online)
and November 25, 2025 (in Tokyo)

Submission Deadline: Aug. 22, 2025

Registration Fee: 15,000 JPY



iafor

Learn more
about IAFOR
at iafor.org

www.iafor.org

[support
@iafor.org](https://support.iafor.org)

[iafor.official](https://www.instagram.com/iafor.official)

[iaformedia](https://www.youtube.com/channel/UCiaformedia)

**FIND OUT
MORE**



iurs.iafor.org



Speakers, Keynote, & Featured Presentations

All times are British Summer Time (UTC+1)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

Plenary Speaker: Joseph Haldane

Welcome Address & Recognition of IAFOR Scholarship Winners

Thursday, July 10, 2025 | 09:50-10:35 | SOAS, Brunei Gallery Lecture Theatre & Online



Joseph Haldane

Joseph Haldane is the founder, chairman, and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's global business and academic operations.

Dr Haldane has a PhD from the University of London in nineteenth-century French studies (ULIP/RHUL), and has research interests in world history and politics; international education; and governance and decision making. Since 2015, he has been a Guest Professor at Osaka University's School of International Public Policy (OSIPP), and Co-Director of the OSIPP-IAFOR Research Centre since 2017.

In 2020, Dr Haldane was elected Honorary Professor of University College London (UCL) through the Bartlett School of Sustainable Construction, and full Professor in the United Nations Peace University's European Center for Peace and Development in 2022. A member of the World Economic Forum's Expert Network for global governance, he holds visiting professorships at Belgrade and Doshisha Universities where he teaches ethics and governance. He is a member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i at Mānoa, United States.

Dr Haldane has had full-time faculty positions at the Université Paris-Est Créteil and Sciences Po Paris in France, and Nagoya University of Commerce and Business, Japan, as well as visiting positions at the French Press Institute (Université Paris-Panthéon-Assas), France, and the Schools of Journalism of Sciences Po Paris and Moscow State University, Russia.

Dr Haldane has been invited to speak at universities and conferences globally, including the UN HQ in New York, and advised universities, NGOs, and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister's Office and oversaw the 2021 Ministry of Foreign Affairs commissioned study on Infectious Diseases on Cruise Ships.

Keynote Presentation: Anne Nortcliffe

Engineering Inclusivity, How?

Thursday, July 10, 2025 | 10:35-11:00 | SOAS, Brunei Gallery Lecture Theatre & Online

In 2017, an innovative and inclusive higher education provision in engineering, design, and technology was strategically conceived, designed, implemented, and operated at Canterbury Christ Church University, United Kingdom. In 2018, the first cohort of BEng (Hons) Chemical Engineering students were welcomed to the programme, who graduated in 2022. This was followed by the inaugural cohorts of BEng (Hons) Mechanical Engineering, BEng (Hons) Biomedical Engineering, and BEng (Hons) Product Design Engineering, who completed their programs in 2023.

This keynote will share the journey led by Professor Anne Nortcliffe and her team, highlighting how equity, diversity, and inclusion (EDI) research theory has been intricately woven into every aspect of the initiative: from building a diverse talent pipeline from primary to higher education, embedding EDI in the engineering curriculum and student experience, to fostering inclusive practises in collaboration with industry partners to support research, innovation, knowledge exchange, and graduate employment.

The session will conclude by reflecting on key lessons learned, offering valuable insights for educational practitioners seeking to design and implement EDI innovations that enhance student learning experiences, support social justice, and promote future graduate success.



Anne Nortcliffe

Professor Anne Nortcliffe is the Dean of the Faculty of Arts, Computing and Engineering; Professor of Inclusive Engineering and Technology, and a member of the University Senior Leadership Team at Wrexham University, United Kingdom. Prior to her joining Wrexham University, Professor Nortcliffe was the Founding Head of the School of Engineering, Technology and Design, a new equitable, inclusive, and diverse engineering higher education provision at Canterbury Christ Church University, United Kingdom. She has 30 years of experience in educating the next generation of engineering, technology, and design graduates for industry.

Professor Nortcliffe is also an experienced and internationally published researcher and developer of engineering and computing education. She works with colleagues and students to develop good practices in inclusive engineering and computing education. In 2022, she received the Inspiring Women in Construction and Engineering Award in the Contribution to Gender Diversity category and was awarded Executive Leader of the Year at the Engineering Talent Awards in 2021.

Panel Presentation: Fiona Truscott, Lillian Yun Yung Luk, Francesco Ciriello, Mo Zandi, Rana Khalife (Moderator)

Technology and AI in Engineering/STEM Education: Preparing Engineering/STEM Graduates for Global Citizenship and Leadership

Thursday, July 10, 2025 | 11:20-12:20 | SOAS, Brunei Gallery Lecture Theatre & Online

Education systems worldwide are becoming more socially and culturally diverse due to globalisation. However, the way education is conceptualised is often shaped by Western perspectives, as globalised education systems are increasingly influenced by dominant knowledge economies. Pedagogical discourse with global stakeholders aids in regulating and normalising formerly biased understandings of what learning is and who counts as a learner.

This panel discussion will focus on the connection between STEM education and the themes of the conference, particularly around how the ongoing developments in technology and AI have impacted STEM/engineering education and how we prepare our graduates to be global citizens and leaders e.g. through developing global competence, embedding EDI, upskilling in transversal competencies, awareness of ethical and professional practice, responsible innovation, and sustainability, among other facets of global citizenship.

The aim of this discussion is to bring to light the interface between rapid global developments and our STEM leaders of the future, in hope that through pedagogical discourse with our fellow global colleagues, we can continue in efforts to level out the knowledge economy.

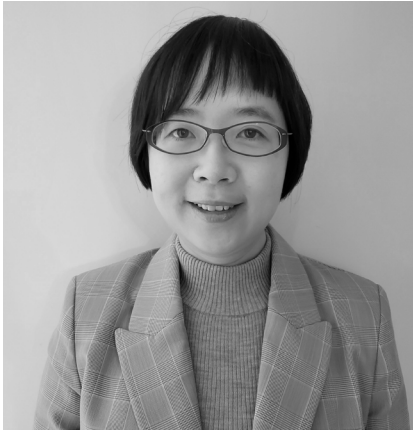


Fiona Truscott

Dr Fiona Truscott is an Associate Professor in Teaching with the Integrated Engineering Programme and Centre for Engineering Education in the Faculty of Engineering at University College London (UCL), United Kingdom. She earned a BA/MSc in Natural Science specialising in Chemistry from the University of Cambridge, United Kingdom, and a PhD in Organic Chemistry from the University of Oxford, United Kingdom. Following her PhD, she conducted postdoctoral research on the interface of Biology and Chemistry at the Institut de Chimie des Substances Naturelles (ICSN), part of the CNRS Délégation Île-de-France Sud. She then went on to conduct postdoctoral research in the Department of Biochemical

Engineering at UCL, working on the application of automation technology to Biochemical Engineering.

Dr Truscott is the Engineering Challenges Module Lead, a cross faculty, large-scale team project module for first year undergraduates at UCL. She is a Senior Fellow of the Higher Education Academy and co-chair of the SEFI DEI Special Interest Group. Her current research interests are interdisciplinary teaching, teamwork, and the embedding of social factors in Engineering Education.



Lillian Yun Yung Luk

Dr Lillian Yun Yung Luk is an Assistant Professor in the Teaching and Learning Innovation Centre at the University of Hong Kong (HKU), Hong Kong, and an honorary research fellow in the Centre for Engineering Education at University College London (UCL), United Kingdom. She is also a Fellow of the Higher Education Academy (HEA). Dr Luk conducts research in teaching and learning research across multiple disciplines, specifically student learning through internship experience, students' sense of belonging in engineering, and assessment literacy in generic skills development. She works closely with academics on professional development in HKU and has more than 10 years of research experience in higher education. Her current research interests lie in the areas of employability, career development, and experiential learning in engineering education.



Francesco Ciriello

Dr Francesco Ciriello is a Senior Lecturer in Engineering Education at King's College London, United Kingdom, where he teaches interdisciplinary design. He researches how students learn by working on engineering projects and how they use computational intelligence to improve design processes and outcomes. He is also Director of Undergraduate Student Experience and departmental lead for Project-based Learning & Design for the General and Electrical Engineering programmes at the same institution, and King's Academy Fellow in Project-based Learning.

Dr Ciriello has broad expertise in simulation and engineering design, with application to robotics and control systems, fluid dynamics, and manufacturing. He previously worked in the Education Group at

MathWorks and provided consultancy services to educators and researchers on software development with MATLAB & Simulink. He also holds a PhD in Engineering from the University of Cambridge, United Kingdom, for his work in experimental fluid dynamics and a MEng in Civil Engineering from Imperial College London, United Kingdom.

Dr Ciriello is also a visiting lecturer for continued professional development courses at the University of Oxford, United Kingdom, where he teaches short courses on Artificial Intelligence for Generative AI, Cloud & Edge, and Digital Twins: Enhancing Model-based design with Augmented, Virtual and Mixed Reality.



Mo Zandi

Dr Mo Zandi is Professor of Chemical Engineering in the School of Chemical, Materials and Biological Engineering at the University of Sheffield, United Kingdom. He currently serves as the Deputy Faculty Director of Education for the institution, responsible for the strategic leadership of academic programmes and engineering curriculum development within the 'Education' pillar of the university's vision. He is deeply committed to advancing the fields of digital process manufacturing and engineering education. With a rich blend of industrial experience and academic research, Professor Zandi has developed a profound understanding of the complexities and opportunities within

modern chemical engineering. His professional journey has been shaped by collaborative efforts to drive impactful solutions at the intersection of cutting-edge digital technologies, sustainability, and industrial processes. As a strong advocate for lifelong learning, he is dedicated to inspiring the next generation of engineers and equipping professionals with the skills they need to thrive in an evolving industry landscape. Through his work, he aims to contribute to a future where chemical engineering continues to play a pivotal role in shaping a sustainable, energy-efficient world.



Rana Khalife (Moderator)

Dr Rana Khalife is a Lecturer in the Department of Biochemical Engineering at University College London (UCL), United Kingdom. She primarily teaches the Regenerative Medicine minor, covering a broad range of topics including Manufacturing of Cell and Gene Therapy Products, Bioprocessing, Cost Analysis of Therapies, Advanced Materials, and Devices, such as Bioreactors and Microfluidics. Dr Khalife brings over 10 years of research experience in pluripotent stem cell research and cancer research. Her expertise lies in integrating her deep knowledge of biochemistry, metabolism, and molecular biology with advanced stem cell bioprocessing techniques.

As the Regenerative Medicine Coordinator for the IEP minor within the department, Dr Khalife plays a pivotal role in designing and delivering content for this specialised programme. She also serves as the Programme Director and Admissions Tutor for the Manufacture and Commercialisation of Stem Cell and Gene Therapies MSc, where she oversees curriculum development, student recruitment, and programme management. Additionally, Dr Khalife is the Chair of Recruitment within the Department of Biochemical Engineering, leading initiatives to attract applicants and promote departmental growth. Throughout her career, Dr Khalife has demonstrated a strong commitment to bridging fundamental research with practical applications, particularly within the rapidly evolving fields of regenerative medicine and bioprocessing.

Yokoso!

That's "welcome" in Japanese (*^_^*)♡

November 23-28, 2025

Held at The Toshi Center Hotel, Tokyo, Japan, and Online
The 17th Asian Conference on Education (ACE2025)

Abstract Submission Deadline: August 22, 2025

iafor

Where will your ideas
take you next?

Visit iafor.org/conferences for more information about our upcoming events

Keynote Presentation: Tim Beasley-Murray

Play and the University

Thursday, July 10, 2025 | 14:00-14:25 | SOAS, Brunei Gallery Lecture Theatre & Online

Universities are under attack. This is clear, especially in Trump's America, where esteemed institutions such as Columbia and Harvard have come under fire, accused by the current administration of anti-Americanism primarily from concerns related to discrimination and national values. This can be similarly observed in Starmer's Britain, where the influential Blue Labour faction is arguing that they would be happy to see Higher Education institutions "go to the wall". What is the substance of these attacks? On one hand, universities are portrayed as trivial and often ridiculous. Here, in elitist bubbles cut off from the concerns of so-called ordinary people, universities are depicted as fretting absurdly about trivial concerns such as pronouns and safe spaces. On the other hand, universities are cast as something serious: a palpable danger to the moral and intellectual health of the younger generation, cultivating "gender-indeterminate snowflakes"; perpetuating a dangerous, anti-patriotic fifth column, threatening to undermine not only the nation, but the entirety of Western civilisation. In sum, are we in universities something serious, or are we something of a joke?

In this talk, I'll address the ambivalence of universities and the education that we provide, oscillating between the dour seriousness of things like impact and employability, and the pleasurable playfulness of experiment. I will argue, counterintuitively perhaps, that in order to seriously assert our value in the contemporary world, we need to emphasise university and its education, less as a site of seriousness and more as a site of freedom and play.



Tim Beasley-Murray

Dr Tim Beasley-Murray is Associate Professor of European Thought and Culture at University College London (UCL), United Kingdom. He leads the new BA in Creative Arts and Humanities programme at the university, a programme in which students learn to play and experiment in a variety of creative modes such as writing, performance, and moving images, alongside critical study of the humanities. Dr Beasley-Murray's research ranges across European languages and cultures, including French, German, Czech, English, Slovak, and Russian, and explores topics such as autofiction with a particular interest in contemporary French literature theories of revolution, reticence and silence, political theory, and more. His

book, *Critical Games: On Play and Seriousness in Academia, Literature and Life*, was recently published in June with Manchester University Press. He is currently thinking about a new project on anecdote and informal knowledge.

The Forum: Cooperating in Difficult Times, Part II: Making Interdisciplinarity Work

Marcelo Staricoff (Respondent), Melina Neophytou (Moderator)

Thursday, July 10, 2025 | 14:45-15:45 | SOAS, Brunei Gallery Lecture Theatre

Apipol Sae-Tung (Moderator)

Monday, July 14, 2025 | 14:50-15:50 | Online via Zoom

The world faces a plethora of pressing issues today, including intensifying geopolitical tensions, climate change, the rapid advancement of AI, widening social and economic divides, and the erosion of international cooperation. It is commonly agreed that these global challenges are the result of a combination of factors and can therefore not be understood in isolation. Many also concur that these challenges, prevalent in many parts of the world, require international cooperation to be solved. Where international cooperation on a political level is currently failing, education is being called upon to carry on the huge responsibility of cultivating global citizenship, promoting intercultural understanding, and fostering interdisciplinary collaboration in pursuit of shared solutions. However, these challenges and transformations increasingly blur reality and challenge traditional ways of thinking, learning, and living, urging us to reconsider traditional educational frameworks in which we expect interdisciplinarity to work.

The first part of this Forum series on the topic of interdisciplinarity was held during our June conference in Paris, where delegates explored the barriers to interdisciplinary collaboration and asked the crucial question of whether interdisciplinary collaboration and dialogue between disciplines and methodologies are at all possible. The first round of discussion concluded that a lot of interdisciplinary collaboration is taking place, but it tends to be informal. While there is demand and interest in interdisciplinary research, there are limited structures in place to support it, and an exclusionary mindset still persists. The majority of participants agreed, however, that dialogue between disciplines and methodologies is possible.



Marcelo Staricoff (Respondent)

Dr Marcelo Staricoff is a Lecturer in Education at the University of Sussex, United Kingdom. Marcelo is currently the joint Course Leader of the BA Primary and Early Years with QTS Course and will also take on the leadership of the Masters in Education Course from September 2024. He is the author of the book entitled *The Joy of Not Knowing* (Routledge, 2021), a publication on the Philosophy of Education Transforming Teaching, Thinking, Learning, and Leadership in Schools. A former scientist and primary school headteacher, Dr Staricoff has worked on behalf of UNICEF with policy makers, educators, and textbook publishers to implement a reformed

national curriculum in Uzbekistan. He also works for the Coram Children's Charity alongside implementing courses and advising several schools and educational organisations in the United Kingdom.

Dr Staricoff speaks regularly at national and international events on the principles that underpin *The Joy of Not Knowing's* philosophy of education and school leadership. He is also the author of its predecessor, *Start Thinking* (Imaginative Minds, 2005) and has published widely in the fields of creative, critical, multilingual, multicultural, and philosophical thinking and learning in the classroom. A member of the All-Party Parliamentary Group on Education (APPG), and Chair of the Michael Aldrich Foundation, Dr Staricoff's work and his contributions to education have been widely recognised, being named as a Founding Fellow of the Chartered College of Teaching in 2019 and through his assignment as a Fellow of the Higher Education Academy in 2023.



Melina Neophytou (Moderator)

Dr Melina Neophytou is the Academic Operations Manager at IAFOR, where she works closely with academics, keynote speakers, and IAFOR partners to shape academic discussions within *The Forum*, bring conference programmes together, refine scholarship programmes, and build an interdisciplinary and international community. She is leading various projects within IAFOR, notably *The Forum* discussions and the authoring of Conference Reports and Intelligence Briefings, and she oversees the Global Fellows Programme.

Born in Germany and raised in Cyprus, Dr Neophytou received her PhD in International Development from Nagoya University, Japan, in 2023, specialising in political sociology, the welfare state, and contentious politics. She received an MA in International Development from Nagoya University, with a focus on Governance & Law, and a BA in European Studies from the University of Cyprus, Cyprus.

Dr Neophytou's research interests currently focus on how Artificial Intelligence (AI) is changing the relationship between state and society. Her current work examines technologies such as facial recognition (FRT) and biometric surveillance, and how these tools impact freedom of expression, protest, and social policy.



Apipol Sae-Tung (Moderator)

Apipol Sae-Tung is an Academic Coordinator at IAFOR, where he contributes to the development and execution of academic-related content and activities. He works closely with the Forum's partner institutions and coordinates IAFOR's Global Fellowship Programme. His recent activities include mediating conference reports for the Forum's international conference programme and facilitating the IAFOR Undergraduate Research Symposium (IURS).

Mr Sae-Tung began his career as a Program Coordinator for the Faculty of Political Science at Chulalongkorn University, Thailand. He was awarded the Japanese Government's MEXT Research Scholarship and is currently pursuing a PhD at the Graduate

School of International Development, Nagoya University, Japan. His research focuses on government and policy analysis, particularly on authoritarian regimes. Mr Sae-Tung holds an MA in International Relations and Diplomacy from Thammasat University, Thailand, where he studied foreign policy analysis and Thailand-China relations. He also holds a BA in History from the same institution.

IAFOR Information Session

Dexter Da Silva

Friday, July 11, 2025 | 09:15-10:00 | SOAS, Brunei Gallery Lecture Theatre

This information session provides an overview of what to expect at the conference, including guidance on preparing your presentation, publishing opportunities, and ways to engage with IAFOR. You will receive practical tips on setting up your presentation, understanding your role at the conference, including how to attract a larger audience to your session. We will also outline the publishing opportunities available, including how to submit your work to be included in the Conference Proceedings or IAFOR Journals. This session also offers a chance to explore the opportunities for deeper engagement, whether through networking with fellow delegates or getting involved more with IAFOR. Join us, and get ready to present, publish, and participate.



Dexter Da Silva

Professor Dexter Da Silva is Professor Emeritus at Keisen University in Tokyo, Japan, where he has been teaching for 35 years. He is an Educational Psychologist who has taught at junior high school, language schools, and universities in Sydney, Australia, and at various educational institutions in Japan. He was educated at the University of Sydney, Australia (BA, Dip. Ed., MA), and the University of Western Sydney, Australia (PhD). He has presented and co-presented at conferences throughout Asia, Australia, Europe, and the United States, and published or co-published a number of books, articles, and book chapters on education-related topics. He is a past president of the

Asian Psychological Association and currently a Vice-President of IAFOR. As an Educational Psychologist, he is very interested in how Artificial Intelligence will continue to be incorporated into and impact research and theory on the nature, types, and uniqueness of Human Intelligence(s).

CYLCHGRAWN ADDYSG CYMRU

Cyfnodolyn mynediad agored platinwm, a adolygir yn ddwbl-ddall gan gymheiriaid sy'n cyhoeddi gwaith ymchwil cenedlaethol a rhyngwladol ar ymarfer a pholisi addysg.

Mae *Cylchgrawn Addysg Cymru* yn gwneud cyfraniad allweddol gan gefnogi a datblygu ymhellach y sylfaen ymchwil i addysg yng Nghymru ac yn rhyngwladol, trwy gyhoeddi ystod o erthyglau arloesol, creadigol a gwreiddiol o ansawdd uchel. Yn y rhifynnau a gyhoeddir ddwywaith y flwyddyn, rydym yn croesawu erthyglau llawn sy'n rhoi mewnwelediadau i sut y caiff addysg y presennol a'r dyfodol yng Nghymru ei siapio.

Mae'r casgliad 'Ffocws ar Ymarfer' yn cynnwys erthyglau byrrach sy'n archwilio ymarfer, ble bynnag y mae'n digwydd. Yn y casgliad hwn, rydym yn benodol yn croesawu erthyglau gan ymarferwyr ac ymchwilwyr ar ddechrau eu gyrfa, sy'n cyflwyno mewnwelediadau unigryw i ddimensiynau amrywiol ymarfer addysgol.

Fel cyfnodolyn cwbl ddwyieithog, rydym yn croesawu erthyglau Cymraeg neu Saesneg, a byddant yn cael eu cyhoeddi yn y ddwy iaith.

Platinum open access, double-blind peer reviewed journal publishing national and international research on education policy and practice.

The *Wales Journal of Education* plays a key role in further supporting and developing the educational research base in Wales and internationally, by publishing a range of high-quality, innovative, creative and original articles. In bi-annual issues, we welcome full-length articles that provide insights into shaping current and future education in Wales.

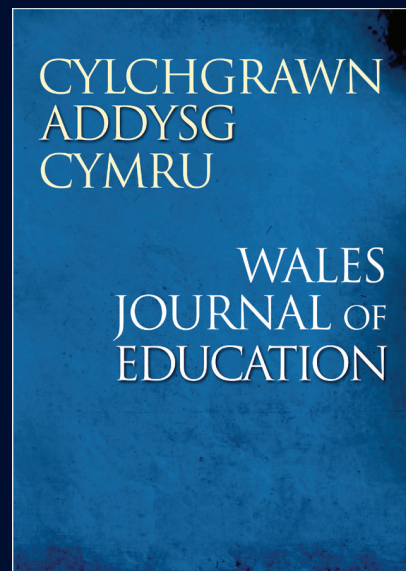
The 'Focus on Practice' collection features shorter articles investigating practice, wherever it takes place. In this collection, we particularly welcome articles by practitioners and early career researchers, which present unique insights into the various dimensions of educational practice.

As a fully bilingual journal, submissions are welcome in either Welsh or English and are published in both languages.

WALES JOURNAL OF EDUCATION

www.walesjournalofeducation.com

Follow us on Facebook at facebook.com/iaforjapan | ECE/ECAH/EGen2025 | IAFOR.ORG | 47



Plenary Speaker: James W. McNally, Evangelia Chrysikou

EGen2025 Special Address

Friday, July 11, 2025 | 10:30-10:50 | SOAS, Brunei Gallery Lecture Theatre & Online



James W. McNally

Dr James W. McNally is the Emeritus Research Scientist for the NACDA Program on Aging, located in the Institute for Social Research at the University of Michigan, United States. He was trained initially in forensic anthropology at the University of Maryland and then in formal demography at Georgetown University. As part of this PhD work, Dr McNally was awarded the first minor degree in social gerontology from the Population Studies and Training Center at Brown University, followed by a two-year postdoctoral appointment examining policy applications of health data at Syracuse University's Center for Policy Research. After teaching at Brown University as an

Assistant Research Professor, Dr McNally directed the NACDA Program on Aging from 1998 to 2025, building an internationally recognised collection of seminal studies on the aging lifecourse, health, retirement, and international aspects of ageing. In addition to lifecourse research, he has spent much of his career addressing mechanisms to maintain and strengthen family support networks, focusing on the needs of frail or cognitively impaired elders, presenting on these issues in the United States and internationally. Dr McNally serves on the International Academic Board of IAFOR.



Evangelia Chrysikou

Dr Evangelia Chrysikou is a registered architect and senior research fellow at University College London (UCL), United Kingdom. She owns the award-winning SynThesis Architects (London – Athens), which specialises in medical facilities. Her work received prestigious awards (Singapore 2009, Kuala Lumpur 2012, Brisbane 2013, Birmingham 2014, London 2014). Parallel activities include teaching at medical and architectural schools, research (United Kingdom, France, Belgium, New Zealand, the Netherlands, Greece, and the Middle East) and advisory. She advised the Hellenic Secretary of Health and is the author of the

new national guidelines for mental health facilities. Dr Chrysikou is the author of the book '*Architecture for Psychiatric Environments and Therapeutic Spaces*', healthcare architecture editor, reviewer, active member of several professional and scientific associations and a TED-MED speaker. She is a Trustee, Member of the Board, and Director of Research at UK-based DIMHN, and Member of the Board at the Scholar's Association Onassis Foundation.

Keynote Presentation: Gill Livingston

Prevention of Dementia: What We Have Learned in the Lancet Commission

Friday, July 11, 2025 | 10:25-10:50 | SOAS, Brunei Gallery Lecture Theatre & Online

Dementia is one of the most feared illnesses of older people. It is also one of the most expensive illnesses, as affected individuals may require care for many years, impacting them, their family, and society at large. The potential to prevent dementia is very high, with around 45% of the risk being accounted for by fourteen potentially modifiable risk factors. However, risks are more prevalent in underserved people, who are more likely to have dementia and at an earlier age. This panel will discuss how evidence was evaluated to decide on which putative risk factors to include in the Commission's model, taking into account prevalence, relative risk, and communality.

Action to tackle these risk factors begins in early life and continues throughout life and is at the level of policy as well as the individual. There is evidence of the effectiveness of reducing such factors, even in individuals with high genetic risk for dementia. Early and continuous Intervention should lead to a lengthening of the health lifespan, and while some people will still develop dementia, a shortening of time in which people live with dementia. The discussion will focus on the risk factors, interventions, and economics of this, using evidence-based population-level as well as complex and individual interventions.

This knowledge offers hope, as it presents a large scope for individuals to reduce their risk of dementia. In addition, governments can decrease dementia in the population, helping individuals, families, and the economy.



Gill Livingston

Dr Gill Livingston is an academic psychiatrist and Professor of Psychiatry of Older People with a research focus on dementia at University College London, United Kingdom. She leads the Lancet Standing Commission on Dementia Prevention, Intervention and Care, including the publishing of the Commission's reports in 2017, 2020, and 2024. Her work with the Commission has resulted in producing new knowledge and enacting changes in individual and clinical practice and policy in various countries, including the United Kingdom, Denmark, Saudi Arabia, Australia, Germany, France, Switzerland, Norway, and the United States.

Professor Livingston has collaborated in many international projects in the field of dementia research, and is involved in epidemiological work and systematic reviews to elucidate mechanisms as well as co-design and test interventions. Her most recent projects include ENHANCE, an intervention-based coaching application aimed to reduce cognitive deterioration for people with high risk of dementia, and the DREAMS:START trial, an intervention for sleep disruptions caused by dementia, which is currently completing a two-year follow-up study.



IAFOR events are among the most **diverse** on Earth

Bridging divides of **nation**, **culture**, and **discipline**; informing and shaping ideas, research, practice, and policy in a comparative and contrastive space, IAFOR encourages the sharing and nurturing of diverse ideas.

Over the past year, more than 5,000 delegates from more than 120 countries have participated in an IAFOR event.



5,000+
Delegates



120+
Countries

Inspiring global collaborations, this diversity of peoples, nations, voices, cultures, and ideas is at the heart of what we do.

It is our greatest strength. Join us.



**"Towering genius disdains a beaten path.
It seeks regions hitherto unexplored."**

Abraham Lincoln

The Washington DC Conference on Education (WCE2026)

The Washington DC Conference on the Social Sciences (WCSS2026)

April 15-20, 2026 | Washington DC, United States, and Online

Abstract Submission Deadline: January 16, 2026



**Where will your ideas
take you next?**

Visit iafor.org/conferences for more
information about our upcoming events

iafor

Panel Presentation: Rosa Urbano Gutiérrez, Bernadette Lee, Paul J. Nietert, Helge Wurdemann, Jane Biddulph (Moderator)

Supporting Independent Living, Health and Healthcare Needs in Older Age: Integration of Robots and Smart Technology Within the Home

Friday, July 11, 2025 | 11:35-12:35 | SOAS, Brunei Gallery Lecture Theatre & Online

Inclusive residential design can support ageing through facilitation of the use of technological advances and can be used to aid the planning of homes for living with/and technological support for an aging population with diverse and changing needs. Cohabitation with robots and smart technology to support independent living, health, and home-based healthcare in older age has significant potential, but remains limited.

Currently, the integration and adoption of robots and smart technology aimed at those living with frailty or in older age within the home faces challenges, created by real home environments, the changing needs of the resident, and the current design trends in these technological advances.

Overcoming the challenges faced within real home environments, multidisciplinary research co-production, and matching advances with the changing needs, wishes, and perspectives of the resident is central to the future integration and adoption of these technological advances within the home in older age.

The aim of the discussion is to highlight the potential for multidisciplinary input and perspectives to overcome the challenges facing the integration of robots and smart technology to support independent living, health, and healthcare needs in older age.



Rosa Urbano Gutiérrez

Dr Rosa Urbano Gutiérrez is Professor of Architecture at the Manchester School of Architecture, United Kingdom, leading the research by design programme in the school's Non Standard Habitats Atelier. She was trained as an architect at ETS Arquitectura Madrid, Spain, and holds an MDesS in Design and Technology from Harvard University, United States. Professor Gutiérrez conducted her PhD studies in Madrid and at the Massachusetts Institute of Technology (MIT), United States. A registered architect in both Spain and Portugal, her academic journey includes a significant period at the Liverpool School of Architecture, where she was a Reader in Architecture and held different academic roles between 2010-24.

Professor Gutiérrez's research lies at the interface between sustainable architectural design and material technology, with an emphasis on the impact of innovative environments on occupants' comfort and health. She is the founding director of the Experimental Material Ecologies Research Group, and within it created two laboratories, ECALab (2011) and HouseLab (2020), to engage in the production of buildings and policy by developing neglected areas of inclusive, human-centred design.



Bernadette Lee

Dr Bernadette Lee has served as a consultant in palliative medicine at Princess Alice Hospice, United Kingdom since 2001. Dr Lee attended Guy's Hospital Medical School, now part of the GKY School of Medical Education at King's College London, United Kingdom. She trained in various specialties in general medicine and completed the four-year specialty registrar rotation in palliative medicine.

Dr Lee works mainly in the hospice inpatient unit, where patients with life-limiting diseases are admitted for symptom control or end-of-life care. She works closely with the hospice community

team in the hospice's Wellbeing Centre, providing care to over 1,000 patients in the local area. She is also active in medical education: she is currently a clinical supervisor to various grades of resident doctors and an educational supervisor to specialty registrars. She previously served as the Regional Specialty Adviser for the Kent, Surrey, and Sussex areas, stepping down after a two-year term as Chair of the Specialist Training Committee.

Her special interests include ultrasound and more recently sustainability. She has been running the Focused Abdominal Ultrasound Palliative Care Course (FASP) with Professor Max Watson since 2010.



Paul J. Nietert

Dr Paul J. Nietert is currently Executive Vice Chair and Professor of Biostatistics at the Medical University of South Carolina (MUSC), United States. He earned a BS in Mathematics at Duke University, United States, and his PhD in Biostatistics at MUSC. As a collaborative biostatistician, he has directed several quantitative cores for large research centres, including the South Carolina Clinical and Translational Research Center, South Carolina Alzheimer's Disease Research Center, MUSC's Core Center for Clinical Research for rheumatic diseases, and MUSC's Digestive and Liver Diseases Research Core Center. He also leads the Charleston Heart Study, a longitudinal study on aging, which was

funded by the National Institute on Aging, a division of the United States' National Institute of Health, and the National Heart, Lung, and Blood Institute. Dr Nietert's methodological research interests include pilot study design, hierarchical data analysis, health services research methods, and randomisation in clinical trials. One of his passions is mentoring junior researchers on rigorous study design and data analysis techniques.



Helge Wurdemann

Dr Helge Wurdemann is a roboticist and Professor of Robotics at University College London (UCL), United Kingdom. He leads the Soft Haptics and Robotics Lab in the university's Department of Engineering, which develops soft robots that adapt their shape and stiffness to bridge the gap between rigid and flexible systems. Professor Wurdemann creates and embeds innovative stiffness-controllable mechanisms as well as combines advanced Artificial Intelligence with control strategies in robotic prototypes emerging from his lab.

Professor Wurdemann has authored more than 100 peer-reviewed papers, the majority of which are published in top journals in the field, including Nature Communications and journals of the IEEE and ASME, and in proceedings of leading international conferences. He has served as Associate Editor for prestigious robotics conferences (ICRA and IROS), as Associate VP within the IEEE Robotics & Automation Society Conference Activities Board, and as a member of the IET Robotics and Mechatronics TPN Executive Board. He was a Turing Fellow at the Alan Turing Institute and Co-General Chair of the IEEE International Conference on Robotics and Automation in 2023, hosted for the first time in the United Kingdom the same year. He is currently a member of the ICRA Steering Committee of the IEEE Robotics and Automation Society.

Jane Biddulph (Moderator)

Dr Jane Biddulph is an academic in the Research Department of Epidemiology and Public Health at University College London (UCL), United Kingdom. Her areas of expertise include chronic health conditions within the older population, and the application of analytical techniques to explore survey data that has included the English Longitudinal Study of Aging and the Health Survey for England.

Dr Biddulph's main areas of interests include ageing, mental health, cognition, and cancer research. She has published her work in several journals, particularly on health conditions within the older population, the development and application of mathematical models, and guidance on evidence use in health impact assessment. Her recent funded research collaborations have focused on frailty in older age and have led to the development of a framework for cohabitation with robots and smart technology within the built environment. She has a particular interest in the domestic integration of robots and smart technology, and inclusive design for improving the quality of life for vulnerable groups.

Where Ideas Take Root

The 6th Southeast Asian Conference on Education (SEACE2026)
The Southeast Asian Conference on Arts & Humanities (SEACAH2026)


February 05-09, 2026 | Singapore and Online

Abstract Submission Deadline: October 31, 2025

Where will your ideas
take you next?

Visit iafor.org/conferences for more
information about our upcoming events

iafor



Keynote Presentation: Tejendra Pherali

Education in Contexts of Political Resistance and Armed Struggles: Towards an Agenda for Peace with Justice

Friday, July 11, 2025 | 13:55-14:20 | SOAS, Brunei Gallery Lecture Theatre & Online

Education is inherently political: policies, curricula, and teaching and learning processes are influenced by the political economy dynamics in the wider context of the society. In contexts of political resistance and armed struggles, education is not only victim to violence but also complicit in fuelling conflict drivers. Educational processes have the potential to address the root causes of inequities and structural inequalities and can build foundations for peace with justice and promote social transformation. Yet, there are significant gaps in research about how children in these politically unstable settings learn and develop. Where the evidence exists, it is generally fragmented and siloed by disciplines, making it difficult to assess progress or take stock of what we know about policies, programmes, and practices that are effective in improving holistic learning outcomes.

Practical, methodological, and ethical challenges in conducting research in these contexts make it difficult to generate rigorous evidence. More importantly, the top-down, formulaic, and often extractive research partnerships that promote the agenda of the donor and external development actors undermine what is needed in local contexts. They also limit how research knowledge can help Indigenous education actors to sustain education and utilise the knowledge to foster their educational struggle. In this presentation, I will discuss the nexus of education, conflict, and peace, and highlight the efforts of the Education Research in Conflict and Protracted Crises (ERICC) research consortium to build a coherent body of knowledge in this field by aligning with the locally-developed research agenda that aims to foster policy-oriented and actionable solutions to education in challenging environments.



Tejendra Pherali

Dr Tejendra Pherali is Professor of Education, Conflict and Peace at the Institute of Education, University College London (UCL), United Kingdom, where he leads research and teaching in the area of Education, Conflict and Peacebuilding. Professor Pherali developed a pioneering MA in Conflict, Emergencies and Peace at UCL, which provides advanced academic training to postgraduate students from around the globe. Currently, he co-directs the Education Research in Conflict and Crisis (ERICC) Programme, a global research and learning partnership that strives to transform education policy and practice in conflict and protracted crises around the world through building a global hub for rigorous, context-relevant and actionable evidence base. Professor Pherali is the former Chair of the British Association for International and

Comparative Education (BAICE). He is the founding editor of *Education and Conflict Review*, an open access peer-reviewed journal, author of *Conflict, Education and Peace in Nepal* (Bloomsbury, 2022) and co-author of *Laboratories of Learning: Social Movements, Education and Knowledge-Making in the Global South* (Pluto Press, 2024). He was elected a Fellow of the Academy of Social Sciences in the United Kingdom in 2023 and is a current Fellow of the Higher Education Academy (HEA).

Over the years, Professor Pherali has led several research projects and provided consultancy to various international organisations and governments. He has written extensively about educational inequalities, peace, and social transformation in conflict-affected societies. Internationally, his work has supported higher education development in Somalia, teacher professional development in refugee contexts of Lebanon and Myanmar, and the peace process in Southern Thailand and Nepal.

Plenary Panel Discussion: Jun Arima, Antony Froggatt, Bernice Lee, Joseph Haldane (Moderator)

Climate Change and International Cooperation: Educating in a Contested Space

Friday, July 11, 2025 | 14:45-15:45 | SOAS, Brunei Gallery Lecture Theatre & Online

Climate change remains one of the most urgent and complex global challenges, demanding rapid, coordinated action across national borders. With the United Nations' 30th Climate Change Conference (COP 30) on the horizon, this panel will explore the critical role of international cooperation in advancing climate action. It will discuss the role of education in fostering this dialogue, assisting people in making informed decisions, and cultivating negotiation skills. The panellists will give their opinions on the successes and limitations of current multilateral frameworks, such as the Paris Agreement, and examine the evolving expectations for COP 30, including the need for stronger, binding commitments within the revised NDCs, and transparent accountability mechanisms. By fostering dialogue among academics, experts, and civil society, this panel aims to identify practical pathways for enhancing global solidarity and ambition in the lead-up to COP 30 and beyond.



Jun Arima

Professor Jun Arima is the President of IAFOR, and the senior academic officer of the organisation. In this role, Professor Arima is the Honorary Chair of the International Academic Advisory Board, as well as both the Academic Governing Board and its Executive Committee. He also sits on the IAFOR Board of Directors.

Professor Arima was formerly Director General of the Japan External Trade Organization (JETRO), UK from 2011 to 2015 and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI), Japan, from 2011 to 2015.

He has previously held various international energy/environment-related positions, including: Head of Division, Country Studies, International Energy Agency (IEA); Director, International Affairs Division, Agency of Natural Resources and Energy, METI; and Deputy Director General for Environmental Affairs at METI's Industrial Science and Technology Policy and Environment Bureau. In the COP (UN Convention on Climate Change) 14, 15 and 16, he was Japanese Chief Negotiator for AWG-KP.

Since 2015, Professor Arima has been a Professor at the University of Tokyo, Japan, where he teaches Energy Security, International Energy Governance, and Environmental Policies in the Graduate School of Public Policy. (GraSPP). He is also currently a Consulting Fellow at the Japanese Research Institute of Economy, Trade and Industry (RIETI). He is also Executive Senior Fellow at the 21st Century Public Policy Institute, Principal Researcher at the International Environmental and Economic Institute (IEEI), Distinguished Senior Policy Fellow, at the Asia Pacific Institute of Research (APIR), Senior Policy Fellow on Energy and Environment, Economic Research Institute for ASEAN and East Asia (ERIA), and was the Lead Author, the 6th Assessment Report of the Intergovernmental Panel of Climate Change (IPCC).



Antony Froggatt

Mr Antony Froggatt is the Senior Director for Aviation, Energy and Shipping at Transport & Environment (T&E), Belgium, a Brussels-based NGO advocating for clean transport and energy. He previously served as Deputy Director and Senior Research Fellow in the Energy, Environment, and Resources Department at Chatham House, United Kingdom, where he focused on global energy policy and the geopolitics of climate change, including research on the energy and climate policy implications of Brexit and the impact of the war in Ukraine on global energy security.

With over three decades of experience, Mr Froggatt has collaborated with governments, environmental organisations, academic institutions, and public bodies globally, particularly across Europe and Asia, contributing to a broad spectrum of projects addressing energy and environmental challenges. He has been a special advisor to the House of Lords in the United Kingdom and the European Parliament, and has given formal evidence to governments and parliaments across Europe.

Bernice Lee

Ms Bernice Lee OBE is Distinguished Fellow and Senior Advisor at Chatham House, also known as the Royal Institute of International Affairs, an independent policy institute based in the United Kingdom. She chairs the Advisory Board of the Chatham House Sustainability Accelerator and Bellwethers Group, a non-profit organisation that activates influential networks to accelerate action on climate and nature. She serves on the boards of Energy Foundation China and Chapter Zero Alliance. She is also a member of the Steering Committee for the Forum on Trade, Environment & the SDGs (TESS) and the World Economic Forum's Global Future Council on Energy Transition.

Previously, Ms Lee was Director of Climate Change at the World Economic Forum, and Director of Chatham House's Energy, Environment, Global Economy, and Finance programmes and the Hoffmann Centre for Sustainable Resource Economy. She has also held positions at the UN Secretary-General's office, the Rockefeller Foundation, and the Aga Khan Foundation. She has served on the Children's Investment Fund Foundation's Climate Change Advisory Board, Shell's External Review Committee, Neste's Sustainability Council, Vale's CEO Sounding Panel, and the UK Climate Change Committee's International Advisory Group.


Ms Lee holds degrees from Oxford University and the London School of Economics, United Kingdom. In 2011, she was honoured as an Officer of the Order of the British Empire OBE for her contributions to climate change cooperation.

Joseph Haldane (Moderator)

(See page 36 for full biography)

Notes

[illegible]



Friday, July 11

Poster Sessions

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)
Friday Poster Sessions

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

Adult, Lifelong & Distance Learning

92813 | *Firms' Investments in Continuing Training: An Empirical Study of Bulgarian Enterprises*
Mariya Neycheva, Burgas Free University, Bulgaria

The EU educational policy considers continuing education and training (CET) as a major priority theme. The target value regarding the involvement of adult participation in education and training, updated in the beginning of 2021, recommends a participation rate of at least 47% over the twelve-month period prior the survey to be achieved by 2025 (European Commission, 2021). Bulgaria is one of the countries with lowest involvement in continuing training and one of the reasons for that is the unwillingness of the private sector to invest in LLL. Given the above, the purpose of this study is to present the patterns regarding firm-provided training in Bulgaria. The outputs are based on a survey conducted in the beginning of 2024 (February-March). The sample includes 280 private non-financial companies operating across the whole country. The survey method is direct standardized interview conducted at work used a questionnaire with 43 questions. By confirming the positive relation between company's size and training, the study shows that the firm demographics determines to a great extent the lifelong learning activity. The prevalence of small businesses which do not have enough time, financial and human resources for implementing proper human resource management practices explains the low involvement in CET. This implies that governments should take their responsibility in supporting the smaller companies in their efforts to invest in staff training.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

94383 | *Migrant Women's Success in School: Moving from Compulsory to Higher Education System*
Susana Fernández-Larragueta, University of Almería, Spain

The communication presented here corresponds to a publicly funded research related to the school success and socio-cultural inclusion of young immigrant female students who have successfully passed through the Spanish Compulsory Education System and have gained access to the higher education system. The aim of this research is to analyse what aspects have had a positive impact on these young first-generation migrant girls, with a double level of vulnerability -women and migrants-, who have successfully integrated and passed through the compulsory education system, gaining access to the Higher Education Area. The research is based on the naturalistic and interpretative paradigm, through the biographical method, which allows us to approach the voices of the participants, who explain and reflect on their experiences and thoughts, using their own constructs. We present the first analyses obtained through the semi-structured in-depth interview instrument, of six life stories, whose data have been categorized and triangulated -2 from Eastern Europe; 1 from North Africa; 3 Latin Americans-. Four axes were analyzed in depth: a) the impact of the teaching staff and the school organizational system; b) the incidence of the peer group, considering the physical and virtual space; c) the impact of family expectations on the future possibilities of their offspring, in addition to the purpose of the school system; d) finally, to analyze whether this successful transition has had an impact on a position of socio-educational leadership.

Curriculum Design & Development

95846 | *The Technical Communicator as a Modern Janus: Merging Human and Artificial Intelligence in the Technical Communication Classroom*
Sarah Faye, University of California, Davis, United States

This study investigates best practices on Artificial Intelligence (AI) in the technical communication classroom to both highlight the shortcomings of an acontextual, not user-centered communication and ways to incorporate AI in our classes to train students to use AI effectively and ethically. Based on current research on AI in education (Alnasser, 2018; Bowen & Watson, 2024; Mayer, 2024; Steiss et al., 2024; Tseng & Warschauer, 2023), and through a qualitative coding of students' reflections, I will discuss the findings from a preliminary study in one technical communication classroom. This study will continue into a larger study with multiple courses and instructors, with the aims of setting a clear AI policy and curriculum design for our writing program. The assignments that are being evaluated for a scalable framework for integrating AI into technical communication curricula ask students to : 1) discuss the ethics of using AI and create an AI class policy; 2) compare the effectiveness of ChatGPT ad hoc, acontextual instructions with those created in context and user-tested; 3) analyze ChatGPT word choices and editing suggestions to enhance native and nonnative students' vocabulary; 4) use ChatGPT as a writing tutor providing formative and critical feedback that is contextual to the assignment; 5) investigate how Elicit.org finds, evaluates, and analyzes research sources. Initial findings from students' metacognitive reflections indicate an increase in student's awareness of AI's pitfalls and usefulness for technical communication, thus setting the stage for incorporating AI into our classrooms in ways that enhance students learning and transfer strategies.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

95872 | *Fostering Empathy and Innovation Through a Gamified Design Thinking Course: A PBL Approach to Aging Issues*
Gloria Yi-Ming Kao, National Taiwan University of Science and Technology, Taiwan

This study presents a problem-based learning (PBL) course titled Gamified Design Thinking, which integrates human-centered design, gamification strategies, and social responsibility into graduate-level education. The course guides students through the design thinking process—empathize, define, ideate, prototype, and test—while introducing the Octalysis framework to explore eight core drives of gamification. Distinct from traditional lecture-based instruction, students are encouraged to identify real-world problems through interviews with and observations of older individuals, thereby fostering empathy and contextual awareness. The course also incorporates scenario-based activities to deepen practical understanding of older people's lives. Focusing on aging issues, students design product prototypes to address the needs of older adults. Through iterative prototyping and peer feedback, students develop several creative solutions. One prototype teaches older individuals healthy cooking with interactive exercises and feedback. It provides nutritional advice and encourages recipe sharing to improve diet and socialization. Another prototype uses nostalgic music and open-ended questions to help older folks recall memories, exchange life stories, practice communication, and do light mental arithmetic for social and cognitive stimulation. An interactive game prototype encourages older folks to exercise to reduce depression, improve sleep, and improve quality of life. Findings indicate significant gains in students' ability to apply design thinking and gamification in real-world contexts. Moreover, students reported increased empathy, improved teamwork, and a heightened awareness of aging-related challenges. By embedding social relevance and user experience into the learning process, this course exemplifies how combining PBL with gamified, human-centered design can empower learners to create meaningful, socially responsive innovations.

95937 | *Values Education in the Chinese Language Curriculum: From a Curriculum Potential Perspective*
Mandy Au, The Education University of Hong Kong, Hong Kong

Holistic education equips students to navigate life's challenges, fostering balanced development in morality, intelligence, physique, social skills, and aesthetics. School curricula aim to cultivate positive values and proactive attitudes, enabling students to unlock their potential and contribute to social harmony. Literary heritage, encompassing "knowledge, emotion, and will," provides a foundation for integrating values education into language teaching. This approach enhances students' knowledge and intelligence while nurturing cultural literacy, personal character, societal concern, and a global perspective. Curriculum potential, shaped by teaching materials, their interpretation, and classroom interactions (Ben-Peretz & Eilam, 1975), significantly impacts teaching effectiveness. This study examines 12 designated classical Reading Texts from the Senior Secondary Chinese Language Curriculum in Hong Kong through content analysis to identify embedded value elements. Semi-structured interviews with three experienced language teachers explored their perspectives on values education. Teachers agreed that the curriculum plays a crucial role in promoting values, with students acquiring positive attitudes from these texts. Findings reveal that value elements such as empathy, resilience, and social responsibility are prominently embedded in the texts. Teachers emphasized contextualizing these values through interactive discussions and real-life applications. Challenges include balancing indoctrination with critical thinking and addressing diverse student interpretations. The study enhances educators' comprehension of embedded values, increases curriculum awareness, and expands teaching approaches beyond the text itself, offering deeper insights into curriculum potential. This research contributes to the discourse on integrating values education into language teaching, providing practical implications for curriculum design and classroom practice.

Design, Implementation & Assessment of Innovative Technologies in Education

94195 | *Smart Factories, Skilled Workforce: The Role of Digital Twins in Industry 4.0 Education*
Charisios Achillas, International Hellenic University, Greece
Naoum Tsolakis, International Hellenic University, Greece
Dimitrios Aidonis, International Hellenic University, Greece

The rapid digital transformation, driven by technologies like AI, IoT, and AR, is reshaping industrial production, with Digital Twin technology emerging as a key enabler of Industry 4.0. The IndustriSphere project leverages this technology to create real-time digital replicas of physical systems, optimizing production processes, reducing costs, and improving sustainability. By integrating advanced tools such as 3D scanning and machine learning, IndustriSphere enables real-time performance monitoring, and resource optimization. A unique focus of the project is its emphasis on workforce education and training. Through AR-based virtual platforms, employees can engage in immersive training without disrupting production, reducing errors and enhancing skill development. This approach not only improves operational efficiency but also prepares the workforce for the demands of modern industrial environments. Despite challenges such as high initial costs and data management complexities, digital twins are transforming factories into intelligent, sustainable ecosystems. IndustriSphere demonstrates how this technology can drive industrial innovation while fostering a skilled, adaptable workforce. By bridging the gap between technological advancement and human expertise, digital twins are paving the way for a smarter, more sustainable future in Industry 4.0. The work is funded within the framework of the "SUB1.1: Clusters of Re-search Excellence (CREs)" Programme of the National Recovery and Resilience Plan 'Greece 2.0', and co-financed by the Greek State and the European Union (project code: YΠ3TA-0560952).

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

94540 | *Development of a Digital Audio-Based Children's Music Aptitude Test in Taiwan*
Yun-Tsan Pan, National Kaohsiung Normal University, Taiwan

This study aims to develop the Digital Audio-Based Children's Music Aptitude Test in Taiwan. The test assesses pitch discrimination, pitch imagery, tonal movement, rhythm imagery, rhythm discrimination, intensity discrimination, tonal situation, and melodic taste. Students comprehend the test items through the digital audio-based aptitude test tool and respond to the administrator either verbally or through physical gestures. The results will provide both teachers and children with deeper insights into children's musical potential. Teachers can also utilize the findings to implement personalized instruction, designing music activities and curricula based on individual needs and interests. This approach is crucial for nurturing children's musical talent and enhancing their overall music learning experience. This study adopts a mixed-methods research design, inviting three music educators with practical teaching experience and three scholars specializing in children's music to evaluate the appropriateness of the test items. The quantitative approach employs a four-point Likert scale, with revisions based on semi-structured interviews and qualitative feedback to achieve expert validity. As the primary goal of this study is to develop a standardized and accessible digital audio-based aptitude test for children's music education in Taiwan, further research is necessary for practical implementation. This includes incorporating teacher feedback, establishing normative data for young children, and refining the test tool. Although designed for Taiwan's educational context, the test development model and assessment dimensions offer valuable references for other educational settings, enabling cross-cultural comparisons and applications.

95760 | *Designing a Nursing Education Program to Foster Clinical Judgment Using VR and the GOLD Method*
Kiyoko Tokunaga, Kyoto Koka Women's University, Japan
Makoto Nishimura, Kyoto Koka Women's University, Japan
Kayoko Hirano, Takarazuka University, Japan
Sae Suzuki, Kyoto Koka Women's University, Japan
Hiroto Matuyama, Kyoto Koka Women's University, Japan
Hanae Okamoto, Kyoto Koka Women's University, Japan

New graduate nurses are expected to make rapid clinical decisions while caring for multiple patients. However, a gap often exists between undergraduate training and real-world clinical demands, leading to difficulties in early career development. This study introduces the design of a nursing education program developed to bridge this gap by fostering clinical judgment through virtual reality (VR) and the GOLD method (Ikegami, 2018), an experiential learning strategy emphasizing expert reasoning in practice. Each unit consists of 4 hours (over 2 days) focused on acquiring daily living support skills. Students begin with a pre-learning quiz and video-based preparation, followed by in-class group discussions and simulated care activities. Self- and peer-assessment using video recordings supports reflective learning. The VR component presents scenarios in which learners must detect subtle patient changes and make appropriate decisions. These simulations allow repeated practice in identifying deterioration and taking timely action. The program was piloted in 2024 and is currently undergoing revision based on participant feedback. Learning outcomes are assessed through achievement tests for intellectual skills and checklists for psychomotor skills. The program integrates Gagné's five learning outcomes: verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. Through iterative processes—creating patient stories, rehearsing care, implementing care, and feedback—students develop both clinical reasoning and patient-centered attitudes. In addition to enhancing practical nursing skills, the program encourages metacognition and peer-based collaborative learning. Full implementation and further evaluation are planned.

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

93886 | *Effectiveness Evaluation of Parental Intervention in Social-Emotional Learning Instruction*
Yu Chia Huang, National Chengchi University, Taiwan

This study aims to explore the impact of emotion education combined with parental intervention on children's emotional development through a comprehensive analysis of qualitative and quantitative data. The participants were 48 children aged 3 to 10 from the early intervention unit of the rehabilitation department at a hospital in Taiwan, divided into an experimental group and a control group. The program content included training in emotional recognition, situational awareness, and regulation skills. The experimental group received an emotion education program combined with parental intervention, requiring parents to participate in homework and support their children's emotional learning. The control group only participated in the emotion education program. Quantitative results showed significant improvement in the emotional development test for the experimental group ($P < .05$). The pre-test average score was ($M = 150.21$, $SD = 22.39$), and the post-test average score was ($M = 160.33$, $SD = 20.9$), indicating that the combination of emotion education and parental intervention had a significant positive effect on enhancing children's emotional abilities. Qualitative analysis further revealed a decrease of approximately 50% in error rates in emotional recognition and social situational interactions among children who participated in the program. Parents reported that their children improved in emotional expression and recognition of others' emotions and became more active in group activities. Parental intervention effectively enhanced communication between parents and children and strengthened family support systems.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

93830 | *Self-efficacy as a Key to Effective Teaching Practices in Co-taught Classes: A Mediation Analysis*
Zuzanna Narkun-Jakubińska, The Maria Grzegorzewska University, Poland
Grzegorz Szumski, University of Warsaw, Poland

Inclusive education, supported by international legal acts (e.g. the United Nations Convention on the Rights of Persons with Disabilities) is becoming the main goal of educational policy all over the world. Co-teaching is one of the most important strategies that enables all children, including those with diverse educational needs, to learn in inclusive classrooms. In our presentation, we will present the results of our study on self-efficacy in collaboration of general and special education teachers and their teaching practices in co-taught classes. Additionally, we examine whether the benefits that teachers derive from collaboration mediate the relationship between self-efficacy and teaching practices. The data were obtained from 335 special and general education teachers working in Polish primary schools. Path modeling was used for the main analyses. The results revealed that self-efficacy in collaboration predicted the quality of teaching practices and this relationship was mediated by the benefits experienced from co-teaching. The relationship between self-efficacy in collaboration and teaching practices was stronger for general than for special education teachers. Furthermore, general education teachers experience fewer benefits from co-teaching than do special education teachers. This study's findings underline the role of teachers' self-efficacy in creating classroom environments that are welcoming to all students and support their diverse needs. Moreover, the results highlight the belief that co-teaching promotes the professional development of both special and general education teachers, which in turn leads to better conditions for the development of all children.

94087 | *Comparing Evidence-Based Practice Interventions for Developing Reading Skills in Students with Intellectual Disabilities*
Khalid Abu-Alghayth, King Khalid University, Saudi Arabia

Students with intellectual disabilities face challenges in developing reading skills. Evidence-based practices have been shown to be effective in enhancing their skills, including reading. This study examines the use of two evidence-based practices' interventions—technology-aided instruction and the use of reinforcers—to improve reading comprehension in students with intellectual disabilities. Technology-aided instruction is "instruction or intervention in which technology is the central feature supporting the acquisition of a goal for the learner" (Hedges, 2018, p. 2). Therefore, an iPad with GoTalk Now app was used in the intervention. Differential reinforcement was provided after conducting preference assessments in addition to free-operant observations to identify participants' reinforcers (Roane et al., 1998). Single-subject research, specifically an adapted alternating-treatment design, was employed. According to Horner et al. (2005), "Single-subject designs may involve only one participant, but typically include multiple participants (e.g., 3 to 8) in a single study." Therefore, four sixth-grade students participated in the study. The study consisted of three phases: baseline, intervention, and maintenance, with multiple sessions conducted in each phase. The research question: What is the effect of technology-aided instruction and the use of reinforcers on (a) enhancing and (b) maintenance of reading comprehension skills among the participants? The results indicated that both interventions were effective in improving and maintaining reading comprehension skills. However, technology-aided instruction demonstrated greater effectiveness for three of the four participants. Based on these findings, it is recommended that technology-aided instruction and the use of reinforcers, along with other evidence-based practices, be incorporated into instructional strategies for teaching students.

Educational Policy, Leadership, Management & Administration

93159 | *The Effects of Leadership, Socioeconomic Status, School Climate, and Mathematical Anxiety on Mathematical Literacy: Example of PISA 2022 in Taiwan*
Jin-Fu Wu, National Chung Hsing University, Taiwan

In the latest results of the Programme for International Student Assessment (PISA) 2022, Taiwan ranked third in terms of students' mathematical literacy, an excellent performance that deserved to be recognized. However, students' high level of mathematical anxiety and a high degree of discrepancy in their academic performance had also attracted the attention of the general public. The purpose of this study was to examine the direct effects of instructional leadership, students' and schools' socioeconomic status, students' perceptions of school climate (subscales including "Being bullied", "Feeling safe", "School safety risks", "Sense of belonging", "Quality of student-teacher relationships", "Mathematics teacher support", and "Disciplinary climate in mathematics"), and students' mathematical anxiety on students' mathematical literacy by applying secondary data analysis using Taiwan PISA 2022 data. After applying IEA's IDB Analyzer and SPSS for complex data analysis, the research results showed that: 1. Instructional leadership could not directly influence students' mathematical literacy. 2. Students' socioeconomic status, schools' socioeconomic status, "Feeling safe" and "Mathematics teacher support" could positively and significantly influence students' mathematical literacy. 3. "School safety risks" and students' mathematical anxiety had a significant negative influence on students' mathematical literacy. 4. "Mathematics teacher support" could significantly and negatively influence students' mathematics anxiety. 5. In the analysis of the moderating effect, "Mathematics teacher support" could moderate the relationship between schools' socioeconomic status and students' mathematical literacy. As the degree of "Mathematics teacher support" increased, the influence of schools' socioeconomic status on students' mathematical literacy would be reduced.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

Educational Research, Development & Publishing

92749 | *Informing Post-Secondary Education for Child Protection Through Stakeholder Insights*
Amy Vargo, University of South Florida, United States

Effective training for child protection professionals requires a nuanced understanding of the challenges faced by stakeholders in identifying and responding to children exposed to violence. To bridge gaps in existing educational frameworks, this project began with comprehensive focus groups involving child welfare professionals, law enforcement personnel, and families with lived experiences in the child welfare system. These discussions highlighted critical themes, including barriers to recognizing subtle signs of violence exposure, the impact of implicit biases, and the need for trauma-informed and culturally responsive practices. Key findings revealed that professionals often lack sufficient training to address the complexities of children's exposure to violence and that families desire greater emphasis on equitable and supportive interventions. Insights from law enforcement emphasized the importance of interdisciplinary collaboration in developing effective child protection responses. These findings informed the foundational design of a new multidisciplinary curriculum, emphasizing real-world applicability through interactive case studies and self-reflective exercises. Early prototypes of training modules now incorporate lived experiences to ensure relevance and cultural sensitivity. This presentation will detail the focus group methodology, key findings, and their direct application to the curriculum design process. By grounding educational content in stakeholder insights, this initiative demonstrates how participatory approaches can create a training model that better prepares professionals to serve vulnerable children and families effectively.

94727 | *Care in a Rural Kindergarten Classroom*
Stephanie Scherer, Purdue University, United States

This three-year qualitative study explores how a Kindergarten teacher in a rural setting implements an ethic care for children in the classroom while also supporting their families. Drawing on Nel Noddings's (1984) foundational work on care and Kristen Swanson's mid-range theory of care in nursing, this narrative inquiry introduces a conceptual framework for rural educational research called the Rural Place-Based Theory of Care (Author, 2025). The study utilized semi-structured interviews with the teacher and parents, classroom observations, and community artifacts to develop narratives that illustrate care-informed practices rooted in rural contexts. The findings highlight effective strategies for teacher preparation programs aimed at supporting rural preservice teachers, as well as for assisting rural in-service teachers who aspire to foster care informed by rural knowledge.

94914 | *Enhancing Adolescent Well-Being Through a Family Relationship Program: A Quasi-Experimental Study in Taiwan*
Hsiu Ching Li, National Open University, Taiwan
Li-Tuan Chou, National Taiwan Normal University, Taiwan

Adolescence is a crucial developmental stage where family relationships significantly influence well-being. However, research on family relationship interventions remains limited. This study implemented the Family Relationship Group Program to enhance adolescents' family relationships and well-being. Using a quasi-experimental design, 174 senior high school students (aged 16–17) were randomly assigned to either an experimental group (133) or a control group (41) to assess the program's effectiveness. Findings indicated that adolescents in Taiwan exhibited moderate levels of family relationships, while their overall well-being was above average. The program was designed using the ADDIE instructional design model and incorporated the PERMA well-being framework along with the EPOCH model of adolescent well-being. After the six-week program, students in the experimental group demonstrated significantly higher well-being scores in post-tests compared to pre-tests, with delayed post-test scores remaining elevated. Furthermore, a positive correlation was found between improved family relationships and enhanced adolescent well-being. These findings indicate that the program has both immediate and lasting effects on adolescent well-being. It provides empirical evidence supporting family relationship group programs as effective interventions. Additionally, it offers valuable insights for educators, counselors, and families in developing curricula. Future research should assess its broader applicability and long-term impact across diverse adolescent populations.

95316 | *Effect of Mobile Web Based Education Program for Enhancing the eHealth Literacy Among Adolescents*
Mi-Ae You, Ajou University, South Korea

Aims: This study aimed to determine the effect of a smartphone-based education program for enhancing eHealth literacy among adolescents. **Methods:** A quasi-experimental non-equivalent control group, pretest-posttest design was utilized. There were 30 participants in the intervention group and 30 in the control group. The intervention group participated in the Ehealth Up program once a week for six weeks. **Results:** The experimental group, receiving the Ehealth Up program, had a statistically significant higher eHealth literacy, than the control group. **Conclusion:** A great amount of information is created in the health and education fields, and the number of adolescents actively seeking and using health information is increasing. eHealth literacy is important since health information can influence the health-related decision-making of adolescents. The program developed in this study is a mobile web-based program. This program is not affected by time and place, allowing repetitive self-directed learning. Teachers can utilize this program in schools and communities, and public institutions to educate adolescents about enhancing eHealth literacy.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

95447 | *A Study on the Influencing Factors and Outcomes of Teachers' Self-Sacrificing Motivation and Behavior in Taiwanese K-12 Compulsory Education*

Fu-Yuan Hong, National Taiwan Sport University, Taiwan

Shao-I Chiu, Dayeh University, Taiwan

Chih-Hung Wang, National Changhua University of Education, Taiwan

This study not only analyzes the relationships between Taiwanese K-12 teachers' perceptions of principal self-sacrificial leadership, sense of calling, teacher self-sacrificial motivation and behavior, and their job satisfaction, organizational commitment, and physical and mental health issues, but also explores the mediating role of job satisfaction between the relationship of sense of calling and physical and mental health issues, as well as between the relationship of sense of calling and organizational commitment.

A total of 1,137 full-time teachers were sampled for this study, serving as the primary subjects for constructing a model of the influencing factors and outcomes of teachers' self-sacrificial behaviors. The sample was drawn from 100 elementary, junior high, and senior high/vocational schools. Specifically, 42 elementary schools contributed a total of 435 teachers (38.3%), 30 junior high schools contributed 329 teachers (28.9%), and 28 senior high/vocational schools contributed 373 teachers (32.8%). Among the participants, 663 were male teachers (58.3%), while 469 were female teachers (41.2%). The average teaching experience was 16.45 years (with a standard deviation of 8.78 years), and the average age of the teachers was 42.53 years (with a standard deviation of 8.84 years). The results of this study found that principal self-sacrificial leadership can significantly and positively predict sense of calling, teacher self-sacrificial motivation, behavior, and job satisfaction. Furthermore, sense of calling can also significantly and positively predict teacher self-sacrificial motivation, job satisfaction, and organizational commitment. Additionally, the findings reveal that increased teacher self-sacrificial behavior and job satisfaction are associated with fewer physical and mental health issues and higher organizational commitment.

95448 | *A Study of the Relationship Among Family Support, Money Attitude and the Consumption Behavior of Upper-Grade Students in the Elementary Schools*

Shao-I Chiu, Dayeh University, Taiwan

Hsiu-Yuan Hu, Taipei University of Marine Technology, Taiwan

Fu-Yuan Hong, National Taiwan Sport University, Taiwan

The main purpose of this study was to explore relationships among family support, money attitude, and consumption behavior of Upper-Grade Students in Taiwan Elementary Schools. Concretely speaking, first, the statistical differences among family support, money attitude, and consumption behavior of junior high school students from different backgrounds were investigated; Second, the correlation among family support, money attitude, and consumption behavior was discussed; Third, the predictability based on family support, money attitude, and consumption behavior was analyzed, and the predictability based on money attitude and consumption behavior was also discussed. The study was conducted through the questionnaire-survey method. The subjects were upper-grade students in elementary schools in the Nantou region of Taiwan. The questionnaires were evaluated using the Family Support Scale, the Money Attitude Scale, and the Consumption Behavior Scale to ensure the measurement of relevant constructs. Descriptive statistics, item analysis, factor analysis, independent t-test, one-way ANOVA, path analysis, and reliability analysis analyzed the data. The findings of the study were as follows:

(a) Significant differences were observed in family support, money attitudes, and consumption behavior among upper-grade elementary school students across various demographic variables; (b) Family support, money attitudes, and consumption behavior were significantly correlated; (c) Family support was a significant predictor of both money attitudes and consumption behavior; and (d) Money attitudes significantly predicted consumption behavior. Based on these findings, recommendations were proposed for parents, schools, and future research.

95672 | *Associations Between Theory of Mind and Reading Comprehension*

Xiuhong Tong, Hong Kong Education University, Hong Kong

Liyan Yu, Florida State University, United States

Reading comprehension, the ability to process and understand written text, is critical for academic achievement and personal and professional development. Research has identified various linguistic and non-linguistic factors influencing children's reading comprehension development. Recently, theory of mind (ToM)—the ability to understand and infer others' mental states, including intentions, thoughts, and desires—has emerged as a predictor of reading comprehension. However, the reciprocal relationship between ToM and reading comprehension remains unclear. This longitudinal study aimed to comprehensively investigate the bidirectional associations between ToM and reading comprehension in children. A sample of 689 Chinese third-grade students (49.49% girls; Mage = 9.23 years, SD = 0.66) from eight primary schools participated in the study, which followed them from grades three to five. At each time point (waves 1 to 3), students completed identical ToM and reading comprehension tasks. Cross-lagged panel model results revealed that ToM predicted subsequent reading comprehension performance, and vice versa, even after controlling for variables such as family socioeconomic status and parental education. Latent growth curve model analysis showed that initial ToM (wave 1) predicted only the initial reading comprehension level (intercept) but not the growth rate from waves 1 to 3. Similar findings emerged for the effect of reading comprehension on ToM growth rate. These results underscore the bidirectional relationship between ToM and reading comprehension, contributing to our understanding of the complex interplay between social cognition and literacy development in children.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

95771 | *A Simulation Study on the Sample Size Determination in Multilevel Mediation Modeling*

Joyce Lok Yin Kwan, The Education University of Hong Kong, Hong Kong

Jundi Li, The Education University of Hong Kong, Hong Kong

Sample size determination is crucial in research design, as it directly impacts the validity of study conclusions. While a larger sample generally enhances parameter estimation precision and the statistical test's power to detect effects, resource constraints often make it impractical to obtain a very large sample in quantitative research. Therefore, selecting an optimal sample size that balances statistical requirements and resource limitations is a critical task. Multilevel mediation analysis examines how mediation processes occur at different levels of data and allows researchers to study both group dynamics and individual psychological processes. For instance, Hu et al. (2021) investigated how classroom organization, a classroom-level factor, mediated the association between teachers' self-efficacy in management and children's social skills using multilevel mediation analysis. Determining sample size for multilevel mediation is challenging due to several factors: (1) effect size, a key factor in sample size requirement, is often difficult to estimate; (2) both cluster size and within-cluster size are important, complicating decisions; (3) the complex model structure limits parameter interpretation crucial for sample size decisions. In this presentation, we will explore key factors affecting sample size in multilevel mediation analysis. We will present the preliminary results from a simulation study that systematically evaluated the performance of the multilevel mediation model at varying sample sizes within the structural equation modeling framework. Based on these results, we will also make some suggestions about sample size determination in the multilevel mediation context.

Education, Sustainability & Society: Social Justice, Development & Political Movements

93964 | *Perceptions of Expectations Toward Parents in 4-Year-Old Kindergarten in Quebec*

Julie Poissant, Université du Québec à Montréal, Canada

Francois Poulin, Université du Québec à Montréal, Canada

France Capuano, Université du Québec à Montréal, Canada

Research conducted with preschool children reveals a positive link between parental involvement in school and educational success (Boonk et al., 2018), as well as the child's school adaptation (Barger et al., 2019). However, the expectations placed on parents regarding their involvement are often implicit and normed by the school (Poissant & Charette, 2024). This study aims to identify parents' expectations toward preschool and their perceptions of the school's expectations toward them. This qualitative, exploratory study was conducted with 25 parents whose child attends a 4-year-old kindergarten class in Quebec. A thematic content analysis allowed the identification of expectations related to the school's mission to instruct, socialize, and qualify, as well as those related to parenting. The results emphasize the importance of bidirectional communication with school staff to promote parental involvement.

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

94040 | *Revisiting Psycholinguistic Norms: Comparing Human and GPT-/DeepSeek-Derived Ratings on Concreteness, Imageability, Familiarity, Valence, and Arousal of 25,000+ Two-Character Chinese Words*

Xi Cheng, The Chinese University of Hong Kong, Hong Kong

Xi Huang, The Chinese University of Hong Kong, Hong Kong

Yuen-Lai Chan, Lingnan University, Hong Kong

Chi-Shing Tse, The Chinese University of Hong Kong, Hong Kong

In typical psycholinguistic norming studies, participants rate individual words on lexical variables (e.g., concreteness, valence). These ratings allow researchers to select stimuli for controlling or manipulating lexical variables (Tse et al., 2021) and examine how they influence lexical processing tasks, addressing questions in word recognition (Tse & Yap, 2018). However, collecting human rating data is time-consuming and labor-intensive. Recently, Large Language Models (LLMs) (e.g., GPT-4o) have been employed to approximate human ratings using conversational probes (e.g., Martínez et al., 2025; Trott, 2024). Extending this approach, our study investigated the relationship between human ratings (Chan & Tse, 2024) and ratings derived from two LLMs (GPT-4o-Turbo, DeepSeek-R1-FW) for the concreteness, imageability, familiarity, valence, and arousal of more than 25,000 two-character Chinese words. Among GPT, DeepSeek, and human ratings, valence yielded the strongest intercorrelation (mean = .82), followed by concreteness (.69), arousal (.64), imageability (.63), and familiarity (.58). Across these five variables, GPT and DeepSeek correlated similarly with human ratings (both mean = .65), which was lower than the correlation between GPT and DeepSeek themselves (.71). We further examined how these ratings predict lexical decision and naming performance (Tse et al., 2017, 2023), while controlling for orthographic, phonological, and semantic factors (Tse et al., 2023). Results indicate that although LLM-derived valence and familiarity ratings aligned with human ratings in predicting lexical decision and naming performance, the predictions diverged for concreteness, imageability, and arousal. These findings suggest caution in replacing human ratings with LLM-derived values when norming lexical variables.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

Higher Education

95366 | *Developing Future Educators: Multilingual Public Speaking Training for Leadership Competence in Higher Education*
Catherine Shee-hei Wong, Hong Kong Metropolitan University, Hong Kong

This study investigates the transformative potential of trilingual public speaking training in developing leadership competencies among education undergraduates, directly addressing ECE2025's core themes of innovative pedagogies, multilingual education, and teacher professional development. In an era where 87% of European employers prioritize multilingual communication skills (European Commission, 2022) and leadership abilities (Robles, 2012), we present Hong Kong Metropolitan University's Trilingual Toastmasters Club as an innovative case study of experiential language learning that bridges classroom instruction with real-world competencies. Through a rigorous mixed-methods approach, including linguistic analysis of 32 hours of trilingual interactions, pre- and post-intervention surveys (n=40) measuring leadership confidence growth, in-depth semi-structured interviews with 15 participants, and ethnographic observations of community-building processes, we identify three key findings with significant implications for higher education. First, the cyclical structure of prepared speeches and impromptu sessions developed what participants termed "pedagogical leadership" - the ability to mediate conflicts, adapt communication styles, and facilitate group dynamics (Hellekjær & Westergaard, 2003). Quantitative data showed a 75% increase in self-reported leadership efficacy after two semesters. Second, deliberate code-switching practice enhanced metalinguistic awareness, with 78% of participants demonstrating improved rhetorical flexibility across all three languages. This supports current translanguaging research (Cenoz & Gorter, 2015) while challenging monolingual instructional norms. Third, the peer-mentoring model significantly reduced public speaking anxiety ($p < .01$), particularly for female students and L2 speakers, offering an equity-focused blueprint for inclusive language education. The study ultimately demonstrates how co-curricular language learning can advance SDG4 targets while preparing future educators for Europe's linguistically diverse classrooms and globally.

96116 | *Integrating Sustainable Development Goals in Croatian Universities: A Content Analysis of University Strategies*
Nena Vukelić, University of Rijeka, Croatia

The integration of the Sustainable Development Goals (SDGs) into higher education policy is an important step towards fostering a responsible, transformative academic environment. This study focuses on a content analysis of Croatian universities' strategic documents to understand how the individual contribution of academic staff to the implementation of the SDGs is addressed. A content analysis protocol was created to code all points of the strategic documents that address the facilitation of the realization of the SDGs within the core academic activities (in research, teaching, management and community engagement). The analysis shows that while universities emphasize the importance of their own societal impact and sustainable development in general, only limited explicit references are made to individual contributions of academic staff to the SDGs. The strategic documents are generally aligned with the SDGs, such as Quality Education (SDG 4), Industry, Innovation and Infrastructure (SDG 9) and Sustainable Cities and Communities (SDG 11), but detailed frameworks for how academic staff can contribute to these goals are not clearly outlined. The current state of affairs will be compared with current trends in (higher) education for sustainable development and examples of best practices of European and global institutions in these areas to provide a broader context for understanding the alignment of Croatian universities' strategic documents with global sustainability efforts.

International Education

93456 | *Exploring the Identity of Being a Global Citizen: Reflections from the Ship for World Youth Programme*
Haruko Ishii, Hokkai-Gakuen University, Japan

The Ship for World Youth (SWY) programme, organised by the Cabinet Office of Japan, provides participants from Japan and 12 other nations with opportunities to engage in intercultural dialogue and collaborative activities. While the programme has been active for over 35 years, limited attention has been given to how alumni perceive and relate to the concept of being a global citizen as part of their evolving identity. This qualitative study draws on semi-structured interviews conducted with 15 alumni, ten years after their participation, to examine how their experiences shaped their understanding and enactment of this identity. Findings reveal that being a global citizen is characterised by an awareness of interconnectedness, international engagement, and a sense of ethical responsibility. Participants attributed their development to the programme's immersive and reflective environment, encouraging self-reflection, intercultural understanding, and purposeful action. A five-stage Interactive Learning Cycle comprising self-reflection, perspective-taking, enhanced communication, confidence building, and strategic application was identified as a process that shaped their identity as global citizens. This research highlights the role of qualitative methodologies in capturing the personal narratives of participants, illustrating how experiential learning contributes to the development of a global citizen identity. It emphasises the enduring impact of the SWY programme in shaping participants' values, attitudes, and commitment to ethical and collaborative practices in a globally interconnected society.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

95849 | *Study Abroad and Scholarships: Are Student Preferences Affected by Performance Related and Determined Financial Incentives?*
Daniel James, Hiroshima Shudo University, Japan

This poster looks at the differences in study abroad preferences of Japanese university students over two academic years (2023: n76, 2024: n63). The rationale for the research was to determine whether study abroad preferences were affected by the basis for scholarship awards, i.e. 2023: destination and time period and 2024: destination, time period and standardised test assessed foreign language proficiency or number of foreign language credits attained. Three clear patterns of behaviour were shown: There was a clear and observable drop (n13) from 2023 to 2024 in the number of students who went on study abroad programmes for both short/medium term programmes. The increased financial amount of scholarship per person was not seen as sufficient incentive for students to take part in Study Abroad Programmes (SAP). The overall high cost of the SAP driven by the 'weak yen' was a strong factor in inhibiting students from taking part in SAPs. This paired with a self-determined language barrier was still too high to be overcome easily. Therefore, it would appear that student cohorts were not overly incentivised by performance based or credit accumulation based scholarships. Moreover, external financial factors remain influential in that increased overall costs unduly affected by exchange rates were seen as significant "putting off" factors. Initial findings seem to indicate increased study abroad participation was not achieved however, longitudinal research is required to determine the efficacy of incentivised scholarships at least over the first four years of the scholarship scheme.

95869 | *Coping with Examinations Stress in Multicultural Environment*
Ana Havelka Mestrovic, Rochester Institute of Technology Croatia, Croatia
Rupa Kalahasti, Rochester Institute of Technology Dubai, United Arab Emirates

In increasingly diverse academic settings, exam-related stress is not only a universal phenomenon but one that manifests differently across cultural backgrounds. This study explores the unique stressors experienced by students in multicultural educational environments, emphasizing the interplay between cultural identity, academic expectations, and coping mechanisms. Sample of the study covers 250 students from RIT 5 different campuses (Croatia, Kosovo, China, USA, Dubai UAE). Study used validated stress, and anxiety instruments. Results shows that both the Worry and Emotionality components of test anxiety, as a situation-specific trait, were not predictive of state anxiety in an evaluative situation. What was predictive and correlated with cultural differences were coping strategies. They also have moderated effect on coping with new situations and new environment. In multicultural educational settings, previous studies confirmed that exam stress and anxiety could be heightened due to other factors (new place, new friends, different religion...). This study supports previous findings with adding an emphasis on coping strategies. In conclusion, knowledge about exam stress and cultural components could help in developing programs for counseling with students and lowering the mental illness student problems.

Learning Experiences, Student Learning & Learner Diversity

91023 | *The Challenge of Forming an Identity: The Experience of Mizrahi Adolescent Students in Ashkenazi Yeshivas*
Sima Amram-Vaknin, Hebrew University of Jerusalem, Israel
Binyamin Goliv, Hebrew University, Israel
Moshe Tatar, Hebrew University, Israel

The development of a stable identity is one of the central tasks of adolescence. For members of cultural minorities, it is a challenge, due to their exposure to alternative identities and the need to deal with stereotypes and discrimination from the dominant society. The Mizrahi ultra-orthodox suffered over the years from a low status in ultra-orthodox society, manifested in discrimination in educational Ashkenazi institutions. The present study examines the experience of Mizrahi adolescent students who studied in Ashkenazi yeshivas - from their perspectives as adults. The adolescents' coping strategies were also examined, as well as the contribution these experiences had to their perception of identity at that time and now as adults. The research method consisted of 20 semi-structured interviews of Mizrahi men from the ultra-orthodox society in Israel, aged 30-42, who studied in Ashkenazi yeshivas in their youth. An analysis of the interviews reveals an experience of immigration and exclusion of Mizrahi mentality and heritage as prominent in the experience of the Mizrahi students. The coping strategies following these experiences are manifest in the internalization of the Mizrahi inferiority narrative and assimilation of an Ashkenazi identity. The impact of these experiences is significant in forming both adolescent and adult identities. The consequences highlight the importance of raising awareness among counselors and educational staff, regarding the difficulties and challenges experienced by adolescents studying in institutions that are incongruent with their cultural backgrounds.

95743 | *The Relationship Between Parent-Child Communication Frequency and Mathematics Learning Behavior: Using Learning Anxiety as a Mediating Variable*
Yun Chih Chang, National Cheng Kung University, Taiwan
Yao Tang, National Cheng Kung University, Taiwan

Parental involvement has long been recognized as a key factor in supporting student learning, yet the specific pathways through which family communication affects learning behavior remain underexplored. Although prior research has examined emotional or behavioral outcomes independently, fewer studies have simultaneously addressed the interplay between communication, anxiety, and academic engagement. This study investigates how the frequency of parent-child communication influences adolescents' mathematics learning behavior, with attention to the mediating role of learning anxiety. Utilizing large-scale secondary data from the PISA 2022 database across Taiwan, Japan, and Korea, the study examines the relationships among communication, anxiety, and learning behavior across the three regions, which may reflect underlying cultural contexts. Findings indicate that students who communicate more frequently with their parents tend to show more proactive learning behaviors, such as seeking help, staying focused, and managing tasks. Learning anxiety partially mediates this relationship, suggesting that emotional responses can both hinder and facilitate engagement in academic activities. Although regional differences were not the primary focus, preliminary findings revealed variation in communication frequency, learning anxiety, and learning behavior across the three regions, which may reflect underlying cultural contexts. Maintaining regular parent-child communication supports both emotional adjustment and the development of positive learning habits. While the overall impact is modest, the findings reinforce the importance of consistent family interaction as a foundational factor in learning and suggest that additional educational or emotional strategies may be needed to strengthen behavioral change more effectively. These results offer practical insights for educators and families supporting adolescents' academic engagement and socio-emotional development.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

94084 | *Profiles of Negative Social Behaviors in Taiwanese Young Children and Their Association with Social-Emotional Competence*
Min-An Chao, National Taiwan Normal University, Taiwan
Ching-Ling Cheng, National Taiwan Normal University, Taiwan

Existing research has found that high levels of aggression and withdrawal in children are associated with poorer peer relationships and lower emotional competence (Rubin & Chronis-Tuscano, 2021). However, few studies have explored heterogeneous adjustment in kindergarten (Willner et al., 2016). This study aims to identify the subgroups based on aggression and withdrawal, and examines how they associate with social-emotional competence of Taiwanese children. We utilized data from the Kids in Taiwan: National Longitudinal Study of Child Development and Care (Chang et al., 2017). The sample included 616 boys and 600 girls at age six. The Cronbach's alpha values for aggression (4 items), withdrawal (3 items), emotion regulation (4 items), and sociability (4 items) were .792, .724, .728, and .827, respectively. Data were analyzed separately by gender. Using latent profile analysis, fit indices indicated that a three-class solution was optimal for boys, including Low-Risk (LR), characterized by low aggression and low withdrawal; Passive-Withdrawn (PW), characterized by low aggression and high withdrawal; and High-Risk (HR), characterized by high aggression and high withdrawal. For girls, a two-class solution (LR and HR) was optimal. Subgroup analysis revealed that boys in HR showed the lowest levels of emotion regulation. Regarding sociability, the LR scored the highest, followed by PW, with HR scoring the lowest. Among girls, the HR exhibited lower emotion regulation and sociability than the LR. These findings highlight the existence of heterogeneous groups of negative social behaviors in early childhood, with the HR group showing the greatest impairment in social-emotional competence.

94620 | *SYNAPSE Model: An Innovative Approach to Integrating Human Learning and Artificial Intelligence*
Sarah Chardonnens, Université de Fribourg, Switzerland

This article introduces the SYNAPSE (Sensory Input, Network Adaptation, Participation, Stockage and Embodiment) learning model, an innovative approach that links the cognitive processes of human learning to the complex influences of artificial intelligence (AI). This model proposes a conceptualization in four strata: 1) Reception and activation, where stimuli are captured and initiate cognitive processes; 2) Adaptation and adjustment, illustrating how individuals modify their mental patterns in response to new information; 3) Observation and self-regulation, emphasizing the importance of personal evaluation and metacognition; and 4) Consolidation and storage, detailing the mechanisms of memorization and knowledge retrieval. SYNAPSE stands out for its explicit integration of the benefits and risks of AI at each stage of learning. AI, by facilitating personalized access to educational resources, automating feedback or increasing memorization capacities, can reinforce the engagement and performance of learners. However, risks such as cognitive passivity, loss of critical thinking or dependence on digital tools threaten the construction of lasting intellectual autonomy. Based on an interdisciplinary analysis combining cognitive sciences, educational sciences and artificial intelligence studies, this model proposes not only a solid theoretical framework but also concrete avenues for educators, AI developers and learners. This new approach offers a fresh perspective on how to maximize the benefits of AI while preserving the richness of human learning, thus paving the way for a harmonious co-evolution of technology and pedagogy.

94681 | *Improving Aggressive Preschoolers Social Status in the Classroom Using a Dyadic Intervention with a Socially Competent Classmate*
Francois Poulin, Université du Québec à Montréal, Canada
Frank Vitaro, University of Montreal, Canada
France Capuano, Université du Québec à Montréal, Canada

Aggressive preschoolers are often rejected by their classmates and tend to befriend with aggressive peers. These negative social experiences in turn contribute to an escalation in their aggression. One prevention strategy designed to break this spiral is to pair the aggressive child with a socially competent classmate in a series of supervised play sessions. This dyadic intervention has two goals: 1) teach alternate behavior such as social skills and provide opportunities to practice them, and 2) support the formation of a positive relationship with the competent peer, which could in turn facilitate social integration in the classroom. The goal of this study was to test such an intervention using a RCT design. A sample of 202 aggressive preschoolers (70% boys; mean age = 65 months) were recruited using a screening procedure based on parents' and teacher' ratings in 180 kindergarten classrooms. Participants in the experimental condition were paired with a socially competent classmate for a series of 10 bi-weekly 30-minutes supervised play sessions. Social status, aggression and social skills were assessed before and after the intervention using sociometric nominations and teacher reports. Therapists also reported on the quality of the relationships within each dyad during the sessions. Analyses revealed that the aggressive children significantly improved their social status. However, they maintain the same level of aggression and did not increase their social skills. Interestingly, the quality of the relationship with the competent peer significantly contributed to the improvement of the targeted children's social status in the classroom.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

94825 | *The Role of Fathers' Warm Parenting in School Adjustment: Mediating Effects of Self-Efficacy and Executive Function*

Soo Eun Chae, Gangneung-Wonju National University, South Korea

Soyoen Park, Gangneung-wonju National University, South Korea

This study examined the mediating roles of self-efficacy and executive function in the relationship between fathers' warm parenting and school adjustment in children. Using data from the 7th to 9th waves of the Korean Child Panel Study, the analysis focused on 841 children (431 boys, 410 girls) with assessments from parents and teachers. PLS-SEM analysis via SmartPLS 4 revealed that fathers' warm parenting at age 6 did not directly impact school adjustment in Grade 2. However, self-efficacy and executive function in Grade 1 mediated this relationship, indicating an indirect effect. In the single mediation model, warm parenting influenced school adjustment through either self-efficacy or executive function. The dual mediation model demonstrated a sequential pathway: self-efficacy influenced executive function, which then affected school adjustment. Model comparisons showed that the dual mediation model provided a better fit, emphasizing the crucial role of fathers' warm parenting in fostering school adjustment through self-efficacy and executive function. These findings highlight the need to support these cognitive and psychological factors in early childhood development.

95345 | *Home Executive Function Environment: Examining Its Relationship With Executive Function and Early Academic Readiness Among Chinese Preschool Children*

Yui Chi Fong, The Education University of Hong Kong, Hong Kong

Haining Yuan, The Education University of Hong Kong, Hong Kong

Qiuyun Cai, The Education University of Hong Kong, Hong Kong

The role of the home learning environment in young children's cognitive and academic outcomes has been extensively studied. However, most research has focused on the home literacy environment, with less attention given to other domains, such as the home executive function environment (HEFE). This cross-sectional study aimed to examine the contribution of HEFE to children's early executive function (EF) and academic readiness skills. In this study, 182 Chinese kindergarten children (mean age = 3.8 years) were assessed on a range of EF measures (i.e., working memory, inhibition control, cognitive flexibility, and integrative EF) and academic readiness measures (i.e., vocabulary and numeracy). One parent from each family completed a questionnaire on the frequency of home literacy and EF activities, as well as parental education levels and general parenting practices. Hierarchical regression results showed that HEFE uniquely explained variance in children's working memory, cognitive flexibility, and integrative EF skills, even after controlling for other home environment and family factors. Path and mediation analyses further indicated that HEFE was indirectly related to both vocabulary and numeracy skills through the mediation of EF skills. Additionally, HEFE was directly related to numeracy skills beyond the mediation effect of EF. The results provide practical implications for parents to shape a rich home learning environment for nurturing children's early development.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

95736 | *AI in Education: Benefits and Challenges*

Karikoga Norman Gorejena, North-West University, South Africa

Artificial Intelligence (AI) has revolutionized education through teaching and learning transformation that provides improved accessibility alongside automated administrative functions and personalized educational experiences. However, its integration presents a paradox: AI personalizes education for students but introduces ethical dilemmas alongside social and teaching challenges such as algorithmic prejudice, threats to data confidentiality and lesser for human-centricity.

By reviewing academic journals, government reports and credible industry sources this study examines AI as both beneficial tool and source of difficulties. Reviewed literature had to meet the following criteria: source type, relevance, geographical scope and timeliness. Excluded sources were non-academic, outdated, irrelevant topic and of limited scope.

Research reveals AI's power to enable personalized education and operational efficiency while exposing vulnerabilities related to algorithmic bias and privacy invasion, gaps in equity and human interaction. The study introduces a balanced adoption framework to address these risks with focus on transparency, equitable access and stakeholder collaboration.

Recommendations include, adopting EU's AI Act on Algorithmic Transparency and using explainable AI tools to clarify biases in automated grading while working together with stakeholders through Finland's crowdsourced AI curriculum methodology.

The research examines AI educational effects in various geopolitical contexts, e.g., Chinese AI classrooms surveillance, Finland's privacy-focused approach, U.S. algorithmic bias such as racial grading discrepancies and India's use of AI tutors to resolve teacher shortages.

By synthesizing perspectives from U.S., the EU, China, India and the Global South, this study empowers policymakers and technologists to design ethical and equitable AI tools, balancing innovation with caution in education.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

Primary & Secondary Education

95880 | *Leadership Education for Elementary Students: Challenges and Possibilities in the Taiwanese Context*
Tsan-Tong Yu, National Chengchi University, Taiwan

This study explores the challenges and possibilities of implementing leadership education for elementary school students within the Taiwanese educational context. Using an action research approach that involves 25 students and 2 teachers, and data are collected through observations, interviews and questionnaires to examine changes in students' leadership development following the introduction of a leadership curriculum. It aims to explore the implementation process within a single elementary school classroom as a preliminary exploration of practical application. Three findings were concluded as follows. 1. Classroom observations revealed that students actively engaged in discussions when the teacher employed structured and systematic instructional strategies. And the teacher showed that the classroom atmosphere had become more positive. 2. Student questionnaire results indicated that 80% of students reported increased self-confidence, expressing a greater willingness to try again when facing difficulties, and an improved ability to stay calm under pressure. 3. Students demonstrated meaningful behavioral changes following the leadership curriculum. During subsequent group activities, they showed heightened awareness of the importance of team motivation and communication, and exhibited behaviors such as active listening, leading by example, and showing respect for others. Based on the research findings, although leadership-related curricula have yet to be widely implemented in primary schools across Asian countries, the findings suggest that introducing such curricula at the point when students begin to understand themselves and others may foster early recognition of the value of leadership. This enables them to influence others, foster a positive environment, motivate peers to perform at their best, and solve problems effectively.

95985 | *Teaching Problem-solving and Programming in Jamaican Secondary Schools Using Culturally Relevant CS Unplugged Activities*
Camille Berry, University of the West Indies, Jamaica

With the evolution of technology, problem solving and programming have been identified as significant skills for the 21st century and beyond. Teaching programming helps students develop logical reasoning, problem-solving skills, and computational thinking that are essential for academic success and future professional endeavours (Almdahem, 2024; Sarro et al., 2024). Despite the benefits of programming education, several challenges impede effective implementation in secondary schools. Studies show that many students perceive programming as a difficult subject due to limited instructional time and conceptual complexities, which can adversely affect their engagement and understanding (Almdahem, 2024). Reports from the Caribbean Examination Council (CXC), for the Information Technology examination, stated that some students displayed a lack of understanding of key concepts in programming (CXC Subject Report, 2018). There is also a lack of technological resources in some developing states while there has been a recent drive to decrease the "screen time" of students in some countries. The CS (Computer Science) Unplugged approach, which focuses on teaching computer science concepts through interactive, non-digital activities, has garnered considerable attention in recent years. Unplugged activities can demystify abstract computer science concepts through kinaesthetic learning experiences (Battal et al., 2021). Consequently, the emphasis on physical manipulation and collaborative problem-solving can lead to a greater understanding of computational ideas (Poulakis and Politis, 2020). These attributes of the CS Unplugged approach will be integrated with cultural elements (such as music and dance), to design appropriate activities, that will be used in the Jamaican classroom. This is a qualitative design-based research.

Professional Training, Development & Concerns in Education

89971 | *Teachers' POGIL Professional Development Through Lesson Study Approach*
Su-ching Lin, National Changhua University of Education, Taiwan

Cultivating students' capacities of critical thinking, communication, creativity, collaboration, and complex problem-solving (called 5Cs) has become the main issue for schools in the 21st century. Many innovative pedagogies have emerged, including Process-oriented Guided Inquiry Learning (POGIL). POGIL is a student-centered teaching approach. Under the guidance of the learning cycle loop, students actively inquire about teaching materials, construct an understanding of the subject's core concepts, and develop process skills through group learning. To equip participants with POGIL pedagogy, this study used the Lesson Study (LS) approach to enhance their knowledge, beliefs, skills, and attitudes. LS is a circular process where the small group teacher can constantly repeat the design, implementation, reflection, and discussion stages. Each cycle can be applied to a different topic or unit. Through collaboration, observation, reflection, and improvement, we aim to bridge the gap between theory and practice, improve the quality of teaching, promote teachers' professional development, and improve students' learning outcomes. Participants encompassed two principals and eight teachers specializing in natural science. This study collected data from the knowledge test, belief scale, e-portfolio, and interview. The results revealed that the participants' post-test scores on the knowledge test and belief scale were significantly higher than their pre-test scores, which indicating through the LS approach, participants significantly enhanced their POGIL knowledge. They changed their teaching beliefs from teacher-centered to student-centered. Participants also provided overwhelmingly positive feedback, highlighting the potential benefits of the POGIL and the challenge of using the approach in their classroom.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECE2025 | Friday Poster Session

93294 | *Fragments of School Memories: Contributions of Narratives in Initial Teacher Training*

Aline Sommerhalder, Federal University of São Carlos, Brazil

Fernando Donizete Alves, Universidade Federal de São Carlos, Brazil

Paolo di Rienzo, Università Roma Tre, Italy

This presentation stems from a Brazilian study which assumed that learning to teach takes place throughout life and that autobiographical narratives are a legitimate resource for initial teacher training (Tardif, 2008; Novoa, 2013; Josso, 2002). The aim was to highlight and discuss training paths in autobiographical narratives of school trajectories of Pedagogy students. From a qualitative perspective (Cunha, 2018) and approved by the Ethics Committee, it analyzed 7 (seven) written and thematic Autobiographical Memorials on 'School Life', of 7 Pedagogy students, from a Brazilian Public University in São Paulo who agreed to participate in the study. The qualitative analysis, inspired by Content Analysis, established two categories: 1. Narrating to get to know myself: about school trajectories and 2. Teacher training: from experiences at school to career choices and pedagogical alternatives. The results showed that elementary school experiences influenced the professional choice to become a teacher and some conceptions of the day-to-day work of teaching. The use of narratives provided an opportunity for critical reflective analysis of aspects of school culture, as well as the identification of some influences on the way we think about teaching, assessment and pedagogical practices, especially with children, triggering a review of traditional pedagogical conceptions present in dominant school cultures and which are presented in the narratives. The study reinforces the need for a critical analysis of narratives in teacher training, so that conceptions can be reframed, which also have an impact on valuing the idea of the teacher researching their practice.

95701 | *Interactions Between Kindergarten Teachers and Parents in Cases of Known or Suspected Child Sexual Abuse: Barriers, Coping Styles, and Socio-Cultural Influences*

Limor Golan, Kinneret Academic College, Israel

Yifat Levi, Kinneret Academic College, Israel

This study examined kindergarten teachers' perceptions of interactions with parents in known or suspected CSA cases through semi-structured in-depth interviews with 31 Jewish and Arab kindergarten teachers. Identified themes included 1) interaction perceptions characterized by intrapersonal and interpersonal complexities, 2) raising negative emotions, alongside 3) unstable and conflicting coping mechanisms: active, cautious, and avoidant. The interaction may cause the kindergarten teachers to apply defense and neutralization mechanisms, and to create negative emotional fronts - parallel to those of parents - that produce motivational barriers to reporting. Findings suggest that multiple individual and structural factors, not only sociocultural background, determine coping methods.

Teaching Experiences, Pedagogy, Practice & Praxis

93158 | *Teachers' Conceptions of Children's Drawing in Early Childhood Education: Between Psychology and Pedagogy*

Fernando Donizete Alves, Federal University of São Carlos, Brazil

Karla Raquel Lima Pereira, Federal University of São Carlos/University of Modena and Reggio Emilia, Brazil

The aim of this research was to identify the understanding of teachers working in early childhood education about the role of children's drawing, given that this graphic language is very present in the daily life of early childhood schools. The conceptualization of drawing as a language was anchored in authors such as Vygotsky (2000, 2001, 2007), Mukhina (1995), Derdyk (2010), Iavelberg (2010, 2013, 2017) and Vecchi (2017). This is a qualitative study, using the focus group technique with 8 teachers working in a community early childhood education school located in the city of São Luís, State of Maranhão, in the northern region of Brazil. The data was organized and analyzed using Content Analysis (Bardin, 2016). The results showed that the teachers conceive of children's drawings primarily from a psychological perspective, as a way of expressing children's feelings and emotions. On a second level, there is a pedagogical conception in which drawing is conceived as a pedagogical resource (utilitarian), whose function is to be at the service of the topic to be addressed with the children. The results indicate the need for teachers to acquire theoretical and methodological knowledge about drawing, as well as diverse cultural knowledge in order to overcome a limited and stereotyped view of this visual language, whose multiple learning potentials (cognitive, expressive and creative) are not taken into account.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECAH2025 | Friday Poster Session

Arts - Teaching and Learning the Arts

94357 | *The Effects of Mindfulness-Based Art Therapy on Sensitivity, Perceived Stress, and Work-Family Satisfaction in Professional Women: An Interventional Study*

Tzu-Ling Lai, Ming Chuan University, Taiwan

Ju-Yu Kao, Ming Chuan University, Taiwan

Women frequently experience greater workplace stress and more pronounced work-family conflict than men. Their heightened sensitivity allows for acute awareness and intense experience of various professional and personal factors, readily impacting emotional well-being. Consequently, mitigating occupational stress and enhancing work-family satisfaction among women is crucial. This study investigates the impact of Mindfulness Art Therapy (MAT) on sensitivity, perceived work stress, and work-family satisfaction in working women. Seventy-five female professionals participated in an eight-week MAT intervention, compared with a control group of 193 recruited via online questionnaires. Pre- and post-intervention questionnaires were administered. Due to attrition, the final sample comprised 60 intervention and 124 control participants. Statistical analyses, including regression analysis and paired samples t-tests, were conducted. Results indicated: (1) Higher sensitivity was associated with greater negative stress perceptions and lower work-family satisfaction; (2) Negative stress perception mediated the relationship between sensitivity and work-family satisfaction; (3) While MAT did not reduce sensitivity, it increased positive stress perceptions, decreased negative stress perceptions, and improved work-family satisfaction, supporting its therapeutic efficacy. The study's theoretical and practical implications, along with limitations, are discussed.

Media, Film Studies, Theatre, Communication

93227 | *Chinese-Language YouTube Videos on the Bucha Incident: A Study of Presentation Styles and Audience Behavior*

Yuling Lin, Shih Hsin University, Taiwan

The Bucha incident represents a pivotal moment in the Russia-Ukraine war, drawing global attention and igniting extensive discourse. In Chinese-speaking regions, YouTube serves as a vital platform for disseminating information and shaping public opinion about the conflict, owing to its widespread reach and influence. This study analyzes Chinese-language YouTube videos published on Taiwan's YouTube platform to investigate how different video presentation styles impact audience engagement. A total of 682 Chinese-language YouTube videos related to the Bucha incident were analyzed. Using ANOVA, the study examines the relationship between video presentation styles and audience engagement metrics, including views, comments, and likes. Preliminary findings reveal that traditional media outlets uploaded the largest number of videos, which were typically shorter and relied on third-person narration. In contrast, citizen media contributed fewer videos, which were longer and often employed first-person narration. ANOVA results indicate that commentary-style videos garnered significantly higher views and likes compared to objective and citizen reporting. Additionally, videos utilizing second-person narration achieved better engagement than those adopting first- or third-person perspectives. Videos featuring reporters' subjective opinions also generated significantly more views, likes, and comments than those presented without subjective input. These findings highlight the influence of presentation styles on audience behavior in war-related content and provide insights into how digital media shapes public engagement with international conflicts, particularly within Chinese-speaking contexts.

Other Humanities

95899 | *A Critical Review of the Institutionalization of Humanities Concerns: The Impact of ESG Practices on Employee Psychological Well-Being*

Pui Ha Chau, The Chinese University of Hong Kong, Hong Kong

Pui Ki Kong, The Chinese University of Hong Kong, Hong Kong

Sui Ying Ho, The Chinese University of Hong Kong, Hong Kong

Oi Lam Kwok, The Chinese University of Hong Kong, Hong Kong

Tsz Ting Lai, The Chinese University of Hong Kong, Hong Kong

Yin Lam Ng, The Chinese University of Hong Kong, Hong Kong

This study critically examines the institutionalization of humanities concerns within ESG operations, particularly regarding employee psychological health in Hong Kong. In recent years, ESG initiatives have been forcefully implemented through measures such as social policies, auditing requirements, and corporate image-building practices, aiming to present governments and corporations as more humane in response to increasing concerns about mental and psychological health. However, this institutionalization raises questions about the genuine commitment to human well-being versus mere compliance with corporate metrics. Rather than addressing workplace stress through individual listening and negotiation, companies often deploy generic programs focused on achieving output-based KPIs economically and efficiently. This approach can inadvertently increase employee burdens, as individuals are required to participate in activities designed to meet KPIs, even during holidays, without alleviating their actual job responsibilities. To investigate this issue, we conducted an online survey with 413 full-time employees from various sectors in Hong Kong. The findings reveal that various stress factors significantly contribute to negative emotions at work. Notably, the availability of generic psychological health programs and activities does not lessen the problem but correlates with increased negative emotions, while personalized interactions and negotiations between employees and management tend to mitigate these feelings. This study underscores the need for a critical evaluation of social discourses on ESG, and for companies to rethink their psychological health strategies by prioritizing individualized support with human interaction over education programs that advocate generic solutions, in order to effectively and genuinely enhance employee psychological well-being.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

ECAH2025 | Friday Poster Session

Philosophy, Ethics, Consciousness

93081 | *Human Enhancements and the Ethical Significance of Human Weakness*
Ryosuke Matsumura, Fuji Women's University, Japan

Since the 1980s, the concept of human enhancement—biomedical interventions aimed at improving human capabilities beyond mere health maintenance—has become a central topic in moral philosophy and ethics. With advancements in technology, the possibility of enhancing physical, cognitive, and emotional traits has raised fundamental questions about the essence of human nature and the ethical implications of such modifications. On one hand, enhancements can offer the potential for overcoming limitations and improving quality of life. On the other hand, eliminating human frailty may come at the cost of losing essential aspects of the human experience. Acknowledging and accepting human weakness has traditionally been seen as a way to cultivate virtues like humility, empathy, and generosity. These qualities are often regarded as essential to moral development and interpersonal relationships. Without these limitations, it could be argued that the sense of vulnerability that fosters compassion and cooperation might be diminished, potentially altering our moral fabric. This raises the question: would a society of enhanced individuals still value and practice virtues that are born from human limitations? This presentation seeks to explore the ethical dimensions of enhancement by considering the potential value of human weakness. It examines how frailty might shape character, contribute to personal growth, and influence our moral responsibilities toward one another.

Science, Environment and the Humanities

93634 | *AI and the Ethics of Virtual Heritage Reconstruction: A Case Study of Shahr-e Sukhteh*
Alborz Mohammadi, University of Turin, Italy

Artificial Intelligence (AI) offers transformative capabilities for cultural heritage preservation, enhancing virtual reconstruction efficiency and public engagement. However, its application raises critical ethical dilemmas, particularly concerning authenticity, bias, and intellectual property. This research rigorously examines these ethical dimensions within AI-driven virtual heritage reconstruction, focusing on Shahr-e Sukhteh, a UNESCO World Heritage site in Iran, renowned for its complex urban planning and rich archaeological record. Employing GeoAI, a specialized branch of AI for geographic data analysis, this study analyzes Shahr-e Sukhteh's archaeological data to detect subtle patterns in artifact distribution and topographic anomalies, informing virtual reconstructions. Key ethical challenges explored include algorithmic bias in reconstructing daily life from incomplete datasets, defining experiential authenticity in AI-generated heritage experiences, and intellectual property rights concerning digital archaeological data and virtual reconstructions.

Utilizing a case study methodology centered on Shahr-e Sukhteh, this research integrates archival analysis, expert interviews with archaeologists and AI ethicists, and a review of existing ethical guidelines. Preliminary findings reveal potential biases in AI reconstructions stemming from dataset limitations, complexities in evaluating experiential authenticity in virtual heritage, and unresolved intellectual property issues related to digital cultural assets. This study aims to formulate an ethical framework to guide archaeologists, AI developers, and policymakers in responsible AI application. By grounding this framework in Shahr-e Sukhteh's context, the research contributes to sustainable digital heritage strategies and enriches scholarly discourse on ethical AI in cultural heritage, offering a nuanced approach to balancing preservation with accessibility.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

EGen2025 | Friday Poster Session

Built Environment

95194 | *A Service Evaluation of Hammersmith & Fulham Case Management: Developing Recommendations for a New Case Management Handbook*

Sana Hashemi, Imperial College London, United Kingdom

Dev Gakhar, Imperial College London, United Kingdom

Shivaahnee Raveenthiran, Imperial College London, United Kingdom

Shruti Venkatakrishnan, Imperial College London, United Kingdom

Pranav Viswanathan, Imperial College London, United Kingdom

Jacob Robinson, Imperial College London, United Kingdom

As the NHS strives to improve patient-centred care, the healthcare design of case management services plays an important role in optimizing patient outcomes and system efficiency. This study evaluates the Hammersmith & Fulham Case Management service, which works to reduce hospital admissions and support patients via integrated, multidisciplinary care.

Using a mixed-methods approach, we conducted narrative literature reviews and interviews with healthcare professionals at the case management service to assess service operations, referral processes, team dynamics, and interprofessional communication. Our analysis identified key challenges such as role ambiguity, poor communication, and the absence of standardized referral protocols which had a negative effect on service provision and patient safety. Based on our findings, we propose evidence-based design improvements, including the development of a Standard Operating Procedure for referrals, the implementation of digital communication tools to enhance interdisciplinary collaboration, and the integration of structured training programs for healthcare professionals on the team. These recommendations align with modern healthcare design principles, ensuring that these type of services are capable of meeting the growing requirements of an aging population. This research provides valuable insights for healthcare policymakers, service designers, and hospital administrators, offering a framework for optimizing case management services within integrated healthcare systems.

Entrepreneurship/Silver Economy

93573 | *Collaborative Strategy Embedded with Digital Communication Technology to Drive the Smart Silver Economy of Thailand*

Kamolrat Intaratat, Sukhothai Thammathirat Open University (STOU), Thailand

The “Silver Economy” is one of Thailand’s urgent flagship initiatives aimed at addressing the needs of its aging society. Despite the presence of more active aging initiatives and supportive policies such as the Aging Fund and Housing Welfare, approximately 60% of Thai elderly still live below the poverty line (earning \$3–\$4 per day). Their most urgent needs include economic opportunities, digital literacy skills, and welfare support. The objectives of this study are to: 1) Examine the current collaboration among sectors relevant to the Silver Economy in Thailand. 2) Assess the level of digital communication technology literacy among the elderly engaged in the Silver Economy. 3) Propose a collaborative strategy to enhance the Silver Economy in Thailand. A mixed-methods approach was used, combining quantitative research (a survey of 120 elderly entrepreneurs) and qualitative research (in-depth interviews and focus group discussions with 40 key informants, including policymakers, practitioners, and elderly entrepreneurs). Findings indicate: 1) Insufficient collaboration among relevant sectors involved in the Silver Economy. 2) Most elderly entrepreneurs possess only basic digital communication technology skills, with a high demand for further training, particularly in digital marketing and the use of AI. 3) The most urgent recommended collaborative strategy is a “partnership strategy” that integrates all relevant sectors—from policy level to practical implementation—while ensuring the active participation of the elderly themselves. Additionally, a user-friendly digital portal with a regularly updated database is critically needed.

Frailty

93585 | *Effects of Resistance Training on Osteosarcopenia in Community-dwelling Postmenopausal Korean Women: Randomised Controlled ERTO-K Trial*

Changwon Moon, Chungnam National University Hospital of Korea, South Korea

Ju Hyun Lee, Chungnam National University Hospital, South Korea

Seong Eun Heo, Chungnam National University Hospital, South Korea

Seul Lee, Chungnam National University Hospital, South Korea

Su Bin Nam, Chungnam National University Hospital, South Korea

Bo Mi Choi, Chungnam National University Sejong Hospital, South Korea

Background: Osteosarcopenia is a geriatric syndrome that is associated with an increased risk of falls, fragility fractures, and mortality. Resistance exercise and nutritional support with protein and nutritional supplementation effectively mitigate progression of osteosarcopenia. We evaluated the efficacy of a 6-month progressive resistance exercise program in postmenopausal women with osteosarcopenia. Methods: This assessor-blinded randomised controlled trial comprised 34 postmenopausal women with osteosarcopenia who were assigned to either a resistance exercise group (RE; n=17) or a home exercise group (HE, n=17). Both groups received home exercise brochures and nutritional supplementation (40 g protein, 600 mg calcium, and 1600 IU vitamin D). The RE group additionally attended semi-weekly supervised resistance training sessions. The primary outcome was the change in the skeletal muscle index (SMI). The secondary outcomes included changes in hand-grip strength (HGS) and physical performance. Results: 17 and 16 participants from the RE and HE groups, respectively, completed the intervention. The RE group showed significantly greater SMI improvement at 12 weeks ($0.310 \pm 0.343 \text{ kg/m}^2$ vs. $0.011 \pm 0.423 \text{ kg/m}^2$ in HE). However, SMI improvement between RE group and HE group were not significant different at 24 weeks (RE group; $0.121 \pm 0.316 \text{ kg/m}^2$, HE group; $-0.024 \pm 0.258 \text{ kg/m}^2$). Though HGS and physical performance improved significantly in both groups, the RE group showed superior HGS gains at 6 and 18 weeks. Conclusions: A 6-month program of progressive resistance exercise combined with nutritional support improved muscle mass and strength in postmenopausal women with osteosarcopenia. Home exercises with nutrition alone also enhanced physical performance.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

EGen2025 | Friday Poster Session

93831 | *Social Network Typology and Frailty in Later Life: Evidence from the SHARE Study*

Snorri Rafnsson, University of West London, United Kingdom

Asri Maharani, University of Manchester, United Kingdom

Gindo Tampubolon, University of Manchester, United Kingdom

Reducing the prevalence of frailty and delaying its progression in older adults is a desirable public health goal. A sufficient understanding of potentially modifiable determinants, including social connections, is lacking. We identified unique social network patterns and examined their relationships with frailty using data from Wave 8 of the Survey of Health, Ageing and Retirement in Europe (SHARE); 46,260 participants provided details on five social network variables (e.g., social network size), five physical measures (e.g., fatigue), and covariates (e.g., smoking). Participants were classified as non-frail, prefrail or frail based on gender-specific frailty scores. Latent class analysis (LCA) generated five social network typologies: close family; diverse family; close family and friendships; limited social connectedness; and close family and acquaintances. Associations with frailty were examined using logistic regression models that adjusted for covariates. Fully adjusted models demonstrated that, compared to having close family, additionally having a diverse family (OR=0.88; 95% CI=0.82 to 0.95) or acquaintances (OR=0.62; 95% CI=0.58 to 0.67) was related to less frailty. Additionally having friendship ties was also related to less frailty (OR=0.85; 95% CI=0.78 to 0.94). In contrast, limited social connectedness was related to more frailty albeit non-statistically (OR=1.03; 95% CI=0.97 to 1.10). Our investigation adds new evidence on the association between social networks and frailty in older adults. It highlights the nuanced way in which constellations of social ties and relational dynamics affect frailty; typologies involving diverse social interactions, especially with friends, are associated with less frailty. These findings may inform strategies that help maintain physical resilience and function in older adults through enhanced social connections.

95263 | *Associations Between Frailty and Cardiometabolic Multimorbidity*

Lin Xu, Sun Yat-sen University, China

Background: Frailty may accelerate disease progression but is often overlooked in clinical practice, possible due to limited evidence. This study investigated the association of frailty with cardiometabolic multimorbidity (CMM) progression and its potential mediation.

Multimorbidity, particularly one of the most replicable profiles—cardiometabolic multimorbidity (CMM), poses a major public health challenge. Previous studies concentrated on the associations of frailty with either specific cardiometabolic diseases (CMDs) or mortality, without considering the dynamics and integrity of CMM, it also remains unclear whether inflammation is a potential mediator.

Methods: We constructed a 36-item frailty index (FI). Causes of incidence and death were identified from hospitalization data, record linkage, and follow-up information. A total of 22,754 participants aged 50+ years were included. Cox regression and multistate models were used to assess associations of frailty with CMM progression, and the mediating role of inflammation was evaluated.

Results: After adjustment for confounders, participants with frailty (5.7%) exhibited significantly higher risks of incident CMDs (hazard ratios (HRs) range: 1.94–4.17), CMM (HR=3.05), and all-cause mortality (HR=1.66) compared to robust individuals. Inflammatory biomarkers mediated the associations, with mediation proportions ranging from 0.98% to 3.79%. Multistate models revealed that frailty (per 0.1 increment in FI) was positively associated with the risks of transitions from baseline health to first CMD (FCMD), FCMD to CMM, and CMM to death (adjusted HR (95% CI) 1.48 (1.43-1.54), 1.14 (1.07-1.22), and 1.17 (1.05-1.31), respectively).

Conclusion: Frailty increased risks of CMM progression, and the associations could be partly mediated through inflammation.

95981 | *Clinical Frailty Scale Scoring and Its Impact on Advance Care Planning*

Barbara Helen Rosario, Changi General Hospital, Singapore

Kim San Lim, Changi General Hospital, Singapore

Htin Kyaw Khine, Changi General Hospital, Singapore

Introduction: Clinical Frailty Scale (CFS) is a simple tool used to screen for frailty and in severely frail patients should trigger Advance Care Planning (ACP) discussion.

Aim: determine the accuracy of Clinical Frailty Scale (CFS) Scoring and subsequent ACP completion.

Methods: retrospective review of electronic health records was undertaken for consecutive patients admitted to a geriatric unit between 22nd July and 22nd September 2024 and records were reviewed until 24th December 2024.

Outcomes included completion of Advanced Care Plan (ACP) for severely frail patients as well as compliance and accuracy of frailty scoring using CFS and compared to the Comprehensive Geriatric Assessment (CGA). Instrumental and basic activities of daily living and CGA were used to determine accuracy of CFS recording.

Results: 708 unique patient admissions were included in the study, 380 had their CFS recorded giving a compliance rate of 58.2%, whereas 574 (81.1%) had their CGA completed. CFS was incorrectly recorded in 221 (58.2%) patients with typical error margins of +/- 1 from correct scoring. Typically those at lower levels of frailty were overscored and those at moderate levels of frailty (CFS 6) were underscored.

89 (12.6%) patients were severely frailty (CFS 7 or 8), of whom 31 (34.8%) had completed an ACP. During the review period 27 patients died, and ACP was completed in 9 (33.3%).

Conclusions: Despite its simplicity, CFS recording errors are common and in those who are severely frail, ACP rates can be improved as only 38.4% had a completed ACP.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

EGen2025 | Friday Poster Session

96028 | *Effects of Digital Literacy, Social Participation, and Leisure Satisfaction on Frailty Among Older Adults Using Welfare Centers*

Yiyeon Ha, Ajou University, South Korea

Gi Ran Lee, Howon University, South Korea

Seung Eun Jeong, Ajou University, South Korea

Korea is rapidly becoming a super-aged society, with a growing older population facing various health challenges. Frailty, a complex condition involving physical, psychological, and social factors, is common among older adults and increases risks of dependency, falls, and hospitalization. Digital literacy has become essential, helping older adults access information and enhancing life satisfaction and active aging. Furthermore, social participation and leisure activities significantly contribute to better health and well-being in later life. This study aimed to examine how digital literacy, social participation, and leisure satisfaction affect frailty, a major health concern in older age using senior welfare centers. A descriptive survey design was employed with 217 older individuals using senior welfare centers in Korea. Data were collected using a self-reported questionnaire from August 21-22, 2024. The instruments included scales for digital literacy, social participation, leisure satisfaction, and frailty. Data were analyzed using SPSS 25.0 with descriptive statistics, independent t-tests, ANOVA, Scheffé's test, Pearson's correlation, and stepwise multiple regression. The average frailty score among participants was 3.38 on a 15-point scale. Frailty showed significant negative correlations with digital literacy ($r=-.29, p<.001$), leisure satisfaction ($r=-.20, p=.004$). Key predictors of frailty included perceived economic status ($\beta=.21, p=.001$), leisure satisfaction ($\beta=.17, p=.007$), marital status ($\beta=.15, p=.028$), number of chronic disease ($\beta=.14, p=.025$), living arrangement ($\beta=.13, p=.040$), explaining 23% of the variance in frailty. Enhancing leisure satisfaction are essential in reducing frailty among older adults. Interventions focusing on providing accessible leisure activities can play a critical role supporting healthy aging and mitigating frailty risks.

Lifespan Health Promotion

95024 | *Sustaining Cognition and Improving Movement with Weight Training Exercises in a 78-Year-Old with DLB: A Case Study and Literature Review*

Manita Kittileadworakul, Institute of Medicine, Thailand

Bootsakorn Loharjun, Institute of Geriatric Medicine, Thailand

Yindee Boontra, Institute of Geriatric Medicine, Thailand

Keiko Mehra, Japan International Cooperation Agency, Japan

Penpicha Opasawat, Institute of Geriatric Medicine, Thailand

Natthanun Roongruangsahapan, Institute of Geriatric Medicine, Thailand

Dementia with Lewy bodies (DLB) is the second most common neurodegenerative dementia, often with a worse prognosis than Alzheimer's disease, including faster cognitive decline, shorter lifespan, and higher rates of institutionalization. Currently, no specific pharmacological or non-pharmacological treatments available due to limited research. A 78-year-old man presented with bradykinesia, vivid visual hallucinations, muscle stiffness, gait difficulties, REM sleep behavior disorder, and cognitive decline. He was diagnosed with DLB and prescribed prescribed Circadin, Rivotril, Aricept, Quetiapine, Pitavastatin, and Mardopa. His initial scores were MMSE 27/30, MoCA 22/30, and Timed Up and Go (TUG) 47 seconds. He participated in a structured rehabilitation program, including strength training (focusing on quadriceps, hamstrings, hip adductors/abductors, and core) five days per week and cognitive stimulation therapy twice weekly. After three years, his TUG improved to 17.8 seconds, MMSE score remained relatively stable at 25/30, MoCA score was 20/30, with no new neuropsychiatric symptoms appearing. However, six months after reducing exercise to once weekly, his functional decline accelerated despite an increased Mardopa dose, ultimately leading to an inability to walk. This case underscores the potential advantages of structured physical exercise and cognitive stimulation therapy in enhancing motor function and preserving cognitive stability in individuals with DLB. A multidisciplinary approach may improve long-term outcomes. Many studies have demonstrated the positive impact of exercise and weight training on Alzheimer's dementia, similar strategies may be valuable for other dementias.

95360 | *Effects of Walking on Blood Test Items in Participants of the Health Promotion Project in Moroyama Town*

Hajime Maruyama, Saitama Medical University International Medical Center, Japan

Natsumi Matsuo, Saitama Medical University International Medical Center, Japan

Rei Kaizu, Saitama Medical University International Medical Center, Japan

Naofumi Tanaka, Saitama Medical University International Medical Center, Japan

Hidetoshi Takahashi, Saitama Medical University International Medical Center, Japan

Moroyama Town in Japan is working on a health promotion project aimed at preventing lifestyle-related diseases and extending the healthy life expectancy of its residents through daily walking. We examined the effects of walking on blood test items in participants of the project. Sixty residents aged 18 years or older with no exercise restrictions were recruited. Participants were first measured for physical fitness and blood tests, and they were instructed to walk as a target of 8,000 steps daily. In addition to items related to lifestyle-related diseases, soluble lectin-like oxidized low-density lipoprotein receptor-1 (sLOX-1), LOX-1 ligand containing apolipoprotein B (LAB), and LOX-index, which have recently been reported to be useful in assessing the risk of cerebral infarction and ischemic heart disease, were measured in the blood tests. After 6 months of walking, physical fitness and blood tests were conducted again and the results were compared with those of first measurements. Fifty-four participants were able to complete the project. The age groups of them were as follows: 13 were under 65 years old (young group), 18 were between 65 and 74 years old (early elderly group), and 23 were 75 years or older (late elderly group). In the young group, there were no significant differences in sLOX-1, LAB, and LOX-index. In the early elderly group, LAB decreased significantly. In the late elderly group, sLOX-1, LAB, and LOX-index all significantly decreased. Walking in elderly individuals may reduce the risk of cerebral infarction and ischemic heart disease.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

EGen2025 | Friday Poster Session

95532 | *Health-Related Quality of Life and Its Associated Factors Among Heart Failure Outpatients: A Cross-Sectional Study*
Eman Alefishat, Khalifa University of Science and Technology, United Arab Emirates
Anan Jarab, Al Ain university, United Arab Emirates

Heart failure (HF) is a progressive chronic condition that significantly affects patients' health-related quality of life (HRQOL). As the global population ages, the burden of HF is rising, particularly among older adults who often experience overlapping challenges such as multimorbidity, reduced functional capacity, and complex medication regimens. This study aimed to assess HRQOL and identify factors associated with its decline among outpatients diagnosed with HF. Using the validated Minnesota Living with Heart Failure Questionnaire, this cross-sectional study collected HRQOL data along with clinical, demographic, and treatment-related variables. Ordinal regression analysis was conducted to examine associations between these variables and HRQOL scores. The results indicated that a higher number of prescribed HF medications ($P < 0.05$) and not taking a loop diuretic ($P < 0.05$) were associated with better HRQOL. In contrast, being classified in NYHA stage III/IV ($P < 0.01$), having multiple chronic conditions ($P < 0.05$), lower income ($P < 0.05$), and dissatisfaction with prescribed medications ($P < 0.05$) were significantly linked to lower HRQOL. These findings underscore the need for patient-centered approaches in managing HF, particularly in older adults, where quality of life is a critical outcome alongside disease control. Understanding how disease severity, comorbidities, and socioeconomic factors influence HRQOL can help guide more integrated, age-aware care strategies aimed at maintaining autonomy and well-being in individuals living with HF.

95903 | *Brain Activation Through Finger Movements in the Elderly*
Chien-Ju Lin, National Cheng Kung University, Taiwan
Hsiao-Feng Chieh, National Cheng Kung University, Taiwan
Fong-Chin Su, National Cheng Kung University, Taiwan
Kuei-Yi Wu, National Cheng Kung University, Taiwan

Aging is associated with structural and functional changes in the brain, leading to declines in executive function, attention, and memory. While aerobic or whole-body exercise has been shown to slow cognitive decline, less attention has been paid to the effects of fine motor movements on brain activation. Hand exercises engage the primary motor and sensory cortices and cognitive areas, suggesting their potential as low-intensity interventions to improve cognitive function. Therefore, this study aims to investigate brain activation induced by finger movements in older adults, hoping to provide valuable insights for developing practical and feasible cognitive enhancement strategies. All fifteen healthy older adults in this study completed eight tasks, each using different fingers to apply flexion/extension forces to trace a force ramp with a handheld device that enabled the user to perform a spherical power grasp. Cortical activity was measured using a near-infrared spectroscopy system. Regions of interest included the prefrontal cortex (PFC), supplementary motor area (SMA), premotor cortex (PMC), and primary motor area (M1). Significantly greater activation was observed in left M1, left PFC, and left PMC during thumb-index finger opposition movements compared with single finger flexion and extension, possibly because using the thumb and index finger together to control steady force might be more complex. Additionally, due to the device's design, performing thumb-index finger opposition is challenging, resulting in significantly higher activation of the right prefrontal areas. The thumb-index finger opposition task designed in this study has great potential for enhancing cognitive health in older adults.

95905 | *Potential of Hand Motor Training to Support Cognitive Function in Healthy Older Adults: A Scoping Review*
Ying-Ming Liu, The Presbyterian Church of Taiwan, Taiwan
Ming-Fong Chang, The Presbyterian Church of Taiwan, Taiwan

Cognitive decline has become a significant research focus as the global population ages. Although previous studies have demonstrated that physical activities such as balance training, aerobic exercise, and fitness exercises can help maintain cognitive function, the impact of hand motor training remains less explored. As "aging in place" is an important policy worldwide, preserving cognitive function is essential for improving quality of life and reducing the burden on caregivers. Hand function is crucial for independent living, especially for individuals with limited mobility. From a home-based healthcare perspective, aerobic and fitness exercises may not be practical for people with limited mobility. If hand motor exercises could slow or prevent cognitive decline, they could be a viable and valuable solution. This scoping review aimed to investigate the effects of hand motor training on cognitive function in healthy older adults. The search was conducted in PubMed, MEDLINE, and EMBASE databases using key terms that included finger, fine motor, dexterity, cognition, elderly, exercise, and training. Although research findings are inconsistent, some studies suggest that more challenging finger exercises benefit cognitive function. For example, learning to play the piano, digital trail-making peg tests, and interactive games. Interventions that incorporated cognitive demands demonstrated more pronounced effects. These types of activities not only improve manual dexterity but also enhance cognitive processes. In the future, designing appropriate hand motor training programs or developing lightweight, user-friendly home-based training systems may provide practical solutions for older adults to maintain cognitive function and support healthy aging at home.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor) EGen2025 | Friday Poster Session

Public Policy

95573 | *Redesigning Long-term Care Policy for an Aging Population Using Systems Thinking in the Post-Pandemic Era*

Peter Tsasis, York University, Canada

Joachim P. Sturmberg, University of Newcastle, Australia

Grace Liu, York University, Canada

The COVID-19 pandemic highlighted critical issues in health services and public policy, particularly in long-term care facilities across Canada. The failures in these facilities underscore the need to rethink health service interventions, especially considering varying implementation contexts. Using systems thinking to understand interconnections and interdependencies across multiple intervention levels can improve health outcomes. The Ontario Long-Term Care COVID-19 Commission Final Report pointed to long-standing systemic issues in government policies and governance as the primary causes of the sector's failures. Our aim is to synthesize evidence showing that addressing systemic problems in long-term care begins with adopting a systems-thinking approach. A literature review was conducted to explore the issues in light of the Ontario Long-Term Care COVID-19 Commission Final Report. The long-term care crisis in Canada cannot be solved by more privatization, regulation, or efficiency measures, as these have contributed to the problem's root causes. Governments must lead the redesign of a systemic policy framework that addresses the interdependencies, values, and priorities of all stakeholders. A shared vision for a new relational model of responsibility is essential for improving long-term care outcomes. This redesign should be patient-centered and focus on public involvement, with lessons that can inform improvements in other jurisdictions.

95950 | *Provincial Disparities in End-of-Life Living Arrangement Congruence Among Older Adults in China: Insights from CLHLS Data*

Ruosu Liu, University of Tokyo, Japan

Kazuhiro Abe, Hokkaido University, Japan

Hirotaka Onishi, University of Tokyo, Japan

Aging population is growing rapidly in China. As the country faces increasing life expectancy and a shrinking household size, the living arrangement for older adults has gathered attention. This study explores the impact of provincial differences on the congruence between older adults' preferred and actual living arrangements at their end of life. This research conducts multilevel logistic regression analysis using secondary data from the Chinese Longitudinal Healthy Longevity Study (CLHLS), which includes information on individuals aged 65 and above. The study focuses on data from deceased individuals and examines both individual factors (e.g., marital status, household size, etc.) and provincial factors (e.g., aging rate, provincial health care resources, etc.). This research reveals significant provincial variation in the living arrangement congruence. Furthermore, individual factors such as marital status (widowed individuals) and household size were associated with the incongruence. This research highlights the significant role of both individual and provincial factors in shaping the living arrangements of older adults at the end of life. The findings underscore the need for targeted interventions to address provincial disparities in healthcare resources. Efforts to enhance home-based care, support for aging in place, and the development of healthcare infrastructure are essential to meet the needs of the aging population, particularly in rural or underdeveloped areas, and for super-aged individuals.

Resilience

94651 | *Acceptance and Usability of Immersive Virtual Reality Cognitive Training Using Daily Living Tasks in Older Adults with Mild Cognitive Impairment*

I-Chen Chen, Da-Yeh University, Taiwan

Yi-Ling Hu, Chang Gung University, Taiwan

Fully immersive virtual reality (fi-VR) technology is emerging as a promising modality for cognitive training (CT) in individuals with mild cognitive impairment (MCI). Many existing fi-VRCT programs utilize gamification techniques, which may limit the transfer of skills acquired to everyday situations. This pilot study aims to assess the acceptance and usability of fi-VRCT through multistep meal preparation tasks in older adults with MCI. Ten older adults (median age 79.84, interquartile range [IQR]=6.66) were identified as MCI (median Montreal Cognitive Assessment score=23.00, IQR=0.75) from community centers. Participants engaged in multistep meal preparation tasks using Meta Quest-3 headsets for 20-25 minutes. Afterward, participants evaluated VR acceptance by Simulator Sickness Questionnaire (SSQ), Technology Acceptance Model 3 (TAM3), and VR usability by System Usability Scale (SUS). All participants completed the fi-VRCT task, with negligible side effects reported. Participants generally accepted the fi-VRCT task positively. The medians of SSQ subscales for nausea, oculomotor, and disorientation were all recorded at 0 (IQR=16.70, 18.95, 10.44, respectively). The medians for TAM3 subscales—including Perceived Ease of Use, Computer Playfulness, Computer Anxiety, and Perceived Enjoyment—were 6.75 (IQR=1.25), 5.88 (IQR=1.44), 7.00 (IQR=0.38), and 6.83 (IQR=2.00), respectively. The perceived usability of fi-VRCT was favorably received, as indicated by a median SUS score of 77.50 (IQR=9.38). The findings suggest that older adults with MCI accepted and were open to using fi-VR with proper supervision/guidance. Further research is needed to assess its acceptance among those at risk of dementia, as applying these insights to individuals with more advanced symptoms could enhance cognitive rehabilitation efforts.

15:45-16:45 | SOAS, Brunei Suite (Ground Floor)

EGen2025 | Friday Poster Session

95408 | *Building Resilience Among Older Adults in Their Daily Living: We Need to Prepare Nurses and Carers*

Sau Kuen Lo, Hong Kong Metropolitan University, Hong Kong

Man Yee Tse, Hong Kong Metropolitan University, Hong Kong

Resilience in older adults is characterized by their unique strengths and circumstances that help them maintain high functional ability and intrinsic capacity throughout their lives. Enhancing happiness and positive experiences can significantly boost resilience in older adults, with self-compassion playing a crucial role in preserving their well-being and leading to more fulfilling lives. Compassion training is essential in healthcare education and serve as a modifiable internal resource among healthcare providers and caregivers in fostering healthy attitudes towards aging and the older adults they care for. This study aimed to help nurses and prospective caregivers cultivate resilience through experiences and embodiments of essential compassion elements such as kindness, common humanity, and mindfulness. By integrating their own life experiences, participants would be better prepared psychologically for their encounters with older adults in healthcare settings or other work sectors. Sixty students from various backgrounds participated in an 8-week Mindful Self-Compassion program. A pre- and post-program questionnaire using a 5-point Likert scale measured self-kindness vs. self-judgment, connectedness vs. isolation, and mindfulness vs. over-identification. Result showed improvements in self-kindness and mindfulness, with reduced feelings of isolation and self-judgment. Qualitative feedback from participants gained a better understanding of older adults, more accepting of their own challenges, and acknowledged the adversities faced by older adults. They also learned to appreciate their daily experiences and could help older adults savor their life contributions.



Saturday, July 12

Parallel Sessions

All times are British Summer Time (UTC+1)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

10:00-11:40 | UCL Torrington, B07 (Basement Floor)

Saturday Onsite Parallel Session 1

ECAH2025: Arts in Literature, Media, and History

Session Chair: Selina Gao

10:00-10:25

94417 | *From Lingnan to the World: an Exploration of the Late Qing Revolutionary Newspaper "China"*
Ziqing Mai, The Chinese University of Hong Kong, Hong Kong

This paper takes the late Qing revolutionary newspaper "China" as a case study to explore how, at the turning point of the era, revolutionaries used Hong Kong as a central point to radiate outward, transforming Lingnan's power into a driving force for revolution and taking it to the world. During the Xinhai Revolution, figures like Sun Yat-sen and other revolutionaries used Guangdong as a base for uprisings. Hong Kong, with its advantageous geographical position and liberal political policies, was more conducive to revolutionary activities compared to mainland China, thus playing a role as a transit and gathering point in these movements. Initially, revolutionaries established Lingnan as the revolutionary base, but they gradually realized the urgent need for propaganda and ideological innovation. This led Sun Yat-sen to commission Chen Shaobai to establish "China" in Hong Kong. Despite several relocations, "China" continued to stand as a stronghold for propaganda and revolution in Hong Kong. As newspapers served as the forefront and an immediate means of communication, revolutionaries developed revolutionary strategies through innovations in media, material spaces, personnel movements, propaganda networks, and the flow of resources and funds, while deliberately selecting corresponding linguistic and stylistic strategies to respond to revolutionary demands. Centred on the newspaper revolution, we gain insight into the connections between Hong Kong, Nanyang, and even the world during a time of change.

10:25-10:50

94031 | *Rethinking the Gothic Sublime: Portraiture in Matthew Lewis's the Monk*
Yu-Hsuan Lin, National Chengchi University, Taiwan

This paper argues that the sublime in *The Monk: A Romance* (1796) by Matthew Gregory Lewis results from the failure of aesthetic dichotomies, particularly in the undecidability of perception through portraiture. While the late eighteenth-century Gothic fiction has often been framed within Edmund Burke's aesthetic theory of the sublime in *A Philosophical Enquiry into the Sublime and Beautiful* (1757; expanded second edition, 1759) and Ann Radcliffe's emphasis on terror over horror in her posthumous essay "On the Supernatural in Poetry" (1826), Lewis's *The Monk* disrupts these critical traditions. My paper examines the aesthetic challenges that *The Monk* imposes on the Burkean/Radcliffean framework. By incorporating Vijay Mishra's *The Gothic Sublime* (1994) and Jacques Derrida's theory of deconstruction, my analysis reinterprets the Gothic sublime as an undecidable dilemma of perception. This paper analyzes three modes of perception—the gazed portrait, the gazing portrait, and the undecidable—highlighting the third, which demonstrates how portraiture complicates the visual relationship in *The Monk*. Moreover, as a literary example of two stories in one, *The Monk* comprises a major narrative of Ambrosio's downfall and a minor one of Don Raymond's encounter with the Bleeding Nun. Notably, each story features a portrait: one of Madona and the other of the Bleeding Nun. To analyze them, I divide my analysis into two sections. In the first, I focus on the portrait of the Bleeding Nun, and in the second, I turn to the portrait of Madona.

10:50-11:15

94358 | *Navigating Contexts: A Periodization Methodology for Understanding Hong Kong Art*
Chun Fan Wong, Lingnan University, Hong Kong

This article examines the periodization methodology of Hong Kong art, offering a comprehensive framework for understanding its evolution through distinct historical phases. By analyzing the unique socio-political context of Hong Kong, especially the influences of colonialism, globalization, and cultural hybridity, the study proposes a nuanced periodization that reflects both local and global artistic developments. The research identifies key periods: the colonial period (1842-1997), characterized by the introduction of Western artistic practices; the post-handover era (1997-present), marked by the interplay of identity and resistance amid socio-political changes; and the contemporary phase, where digital media and global dialogues increasingly shape artistic expression. The article critiques existing methodologies that often overlook the complexities of local contexts and proposes a multi-faceted approach that incorporates stylistic, thematic, and cultural dimensions. By integrating the contributions of significant artists and movements within each identified period, the study highlights how Hong Kong art serves as a reflection of its dynamic socio-cultural landscape. It also emphasizes the role of institutional frameworks, such as art fairs and galleries, in shaping public perception and promoting artistic discourse. Ultimately, this periodization methodology aims to provide a more inclusive and representative understanding of Hong Kong art history, fostering deeper engagement with the region's artistic practices. The findings contribute to the broader discourse on art history and periodization, offering insights that are applicable to other cultural contexts facing similar complexities.

11:15-11:40

90034 | *Memories Through Cigarette Cards: Cigarette Advertisement and War Patriotism in the Republic of China*
Selina Gao, Murray State University, United States

Cigarette cards (烟画) were first introduced to China by Duke Tobacco Company at the end of the 19th century as part of a campaign to open its market share in Asia. Both foreign and domestically produced cigarette cards later flooded the country as copycats followed the path of the world's leading tobacco conglomerate. They emerged as one of many forms of modern advertising along with print media staples ranging from calendars, posters, magazines, and newspapers that aimed to boost sales for consumer goods in the early twentieth century. However, Chinese cigarette cards have not received much attention beyond niche collector circles, and they are understudied as an influential commercial/cultural media. This study explores how cigarette cards became a new print advertising medium in China and how they were used to stoke nationalist sentiment during the Second Sino-Japanese War (1937-45) as Chinese manufacturers circulated patriotic military-themed images to boost morale. Based on the visual references in cigarette cards, this study will take an original socio-cultural and interdisciplinary approach that explores the development of cigarette card advertisement in the first half of twentieth century China and addresses advertisers' efforts to mobilize the Chinese people against their Japanese occupiers. This will, in turn, provide a fresh understanding of the Nationalist Party's endeavor to defend China during WWII by enlisting the support of patriotic-minded members of the business community, which will by extension contribute to a vibrant and ongoing historical reappraisal of China's Republican era.

10:00-11:40 | UCL Torrington, B08 (Basement Floor)

Saturday Onsite Parallel Session 1

ECE2025: Knowledge Acquisition

Session Chair: Sara Neswald

10:00-10:25

90830 | *Ontological Limits to Epistemological Enquiry*
Bakreswar Panda, Nava Nalanda Mahavihara, India

Western epistemological enquiry typically views knowledge as a relation between the knower and the knowable, with consciousness setting limits on their existence. Kant demonstrated that while we cannot know the essence of either, we can be aware of their existence beyond the scope of rational epistemic inquiry. If the essence of the knower and the knowable remains unknown, the essence of knowledge itself is obscure, leaving the truths of reality forever out of reach. Epistemologists have attempted three approaches to reach the truth of reality:

1. The Cartesian cogito ergo sum, focusing on the knower where consciousness undeniably meets existence.
2. A one-sided approach asserting the truth of one relatum (subject or object) by denying the other, as seen in idealism and realism.
3. A radical attempt denying both relata, treating subject and object as not existentially separate from consciousness.

Hegel, on the other hand, speculated that both subject and object are essentially identical, rejecting the dichotomy of relation and relata. My paper critiques these speculative attempts through comparison with Vedāntic epistemology, particularly Swami Vivekananda's non-dualistic approach. In this framework, varying grades of knowledge, states of consciousness, and levels of existence converge to reveal the truth of the relation between consciousness and existence.

10:25-10:50

94537 | *Trend and Application of Bibliometric Analysis in Humanities and Social Sciences Research: A Pilot Study*
Lalita Jitkaroon, Naresuan University, Thailand

Bibliometric analysis is a quantitative research methodology that assesses academic publications using statistical techniques to reveal trends, impacts, and interrelationships within scholarly work. This paper examines the importance of bibliometric analysis in Humanities and social sciences research, emphasising emerging trends and diverse applications. With the rise in scholarly publications, bibliometric methods have become vital instruments for analysing academic literature and enhancing comprehension of research trends and influences. This study begins by describing essential bibliometric indicators, including citation counts, impact factors, and h-index, which function as guidelines in evaluating the productivity and influence of scholars. Through a comprehensive review of recent literature, the analysis identifies notable trends in social science and humanities research, including interdisciplinary collaboration and the rise of digital scholarship. Additionally, the paper provides case studies demonstrating the practical application of bibliometric analysis, which improves the assessment of policy impacts, identifies emerging themes, and guides resource allocation decisions. The results of this pilot study highlight the transformative role of bibliometric methods in promoting research innovation and informing strategic planning in the humanities and social sciences field. By offering insights into the dynamics of academic knowledge, this paper emphasises the essential qualifications for systematic bibliometric analysis to understand the complexities of knowledge creation and dissemination in an interconnected academic world. Overall, this paper enhances the comprehension of bibliometric analysis as a vital tool in humanities and social sciences research.

10:50-11:15

94638 | *The New Kings Don't Die: AI, Techno-Feudalism, and Transcendence*
Tanner Yocom, University of West London, United Kingdom

This paper examines the cultural construction of artificial intelligence (AI) as purely logical, critiquing its portrayal as an objective intelligence that reinforces Enlightenment ideals while obscuring its material conditions. Using media theory, science and technology studies (STS), and posthumanist critiques, this study explores how AI's spectacle fosters perceptions of machine rationality despite its human biases and capitalist imperatives. Drawing on Guy Debord's theory of the spectacle, this paper argues that AI's framing as disembodied logic mirrors medieval epistemologies, where knowledge was mediated through images and controlled by elites. Debord's framework is essential to understanding AI's role in late capitalism, as it reveals how spectacle replaces direct engagement with reality, producing an illusion of objectivity that conceals underlying economic and political interests. AI functions within this logic, presenting itself as neutral and autonomous while reinforcing existing power structures. While some scholars describe this shift as "technofeudalism", this paper contends that feudal structures have not re-emerged. Instead, technofeudalism operates as an ideology that masks capitalism's persistence while reshaping digital labor and authority. Through critical discourse analysis of AI narratives in corporate rhetoric, media, and policy documents, this study demonstrates how AI's spectacle legitimizes new epistemic hierarchies under the guise of rationality and progress. By applying Debord's concept of spectacle to contemporary AI discourse, this research highlights the ideological mechanisms through which AI sustains power, contributing to debates on digital capitalism, automation, and the politics of knowledge in the 21st century.

11:15-11:40

94987 | *Interpreting the College Classroom: Insights from Ritual Studies and Anthropology*
Sara Neswald, Soochow University, Taiwan

In this paper, I apply insights from ritual, ritual co-authoring and anthropology to considerations of the ritual and social framework of the university classroom. Given the speed at which knowledge is developing, a revolutionary shift in the learner-teacher dynamic has begun. Instead of a traditional, hierarchical, pyramid-like power structure in which learning spreads from the top (superordinate/teachers) down, a new power-structure is emergent: a rhizome-like power structure. Students and instructor may simultaneously stand in multiple positions of power: superordinate-instructor, subordinate-learner, or third-order position – that of unknowing. Communication and learning (power) flows in multiple directions between and among students, and between and among instructor and pupils; therefore, there are, in any communication/learning transaction, some students who are necessarily 'left behind'. However, the rhizome-like communication and power structure allows feeder-structures to develop, drawing networks of learning and power into the transmission of knowledge. Given this dynamic, university instructors must acknowledge that traditional, hierarchical knowledge-power relations cannot be asserted except through ritualized aspects of traditional education and its sacrificial dimensions; even in this case, traditional knowledge-power relations remain more ideatic than iterative, more symbolic than material. Inspired in part by work from DeMeulenaire, I draw insights from ritual and ritualization studies (Bell, Collins, Knotternus), performativity and identity-creation (esp. Butler), and concepts of sacrifice, ritual and power (Goffman, Foucault, Bjork, Gore) to explore these dynamics. In conclusion, I suggest how the hybrid analytical framework thus derived may help to inform other dimensions of social activity, including social work and small group dynamics.

10:00-11:40 | UCL Torrington, B09 (Basement Floor)

Saturday Onsite Parallel Session 1

ECE2025: Existence and Identity in Education

Session Chair: Hsin-Jen Chen

10:00-10:25

92746 | *The Journey Mapping Approach Applied to the Higher Education Context: A Systematic Review*

Melanie de la Rosa, University of Bern, Switzerland

Felix Michael Schmitz, University of Bern, Switzerland

Ara Tekian, University of Illinois at Chicago, United States

Sissel Guttormsen, University of Bern, Switzerland

Universities globally operate within dynamic and complex environments shaped by technological advancements and evolving labor market demands. To sustain competitiveness and differentiate their quality and offerings, higher education institutions (HEIs) require effective strategic tools. This study investigates the application of the Journey Mapping (JM) approach within the higher education context, adapting the Customer Journey Mapping approach from the business context to prioritize student needs. A systematic review was conducted following the PRISMA protocol. The analysis identified five key intentions for implementing JM in HEIs, including the facilitation of organizational and strategic processes and the support of course development. Application areas encompass the comprehensive evaluation of the whole student journey and the refinement of course design. The benefits of JM are substantial, notably enabling long-term improvements, optimizing services, increasing staff awareness of student needs, and fostering interdepartmental collaboration. However, the approach faces significant challenges, primarily related to gaps in implementation knowledge and issues concerning the sustainability and utilization of results. Despite these challenges, JM emerges as a promising yet nascent approach in higher education, with outcomes that positively align with critical determinants of student success. The findings suggest that adopting JM can provide HEIs with valuable insights to enhance their competitiveness and the quality of their educational offerings, thereby meeting the evolving expectations of students in an increasingly competitive academic landscape.

10:25-10:50

93940 | *Listening to Diverse Voices to Support Belonging and Mattering in Higher Education*

Christine Haddow, Edinburgh Napier University, United Kingdom

Jacqueline Brodie, Edinburgh Napier University, United Kingdom

A sense of belonging has been linked with numerous positive outcomes for students in higher education (HE). However, research has highlighted a persistent 'loss of community' (Boyer, 1990). Consequently, enhancing belonging and community within HE has emerged as a complex challenge and a thematic priority for practice, research, and quality enhancement bodies. This paper presents ongoing research at Edinburgh Napier University, focusing on student belonging and mattering. The research encompasses three projects that investigate these concepts across diverse contexts, with a particular emphasis on diversity and inclusion. Our research examines the learning experiences of a diverse student population, including undergraduate, postgraduate, domestic, and international students, and explores how assessment and feedback can influence their sense of belonging and mattering. We propose a roadmap for assessment design to support belonging, derived from our findings, aimed at enhancing learning experiences (Haddow & Brodie, 2023a). Beyond the academic environment, we also investigate how extracurricular activities that foster new student-staff communities can cultivate a sense of belonging. This work has informed our model of authentic belonging enhancement, which advocates for a more inclusive understanding of belonging (Haddow & Brodie, 2023b). Our forthcoming project situates these experiences within the broader socio-economic context, addressing the question: Can students afford to belong at university during a cost-of-living crisis? This project aims to explore how HE students in Scotland navigate belonging in these challenging times. By examining how belonging is achieved and shaped through these academic, social, and contextual experiences, we offer deeper insights for its enhancement.

10:50-11:15

93902 | *To What Extent Is the University Television Studio an Inclusive Learning Space?*

Adrian Butterworth, Bournemouth University, United Kingdom

A mismatch between employers' diversity requirements and job candidates' profiles, has in part led to a widening participation agenda directing higher education (HE) to close this gap between who is included in HE and who is not. This has perhaps begun to create a wider distance between the diverse characteristics of students and that of their educators (Leese 2010). Furthermore, media students have an instrumentalist individualised view of education, fuelled by post-92 universities' employability modality, where the degree is an individual means to an end. With tertiary education increasingly prescriptive, centred around employability, and tailored around individual outcomes, graduates can still find the UK creative industries are not the meritocracy they anticipate. This research intends to map the field of the university television studio, and the positions students take up as they relate to other actors within the field. This is a pedagogical space currently underrepresented in academic literature. Undertaking a Bordieuan analysis is intended to challenge the reproduction of society and culture in this learning space. Generating an account of the relational aspects of fields and activity present in the studio space is intended to contribute to a break in the reproductive cycle of television crews. These new perspectives are proposed to identify opportunities for curriculum design and / or pedagogy to increase the extent that the university television studio is inclusive.

11:15-11:40

88347 | *Identity Formation for Taiwanese Primary Students: A Qualitative Study*

Hsin-Jen Chen, National Chung Cheng University, Taiwan

Identity formation for students in primary education could be involved from nation-level to individual-level. The political situation and societal atmosphere in Taiwan are more democratic and more emphasis of human rights in students. Consequently, the issue of identity construction for Taiwanese primary students has become important than ever. In Taiwan, primary students inevitably encounter the issue of identity formation. Simply speaking, the concept of identity deals with understanding some questions, such as 'who are you' or 'where are you from'. The study intends to explore the three levels of identity for Taiwanese primary students, i.e. national identity, school identity and student identity. The study collected research data through interviewing the teachers and students in northern Taiwanese primary schools. The reason why the study chose teachers was that teachers could explain more accounts related to primary students' identities than primary students. The research findings revealed the transition of national identity gradually from 'Chinese-oriented' to 'Taiwanese-oriented' construction. In terms of school identity, most respondent teachers and students expressed the school as 'a big family' with pleasure to create the sense of happy community. In regard to student identity, the perceptions from most interviewed teachers and students illustrated the construction of student identity was more inclined to individualistic-oriented instead of traditionally collectivist-oriented needs and the concern of human rights for students, such as no corporal punishment or peers' bully and so on. There is no academic paper exploring Taiwanese primary student identities and the study could make a significant contribution to this issue.

10:00-11:40 | UCL Torrington, B17 (Basement Floor)

Saturday Onsite Parallel Session 1

ECE/ECAH2025: Education and Innovation (Workshops)

Session Chair: Kate Montgomery

10:00-10:50

95772 | *Education as a Diplomatic Discipline*

Anna Rozzo, University of Glasgow, United Kingdom

Mounting evidence points to the equitising potential of higher education (HE) pedagogical change. Active and student-centered learning approaches widen participation and foster better outcomes for all. However, epistemological and disciplinary barriers present obstacles to academic developers in such pursuits. Drawing on her dissertation study involving academic staff at a US university as well as an autoethnographic reflection, the facilitator will elucidate possible interdisciplinary boundaries, particularly between STEM (Science, Technology, Engineering, and Math) and SoTL (Scholarship of Teaching and Learning) practitioners. The facilitator proposes that the crucial, justice-informed work of supporting Inclusive Pedagogy may require engaging in interdisciplinary diplomacy. In response to this proposal, participants will be invited to reflect, share, and strategize how, if at all, this might inform their practices.

10:50-11:40

95983 | *Technology, Humanity, Identity, and Soul in the Age of AI*

Kate Montgomery, Southern Methodist University, United States

Robert Hunt, Southern Methodist University, United States

The rapid pace of generative AI has been met with varied receptivity, often negative, within humanities fields. Despite much resistance, AI adoption is exponential around the world. The Stanford Institute for Human-Centered Artificial Intelligence has issued a Global AI Vibrancy ranking with the top four countries spanning the world to include the United States, China, United Kingdom, and India. This workshop begins with a brief introduction of an interdisciplinary, humanities-based graduate curriculum and the intersection of Artificial Intelligence (e.g., history, religion, literature, creativity, human rights, global culture, and science). It follows with an excerpt of the recently published book, *All Brain and No Soul?: Real Humanity in an AI Age*, by the author and co-presenter. His work examines human identity, specifically what it means to be human, through the interdisciplinary lenses of history, religion, philosophy, and science amidst the rise of artificial intelligence. The workshop will conclude with activities from a Technology, Humanity, and Identity graduate course that explores how the use of AI affects an individual's concept of identity at both personal and societal levels. The workshop provides tools to responsibly engage with AI in humanities scholarship, pedagogy, and in practice.

10:00-11:40 | UCL Torrington, G08 (Ground Floor)

Saturday Onsite Parallel Session 1

ECE2025: Distance and Self-Directed Learning

Session Chair: Surapon Boonlue

10:00-10:25

96015 | *Redesigning Self-Directed Learning: A Systems Thinking Critique of Online Learning Infrastructure*
Sumaiya Qureshi, Art Academy of Latvia (Erasmus Mundus – SDSI Programme), Latvia

The future of learning is increasingly digital, self-directed, and lifelong — yet the current infrastructure learners rely on is fundamentally flawed. While platforms like YouTube and Google offer unprecedented access to content, they fail to support learners in navigating that content meaningfully. Instead of learning journeys, users experience cognitive overload, algorithmic distraction, and disjointed exploration. Existing responses — such as digital literacy programs — reinforce the burden on learners to adapt, rather than addressing the deeper system-level misalignments. These approaches neglect underserved populations, rely on slow institutional change, and assume access equals agency. This presentation offers a systems thinking critique of the self-directed learning ecosystem. It maps the roles of content creators, distributors, learners, and the absent facilitator layer to reveal how misaligned incentives lead to fragmented, inequitable outcomes. Drawing from service design methodology, it presents not a singular solution, but a reframing: that self-learning infrastructure must be treated as a designed system — one whose failure lies not in individual behaviors, but in ecosystem architecture. The talk proposes a new lens through which to understand and intervene in this system — one that centers learner agency, cross-stakeholder alignment, and ethical use of AI. In line with IAFOR's themes of Technology, Human Intelligence, and Global Citizenship, this work calls for collaborative rethinking of how digital learning environments are structured, and for whom.

10:25-10:50

93575 | *The Pandemic Legacy for Teacher Agency: Insights from High School English Teachers' Narratives of Digital Teaching*
Yogi Saputra Mahmud, The University of Western Australia, Australia
Jennifer Shand, The University of Western Australia, Australia
Mark Pegrum, The University of Western Australia, Australia

The global COVID-19 pandemic disrupted education systems worldwide, compelling English as a Foreign Language (EFL) teachers to rapidly adapt to digital teaching. While the challenges of this adaptation have been well-documented, the lasting impact of teachers' purposeful choices and adaptations—as manifestations of teacher agency—after the COVID-19 pandemic remains underexplored. This study investigated how nine Indonesian senior high school EFL teachers exercised agency in digital teaching after the pandemic. Employing narrative inquiry, it captured teachers' experiences through semi-structured interviews with visual prompts. The data were analysed using Braun and Clarke's (2022) thematic analysis. Two key themes will be presented in this paper. The first theme, "selectively sustaining the integration of technology," highlighted EFL teachers' purposeful efforts to retain digital tools from the pandemic-induced teaching period, such as online assessments, digital teaching resources, and mobile platforms, to enrich their post-pandemic teaching. The second theme, "purposefully rebalancing the use of technology," demonstrated how teachers cautiously and deliberately adjusted their technology use, prioritising pedagogical relevance and addressing concerns about student development in post-pandemic face-to-face teaching. Teachers' intricate decision-making processes reflected their agency in aligning digital tool use with their beliefs, contextual realities, and evolving student needs. By exploring how teachers balance technology integration with pedagogical goals, this study offers valuable insights into the enduring legacy of the pandemic for teacher agency and underscores the importance of valuing teachers' lived experiences in shaping the future of EFL digital teaching.

10:50-11:15

93143 | *A Framework for Assessing Effectiveness of Adult Language Courses*
Tatiana Ginzburg, University of Latvia, Latvia

Considering current socio-demographics factors and demands of the labor market, adult education is gaining prominence. Online and blended courses are becoming increasingly common, as they offer convenient ways for adult students to participate in training. However, despite the growing prevalence of adult education programs, research into their effectiveness remains limited. Assessment methods often rely on student achievement metrics and satisfaction surveys, which, while efficient, do not comprehensively evaluate long-term outcomes. From an andragogical perspective, adults participate in training to develop competencies and require validated evidence of its value. Therefore, evaluations must incorporate externally assessed, long-term learning outcomes. This paper presents a comprehensive framework for assessing effectiveness of an adult language courses. Grounded in social constructivist theory and employing a pragmatic worldview, the framework integrates students' perceptions, expert evaluations, evidence of learning achievement, and knowledge retention as its core components. A quasi-experimental mixed-method study illustrates the framework's application, analyzing the effectiveness of an English language course delivered in three modalities: face-to-face, online, and blended. Effectiveness was evaluated through student teaching evaluations, alumni and expert interviews, and comparisons of English proficiency levels achieved during the course and demonstrated in external proficiency tests conducted one year later.

11:15-11:40

95940 | *Effects of Integrating Virtual Studio and Infographic Videos in an xMOOC Environment to Enhance Learning Achievement*
Surapon Boonlue, King Mongkut's University of Technology Thonburi, Thailand
Paitoon Kantunyaluk, King Mongkut's University of Technology Thonburi, Thailand
Parunyou Orasutthikul, Rajamangala University of Technology Krungthep, Thailand
Vitsanu Nittayathammakul, Mahidol University, Thailand

Thailand has continued to advance its digital education policies, with ThaiMOOC playing a key role in promoting access to flexible and equitable learning opportunities. This study aimed to develop and evaluate the virtual studio videos integrated with infographic explainers for the Television Program Production course. A developmental research (Type I) was applied, guided by the ADDIE model, constructive alignment, and the TPACK framework. The course was structured to support both conceptual knowledge—focusing on television program types and formats—and procedural knowledge encompassing the full production cycle: discovery, pre-production, production, post-production, and distribution. Pedagogical strategies included advance organizers, case studies, and demonstrations. The course comprised 16 learning hours, including 5 hours and 36 minutes of instructional video content. Six experts validated the materials. The course design incorporated a syllabus, weekly announcements, videos as primary instructional media, supplementary reading materials, learning assignments, discussion forums, independent activities, quizzes, and social media for instructor communication. Certificates are awarded upon completion. Assessment consisted of formative evaluation (60%), based on weekly post-module quizzes, and summative evaluation (40%), based on a final achievement test. Developmental testing involves alpha, beta, and gamma testing. Findings showed that the developed materials and pedagogical strategies enhanced learner achievement and satisfaction. The study affirms the effectiveness of integrating virtual studio production and visual storytelling in online media education. The article also reports course-level analytics, including completion rate, dropout rate, and active learner rates. Future research may focus on adapting the course to emerging generative AI technologies in television program production. Keywords: EdX, instructional

10:00-11:40 | UCL Torrington, G09 (Ground Floor)

Saturday Onsite Parallel Session 1

ECE2025: Pursuing Education in Times of Change

Session Chair: Douglas Moodie

10:00-10:25

95211 | *Clarifying the Concept of Aspiration: A Theoretical Categorization Across Disciplines*
Sinem Maden, University of Łódź, Poland

For scientific progress in any field, it is essential to establish clear definitions of key concepts and the ideas that constitute related theories. Such conceptual consensus enables researchers to conduct comprehensive studies and engage in meaningful discussions within the same domain. In this context, the concept of "aspiration" has been examined across various disciplines, including sociology, psychology, and pedagogy. However, scholars from different field -and even within the same discipline- have not reached a consensus on its definition. Furthermore, there is a tendency among researchers to leave the concept vaguely defined, which hinders a comprehensive understanding of their findings. As a result, identifying aspirations of youth for further education may not be meaningful in the field of education either, without having a common description of it. This study aims to identify a common definition in the field of education after categorizing various definitions of "aspiration" found in scientific literature based on the theoretical frameworks they are associated with.

10:25-10:50

94176 | *Impact of the COVID Pandemic: College Students' Reflections on Challenges and Personal Growth*
Ginny Zhan, Kennesaw State University, United States

The impact of COVID on college students' lives is still unfolding. Research has delved into students' self-reflections to gauge how students viewed their experiences during the pandemic (Kelly et al. 2021; Wintacha et al. 2021). These self-reflections offered students a venue to reflect deeply and express their thoughts and feelings, helping them better process their experiences. The ultimate goal of self-reflection is the hope that it will help students move forward successfully in the post-pandemic era after overcoming difficulties and challenges to their lives. The current study analyzed a group of college students' self-reflections on the challenges and personal growth during and after the COVID-19 pandemic. Fifty psychology undergraduate students participated in this qualitative study. The participants ranged from first year to last year college students, mostly female, and were from different ages, ethnic groups, and social economic backgrounds. Their reflections were the voluntary responses to a prompt "Briefly share your personal challenges during the COVID pandemic and any insights or personal growth gained from the experience." Content analysis was performed to examine and analyze the data. Topics or themes of challenges and personal growth were identified. These themes fell into five broad categories: academic, social, relationships, health, and family. The results shed light on how college students encountered different challenges during and after the COVID-19 pandemic, and more importantly, how they overcame these challenges and gained tremendous personal growth in the process that is beneficial to them moving forward.

10:50-11:15

95951 | *Beyond Global Trends: How Institutional Context Shapes Graduate Outcomes in Hospitality*
Bayaz Mammadova, University of Bath, United Kingdom

Transformations in graduate employment are often explained through global labor market trends such as polarization, flexibilization, and professionalization. This study challenges such universalist accounts by highlighting the role of national education and labor market institutions in shaping distinct occupational outcomes. Using the hospitality sector as a case, the research explores how institutional arrangements mediate labor market change, offering insights relevant across a range of sectors. Drawing on the cases of Germany, Sweden, the UK, and Greece, the study examines how vocational education systems, regulatory frameworks, and wage-setting mechanisms influence occupational restructuring and career trajectories. It analyzes data from the Labour Force Survey and Annual Population Survey from 2010 to 2022: a period marked by economic recovery, regulatory reform, digitalization, and the COVID-19 pandemic. Findings show that institutional configurations, particularly those related to education and training, condition the effects of technological and economic change on graduate employability, skill development, and career mobility. The study demonstrates that sector-specific changes are deeply embedded in national institutional contexts, with significant implications for how we understand and address graduate transitions from education to employment. While hospitality serves as the illustrative sector, the broader conceptual framework offers transferable insights for analyzing workforce development across industries. The study contributes to a more context-sensitive understanding of graduate outcomes and offers practical implications for educators, policymakers, and employers aiming to design inclusive and sustainable education-to-employment pathways.

11:15-11:40

94469 | *How Grades Changed Before, During and After Covid in a Business College*
Douglas Moodie, Kennesaw State University, United States
Alison Keefe, Kennesaw State University, United States

This study explored the effect of Covid on mean Course Grades in Coles College of Business at Kennesaw State University (KSU) from 2015 to 2024. This analysis used student-section data from all the undergraduate courses taught in the business college that used A to F grades. This data set with individual student course outcomes included full student demographics and course types, including previous university grade point average (GPA), sex, age, ethnicity, course department, modality, and course level. The study showed that there was a substantial increase in mean course grades for all demographics during Covid, followed by a reversion to a lower level that was still higher than the preceding Covid level. These results show that GPA and course grades may not be the best measure of success for learning when comparing results from different years, as Covid had a major effect on mean course grades.

10:00-11:40 | UCL Torrington, G10 (Ground Floor)

Saturday Onsite Parallel Session 1

ECE2025: Curriculum Design and Development for Inclusive Education

Session Chair: Shu-Fen Yu

10:25-10:50

93672 | *Upgrade Teachers or Improve Teaching: Solving the Underdevelopment of Private Migrant Education in Urban China Beyond the Distribution Justice Approach*

Jiaxin Chen, The Hong Kong Polytechnic University, Hong Kong
Licui Chen, Zhejiang University, China

The large population of children affected by rural-urban migration keeps challenging China's central and local governments in urban education provision. Private migrant schools in China, similar to the low-cost private schools in other developing countries, therefore become the last resort for many children of rural migrants to stay with their parents in cities. However, scholars have continuously revealed the weaknesses of private migrant schools in education provision in terms of lack of legal standing, limited school funds, and low-quality teaching force. Thus, improving the education quality of private migrant schools become an imperative task for researchers and local governments in the current stage. Our study reviews that, while the majority of research studies and governmental actions have drawn attention to two distribution justice approaches – reforming the household registration (hukou) system to include rural migrants in urban public resource distribution and increasing their educational inputs via strengthening public regulations over these schools, neither approach could fully explain or effectively solve the underdevelopment of private migrant education in China. Thus, we propose comprehensive in-service teacher professional learning as the alternative approach to achieve school improvement in low-cost private schools. Via analysing qualitative data gathered from a private migrant school case in Beijing, China, we call for more attention to the tailored, structured process to support teachers' professional learning in such a kind school to fit the school's and teachers' development needs and challenges at multiple levels, ranging from individual, peer group, school community, and education system.

10:50-11:15

92395 | *Strategic Alignment in Private Education Networks How BPMN and KPIs Transform Results*

Waldir Moura, Vespér, Brazil
Juliana Baptista dos Santos França, UFRJ, Brazil
Angélica Fonseca da Silva Dias, UFRJ, Brazil
Edgar Delbem, Vespér, Brazil

This study examines the alignment of ten branches within a private educational network with its foundational project, emphasizing the importance of structured management and evaluation practices to improve educational efficiency. Aligning branches with foundational objectives is a critical challenge due to the diversity of pedagogical and administrative practices, which can undermine consistency and effectiveness. The research explores how Business Process Model and Notation (BPMN) and Key Performance Indicators (KPIs) can be applied to evaluate and enhance this alignment. Data on student retention, graduation rates, average grades, and parental satisfaction were collected and analyzed to correlate KPIs with adherence to the foundational project. Interviews and quantitative data were also used to assess pedagogical and administrative practices. The findings indicate a positive relationship between strong KPI performance and alignment with the foundational goals. Branches with higher KPI scores showed improved outcomes, including reduced student retention and higher satisfaction rates. Conversely, branches with weaker alignment faced challenges in communication and implementing guidelines. To address these gaps, the study recommends strategies such as sharing best practices, ongoing staff training, and administrative process optimization. Continuous monitoring of KPIs can further ensure progress and integration. In conclusion, KPIs are essential tools for improving branch adherence to foundational objectives. This study provides actionable insights for educational managers to apply structured methodologies like BPMN, fostering alignment and enhancing the effectiveness of private educational networks.

11:15-11:40

93408 | *Application of DFC in the Communication Course: The Case of SME in Remote Areas*

Shu-Fen Yu, Ming Chuan University, Taiwan

The purpose of this study was to narrow the education-job mismatch by enhancing students' professional skills and practical experiences. The teaching method used in this study was Design for Change (DFC). Based on the spirit of DFC, this study developed a teaching model with twelve procedures to make the implementation of DFC more defined and solid. Eighty-eight students enrolling the course of "Advertising Strategy and Planning" served as the subjects of the study. Two orchards in remote areas were the targets of the practical projects. Eighteen weeks of Curriculum divided into four steps, "Feel", "Imagine", "Do" and "Share", of DFC. following the steps of DFC. Each step consisted of three procedures based on the proposed teaching model of the study. The course projects were marketing communication plan and social media operation for the two orchards. Students' before-after surveys regarding professional skills and practical experiences and project evaluations from two orchard owners were conducted to assess the effectiveness of teaching. All the data was analyzed by SPSS. A series of T-test results proved that the proposed teaching model of DFC enhanced not only the students' professional skills and practical experiences but also the students' learning motive and learning effect, which narrowed the education-job mismatch. Course projects have beneficial the two orchards in brand developments, product packages, social media contents and sales. Acknowledgement: This study has obtained research grant from the MOE Teaching Practice Research Program, Ministry of Education, R.O.C.

10:00-11:40 | UCL Torrington, G12 (Ground Floor)

Saturday Onsite Parallel Session 1

ECE2025: AI in the Education Ecosystem

Session Chair: Yannis Stamatiou

10:00-10:25

91684 | *A Philosophical Inquiry into Knowledge and Originality to Investigate the Prevailing Narrative of Blame on ChatGPT et al*
Mohammad Uddin, University of Alabama, United States

The rapid advancement of Conversational AI tools like ChatGPT has sparked polarized debates in academia, particularly around issues of plagiarism, ownership, and bias. Unexamined misconceptions may hinder the effective integration of Conversational AI tools, limiting their potential to stimulate interactive and convergent learning experiences. This study investigates prevailing criticisms by infusing insights from theories of Mimesis from Greek philosophy, Value Creation from Economics, and Deconstruction from Western philosophy to provide a well-rounded perspective. Utilizing qualitative thematic coding, this review analysed 40 ChatGPT-related articles selected from an initial pool of 302 articles sourced from Scopus and Web of Science using a Boolean search. The review also integrated 14 theoretical and 10 methodology-focused studies. The PRISMA flowchart was employed to ensure transparency and rigor in the screening process. The findings revealed that: (i) nothing in the world is truly original except for Nature itself and knowledge is the replica of shared understanding; (ii) Creation involves adaptation and transformation in response to user or contextual demands; and (iii) truth is multiple and resists rigid binary notions of right and wrong; which suggest that attributing blame to Conversational AI for plagiarism, ownership, or bias is unjustified. Conversational AI, when used with clear guidelines and thoughtful pedagogical strategies, can foster creativity through collaboration, enhance opportunities by synthesizing raw information, and elicit intellectual engagement by offering non-binary truths. The findings will help students, educators, and administrators cross-check the unjustified criticisms of Conversational AI tools and reshape attitudes to embrace their functional adaptability to enhance knowledge dissemination.

10:25-10:50

94091 | *Tech in the Classroom: Integrating Technology in Teacher Education at an American Urban Community College*
Michele de Goeas-Malone, LaGuardia Community College, United States
Caterina Almendral, LaGuardia Community College, United States

This presentation delves into the multifaceted process of integrating technology within teacher education programs at LaGuardia Community College, a part of the City University of New York (CUNY) system. It specifically examines how CUNY's broader initiatives for computer integration are being leveraged to enhance the preparation of future educators. The presentation will showcase concrete examples of technology integration across various facets of teacher training, including curriculum design and pedagogical approaches. A key focus will be on exploring the practical applications of technology in fostering engaging and effective learning experiences for teacher candidates. This includes teaching about, through, with and against technology in the classroom. The presentation will also address the challenges encountered during the strategic planning process, such as faculty buyin, faculty development needs, infrastructure limitations, and the need for ongoing support. By sharing the experiences and lessons learned at LaGuardia Community College, this presentation aims to provide valuable insights for other institutions seeking to effectively integrate technology into their teacher education programs within a large university system like CUNY.

10:50-11:15

94450 | *OpenAI's Adaptive 3D Periodic Table with Braille: Revolutionizing Chemistry Education for the Visually Impaired*
Dilnaz Rakhmet, SDU University, Kazakhstan
Zhangyl Abilbek, SDU University, Kazakhstan
Nurbol Aidarbayev, SDU University, Kazakhstan
Umar Adam Ibrahim, SDU University, Kazakhstan
Jasmin Shomekey, SDU University, Kazakhstan

In our developing times, the development of technological tools has a special impact on the field of education. In particular, it is necessary to use various technological tools to ensure the education of students with special needs. However, even with better tools, Kazakhstan has not developed well-developed methods of teaching chemistry to blind students. Blind students can familiarize themselves with the periodic table of chemical elements only by tactile means. These tactile tools make it difficult to understand complex concepts in chemistry and reduce students' enthusiasm and interest in chemistry lessons. To solve this problem, a new project was organized jointly with students of SDU University. As part of this research effort, a unique interactive periodic table was printed using 3D printing technology, which was created using OpenAI technology. This periodic table allows blind students to study chemical concepts in a convenient format, keeping up with other students. It was printed on a 3D printer, and each element was made in the format of a button on a keyboard. At the same time, the surface of each element was made in Braille. To obtain information, the Nano Arduino sensor system was used, which transmitted information directly to the smartphone via a wireless network or mobile Internet at the touch of a button. The transmitted information was classified in a database and entered into the OpenAI information system, which made it possible to send audio information to students via a smartphone.

11:15-11:40

89907 | *Intelligent Management of the Book Distribution Procedures for Greek Primary and Secondary Schools: A Combined Algorithmic and Machine Learning Approach*
Yannis Stamatiou, University of Patras and CTI - Computer Technology Institute and Press "Diophantus", Greece
Christos Manolopoulos, CTI - Computer Technology Institute and Press "Diophantus", Greece
Rozina Efstathiadou, CTI - Computer Technology Institute and Press "Diophantus", Greece

The book publication and distribution process for primary and secondary schools in Greece is a complex, multifaceted and time-critical project undertaken, for over a decade, by the Computer Technology Institute and Press – "Diophantus" in Patras, Greece. The institute developed an information system, called "Pythia", to handle all aspects of this process with an emphasis to the timely books distribution phase to the schools across Greece, well before the school year begins. It turns out that the geographical (school positions and their interconnections), transfer (delivery itineraries) and assignment (optimal distribution of books to schools to avoid excesses or deficits) parameters of the process provide the several, not yet pursued, opportunities for enhancement of the "Pythia" system with "intelligence". We implemented algorithms for shortest paths between schools so as book transfer is fast, minimum cost spanning trees for building low-cost connectivity networks among schools of an area, as well as maximum-flow algorithms that determining the maximum book loads that can be transferred from any school to any other school, given capacity constraints on the connections between pairs of schools. We have implemented, also, Machine Learning techniques were chosen that could detect trends and regularities in book estimates and actual numbers, over the years, towards accurate predictions for the next school years. These techniques can create clusters of similarly behaving schools based on geographical proximities and similarities. We have implemented feed-forward, multilayer, Artificial Neural Networks, the Naive Bayes classifier, the k-NN (k-Nearest Neighbour) clustering technique and Support Vector Machines (SVMs).

10:00-11:40 | UCL Torrington, G13 (Ground Floor)

Saturday Onsite Parallel Session 1

EGen2025: Frailty and Mobility

Session Chair: Mimi Tse

10:00-10:25

EGen2025 Welcome Address

James W. McNally, NACDA & University of Michigan, United States
Evangelia Chrysikou, University College London, United Kingdom

10:25-10:50

93662 | *Spatiotemporal Dynamics of the Timed-Up-and-Go Test in Hip Osteoarthritis Patients: Insights from BTS G-Walk Inertial Sensor Data*

Elina Gianzina, National and Kapodistrian University of Athens, Greece
Christos K. Yiannakopoulos, National and Kapodistrian University of Athens, Greece

Background:

Hip osteoarthritis (HOA) significantly impairs mobility, affecting daily activities and increasing fall risk. The Timed Up and Go (TUG) test is commonly used to assess functional mobility, but traditional methods may not capture detailed gait characteristics. Inertial sensors, such as the BTS G-Walk, provide precise spatiotemporal data, offering a more comprehensive analysis. This study aimed to compare TUG test parameters between individuals with HOA scheduled for surgery and healthy controls to better understand mobility deficits before intervention. Methods: Forty-two participants (18 with HOA, 24 healthy controls) aged 64–85 years completed the TUG test while wearing the BTS G-Walk sensor. Seventeen spatiotemporal gait parameters and phase durations were analyzed.

Results: The HOA group exhibited significantly longer TUG completion times ($p < 0.001$) and prolonged sit-to-stand phase duration ($p = 0.003$). They also showed reduced forward gait speed ($p = 0.017$) and a longer mid-turning phase ($p = 0.034$). Additionally, vertical acceleration during sit-to-stand transitions was lower ($p = 0.005$). No significant differences were observed in turning rotation speeds or lateral and antero-posterior accelerations. Conclusions: HOA patients awaiting surgery exhibited significant impairments in functional mobility, particularly in prolonged phase durations and reduced vertical acceleration. These findings emphasize the importance of pre-surgical gait assessment to guide rehabilitation strategies, including quadriceps strengthening, balance training, and gait retraining. The validated BTS G-Walk sensor proved reliable for identifying movement deficits. Future research should explore longitudinal gait changes post-surgery to optimize rehabilitation and track functional recovery.

10:50-11:15

93667 | *Assessing Gait Characteristics in Individuals Awaiting Total Knee Arthroplasty Using Wearable Sensors*

Elina Gianzina, National and Kapodistrian University of Athens, Greece
Christos K. Yiannakopoulos, National and Kapodistrian University of Athens, Greece

Background: Gait impairments are common in individuals with knee osteoarthritis (KOA) awaiting total knee arthroplasty (TKA), affecting mobility and quality of life. Wearable sensors, like the BTS G-Walk inertial system, provide a reliable, non-invasive way to assess gait biomechanics. This study aims to compare gait characteristics in Pre-TKA patients and a normal non-arthritic group, identifying key alterations to guide prehabilitation and rehabilitation strategies that may improve gait before surgery.

Methods: This study included 60 participants (21 Pre-TKA, 39 non-arthritic), aged 64 to 85 years. Participants performed a standardized 14-meter walk, during which 17 biomechanical gait features were wirelessly measured using the BTS G-Walk inertial sensor.

Results: Pre-TKA individuals exhibited significantly longer gait cycle and stride durations ($p < 0.001$), reduced cadence ($p < 0.001$), and lower symmetry indices ($p = 0.004$ to < 0.001) compared to the normal group. The right single support phase ($p = 0.001$) and right swing duration ($p = 0.005$) were significantly reduced, indicating altered gait stability. No significant differences were found in stride length or propulsion index, suggesting that compensatory mechanisms primarily affected temporal rather than spatial parameters.

Conclusions: This study confirms significant gait impairments in individuals awaiting TKA, characterized by slower walking speeds, increased asymmetry, and reduced cadence. These findings highlight the need for prehabilitation programs to improve gait mechanics before surgery. The BTS G-Walk system offers an effective tool for non-invasive gait analysis and may support optimized rehabilitation strategies.

11:15-11:40

90803 | *To Enhance Physical Activity Among Older Adults: Does Intergenerational Relationship Matters?*

Mimi Tse, Hong Kong Metropolitan University, Hong Kong

Background: Older adults often experience physical immobility and diseases associated with age, which could negatively influence their quality of life and psychological well-being. These functional and psychosocial limitations decrease their desire of participation in regular physical activities, which are important for both physical and psychological health. Similarly, 80% of adolescents worldwide do not engage in sufficient physical activities daily.

Aim of study: to investigate the effectiveness of Connective Active Program (CAP) in improving intergenerational relationship, psychological well-being and physical fitness for older adults

Methods: Participants were randomized into an experimental group ($n=10$ dyads, with the CAP) and the control group ($n=10$ dyads, with leaflets and written materials). Each dyad consists of one older adult and one younger family member/relative. The 6-week CAP will include walking exercises. Outcome measures included: the Time Up and GO functional test, Quality of Life-BREF, Oxford Happiness Questionnaire, The intergenerational relationship quality scale, Mobile Application Rating Scale.

Results: Upon completion of the CAP, physical and psychological well-being, intergenerational relationships, happiness, and quality of life were improved.

Discussion: Using technology and intergenerational relationship is a good way to enhance physical activity among older adults.

10:00-11:40 | UCL Torrington, G20 (Ground Floor)

Saturday Onsite Parallel Session 1

ECE2025: Technology in Education

Session Chair: Ndidi Ofole

10:00-10:25

94048 | *Exploring Future Teachers' Acceptance of Wearable Technology for Anxiety and Stress Management: A TAM-based Study*
Savannah Olivia Mercer, Università degli Studi di Palermo, Italy
Alessandra La Marca, Università degli Studi di Palermo, Italy

This study employs the Technology Acceptance Model (TAM, Davis, 1989) to investigate future teachers' perceptions of wearable technologies for anxiety management. Wearable devices capturing physiological data are increasingly prominent in educational and psychological literature. Wearables can be worn on the wrists and hands for non-invasive, real-time monitoring of signals such as heart rate and electrodermal activity. Modern-day pressures create unique stressors for future educators, including balancing training and assessment demands, administrative burdens, and uncertainty regarding future positions. Accordingly, such devices offer innovative solutions by monitoring early physiological indices and prompting awareness. Understanding the technological adoption factors is essential for initiating their use in educational settings. The sample consists of student teachers enrolled at the University of Palermo, responding to a questionnaire based on TAM constructs: perceived usefulness, perceived ease of use, attitudes towards and intention to use. Items examine pre-service teachers' perceptions of wearable technologies for managing anxiety related to being a student teacher. The research design uses multiple regression techniques to explore factors predicting intentions to use wearable technologies. Results can offer insights into the practical implications for developing targeted teacher training programs that address concerns surrounding the usefulness and usability of wearables. Thus, informing strategies to enhance usability, like designing intuitive interfaces, alongside awareness initiatives such as interactive workshops to promote understanding and engagement.

This research is funded by the Sicilian MicronanOTech Research and Innovation Center "SAMOTHRACE" (MUR, PNRR-M4C2, ECS_00000022), spoke 3 - Università degli Studi di Palermo "S2-COMMs - Micro and Nanotechnologies for Smart & Sustainable Communities".

10:25-10:50

90897 | *Detrimental Impact of Technological Tools on Handwriting*
Waleed Abd Elwahab, Northern Border University, Saudi Arabia

This study investigates the detrimental influence that technological tools have on the handwriting skills. Traditional handwriting is gradually becoming a neglected skill due to the increasing prevalence of digital devices and the widespread use of keyboards for writing tasks. The purpose of this research paper is to look into the consequences of this modification in writing practices on mental development, manual skills, and overall handwriting proficiency. Through a broad survey of present literature and experimental studies, this research paper highlights numerous key findings. To begin with, it examines how reduced exposure to handwriting due to total dependence on technological tools can weaken intellectual processes such as memory retention and information processing. Furthermore, it explores the prospective destructive effects on hand-operated skills development among children who are not provided with sufficient opportunities for handwriting practice. Moreover, this research explores the implications for educational settings where typing is replacing handwriting as the primary mode of written expression. It discusses likely consequences for students' learning outcomes and recommends approaches for incorporating technology while preserving the importance of developing proficient handwriting skills. Generally, this research paper sheds light on the detrimental impact that technological tools have on handwriting capabilities. By considering these effects, educationalists, parents, and legislators can make informed decisions regarding curriculum design and instructional practices to ensure that future generations maintain a balance between digital literacy and essential physical skills like handwriting.

10:50-11:15

95691 | *Building Digital Resilience: Developing Digital Citizenship Education Through Service Learning*
Obby Taufik Hidayat, Universitas Muhammadiyah Surakarta, Malaysia
Fajar Nugraha Asyaghida, Universitas Pendidikan Indonesia, Indonesia

In the contemporary digital era, the rapid advancement of technology has revolutionized many aspects of life, bringing both opportunities and risks. Therefore, this study explores the involvement of students in higher education in efforts to develop digital citizenship education through service learning in the community. The program of service learning implemented is Building Digital Resilience which was initiated by a sociology and civic education study program to address digital challenges and issues for vulnerable populations in Indonesia. Qualitative approaches, such as focus group interviews, observation, and document review, would be used to collect the data. The data were taken in a community in West Java with a total of seven informants and entailed recording students working on service-learning projects and thematic analysis. This study describes that service learning can enhance digital citizen features, especially digital literacy, digital responsibility and cyber security awareness. The effectiveness of service learning brings psychological changes that are shown in better students' competency and skills in the digital world. Furthermore, this study provides insights that can be used to reduce the impact of online fraud.

11:15-11:40

93239 | *A Survey of Digital Literacy Among Counselling Psychology Teachers in Southwestern Nigeria Universities*
Ndidi Ofole, University of Ibadan, Nigeria

Aim of Study: This study was designed to survey the digital literacy among lecturers teaching counselling courses at southwestern Nigerian Universities. Materials and methods Two hundred and twelve lecturers teaching counselling courses were drawn from public universities in southwestern Nigeria. Their ages ranged from 20 to 60 years, with a mean age of 29 years. Son, Robb and Charismiadji (2011) questionnaire was adapted. Results Of the two hundred and two respondents, 42.9% indicated they have 1–5 years' experience of using computers in a classroom. Majority (86.0%) own a notebook PC while over half (58.5%) had tablets. Less than half of the respondents had a desktop (37.3%) and smartphones (25.9%) respectively. A high percentage (97.2%) indicated they used the internet, while (91.0%) use concordance software, (74.5%), e-mail (71.2%) word processing (72.6%) and computer games (72.6%) daily. Other software applications used 3–4 times per week engagement were cloud computing (84.4%), language software (80.6%), video conferencing (69.4%), multimedia (61.4%) and blogging (60.4%). On a scale of one to four, 50.5% and 50% of respondents considered their computer literacy and internet literacy good respectively, while less than half (40.6%) reported they have good typing speed. Self-reported proficiency in the use of applications for teaching was intermediate.

12:10-13:50 | UCL Torrington, B07 (Basement Floor)

Saturday Onsite Parallel Session 2

ECE/ECAH2025: Arts and Curation

Session Chair: Wei Hsiu Tung

12:10-12:35

94951 | *The Influence of Holographic Art on Tourist Experiences in Museum Environments*
Minglun Zhang, University of Chester, United Kingdom

This study explores the influence of holographic art on tourist experiences in museum environments using the SPACTOR model, a model conceptualized and blended by Stimulus-Organism-Response and PACT framework of Human-Computer Interaction, including people (user), activities (task), context (situation and environment), and technology (holographic technology). While holographic technology has been widely adopted across industries, its application in museum tourism remains underexplored. The research examines how holographic exhibitions impact tourist perceptions, engagement, and willingness to pay for museum visits. Specifically, the author employs the holographic artworks as stimulus at the presence of the participants the user (organism), aged from 18 through 60, with a sample of 400, formulating a context where holographic technology and human activities interplay, to elicit participants' perceived trust, perceived enjoyment, perceived immersion and perceived cultural identity thus working out participants' tourist intentions. Employing a quantitative approach, a pair of questionnaires is employed, emphasizing on evaluating how consumers are attracted by the holographic artworks and its impact on consumers' tourist intentions in the post-pandemic. A Likert 7-point scale with values ranging differently from strongly agree to strongly disagree is employed to collect the data which is analyzed via SPSS. The research results reveal that the perceived experience of the participants, including perceived enjoyment, perceived trust, perceived immersions and perceived cultural identification as well as their interplay have a positive correlation with consumer's tourist intentions.

12:35-13:00

95857 | *Enhancing History of Architecture Education in India: Redefining the Curriculum for Competency Development Using Curation as a Teaching Method*

Julie Ann Tharakan, Wadiyar Centre for Architecture, India
Priya Peggy Romal, Trinity Western University, Canada

The educational curriculum in Indian higher secondary and post-secondary institutions fails to identify and foster competencies in students, based on the constructivist and cognitivist frameworks. While teaching the subject of history or history of architecture, the focus is on transmission of knowledge rooted in traditional instructional methods like rote learning. Previous research shows that, while formulating the curriculum, the main gap is in developing innovative instructional techniques that integrate global and local narratives in teaching history. The syllabus for teaching history often emphasises the evolutionary narrative which revolves around landmark events like nationalism. The scene for teaching the history of architecture is no different than the above mentioned, where the teacher is the medium through which the subject is taught in a sterile environment. Contemporary history education demands a broader perspective from the pupil and the teacher so that historical events are understood both from its centre and periphery agencies of knowledge generation. The revised National Education Policy by the Government of India highlights the need for innovative and multidisciplinary approaches in the development of teaching methods. With the help of case studies, this paper examines how the method of curation can be an effective teaching method that integrates local and global narratives which will help the students to develop curricular competencies like historical reasoning, critical reasoning, spatial literacy and analytical thinking.

13:00-13:25

95781 | *A Place of Encounter and Regeneration: Curatorial Approach and Artistic Social Practice In "Void Mountain Festival"*
Wei-Hsiu Tung, National University of Tainan, Taiwan

This paper explores the "Void Mountain Festival," initiated by artists and curators in Longqi District located in Tainan County, Taiwan, since 2019. Longqi has historically faced challenges such as severe population aging and stagnant industrial sectors. Yet, it also boasts a diverse ecological environment and rugged terrain. Proposed plans in 2001 to designate the area as a landfill site sparked strong resistance from local residents and ignited debates about sustainable development in rural regions with unique landscapes. In reflecting on urbanization, artists entering Longqi encountered a prevalent perception of depopulated villages as "empty" or "impoverished." However, they unearthed rich narratives about the area's landscape and human history, transforming the inaugural "Void Mountain Festival" into a celebrated event that attracted unprecedented crowds. This festival, recognized as the most beautiful mountain lantern festival, employed curatorial approaches such as light festivals, participatory art projects, and environmental art to spotlight Longqi and assist local residents and external participants in rediscovering the value of its natural landscapes, traditional crafts, and historical memories. This article analyzes the curatorial strategies of the "Void Mountain Festival" to explore how the creative processes of artists and curators engage with local cultural and ecological issues. It examines how these efforts awaken environmental aesthetic consciousness and foster sustainable visions for revitalizing declining rural areas.

12:10-13:50 | UCL Torrington, B08 (Basement Floor)

Saturday Onsite Parallel Session 2

ECAH2025: Knowledge Acquisition and Literacy Development

Session Chair: Eva Yin-han Chung

12:10-12:35

95547 | *Anchoring Knowledge: Elementary Students' Awareness of Maritime Careers*

Mamta Singh, Lamar University, United States

Maryah Javed, Lamar University, United States

Research indicates that incorporating port and maritime education into K-12 curricula enhances students' understanding of global systems. This approach also makes subjects like science, geography, and economics more engaging and relatable. The present study aimed to determine how exposure to maritime career information influences elementary students' perceptions and self-assessment of their abilities in maritime professions. The study consisted of two phases: a pilot study and a follow-up study. Elementary students were introduced to maritime careers through educational materials covering professions such as ship captain, marine engineer, dockworker, and port manager. Teachers facilitated brief discussions on the importance of maritime industries in global trade and everyday life to provide context and encourage engagement. A quantitative survey-based approach was employed to explore elementary students' knowledge, awareness, and interest in maritime careers. Data was collected through structured questionnaires containing multiple-choice questions regarding career preferences and open-ended responses to assess students' reasoning behind their selections. The results demonstrate the effectiveness of the follow-up study in achieving the research goal: increasing student awareness and understanding of the maritime industry. Students exhibited not only shifts in attitude but also a deeper conceptual understanding of the field's diversity. Their responses moved beyond surface-level associations to more personalized and informed reasoning.

12:35-13:00

93991 | *Parent's Beliefs About the Role of Play in Learning During Early Childhood Among Nigerian Parents Nigeria and the United Kingdom*

Ekimiebi Esiri, London South Bank University, United Kingdom

Play is an important pathway for learning and acquiring skills, and parents are recognised to have a crucial role in facilitating play experiences. However, parenting practices and beliefs about play differ across cultures. This study explored beliefs about the role of play in learning during early childhood among Nigerian parents in Nigeria and the UK and its impact on children's play experiences. This study employed a mixed-methods design combining data from four focus groups (n=24), individual interviews (n=12) and an online survey. The qualitative component used purposive sampling to recruit participants for data collection. Participants were parents of at least one child aged 3-6 years. The data for both focus groups and individual interviews was collected using semi-structured open-ended questions and analysed thematically. The findings from the study indicate that parents in Nigeria and the UK hold similar beliefs about the value of play and concerns such as competitive academic environment, outdoor security, and socio-economic constraints as barriers to play. However, immigrant parents in the UK highlighted social isolation and perceived racial discrimination at public playgrounds and the need to preserve their religious and cultural beliefs as barriers to their children's play experiences. The study highlights the need for policies that consider cultural diversities as well as address systemic issues such as perceived racial discrimination that may hinder immigrant children's access to quality play experiences.

13:00-13:25

95944 | *Exploring Turkish Kindergarten Teachers' Representations and Positioning*

Tuğba Konaş Azaklı, Ordu University, Turkey

Hayriye Gul Kuruyer, Ordu University, Turkey

Early literacy is an essential part of early childhood curricula internationally. However, preschool education, critical for early literacy education, is not compulsory in Turkey. The current national preschool curriculum does not intensely focus on early literacy. In this context, preschool teachers' representations and positioning of early literacy become more important. This study examines Turkish preschool teachers' representations and positioning about supporting early literacy development and how these are reflected in their experiences within the framework of cultural-historical activity theory. This phenomenological study was conducted with seven preschool teachers. The data were collected using semi-structured interviews and visual elicitation. Patterns reflecting teachers' representations and positioning about early literacy were identified. Using a content analysis approach, representations and positionings were coded according to Engeström's (2015) four-level contradiction system, and how they were reflected in these patterns were transformed into themes. The relationships that emerged between the themes were interpreted based on the Cultural-Historical Activity Theory framework. The findings reveal that teachers' positions on early literacy are shaped by individual efforts and sociocultural representations of children, families and the education system. The pedagogical efforts formed by these representations show contradictions at different levels within activity systems.

13:25-13:50

93677 | *Using Connectivism to Guide the Development of a Service Learning Module in Occupational Therapy*

Eva Yin-han Chung, Swansea University, United Kingdom

Tania Wiseman, Swansea University, United Kingdom

Gemma Wright, Swansea University, United Kingdom

Kirsty Thomas, Swansea University, United Kingdom

Background: Service learning has traditionally followed a constructivist pedagogy, focusing on outcomes-driven, experiential learning. However, in the digital era, connectivism is more effective, emphasizing knowledge building on evolving foundations and recognizing constantly changing theories (Alam, 2023). Connectivism integrates principles from chaos, network, complexity, and self-organization theories. It views learning as a dynamic process occurring outside the individual, highlighting the importance of connecting specialized information sets or nodes. The key aspect of connectivism is the importance of connections. Methods: This project aimed to design and evaluate a service learning module based on connectivist pedagogy. Key principles included knowledge acquisition through connections, diversity of opinions, and technology integration. Strategies involved self-directed service experiences, the use of MS Sway, and knowledge exchange via a simulated social media platform. Evaluation was conducted using content analysis of logsheets and e-posters, as well as discourse analysis of online communications on the social media platform. Results and Discussion: The qualitative analysis revealed patterns and meanings of connections. The service learning module effectively incorporates connectivism principles, fostering a learning environment that values diverse opinions, autonomy, and ongoing knowledge integration. The project significantly impacted both students and the community, contributing to continuous knowledge development in volunteering for occupational therapy interventions. Through this dynamic learning process, focused on local community connections and networking, students explored up-to-date and contextual understandings of occupational concepts and evolving models. Conclusion: Developing this service learning module through the lens of connectivism has promoted network building, diverse learning experiences, autonomy, and the integration of knowledge.

12:10-13:50 | UCL Torrington, B09 (Basement Floor)

Saturday Onsite Parallel Session 2

ECE2025: Education, Sustainability and Society

Session Chair: Zachery Spire

12:10-12:35

95876 | *Resisting Policy Closure: A Critical Framework for Pluralistic Imagination and Democratic Knowledge in Higher Education*
Rūta Petkutė, Vilnius University, Lithuania

This paper develops a critical framework for examining how the university's capacity to support epistemic openness, imaginative inquiry, and democratic engagement is reshaped by policy paradigms centred on market responsiveness, standardisation, and instrumental outcomes. These shifts unfold against the backdrop of escalating geopolitical tensions, declining democracy and academic freedom—trends that are not only concurrent but increasingly interrelated. As policy pressures mount to align academic work with both economic metrics and demands for innovation, the university's role as a space for pluralistic imagination, where diverse perspectives foster democratic engagement and collective meaning-making, is increasingly constrained. Paradoxically, the same frameworks that promote creativity often undermine the conditions supporting epistemic openness, imaginative inquiry, and democratic engagement, compromising the university's broader role. The presenter's earlier narrative research with Lithuanian academics found that such reforms recast creativity and critical thinking as generic skills detached from disciplinary knowledge, an insight echoed by wider critiques. By reducing intellectual capacities to technical competences, reforms undermine the depth, unpredictability, and plurality essential for academic imagination, rendering their claims to foster innovation self-defeating. These insights inform the present theoretical inquiry, which rethinks how universities might reclaim their epistemic, imaginative, and democratic potential amid these tensions. The study adopts a theoretical-analytical approach, developing an integrative framework grounded in political theory. Drawing on Levinas's ethics of openness to the Other, Mouffe's agonistic pluralism, and Rancière's dissensus, the framework reimagines the university's public purpose as grounded in responsibility, dissent, and epistemic plurality, beyond outcome-driven agendas, to inform generative academic and policy thinking.

12:35-13:00

95780 | *A Comparative Study of Dewey's and Habermas's Democratic Theories: Implications for Civic Education in Participatory Democracy*
Huang-Kun Chang, University of Taipei, Taiwan

This study presents a comparative analysis of John Dewey's theory of participatory democracy and Jürgen Habermas's theory of communicative action, focusing on their implications for civic education within deliberative democratic frameworks. Both theorists emphasize the centrality of rational public discourse in shaping collective understanding and value formation. Dewey advocates participatory problem-solving through experiential inquiry, where deliberation fosters "social intelligence" within communities. Habermas articulates a procedural model of rational discourse governed by validity claims—comprehensibility, truth, rightness, and sincerity—that guide consensus-building around norms and action. Despite their shared commitment to communicative rationality, Dewey and Habermas offer different epistemological and institutional perspectives on democracy. Dewey's pragmatism emphasizes context-sensitive, reflective inquiry rooted in lived experience, while Habermas's universal pragmatics presupposes idealized discourse conditions that may overlook socio-political complexities. Using a comparative hermeneutic methodology, this paper engages both primary texts and secondary scholarship to examine how each thinker addresses the challenges of modernity and democratic deficits. The analysis unfolds on three levels: (1) a conceptual comparison of their communication models and views on the public sphere; (2) a normative evaluation of their respective democratic reform proposals; and (3) a practical synthesis aimed at developing a civic education framework. The study concludes by proposing a pluralistic approach that integrates Dewey's experiential learning with Habermas's discourse ethics. This synthesis offers concrete curricular principles for fostering participatory democratic engagement, helping bridge the gap between normative ideals and educational practice in both classroom and civic life.

13:00-13:25

93671 | *Engagement? What Engagement? Findings from a Comparative Study of Community Engagement in the United Kingdom and the United States*
Zachery Spire, Oregon State University, United States
Emily Bastable, University of Sussex, United Kingdom

This paper examines community engagement practices in higher education across the United Kingdom and the United States, analyzing their historical development, policy frameworks, and theoretical underpinnings. Through archival research and policy analysis, we investigate how community engagement transforms university-community relations and provides alternatives to dominant neoliberal educational models. While US community engagement emerged from 19th-century land-grant universities emphasizing practical knowledge and public service, UK engagement developed through post-WWII policies like the Robbins Report, which expanded educational access but introduced market-driven approaches. Despite these distinct histories, both systems view engagement as crucial for reflecting on and reimagining university-community relationships. We argue that current neoliberal models, with their focus on metrics and marketization, create problematic hierarchies between academic institutions and communities. In response, we propose a community-engaged university model promoting collective care, reciprocity, and sustained partnerships over short-term initiatives. Drawing on Bourdieu's (1986) social capital theory, we explore how community engagement can address systemic inequities in higher education hierarchical structures and foster inclusive, sustainable, and more socially just knowledge exchange. Our research reveals that effective community engagement requires emotional, social, and political investment beyond traditional metrics. This approach reframes education as a collective endeavor rather than a commodity, offering a transformative framework that resists neoliberal paradigms. Our findings contribute to ongoing discussions about creating more equitable, sustainable, and reflective practices in higher education systems through meaningful university-community partnerships.

12:10-13:50 | UCL Torrington, B17 (Basement Floor)

Saturday Onsite Parallel Session 2

ECE2025: Student Learning and Learner Diversity

Session Chair: Rebecca Linares

12:10-12:35

94099 | *The Role of Teachers in Developing English Language Classroom as a Community of Practice*
Emi Davis, Osaka Seikei University, Japan

Through classroom practices based on the principles of communities of practice, this study attempts to redefine the value of English language classroom from the place of mere knowledge transmission to communities of learning. The study is based on the hypothesis that the desire to engage with others and to express oneself are important factors in foreign language learning environment. Thus, the author evaluates the effectiveness of her classroom design that is intended to be communities of practice. The study employed the questionnaire survey, which was based on the report on the quality assurance in university education by Science Council of Japan (2010) consisting 13 items in 4 areas such as knowledge, universal skills, orientation and creative thinking skills. The participants were recruited from 4 different courses taught by the author, ranging from the general English to the academic courses on a voluntary basis and 92 out of 195 consented. The ethical consideration in this research was assured by the university's ethical review committee. Data was put forward to a factor analysis using the maximum likelihood method to extract latent factors from the observed variables. The result extracted two key elements: Factor 1, Promotion of Teamwork and Personal Growth explaining 46.236% and Factor 2, Information Analysis and Knowledge Deepening explaining 10.842% with the cumulative contribution rate of 57.078% of the total variance. With the findings, the author advocates the teachers' role as facilitators of learning communities and hopes this approach in educational practice will improve the quality and depth of learning.

12:35-13:00

95300 | *Bilingualism Does Not Impede Executive Functions in Children with Autism Spectrum Disorder: Insights for Parents and Educators in Bilingual Contexts*
Haoyan Ge, Hong Kong Metropolitan University, Hong Kong

Bilingualism is generally acknowledged as having no negative impact on Executive Function (EF) in typically developing (TD) children. However, its effects on children with Autism Spectrum Disorder (ASD) are less clear, raising concerns among parents and educators. This study examines how bilingual exposure and nonverbal IQ, influences two components of EF (i.e., working memory and inhibitory control) in 5- to 8-year-old Cantonese-English bilingual children with ASD, compared to age-matched bilingual TD children. The study involved 42 bilingual autistic children and 31 bilingual TD children, with ASD diagnoses confirmed by the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2). All participants were born in Hong Kong, acquiring Cantonese as their first language and English as a second language before age three. Their working memory was assessed through the backward digit span task, inhibitory control through the Flanker task, and nonverbal IQ through the Primary Test of Nonverbal Intelligence. Parents provided information on their education levels and children's bilingual exposure in different settings. Results showed no significant differences in working memory or inhibitory control between groups. In autistic children, working memory positively correlated with Cantonese exposure at home and age, while in TD children, it positively correlated with nonverbal IQ and age. The Flanker reaction time did not correlate to any measures in autistic and TD children. Our findings suggest that bilingualism has no detrimental effect on EF of autistic children. Our study provides essential guidance for parents and educators to make better-informed language and educational decisions for autistic children in bilingual communities.

13:00-13:25

93929 | *Family Support, Shyness, and Depression: Longitudinal Associations in Chinese Early Adolescents*
Mengting Li, Nanjing Normal University, China
Weiqiao Fan, Shanghai Normal University, China
Meihong Gao, Shanghai Normal University, China
Xinyin Chen, University of Pennsylvania, United States

Background: Adolescent depression is a significant mental health concern worldwide. Largely due to methodological problems and focus on Western samples in existing studies, issues concerning causal directions remain to be clarified in the relations among shyness, parenting, and depression in the Chinese cultural background. This three-wave longitudinal study examined relations among family support, shyness, and depression based on the random intercept cross-lagged panel model which disaggregates the between- and within-person variances. Methods: Six hundred and forty-three Chinese adolescents (Mage = 12.39, SDage = 0.53 at Time 1; 53.7% girls) participated in this study from Grade 7 to Grade 9. Family support and depression were measured using self-reports and shyness was assessed using classroom-based peer nominations. The data were collected once a year for three years. Results: The results revealed that at the within-person level, family support at Time 1 negatively predicted shyness at Time 2, which, in turn, positively predicted depression at Time 3. Shyness at Time 2 negatively predicted family support at Time 3. At the between-person level, depression was positively associated with shyness and negatively related to family support. Conclusions: The study suggests that adolescent depression was unidirectionally contributed to by family support and shyness. This study highlighted significant mediating effects of shyness on the associations between family support and depression. The implications for providing effective family support to Chinese early adolescents were discussed.

13:25-13:50

94555 | *The Expansive Language Access Framework: Attending to Race and Dis/Ability in Language Education*
Rebecca Linares, Rowan University, United States
María Cioé-Peña, University of Pennsylvania, United States
Sara Kangas, Lehigh University, United States

School-based language education programs (e.g., English as a Second Language) were created to increase access and facilitate academic success for linguistically marginalized students. However, larger educational contexts continue to compromise access for these students by systematically pathologizing and othering them in ways that deny or limit their access to opportunities to learn. Recognizing a need for more complex understandings of language access, U.S. scholars have turned to intersectionality; however, as an analytical framework, intersectionality has often been applied in "race neutral" ways to explain individual encounters rather than name and dismantle inequitable structures. Similarly, traditional unitary and unidimensional approaches to language education have centered language while omitting critical perspectives of race and disability thereby upholding policies, programs, and conceptualizations of languages and language practices that perpetuate the systematic marginalization of a growing population of students: multilingual learners with disabilities (MLwDs). By focusing on MLwDs, we demonstrate how MLs who are racialized and pathologized through language have been systematically ignored in ways that sustain systems of oppression. As an alternative, we present the Expansive Language Access Framework (ELAF), a structure for understanding what it would mean to attend to race, language, and dis/ability in policy, programming, and practice. We illustrate how the ELAF can serve as a tool for stakeholders (e.g., policymakers, educators) to critically examine, evaluate, and rethink their role in perpetuating institutional oppressions that MLwDs encounter while creating opportunities for growth, expansion, and increased access to holistically responsive learning opportunities. Implications for international contexts will be highlighted.

12:10-13:50 | UCL Torrington, G08 (Ground Floor)

Saturday Onsite Parallel Session 2

ECE/ECAH2025: Collaborative Education

Session Chair: Stella Daah Siaw

12:10-12:35

95471 | *Schools as Relational Hubs: Lessons from Hong Kong on Fostering Collective Agency and Systemic Inclusion*
Trevor Tsz-lok Lee, The Education University of Hong Kong, Hong Kong

This presentation reports findings from a case study of Hong Kong, which explores the intersecting perspectives of school and parent leaders in fostering home-school collaboration at a socioeconomically diverse primary school. Grounded in relational sociology, the research employs narrative analysis to examine how trans-subjectivity, reciprocity, and interdependencies shape partnership dynamics. Semi-structured interviews with school leaders (principal and vice principal) and parents (including Parent-Teacher Association representatives and caregivers of children with special educational needs) were conducted, supplemented by observational notes and follow-up participant-shared digital content (e.g., WhatsApp messages, photos). Thematic analysis revealed four key strategies: flexible scheduling (e.g., live-streamed assemblies, evening events) to accommodate working parents; culturally responsive practices (translated materials, multicultural events) to bridge language and cultural barriers; facilitating parent leadership and volunteerism; and community collaborations (NGO partnerships, peer-support programs) to address systemic barriers faced by families of children with special educational needs. Findings highlight the importance of mutual respect and shared decision-making between the school and parents, such as incorporating parent feedback into school policies. The study's relational framework—prioritizing dialogue, trust, and systemic inclusion—offers insights for equity-focused partnerships in global educational contexts. While the single-case design limits generalizability, the triangulation of data sources strengthens credibility. By demonstrating how schools can transform structural barriers into opportunities for collective agency, this research advances practical and theoretical insights into culturally responsive home-school collaboration, urging policymakers to prioritize relational equity and sustainable resource allocation.

12:35-13:00

93531 | *Improving Family Engagement Through Research Supported School-Wide Collaborative Efforts*
Olca Yavuz, Southern Connecticut State University, United States

Schools with strong family engagement are more likely to improve student learning outcomes and school climate (Ishimaru, 2019; Henderson et al., 2021). Recent studies indicate the importance of effective family-school partnerships and the need for schools to address the challenges that impact meaningful parental involvement (Auerbach, 2020). The purpose of this study is to examine school personnel's perspectives on challenges related to family engagement in the USA.

The study is framed within the lens of ecological systems theory that explains how multiple families, school, diverse communities, and policy practices influence family engagement (Johnson & Pupilampu, 2018). The Self-Determination Theory (SDT), developed by Deci and Ryan (2000) was also applied to frame the comprehensive study by focusing on the complex psychological needs of autonomy, competence, and relatedness to enhance parents' motivation, readiness and engagement in their children's education.

In this study, a mixed methods approach was utilized, integrating both quantitative and qualitative data from over 500 educators to provide a comprehensive understanding of parents' challenges related to parent engagement. The participants were recruited from Northeastern United States through using convenience and purposeful sampling. For open-ended responses, thematic analysis was conducted to identify key themes related to barriers and opportunities in engaging families. For quantitative data, statistical analysis was also used to rate and compare the significance of barriers to effective parent engagement. The findings will inform policy and practice by equipping schools to enhance educators' capacity to establish effective parent partnerships that contribute to long-term improvements in student success.

13:00-13:25

95884 | *Perception of Parents on Technical and Vocational Education and Training (TVET) Education: A Mixed Method Approach*
Abena Sekyere, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Ghana
Stella Daa Siaw, Wesley College of Education, Ghana
Kwame Siaw, Ghana Revenue Authority, Ghana

Technical and Vocational Education and Training (TVET) has been noted to be significant in development. Thus, within the Ghanaian context, TVET has been identified as a key driver of development, with particular regard to bridging the skills gap and addressing youth unemployment. The study aimed at examining the perception of parents on TVET education and find out the factors that influences the perception. Concurrent sequential triangulation mixed method design was used to conduct the study. The study adopted simple random sampling technique to select two hundred respondents for the quantitative (200) study and fifteen (15) respondents for the qualitative study. Data was analysed using descriptive statistics, bivariate and multiple logistic regression, and thematic analysis. The results showed that some parents are aware of TVET education while others are not. The results indicated further that some parents perceive TVET was meant for weak students, while others believed it was a catalyst to address graduate unemployment. The Chi-Square results show that the perception TVET among the respondents is not gender-differentiated. The result further showed that social status/influence (aOR = 1.03, p = 0.002), occupation (aOR = 0.31, 0.024), and misconceptions (aOR=4.01, P< 0.001) were significant factors influencing parents perception of TVET education.

12:10-13:50 | UCL Torrington, G09 (Ground Floor)

Saturday Onsite Parallel Session 2

ECE2025: Comparative Strategies Towards Academic Achievement

Session Chair: Alan Chant

12:10-12:35

95836 | *Cognitive Perspective of Understanding How High-Potential Learners in STEM Navigate the Expert Learning Continuum*

Jay Jay Manuel, Queensland University of Technology, Australia

Hitendra Pillay, Queensland University of Technology, Australia

Senka Henderson, Queensland University of Technology, Australia

The Philippine Science High School (PSHS) System plays a critical role in the Philippines' long-term goals in science, technology, and innovation by channeling high-potential Filipino learners into the STEM pipeline through the university STEM programs. Despite strong investments, issues with dropouts of PSHS students and attrition of PSHS graduates during the early years from STEM programs remain a pressing concern.

Addressing these gaps requires a deeper understanding of the internal learning mechanism that supports learning in science education. The research presented here examined how high-potential Filipino STEM learners navigate the transition from novices (Grades 11-12 PSHS students) to experts (Undergraduate university students) by examining their cognitive processes as they engage in complex STEM learning tasks. The study's methodology used a pre-post-test design with an online biology interactive learning intervention based on the PSHS curriculum. The data was analyzed using the Precursor-Action-Result-Interpretation (PARI) methodology and the Cognitive Task Analysis (CTA) techniques. The analysis compared the cognitive behaviors of the participants from the two groups. The preliminary results show that expert learners demonstrate stronger metacognitive awareness and self-regulation, critical reasoning and reflection, and adaptive problem-solving strategies compared to novice learners. These findings provide insights into how science education instruction may be structured to better support the PSHS students' cognitive growth, which prepares them for the advanced work in the university STEM programs.

12:35-13:00

91903 | *Cooperative Classroom Interaction as Predictors of Students' Academic Achievement in Chemistry*

Joy Johnbest Egbo, Enugu State University of Science and Technology, Nigeria

Ngozi M. Eya, University of Nigeria Nsukka, Nigeria

Cynthia Onyinye Omeje, Enugu State University of Science and Technology, Nigeria

Isaac Elaochi, Kogi State College of Education Technical Kabba, Nigeria

This study was conducted to determine the predictive power of cooperative classroom interaction on students' academic achievement in chemistry in Kogi East and West senatorial districts. Two research questions and two null hypotheses guided the study. A correlational statistical research design was used. The population of the study was 7,617 with a sample size of 384 SS II Chemistry students.

Multistage sampling procedure was adopted. Two instruments were used for data collection which were Chemistry Cooperative Classroom Interaction Inventory (CCCII) and Chemistry Achievement Test (CAT). Content validity of CAT was developed using table of specification, the construct validity of CCCII was determined using factor analysis and 15 items considered factorially pure were selected while the impure were rejected. The reliability indices obtained for CCCII was 0.87 while reliability index of 0.71 was obtained for CAT. Data collected were analysed using regression analysis, Analysis of Variance (ANOVA) and t-test. The findings showed that the Predictive power of Cooperative classroom interactions on students' Academic Achievement in Chemistry is moderate and significant; the Predictive power of Cooperative classroom interactions on students' academic achievement in chemistry as moderated by gender and ethnicity are moderate and significant. Based on the findings, it was recommended among others that Conferences, seminars and in-service training in chemistry should be organized by school administrators and government for teachers to enable them gain adequate knowledge and experiences on cooperative classroom interaction style and use it during chemistry instruction.

13:00-13:25

93625 | *Predicting Undergraduate EFL Students' Academic Performance Using Dragonfly Algorithm-Support Vector Machine*

Asma Melouah, University of Medea, Algeria

Maamar Laidi, University of Medea, Algeria

Achwak Madani, University of Medea, Algeria

Machine learning techniques have become increasingly important in education for predicting student academic performance and providing timely interventions. This paper explores the application of machine learning to predict the performance of undergraduate EFL students in Algeria, aiming to enhance academic outcomes. It proposes a novel hybrid approach that integrates Support Vector Machine (SVM) with Dragonfly Algorithm (DA) to optimize prediction accuracy. Different influencing dataset parameters, including demographic data, learning behaviors, psychological factors, and assessment records of the students, were selected as input variables, while student performance was chosen as the output. R^2 , MAE, and RMSE metrics were used to measure the accuracy of the developed model. The results show that the DA-SVM model significantly outperforms conventional machine learning techniques, establishing it as a promising tool for educational institutions to identify at-risk students and implement targeted interventions. This study contributes to the discourse on integrating technology in education by demonstrating the transformative potential of machine learning in optimizing student outcomes in Algerian universities and beyond, and promoting data-driven approaches to educational excellence.

13:25-13:50

80609 | *Integrating Scientific Communication into the Liberal Arts Science Classroom Using Multiple Learning Strategies*

Alan Chant, The University of Vermont, United States

Many liberal arts colleges and universities require non-major science students to take at least one STEM-based class to satisfy their curriculum requirements. For non-science majors, the choice of science class can include introductory chemistry, introductory biology, and astronomy, among others. However, through conversations we have had with students in non-science fields, we have realized that many have reservations about taking a science course, for various reasons. To mitigate student concerns and to promote increased interest in the sciences, we have implemented methodologies that include course-independent, student-driven, mentored projects such as poster sessions, fact sheets, Wiki presentations, and other Project- and Team-Based Learning methodologies. Our focus is on the educational tools developed – what they involved, how they were used in the classroom, how they focused on scientific communication – and their usefulness, based upon general student feedback and personal responses over the course of 6 semesters and approximately 300 students. These activities also expose students to essential “soft skills” that will serve them well beyond the science classroom, including effective communication, working as a team, independent self-motivated learning, and effective and efficient problem-solving. In this talk, we will discuss the methodologies we implemented as well as the positive impact that diversifying learning strategies has on students' attitudes towards the sciences. Future research will focus on implementation of Discipline-Based Education Research (DBER) guidelines, which provide a refinement of self-directed learning projects to allow for issues that may be specific to a subject area as well as certain student demographics and socioeconomic backgrounds.

12:10-13:50 | UCL Torrington, G10 (Ground Floor)

Saturday Onsite Parallel Session 2

ECE2025: Classroom Practices and Student Engagement

Session Chair: Sana Al Maktoum

12:10-12:35

93681 | *Using Gamification to Increase Students' Engagement and Understanding in the Process of Lesson Study*

Rinat Ramazanov, Center of Excellence, Kazakhstan

Rinat Ramazanov, Nazarbayev Intellectual School, Physics and Mathematics, Kazakhstan

Ruslan Shayakhynuly, University College London (UCL), United Kingdom

This study examines the integration of gamification into the Lesson Study process to enhance student engagement and understanding. Gamified elements, including avatars, level progression, and real-time feedback, were implemented through an educational simulator. Conducted over three lessons, the study assessed engagement, task performance, and critical thinking. Results showed a 15% engagement increase, task completion improvement (from 65% to 83%), and enhanced analytical and collaborative skills.

Aims: The study aimed to evaluate the impact of gamification on education through Lesson Study. Its objectives included developing a gamified educational simulator, measuring its effects on motivation and participation, assessing improvements in critical thinking and collaboration, and providing insights to enhance teaching practices. **Methodology:** The mixed-methods research involved 20 students (ages 15–16) from grades 9 and 10. The Lesson Study framework included collaborative planning, implementation, and reflection. Gamified features like personalized avatars and level-based tasks were used, with data collected through engagement metrics, task completion rates, and student-teacher feedback. **Findings:** The findings revealed a 15% increase in engagement, with task completion rates rising from 65% to 83%. Motivation scores showed significant growth, increasing from 3.3 to 4.2. Additionally, critical thinking and collaboration were enhanced through the implementation of team-based challenges. **Conclusions:** Gamification addresses disengagement and fosters perseverance by aligning with students' digital habits. Its integration into Lesson Study offers a scalable, innovative teaching strategy. Future research should explore long-term and cross-disciplinary impacts.

12:35-13:00

94729 | *Effect of Active Learning Approach on Senior Secondary Students' Chemistry Performance in Rivers State, Nigeria*

Rosemary Ugonwa, University of Port Harcourt, Nigeria

This paper examined the effect of active learning approach on Senior Secondary School Students' Chemistry Performance in Rivers State. Quasi-experimental, non-equivalent pre-test, post-test control group design was adopted for the research. A sample size of fifty (50) senior secondary school II students participated in the study. Two research questions and two null hypotheses guided the study. A validated instrument titled Chemistry Performance Test (CPT) was used to collate the data. The reliability of the instrument was established using Kuder-Richardson -21(KR-21) to obtain an index of +0.84. The research questions were answered using mean and standard deviation while the hypotheses were tested using ANCOVA at 0.05 significant level. Findings from the study revealed that the Chemistry students taught using active learning approach made higher learning performance gain than those taught with the traditional lecture method. There was a significant effect of the use of active learning approach over the traditional lecture method on the scores of the students. It was recommended among others that the use of active learning approach be adopted as a learning approach in the teaching and learning of Chemistry at all levels of education to enhance learning and improve students' performance in Chemistry.

13:00-13:25

91267 | *Theory to Practice: The Impact of an 'Imported' Flipped Classroom Model on Second Language Learners*

Sana Al Maktoum, Zayed University, United Arab Emirates

Fatima AlMohsen, Zayed University, United Arab Emirates

Amani Mohamed, Zayed University, United Arab Emirates

Laila Mohebi, Zayed University, United Arab Emirates

The flipped classroom model is highly promoted nowadays, shifting teaching and learning from lecture-based to active learning. This paper explores the flipped classroom model recently enacted in a higher education institute in the United Arab Emirates with an 'imported' model and ready-made materials. The study explores students' experiences with the flipped classroom, focusing on second-language learners (n=12) who participated in structured focus group discussions. Additionally, twelve observations, totaling 72 to 180 hours, were conducted to inform the suitability of this model. Results indicate disparities between the theoretical underpinnings of the flipped classroom model and its practice in this context, urging stakeholders to revise key aspects of the model, including course materials, structure, and assessments for inclusivity and fairness of learners.

13:25-13:50

95613 | *Positioning in Reading Instruction: "Toe the Line" or "not"?*

Hayriye Gul Kuruyer, Ordu University, Turkey

Johny R. Daniel, Durham University, United Kingdom

Teachers must recognise their reading instructional practices, belief systems, and philosophical orientations and reflect on how these are transferred into the teaching process. Such inquiry offers a rich context for understanding how teachers develop their self-understanding of reading instruction, negotiate their identities, enact agency within the teaching profession, and ultimately position themselves in reading instruction. The phenomenon of this study is the teacher's position in reading instruction. This phenomenon is characterised by several factors, including reading motivation, reading habits, reading maturity, reading content and pedagogical knowledge, and the teacher's professional identity. The teacher's position in reading instruction is conceptualised as a socially constructed, dynamic, and multilayered structure influenced by individual factors and social and organisational contexts. This study, which aims to evaluate teacher positions in reading instruction, adopts a qualitative research design with a methodological framework of hermeneutic phenomenology. This study conducted interviews with 12 primary school teachers in Türkiye. The data were analysed using content analysis. The results reveal that teachers interpret their positioning in reading instruction primarily about their socially constructed reader identities, pedagogical content knowledge, and accumulated teaching experiences shaped by professional and institutional contexts. Furthermore, this positioning refers not only to classroom-level interactions but also to macro-level educational structures such as curriculum frameworks, school policies, and systemic regulations.

12:10-13:50 | UCL Torrington, G12 (Ground Floor)

Saturday Onsite Parallel Session 2

ECE2025: AI and Technology in Teaching Approaches

Session Chair: Vincent Tam

12:10-12:35

94703 | *SEPP – Security Education and Penetration-Testing Platform for IoT*

Dominic Hauser, Regensburg University of Applied Sciences, Germany

Julian Graf, Regensburg University of Applied Sciences, Germany

Sebastian Fischer, Regensburg University of Applied Sciences, Germany

The Internet of Things (IoT) is becoming a major part of our everyday lives, offering convenience and smarter solutions, but also bringing significant security challenges. While theoretical knowledge in IoT security is essential, studies have shown that practical content can be an essential part of internalizing understanding. To address this, we developed the Security Education and Penetration-Testing Platform (SEPP) as the practical component of an existing IoT security course at the OTH Regensburg. SEPP uses real IoT devices like smart locks, cameras, and plugs, simulating a smart home environment to make learning interactive and engaging. Students can explore vulnerabilities, conduct penetration tests, and document their findings through structured exercises. By working on tasks like network scanning, analyzing data traffic, and simulating attacks, students gain a deeper understanding of IoT security risks. Initial tests show that this approach helps students apply their theoretical knowledge and significantly improve their practical skills. This paper explains how SEPP was built, the exercises it offers, and why it's an important step forward in teaching IoT security effectively. Furthermore, we aim to share the findings and tasks from this paper with other universities, providing them with a solid foundation to teach practical IoT security knowledge in their own courses.

12:35-13:00

94714 | *Enhancing Cognitive Engagement and Collaborative Learning in MPH Students: Using Digital Pedagogy*

Sabha Nisar, University of Derby, United Kingdom

Melanie Smith, University of Derby, United Kingdom

The integration of digital tools in higher education has rapidly expanded, yet their full potential to enhance student learning in classroom settings remains underutilised. This study explores the use of Padlet, a collaborative digital tool, as an innovative approach to fostering cognitive engagement and collaboration among students in the Master's in Public Health programme at the University of Derby. In light of recent global health crises, the Public Health field demands a dynamic blend of strategic thinking, in-depth analysis, and collaborative problem-solving. This study aims to cultivate these vital competencies in future public health practitioners, enhancing their academic and professional growth while aligning with the University's access and participation plan to improve student outcomes and employability. Using a mixed-methods approach, the study incorporated Padlet-based activities into classroom lectures, followed by data collection via surveys and focus group discussions. Grounded in the CoDiL framework, the study sought to create a learning environment that not only deepened knowledge but also honed critical skills for real-world public health practice. The results were compelling: 83.2% of students reported that the activities were both cognitively engaging and collaborative, with Padlet's use significantly contributing to goal attainment and student motivation ($p < 0.001$). Furthermore, Padlet was shown to enhance learning outcomes, helping students plan and monitor their academic and professional progress. These findings underscore the transformative potential of digital pedagogy in higher education and their practical application in apprenticeship profiles. By fostering problem-based learning and encouraging critical thinking, such tools not only engage students but also prepare them to meet the complex challenges of the public health sector.

13:00-13:25

84975 | *Artificial Intelligence in Media Education: To Indulge or to Avoid ... that is the Academic Question!*

Marwa Al-Mut'afy, American University in Cairo, Egypt

Artificial Intelligence has invaded our lives as educators as well as the lives of students around the world. Instead of going through the learning process and researching, students opt to use any of a Learning Management System (LMS) or a chatbot to get the job done. Using AI tools such as ChatGPT or Gemini or Copilot among others, provides an easy way for students, whose first language is not English, to finish their coursework requirements. Are Media educators concerned? The core of what media educators do is to teach students to write and produce media content of different sorts, is that happening with AI? Are those educators literate about AI, what it does or what it could do in the future? Do they avoid it or integrate it into their classes? The researcher hopes to shed light on the current situation in the rapidly advancing world of AI and how it could be used positively or negatively in the educational process. Relying on a purposive sample of media educators from Journalism and Media departments from universities in Egypt to get a sense of where they stand on AI literacy and how they engage with their students on that matter. This research aims to answer several research questions such as; Do media educators discuss AI in their classrooms? Does the level of AI literacy among media educators affect the learning outcomes of students? How often do media educators rely on AI detectors?

13:25-13:50

96014 | *Applying a Customisable and GenAI-Based Chatbot to Promote Students' Knowledge Assimilation and Design Thinking in a Project-Based Course*

Vincent Tam, University of Hong Kong, Hong Kong

Alex Kiang, University of Hong Kong, Hong Kong

Albert Lee, University of Hong Kong, Hong Kong

Sam Lam, University of Hong Kong, Hong Kong

S.M. Yiu, University of Hong Kong, Hong Kong

Victor Lee, University of Hong Kong, Hong Kong

With the fascinating applications of the Generative AI (GenAI) approaches in different sectors of education, finding the most appropriate learning activities and pedagogies to support students' effective learning with GenAI platforms/tools in different courses are intrinsically very challenging yet significant tasks for educators. In a project-based HKU Engineering course on Embedded Systems emphasising on the co-design of both hardware and software, and more importantly students' capabilities to assimilate critical concepts and knowledges of design thinking acquired during well-paced lectures and laboratory exercises to open-ended and practical projects proposed by student groups, most students often find it extremely difficult to assimilate the knowledges and skills obtained during the classes, and then seamlessly connect such concepts and skills to their self-proposed group projects in a practical sense. Accordingly, a customisable and GenAI-based chatbot system is developed and adapted as an intelligent project advisor and companion which can help a diversity of student groups working on different project directions and application domains to facilitate students' knowledge assimilation and design thinking in their own projects anytime and anywhere. More importantly, during the interactive communication process of individual student groups with our chatbot, the students are actively involved as 'partners' in assimilating and also refining the knowledges in our local knowledge base. Furthermore, to cater for the diversity of project directions and involved domain knowledges, our chatbot is pre-trained with the relevant domain knowledges of the large language models. The preliminary evaluations on 18 project groups shed lights on many possible directions for future investigations.

12:10-13:50 | UCL Torrington, G13 (Ground Floor)

Saturday Onsite Parallel Session 2

EGen2025: Ageing Well

Session Chair: Srushti Vidyadhar Satoskar

12:10-12:35

95390 | *Understanding the Social Organization of Loneliness Among Older Adults in Singapore – Critical Reflections from the Field*
Si Yinn Lu, University of Toronto, Canada

The World Health Organization has recognized loneliness as a global public health concern. Numerous studies have documented its harmful effects on older people's longevity, physical and psychological well-being, and quality of life. While the risk factors and outcomes of loneliness are well-established, there remains limited inquiry into the organizational, institutional, and socio-political processes associated with the assessment, interpretation, and management of loneliness among older adults. With the proliferation of care practices and programs seeking to alleviate loneliness among older adults, it is crucial to investigate the implications of institutional and organizational practices on older adults' lives, as well as how broader neoliberal ideologies and systems govern the organization of loneliness as a 'social problem'. Guided by an Institutional Ethnography (IE) approach, this study seeks to explicate how the experiences of loneliness of older adults in Singapore are shaped by broader social relations and texts (e.g., policies, assessment tools). In doing so, we can examine how dominant discourses of loneliness and care practices may create the conditions for the continued manifestations of loneliness and health/social inequities among older adults. Drawing on experiences of designing an IE inquiry, this presentation will discuss (1) methodological considerations in designing data generation strategies (e.g., interviews) to investigate the phenomena of loneliness; (2) issues encountered in the institutional ethics review process; and (3) preliminary insights in gaining access to the field. These reflections aim to contribute to ongoing conversations about the challenges and possibilities of designing a study on loneliness through a critical ethnographic lens.

12:35-13:00

95674 | *Attitudes Towards Aging: A Comparative Study of Portuguese and African Social Work Students in Portugal*
Stella Bettencourt da Camara, University of Lisbon, Portugal

This communication presents the findings of a study investigating the attitudes of Portuguese and African Social Work students studying in Portugal towards older adults. The objective of the study was twofold: firstly, to measure and compare the attitudes of these two groups; and secondly, to examine the relationship between various demographic factors, including gender, age, ethnicity, prior living arrangements with grandparents, and regular contact with seniors, on their attitudes towards older people. A convenience sample of 36 young adult Social Work students (18 Portuguese and 18 African) at the ISCSP – Institute of Political and Social Sciences, University of Lisbon – was surveyed using a Portuguese version of Kogan's Attitudes towards Old People scale. The study's primary findings suggest that both Portuguese and African students exhibited positive attitudes towards older adults, with Portuguese students demonstrating higher scores compared to their African counterparts. The study did not identify any significant relationships between attitudes towards older people and the examined demographic factors.

13:00-13:25

95178 | *Age-Friendliness and Its Influence on Older Adults' Consumption and Well-Being: Insights from a Hong Kong Survey Experiment*
Xue Bai, The Hong Kong Polytechnic University, Hong Kong
Youjuan Zhang, The Hong Kong Polytechnic University, Hong Kong
Mengyu Liu, The Hong Kong Polytechnic University, Hong Kong
Shuai Zhou, The Hong Kong Polytechnic University, Hong Kong

Aims: This study aims to investigate how older adults in Hong Kong perceive age-friendliness, focusing on how age-friendly business/societal structures influence consumption choices and wellbeing. **Methods:** We used the second wave data from the Panel Study on Active Ageing and Society (PAAS, N=3000), which is the first city-wide representative longitudinal survey on active ageing and society in Hong Kong. To identify the causal effect of age-friendliness, we designed a factorial survey experiment and randomly assign respondents to 16 self-developed vignettes. Multilevel models were employed to analyse the data. **Results:** Our findings show that age-friendly practices, in general, along with its four specific domains of physical environment, staff and personnel, marketing and information, and products and services, positively impacts the consumption willingness of adults aged ≥50 years, increasing their willingness to consume by 146% (mean difference: 4.03, t=32.07, P<0.001). Additionally, satisfaction with AFB is positively associated with the physical (e.g. lower risk of falls, sarcopenia and frailty), mental (lower risk of depression and loneliness), and cognitive health of older adults, as well as their life satisfaction. Businesses perceived as age-friendly are more likely to motivate older adults to engage in consumption that aligns with healthy ageing goals. **Conclusions:** Age-friendliness enhances healthy aging by shaping consumption behaviors that prioritize older adults' holistic well-being. The findings highlight actionable strategies for businesses and policymakers to design inclusive markets and age-friendly cities. By addressing older adults' expectations of the silver market, this study supports creating health-supportive environments where older adults thrive.

13:25-13:50

95426 | *Ageing in a Digitally Connected World: What Lived Experiences Tell Us About Digital Engagement?*
Emilene Zitkus, Loughborough University, United Kingdom
Srushti Satoskar, Loughborough University, United Kingdom

Older adults are disproportionately affected by rapid technological advancements. In the UK, nearly 60% of the 11 million adults with limited essential digital skills are over 65 years old. This digital deficit significantly impacts their ability to access vital online services. This paper draws on written evidence accepted by the UK Parliament's inquiry into the Rights of Older People under 'Digital Exclusion'. We analysed submissions from older individuals, local authorities, age-related charities, training providers and experts identifying key barriers to older adults' digital engagement. These barriers were categorized as either 'pre-use' (before engaging with digital services) or 'in-use' (during engagement). Our analysis revealed that financial limitations, lack of ability to engage, and the absence of alternative access methods and protective legislation were the most prominent 'pre-use' challenges. Furthermore, the pressure to participate online negatively impacts well-being, hindering initial engagement. 'In-use' challenges primarily revolved around the need for basic digital skills training and confidence-building, coupled with website and app accessibility issues. The findings emphasize the significant impact of 'pre-use' barriers on older adults' ability to even begin using digital services. While some of these challenges have been documented for nearly three decades, the strong emphasis on the need for alternatives to access services offers a new perspective on how to mitigate the negative effects of digital exclusion. We conclude by presenting a Design Toolkit that was created considering the pre-and-in-use challenges to help designers and developers empathize with older adults, linking real stories with capability losses and design consequences.

12:10-13:50 | UCL Torrington, G20 (Ground Floor)

Saturday Onsite Parallel Session 2

ECE2025: Technology and Pedagogy Development

Session Chair: Aysha Alshamsi

12:10-12:35

91036 | *Innovation in Science Teaching by Using Technology to Increase Student Engagement*

Siti Hasmah Amat Baking, University of Malaysia Sabah, Malaysia

Sabariah Sarif, University of Malaysia Sabah, Malaysia

Siti Megnazeha Mohd Ego, University of Malaysia Sabah, Malaysia

The purpose of this research is to examine the effectiveness of using technology in science teaching through the engagement of rural primary school students, particularly in Malaysia. Amid growing concerns about the decline in student participation, this study aims to investigate how technological tools can enhance student engagement, particularly in science learning. Furthermore, this study is significant as it addresses the increasing need for innovative approaches to maintain student engagement in science subjects, as well as understanding the challenges and opportunities faced by teachers in using digital tools. Using a traditional research design, this study applies a descriptive and quantitative survey methodology to collect and analyze data. The study gathers data from 150 science teachers to obtain their perceptions regarding how the use of technology can drive student engagement, motivation, and learning outcomes. Therefore, this study provides insights into technical barriers, such as the challenges faced by science teachers in using technology in schools, as well as pedagogical strategies to address these challenges by effectively integrating technology into science education. In this regard, this study also offers the suggestion that by understanding the role of technology in science education, policymakers and educational practices need to strongly support schools and educators to effectively utilize technology in creating an effective science learning environment and adapting to the ever-evolving educational landscape. Furthermore, this study highlights the importance of using technology to prepare students to adapt to global challenges that increasingly rely on technological skills to enhance the quality of science learning, particularly for students in rural areas.

12:35-13:00

94219 | *Exploring the Technological Pedagogical and Content Knowledge (TPACK) and Digital TsPCK of Life Sciences (Biology) Pre-service Teachers' Classroom Practices*

Portia Mabenge, University of Witwatersrand, South Africa

Digital technology is becoming highly advocated in education. The South African Department of Education for the Gauteng Province installed smart boards in classrooms and distributed tablets to learners in selected township schools for use as instructional tools in improving quality of lesson delivery thus enhancing understanding of abstract concepts. This qualitative case study explores the influence of Technological Pedagogical and Content Knowledge (TPACK) and digital-Topic Specific Pedagogical Content Knowledge (TsPCK) based lectures at a South African university on Life Sciences pre-service teachers' classroom practices. TPACK is a framework for integrating technology into education. Successful teaching and learning can be achieved if content, pedagogy, and technology interaction is done in the classroom. Digital-TsPCK is a theoretical construct that shows the PCK-based teacher knowledge at the level of a specific topic in the digital realm of teaching. The preliminary findings show that most of the pre-service teachers are eager to use technologies in their teaching, however they are still struggling with aligning TPACK components which mostly manifest in isolation. The pre-service teachers highlighted limited access to technological tools during their training. As for digital-TsPCK, despite showing an improvement in comparison with TPACK mini lessons, the pre-service teachers' practices still showed the need for more exposure to enable them to blend the multiple but distinct knowledge categories and their complex interactions of the framework as some of the components were not taken into consideration. It is recommended that the pre-service teachers get more access and practice with technological tools during their methodology courses.

13:00-13:25

95588 | *Enhancing English Language Teaching Methodologies in Higher Education Through Artificial Intelligence: The Case of Uzbekistan*

Irodakhon Gulamova, New Uzbekistan University, Uzbekistan

In recent years, the role of Artificial Intelligence (AI) in education has grown rapidly, leading to noticeable shifts in how languages are taught and learned. This research explores how AI-based tools can support and improve English language teaching in higher education, with a focus on the Uzbek context. As Uzbekistan moves toward modernizing its education system, technologies such as adaptive learning platforms, intelligent tutoring systems, and automated assessment tools are becoming increasingly relevant. Several universities in Uzbekistan have begun experimenting with AI-supported platforms. For example, institutions such as New Uzbekistan University and Westminster International University in Tashkent have introduced AI-powered learning management systems. Language instructors are also beginning to integrate chat-based AI tools, such as ChatGPT, to facilitate brainstorming, vocabulary expansion, and writing practice. Pilot programs have tested speech recognition software to help students improve pronunciation and fluency in English, especially in blended and remote learning environments. The study draws on qualitative insights from such cases to examine how AI-enhanced instruction aligns with national education goals—particularly the shift toward competency-based and student-centered learning. At the same time, it highlights key challenges, such as digital infrastructure limitations, faculty training needs, and the lack of culturally localized AI tools.

13:25-13:50

93162 | *Fostering Cognition and Metacognition in Children Through First-language Digital Storytelling: Experience of Pre-service and In-service Teachers*

Aysha Alshamsi, Emirates College for Advanced Education, United Arab Emirates

The United Arab Emirates (UAE) has outlined a clear vision for enhancing language teaching and learning, recognizing its critical role in advancing education and contributing to national development. A key element of this vision is the provision of high-quality early childhood education to foster both cognitive and metacognitive skills in young learners. As part of this initiative, the UAE also acknowledges the potential of integrating technology into education. One promising approach is the use of digital storytelling in children's first language, which can significantly aid in developing these skills in the early years, particularly when the stories are culturally relevant, and community based. This study aims to explore the perceptions of in-service and preservice teachers regarding the use of digital storytelling to support the cognitive and metacognitive development of young children. Utilizing a mixed-methods approach, including surveys, reflections, and interviews, the research investigated teachers' experiences of integrating digital storytelling into their classrooms. The study found that digital storytelling, when culturally contextualized and linguistically relevant, significantly enhances children's engagement, language acquisition, and critical thinking. Educators observed notable improvements in children's vocabulary, problem-solving abilities, and capacity for self-reflection. Challenges such as technology accessibility, varying digital literacy, and curriculum constraints were identified, highlighting a need for professional development and resources to address these obstacles. The study recommends structured support systems, including enhanced access to technology, teacher training, and curriculum adaptations, to maximize the effectiveness of digital storytelling as a tool for cognitive and metacognitive development, thereby contributing to the UAE's broader educational goals.

14:05-15:20 | UCL Torrington, B07 (Basement Floor)

Saturday Onsite Parallel Session 3

ECAH2025: Arts Practices and the Humanities

Session Chair: Zheyang Zeng

14:05-14:30

93701 | *The Abyss of the Gaze: Blind Drawing and the Form of the Invisible*

Francesca Angelini, Instituto Iase - Valencia, Spain

The eyes, the organ of sight, a portal of exchange between the interior and the exterior. If I see it then it's real, it exists, we are used to hear. But there is something, however, that escapes the gaze. There is something that cannot be seen and yet it manifests its presence every day. The invisible that Klee talks about, the same that Antoine de Saint-Exupéry talks about. It is the shadow the daughter of Butades of Sicyon paints on the wall, the form of a presence that is at the same time absence, the form of a dimension inscribed in mnemonic life. Memory as a matrix where the image is cradled and nourished. Democritus of Abdera gouged out his eyes because he considered them a distraction. Similarly, many artists have tried to "see" the invisible by closing their eyes. Robert Morris, William Anastasi, Claude Heath and many others, including myself, through the blind drawing have carried out this research, giving life to images of the unconscious, giving shape to the shapeless. This research and artistic project proposes the development of blind drawing as a trace of the invisible, a gaze less blind than ever, guided by memory and our inner self. "These weeping eyes, those seeing tears" said Andrew Marvell.

14:30-14:55

93441 | *The Practice of Philosophy as a Poetic: Art and Philosophy as Different Sides of the Same Coin*

Daniel Castro Lobo, University of Salamanca, Spain

If we look at the tradition of Continental Philosophy, we can clearly see how the Poetic is fundamental to understand philosophical thinking. Martin Heidegger, specifically in "The Origin of the Work of Art", makes it very clear that the ways of doing philosophy are very similar to those of the artistic process: they inquire into the World primarily through sensuous thinking. As Fernando Pessoa wrote in "Ela canta, pobre ceifeira,": 'what in me feels is thinking'. The only significant difference between Art and Philosophy, may I advance it, lies in their ways of working with the abstract. While Philosophy works through the schema of propositional language — the framework of the Word — Art, in contrast, operates directly on the symbolic, particularly through the creation of objects. Beyond that, their ways of inquiring into the World are essentially the same: not just by interpreting it, but mainly by constituting it through meaning [hermeneutics]. We could look at Hans Haacke's "Condensation Cube" [1963] or even at Alberto Caeiro's poems to be exposed to works that are neither just philosophical or artistic, but operating through both, simultaneously. They make the World manifest through phenomena, understanding that the best way to apprehend existence as a whole is by 'being open'. The ability to philosophize should be regarded as an artistic practice, in the same way that Art is an act of Philosophy. I will center my main argument around the greek idea of "alētheia", in order to make it more clear.

14:55-15:20

93699 | *Pointing to the "Visible": "Modern Clinical Medicine" and the "New" Body in China from the Perspective of Media Phenomenology*

Zheyang Zeng, Hunan Normal University, China

In the history of the spread of Western medicine to the East, the "body" within the core of traditional Chinese medicine culture is projected by medical devices. It is not only an object of experience, but also an object of scientific medicine and an object of media. When it is "grasped" and made "visible," new audio - visual, sensory, and bodily experiences are "generated". Thus, in the encounter with medicine, the "visibility" brought about by technology quietly throws the body into a kind of media "matryoshka". Does medical knowledge and practice transform and spread from one language to another? Under the analysis of the materiality of communication, both at the discursive and practical levels, what we need is a more flexible, useful, and productive observer to meet the new uses of the body and adapt to the massive proliferation of equally flexible and exchangeable information. The new medicine has brought about the visibility of the body, triggered new forms of domination, and made what Foucault called "technologies of the individual" possible. When technology is projected onto the body, every tremble, shudder, or indifference of the body is clearly visible and should be a monument in the history of media. The discourses of technology, science, and culture penetrate one another. Media and technology not only manifest as providing a device but also refresh our body's perception of the world and space, as well as our experience of the elements that distinguish humans and the body.

14:05-15:45 | UCL Torrington, B08 (Basement Floor)

Saturday Onsite Parallel Session 3

ECAH2025: Mental Health and Well-being

Session Chair: Ndidi Mercy Ofole

14:05-14:30

94147 | *Mental Health in Nepal: The Effectiveness of Using Social Support to Address Mental Illness in Kathmandu*

Arun Austin, University of Birmingham, United Kingdom

Bidya Maharjan, Chhahari Nepal for Mental Health, Nepal

The prevalence of mental illness has increased in recent years, but effective treatment strategies, especially in low and middle income countries, has been largely neglected. While medical interventions are commonly used, research highlights the significant role of social support, including peer support and creative therapies, as effective complementary treatment strategies. In Nepal, the prevalence of mental illness is high, but treatment options are limited and mostly revolve around medical interventions. Chhahari Nepal for Mental Health (CNMH), a non-governmental organisation in Kathmandu, provides social support to people suffering with mental illness and their carers. CNMH provide support through counselling, creative therapies, and allowing individuals to connect with one another. To investigate the effectiveness of CNMH's approach, semi structured interviews were conducted with clients, caregivers, and staff members to understand their experiences of mental health in Nepal and their perceptions of CNMH. A thematic analysis revealed there are high levels of stigma surrounding mental illness within communities, families, and healthcare professionals. Additionally, there is little support available to caregivers to assist them with caregiving duties. However, CNMH was positively perceived by clients and caregivers with visible improvements in mental health outcomes through providing individuals with a safe space to express their emotions. This research highlights the effectiveness of social support structures in Kathmandu and calls for more community based support programmes around Kathmandu and wider Nepal. To achieve this, more education is required surrounding mental health, and more funding must be given to mental health services in Nepal.

14:30-14:55

94258 | *Social Media as a Peer: Harnessing Youth Voices and Marketing Strategies to Transform Public Health Messaging*

Hiba Hashim, Simmons University, United States

Naurah Rilfi, University of Indonesia, Indonesia

David Goldshtajn Farelo, Boston University, United States

Social media is more than a communication tool for adolescents; it functions as a peer, shaping their beliefs, behaviors, and social norms. Public health professionals can leverage commercial marketing strategies to promote health messaging, including interventions aimed at preventing teen dating violence (TDV). Using surveys (n=25) and focus groups (n=30) with Boston-based Start Strong teen peer leaders, this study analyzed social media usage, preferred content formats, and perceptions of digital health messaging. Engagement metrics from a youth co-created Instagram and TikTok campaign were also examined. Key findings reveal that adolescents favor short-form video content (83%), trust peer-led storytelling (76%), and prefer influencer content over institutional messaging (65%). Interactive features like polls and Q&A sessions increased engagement by 32%, while 58% of participants noted algorithmic challenges in accessing educational content. The peer-led campaign reached 4.2 million users, achieving a 52% engagement increase over traditional posts. This paper explores how commercial marketing strategies and youth-driven participation can revolutionize social media engagement, amplifying public health messaging for lasting behavioral change. It addresses social media-specific factors like algorithms, accessibility, and digital literacy, and presents case studies of successful, equity-driven campaigns. Finally, it underscores the potential of these strategies to drive behavioral change and demonstrates how social media can serve as a tool for positive social impact, community empowerment, and systemic change.

14:55-15:20

92621 | *Assessing Health Disparities and Access: Afghan Refugee Health in Pakistan Through Data-driven Analysis*

Saeed Ahmad, Tampere University, Finland

Fahmeeda Idrees, Tampere University, Finland

Pakistan remains one of the world's largest refugee-hosting nations, accommodating 1.3 million registered refugees, predominantly Afghans (99%). Health is a critical aspect of refugees' lives, yet their health data is managed through a separate Refugee Health Information System across 54 Afghan refugee villages, overseen by the Department of Health. This system is not integrated with Pakistan's national health information system, highlighting a significant gap in reliable health data essential for evidence-based decision-making and ensuring health equity for Afghan refugees. The study aims to assess disparities in health status and healthcare access between Afghan refugees and permanent Pakistani residents using the World Health Organization's Global Reference List 2018 of 100 Core Health Indicators. A population-based cross-sectional analysis was conducted using 2021 data from 960 Afghan refugees and 20,430 Pakistani residents. The study focused on essential health service coverage indicators, particularly malaria and fundamental healthcare services. Disparities were measured through cross-tabulations, crude odds ratios (ORs) with 95% confidence intervals (CIs), and stratifications by age and sex. Findings reveal significant differences in health status and healthcare access between Afghan refugees and Pakistani residents. Crude ORs indicate substantial disparities in malaria and essential health service coverage. Additionally, age and sex stratifications demonstrate varying degrees of inequalities across different demographic groups within both populations. The study underscores the urgent need to address healthcare discrepancies faced by Afghan refugees in Pakistan. The findings advocate for evidence-based policy interventions to reduce health disparities and promote equitable healthcare access.

15:20-15:45

94822 | *Mental Health of Women in Internally Displaced Persons Camps in Borno State, States, Nigeria: Can Sports and Performing Arts Be Effective?*

Ndidi Ofole, University of Ibadan, Nigeria

James Ayangunna, University of Ibadan, Nigeria

Olufemi Adegbesan, University of Ibadan, Nigeria

Omowunmi Adisa, University of Ibadan, Nigeria

This study was designed to investigate the effectiveness of Sports and Performing Art in the reduction of depressive symptoms associated with mental health among women in Internally Displaced Persons Camps in Borno State, Nigeria. Pretest -posttest quasi experimental design was adopted. Ninety women between 18- 36 years (= 1.56: SD=.492) who lived in camps for six years and met the criteria outlined in the Diagnostic and Statistical Manual for Mental Disorders (DSM IV) were purposively recruited for the study. Three IDP camps were randomly assigned into treatment conditions. The experimental groups were exposed to nine weeks of interventions using either Sports or Performing Art. The control group served as a comparison group. Three instruments were used for data collection, namely; Depression Self Rating Scale ($\alpha = 0.83$), Becks Depression Inventory ($\alpha = 0.78$) and Rosenberg Self-Esteem Scale ($\alpha = 0.82$). Analysis of Covariance (ANCOVA) and Bonferonni Post-hoc were used for data analysis at 0.05 level of significance. Result show that that there was significant main effect of treatments in managing mental health among women in IDP camps in Borno State, Nigeria $F(2, 42) = 16.02$; $P < 0.05$, partial $\eta^2 = 0.433$). There was evidence to show that performing arts intervention was more potent (= 42.90) than the sports group (= 63.556) in reduction of depressive symptoms of the participants. There was a significant interaction effect of treatments and self-esteem on mental health $F(4, 90) = 2.751$, $p < 0.05$, partial $\eta^2 = 0.164$). We concluded that sports and performing art interventions were effective

14:05-15:45 | UCL Torrington, B09 (Basement Floor)

Saturday Onsite Parallel Session 3

ECE2025: Cultural Identities and Indigeneity in Education

Session Chair: Norma Barbado

14:05-14:30

93691 | *Students' Views About the Development of Their Cultural Diversity Awareness and Intercultural Communicative Competence*
Songul Dogan Ger, Eötvös Loránd University and Budapest University of Technology and Economics, Hungary

The rapid expansion of multicultural interactions has heightened the need for Cultural Diversity Awareness (CDA) and Intercultural Communicative Competence (ICC) in language education. Foreign language instruction must extend beyond linguistic proficiency to include cultural learning, enabling learners to become effective intercultural speakers. International schools, growing in number due to globalisation, claim to foster ICC while offering internationally recognised diplomas. However, further investigation is needed to assess how effectively they integrate culture learning and how students internalise CDA and ICC. This study, part of a larger research project, examines the development of CDA and ICC among 11 students from Year Groups 7, 8, and 9 (Key Stage 3: ages 12–14) at an international school in Budapest, where English serves as the medium of instruction (EMI). A non-probability purposive sampling method was used to select students with at least one year of international school experience to ensure exposure to intercultural learning. The researcher's established relationship with the students and parents informed the decision to focus on Key Stage 3. The participants, from Asia, America, Europe, and the Middle East, had international school experience ranging from one to eleven years. Data were collected via semi-structured interviews and analysed using thematic analysis. Findings indicate that while students exhibit cultural awareness, the depth of ICC development varies based on personal experiences, curriculum exposure, and extracurricular activities. Some demonstrate strong intercultural adaptability, while others struggle to apply theoretical knowledge. Implications highlight the need for experiential learning, reflective practices, and curriculum adjustments to enhance ICC development.

14:30-14:55

94013 | *Japanese Children's Cultural Identity in Superdiverse Aotearoa New Zealand*
Madoka Takemoto, Te Rito Maioha Early Childhood, New Zealand

Aotearoa New Zealand is now regarded as a superdiverse country characterised by broad sub-ethnicity groupings, a wide range of languages, and the rapid increase of the Asian population in recent years (Spoonley, 2022). The Japanese population comprises 0.5 percent of the total residential population in New Zealand and contributes to adding diversity within Aotearoa New Zealand. In a superdiverse situation, diversity can be multi-layered with people's individual background adding further diversities even within each ethnic group (Vertovec, 2007). However, we do not know what this superdiversity looks like in the everyday lives of Japanese children and their immediate environment. This presentation reports findings from the presenter's Doctor of Education study which investigated Japanese children's experiences in New Zealand early childhood settings. This presentation aims to support understanding of Japanese children's cultural identity in their early childhood settings. A qualitative multiple case study with five Japanese children in different early childhood settings was conducted using reflexive thematic analysis of the data gathered from child observation, individual teacher and parent interviews, and document collection. This presentation has a particular focus on the case of Emi, a four-year-old Japanese girl. The findings suggest that Japanese children in my study experienced complex situations of having to choose where to position themselves between Japanese and New Zealander (Kiwi) identities. This study contributes to understanding Japanese children in European-dominant countries. It signals the importance of avoiding overgeneralization of cultural identities and the need for teachers to be supported in superdiverse environments.

14:55-15:20

94465 | *A Study on the Construction of Indigenous School Leadership Indicators: A Perspective from Tribal Innovative Leadership Communities*
Juei-Hsin Wang, Graduate Institute of Educational Administration and Policy Development, Taiwan
Jhih-cheng Chen, National University of Tainan, Taiwan

This study aims to construct leadership indicators for Indigenous schools by exploring the uniqueness of tribal leadership in relation to educational administration theories. Based on the actual conditions of tribal schools, the research formulates action strategies for cultivating tribal leadership talents and develops key leadership indicators tailored to the needs of tribal schools. Through a reflective analysis of both "general leadership models" and "leadership models within tribal contexts," the study examines the life experiences of innovative tribal school leaders. It further integrates these insights with contemporary educational leadership theories to derive a set of leadership indicators specific to Indigenous tribal schools. The research adopts the Delphi method, constructing essential frameworks and leadership indicators for school leadership and core team/curriculum leaders within the context of indigenous experimental education. From the perspective of emerging tribal leadership communities, the study employs narrative research and the Delphi process to establish leadership indicators aligned with Indigenous tribal contexts.

15:20-15:45

94467 | *Identity and Sustainability Profile of the Quilombola Remnant Community Manoel Ciriáco Dos Santos, Guaíra, Paraná, Brazil*
Norma Barbado, IFPR Campus Umuarama, Paraná, Brazil
Natiele Cristina Friedrich, Faculdade ISEPE Rondon, Brazil
Bruna Fernanda Barbado Migliozi, Independent Scholar, Brazil

The Manoel Ciriáco dos Santos Quilombola Remnant Community in Guaíra, Paraná state, Brazil, reflects the distinction between community and society. According to the concepts of German theorist Ferdinand Tönnies (1887), the community is organic, while society is mechanical. He argued that social relations in the community are natural and spontaneous, whereas in society, artificial rules are necessary. Thus, the community stands out for its solidarity and cultural preservation, in contrast to the historical marginalization imposed by society. This study aimed to outline the identity and sustainability profile of the Manoel Ciriáco dos Santos Quilombola Remnant Community, considering aspects of the sustainability tripod. The methodology included discussion circles and semi-structured interviews, with content analysis based on three categories: social, economic, and environmental aspects. The results indicate land demarcation challenges, affecting the community's education and cultural practices. From an environmental and social perspective, there is a pressing need for Environmental Education to strengthen sustainable practices and encourage tradition preservation, reinforcing the transmission of ancestral knowledge. Moreover, the community symbolizes resistance and the struggle for social justice, actively engaging in debates on structural inequalities. In the economic sphere, public policies aimed at fostering development rather than mere assistance are essential. Its low-impact agricultural economy reinforces its territorial connection, showing that its fight goes beyond subsistence, it represents a political and social movement for fundamental rights and recognition.

14:05-15:45 | UCL Torrington, B17 (Basement Floor)

Saturday Onsite Parallel Session 3

ECE2025: Teaching and Learning Experiences in Multicultural and Multilingual Contexts

Session Chair: Sujin Kim

14:05-14:30

94765 | *Reimagining Maltese Classrooms: Embracing Multilingualism Through Culturally Responsive Pedagogy*
Michelle Panzavecchia, Institute for Education, Malta

Malta, historically shaped by British colonial influence, marked by societal bilingualism, is currently evolving into an increasingly multilingual society, owing to recent and rapid demographic shifts. This study explores how these changes are mirrored in Maltese primary classrooms by investigating how educators perceive linguistic and cultural diversity. It explores attitudes toward fluid language practices, and the strategies implemented to address these realities. This study was conducted through a mixed-methods approach, involving an online questionnaire completed by 145 educators across Maltese state primary schools. Quantitative data were analysed using descriptive statistics, while qualitative responses were thematically analysed. Results indicate that while many educators organically employ fluid language strategies such as code-switching and translanguaging, over half report a lack of confidence in doing so, owing to insufficient training and formal guidance. Although some educators embrace culturally responsive pedagogy, the majority struggle to reconcile these practices with traditional approaches, expressing concerns about classroom management and language loss. The findings highlight a pressing need for tailored professional development supporting educators to implement multilingual pedagogies effectively and inclusively. This study contributes a context-specific understanding of the challenges and opportunities faced by educators in Malta's multilingual classrooms. It offers practical implications for policymakers and institutions, including the design of professional training grounded in teachers' realities and needs. It also aims to support a systemic shift towards socially just and linguistically responsive education in small, increasingly diverse national contexts.

14:30-14:55

92948 | *Teaching French to Non-Native Speakers: Navigating Challenges and Opportunities in a Multicultural Anglophone Context*
Malek Garci, Concordia University, Canada

Teaching French as a second language (FSL) in a multicultural and predominantly anglophone city like Montreal presents both unique challenges and significant opportunities. This proposal delves into how educators navigate linguistic diversity, cultural differences, and institutional dynamics in such a vibrant setting. Drawing on over a decade of experience as both an academic advisor and a teacher at Concordia University, this paper offers a unique and privileged perspective on the intersection of pedagogy and student support. It outlines effective pedagogical strategies, innovative administrative practices, and culturally sensitive approaches that foster language acquisition and engagement. This presentation will provide practical recommendations for educators and administrators aiming to enhance FSL programs in multicultural and anglophone environments. It contributes to broader discussions on language education, multiculturalism, and the role of higher education in promoting linguistic and cultural exchange. This presentation will demonstrate how cultural sensitivity, institutional adaptability, and innovative teaching methodologies can transform challenges into opportunities for impactful language education. Lessons from Montreal's context will offer valuable applications for educators and institutions in multilingual and multicultural environments globally.

14:55-15:20

94153 | *Advantages and Disadvantages of Native and Non-Native Mandarin Chinese Instructors: Student Perceptions at the University of Botswana*
Duna Raletsatsi, University of Botswana, Botswana

The teaching of Mandarin Chinese at the University of Botswana has been ongoing for over a decade. Initially, it was predominantly taught by native Mandarin Chinese instructors, but in recent years, local Mandarin Chinese instructors have also taken on this role. Despite this shift, limited research exists on student perceptions of both native and non-native Mandarin Chinese instructors. This qualitative study investigates these perceptions, focusing on the advantages and disadvantages of learning Mandarin Chinese from each type of instructor. Data were gathered through questionnaires administered to sixteen students enrolled in Mandarin Chinese courses at the University of Botswana. Using content analysis, key themes were identified and categorised. The findings highlight several perceived advantages of local Mandarin Chinese instructors, including their ability to use students' native language to explain complex concepts, adapt teaching styles to suit students' learning needs, offer clear explanations with relatable examples and understand students' challenges due to shared cultural or linguistic backgrounds. Conversely, native Mandarin Chinese instructors are perceived as advantageous in their ability to provide accurate pronunciation and tonal instruction, and impart deep cultural knowledge and authentic language usage. However, the disadvantages of one group often align with the advantages of the other. The study has significant implications for classroom practices and teacher professional development, suggesting that a balanced approach incorporating strengths from both native and non-native Mandarin Chinese instructors may optimise the learning experience.

15:20-15:45

92996 | *Teacher Development for Education of Multilingual Learners in Content Classrooms Through Integrative Transliterations Framework*
Sujin Kim, George Mason University, United States

The growing population of multilingual learners (MLs) in U.S. schools necessitates content teachers to develop both content knowledge and language proficiency simultaneously. However, teachers often lack competency in content-language integrative pedagogy that builds on MLs' transliterate capabilities (Kim et al., 2024; Smith et al., 2018; Stornaiuolo et al., 2017), placing MLs at a greater disadvantage in the content classroom. In order to fill the practice gap, this study examines a group of U.S. K-12 teachers' ideological beliefs and practices regarding multilingual learners (MLs) within a 2-year professional development project (2022-2024), answering the research question: What transformative changes in critical language awareness and instructional practices emerged among K-12 content teachers throughout the project? Quantitative analysis using repeated measures ANOVA across three time points revealed significant changes: reduced belief in English-only instruction ($p < .05$), increased knowledge of MLs' backgrounds ($p < .001$), advanced skills in ML instruction through collaborative transmodalising pedagogy ($p < .05$), and enhanced competence in culturally and linguistically responsive instruction ($p < .01$). Qualitative analysis of interviews, focus groups, teaching videos and presentations, identified three major shifts: (1) from viewing MLs as "burdens" to valuing their linguistic and cultural resources, (2) adopting translanguaging practices that welcome both home languages and English, and (3) moving from monoglossic to heteroglossic language ideologies. These changes reflect teachers' broader commitment to creating equitable, inclusive classrooms that empower ML students within and beyond their classrooms. The study offers implications for effective professional development programming to shift from deficit-oriented, separatist frameworks toward asset-based, integrative approaches in working with MLs and their families.

14:05-15:45 | UCL Torrington, G08 (Ground Floor)

Saturday Onsite Parallel Session 3

ECE2025: Leadership in Education

Session Chair: Ahmed Alkaabi

14:05-14:30

95961 | *Leading the Transformation: Young Rectors, Educational Reform, and Human Capital in Kazakhstan's Higher Education*
Gulnura Arzanbekova, Suleyman Demirel University, Kazakhstan
Indira Makhazhan, Suleyman Demirel University, Kazakhstan

The higher education system is experiencing transformation driven by the Ministry of Higher Education and Science through the enhancement of human capital. A recent reform suggests appointing the young generation of leaders, mainly because capacity building was developed at Nazarbayev University (NU). Nazarbayev University is an innovative and the only autonomous research-driven education hub that provides knowledge-sharing practices to public and private universities across the country (Jonbekova et al., 2023). This reform aims to disseminate NU's leadership and experience to promote international standards of leadership, research, and autonomy (Jonbekova et al., 2023; Sagintayeva & Kurakbayev, 2015). This study explores the implications of this institutional reform, fundamentally built upon the human capital theory, aiming to evaluate what is the impact of these job allocations. The research employs a qualitative methodology, conducting semi-structured interviews with three stakeholder groups: (1) Ministry officials who made the appointments to understand policy rationales and performance expectations; (2) appointed top-managers to explore their aspirations, leadership strategies, and institutional vision; and (3) faculty members from affected universities to capture their perceptions of leadership change, organizational culture, and reform implementation. The study contributes to higher education policy by examining how transformational leadership may foster capacity building and human capital systems. Findings will provide insights into the effectiveness of top-down human capital reforms and offer evidence-based recommendations for managing transformative leadership in post-Soviet higher education systems.

14:30-14:55

91798 | *A Case Study Approach Towards Understanding and Responding to Poor Principal Class Occupational Health Safety and Well-being in Cairns, Australia*
Lucas Felstead, Central Queensland University, Australia

The occupational health, safety, and well-being of education leaders, particularly principals, has been in decline in Australia since 2011. This decline is attributed to the increasing demands and complexity of their roles. Despite various efforts, there is limited evidence of successful interventions within the Australian education sectors. This research employs a qualitative, multiple case, case study approach to generate new insights and respond to this crisis within the Catholic Education Diocese of Cairns (CEDC), utilising the Salutogenic model of health and the Job Demands-Resources (JD-R) theory. The research aimed to provide an informed response to optimise the cultural conditions within the CEDC to guide better management practices for the broader principal class, thereby enhancing their ability to cope with their roles. The study focuses on high-performing experienced principals within the CEDC, employing within-case thematic analysis and between-case and cross-case analysis to identify their culturally adaptive metacognitive strategies. Understanding the cultural origins and impact of these strategies is facilitated by the Salutogenic model of health and recent updates to JD-R theory, which together provide a new, and refined understanding of the culturally adaptive resources and strategies employed by principals to sustainably manage the complexity and demands of their role. The study forwards a comprehensive understanding of the mechanisms by which high-performing experienced principals optimise their use of personal and cultural resources through the introduction of the Wise Principal Model (WPM), elucidating how principals leverage adaptive cultural resources to create resource gain spirals that enhancing their capacity to reduce work stress.

14:55-15:20

95315 | *Non-Positional Teacher Leadership: An Alternative Educational Reform Strategy*
David Frost, University of Cambridge, United Kingdom

The presentation previews a new book: *Teachers and the practice of leadership: enabling change for transformation and social justice* (Routledge, 2025). It offers a rationale for non-positional teacher leadership (NPTL) which focuses on the urgent need for a radically different mindset in relation to educational reform. The often-neglected relationship between social justice and reform is examined in the light of the epistemic injustice which currently blights international discourse in this area. Then follows a presentation of highlights from a substantial body of evidence to support a claim for the efficacy of programmes of support for NPTL. Evidence is drawn from across the world including from countries as diverse as Bosnia & Herzegovina, Palestine and Kazakhstan. The presentation will include an introduction to the guidance and workshop materials which will be available on an open access basis alongside the publication referred to above.

15:20-15:45

94121 | *Enhancing Clinical Supervision Knowledge and Practices Among School Senior Leadership Teams*
Ahmed Alkaabi, United Arab Emirates University, United Arab Emirates
Asma Abdallah, Sharjah Education Academy, United Arab Emirates
Ahmad Qablan, United Arab Emirates University, United Arab Emirates

In the dynamic landscape of contemporary education, teachers face significant challenges in delivering high-quality instruction amid increasing demands for accountability. This mixed-method study examines the efficacy of training school principals and supervisors in the clinical supervision cycle to refine supervisory approaches and enhance teaching and learning. Specifically, the research investigates the implementation of clinical supervision in public schools in the United Arab Emirates (UAE) and its role in bolstering instructional practices. Data were collected through pre- and post-surveys, clinical supervision workshops—including pre-conferences, classroom observations, and post-conferences—along with observations, interviews, and review of documents and tools used during the supervision cycle. Fifty participants (principals, vice principals, and heads of faculty) engaged in the training, and quantitative results revealed significant improvements in clinical supervision practices—especially in the preparation for pre-conference meetings and the delivery of evidence-based feedback during post-conferences. Participants also reported an increased awareness of the importance of fostering a non-threatening, supportive environment and a clearer distinction between formative and summative evaluations. These findings contribute to the clinical supervision literature by advocating its formative use in instructional improvement, professional learning, and the adaptation of practices to individual needs.

14:05-15:45 | UCL Torrington, G09 (Ground Floor)

Saturday Onsite Parallel Session 3

ECE2025: Approaches to Industry-Ready Education

Session Chair: Ran Yang

14:05-14:30

94459 | *Innovative Practice of New Energy Vehicle Engineering Professionals Cultivation Mode in China: Integrate the Sustainable Development Concepts into the Engineering Education*

Yongchun Lin, Zhejiang University, China

Tianhao Zhang, Hangzhou No.14 High School, China

Wei Zhang, Zhejiang University, China

China is changing from a chaser to a leader in the global new energy vehicle industry. This success is inseparable from the talent cultivation model of new energy vehicle engineering through university-enterprise cooperation in Chinese universities. The core research question of this paper is how to embed the sustainable development concepts into the talent cultivation model for new energy vehicle engineering through university-enterprise cooperation. Based on the complex adaptive systems theory, we adopt an exploratory multi-case study method, follow the principle of theoretical sampling, and select three universities, which have remarkable achievements in the new energy vehicle engineering professionals cultivation, as the objects of the study. On this basis, we conducted semi-structured interviews with eight organization members, and organized the multi-party information with the help of coding technology. Through the systematic analysis of the innovative practices of engineering professionals cultivation in new energy vehicle in three types of universities, we summarize four aggregated concepts, such as "scenario-driven, resource network, standard structure and educational goal", and put forward the "Resource-Environment-Structure-Performance" (RESP) model of the new energy vehicle engineering professionals cultivation. The RESP model clarifies the mechanism of interaction between engineering professionals development influences and the organizational network and organizational environment of the university. We found that the sustainable concept of ecological environment, the sustainable concept of economic development, and the sustainable concept of social responsibility permeate the whole process of the new energy vehicle engineering professionals cultivation, and positively regulates and guides the internal logic of "scenario driven-resource network-standard structure-educational goal".

14:30-14:55

94116 | *Academic Faculty Intentions to Incorporate Industry 4.0 Technologies in Higher Education Courses*

Ira Raveh, Braude College of Engineering in Karmiel, Israel

Dan Cuperman, Braude College of Engineering in Karmiel, Israel

Education systems worldwide face the urgent need to prepare graduates who hold the necessary competencies dictated by the labor market in the era of the Fourth Industrial Revolution. For higher education institutions teaching engineering, this challenge is even more profound, as they are responsible for preparing a new generation of engineers who will not only utilize current digital technologies but also develop future innovations. Faculty preparedness plays a crucial role in this mission, as they must possess the appropriate tools, competencies, and mindset to effectively integrate Industry 4.0 (I4.0) technologies into their teaching, either as instructional content or as teaching tools. This study examines faculty members' intentions to integrate I4.0 technologies into their teaching practices and explores how these intentions can be predicted based on their demographic and professional characteristics. Data were collected using an online self-report quantitative questionnaire, distributed to 107 faculty members at colleges and universities in Israel. The results indicate that approximately three-quarters of the participants have little or no interest in incorporating I4.0 technologies into their teaching or lack sufficient knowledge to form an opinion on the matter. Conversely, about one-quarter of the participants are either highly interested in incorporating these technologies or have already done so. The frequency with which Faculty utilize I4.0 technologies and the importance they attribute to their integration were found to be significantly related to Faculty intentions to adopt I4.0 technologies. These findings have practical implications for promoting the integration of I4.0 technologies in higher education engineering institutions.

14:55-15:20

94449 | *Supporting Career Readiness in Transdisciplinary Engineering: Insights from Educators in the UK and Hong Kong*

Lillian Yun Yung Luk, The University of Hong Kong, Hong Kong

Chen Ye, The University of Hong Kong, Hong Kong

Chika Nweke, University College London, United Kingdom

Irina Lazar, University College London, United Kingdom

Transdisciplinary engineering, which integrates knowledge, methods, and tools from multiple disciplines to address complex challenges, demands a diverse set of generic competencies, including collaborative skills, communication skills and problem solving skills. Engineering teachers play an important role in preparing students for future-ready careers. As the need for engineers to work in transdisciplinary and intercultural teams grows, this paper explores the perspectives and experiences of engineering teachers in supporting students' career development by enhancing teamwork, communication, and other transferable skills essential for success in transdisciplinary and intercultural environments. Using qualitative research methods, this comparative study examines pedagogical approaches and support mechanisms employed by engineering educators at two institutions: University College London and The University of Hong Kong. While both universities host diverse student populations, Hong Kong's student body includes a higher proportion of students from Confucian cultural backgrounds compared to the UK. By analyzing the views and practices of engineering teachers in these distinct cultural and institutional contexts, the study aims to identify strategies for supporting students from diverse backgrounds in developing the skills necessary to thrive in transdisciplinary and intercultural teams. These insights will help prepare students for future careers in increasingly global and interdisciplinary engineering environments.

15:20-15:45

93537 | *Mentoring for Careers in Physics (MCP): An Industry-Academic Partnership Model from William & Mary, USA*

Ran Yang, William & Mary, United States

Christopher Monahan, Colorado College, United States

The Department of Physics at William & Mary, one of America's oldest public research universities, has developed an innovative mentoring program that addresses the critical transition from undergraduate studies to professional careers in physics and engineering. Mentoring for Careers in Physics (MCP) connects undergraduate students with industry professionals through structured one-on-one mentoring relationships. Since 2022, the program has grown from 23 to 30 mentor-mentee pairs, partnering with 21 organizations across the technology and engineering sectors. Assessment data demonstrates strong outcomes in career preparation and professional development, with mentee testimonials highlighting improved career readiness and expanded professional networks. The presentation will share MCP's implementation framework, focusing on mentor-mentee matching strategies, program scalability, and the integration of digital platforms for program management. As the program expands to other U.S. institutions, starting with Colorado College, we offer insights for establishing similar industry-academic partnerships in diverse institutional contexts.

14:05-15:45 | UCL Torrington, G10 (Ground Floor)

Saturday Onsite Parallel Session 3

ECAH2025: Socioeconomic Issues in Education

Session Chair: Grant Black

14:05-14:30

95882 | *Students' Choice of Academic Programme: Unpacking the Role of Motivational and Socio-demographic Factors*

Abena Sekyere, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Ghana
Grace Yeboah, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Ghana
Abraham Gyamfi, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Ghana
Abraham Yeboah, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Ghana
Afua Ntoaduro, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Ghana
Sylvanus Kofie, Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, Ghana

The choice of the academic programme of study for higher education has been paramount in a student's contemporary education career. Most students enrol in certain academic programmes in the university, but later regret or withdraw from such programmes due to lack of interest. Drawing from data gathered from students at Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, this study sought to explore how intrinsic, extrinsic and socio-demographic factors affect students' choice of academic programmes. The study employed a quantitative cross-sectional survey design. Self-designed and validated questionnaires with a composite reliability of 0.78 were used for data collection. The stratified sampling method was used to select 1426 students for the study. Data analysis was performed with SEM. The study discovered that students' choice of academic programmes were influenced by their attitudes and perceptions towards professional programmes. Results further showed that most of the respondents were motivated by prospects of advancing career growth and getting a related job after completing university. It was also found that socio-demographics factors such as a guardian educational background and occupation influenced students' choice of academic programmes. Based on the results, study recommends therefore that a clear framework for career guidance must be established, and information about existing academic programmes and their course content during the process of choice of the academic programme of study. This will enable students to make choices that are informed, fulfilling and rewarding in future.

14:30-14:55

94584 | *Admission to Higher Education and Student Socioeconomic Status in Azerbaijan: How Does Meritocracy Serve the Students?*

Roya Karimli, University of Western Ontario, Canada

This ongoing research focuses on the meritocratic system of accessing higher education in Azerbaijan. Admitting students into higher education institutions in Azerbaijan is executed through higher education admission examinations. However, what this system fails to consider is that it is not fair for students to compete in one examination if they do not come from the same, or at least similar, backgrounds, especially in terms of the socioeconomic statuses (SES) of their families. Thus, the meritocratic system of the country raises concerns about the access to higher education of students from low socioeconomic status. Drawing upon Forms of Capital by Pierre Bourdieu (1986) and A theory of Justice by John Rawls (1971), I argue that students from less privileged families should be located well before the university admission examinations and provided the support they need to be able to reach their highest potential. Through semi-structured one-on-one and focus group interviews with both high and low SES university and college students in Azerbaijan, this study seeks to gain more insight into the experiences of less privileged/low SES students and how these experiences are different from those of students from more privileged/high SES families. Consequently, the study is hoped to draw implications for policymakers as to in what ways students from less affluent families can be supported better prior to competing in the said examination.

14:55-15:20

93389 | *Exploring the Factors Affecting Career Choices of Undergraduate Emirati Students*

Laila Mohebi, Zayed University, United Arab Emirates
Solomon Arulraj David, The British University in Dubai, United Arab Emirates

This study explores the determinants of career choices among Emirati students, engaging 550 students from selected universities in the United Arab Emirates (UAE). Employing a phenomenological approach, the research utilized a survey questionnaire to understand the impact of various factors such as parental influence, educational institutions, university programs, and socio-economic elements on the career decisions of undergraduate Emirati students. Out of 550 targeted participants, 400 completed surveys were analyzed using Statistical Package for the Social Sciences (SPSS) version 22. The findings reveal a predominant influence of parents, followed by significant roles of schools and socio-economic factors, in shaping career choices. University programs, while less directly influential, play a nuanced role, often aligning with students' interests and parental expectations rather than directly dictating career paths. The study acknowledges its limitations, including its focus on a specific demographic within the UAE and the potential for response bias. Future research is suggested to examine the longitudinal effects of these factors on career development and to explore the impact of emerging economic trends. Additionally, comparative studies with students from other regions could provide a broader understanding of these dynamics.

15:20-15:45

96319 | *Bi-Racial, Bi-Cultural Children and Japan's Sole Custody Policy: Impacts on Cultural Identity, Education, and Socialization*

Grant Black, Chuo University, Japan

Japan's longstanding legal framework has only allowed for a sole custody arrangement post-divorce. A new law set to go into effect in 2026 proposes to allow the possibility of joint custody; nevertheless, rooted in historical family law prioritizing single-parent custody post-divorce, Japan's sole custody policy is expected to persist. This practice, enshrined in the Japanese Civil Code, reflects cultural norms emphasizing familial unity under one household, historically limiting joint custody options and often resulting in children being denied access to one parent, typically the father. For bi-racial and bi-cultural children, this policy severs ties to the non-custodial parent's culture and language, with significant emotional and psychosocial consequences. The loss of bilingual fluency and cultural literacy can hinder educational opportunities for these children. Socialization is also impacted, as children may struggle with identity formation, facing stigma or exclusion in Japan's homogeneous society, exacerbated by the absence of the non-custodial parent's cultural guidance. Recent studies highlight elevated risks of emotional and behavioural issues for children in fatherless homes, underscoring the need for further policy reform. This presentation examines Japan's sole custody framework, its historical context, the proposed new law, and its implications for bi-racial children's cultural, educational, and social development, advocating for joint custody and coparenting models to foster balanced identities and a practice of ethics and care in child custody policy in Japan.

14:05-15:45 | UCL Torrington, G12 (Ground Floor)

Saturday Onsite Parallel Session 3

ECE2025: Teaching with AI

Session Chair: Rainer Telesko

14:30-14:55

94005 | *Generating Positive AI Classroom Experiences: From Dean Winchester on a Unicorn to Creative Pedagogy*
Kathryn M. Koziol, University of Arkansas, United States

This is a qualitative study where I explore student perceptions of AI use in academic settings—data is from anthropology courses at a mid-sized institution. Using a theoretical lens that considers the significance of Digital Literacy, Informational Literacy, and Social Bias Literacy I explore how AI can be integrated in assignments designed to improve engagement. Students from ten introductory courses, including two online sections, reflected on AI-assignments that they created for small-group projects or online discussion boards. Preliminary data included prompts, resulting images, and identification of the AI-platform used. Secondary surveys provided insights into student perceptions. This study includes a discussion of which assignments effectively integrated AI across modalities from student and instructor perspectives. Assignment design and goals varied, including pre- and post-lesson comparisons to measure knowledge gains, creative applications of lecture content to assess informational literacy, and activities designed to increase engagement. Student surveys were anonymous; therefore, discussions of knowledge gains are at the course level, not on individual performance. Additionally, students were asked about visible social biases in AI-generated images. They missed seemingly apparent biases (e.g., gender, racial or ethnic representational biases), which I interpret as revealing a low level of social bias literacy. Future research will explore this area further, though my initial observations are discussed. Finally, students' impressions of AI reflect a mix of positive and negative views, highlighting varying levels of digital and informational literacy. These perceptions are critical when designing AI-based assignments, as students have differing understandings of AI's environmental, social, and informational implications.

14:55-15:20

95028 | *Comparative Analysis of Student-Centred Teaching Competencies in Innovative Learning Environments Versus Traditional Settings*
Amelia R. Granda-Pinan, University of Valencia, Spain
Moises Moreno-Rando, University of Alicante, Spain
Sonia Vecino-Ramos, Generalitat Valenciana, Spain
Raquel Monforte-Chiva, Generalitat Valenciana, Spain

This paper aims to present the analysis of a research dealing with teaching experiences, pedagogy, practice and praxis of teaching among Spanish teachers in the Valencian Community region in Spain, being the main objective to be studied the use of student-centred methodologies and teaching professional competencies in Innovative Learning Environments (ILE) versus traditional spaces. This relationship has been studied by means of a research done with a sample of 782 teachers in-service teachers throughout schools and high schools, who responded to a structured questionnaire covering five areas, aspects from methodological approaches to technology use and interest in educational innovation were evaluated. Using a quantitative approach and analysis with IBM SPSS, differences were explored between teachers working in ILEs and those in traditional settings. The results indicated that 95.26% of teachers use student-centred methodologies, with these practices being more prevalent in ILEs. Significant differences were observed in the planning of learning experiences and in the integration of pedagogical strategies that promote student participation. Additionally, there was a greater use of technology in ILEs, highlighting digital collaboration and content creation. The conclusions suggest that ILEs encourage a more dynamic, student-centred approach to teaching, motivating teachers to use advanced methodologies and digital resources. This reinforces the need to design professional teacher training programmes that promote teaching competencies to improve teachers' performance and their work on innovative learning environments, thus contributing to the adaptation of the educational system to current challenges and common concerns.

15:20-15:45

93164 | *Teaching Python in the Bachelor: Experiences and Recommendations*
Rainer Telesko, FHNW University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

Learning a new programming language is a big challenge for students (Telesko et. al. 2023) Among the challenges are high abstraction abilities (syntax, understanding object-orientation etc.), coping with software engineering as a multi-disciplinary process and the need to learn many things at the same time. The elective "Introduction into Python" in the Bachelor "Business Information Technology" at the University of Applied Sciences and Arts Northwestern Switzerland was conducted several times in the past two years. The setting of this elective was completely different from teaching programming in the entry stage: block course in three days, focus on code and not on slides or books, using gamification (coding contest) and a group project to foster interest and competition. The results with this elective are quite encouraging and totally different from the assessment stage: It turned out that students don't need to be pushed to dive into complex IT issues when there is an opportunity to realize a promising project or to "polish" the CV. Students also dealt with tech stuff which was never explained before. The main research question in this contribution was to find out if programming skills differ significantly between "classical" teaching in the entry stage where the focus is mainly on syntax / small programs and the style used in the elective. As evidence exam results (classical teaching) and findings from the Q&A sessions (elective module) together with student interviews were used. The results clearly showed that the style used in the elective outperforms "classical" teaching.

14:05-15:45 | UCL Torrington, G13 (Ground Floor)

Saturday Onsite Parallel Session 3

EGen2025: Built Environment and Elderly Care

Session Chair: Yen-Jong Chen

14:05-14:30

95027 | *Research on the Construction Mechanism of Inclusive Environment in Community Public Spaces from the Perspective of Intergenerational Parenting*

Lu Wang, Hebei University of Technology, China
Junxiao Qiao, Hebei University of Technology, China

The ageing population in China is characterised by its rapid pace and large scale. It is projected that by 2030, individuals aged 65 and above will constitute over 20% of the total population. Against this backdrop, family structures have shifted from a flat, multi-child model to a vertical, multi-generational coexistence model. The importance of harmonious intergenerational relationships has become increasingly evident in a rapidly developing society, particularly in a context where intergenerational parenting has become the norm. This study conducted a year-long field investigation in three older residential communities in Tianjin, focusing on the characteristics and needs of the elderly and children. It analysed the existing issues in community public activity spaces and provided insights for creating an inclusive environment suitable for intergenerational parenting, where the elderly and children can engage in activities together. The research findings indicate that: 1) The inclusiveness of community environments needs improvement, manifested in the irrational layout of activity spaces and the lack of interactive spaces for the elderly and children; 2) The community life network is underdeveloped, reflected in the lack of vitality in neighbourhood interactions, insufficient accessibility and safety of transportation, and lagging public facilities and services; 3) To establish a robust intergenerational parenting environment, it is necessary to coordinate policies, design guidelines, and community platforms at various levels, guided by the concept of inclusive design, to promote the realisation of inclusive communities.

14:30-14:55

95492 | *Decoding Efficiency in Chronic Care: DEA-fsQCA Pathways for Integrated Long-Term Care Systems*

Rong Chen, Peking Union Medical College, China
Fang Wang, Peking Union Medical College, China
Jun Zhao, Chinese Academy of Medical Sciences, China
Siqi Liu, Chinese Academy of Medical Sciences, China

The accelerating demographic aging in China has intensified the burden of chronic conditions, necessitating multidisciplinary frameworks for sustained health management and coordinated care delivery. Integrated long-term care systems are critical for chronic disease management in aging populations, yet inefficiencies and resource misallocation persist. This study evaluates chronic care efficiency and identifies driving pathways under integrated long-term care systems to inform resource optimization. Data Envelopment Analysis (DEA) assessed technical, scale, and comprehensive efficiency across 34 cases selected from five Chinese cities: Wuxi, Jiaozuo, Changsha, Chengdu, and Chongqing Municipality. Fuzzy-set Qualitative Comparative Analysis (fsQCA) examined conditional configurations (governance, financing, information, workforce, service, innovation). DEA revealed only 2 regions achieved optimal efficiency ($\theta=1$), with others exhibiting significant resource slack (up to 40.04). fsQCA identified governance (consistency=0.907) and information-sharing (consistency=0.687) as core conditions for high-efficiency pathways, while financing gaps and service inaccessibility drove inefficiency. fsQCA identified four high-efficiency configurations characterized by synergistic interactions: "Governance * ~Financing * Information * ~Workforce * ~Service" (consistency=0.968), "Governance * Information * ~Workforce * ~Service * ~Innovation" (consistency=0.829), "Governance * ~Financing * Information * Workforce * Innovation" (consistency=1.000) and "Governance * Financing * Information * Service * ~Innovation" (consistency=0.982). Six fragmented pathways explained efficiency divergence. Robustness tests (consistency threshold raised from 0.80 to 0.85) confirmed stability, with high-efficiency models achieving overall consistency of 0.978 (coverage reduced to 0.510). Cross-sector governance and interoperable health information systems are pivotal for optimizing chronic care. The DEA-fsQCA approach offers actionable insights for tailored strategies in aging societies.

14:55-15:20

93663 | *Empirical Modeling the Social Support to Affect the Housing Moving Decision of the Older Adults in Taiwan*

Yen-Jong Chen, National Cheng Kung University, Taiwan
Shih Chun-Rui, National Cheng Kung University, Taiwan

Following to the policies of aged society, the Taiwan government launched a "10-year long care project" (Phase I) since 2007. The key tasks of the policy would be to understanding the living habits and preferences of the old adults and to build up the urban environment and community facilities, including internet social network, so that the needs of living habits can fulfilled. In this study, we construct an empirical study in Taiwan on the issues of the decision structure of the older adults to the alternative choice of moving decision, namely to move or not to move. Also, we would discuss factors that affect the older adults to becoming aging in place, especially focus on factors of social network connection of the older adults. Empirical data were selected from a panel survey of Chinese (in Taiwan) family status called the Panel Study of Family Dynamics (PSFD), which provides the most detail information of household characteristics and housing status in Taiwan. Several empirical models would be constructed, including the logistic regression of the binary choice models and the multi-nominal logit (MNL) models. We tentatively found that the social support maintained by frequent intergenerational physical interactions of the older adults will increase the willingness to stay in the same place.

15:20-15:45

95397 | *How Do Older Moroccan Migrants in the Netherlands Describe the Age-friendliness of Their Neighbourhoods? A Person-environment Fit Perspective*

Hager Hussein, Erasmus University Rotterdam, Netherlands
Jane Murray Cramm, Erasmus University Rotterdam, Netherlands
Anna Petra Nieboer, Erasmus University Rotterdam, Netherlands

The heterogeneity of older-migrant populations indicates that their needs for ageing in place will differ. Older migrants have also faced adversities like discrimination, which may hinder their satisfaction with their environments and ability to age in place. This cross-sectional study was conducted to examine the extent of neighbourhood age-friendliness according to older Moroccans in the Netherlands. A person-environment fit perspective was adopted to elaborate on relationships between older Moroccans' individual characteristics and the neighbourhood resources they need to age in place, while accounting for discrimination experiences. We used stratified sampling to randomly select 501 older (aged ≥ 65 years) Moroccans in Rotterdam from municipality registers. Data from 151 respondents were included in the final analyses (35% response rate). We employed descriptive statistics to summarise the extent to which age-friendly neighbourhood resources were missed and applied multivariate linear regression to explore relationships between the sample characteristics and the overall ageing-in-place score. Participants were most critical of their neighbourhood age-friendliness in the housing and social participation domains, indicating the significant importance of targeting these two domains in age-friendly initiatives to foster ageing in place. Older participants were less prone to miss neighbourhood resources, whereas those who were single, had multimorbidity, and had experienced discrimination were more likely than their counterparts to miss age-friendly neighbourhood resources. These findings imply that certain subgroups may become particularly reliant on the availability of neighbourhood resources and highlight the need for ageing-in-place policies that are sensitive to older migrants' needs and take their diversity into account.

14:05-15:45 | UCL Torrington, G20 (Ground Floor)

Saturday Onsite Parallel Session 3

ECE2025: Intersecting Identities in Education and Society

Session Chair: Cynthia Northington Purdie

14:05-14:30

94288 | *Feminism, Dance and the Body: Moving Beyond Binaries Using Embodied Inquiry Within an Interdisciplinary Course Design*
Lisa Sandlos, York University, Canada

This paper reflects on how an interdisciplinary undergraduate course called Feminism, Dance and The Body: Identity, Performance, Movement and Transformation stimulated students to expand their thinking about the socially constructed binaries that continue to shape embodied experiences across many cultures in the 21st century. The course, cross-listed in the School of Gender, Sexuality, and Women's Studies and the Department of Dance at York University in Toronto, Canada and launched in summer 2024, applied pedagogies of body-based inquiry in taking up the central question: How do movement and dance spark re-imaginings of the complex intersectional dimensions of bodies? By participating in physical movement activities to explore concepts from dance studies and critical feminist scholarship, students investigated how binaries of gender, sex, race, class, sexuality, dis/ability can be deconstructed to advance understandings of diverse identities, resistance, agency, and social change. This case study demonstrates how various learning modalities that are accessed through dance (i.e., material, sensory, cognitive, affective, and relational) enliven academic approaches to studying the body and embodiment. Observations by the course instructor and analysis of students' written reflections and final projects highlight how experiential movement contributes to understandings of the multiple and overlapping meanings of bodies. Moreover, by moving beyond binaries to explore the complex entanglements of embodiment, the course illustrates how learning can be enriched by integrating movement practice within academic course design.

14:30-14:55

93016 | *Incorporating Affect and Governmentality in Understanding Gender Inequalities in Higher Education*
Luqian Huang, Durham University, United Kingdom

Equality, inclusivity, and the promotion of wider participation remain core objectives within the global higher education sector. Despite the apparent progress, exemplified by the increasing number of female students surpassing their male counterparts in many universities, gender inequality continues to persist and warrants sustained attention. Like many other Asian countries, there is little gender disparity during the nine-year compulsory education (primary and secondary education) in China, but gender disparities become starkly pronounced when it comes to higher education. Such inequality against women can be reflected in many folds, particularly in terms of more obstacles for female students to enter prestigious institutions and obtaining master's and doctoral degrees. The increasing access of female students to universities and degree-granting institutions in China indicates that it was not the overt policies, laws, or sovereign barriers explicitly preventing women from pursuing higher education. Therefore, it might be those subtle, non-coercive mechanisms through which gender inequalities continue to manifest in higher education and beyond that require more scrutiny. This paper will draw on the Foucauldian framework of governmentality to understand how power, knowledge, and discourse contribute to form the social norms according to which the constructions of the subject, like gender, are realized and normalized in Chinese higher education context. Through unravelling the link between affective governmentality as gendered apparatus and gender inequalities in education, this paper can help identify affective governance from both individual and social agencies and therefore inform educational practitioners to take actions.

15:20-15:45

95594 | *What Does the N-word Mean to You?*
Cynthia Northington Purdie, William Paterson University, United States

Racism often begins with subtle, toxic ideas that harden into harmful expressions, stereotypes, and slurs—none more painful than the N-word, a term rooted in America's long history of oppression and inequality. Despite progress, its continued use reminds us that the fight against racism is ongoing. This reflection was sparked by an incident at an amusement park, where a group of white teens used the N-word during a conflict with Black teens. Their slur, clearly meant to wound, reignited the conversation about language as a weapon and how we respond to it. The etymology of the N-word is replete with negative connotations. The word "nigger" originates from the word "negar" (or negur) from Scottish and northern English dialects. The earliest use of the word dates back to the year 1568. Although it is assumed that "nigger" is a derivative of the word "negro", its history predates the use of that term for non white people. Its meaning was used to describe contempt and rejection. This research outlines the origin of the N-word and its usage today, and why some are insulted by it. An examination of the word's origins and use will clarify its meaning and affect. The description of an incident involving the impact of the N-word on people of differing generations provides an example of the differences in perception. The subsequent discussion reveals the differences in the perception of racist speech when it comes to age and experience. Today's youth confront racism with courage and with emotional intelligence.

16:15-17:55 | UCL Torrington, B07 (Basement Floor)

Saturday Onsite Parallel Session 4

ECAH2025: Women in Arts and Politics

Session Chair: Chayanika Uniyal

16:15-16:40

90606 | *"Remember, Body": The Female Body in the Art of Theology and Photography*
Vasiliki Rouska, Aristotle University of Thessaloniki, Greece

The female body is being attacked throughout time, from its commercialization in advertising to its objectification in the metaverse where everything is possible and everything is for consumption, in a false world made of illusions and immaterial humans that coexist. The metaverse increasingly promotes the abolition of human corporeality. The corporeality of women in Christianity is given a different meaning through the presence of the Virgin Mary who sanctifies every female body. The Virgin Mary becomes a place (chora) of the uncontainable (achoritou) that contains the inconceivable, the two natures of Christ, the divine and the human. Also, the free acceptance of the Virgin Mary to contain the divine miracle in her body makes her part of the divine economy. Another example cited in this paper is that of the Old Testament and more specifically that of the "Song of Songs", where the significance of every feminine detail that the human body carries becomes apparent. The poetic photographic glance of the British photographer Bill Brandt (1904-1983) searches for the woman in a fragmentary way, bringing her from darkness to light. In his work "Perspective of Nudes" (1950) we can find female pictures that focus on specific parts of the female body and that resemble the poetic words of the "Song of Songs". So, this paper combines comparatively the apocalyptic way of theology and photography as a chance to speak anew for the importance of the female human body and its matter in contrast to the immaterial future of the metaverse.

16:40-17:05

94429 | *The Intersection of Race, Gender, and Sexuality in Bernardine Evaristo's Girl, Woman, Other*
Chigozirim Nwaosu, University of Surrey, United Kingdom

In exploring the fictional representation of the experiences of Black gay men and women, it is important to examine how these Black writers or writers of color connect the concepts of race, gender, and sexuality in their narrative. Any writing that interlocks the above concepts initiates identity politics, minoritarian subjectivity, and equally important, a subaltern discourse. Literary scholars such as Ifi Amadiume, Frantz Fanon, Judith Butler and Sylvia Tamale argue that the subject of gender intersects with race, and that gender also cuts across sexuality. Interestingly, unlike Tamale and Butler who posit that gender, sexual, and racial identities interlink (2020, p. 5-6, and 1999, p. 6), Amadiume and Fanon contend otherwise. They insist that gender intersects with race, but that race does not interweave with sexuality. For instance, Homi K. Bhabha in his Forward of Franz Fanon's *Black Skin, White Mask* (1986) writes that Fanon 'speaks most effectively from the uncertain interstices of historical change: from the area of ambivalence between race and sexuality' (p. ix). Similarly, Amadiume vehemently rejects Audre Lorde's idea about both the possibility and practice of gay sex in women marriages in Africa. Despite their rebuttals of Black gayness, these two literary figures, Fanon and Amadiume remain invaluable in literary discussion of race, gender, and sexuality. This paper contributes to debates regarding why Black queer Europe remains marginal/the dearth of African/Black queer studies. I therefore use Fatima El- Tayeb's theory on Black/women of colour feminism and queers of colour critique to analyse Evaristo's *Girl, Woman, Other*.

17:05-17:30

95858 | *Biddy as a School Teacher: The Prevalence of Teaching Jobs for Women in Dickens's Novels*
Akiko Takei, Chukyo University, Japan

This paper analyses the context of the social, cultural, and educational factors that affected female teachers during Dickens's lifetime by examining the prevalence of jobs for women in Dickens's novels through Biddy's teaching career in *Great Expectations* (1860-61). For Victorian middle-class women, teaching was a valuable means of earning a living without losing respectability. This livelihood was gradually adopted by their lower-middle-class counterparts, such as Biddy for instance, thanks to the pupil-teacher system. This system was formally introduced in Britain in 1846 with the intention of completing children's education and recruiting teachers simultaneously. Over time, the pupil-teacher system provided a means of social advancement for bright but needy children. Dickens described the small schools run by women and female school teachers, accurately capturing the realities of the educational culture of his time, although most of these descriptions—for example, the low standards of teaching and the inadequacy of teachers—were negative. One of the exceptions is Biddy's work as a school teacher, which Dickens described favourably, although she is a minor character. By focusing on Biddy's qualifications as a teacher, the current study's argument illustrates her development as well as the opportunities for income and independence that were available to ordinary lower-middle-class women.

17:30-17:55

91095 | *The Revival of Women's Question in India's Political Landscape*
Chayanika Uniyal, University of Delhi, India

This paper examines the resurgence of the "women's question" in Indian politics, following its development from colonial times to the present. In the past, women's struggles throughout the colonial era were mostly centred on social changes, with little attention paid to political emancipation. Despite legislative advancements, women in the post-colonial era were marginalized in politics and had insufficient representation in decision-making. The study looks at significant turning points that rekindled the debate in India over women's empowerment. The ratification of the 73rd and 74th Constitutional Amendments, which set aside seats for women in local government bodies and gave them a forum for grassroots political engagement, was one such instance. Even though Parliament has passed the Women's Reservation Bill, which calls for women to hold 33% of the seats in Parliament and state legislatures, but the main problem with the bill is how it will be implemented, which will ultimately determine the course of the intended outcomes for increased women's participation in democratic processes. The study also delves into assess the role of government affirmative action programs and their effects. The study comes to the conclusion that both historical movements and current discussions are fuelling the continued resurgence of the women's question. These initiatives are a reflection of the ongoing fight for women's empowerment and gender equality in India's changing political environment.

16:15-17:55 | UCL Torrington, B08 (Basement Floor)

Saturday Onsite Parallel Session 4

ECAH2025: Fashion and Society

Session Chair: Sneha Bhatnagar

16:15-16:40

94534 | *Exploring How Retailer Power and Fast Fashion Trends Affect Market Orientation Strategies in the Fashion Industry*

Bernice Boakye, University of Ghana, Ghana

Mahmoud A Mahmoud, University of Ghana, Ghana

The purpose of this paper is to gain a thorough understanding of how Retailer Power and Fast Fashion Trends influences the relationship between market orientation strategies and business performance in the fashion industry specifically the clothing and cosmetics industry. This is based on the issue that there are conflicting results from the various literatures on both MO and Market Orientation strategies on firm performance, leading to literature asking for future research to examine how environmental factors like Retailer power and Fast fashion Trends affect this relationship. This study heeds to this call in the fashion industry considering the fact that the industry is characterized by big and powerful fashion retailers, also there are few MO works done in the fashion industry which battles with fast trendiness and can be quite challenging for firms to be market oriented. A qualitative approach will be used for an in-depth understanding of the of the issues. The results of this study will facilitate professionals and scholars in augmenting their comprehension of MO, while also providing assistance to firms operating within this sector. The study might be one of the few to investigate how Retailer Power and Fast Fashion Trends influence the link between market orientation strategies and business performance in the fashion industry.

16:40-17:05

94942 | *Integrating Fashion with Community Engagement: Case Study of PBL Approach to Pa-Kao-Ma Craftsmanship*

Natsupa Jaroenyongwattana, Bangkok University, Thailand

In contemporary fashion education, revising learning approaches is crucial to align with the creative industry and community sustainability in Thailand. Project-Based Learning (PBL) is a key method for developing young fashion designers by integrating community involvement. This article explores the integration of PBL with Community Engagement through designing products from Pa kao ma (Traditional Thai checkered fabric), a valuable cultural heritage with potential for contemporary fashion. Pa kao ma is a traditional hand-woven fabric with a long history, mainly produced in central, northeastern, and northern Thailand. It varies in patterns and weaving techniques and is commonly used in daily life. However, the industry faces challenges due to shifting markets and changing consumer preferences. Adapting Pa kao ma to modern trends is essential for preserving and advancing local wisdom. This article presents PBL principles and a case study in fashion design education. The process involves collaboration with Pa kao ma weaving communities, where students learn from artisans and co-develop products, integrating knowledge and creativity to create unique designs. Key outcomes of applying PBL with Community Engagement include: 1. Encouraging students to explore and analyze community identity through history, culture, and local wisdom, developing analytical skills to integrate cultural elements into fashion design. 2. Fostering cultural appreciation and heritage conservation, particularly with Pa kao ma, by collaborating with communities to promote sustainable design. This approach enhances understanding of social and cultural issues, supporting the local fashion industry while promoting community sustainability and cultural heritage conservation.

17:05-17:30

90575 | *From Tradition to Couture: Indian Luxury Fashion in Historic Perspective*

Sneha Bhatnagar, National Institute of Fashion Technology, India

India's traditional fashion holds a unique position globally in the evolution of dress and style. Couture weeks have evolved in India in the last 15 years. With the emergence of couture in India, traditional fashion underwent the most significant changes and was the subject of the biggest trends. India engaged with modernity on its terms. The Indian fashion fraternity carried pride in celebrating traditional styles and techniques to shape the Indian haute couture. This study identifies craftsmanship, legacy, and diversity as the fundamental pillars of ethnic Indian fashion and investigates the extent to which they contribute. This paper examines how Indian designers and brands have incorporated their rich heritage and culture into their designs to gain recognition in the global luxury market. In the early 1980s, the first generation of Indian fashion designers began to emerge. Ritu Kumar commenced her work on traditional techniques, integrating them into the Indian fashion business. The first fashion show in India was organized by Rohit Khosla, Tarun Tahiliani, Abu Jani Sandeep Khosla, American designer Neil Bieff and Rohit Bal. Indian fashion designers such as Sabyasachi, Payal Khandwala, Rahul Mishra, and Gaurang Shah provide historically crafted textiles and clothes that embody contemporary and globally appealing aesthetics. This paper is based on object-based research, articles, observations, and interviews thus it is observed that Indian designers and brands make conscious efforts to promote Indian luxury Fashion by preserving the spirit of craftsmanship. It is concluded that couture with a traditional twist is the luxury fashion of India.

16:15-17:55 | UCL Torrington, B09 (Basement Floor)

Saturday Onsite Parallel Session 4

ECE2025: Challenges in Accessing and Navigating Higher Education

Session Chair: Chan-Yu Kuo

16:15-16:40

95301 | *Valid by Default, Trust by Convention? Teachers' Voices on Hong Kong's University Entrance Examination*
Jane Pokjiong Ho, University of Oxford, United Kingdom

Extensive efforts have conceptualised validity, allowing stakeholders to discuss what makes a good test. However, evidencing validity is only part of the story. While validation informs how a testing policy should be implemented, trust does not necessarily follow from knowledge or evidence. Despite validity often being seen as a component of trust (Simpson & Baird, 2013), the two are rarely explored together. This study examines how teachers perceive validity and trust in the Hong Kong Diploma of Secondary Education Examination (HKDSE) and how validity considerations shape their trust. Part of a larger doctoral project, it follows a mixed-methods design: qualitative interviews with teachers in the first phase, followed by a large-scale survey. For this phase, 38 teachers from 28 secondary schools in Hong Kong were recruited via convenience and snowball sampling. Participants, with at least three years of HKDSE teaching experience, included 23 language teachers, 10 STEM teachers, and 5 from other disciplines. Semi-structured interviews (approx. 40 minutes) were conducted online and analysed thematically using NVivo. Early findings highlight key themes. Teachers referred to validity mainly in terms of decision inference (whether the exam differentiates students appropriately), maintaining academic standards, and scoring accuracy. Some questioned whether the exam's broad content focus ensures fair differentiation, especially after recent reforms. Regarding trust, political factors surfaced, though often indirectly. Procedural issues, such as exam centres in mainland China and question removals, were noted. Yet, trust appeared more a matter of necessity than belief, given the lack of alternatives.

16:40-17:05

95852 | *A Quantitative Analysis of the Entrance Examination Repeaters in South Korea*
Kimikazu Nishiyama, Kyoto University, Japan

This study aimed to identify the factors influencing the rise and fall in the number of entrance examination repeaters (ER) in South Korea. The ER phenomenon has persisted on a significant scale due to the country's highly competitive university admission system. Drawing on Lee (1980) and other prior studies, this study employed multiple regression analysis to examine the number of ER, including variables such as the wage gap by education, youth employment rate, higher education advancement rate, and the number of high school students from national statistics. Unlike previous research, this study adopted the quantitative method. The results indicated that the wage gap by education and the number of high school students had significant impacts on the number of ER. Furthermore, the analysis was conducted across two distinct periods associated with the increase in ER: the 1970s-1980s and the 2000s-2010s. The comparative analysis highlighted shifts in the influence of key factors, suggesting the need to revise existing analytical frameworks for understanding modern trends in ER in South Korea.

17:05-17:30

93821 | *Rethinking Moral Education Through Rancière and Kant: Exploring the Possibility Starting from the Presupposition of Equality*
Chan-Yu Kuo, National Taiwan Normal University, Taiwan

Traditional moral education is often based on an asymmetrical teacher-student relationship, wherein students are expected to develop virtue through imitation or by receiving moral instruction from authoritative figures. This study investigates how moral education can be restructured on an egalitarian foundation and explores the pedagogical implications of such a transformation. Drawing on Jacques Rancière's concept of intellectual equality and Immanuel Kant's moral philosophy, this study employs philosophical analysis and interpretation to examine how Kant's moral thought facilitates the application of Rancière's intellectual equality to moral education. First, this study elucidates Rancière's notion of intellectual equality and its implications for moral pedagogy. To address the challenge of translating intellectual equality into moral education, it then engages with Kantian moral philosophy, arguing that Kant's emphasis on the universality of practical reason provides essential theoretical resources for adapting Rancière's egalitarian perspective to moral education. However, the study also critically examines the hierarchical assumptions embedded in Kant's pedagogical model, arguing that a more radical shift toward an egalitarian framework is necessary to foster autonomous moral reasoning. Finally, this paper explores the concept of "universal teaching" within moral education, demonstrating how an egalitarian presupposition enables students to exercise their practical reason independently. By reconsidering the foundational premises of moral education, this study proposes an egalitarian pedagogical framework that moves beyond authority-dependent instruction, offering theoretical and pedagogical insights to introduce an egalitarian presupposition into moral education, fostering a more emancipatory practice in educational settings.

17:30-17:55

90880 | *How Chinese Graduate Students Perceive Supervisor's Authority? De-constructing Authority in Chinese Graduate Education*
Lingyun Yu, Nanjing Normal University, China
Yifei Zhao, Beijing Normal University, China
Xiaowen Liu, University of York, United Kingdom

Supervisors' authority in Chinese graduate education is often viewed as deeply rooted in traditional culture. This study adopts a student-centered approach, moving beyond the dominant theoretical perspective that primarily attributes power imbalances in Chinese supervisor-student relationships to Confucian values. Inspired by Max Weber's widely recognized "legitimacy-domination-authority" framework in management and organizational studies, this study explores how Chinese postgraduate students, both master's and PhD, perceive their supervisors' authority through daily interactions. Using a qualitative research design, we conducted and analyzed 28 semi-structured interviews with postgraduate students from various Chinese universities. Participants were initially contacted through the researchers' academic networks, employing a snowball sampling technique whereby initial participants referred other potential participants, enabling a broader and more diverse sample. Based on the thematic analysis, we identified four types of authority—academic, personal, traditional, and institutional—each characterized by its unique form of legitimacy and method of exerting domination. Instead of seeing the Chinese supervisory system only as flawed and in need of reform, our research highlights both the positive and negative impacts of perceived supervisor authority. Authority based on academic expertise or commitment can foster trust and enhance students' development by creating an exemplary academic figure. Similarly, authority legitimized by the supervisor's compassionate and supportive personality often creates an environment where students feel safe and comfortable, encouraging open discussion and independent thinking. However, authority rooted in traditional cultural norms or institutional rules can create a high-pressure environment discouraging open communication, leading to power imbalances and excessive workloads.

16:15-17:55 | UCL Torrington, B17 (Basement Floor)

Saturday Onsite Parallel Session 4

ECE/ECAH2025: Application and Integration of Indigenous Knowledge in Education

Session Chair: Amasa Ndofirepi

16:40-17:05

93423 | *The Development of Illumination and Gilding in Quranic Manuscripts from the 1st to the 6th Century AH*
Farahnaz Mosoufi, University of Tehran, Iran

This study investigates the evolution of illumination and gilding in Quranic manuscripts from the 1st to the 6th century AH, focusing on their stylistic transformation and cultural significance within the broader context of early Islamic art. Based on a meticulous analysis of early Quranic manuscripts and supplemented by scholarly perspectives, the research traces the initial appearance of decorative elements in the Quran, crafted by early scribes and calligraphers, and examines their gradual refinement over time. The findings indicate that the earliest forms of Quranic illumination were simple and functional, primarily intended to mark structural divisions within the text. However, as Islamic art developed, these initial designs evolved into elaborate patterns featuring geometric motifs, floral designs, and arabesques, reflecting the influence of diverse cultural and artistic traditions. Regional variations also played a significant role, as local aesthetics contributed to the rich diversity observed in the decoration of Quranic manuscripts. This paper provides an in-depth analysis of the historical and artistic development of Quranic illumination and gilding, demonstrating how these decorative elements came to embody both aesthetic refinement and spiritual meaning. By situating this evolution within its historical and cultural framework, the study offers fresh perspectives on the intersection of art, religion, and cultural identity in the Islamic world .

17:05-17:30

91784 | *A Framework for Integrating Indigenous Knowledge in Malaysian Classrooms: Perspectives from Primary School Educators*
Norwaliza Abdul Wahab, Sultan Idris Education University, Malaysia
Siti Rahaimah Ali, Sultan Idris Educational University, Malaysia
Mohamad Termizi Borhan, Sultan Idris Educational University, Malaysia
Muhamad Ikhwan Mat Saad, Sultan Idris Educational University, Malaysia
Mohd Nazir Md Zabir, Sultan Idris Educational University, Malaysia

Integrating indigenous knowledge in education is essential for fostering equity, inclusion, and cultural preservation. However, in Malaysian primary schools, Indigenous students often experience disconnection from formal education due to the lack of culturally relevant teaching practices. This study explores how integrating indigenous knowledge can enhance student engagement, cultural identity, and academic success. Using a qualitative case study approach, the research draws on semi-structured interviews and document analysis involving five teachers from indigenous schools, selected through purposive sampling. Data were analyzed using thematic analysis, revealing three critical themes: (i) culturally responsive teaching practices, such as storytelling and traditional crafts, which improved student participation; (ii) implementation challenges, including a lack of resources, professional training, and systemic support; and (iii) the pivotal role of community partnerships in enriching educational relevance and fostering cultural pride. Based on the findings, this study proposes developing a framework for culturally responsive pedagogy to guide tailored professional development programs that equip educators with strategies for integrating indigenous knowledge. The study also emphasizes the importance of including Indigenous voices in curriculum design and decision-making processes to ensure authenticity. Practical recommendations include fostering collaboration between educators, policymakers, and indigenous communities to develop culturally sensitive educational policies and resources. This research contributes to global conversations on educational reform by offering actionable strategies to bridge the gap between formal education and indigenous knowledge systems, empowering marginalized communities. Future research should explore sustainable models for teacher training and the long-term impacts of culturally inclusive curricula.

17:30-17:55

95449 | *Epistemic Resilience of African Indigenous Systems in Contemporary African Universities*
Amasa Ndofirepi, Sol Plaatje University, South Africa

The dominance of Western epistemologies in African universities has long marginalized indigenous knowledge systems, raising concerns about epistemic injustice and the erasure of African intellectual traditions. However, despite historical and structural marginalization, African indigenous knowledge systems exhibit epistemic resilience—an adaptive capacity to persist, transform, and assert relevance in contemporary higher education. This conceptual paper examines how African indigenous epistemologies navigate, resist, and engage with the neoliberal and Eurocentric frameworks that shape university curricula and research priorities. Drawing from decolonial theory, African philosophy of education, and case studies of indigenous knowledge integration in select African universities, the paper highlights how indigenous epistemic traditions sustain themselves through community-driven scholarship, institutional policy shifts, and the efforts of scholars committed to epistemic justice. It also explores the tensions between resilience and co-optation, questioning whether recognizing indigenous knowledge within university spaces leads to genuine transformation or mere token inclusion. By foregrounding the agency of African epistemic communities, the study argues for reimagining the African university as a pluralistic space where diverse knowledge systems can coexist and mutually enrich one another. This discussion contributes to broader debates on decolonization, epistemic justice, and the role of African universities in knowledge production.

16:15-17:55 | UCL Torrington, G08 (Ground Floor)

Saturday Onsite Parallel Session 4

ECE2025: Professional Development and Competencies in Education

Session Chair: Mukul Saxena

16:15-16:40

94524 | *Exploratory Research on Integrated Teaching Modes in Modern Industrial Colleges: Taking the UE5 Landscape Editing Course as an Example*

Qingyue Peng, Wuxi Vocational College of Science and Technology, China

To address the urgent need for professionals who can adapt to rapid digital industrialization and economic shifts, this study redesigned vocational training by embedding real animated series production projects into a UE5 Landscape Editing course. Using a "production-oriented teaching" approach, students engaged in project-based learning that mirrored actual industry workflows, bridging classroom learning with real-world demands. The research combined quantitative and qualitative methods to assess effectiveness. Pre- and post-course evaluations measured 150 students' technical growth in tools like UE5 software and project completion rates, while surveys and interviews with students, instructors, and industry mentors provided deeper insights. Industry partners also evaluated final projects against professional standards. Results showed a 42% increase in students' software proficiency and 85% of projects meeting industry viability criteria. Employers praised improved problem-solving and teamwork skills. The model, dubbed the "Modern Chinese Apprenticeship," centers on three core elements: industry-defined skill frameworks, step-by-step process tasks, and hands-on practice. Early findings confirm the approach effectively prepares innovative, job-ready talent for digital industries. By grounding education in live production challenges, this framework offers a flexible template for aligning vocational programs with evolving economic priorities. Future research will examine long-term career outcomes and how the model adapts across different sectors.

16:40-17:05

95350 | *Integration of Civil Engineering into Professional Development Workshop for K-12 STEM Teachers: A Case Study*

Hoyoung Seo, Texas Tech University, United States

Minju Yi, Texas Tech University, United States

This paper presents a case study on integrating civil engineering discipline into K-12 education by engaging in-service STEM (science, technology, engineering, and mathematics) teachers through a professional development workshop. The workshop introduced a series of learning modules and hands-on activities designed for secondary classrooms, aiming to bridge key mathematical and scientific principles with real-world civil engineering applications. The learning modules focused on: (i) demonstrating friction and normal force, linking them to soil's friction angle, (ii) relating an object's friction on an inclined surface to slope stability analysis, and (iii) illustrating the effectiveness of a logarithmic scale for representing data with a wide range of magnitudes using a soil particle size distribution curve. Twelve in-service STEM teachers from across West Texas participated in the workshop, which concluded with an evaluation survey. The survey results indicated that the learning modules aligned well with the K-12 curriculum, and most participants reported gaining new instructional ideas to implement in their classrooms. These modules have strong potential for K-12 teachers to adapt and integrate into their lessons, helping students better understand fundamental science and mathematics concepts while exploring real-world applications through the lens of civil engineering.

17:05-17:30

94931 | *Measuring What Matters: Assessing 21st Century Competencies*

Nathan Roberson, Beyond Education, France

The demands of the 21st century like technological advancement, evolving labor markets, and interconnectedness, highlight the necessity for education systems to emphasize both traditional knowledge and 21st Century Competencies, including critical thinking, collaboration, creativity, resilience and others. They are increasingly recognized for their role in shaping academic success and personal and professional growth. This study examines the relationship between these competencies and academic performance with international students in a Portuguese school using the Competencies Compound Inventory (CCI-21) developed by Beyond Education. A pre- and post-test design with Structural Equation Modeling (SEM) investigates the direct and indirect effects of these competencies on Math, Science, and English outcomes. Findings demonstrate a clear link between 21st Century Competencies and academic outcomes and contribute to a growing evidence base about unpacking specific competencies along with socio-demographic variables. Results inform curriculum and instruction and educational policy to promote equity and holistic development.

17:30-17:55

89903 | *An Integrated Taxonomy for Higher Education (ITHE): Strengthening the Attainment of Integrated Skills, Knowledge and Competency Based Outcomes*

Mukul Saxena, Alliance University, India

The paper proposes an Integrated Taxonomy for Higher Education (ITHE) which adds 'apply (social enquiry)' as a third dimension to knowledge and cognition as mentioned in the Bloom's Taxonomy of Educational Objectives. The ITHE lays strong emphasis on developing skills, social orientation, knowledge and cognition within the aim to create an Integrated Skills, Knowledge and Competency Based Outcomes (ISKCO). The paper posits two principal arguments. First, Bloom's Taxonomy is inadequate to address the modern needs of higher education. 'Remember' and 'understand' (revised Taxonomy) in the taxonomical hierarchy is largely irrelevant to the evolving needs of higher education. 'Apply' as the third stage in the taxonomical hierarchy needs to be integrated across the entire taxonomical design. The ITHE adds 'diagnose' and 'context' as the first two hierarchical stages and includes 'apply as social enquiry' as the third dimension. 'Apply as social enquiry' integrates skills and social orientation to the taxonomical design thereby recognizing social enquiry. Second, the paper integrates Outcome Based Education and Competency Based education and creates Integrated Skills, Knowledge and Competency Based Outcomes (ISKCO) framework arguing that both OBE and CBE are essentially transactional emphasizing on Knowledge and Cognition (Bloom's Taxonomy) with limited reach to develop skills and social orientation to make students future ready for the industry. The proof of concept was assessed with 25 post graduate students pursuing public policy and has currently been implemented for 238 law students by effectively integrating knowledge, cognition and social enquiry (skills development and social orientation) in the educational curriculum.

16:15-17:55 | UCL Torrington, G09 (Ground Floor)

Saturday Onsite Parallel Session 4

ECE2025: Approaches to Academic Opportunities and Achievements

Session Chair: Khalidur Rahman

16:15-16:40

94464 | *Closing Opportunity Gaps Through Critical Approaches to Teaching, Learning, and Action Across Public Education Systems in Southern California*

Liane Hypolite, California State Polytechnic University, Pomona, United States
Kirk Rogers, Jr., San Bernardino Valley College, United States

This presentation builds upon prior work by suggesting how public, K-12 and higher education systems across Southern California can address longstanding opportunity gaps (as compared to “achievement gaps”) for at-promise (as compared to “at-risk”) student populations including racially minoritized, first-generation, and working-class groups. More specifically, we bring together the work of critical perspectives in education, education pathway research, and best practices from teaching, learning, and praxis-based scholarship. We suggest that through critical, interdisciplinary, and aligned approaches to teaching, learning, and action-based pedagogy in and out of traditional classroom structures, educators can effectively advance the holistic success of our next generation of students. We will begin this oral presentation by summarizing some of the systemic barriers that exist across educational pathways, especially in light of recent bans on books and teaching certain historical truths by U.S. federal agencies. Next, we highlight how extant studies have pointed to three essential teaching, learning, and action-based strategies that empower youth to reach their academic, social, and civic potential. We assert that through: (1) culturally responsive, relevant, and sustaining pedagogies, (2) problem- and project-based, participatory curricula, and (3) a commitment to civic action, we can reduce and one day remove opportunity gaps for historically marginalized students. When this collection of approaches is offered to students in holistic ways, studies have shown the positive impact that these critical approaches can have on students’ experiences, engagement, and academic success outcomes throughout K-12 and higher education pathways.

16:40-17:05

95628 | *Examining the Focus of Social and Emotional Learning and Personal Resilience in the Curricula of Higher Educational Institutions in Saudi*

Saad Alshehri, University of Jeddah, Saudi Arabia

This qualitative study investigates the integration of Social and Emotional Learning (SEL) and personal resilience into curricula in higher education institutions (HEIs) in Saudi Arabia. The rationale for this research is founded on recognizing the importance of SEL and resilience in advancing students’ academic performance, emotional wellness, and success in life. However, increasing interest in these competencies has not found an equal footing globally. Grounded in the works of Conley (2015) and Humphrey (2013), this study aims to critically look at the extent to which curricula emphasize SEL and resilience and how these competencies are perceived by both instructors and students. A qualitative design using semi-structured interviews with five students and three faculty members from a Jeddah higher education institution was employed. Thematic analysis was used to analyse data and map the focus and perceptions regarding SEL and resilience. The results can be used to inform the design of focused interventions and strategies to promote student motivation, resilience to stress, and academic engagement in Saudi universities. This research is meant to serve as a stepping stone in investigating the ways in which curriculum content can be fine-tuned to assist in the promotion of SEL and resilience for the betterment of students’ well-being and long-term academic success.

17:05-17:30

93824 | *Enhancing Scientific Thinking of Undergraduates Through General Education in Nature, Science, and Technology*
Hongbin Song, The Chinese University of Hong Kong, China

The rapid advancement of artificial intelligence (AI) presents significant challenges for higher education by raising complex ethical questions surrounding data privacy, bias, transparency, accountability, and the societal impact of automation. To address these challenges, it has become increasingly vital to focus on the development of critical thinking, lifelong learning skills, and a sense of social responsibility—key objectives of general education. Critical thinking enables individuals to objectively analyze complex issues and make informed decisions, while social responsibility ensures that AI technologies are developed and applied for the greater good, minimizing societal harm. Lifelong learning equips students with the adaptability necessary to confront and excel in the challenges of a rapidly changing era. In this work, we present the course design and innovative teaching approaches aimed at enhancing undergraduate students’ critical thinking through general education in nature, science, and technology. We focus on two general education courses offered at the Chinese University of Hong Kong, Shenzhen: one on the history of natural science and another on quantum information science. These courses are open to undergraduates from all majors across the university. Active teaching methods, such as flipped classroom, role play and virtual labs, are employed to engage students. These methods effectively stimulate students’ passion for reflecting on scientific concepts, the methodologies of human exploration, and the impact of science and technology on nature and society. Quantitative studies, based on student feedback collected through surveys, are shared to evaluate the effectiveness of these innovative teaching and learning approaches.

17:30-17:55

90648 | *Challenges and Determinants of Academic Performance in First-Year Physical Science Students: Evidence from a Secondary City University in Bangladesh*

Khalidur Rahman, Shahjalal University of Science and Technology (SUST), Bangladesh
Md Mojahedul Islam, Shahjalal University of Science and Technology, Bangladesh
Ashraful Islam Simanta, Shahjalal University of Science and Technology, Sylhet, Bangladesh, Bangladesh
Md Sumon Miah, Shahjalal University of Science and Technology, Sylhet, Bangladesh, Bangladesh

This study explores factors influencing the academic performance of first-year Bachelor of Science (B.Sc.) honors students in physical science departments at a public university in Bangladesh. It examines economic, socio-demographic, academic, environmental, and extracurricular factors to identify strategies for improving academic achievement and fostering inclusivity. Using a mixed-method approach, data were collected from 185 students through surveys and interviews, with statistical analyses conducted using chi-square tests, logistic regression, and ANOVA. The findings underscore the impact of evaluation systems within universities. Results indicate that gender, intended academic discipline, study habits, and regional disparities significantly influence academic performance. Male students and those from remote areas demonstrated lower academic achievement, while effective study habits and group study participation were associated with higher performance. Furthermore, the study highlights the necessity for effective curriculum and improved library resources. These offer actionable insights for policymakers and educators to reduce educational inequality and improve retention in public universities.

16:15-17:55 | UCL Torrington, G10 (Ground Floor)

Saturday Onsite Parallel Session 4

ECE/ECAH2025: Towards Inclusive School Climates

Session Chair: Christian Villegas

16:15-16:40

94696 | *School Feeding Program and Household Education Expenditure in Rural China*
Zitong Wang, The Chinese University of Hong Kong, Hong Kong

This study investigates how China's Rural Students Nutrition Improvement Program (RSNIP) reshapes households' resource allocation between children's health and education using data from the China Family Panel Studies (CFPS). Prior literature largely overlooks how economically disadvantaged parents allocate resources between health and educational investments when participating in public nutrition programs. To address this gap, this research employs a difference-in-differences strategy to evaluate the program's causal impact. Specifically, the analysis compares household expenditure behaviors between families with eligible children and those without, before and after RSNIP implementation. Results indicate that eligible households significantly reduce their food expenditures by approximately 14.5%, while education expenditures rise by around 23.1%, reflecting a clear resource reallocation. Heterogeneity analysis further demonstrates that resource reallocation is particularly pronounced among lower-income households, households with lower parental education levels, and families with left-behind children. Additionally, the study finds improvements in children's nutritional status, health outcomes, academic performance, and heightened parental educational expectations. A two-period household human capital investment model developed in the study illustrates that school feeding programs relieve credit constraints for low-income households, thereby encouraging increased investments in children's education. Overall, the findings underscore the effectiveness of public nutrition interventions in influencing household spending decisions, promoting education investment, and mitigating intergenerational poverty. These insights highlight the importance of integrated policy interventions that jointly support children's health and education, emphasizing RSNIP's role in reducing education inequality and intergenerational poverty in rural China.

16:40-17:05

94730 | *The Poverty-Aware Paradigm: Attitudes Toward Poverty Among Arab Palestinian School Counselors in Israel*
Sinyal Athamneh, Bar-Ilan University, Israel

School counselors are ethically obligated to promote social justice as a core foundation of professional practices. The effectiveness of school counselors' interventions with students experiencing poverty is demonstrably linked to their knowledge and attitudes towards poverty causes and social justice issues. Nevertheless, within the Israeli context, despite the relatively high percentage of Arab Palestinian families living in poverty in Israel, the attitudes of school counselors in Arab society toward the causes of poverty (individualistic, structural) have yet to be examined. Furthermore, until now their perceptions regarding issues of promoting social justice have not been discussed in the cultural-national context in which they work. This qualitative study, conducted among 20 Arab Palestinian school counselors in Israel, expanded the discussion from a poverty-aware perspective, using social justice theory, poverty-aware paradigm, and ethics as conceptual frameworks. The findings indicate that counselors demonstrate a dual consciousness regarding the causes of poverty, acknowledging structural-systemic factors while simultaneously emphasizing individual agency and the personal struggle against poverty. The political context of poverty and social justice deters schools from engaging in these issues as part of an educational policy that instills apolitical values. Furthermore, counselors are aware of the symbolic dimensions of poverty that create a sense of otherness and impair respectability. The study supports the Poverty-Aware Paradigm to foster social justice in school counselors' interventions.

17:05-17:30

95675 | *Crafting the School Climate: Principals' Interpretation of Challenges, Future Pathways and Their Leadership Effect*
Seema Azeem, Higher School of Economics, Russia

Schools can pursue the social, physical and mental wellbeing of students by establishing a positive school climate (PSC). Positive in a sense that it synergizes all the dimensions of schools to the cause of a holistic growth. The objectives of this study were to understand principals' interpretation of PSC, associated challenges and their role in shaping and sustaining PSC. The study used a qualitative phenomenological research approach and collected data from 20 purposively selected principals through semi-structured interviews. Their selection was based on their experience of minimum three years at the existing school so, they are familiar with the context of school, staff and students and hence generate relevant results. We analyzed data by employing Braun and Clarke (2016) six steps thematic analysis model. The findings show that the principals interpret PSC from physical (infrastructure and basic necessities), psychological, social and emotional dimensions (care, trust, openness and mental wellbeing of staff and students). The majority of participants considered all these dimensions supplementing each. Safety and security, financial constraints, issues related to teachers' behaviors, students' absenteeism and lack of parental involvement emerged as prominent challenges. Principals' role encompassed the proper utilization of resources, consistent monitoring and supervision, professional development of teachers, guidance and feedback, promoting caring and supportive environment and establishing networking with the school community. The association of social and physical dimension of PSC have key implications for effective resource utilization and pedagogical compatibility with PSC, such as being more engaging, kind, and free of physical or mental abuse.

17:30-17:55

93572 | *Fostering a Positive School Climate Through Spiritual Leadership in High Schools*
Christian Villegas, Polytechnic University of the Philippines, Philippines
Alena Palaming, Polytechnic University of the Philippines, Philippines

This study explores the relationship between Spiritual Leadership Practices (SLP) and Positive School Climate (PSC) among student leaders at the Polytechnic University of the Philippines Laboratory High School (PUPLHS) for the school year 2024-2025. The respondents comprised 38 student leaders, including presidents and vice presidents of homeroom and school organizations. The research aimed to determine whether spiritual leadership, characterized by vision, hope, altruistic love, and a sense of belonging, influences the overall school climate. Data was gathered through a survey measuring the respondents' perceptions of their leadership practices and the school climate. Statistical tools, including Pearson's correlation and linear regression analysis, were used to analyze the data. The results indicate a statistically significant positive relationship between SLP and PSC, suggesting that spiritual leadership practices contribute to creating a more supportive, collaborative, and safe school environment. The findings highlight the importance of spiritual leadership in enhancing the school climate, emphasizing the need for continued development of leadership practices that foster a sense of belonging, resilience, and positive engagement within the school community. Recommendations include the promotion of spiritual leadership training for student leaders to further strengthen the positive school climate and ensure an inclusive, supportive learning environment.

16:15-17:55 | UCL Torrington, G12 (Ground Floor)

Saturday Onsite Parallel Session 4

ECE2025: AI in Academic Writing

Session Chair: Chung-in Im

16:15-16:40

95626 | *Exploring Students' Perspectives on the Use of Generative AI in Academic Writing: a Case Study in Hong Kong*
Dorothy Chow, The Hong Kong Polytechnic University, Hong Kong

The integration of Generative Artificial Intelligence (GenAI) in academic settings is transforming student writing, offering new tools for creativity and efficiency (Luckin et al., 2016; Selwyn, 2019). This study examines the perspectives of science students in Hong Kong on using Generative Artificial Intelligence (GenAI) in academic writing. A qualitative approach was used, involving self-reports from 66 third-year Medical Laboratory Science students. These students were chosen through purposive sampling, as they are part of the researchers' cohort, providing a relevant group for exploring AI's educational implications. The study aimed to understand how students use GenAI in writing tasks, such as brainstorming, structuring content, identifying grammatical errors, enhancing clarity, translating work, and completing assignments. Findings suggest that GenAI improves writing quality, fosters creativity, and aids time management. However, students expressed concerns about ethical issues, including potential plagiarism, authenticity, and over-reliance on AI, highlighting the need for guidelines to ensure responsible AI use and maintain academic integrity. These insights underscore the varied applications of GenAI in academic writing and the necessity of developing educational policies that promote its ethical and effective use. Understanding students' experiences with GenAI can help educators integrate it into curricula responsibly. This research contributes to the discussion on AI in education, emphasizing a balanced approach that considers both the benefits and challenges of AI-assisted learning. As AI continues to evolve, educational institutions must adapt and prepare students for a future where AI plays a crucial role in academic and professional environments.

16:40-17:05

93079 | *Enhancing Narrative Generation in ESL: Tailored Prompting for Proficiency-Specific Learning*
Ronald William Marbun, Tokyo Denki University, Japan
Makoto Shishido, Tokyo Denki University, Japan

Narratives can be powerful tools for teaching English as a Second Language (ESL), but they must be carefully tailored to specific proficiency levels to be effective. This paper evaluates the capability of large language models (LLMs) to generate level-specific narratives and introduces a novel prompting method designed to enhance narrative generation for distinct educational levels. The method leverages English profiling frameworks, such as the Common European Framework of Reference (CEFR), by introducing and restricting word forms (e.g., verbs, nouns) based on target levels. Using the Flesch-Kincaid and Dale-Chall readability frameworks, the study adopts a quantitative approach to assess efficacy. Narratives were generated for two proficiency levels: 7th grade (elementary) and 10th grade (intermediate). To evaluate the efficiency of the proposed method, it was compared to the widely used Instruction and Role-based Zero-Shot Prompting approach. Additionally, the study examined its performance when integrated with complementary techniques, such as the Tree of Thought method. Results demonstrate that the novel method improves narrative performance by 62% for elementary levels and 30% for intermediate levels. While the Tree of Thought method did not enhance efficiency, it contributed to a better balance of difficult word usage.

17:05-17:30

93675 | *A Battle of Intelligences? Comparing ChatGPT and Human Feedback in EFL Essay Writing*
Belén Muñoz, Universidad del Bío-Bío, Chile

The rapid development of artificial intelligence is transforming language teaching. Tools like ChatGPT are introducing new methods for providing written corrective feedback (WCF). Current research has proven that teacher-provided WCF corresponds to a highly effective strategy in promoting second or foreign language (L2) writing and acquisition. However, the emergence of AI tools sets up important questions regarding their potential to either support or hinder corrective treatments. Thus, this study investigates and compares the effectiveness of WCF provided by ChatGPT and a human teacher in enhancing L2 essay writing among second-year English Pedagogy students. Task response, cohesion and coherence, lexical resources, and grammatical range and accuracy are the components being assessed. The sample was composed of 44 students, aged 19-21, from an Initial English Language Teacher Education (IELTE) programme at a Chilean university. They were randomly divided into two groups: one group (N = 20) received WCF from ChatGPT, while the other (N = 22) from a trained human teacher. The intervention consisted of four feedback sessions held biweekly across two months. The results show that both sources of feedback significantly improved students' writing performance; however, ChatGPT performed better across all the assessed criteria. These findings suggest that integrating ChatGPT into language teaching could serve as an effective complement to traditional feedback provision.

17:30-17:55

95976 | *Back to the Page: Reclaiming the Writing Process in the Age of AI Assistance*
Chung-In Im, Seoul National University, South Korea

As generative AI tools become a more important part of academic and digital life, educators are confronting a pedagogical challenge: how to preserve authentic writing development while acknowledging the presence of AI. This paper presents a hybrid approach that combines in-class handwriting with structured Google Docs use to encourage student accountability, promote original thought, and reduce overreliance on AI-generated content. The research draws from a semester-long implementation of this method in an intermediate level college EFL composition course, where students drafted essays and reflections by hand during class sessions before transitioning to Google Docs for revision and peer collaboration. Rather than ban AI tools outright, this approach reframes the writing classroom as a space to slow down, think critically, and build foundational writing skills through embodied practice. At the same time, students are not denied access to digital tools; they are guided during the revising process in how and when to interact with AI under instructor supervision.

16:15-17:55 | UCL Torrington, G13 (Ground Floor)

Saturday Onsite Parallel Session 4

EGen2025: Approaches to Elderly Care

Session Chair: Nina Helander

16:15-16:40

94734 | *Navigating Community-Based Aged Care Services: Insights from Home-Based Care Recipients in Australia*

Yuchen Xie, University of New South Wales, Australia

Myra Hamilton, University of Sydney, Australia

Kaarin Anstey, University of New South Wales, Australia

Craig Sinclair, University of New South Wales, Australia

Carmelle Peisah, University of New South Wales, Australia

Older Australians prefer to receive aged care services at home. Family carers play a crucial role in supporting them to access and navigate these often complex systems. Our study aims to understand (i) What are the barriers for older Australians and their families to accessing home-based aged care services; and (ii) What are the unique experiences of those from CALD communities in their navigation journey? The mixed-method study explored the experiences and challenges in navigating aged care systems. Participants (i.e., older adults receiving care as care recipients and family carers who assist with care navigation) completed a survey and a semi-structured interview, which was transcribed, and analysed using thematic analysis. Nine care recipients and 11 family carers participated in both components. In our survey, the majority of recipients were socially isolated and from CALD backgrounds, whereas most carers were from non-CALD backgrounds. Thematic analysis of recipient interviews identified key themes: delays and waiting; navigating the maze of institutions; digital technology as a double-edged sword; impact of social isolation. Recipients and carers from CALD backgrounds reported language barriers and lack of culturally appropriate care services. Carer interviews revealed their limited awareness of carer-specific support services and the structural burden of supporting older relatives. Most navigation challenges were stemmed from structural factors, including extensive waiting times, the complexity of the systems, etc. These challenges are exacerbated by individual circumstances, (e.g., a lack of internet skills and social isolation). This study also highlights the additional challenges faced by CALD communities in accessing care.

16:40-17:05

93665 | *Caregiving over Time: How Caregiving Shapes Disadvantage in Later Life*

Fiona Alpass, Massey University, New Zealand

Mary Breheny, Massey University, New Zealand

Brendan Stevenson, Massey University, New Zealand

Caregiving across the life-course can interrupt employment, relationships and health trajectories, potentially influencing overall wellbeing in later-life. This study utilises life-course theory to examine whether caregiving episodes throughout early and midlife affect wellbeing outcomes for older adults. Specifically, whether caregiving limits work participation, contributing to disadvantage in later-life. We analysed retrospective life-course data collected in 2017 from 785 participants aged 65-81. Data included caregiving status in each adult life decade (aged 16 to 69), and whether caregiving impacted the ability to work during these periods. Wellbeing outcomes, including an index of multiple disadvantage, were drawn from participant survey data collected in 2018. Cluster analysis was used to describe care trajectories. Multiple regression models evaluated relationships between caregiving variables and later-life outcomes, controlling for demographic covariates. Twenty-eight percent (N=217) of participants had provided care at least once across the life-course. Four care trajectories were identified, defined by gender, age at first care episode, and number of care episodes. Cluster membership was unrelated to wellbeing outcomes in 2018. The number of caregiving episodes across decades was significantly associated with greater multiple disadvantage in later-life ($\beta = 0.098$, $p < 0.05$) when controlling for gender, marital status, education level and age. While caregiving trajectories differed based on gender and care timing and episodes, these patterns did not independently predict outcomes in older age. Repeated experiences of care did predict disadvantage, highlighting the cumulative, long-term impact of caregiving across the life-course. Methodological considerations are discussed with regard to an ongoing extension of this study.

17:05-17:30

95685 | *Economic Potential of Community-based Outreach Health Concepts Using the Example of Community Nursing in Austria*

Birgit Aigner-Walder, Carinthia University of Applied Sciences, Austria

Albert Luger, Carinthia University of Applied Sciences, Austria

Stephanie Putz, Carinthia University of Applied Sciences, Austria

From 2022 to 2024 over 100 pilot projects of Community Nursing (CN) were implemented in Austria, with the aim of providing low-threshold access to health and care services close to home, especially for older people (with and without care needs) and caregivers. Based on an economic evaluation the costs and benefits of community nursing in Austria are analyzed. Within the year of consideration (2023) 105,000 contacts of community nurses with the target group were recorded, a short-term reduction in GP visits was reported and gaps in care were identified. Moreover, the health status of both clients and informal caregivers was subjectively improved, and the target group's level of knowledge of the services available in the health and care system was also rated as increased by the interventions of community nursing. However, the increased demand for qualified healthcare and nursing staff must be viewed critically. The analysis of the costs shows that approx. 105,000 EUR per year and per CN are required. In addition, a short-term increase in health care costs is expected due to the increased use of care and support services, but also in the area of therapeutic services. A simulation shows the potential of long-term saving, if outpatient care of older people is prolonged compared to inpatient care, with the support of CN.

17:30-17:55

93279 | *Distant Care for Elderly Patients – Experiences of Elderly Heart Disease Patients*

Nina Helander, Tampere University, Finland

Maaret Sunnarborg, Tampere University, Finland

In healthcare, it has traditionally been customary for the service provider and the patient to meet physically. However, with digitalization, this is no longer the case. As there are so many digital services and opportunities available in healthcare today, we need to think in advance about how they can create value both for patients and caregivers. Distant care includes the promise of more cost-effective care, with no restrictions on physical distancing and strict appointment time. According to the literature, distant care can improve the patient's quality of life, prevent unnecessary appointments, reduce costs and enable timely and early intervention in situations where the patient's need for treatment increases. However, the use of distant care in practice requires more information not only from the patient's point of view, but also from the perspective of healthcare professionals and other stakeholders. Patients' and caregivers' experiences of distant care need to be analyzed. The purpose of this study is to explore through qualitative study the value creation potential of distant care provided through digital health technology for elderly patients. Empirical data was gathered from 27 patients and 13 nurses in form of qualitative theme interviews. The results show that patients perceive distant care mostly positively, but their commitment to care is not as high as in physical care. Nurses perceive, a bit surprisingly, that the amount of work has increased in distant care mode compared to traditional physical care.

16:15-17:55 | UCL Torrington, G20 (Ground Floor)

Saturday Onsite Parallel Session 4

ECE2025: Technology in Education

Session Chair: Girija Nagaswami

16:15-16:40

89909 | *Jumping on the Bandwagon: 5 Reasons to Integrate Tandem Learning into Your Teaching*
Bruno Guedes Pereira, Université Laval, Canada

It is notoriously difficult to develop skills like oral fluency in a traditional classroom setting (Alam and Ashrafuzzaman, 2018). "Practice" seems the only way to develop oral fluency but applying this tenet to day-to-day teaching is not easy. Lack of time, lack of student motivation and lack of teacher training to create meaningful speaking activities may explain why fluency development is often overlooked in the ESL classroom (Ork et al. 2024). However, the emergence of a panoply of new CIT technology has recently provided teachers with innovative and enjoyable ways to develop oral fluency. One of the most promising approaches to teaching speaking with the help of new CIT technology is called Tandem Learning (Brammerts & Little, 1996). This approach combines aspects of linguistic and extra-linguistic knowledge while offering students a motivating and authentic setting in which to develop their skills in a second language. In this presentation, I will talk about my experience with an ongoing Tandem Learning Project and offer five (5) reasons why teachers should consider integrating Tandem Learning into their teaching.

16:40-17:05

93958 | *The Advantages and Disadvantages of Using Online Services for Recruiting Research Subjects*
Michael Strong, Texas Tech University, United States

This presentation describes two attempts to employ different online services for recruiting research subjects. Subjects were to engage in an experiment to evaluate teaching behavior. Specifically, the study is an extension of previous research on the abilities of observers to distinguish between high and low performing teachers, as defined by their history of improving student learning. In previous published experiments subjects from a variety of backgrounds evaluated short teaching samples presented in both video with audio and audio only where it was established that, regardless of background, observers were no better than chance at correctly placing teachers in the high and low groups. However, there was considerable agreement on their choice of teachers. The present study aimed to extend this work to the use of lesson transcripts, where subjects were randomly presented with either audio or transcript lesson samples and asked to judge whether the given teacher was in the high or low group. Whereas previous experiments had invited subjects into a research lab to make judgments in person, the present study experimented with online subjects recruited through Amazon's Mechanical Turk (Mturk) and through a UK company called Prolific. We compare the two procedures including the recruitment process, the cost, and the quality of the results we obtained. We provide examples and a discussion on the advantages and disadvantages of each procedure, and of using online versus live subject recruitment.

17:05-17:30

93272 | *Can Internet Search Data Improve Educational Assessment? How Googling 'Fractions' Predicted Pandemic Learning Loss*
Gregory Eirich, Columbia University, United States

Big data on what individuals search for online can offer powerful new opportunities for education researchers to understand shifts in student learning experiences and teaching practices. We use the Covid-19 pandemic as a case study. Using time series regression analysis, we find (statistically significant evidence) that in the months following Covid in the United States, students and parents searched online much more often for fundamental concepts, like "How to multiply fractions?" Moreover, we find that this increased Googling of basic concepts strongly correlates with later student learning loss. This suggests that if researchers had been observing this increased searching in real time, they may have been able to see that students and parents were experiencing heightened confusion over basic concepts, likely due to disrupted teaching practices in school. Importantly, we find similar results for numerous countries around the world, highlighting the pandemic's universal impact on learning. Lastly, we test whether the amount of Googling in different US states and different countries was related to the length of time schools remained closed or to the socioeconomic differences among these different places. Overall, this case vividly highlights the need for education researchers to embrace big data's growing value and grapple with its significant implications for assessment methodologies. Despite its limitations, Internet search data can serve as a novel, cost-free early-monitoring system to track the effects of educational policies, the role of innovative technologies, and the success of curriculum adaptations.

17:30-17:55

92898 | *Breaking the Barriers to Global Learning*
Girija Nagaswami, Community College of Philadelphia, United States
Ilze Faucette, Community College of Philadelphia, United States

At Community College of Philadelphia, an urban institution, most of the students are minority students. The cost of studying abroad is a huge barrier to the students. While nothing can replace global learning in an actual physical setting, Collaborative Online International Learning (COIL), is a no-cost alternative and an inclusive model to bring global learning to students' classrooms. COIL was first introduced to faculty at the institution in fall 2023 through professional development offered by the Faculty Center for Teaching and Learning. In fall 2024, seven faculty incorporated COIL; two more are slated to engage in COIL in Spring 2025 and another dozen faculty will engage in COIL in the next academic year. These faculty typically teach introductory courses and the average enrollment in these classes is 25-36 students. Therefore, by the end of the next academic year, over 600 students will be engaging in global learning. Faculty work with their COIL partners to design their COIL projects and use pre and post survey to gauge students' interest and feedback as well as a reflection capstone assignment to assess the impact of COIL. Both were grounded in the American Association of Colleges and Universities (AAC&U) Intercultural Knowledge and Competence Rubric to ensure some shared language. Presenters will share why COIL matters specifically in minority serving institutions, how to introduce and implement COIL, what training and professional development faculty need, how to facilitate and assess the outcomes of COIL, the challenges involved, and how to overcome the challenges.

Notes

[illegible]



Sunday, July 13

Parallel Sessions

All times are British Summer Time (UTC+1)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:00-10:40 | UCL Torrington, B07 (Basement Floor)

Sunday Onsite Parallel Session 1

ECAH2025: Comparative Perspectives in the Arts

Session Chair: Isabel Nogueira

09:00-09:25

93908 | *Surveillance Art and Memory: How Artists Use Philosophical Concepts in Their Work*

Aušra Kaziliūnaitė, Vilnius Academy of Fine Arts, Lithuania Surveillance art critically engages with contemporary power structures, exposing how surveillance technologies shape memory, identity, and visibility. This paper explores how artists integrate philosophical concepts into their work to critique these dynamics, drawing on Michel Foucault's panopticism, Gaston Bachelard's phenomenology of memory, and Paul Ricoeur's narrative identity. It examines works by Hito Steyerl, Trevor Paglen, and Edward Snowden, considering how their interventions reflect on surveillance's impact on collective and personal memory. While Snowden is primarily known as a whistleblower, his collaborations with artists—such as Paglen's *Eclipse* and Laura Poitras' *Citizenfour*—suggest an engagement with artistic strategies that blur the line between activism, conceptual art, and media criticism. His revelations function as a form of counter-surveillance, exposing hidden power structures and reclaiming agency over collective memory. Steyerl's *How Not to Be Seen* and Paglen's *ImageNet Roulette* similarly critique the politics of visibility and algorithmic control. By analyzing these works, this paper argues that surveillance art not only documents but also actively intervenes in systems of power. It provides alternative modes of witnessing, preserving memory, and resisting technological erasure, positioning artists—and figures like Snowden—as key actors in shaping contemporary understandings of surveillance and its philosophical implications.

09:25-09:50

91793 | *Theory of Colours: How to Interpret an Earthquake Visually*

Mario Savini, University of Camerino, Italy

Can an earthquake be visually interpreted and associated with a specific colour? This research adopts a cross-disciplinary approach, merging artistic and scientific perspectives, to explore how seismic events can be represented through chromatic scales. The project employs a mathematical algorithm that integrates the pH scale—commonly associated with chemical analysis—to assign earthquakes unique HEX colour codes based on their magnitude and depth. The pH scale, comprising 15 colour boxes, is used in two opposing directions: one maps the earthquake's magnitude (Richter scale), while the other represents its depth (in kilometres). Each coloured box contains 100 colour parts, enabling precise calculations to establish a visual link. The algorithm generates a graphical representation correlating these colours with their Light Reflectance Value (LRV), revealing patterns: earthquakes with high magnitudes and shallow depths appear as low-LRV shades (e.g., purple-red), signifying greater impact. In contrast, deeper and less intense quakes produce high-LRV colours (e.g., green), indicating lesser damage. A Web App facilitates these calculations, offering an innovative visual framework for seismic data. By transforming quantitative data into chromatic representations, the project bridges science and art, encouraging new ways to interpret natural phenomena. This research highlights how technology and human creativity can converge, fostering interdisciplinary dialogue and making complex scientific concepts accessible. The study not only opens new avenues for data visualization but also challenges how we perceive natural forces, inviting further reflections on their aesthetic and cultural implications.

09:50-10:15

92897 | *Art, Anthropocene, and Technology: Exploring New Approaches to the Ecological Crisis*

Isabel Nogueira, University of Lisboa, Portugal

In the face of the ecological crisis that defines the Anthropocene, art emerges as a transformative force, interrogating not only the human impact on the planet but also the shifting relationship between nature, technology, and culture. This paper investigates how contemporary art practices, enriched by technological advancements, respond to the environmental challenges of the current epoch, offering new modes of perception and engagement with ecological issues. Through a multidisciplinary approach, it examines how artists employ cutting-edge technologies—such as artificial intelligence, immersive environments, bioart, and digital media—to create works that evoke both the devastation wrought by anthropogenic forces and the potential for ecological renewal. Drawing upon critical ecological theory and post-humanist thought, this study delves into how art reconfigures human agency within the broader web of life, urging a radical rethinking of our role in planetary ecosystems. In this context, art becomes a space for exploring the non-human, the post-anthropocentric, and the speculative, providing a forum for imagining futures where technology and nature are no longer seen in opposition, but as interwoven agents of transformation. Through an analysis of contemporary artworks, this paper proposes that art, far from being a passive reflection, is an active participant in the creation of new ontologies and ethical frameworks that address the pressing ecological crisis, advocating for a deeper, more symbiotic relationship with the Earth. In this context, we can highlight, as examples, the unsettling, accusatory, or poetic installations of John Akomfrah, Jennifer Allora & Guillermo Calzadilla, Dornith Doherty, Sandra Cinto, or Ólafur Elíasson.

09:00-10:40 | UCL Torrington, B08 (Basement Floor)

Sunday Onsite Parallel Session 1

ECAH2025: Cultural Issues in Media and Literature

Session Chair: Nick Gray

09:00-09:25

93698 | *The Allure of Disgust in Nuclear-Disaster Literature*
Angela Fung, The Chinese University of Hong Kong, Hong Kong

For centuries, the expression of disgust has been used to depict outsiders from other religions, races or classes to reflect inferiority, sickness, contamination and ugliness. It is a discourse to separate “us” from “them”, to devalue, stigmatise and objectify outsiders that they fear or are anxious about. Since the atomic bombings of Hiroshima and Nagasaki, some authors have foregrounded the disgust of the nuclear victims or hibakusha, not to discriminate or degenerate, but to represent the reality of the nuclear disaster through the ambivalent power of disgust to allure. In *Black Rain* (1966) by Masuji Ibuse and *Sacred Cesium Ground* (2019) by Yusuke Kimura, the expression of disgust of the body is a way to articulate the material reality of the unimaginable and unrepresentable nuclear event, especially the unspectacular slow violence that resulted from the disaster. From a broader historical context, the fact that disgust is employed in atomic-bomb literature related to the atomic bombings in 1945 and nuclear literature on the Fukushima disaster in 2011 shows the cyclical nature of the nuclear event, with women being the target of disgust in the repetition of history.

09:25-09:50

95710 | *From Panic to Palatability: Queer Female Representation in Bollywood – Girlfriend (2004) and Ek Ladki Ko Dekha Toh Aisa Laga (2019)*
Lhamu Tshering Dukpa, Hemvati Nandan Bahuguna Garhwal University, India
Swati Akshaye Sachdeva, Sikkim University, India

The cinematic rendering and the construction of narratives surrounding queer representations reproduced via Bollywood cinema wields considerable influence in moulding the collective imagination. As a dominant yet dynamic force, Bollywood reproductions are continually informed by the broader fluxes seen in social, legal, cultural and temporal changes. Albeit as an apparatus, it also retains its powerful agency, actively participating in the meaning-making processes. While the legal climate with regard to queer concerns has witnessed progressive changes, especially with the decriminalization of Section 377, significant inquiries still remain as to how the subjectivities and desires of queer women are depicted, represented and regulated in mainstream media and its subsequent metamorphosis across differing periods and contexts. The paper investigates two Bollywood films- *Girlfriend* (2004) and *Ek Ladki Ko Dekha Toh Aisa Laga* (2019) released in distinct socio-legal time periods, seeking to examine how queer women and their desires are visually articulated, framed and constructed. Using qualitative content analysis, the paper examines the discursive processes and institutional mechanisms by scrutinizing the narratives, character depictions, cultural tropes, dialogues and visuals in these films. While *Girlfriend* can be read as a pathologization of non-normative love, inciting moral panic in the process, *Ek Ladki Ko Dekha Toh Aisa Laga* negotiates with the politics of palatability/respectability while contending with contingent queer visibility. Drawing on Judith Butler's theories of gender performativity and heteronormativity, the paper argues how queer love is either interpreted as- the 'deviant other' or is 'conditionally accepted' by assimilating desires within the normative structures of society.

09:50-10:15

89975 | *Ethical Implications of Cultural Appropriation in Media Arts: Balancing Creative Expression and Cultural Sensitivity*
Ananya Singh, University of Texas at Arlington, United States

Cultural appropriation in media arts the unauthorized or insensitive use of cultural symbols, motifs, or traditions raises significant ethical concerns, including misrepresentation, commodification, and loss of cultural integrity. This research examines these challenges, exploring the tension between creative freedom and cultural sensitivity. Advertising campaigns, for example, often repurpose Indigenous patterns or Asian calligraphy as decorative elements, detaching them from their cultural contexts and reducing them to aesthetic trends. Using a mixed-methods approach, this study integrates qualitative case studies and interviews with artists, advertisers, and cultural representatives, alongside quantitative surveys to analyze audience perceptions and industry practices. Data sources include case studies of advertising campaigns and insights from the C-suite of U.S.-based advertising firms. This methodology enables a robust examination of the systemic and cultural impacts of appropriation in media arts. Key findings highlight the need for ethical frameworks to safeguard cultural heritage while fostering innovation. Proposed strategies include integrating cultural consultants into the creative process, establishing fair compensation systems for cultural communities, and embedding cultural sensitivity training in media arts education. A clear definition of “cultural appropriation” within the media arts context ensures accessibility for diverse audiences. This research contributes to the discourse on ethics in media arts by proposing actionable pathways to mitigate cultural appropriation, influence industry standards, empower cultural communities, and celebrate diversity and creativity through respectful engagement.

10:15-10:40

93504 | *Mobilising Critical Media Pedagogy Through Documentary Film Production*
Nick Gray, Bournemouth University, United Kingdom

New media production and distribution technologies have provided increased possibilities for learners to engage in the public sphere by articulating and circulating responses to the social issues they face. While the scope for developing these critical media literacies may be limited by the curricular demands of formal education, greater opportunities for developing democratic learning spaces do exist in community contexts. This research explores the critical literacy practices of community filmmakers at two sites in Bristol, who used socially engaged documentary production to read and write their worlds (Freire, 1970). Critical media scholar-practitioners have rearticulated Freire's praxis in an age of participatory media (Kellner & Share, 2007). In both iterations of critical pedagogy, learners are supported to mine and build on their cultural capital to establish themselves as agents of social transformation and critical hope (Freire, 2007). Our participatory research examines the emancipatory potential of critical media literacy and the learning that results from this pedagogy from a sociocultural perspective. It combines PAR with ethnography to capture and analyse the cultural dimensions of socially engaged documentary production through a collaborative inquiry between the researcher and the authors of these texts. The findings underscore the transformative potential of critical media projects in fostering both new literacies and political agency. The collaborative process of writing the world through socially engaged documentaries emerged as a powerful tool for community building. The authors recognised their productions as accessible and impactful vehicles for promoting social action and cultivating Freire's concept of critical hope. Freire, P. (1970).

09:00-10:40 | UCL Torrington, B09 (Basement Floor)

Sunday Onsite Parallel Session 1

ECAH2025: Cyberspace Literacy

Session Chair: YounJung Park

09:00-09:25

95293 | *Digital Capital and Happiness: Exploring the Moderating Role of Country Affluence*

Atefeh Bagherianziarat, Czech Academy of Sciences, Czech Republic

This study investigates the relationship between digital capital and happiness across 21 European countries, with a focus on understanding how this relationship varies according to national wealth. Digital capital, operationalized as a composite index comprising digital access, use, and skills, was analyzed in relation to self-reported happiness. The findings reveal significant disparities in digital capital across countries, with wealthier nations such as Norway and the Netherlands exhibiting higher levels, while less affluent nations like North Macedonia and Portugal report substantially lower levels. Consistent with our hypothesis, digital capital was found to have a significant positive effect on happiness, even after controlling for income, education, age, and gender. However, the strength of this relationship varied considerably between countries. The association was strongest in poorer countries, such as Bulgaria and Hungary, and weaker or even negative in wealthier countries, such as Switzerland and the Netherlands. Further analysis revealed that national wealth moderates the digital capital-happiness link, with a stronger relationship observed in less affluent nations. These findings suggest that digital technologies play a more transformative role in enhancing happiness where traditional opportunities are limited. The results underscore the need for tailored policy interventions to address disparities in digital capital. In poorer countries, efforts should focus on improving digital access, literacy, and affordability to maximize the well-being benefits of digital engagement. In wealthier nations, policies might target fostering meaningful digital use and mitigating diminishing returns.

09:25-09:50

95352 | *Little Influencers, Big Impact: Media Literacy and Social Media Visibility Among Thai Children*

Nunnapan Puathanawat, Mahidol University International College, Thailand

In Thailand, social media has become a central part of how many children experience everyday life not only as viewers but increasingly as content creators and aspirational influencers. This paper explores how children, particularly those under the age of 13, are navigating online visibility, often without the media literacy skills needed to critically understand their participation in digital culture. Focusing on the Thai context, I examine how children are positioned—and at times positioned themselves—within the influencer economy through family vlogs, product unboxings, lifestyle content, and viral moments. Much of what is known about child influencers comes from Western media studies, but less has been said about how these practices take shape in Southeast Asia. In Thailand, where social media use is widespread and influencer culture deeply embedded in youth culture, children's digital presence is often shaped by parents, brands, and platform algorithms. Some begin their visibility journeys via parenting content shared by adults, while others are directly involved in creating and performing for platforms like TikTok, YouTube, and Instagram. This paper argues for the need to integrate media literacy education early on—not only for children but also for caregivers—so that all involved are better equipped to navigate the ethical, emotional, and commercial dynamics of growing up online.

09:50-10:15

95744 | *Seeing and Being Seen: Avatar Attractiveness and Self-Perception in the Metaverse*

YounJung Park, Sungshin Women's university, South Korea

Eunmi Jeon, University of Gothenburg, Sweden

Jaisang Kim, Texas A&M University, United States

As virtual environments become central to modern life, understanding how users interact with avatars and AI agents is increasingly important. Guided by the "Computers Are Social Actors" (CASA) framework, this study examines how avatar attractiveness and users' satisfaction with their own physical appearance influence self-disclosure in digital settings. Previous research shows that human-like features in AI—such as attractiveness, tone, and voice—increase trust and engagement. However, little attention has been paid to how users' body dissatisfaction may moderate these effects. Drawing on self-disclosure theory and evolutionary psychology, the study hypothesizes that individuals with lower satisfaction in their appearance are more likely to disclose personal information to attractive avatars. To test this, 294 participants took part in a metaverse-based healthcare consultation, interacting with either attractive or unattractive avatars. Participants were asked sensitive personal questions, and their willingness to respond was recorded. Moderation analysis revealed a significant interaction: participants with higher body dissatisfaction were less likely to disclose information to unattractive avatars, but more likely to open up to attractive ones. These results suggest that avatar attractiveness plays a critical role in shaping user behavior, especially among individuals sensitive to appearance. In low-risk, anonymous digital spaces, attractive avatars may serve as social motivators, encouraging disclosure and connection. The findings have practical implications for avatar design in healthcare and digital services. Personalizing avatar features or offering a range of visual styles may enhance user comfort, trust, and engagement.

09:00-10:40 | UCL Torrington, B17 (Basement Floor)

Sunday Onsite Parallel Session 1

ECE2025: Education and Special Education (Workshops)

Session Chair: Anna Rozzo

09:00-09:50

93311 | *Embracing Neurodiversity and Educational Difference: Giftedness, Special Needs, and Inclusive Learning*

Dina Yassin, Egypt Education Platform, Egypt

The diversity of learners in today's classrooms highlights the importance of fostering inclusive and diversified educational environments. This workshop presentation advocates for the integration of neurodiversity principles into the education systems, supporting the inclusion of both gifted learners and students with Special Educational Needs (SEN). The proposed framework will explore the following aspects, understanding neurodiversity, and customizing tailored educational strategies for gifted and SEN students to foster inclusive classrooms and address diverse spectrum of abilities and learning styles. The neurodiversity paradigm views neurological variations as natural and valuable rather than deficits or disorders as viewed by the traditional deficit-based models. Neurodiversity refers to the natural variation in human brain functioning and cognitive processing including conditions such as Autism, ADHD, Dyslexia, etc., and intellectual giftedness and twice exceptional learners (2e). To address students with neurological differences, educators should utilize some strategies to create inclusive environments. Some of the strategies that will be addressed in this presentation are the Universal Design for Learning (UDL), inclusive curriculum designs, technology driven personalization approaches such as adaptive learning platforms and assistive technology, and Social and Emotional (SEL) learning integration. Thus, this workshop presentation will equip participants with actionable strategies and insights about embracing neurodiversity within inclusive educational frameworks and creating supportive environments that celebrate all learners' unique strengths, preparing them for success in a diverse world.

09:50-10:40

95945 | *Coaching Is Not Advising: Supporting Researcher Ideation*

Anna Rozzo, University of Glasgow, United Kingdom

Academic staff may be navigating VUCA (volatility, uncertainty, complexity, and ambiguity) in their institutional and national contexts, in addition to the existing pressures of teaching and conducting research. Facilitated verbal reflection, or coaching, offers a compelling, yet underutilised tool for researchers, university teachers, and academic developers to consider. This interactive workshop will provide a theoretical, ethical, and practical orientation to the practice of co-active and cognitive coaching as distinct from traditional academic support structures such as mentoring, advising, consulting, or training. The workshop will review recent literature pertaining to the application of coaching specifically with university teachers and researchers. Participants in this workshop will be able to explore - and provide feedback on - coaching approaches to topics applicable to their professional contexts such as time management, work-life balance, research strategy, and publication planning. Participants will be able to practice a researcher-ideation framework with a peer and collaboratively brainstorm additional use cases. Participants will be able to contribute to a digital learning artefact.

09:00-10:40 | UCL Torrington, G08 (Ground Floor)

Sunday Onsite Parallel Session 1

ECE/ECAH2025: Interdisciplinary, Multidisciplinary, and Transdisciplinary Education

Session Chair: Ma. Cecilia Licuan

09:00-09:25

94451 | *Interdisciplinary Innovations: Revitalizing Classical Education for Modern Learners*

Ka-Yi Ng, The Chinese University of Hong Kong, Hong Kong

Classical education focuses on intellectual growth, humanistic cultivation, and independent thinking, which are essential to the development of a well-rounded individual. However, modern universities tend to prioritise specialised research and practical skills, which, together with the alienation of classical texts from modern life and the traditional monolithic model of Classics teaching, has diminished the significance of Classics education. This paper suggests that an interdisciplinary approach can help revitalise Classics education and maintain its relevance in today's world. Using case studies from the Chinese University of Hong Kong, we examine how interdisciplinary pedagogy enhances the transmission and reception of the classics. We analyse 'In Dialogue with Humanity', a core liberal studies course taught by a multidisciplinary team of faculty, and the 'Chinese Lecture Series', which engages students with the classics from diverse perspectives. Focusing on teaching themes, pedagogical approaches, electronic resources and student feedback, we explore how these initiatives connect classical texts to students' lived experiences and contemporary issues. Our findings demonstrate that interdisciplinary approaches increase student engagement, deepen understanding, and strengthen the relevance of the classics. Furthermore, these collaborative initiatives have led to innovative teaching practices, as documented in regular faculty seminars. This study provides empirical evidence of the effectiveness of interdisciplinary teaching of Classics in the humanities. It offers transferable pedagogical approaches, a model for faculty collaboration, and practical strategies for bridging traditional wisdom and contemporary society. Ultimately, we propose a framework for revitalising classical education through interdisciplinarity, creating a more holistic and impactful learning experience.

09:25-09:50

94445 | *Identifying Persistent Themes for Successful Interdisciplinary Teaching Practices in Higher Learning*

Zeehan Jaafar, National University of Singapore, Singapore

Jiajun Lam, National University of Singapore, Singapore

Interdisciplinary teaching approaches inculcate skillsets that promotes critical thinking and instil integrated learning experiences. Consequently, educational institutions of higher learning (IHL) worldwide are establishing interdisciplinary teaching approaches so as to equip students with abilities to solve complex multi-dimensional problems. In practice, teaching interdisciplinary courses is challenging as educators optimise content that embraces breadth and depth of discipline-specific information while ensuring effective integration of multiple disciplines. The variation in interdisciplinary teaching led us to question if there are persistent themes that drive successful practices in IHLs. We reviewed the fifty most-cited research publications on interdisciplinary teaching practices to firstly, elucidate how success were measured and secondly, identify persistent themes in conflicts or challenges faced by the educators of interdisciplinary courses. The majority (n=31) of these studies were qualitative in nature, 14 were quantitative, and the remaining five included both approaches. Quantitative studies focus on student feedback and performance metrics, while quantitative ones included reflection and personal observations. In addition to resolving conflicts on differences in pedagogical approaches, these authors cited professional development (48%) and personal satisfaction (28%) as success indicators for courses. Authors also measured the successful implementation of their teaching practices based on impacts to students in academic performance (44%) and development of soft skills (34%). Two common broad themes were cited as challenges for educators— inadequate institutional support (32%) and poor commitment towards resource needs (44%). From the outcomes of this study, we propose a framework that can serve as a roadmap for educators exploring involvement in interdisciplinary teaching.

09:50-10:15

95413 | *Heterotopia of Engineering Schools for Under-Estimated Pupils*

Hessam Mirgolbabaei, University of Minnesota, United States

Drawing on Michel Foucault's spatial concept of heterotopia—sites that simultaneously mirror, resist, and reconfigure dominant spaces—this paper examines how engineering education can better accommodate students whose learning modes diverge from performative, group-centric pedagogies. Framed within heterotopology, panoptic critique, and the notion of assemblage as a relational educational construct, the study explores educational practices that recognize and nurture solitary cognition, asynchronous engagement, and spatial autonomy. Survey data collected from senior engineering students reveal possible patterns often marginalized in traditional curricula: preferences for quiet study, individual problem-solving, spatial/temporal flexibility, and solo feedback mechanisms. Rather than proposing a retreat from collaboration, this paper advocates for a heterotopic reimagining—a layered, flexible assemblage of educational modalities where interaction coexists with solitude, and dynamism includes stillness. Concretely, the presentation proposes a design shift toward optional asynchronous labs, modular solo projects, and quiet reflective zones—thus rebalancing the dominant learning architectures. This pedagogical model elevates under-acknowledged excellence and cognitive divergence by resisting the panoptic impulse to standardize visibility and participation. Engineering classrooms, reconfigured as heterotopias, can become spaces of radical inclusion—structured yet contingent, cohabited yet personalized—where a diversity of minds finds recognition, rhythm, and rigor.

10:15-10:40

95289 | *Breaking Barriers of Interdisciplinary Education in Academic and Clinical Teaching in Rehabilitation Sciences Education*

Ma. Cecilia Licuan, De La Salle Medical and Health Sciences Institute, Philippines

Ken Kristoffer Tort, De La Salle Medical and Health Sciences Institute, Philippines

Maria Luisa Valenzuela, De La Salle Medical and Health Sciences Institute, Philippines

Natalizia Pagtakhan, De La Salle Medical and Health Sciences Institute, Philippines

Improved and successful patient care and outcomes in rehabilitation services is a by-product of multiple factors. One of the predominant variable is successful interdisciplinary collaboration that stems from effective academic and clinical education programs that prepare the future rehabilitation sciences professionals. This preparatory teaching and learning activities shape the students in the actual clinical rehabilitation practice where professional collaboration is instilled together with the knowledge and skills requirements until autonomy in clinical management is achieved. This study describes the barriers that interfere with successful interdisciplinary education in the rehabilitation sciences programs in the Philippines particular to academic and clinical teaching. More than the barriers identified, the study consolidates the recommendations from the educational and clinical sectors in rehabilitative services in the country that purports to break the barriers that intervenes with successful educational and training outcomes anchored on producing health professionals that are autonomous but are equipped with collaboration skills in working with other health rehabilitation professionals. The study is descriptive quantitative in design that uses survey questionnaire answered by rehabilitation sciences professionals in the academe and clinical settings where clinical training programs for physical therapy, occupational therapy, and speech-language pathology services are delivered. Non-probability convenient sampling is utilized and descriptive statistics are used to analyze results. The study concludes with the identification of predominant barriers and the consolidated recommendations for rehabilitation professionals in overcoming the barriers.

09:00-10:40 | UCL Torrington, G09 (Ground Floor)

Sunday Onsite Parallel Session 1

ECE/ECAH2025: Foreign Languages Education and Applied Linguistics

Session Chair: Rocio Alejandra Baldarrago Valdivia

09:00-09:25

92634 | *Beyond Digital Tools: Exploring Indonesian EFL Lecturers' Metaphors of LMS Use for Motivation and Engagement*
Nining Ismiyani, Monash University, Australia

This study investigates lecturers' use of LMS to teach English to non-major students. It explores how they perceive that an LMS can engage and motivate students in learning English, using metaphors to reflect especially on the concept of motivation, which is often viewed as abstract. This study uses a multi-case study approach involving six lecturers from different universities in Indonesia. The participants were recruited voluntarily, which is why two participants are from the same university. Data were gathered through semi-structured, in-depth interviews. The interview data were analysed using thematic analysis to identify the reasons behind the metaphors. The findings reveal seven different metaphors: study desk, smartphone, study café, library, virtual library, pencil case, and smart TV. The initial themes emerging from the metaphors are convenience and accessibility, structure and organisation, student motivation and engagement, flexibility and interactivity, teacher's role and engagement, and limitations of LMS. Shared themes across all participants include convenience and accessibility, and organisation and structure, based on cross-case analysis. While several themes were shared by multiple participants, no single theme was mentioned by all participants.

09:25-09:50

95367 | *L2 Idiom Processing: What L2 Learners 'Know' and 'Feel' About Idioms Matters!*
Danny Chung Hong Leung, Hong Kong Metropolitan University, Hong Kong

Idioms are fixed expressions with figurative meanings that go beyond their literal interpretation and are essential in English communication. Recent applied linguistic research on English idioms has been focusing on the psycholinguistic dimensions (what people know about idioms) and affective dimensions (how people feel about idioms) in idiom processing. While extensively studied in relation to native English speakers, the impact of these dimensions on second language (L2) learners of English remains largely unexplored. This presentation reports on a study that addresses this gap by exploring the psycholinguistic and affective characteristics of idioms as co-determinants informing L2 idiom processing and learnability in a cross-linguistic context. Specifically, the study invited 60 Chinese L2 learners of English to complete an online Qualtrics survey where they were asked to provide normative ratings and written responses to five psycholinguistic properties (knowledge, familiarity, semantic transparency, literality, and L1 equivalence) and two affective variables (valence and arousal) of 40 English colour idioms. For the normative ratings, partial correlations between all psycholinguistic and affective variables were computed. For the written responses, a detailed cross-linguistic analysis was conducted. The presentation discusses how the quantitative and qualitative findings, individually and in conjunction, can illuminate the ways in which L2 learners perceive and process idiomatic expressions. Theoretically, this study provides valuable insights into L2 learners' understanding and feeling towards English idioms in a cross-linguistic setting. Pedagogically, the study's findings elucidate intricacies in L2 idiom processing, thus holding promise for enhancing L2 idiom learning and teaching strategies.

09:50-10:15

94447 | *Applying the View of Cognitive Linguistics on Teaching and Learning English at UFLS – UDN, Vietnam*
Oanh Tran Thi Thuy, University of Foreign Language Studies - The University of Da Nang, Vietnam
Tran Nguyen Ngoc Bao, University of Foreign Language Studies - The University of Da Nang, Vietnam

The study has applied the theory of cognitive linguistics (CL) by Lakoff and Johnson to teaching and learning English pragmatics. These researchers demonstrated that knowledge and experience of things and events are used by human beings in expressing concepts, especially in their daily life. It is necessary for lecturers to make use of the view of CL in teaching English linguistics, especially pragmatics to English-major students at UFLS – UD, Vietnam. The aims are to investigate using CL in teaching and learning lessons of English pragmatics, using quantitative and qualitative methods to gain data: classroom observation, questionnaires and interviews. The researchers carried out this study to answer the two research questions: What challenges often do English-major third-year students get in learning English pragmatics in the traditional view? What are the perceptions of them on the use of the view of CL in learning English pragmatics? The researchers invited 50 English-major third-year students of UFLS. The result could be possibly originated from the difficulties that they faced when learning English pragmatics in the traditional view and advantages when approaching the view of CL which helped their top ranked at exactly 76%, which was more than twofold compared to the traditional view at precisely 35%. This could be inferred that CL was useful to learning English as well as developing the language ability of learners. The study also presents the students' perceptions of the efficaciousness of this concept. Most of them expressed interest in applying it to improve their utterances.

10:15-10:40

95681 | *Bridging Gaps in English Language Instruction for Young Adults in Peru: Challenges and Pedagogical Strategies*
Rocio Baldarrago, Universidad San Ignacio De Loyola, Peru

In Peru, English language instruction is increasingly recognized as a tool for academic and professional advancement. Yet, young adults transitioning from secondary to tertiary education face significant challenges, including disparities in curriculum quality, outdated methodologies, and limited opportunities for authentic language use. This presentation explores key issues affecting English language education for B1-level learners aged 17–24 in private universities, with a focus on improving communicative competence and learner engagement. Drawing from institutional experience and classroom-based observations, the study highlights the limitations of grammar-translation approaches and the need for contextualized, student-centered methodologies. It presents a framework based on communicative language teaching (CLT), integrating task-based learning, flipped classroom strategies, and English for Specific Purposes (ESP) modules tailored to students' academic and career goals. The role of culturally relevant materials and ongoing teacher training is also examined as part of a broader effort to improve learning outcomes. This proposal contributes to discussions on foreign language pedagogy in Latin America by offering practical insights and replicable strategies for enhancing English instruction in under-resourced and transitional educational settings. It invites dialogue on aligning language policy, pedagogy, and institutional practice in support of equitable and effective English language education for young adults.

09:00-10:40 | UCL Torrington, G10 (Ground Floor)

Sunday Onsite Parallel Session 1

ECE2025: AI in Language Teaching

Session Chair: John Iveson

09:00-09:25

94290 | *Mapping K-Food in Pachinko: AI vs Human Translation and the Challenge of Cultural Memory*
Eun-Kyoung Choi, Hankuk University of Foreign Studies, South Korea

Food is more than sustenance—it carries cultural identity, history, and memory. In *Pachinko*, Min Jin Lee weaves Korean food into the narrative to explore diaspora, colonialism, and generational displacement. However, when these cultural references are translated—especially by AI—do they retain their full meaning? This study examines AI translation's ability to preserve the cultural and emotional depth of K-Food references in *Pachinko* through Social Network Analysis (SNA). By mapping the frequency, co-occurrence, and centrality of key food terms (kimchi, miyeokguk, bento), this research uncovers how food constructs narratives of identity, exclusion, and resilience. Using network metrics such as degree centrality, betweenness, and clustering coefficients, the study analyzes food's relational role in character interactions and social hierarchies. The study then compares AI-generated translations with human translations, identifying patterns of cultural loss, misinterpretation, and historical erasure—particularly in colonial-era Korean expressions, Japanese loanwords, and hybrid diasporic lexicons. This analysis highlights how AI translation disrupts narrative networks, severing cultural and historical connections embedded in the text. To address these challenges, this study incorporates a classroom-based experiment, where students use SNA-driven analysis to assess AI translation errors and refine them through context-aware strategies. This pedagogical approach underscores SNA's potential as a translation tool, fostering AI literacy and intercultural sensitivity. By bridging translation studies, digital humanities, and Korean diaspora research, this study provides fresh insights into AI-human collaboration and reinforces the role of human translators in preserving cultural narratives.

09:50-10:15

93680 | *Exploring the Approaches and Reasons Behind Chinese Students' Use of Real-Time AI Translation to Comprehend Live Classroom Interactions*
Sadia Ali, University of Glasgow, United Kingdom

Chinese students are often seen using real-time AI translation tools during live lectures, seminars and tutorials. Some of these tools also record the lecture in Chinese and produce a transcript and/or make lecture notes. Students do this to understand the content in real-time, overcoming language barriers which allows them to participate in classes taught in English. Students typically access this functionality through AI tools on their smartphones or computers and tablets, enabling them to listen to the lecture while seeing a simultaneous translation on their screen or listening to the lecture translated into Chinese in real-time. This ongoing research at a Scottish university explores the motivations, usage patterns, and impact of AI translation tools among postgraduate students. The aim of the research is to understand how, why and when Chinese students use these real-time translation tools and how it affects their comprehension and participation in class. The research employs a qualitative exploratory design, using a combination of short surveys, semi-structured interviews and classroom observations. Adopting an interpretivist paradigm, the focus is to gain deep insights into students' experiences. Some recent studies have shown that using speech-enabled translation tools have a positive effect on learning achievement and these studies will be briefly discussed in the paper. By analysing students' experiences, this research aims to inform university educators on best practices for integrating AI translation in academic settings while also providing recommendations for technology developers to enhance these tools for educational use.

10:15-10:40

95668 | *AI Integration in English Language Teaching: Building Academic Skills at a Hong Kong University*
John Iveson, The Hong Kong Polytechnic University, Hong Kong

The integration of AI tools in English language education has prompted educators to reconsider traditional teaching methodologies and curriculum design. This presentation examines how an English language course for undergraduates develops academic skills and fosters AI literacy in competency-based curricula. Using data from post-semester surveys and focus groups, the study explores the role of AI in enhancing students' research skills, academic writing skills, and confidence in language proficiency. The presentation looks at the pedagogical strategies employed by a large English language department at a Hong Kong university, which has successfully incorporated AI tools into a language course taken by most undergraduate students. By analysing student feedback, the study identifies key areas where AI literacy is developed, such as critical evaluation of sources, refinement of a research focus, and the enhancement of language skills through AI-assisted feedback mechanisms. The presentation offers practical insights into designing AI-integrated tasks that align with competency-based language teaching approaches. It highlights specific examples of AI-assisted activities that promote critical thinking and analytical skills, thereby preparing students for the demands of both academic and professional contexts. This research aims to provide educators and curriculum designers with guidelines for integrating AI literacy into English language courses. By doing so, it seeks to enhance student engagement, improve learning outcomes, and ensure that graduates are equipped with the AI-literacy skills necessary for the evolving digital landscape.

09:00-10:40 | UCL Torrington, G12 (Ground Floor)

Sunday Onsite Parallel Session 1

ECE2025: Teachers' Efficacy and Professional Development

Session Chair: Khuloud Al Hammadi

09:00-09:25

93776 | *Redefining Professionalism: The Role of Education Policy in Shaping Teacher Practices in Latvia*
Solvita Lazdina, University of Latvia, Latvia

This study explores how education policies in Latvia, emphasizing performance measurement for students and teachers, shape school practices and redefine teacher professionalism. It employs Stephen Ball's theoretical framework to analyze how market principles, managerialism, and performativity influence educational changes. Policymakers at the state, municipal, and school levels act as neoliberal agents, introducing business-inspired practices that reinforce hierarchical power structures and redefine professional roles. The research combines national education policy analysis with a year-long ethnographic case study conducted in a Latvian school. The author collected data through observations, dialogues, and interviews with teachers and school administrators. The findings reveal that policies promoting monitoring, evaluation, and training position teachers as insufficiently professional and require constant supervision. These practices include daily lesson observations, performance evaluations, criteria-based feedback, annual self-assessments, and goal-setting exercises. They aim to collect data to meet policy-defined standards of a "good school." Initially met with resistance by school administrators, these methods later became tools for improving teacher performance and student outcomes. Teachers must conform to predefined criteria for a "good lesson", and adherence to these criteria is linked to potential pay increases. However, this process shifts the teaching focus from student-centred learning to compliance with procedural requirements, reshaping the understanding of professionalism. Consequently, teachers must allocate significant effort to adapt to these new expectations, often at the expense of direct engagement with students, thereby altering the core focus of education.

09:25-09:50

94444 | *How Can I Improve My Out-of-field Teaching? Learning Needs of Out-of-field Chinese History Teachers in Hong Kong*
Jocelyn L. N. Wong, The Chinese University of Hong Kong, Hong Kong

Assigning out-of-field teachers to teach subject(s) or level(s) has been a common educational practice in many nations to resolve the problem of teacher shortage but at the expense of teaching quality. Recently, very few studies have focused on ways to improve the professional competency of out-of-field teachers in Mathematics and Science, but not on out-of-field teachers from Languages and Social Sciences. Their skill sets and knowledge bases that can be further enhanced to maximize the effectiveness of the teaching force have been under-presented. To address this research gap, this pilot study uses a phenomenological approach to report on interviews data gathered from ten out-of-field Chinese History teachers in Hong Kong from the Interconnected Model perspective (initial as IM, Clarke & Hollingworth, 2002). In 2017, 51% of the teaching force of Chinese History was from out-of-field backgrounds. This problem has been exacerbated since 2021, but with very limited extra resource inputs to remedy this problem. The initial findings of this study are twofold. First, content knowledge and pedagogical content knowledge, the elements of Personal Domain of the IM, are the urgent learning needs for teachers studied. Second, there is a mismatch between in-service learning programmes and the knowledge needs of teachers studied, an area which has not yet been fully explored in the External Domain of the IM. In all, this study attempts to help policymakers and school leaders be aware of providing support to make the out-of-field teaching force more sustainable.

09:50-10:15

92845 | *HEC Research Policy and Its Influence on University Faculty Career Pathways*
Ayesha Afzal, University of Management and Technology, Pakistan

Faculty members are the backbone of any academic institution, making their professional development a key priority in higher education. In Pakistan, the Higher Education Commission (HEC) has introduced a structured research policy framework to support faculty growth, particularly in research. This study critically examines how HEC's research policies influence university faculty careers. While teaching is well-established, research culture remains underdeveloped, with faculty often prioritizing publication quantity over quality due to its role in career progression. To assess the impact of HEC's policies, this study employs an evaluative content analysis approach, systematically selecting and analyzing six key research policies. The analysis follows a structured coding process, starting with policy selection based on relevance to faculty development, followed by thematic categorization using an inductive approach. Seven key themes emerged: Research Skills Training, Self-Assessment and Value, Career Awareness, Future Goal Setting, Skills Training and Performance, Action Planning, and Enhancing External Opportunities. While HEC's policies do not directly advance faculty careers, they create an environment that indirectly supports development through skill-building and research incentives. However, their effectiveness depends on research grants and institutional support. These findings contribute to the discourse on Pakistan's research culture by providing insights into policy effectiveness. The study highlights the need to shift from a publication-centric model to one that fosters meaningful research engagement. This change could enhance faculty development and serve as a foundation for further improvements in research policies.

10:15-10:40

95629 | *The Relationship Between the Dimensions of the Ministry of Education's Teacher Licensure Program and Teachers' Sense of Efficacy at Sharjah*
Khuloud Alhammadi, Zayed University, United Arab Emirates

This quantitative study investigates the relationship between teaching licensure dimensions (professional and ethical conduct, professional knowledge, professional practice, and professional growth) and teachers' sense of efficacy (student engagement, instructional practices, and classroom management) in Sharjah's educational context. Aimed at determining whether licensed teachers exhibit higher self-efficacy than non-licensed counterparts, the study also explores associated factors such as teachers' gender, major, age, background, subject taught, and degree. Data from 588 teachers across private K-12 schools in Sharjah were analyzed using a quantitative, deductive approach with a correlational design. Results revealed that professionals who graduated from college of education scored higher on the Teacher's Sense of Efficacy Scale. Knowledge and professional practice significantly predicted teachers' efficacy, while professional growth had a negative correlation. Demographic factors, including age and educational background, also influenced teachers' effectiveness in terms of the dimensions of the teaching licensure. The study highlights the importance of integrating professional development and demographic considerations, recommending future research to incorporate diverse participant pools, qualitative methods, and longitudinal studies to assess the long-term effects of licensure on teachers' professional growth and efficacy.

09:00-10:40 | UCL Torrington, G13 (Ground Floor)

Sunday Onsite Parallel Session 1

ECE2025: Emotional, Cognition, and Psychomotor Skills Development

Session Chair: Kristine Alexandra

09:00-09:25

94794 | *Students' Social-Emotional Well-being: Challenges and Possibilities in Indian Education Context*

Gagandeep Singh, Panjab University, India

Jodh Singh, Panjab University, India

This study examines the social-emotional well-being of students studying in Fazilka district, a Remote area of Punjab region in India, where significant challenges adversely affect their mental health that may consequently affect their learning effectiveness. The social-emotional well-being of students is a pivotal aspect of the educational landscape, significantly influencing both their effectiveness and the overall quality of education (Zhang, 2023; Lee et al., 2023; Jennings & Greenberg, 2009). In India, particularly, students of remote area schools face Numerous challenges that adversely affect their mental health impeding and lowering their learning efficacy. Studies indicates that excessive burdens of school tasks, societal pressures, especially on female students, and a lack of adequate support systems contribute to heightened levels of stress and burnout among students highlighting the urgent need for interventions to address these concerns. This study adopts a qualitative case study approach. A purposive sampling technique is used to select a sample size of 100 students from different schools situated in the locale of the study. For data collection, semi-structured interviews and focus group discussion is used to encourage a dialogue about their challenges and their social-emotional needs. Thematic analysis is employed to identify recurring themes and patterns within the qualitative Data collected from interviews and focus group discussions. Taguette, an open-source CAQDAS software is utilized to assist with coding and organization of data, ensuring a systematic approach to analysis that enhances empirical validity.

09:25-09:50

96027 | *Design, Development, and Evaluation of Maglalatik Dance Exergame*

Jan Martin Resurreccion, Philippine Normal University, Philippines

Brando Palomar, Philippine Normal University, Philippines

Lordinio Vergara, Philippine Normal University, Philippines

This developmental study analyzed, designed, developed, implemented, and evaluated a dance exergame (exercise and game) anchored from the folk dance Maglalatik Grade 6 learners. 60 participants, from two public elementary schools, were purposively sampled for the implementation of Maglalatik Dance Exergame. All learners answered a 5-point Likert type adapted survey after using the MDEG, while ten learners were randomly selected to participate in the focus group discussion. Results of the survey revealed that learners considered the use of MDEG as a form of exercise, beneficial for physical well-being and provided enjoyable challenge with median scores of 5, 5 and 5, respectively. Furthermore, FGD results showed three emerging themes such as (1) excitement and enjoyment, (2) engagement, and (3) learning through challenge. Learners described the use of MDEG as a delightful experience providing positive benefit on their well-being. They also emphasized the high level of involvement and feeling of game control in accomplishing the different game levels. Learners discussed that despite of the challenge of the MDEG, they learned the basic understanding and demonstrated the set learning competencies of Maglalatik. Moreover, the quantitative and qualitative results describe the relevance of MDEG in fostering appreciation and developing psychomotor skills through physical activity participation thorough folk dance to achieve fitness.

09:50-10:15

93476 | *Beyond Visitation: How a Non-Resident Father Builds Purposeful, Sustained Interactions with His Child in Imaginary Play*

Kristine Alexandra, Monash University, Australia

Marie Hammer, Monash University, Australia

Prabhat Rai, Monash University, Australia

Interaction between non-resident fathers and their children remains an under-researched area. In many studies, the frequency of visits by non-resident fathers is often used as an indicator of their involvement. However, focusing solely on contact hours provides limited insight into the nature, quality, or dynamics of their interactions. As a result, we know little about how such interactions may influence a child's development. This study presents an intervention model inspired by Conceptual PlayWorld, in which the researcher and a non-resident father collaboratively developed an online, play-based interaction framework. Drawing from The Lion, the Witch, and the Wardrobe (Lewis, 2014), the project aimed to support imaginary play between the non-resident father and his child via Zoom.

Data were collected through Zoom recordings, including parent interviews and five imaginary play sessions involving the father, child, and researcher. The analysis highlights the researcher's dual role—both offering a structured model to foster interaction and collecting data to understand the evolving dynamics. Over time, the father-child interactions transformed from simple “show and tell” exchanges to more meaningful and sustained engagement. In these imaginary play sessions, the father stepped away from a traditional authoritative role and became a play partner, enabling dialogical interactions with spontaneous improvisations from both participants. The findings suggest that engaging as a play partner in imaginary play creates space for authentic expression and exploration of ideas and emotions that may otherwise remain unspoken.

09:00-10:40 | UCL Torrington, G20 (Ground Floor)

Sunday Onsite Parallel Session 1

ECE2025: Educational Management and Curriculum Design

Session Chair: Michelle Gordon

09:00-09:25

94016 | *Common Ground for Educational Change Amid Divisiveness: A Mixed-Method Study of Stakeholder Sensemaking and Reflexivity*
Gregory Massara, University at Albany, United States

In an era of rapid technological innovation, shifting labor markets, and heightened social and political polarization, the mission and vision of public education systems must adapt in ways that foster equity and future-readiness. This study examines how diverse local stakeholders—educators, parents, community members, and business leaders—co-construct district missions and policies under “Portrait of a Graduate” (POG) initiatives. Grounded in the historical and political construction of American public schooling, and drawing on theories of institutional change and collaborative planning, the research uses sensemaking (how stakeholders interpret guidelines and each other’s perspectives) and reflexivity (stakeholders’ critical examination of their own positionality and assumptions) as analytical lenses to pinpoint the conditions under which groups with divergent political beliefs may find common ground. A mixed-methods comparative case study of two districts collects data through observations, surveys, and interviews, illuminating both vertical sensemaking (interpretations of top-down procedural guidelines) and horizontal sensemaking (peer-to-peer negotiation). Special attention is paid to how reflexivity—emerging through dialogue and self-awareness—can catalyze transformative reforms rather than superficial policy tweaks. By identifying specific factors that foster or hinder inclusive deliberation and deep reflection, this research offers practical strategies for educators and policymakers seeking to develop contextually responsive, equitable, and democratically legitimate innovations in K-12 education.

09:25-09:50

95910 | *Designing for Impact: Integrating Live Client Projects, International Collaboration, and Social Marketing into the Curriculum*
Segar Reddy, Oxford Brookes University, United Kingdom
Subramanian Manivannan, Central University of Tamil Nadu, India
Oscar Correia, Cavendish University, Zambia
Venkat Mummalaneni, Virginia State University, United States
J. Rajendran Pandian, Virginia State University, United States
Mathew Lungu, Cavendish University, Zambia

This paper explores a cross-institutional curriculum design approach that integrates live client projects, international student collaboration, and Social Marketing to enhance experiential learning and inclusive engagement in higher education. Drawing on three modules—Luxury Marketing, International Teams, and Strategic Brand Management—delivered across universities in the UK, India, Zambia, France, and the USA, the paper illustrates how real-world assignments can empower students to apply disciplinary knowledge in socially relevant and globally distributed contexts. Using Kolb’s experiential learning cycle, Biggs’ constructive alignment, Brookfield’s critical reflection, and management theories such as Tuckman’s group development and Hofstede’s cultural dimensions, this study reflects on how students navigated challenges of intercultural teamwork, remote collaboration, and trust-building in virtual environments. Case examples include a brand crisis recovery for Dolce & Gabbana, an agribusiness brief for Browns Group (Sri Lanka), and community engagement work with the Faith Forum (London) and the Pepper Street Foundation. Despite operating without formal institutional agreements, the collaboration was sustained through faculty-led innovation and supported by shared feedback and local assessment. The findings highlight the value of embedding agile, inclusive, and socially conscious pedagogies that align employability with civic impact. Recommendations are offered for institutions seeking to internationalise the curriculum through scalable, collaborative, and community-anchored models of learning.

09:50-10:15

93378 | *Accelerating Curriculum Development in Contract Management and Innovation Policy: A Design Sprint Approach*
Dolores Kuchina-Musina, REXOTA Solutions, United States
Alexander Samuels, North-West University, South Africa

Purpose: This paper explores the application of design sprints to accelerate and enhance curriculum design and development in the complex and evolving fields of contract management and innovation policy. Traditional curriculum development models often suffer from lengthy timelines, limited stakeholder engagement, and a disconnect between theoretical knowledge and practical application. By leveraging design sprints’ time-constrained, iterative, and user-centric nature, we propose a novel framework for rapidly prototyping, testing, and iterating curriculum components. This approach emphasizes active learning, collaborative design, and the integration of real-world challenges into the learning experience. We outline the five phases of a design sprint – Understand, Diverge, Converge, Prototype, and Test – explicitly adapted for curriculum development. **Furthermore,** we examine the potential benefits of this framework, including increased stakeholder buy-in, enhanced curriculum relevance, and improved learning outcomes. **Methodology:** This study uses a mixed-methods approach, combining a comprehensive literature review with an in-depth case study to investigate the effectiveness of design sprints in curriculum development for contract management and innovation policy using an event in 2023. **Findings:** Stakeholder engagement during the design sprint process resulted in a curriculum demonstrating increased relevance and practical applicability, enhancing participant learning outcomes. **Recommendations:** Integrate Design Sprint Frameworks into Curriculum Development Processes. Prioritize Stakeholder Engagement Throughout Curriculum Design. **Implications for Administrators and Policymakers:** This study offers a practical framework for educators and policymakers to modernize curriculum development in rapidly evolving fields. It aims to ensure that professionals are equipped with the skills necessary to navigate complex policy landscapes and contractual agreements.

10:15-10:40

93846 | *Come to the Table: Revisiting and Enhancing the POLC Framework for Management Education*
Michelle Gordon, The Pennsylvania State University, United States

This paper revisits and enhances the POLC framework used as a foundation of management education. POLC guides students to consider management as four pillars: Planning, Organizing, Leading, and Controlling. Planning entails creating a strategy, developing a vision and mission, and setting goals and objectives. Organizing relates to allocating work assignments, defining reporting relationships, and creating a structure for organizational success. Leading encompasses motivating, inspiring, and communicating while controlling ensures the organization maintains progress toward achieving its goals. While the four pillars of the POLC framework provide compelling imagery, they don’t accurately reflect a comprehensive system of management. The visualization of management as four discrete pillars can promote a silo mentality, where employees engaged in one business function neglect to share critical information, ideas, or inspiration with other functions. This work suggests an enhanced framework for guiding management education based on the structure of a table. The revised imagery employs the pillars of POLC as the legs of the table. It adds communication as the tabletop. Communication, often relegated to a subcomponent of leadership, is a critical and sometimes under-emphasized component of effective management. It provides structure, support, and coordination and is possibly the most critical defense against a silo mentality. The “table of management” is aligned with the work of Henri Fayol, the father of Administrative Management. Fayol depicted five functions of management: planning, organizing, commanding, controlling, and coordinating. The “table of management” restores communication to a prominent position and provides students with a compelling visual framework of management effectiveness.

11:10-12:25 | UCL Torrington, B07 (Basement Floor)

Sunday Onsite Parallel Session 2

ECAH2025: Teaching and Learning the Arts

Session Chair: Dustyn Bork

11:10-11:35

94360 | *Rethinking Quality in Secondary Visual Arts: Global Perspectives from International Education*
Amy Atkinson, Concordia University, Canada

This presentation shares findings from an exploratory research study aimed at developing a support program for secondary Visual Arts teachers within the International Baccalaureate Diploma Programme Visual Arts (IBDPVA) curriculum in international schools. Conducted within the globally diverse context of international education, the study investigates how “quality” teaching is conceptualized and applied across varied cultural and social settings. Using constructivist grounded theory and a mixed methods approach, including surveys and in-depth interviews, the research examines the intersection of dominant Western paradigms embedded in the IB system with the diverse realities of international classrooms. Key findings highlight tensions between fostering technical skill development and emphasizing conceptual, process-based learning, exposing how differing educational values shape what is considered valid knowledge in the arts. The study also uncovers misalignments between teacher and administrative perceptions, the urgent need for stronger advocacy for Visual Arts within global education, and the complexities of assessment systems that may inadvertently privilege certain cultural or pedagogical approaches. The presentation calls for global education systems, such as the IB, to better support teachers in creating equitable and inclusive learning environments. It challenges traditional and partial understandings of education and knowledge while advocating for practices that embrace the diverse cultural, social, and artistic perspectives of international school communities. These findings contribute to broader discussions on global education and the role of the arts in fostering culturally responsive and inclusive pedagogies in international secondary education.

11:35-12:00

94039 | *AI-Aided Concept Development in Architectural Design Studio: Assessment of an Experiment*
Pinar Dinç Kalayci, Gazi University, Turkey

Chatbots powered by a Large Language Model (LLM) and Text-to-Image Generative Models (GM) have started to be used in architectural design studios. Experiments provide insight into the opportunities/failures raised by the inclusion of AI tools in the studio. Each experiment gives appealing results from the students’ perspective, whereas its benefits for and role in education require clarification. Keeping the question in mind of whether AI can have a satisfying help in design, the paper focuses on a design studio experience in using open-access LLM and GM in combination. In the early stage of the design process, studio students (n=60) were asked to develop a concept for their design that aimed to be submitted to international student design competitions. After competition briefs were studied and research was run, students first used a Chatbot to develop their concepts verbally, and second, they created images via text-to-image posters. Posters were quantitatively scored (5-point Likert Scale) by studio tutors (n=6) to measure the potential to present a generative idea from which a realistic proposal can be developed through technical drawings like plans, sections, and 3D. Tutors also reasoned their scorings. Furthermore, tutors also scored the compatibility of final designs and posters. The score differences for potentials and proposals revealed AI tools-student skill/intuition gaps; most designs were diverted to different dimensions in the design process. Results indicate the limited but still significant benefits of open-access AI use in design studios. The study contributes to the ongoing AI-based studio discussions in architectural education.

12:00-12:25

95285 | *Foregrounding Materials in Studio Art Projects and Connections to Creative Industries*
Dustyn Bork, Lyon College, United States

This paper explores practical outcomes in studio art pedagogy through the foregrounding of materials. Students and educators are challenging traditional ways of teaching art and creative fields using expanded media and content. Examples of studio projects and exercises and their antecedents encourage haptic and texturally rich forms. Unpacking how materials shape our everyday relation to the spaces and objects around us and how they become essential to the subject matter is explored through sensory illusion. Precedents include the work of Albers, Vhils, Jessica Stockholder, and Lynn Tomlinson. How craft and technique impact a visual analysis will be examined alongside practical educational outcomes. As artists and designers, we can draw connections to contemporary conceptual and commercial art and apply applications in the creative industry. Precedents focus on Josef Albers’s influence is well known in contemporary art education, including the art of abstraction and color theory. However, the use of “matière” or exploration of contrasting materials is lesser known. He encouraged his students to juxtapose organic and industrial objects and present them as art studies. Jessica Stockholder is a contemporary artist whose works blur the line between sculpture and painting; her media includes store-bought banal objects of plastic, rubber, and nylon. Vhils is a contemporary Portuguese street artist who deconstructs architectural layers, chipping away at facades in his culturally dynamic large-scale portraits. Lynn Tomlinson uses a painterly technique for her original clay-painted stop-motion animations. This presentation will give an analysis of wide-ranging interdisciplinary approaches within their practices.

11:10-12:25 | UCL Torrington, B08 (Basement Floor)

Sunday Onsite Parallel Session 2

ECAH2025: Civil Rights and Identities

Session Chair: Luciana Laura Contarino Sparta

11:10-11:35

95893 | *Political Agendas in the Arts and Transnational Repression*

David Matas, University of Manitoba, Canada

Artistry with a political dimension is almost impossible within the countries of repressive regimes. This artistry is viable only in foreign lands. Yet, repression by autocratic regimes can take transnational forms. Foreign theatres, cinemas, art galleries, book stores, artists, and diaspora communities who host or produce or support artistic expression with a political dimension critical of a repressive regime all become targets of the regime. Transnational repression takes the form of death bomb threats, drive by shootings, repression of family members back home, harassment, intimidation, misinformation and disinformation. Repressive regimes shower benefits on the artistic community abroad and then threaten to withdraw these benefits if the beneficiaries provide any venue for artistic expression with a political dimension critical of the regime. What is the artistic community to do? The presentation will attempt to answer this question through a case study, the repression in China of practitioners of the spiritually based set of exercises Falun Gong, and in particular the killing of these practitioners for their organs for transplants. Protests about this abuse have taken, outside of China, a number of artistic forms. This artistry has generated widespread and systematic transnational repression efforts by the Government of China. The presentation will itemize this Chinese repression and suggest various ways of addressing it. The general conclusion will be that transnational repression of artistry with a political dimension can be countered. To do so requires awareness of the seriousness of the problem and a willingness to do something about it.

11:35-12:00

90033 | *Montreal's Embrace of Jackie Robinson as a Transnational Civil Rights Figure*

Sean McLaughlin, Murray State University, United States

Baseball star Jackie Robinson's highly symbolic 1947 major league debut ended racial segregation in America's most popular sport and set up a string of monumental political gains for Black America over the next twenty years. His club, the Brooklyn Dodgers, however, had a major problem at the beginning of this odyssey: crude, vocal racists across many American cities were dead set against integrated play and were determined to make life hell for modern baseball's first Black star player. This uncomfortable reality led the Dodgers to send Robinson north of the border to play a season for the minor league Montreal Royals in 1946, thrusting Canadian fans into the middle of a heated American civil rights campaign. White fans in America booed Robinson during road games, but Montrealers quickly embraced this visiting Black American as a beloved underdog. Robinson became an enormous and enduring source of civic pride for progressive sports fans in his adopted home and he was eternally grateful to the people of Montreal for the rest of his life. This study explores how and why a variety of actors, including the Montreal Expos baseball club, city officials, fans, and artists, have collaborated in many different ways—everything from monuments, plaques, public commemorations, and graffiti art—over the past half century to keep the memory alive of both Robinson and the city's role in a transnational victory for civil rights. This ongoing public memory project transcends sports and is deeply rooted in the city's identity as a bastion of progressive inclusivity.

12:00-12:25

95798 | *When Ethiopians Were Declared White: The Racialised Reconstruction of Identities in Europe and Africa After the Battle of Adwa (1896)*

Luciana Laura Contarino Sparta, Universidad de Buenos Aires, Argentina

After the Berlin Conference (1884–1885), the Scramble for Africa formally began, and Europeans occupied the continent with seemingly unstoppable success. They claimed that their mission was to bring “the blessings of civilisation” to African peoples, who were widely regarded as inferior. Although Ethiopia at the time had a Christian population and was in the process of becoming a unified state, its people were not exempt from this racialised definition. Within European discourse, they were frequently described as “barbarians” and “savages” (Bachino, 1888). However, this perception changed after the army led by Emperor Menelik II defeated the Italians at the Battle of Adwa (1896), thereby crushing Italy's colonial ambitions in Ethiopia. In the following months, Western newspapers such as The Times (London) declared that Ethiopia should be recognised as “a civilised power”, while across the Atlantic, The New York Times asserted that Ethiopians were “not black, but of Caucasian descent, as the Anglo-Saxon or the Celt”. As Marcus (2005) observed, “the Europeans had to rationalise Menelik's victory”, since acknowledging defeat at the hands of Black people was inconceivable given the ideology of European superiority that had legitimised colonisation. Consequently, the victors had to be “whitened”. Moreover, the outcome of Adwa played a significant role in reshaping African identities: the battle became a powerful symbol that Africans could defeat Europeans, yet it also contributed to new distinctions between “successful” and “unsuccessful” Africans. This paper aims to explore the repercussions of these cross-constructed European and African narratives following the Battle of Adwa.

11:10-12:25 | UCL Torrington, B09 (Basement Floor)

Sunday Onsite Parallel Session 2

ECE/ECAH2025: Approaches to Skills and Knowledge Retention

Session Chair: Raees Unnisa

11:10-11:35

83455 | *Exploring the Impeding and Facilitating Effects of Task-Based Language-Teaching Through Teachers' Communication Strategies*
Afzal Khan, Al Khaleej Training and Education-King Saud University, Saudi Arabia

This study aims to reveal the impeding and facilitating effect of Task-Based Language Teaching (TBLT) through teachers' communication strategies that bring communication to a natural or a pedagogical interaction. Natural interaction is associated with increased L2-based language frequency of communication strategies, which facilitates language learning, while pedagogical interaction focuses on L1-based communication strategies that reduce the frequency and impede language learning. This study employed a mixed-method design to investigate teachers' communication strategies leading to natural interaction or a pedagogical approach. In Pakistan, twelve non-native EFL teachers from two private and two government colleges participated, with each teacher contributing three recorded sessions: two general classroom sessions and one task-based session to uncover differences in participation levels and individual variations. The study is based on the interactional perspectives framework presented by Tarone and Activity Theory (AT). Findings demonstrate that the twelve teachers employ communication strategies of varying frequencies, including both L1-based and L2-based strategies. The findings reveal that the specially designed tasks reduced the frequency of strategies due to providing fewer interaction opportunities to the interlocutors; it did not motivate the L2 learners. Hence, task-based language teaching is less effective and motivating for language learning than natural interaction and has impeding effects on language acquisition. Natural interaction that followed less proceduralised interaction in lessons 1 and 2 indicates a higher frequency of strategies and facilitates language learning. This study contributes to shedding light on the strengths and weaknesses of foreign language teaching techniques and improving teaching and learning practices in classroom settings.

11:35-12:00

93229 | *Comparing Knowledge Retention in Adult English Courses: Face-to-Face, Online, or Blended?*
Tatiana Ginzburg, University of Latvia, Latvia
Linda Daniela, University of Latvia, Latvia

Adult and continuing education are gaining significance as people need to train and re-train to adjust to the changing demands of the labor market. To accommodate the needs of adult learners, many education providers have increased their offer of online and blended courses. However, to be effective, training must be properly structured and delivered. Educators, students, and employers need to know that online and blended learning ensure the outcomes comparable to those after face-to-face (F2F) modality, which is considered a benchmark in language training. Even more importantly, learning outcomes need to be long-term; however, in adult education these are difficult to evaluate. This study aimed to assess the effectiveness of different teaching modalities – face-to-face, online, and blended – in ensuring long-term knowledge retention in adult English language learners. We compared the changes in levels demonstrated in a delayed external proficiency test and achieved in courses, controlling for student demographics, course content and volume. We analyzed the differences in levels for three student cohorts who took face-to-face (n1=19), online (n2=19), and blended (n3=24) courses between 2019 and 2022. We also described a flipped blended format developed for adult English courses. The results imply that a well-developed and delivered online or blended language course incorporating flipped classroom ensures at least as good knowledge retention as a face-to-face one. This justifies recommending it to training providers. Larger samples might lead to more conclusive results.

12:00-12:25

93223 | *Enhancing Language Skills with Task-Based Learning: A Literature Approach in EFL Classrooms*
Raees Unnisa, Qassim University, Saudi Arabia

This paper explores the effectiveness of Task-Based Learning (TBL) strategies in teaching literature in foreign language classes. The study aimed to assess whether students could improve their language skills over a 12-week period. Conducted at a Saudi Arabian University with 24 participants (12 in each group), the research compared a traditional, teacher-centered method (Group 1) with a TBL approach (Group 2), which included activities such as role plays, group discussions, and creative tasks. To measure language development, pre- and post-tests were administered, focusing on vocabulary, comprehension and speaking skills. After completing the modules, both groups participated in group discussions for evaluation and feedback. Additionally, semi-structured interviews were conducted with three students from each group to gain deeper insights into their learning experiences. The findings indicate that TBL activities, particularly role play and group discussions, helped students engage more deeply with the literature, enhancing both their language skills and communicative competence. The study suggests that task-based strategies foster creativity, critical thinking, and collaboration, proving effective in improving language proficiency in the foreign language classroom.

11:10-12:25 | UCL Torrington, B17 (Basement Floor)

Sunday Onsite Parallel Session 2

ECE2025: Education& Difference (Workshops)

Session Chair: Zoila Liliana Giraldo Martinez

11:10-12:00

92748 | *Promoting Kindness and Defeating Bullying: One Man's Journey from Nonspeaking to Professional Speaker Working in TV and Film*
Kerry Magro, New Jersey City University (retd), United States

Bullying can be associated with lasting challenges for students and faculty alike. This workshop will provide a first-person perspective on how someone overcame the obstacles of bullying.

Focusing IAFOR's 2025-2029 themes of Humanity and Human Intelligence, Leadership, and Global Citizenship, this session will explore how empathy and technology can reshape how we address bullying in schools and communities.

Learning Objectives:

- Examine helpful tips to students with autism to empower them to speak up when bullying may occur and to encourage bystanders to help out when appropriate.
- Describe 7 tips participants can take to take a stand against bullying today.
- AI and other technology considerations to bring up bullying and kindness in K-12 programs.

A plan will detail seven steps involved in taking a stand against bullying will be shared that should help self-advocates, families, and professionals. These seven steps will include

1. Start the conversation
2. Develop a plan
3. Teach tolerance
4. Increase awareness and acceptance
5. Encourage self-advocacy
6. Learn your rights
7. Speak up

Will also discuss resources for our community to learn more about bullying including:

- PACER Center's National Bullying Prevention Center
- National Center for Learning Disabilities
- BULLY Project's Special Needs Anti-Bullying Toolkit

Time will be included for questions and discussion.

12:00-12:50

93630 | *Bridging the Gap: Inclusive Strategies for Teaching Neurodiverse Students*
Zoila Liliana Giraldo Martinez, Universidad de Caldas, Colombia

In this workshop, I will propose several strategies to support the inclusion of neurodiverse students in the English as a Foreign Language classroom. My approach integrates a combination of diverse second-language teaching methods alongside targeted interventions for neurodiverse individuals. I claim that adopting an eclectic approach—drawing from the strengths of various methods—can provide students with a more tailored and effective learning experience.

The workshop will begin with strategies from the Universal Design for Learning (UDL) framework, followed by insights from TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children). While TEACCH has traditionally been used as an intervention for individuals with Autism Spectrum Disorder, evidence suggests its effectiveness for students with other conditions as well. Having successfully implemented several TEACCH-based strategies with my neurodiverse students, I have witnessed their benefits firsthand.

During the workshop, I will share these strategies within the framework of three key constructs: challenges, strategies, and opportunities in teaching neurodiverse students. Participants will gain practical techniques and receive a booklet with recommendations to support their teaching practices.

11:10-12:25 | UCL Torrington, G08 (Ground Floor)

Sunday Onsite Parallel Session 2

ECE2025: Professional Development and Concerns in Education

Session Chair: Helena Sit

11:10-11:35

94366 | *Education Without Promise? Investigating Institutional and Cultural Barriers to Secondary Schooling in the Himalayan State of Uttarakhand, India*
Navaindu Joshi, National Institute of Advanced Studies, India

In the Himalayan state of Uttarakhand, staying in school after elementary education is a struggle for many children from marginalized communities. While government efforts have improved access and enrolment, families facing deep-rooted socio-economic insecurity, prioritize immediate survival over long-term schooling. This study explores why education is often deprioritized in favour of immediate livelihood needs, despite its potential to drive socio-economic mobility. The qualitative ethnographic study was conducted in two purposively selected government schools and the nearby community over a period of eleven months. It involved participant observation and semi-structured interviews with 100 secondary students, 15 teachers, 50 families, and 3 school office staff members. The thematic analysis of the data reveal that dropout is not just about economic factors, it is shaped by six interlinked factors: scarce local jobs, perception of a lack of tangible economic benefits from schooling, lack of school resources, parental illiteracy, pressure on adolescents to earn, and gendered expectations that limit girls' education. Additionally, school related factors such as students' disengagement due to rigid assessments, disconnect between school curricula and real-world skills, and the absence of guidance, add to this vulnerability. Parents, despite valuing education, lack the resources or knowledge to keep their children motivated. This study calls for educational reforms that link schooling to real livelihoods and make learning more flexible and practical. The findings contribute to broader discussions on equity in education, advocating for a shift from enrolment-driven metrics to holistic strategies that reflect the socio-economic realities of these students.

11:35-12:00

94064 | *The Challenges Faced by Physical Sciences Rural Teachers in Delivering High-quality Science Instruction*
Magdeline Stephen, University of Witwatersrand, South Africa
Jonas Sacha, University of Witwatersrand, South Africa

The effectiveness of physical science education is closely associated with the potential interest in science, technology, mathematics and engineering (STEM) careers, which are connected to economic development. The field of Physical Sciences encompasses both Chemistry and Physics, which significantly contribute to the cognitive and skills development of learners. Effective physical science instruction is a crucial resource for enhancing learner comprehension of content. This necessitates educators who are highly skilled and adequately prepared in terms of educational qualifications, experience, resource utilisation, and the provision of conducive learning environments for science. This study employed a systematic literature review to collect data electronically from peer-reviewed journal articles, conference proceedings, and book chapters to establish findings from empirical studies conducted over the past decade, accessed through educational databases. The findings of the study indicate that rural schools encounter difficulties in securing willing, competent, and experienced physical science teachers on a global scale. This continues to reinforce the disparities in the quality of science education experienced by students from rural regions in contrast to their counterparts in more prosperous areas. This study aims to clarify the ongoing challenges encountered by science educators in rural schools. The suggestions advocate for significant transformations in rural science education, ensuring that these communities also have access to quality science education that can enhance their overall quality of life.

12:00-12:25

95537 | *The Place-Based Teaching Competency Model for Rural Teachers: Theoretical Construction and Empirical Validation*
Haiying Wang, Northeast Normal University, China
Yuan Yuan, Northeast Normal University, China
Bin Zhang, Northeast Normal University, China

In recent years, rural education in China has achieved remarkable progress under the strong support and high priority of the Chinese government. However, amid the standardization reforms, significant challenges persist, such as the disconnection between school curricula and rural students' lived experiences, as well as their weakened sense of identity. In response, the government has advocated for place-based teaching in rural areas, emphasizing the need for teachers to develop corresponding competencies. Yet, how to define and assess rural teachers' place-based teaching ability remains underexplored. This study constructs a place-based teaching competency model for rural teachers by integrating classical components of "teacher competency" and common frameworks from developed Western countries. Through interview coding and qualitative analysis, we developed a 28-item measurement scale covering three dimensions: knowledge, skills, and dispositions. Using data from 2,185 samples, we employed structural equation modeling (SEM) with AMOS software for model construction, validation, and refinement. Results demonstrated strong convergent validity for the three-dimensional model, with skills positively influencing knowledge and dispositions. CRITIC weighting analysis revealed that skills held the highest weight (41.64%), followed by dispositions (39.09%), and knowledge (19.27%). These findings suggest that enhancing rural teachers' place-based teaching competency should prioritize instructional design, curriculum implementation, student assessment, and reflective practice (skill domain), alongside fostering attitudinal and affective commitment (disposition domain). The study provides a validated theoretical framework and empirical tools for teacher training and policy-making in rural education.

12:25-12:50

94751 | *Enhancing Teacher Professional Development: Challenges and Opportunities for Language Education in the Age of AI*
Helena Sit, The University of Newcastle, Australia

An increasing application of Generative Artificial Intelligence (GenAI) technologies in education has demonstrated significant potential for transforming teaching and learning. While substantial research has been concerned about the use of GenAI in education, limited studies are conducted to explore its impact on the field of Teaching English to Speakers of Other Languages (TESOL). Teachers and students may face challenges such as anxiety, confusion, or misinterpretation when interacting with AI-driven learning environments. To address this research gap, this study investigates the potential applications of GenAI in TESOL context and its impact on enhancing curriculum development, pedagogical strategies, and student learning outcomes in the Australian educational context. Document review and case studies are explored in this study. The research findings highlight both the challenges and opportunities that GenAI has introduced in practical teaching. Furthermore, the study discusses strategic approaches for incorporating GenAI to enhance teaching and learning efficiency, offering insights for integrating GenAI into TESOL professional teacher development programs. By providing TESOL educators with practical strategies, this research helps to lay a theoretical foundation for the broader applications of AI in language education. This study adds to the literature by examining how modern pedagogical integration can shape the future of language teaching.

11:10-12:25 | UCL Torrington, G09 (Ground Floor)

Sunday Onsite Parallel Session 2

ECE2025: The Intangible Concepts in Education (Workshop and Presentations)

Session Chair: Robert Overstreet

11:10-11:35

94292 | *Beauty and Moral Education: How Does Beauty Be the Symbol of the Morality?*

Wen-Ying Tang, National Taiwan Normal University, Taiwan

As technology becomes an inevitable trend in global development, moral issues must be carefully addressed, especially concerning crime prevention and education. This is particularly relevant in today's society, where digital and AI technologies are increasingly applied in education. Since World War II, there has been a growing focus on promoting moral practice through education, based on the belief that moral education enables individuals to develop a correct sense of morality from an early age. However, traditional approaches often emphasize teaching correct moral concepts, leading to discrepancies between moral cognition and action—for instance, individuals may recognize the importance of offering priority seat to those in need, yet fail to act accordingly in practice. In this regard, Immanuel Kant's assertion that "beauty is the symbol of morality" offers an alternative framework through transcendental aesthetic judgment, suggesting that aesthetic experience cultivates moral perception and facilitates ethical practice. This study first employs theoretical analysis to clarify the relationship between beauty and morality and examines how beauty functions as a moral symbol. Subsequently, through a case study of students from elementary to secondary education in informal learning settings, it explores how potentially exposure to Kantian aesthetics influences moral practice. The findings of this study indicate that students who engage in aesthetic experiences internalize moral values more easily, increase prosocial behavior, and even positively influence their peers and family members. Ultimately, this study proposes a new moral education model that integrates aesthetics to foster empathy, responsibility, and social awareness, thereby contributing to societal harmony.

11:35-12:00

95536 | *Reflective Practices as Catalysts for Positive Thinking: A Study of Undergraduate Students*

Chan Po Lin, The Education University of Hong Kong, Hong Kong

This research investigates the effects of structured reflection on enhancing positive thinking among undergraduate students by analyzing their learning experiences. Utilizing a qualitative approach, the study involved in-depth interviews with 90 undergraduate students from various disciplines, complemented by a detailed analysis of their reflective reports. The primary aim was to explore how reflecting on their educational journeys influences students' perspectives and overall mindset. The findings reveal that students who engaged in regular reflective practices exhibited significant improvements in positive thinking, self-esteem, and academic resilience. The thematic analysis of interview data and reflective reports highlighted key benefits, including greater self-awareness, a deeper understanding of personal strengths, and a more optimistic outlook on academic challenges. Furthermore, students reported that discussing their reflections in peer groups fostered a supportive environment that enhanced their motivation and confidence. This research underscores the importance of incorporating structured reflection into university curricula as a means to promote mental well-being and positive academic outcomes. By fostering a culture of reflection, educational institutions can equip students with essential skills for personal growth and resilience, ultimately leading to improved learning experiences and future success. The findings contribute to the growing body of literature on the role of reflective practices in higher education and provide practical recommendations for educators to support student development through reflection.

12:00-12:50

94623 | *Teaching with Heart: Harnessing Emotional Intelligence for Student Success*

Robert Overstreet, Southern Adventist University, United States

Tammy Overstreet, Southern Adventist University, United States

Emotional intelligence is crucial for educators to effectively reach and teach today's diverse student population. The proposal emphasizes that traditional teaching methods are no longer sufficient, and educators must adapt to the varied backgrounds and circumstances of their students. The presenter argues that a teacher's approach significantly impacts student achievement, highlighting the need for educators to develop emotional awareness and interpersonal skills to better manage classrooms and foster student success. The presentation is grounded in two prominent EI models: Daniel Goleman's five components (self-awareness, self-regulation, motivation, social awareness, and relationship management) and Mayer & Salovey's four-branch model (perceiving, using, understanding, and managing emotions). These frameworks serve as the foundation for understanding and applying EI in educational settings. The workshop aims to demonstrate how teachers can enhance their effectiveness by improving their emotional intelligence. It posits that as educators become more emotionally intelligent, their students will not only learn more effectively but also develop their own EI skills. This interactive presentation is designed to help educators increase their EI, ultimately creating a more conducive learning environment for all. The proposal underscores the practical reasons for promoting social and emotional learning across all educational levels, from kindergarten through college, recognizing that children's EI development begins well before they enter formal education. By focusing on these EI models and their application in the classroom, the workshop promises to equip educators with valuable skills for modern teaching challenges.

11:10-12:25 | UCL Torrington, G10 (Ground Floor)

Sunday Onsite Parallel Session 2

ECE2025: Perceptions of Technology and Its Impacts on Education

Session Chair: Zhangyl Abilbek

11:10-11:35

92901 | *LearningANTS: Leveraging Bayesian Networks for Differentiated Learning in Polytechnic Education*
Qizhang Liu, National University of Singapore, Singapore
Edna Chan, Singapore Polytechnic, Singapore

This paper explores the impact of LearningANTS, an innovative online learning system, in delivering differentiated learning experiences for polytechnic students in Singapore. Used by over 5,000 students for mathematics practice in and outside the classroom over the past five years, LearningANTS leverages a Bayesian network model built on a pre-structured syllabus network to diagnose students' strengths and weaknesses across topics. Based on these insights, the system provides tailored practice recommendations, enabling students to progress effectively in their learning journeys. This research employs the complete dataset collected from LearningANTS, analyzing both student activities and outcomes. To validate the effectiveness of the syllabus network constructed by educators, we applied the Hill Climbing algorithm to produce a data-driven network, finding it nearly identical to the original, with two additional arcs revealed. Further, linear regression models were used to quantify relationships between parent and child nodes, returning high beta values and low standard deviations, indicating strong and stable connections. Our findings highlight the effectiveness of Bayesian network-based recommendation algorithms in mathematics and reveal hidden relationships between topics, offering educators deeper insights for designing teaching materials. This approach, scalable to subjects with rigid syllabus structures, demonstrates how adaptive educational technologies can enhance personalized learning while uncovering interconnected subject matter. By bridging pedagogy and data science, this study sets the stage for new directions in adaptive learning systems and underscores their broader potential in real-world education.

11:35-12:00

95580 | *Exploratory Factor Analysis on Revised Technology Acceptance Model on the Use of One-to-one Learning Devices in Secondary Schools in Singapore*
Doris Choy, Nanyang Technological University, Singapore
Wenli Chen, Nanyang Technological University, Singapore
Seng Chee Tan, Nanyang Technological University, Singapore

The use of one-to-one learning devices has been implemented in stages across secondary schools in Singapore since 2022. The purpose of this study is to explore students' perceived usability and usefulness of one-to-one learning devices impacting their learning experiences by adapting the Technology Acceptance Model (TAM) validated instrument. Different constructs in TAM were widely discussed in the literature. Extensions of the TAM framework, including variables like technological innovation and motivation for technology use, further enhance the model's applicability and effectiveness in diverse educational contexts (e.g., Al-Adwan et al, 2023; Moreno et al., 2017). However, few TAM studies focus on secondary school students from Years 7 to 10 and using one-to-one learning devices. This study aimed to conduct an Exploratory Factor Analysis with a sample of 1872 students from Years 7 and 9 in Singapore. In addition to the existing items from the TAM instrument, new items were included to address the use of one-to-one learning devices to promote interactions and communications between students and teachers. Exploratory Factor Analysis (EFA) revealed three factors: 1. Perceived usefulness in interactions using one-to-one learning devices – PUInteraction, 2. Perceived ease of use of one-to-one learning devices – PEOU, and 3. Perceived usefulness in using one-to-one learning devices – PULearning. Cronbach's Alpha showed that the three factors are reliable ($\alpha = .89$ or higher). Descriptive statistics showed the students' perceptions for all three factors were positive, ranging from 3.82 to 4.04. The items for each factor will be presented during the conference.

12:00-12:25

94114 | *A Study on the Impact of Combining Virtual Reality Painting Exercises on Student Learning Perceptions and Effectiveness*
Li-Chiou Chen, Yuan Ze University, Taiwan

The development of virtual reality (VR) technology has introduced innovative applications in education, enhancing learning outcomes through high interactivity and immersive experiences. In the field of art and design education, VR has been increasingly adopted, providing students with greater creative freedom and opportunities for exploration. Among various VR tools, Tilt Brush stands out as a promising aid for art learning due to its intuitive operation and immersive painting experience. This study utilizes Tilt Brush to design fundamental drawing practice modules, structuring the learning content based on key elements of artistic composition to support students' drawing practice. Using an experimental design, the study integrates questionnaire surveys, artwork evaluations, and interviews to assess the impact of VR painting on students' learning experiences and outcomes. The results indicate that VR painting significantly enhances students' learning interest and immersion, receiving high ratings in technology acceptance and presence. However, in the short term, its effectiveness in improving creative thinking and drawing skills remains limited. Additionally, some students encountered challenges in adapting to VR equipment, affecting their learning fluency. Overall, VR painting shows great potential in art education, but further optimizations in technical experience, assessment criteria, and extended adaptation periods are necessary to maximize its long-term benefits for creativity and skill development.

12:25-12:50

94448 | *Exploring the Role of Emerging Technologies in Chemistry Education: A Study on Student Engagement and Equity*
Zhangyl Abilbek, SDU University, Kazakhstan
Kamshat Zholdasbek, SDU University, Kazakhstan
Assel Bizhanova, SDU University, Kazakhstan
Lyazzat Daniyarkyzy, SDU University, Kazakhstan

In the century of digitalism, technology in education is transforming traditional pedagogy in science subjects such as chemistry, which typically involve abstract concepts and complex molecular structures. The study explores how new digital technologies such as virtual labs, augmented reality (AR), virtual reality (VR) and artificial intelligence (AI) are enriching students' engagement, understanding and critical thinking in chemistry learning. A quantitative research project was conducted to survey 163 students in grades 7–11 to measure their perceptions of the effectiveness of technology in enhancing their learning experience. Results showed that 65% of students reported increased engagement in technology lessons, explaining that they enjoyed the lessons because the virtual labs were interactive and the AR/VR experiences were immersive. The equipment allowed students to visualize chemical reactions and molecular structures in three dimensions, bridging theory and practice. In addition, 53% of students agreed that virtual labs helped them think critically and solve problems more effectively by enabling safe experiments and manipulation of variables. The study identified some pressing issues such as device shortages, system malfunctions, and teacher readiness. These impacts represented a digital divide in education in under-resourced schools. The participants reported the complex organizational structure in some programs, while simplicity in design was needed along with adequate support. This study highlights the need for teacher training classes to support teachers' need to integrate technology into their classes. To ensure equal access and effective use of computer-based chemistry learning materials, the study concluded with policy implications for legislators and educators.

11:10-12:25 | UCL Torrington, G12 (Ground Floor)

Sunday Onsite Parallel Session 2

ECE2025: Teachers' Competency Development

Session Chair: Nick Riley

11:10-11:35

91024 | *Assessment Mentorship for Educators – Exploring Competency-Based Assessment Practices Together*
Karley Alleyn, Vancouver Island University, Canada

This presentation builds on Karley Alleyn's data-driven thesis, which uses narrative inquiry to investigate the concept of educator assessment identity. Assessment identity, a relatively new focus in Canadian educational research, explores how educators' personal experiences with assessment shape their teaching practices. Through interviews with a diverse group of experienced educators, the thesis reveals key insights about how these individuals' core values have shaped their assessment identities and contributed to their roles as visionary leaders in the field. The study also highlights the potential of mentorship in helping educators reflect on and develop their own assessment identities, particularly in the context of the growing demand for equitable assessment practices in education. Building on these findings, Karley has designed and implemented a mentorship methodology aimed at supporting educators in aligning their assessment practices with their personal assessment identities. This methodology encourages educators to explore and refine their understanding of competency-based assessment strategies, fostering a community of practice that empowers educators to improve their teaching and assessment approaches. The mentorship model emphasizes the importance of personal reflection, professional growth, and collaboration, offering educators the tools and support necessary to enhance their assessment practices and contribute to more equitable and effective educational environments.

11:35-12:00

94054 | *Critical Literacy, Global Citizenship, and Social Media: How South African Pre-service Teachers Navigate the Terrain*
Ansurie Pillay, University of KwaZulu-Natal, South Africa

This paper argues that despite preparing South African pre-service English teachers to teach about global citizenship and the responsibilities that accompany it, their social media habits may indicate otherwise. While pre-service teachers are taught visual and critical literacy, and understand the South African curriculum imperatives which emphasise a critical perspective towards social justice, equity, peace, and social transformation, their social media habits seem to point to a measure of voluntary acceptance of its influence. While they are clear about their obligations to support a global citizenry and are aware of the impact of their and other's words and actions, some often appear to slip into a passive acceptance of social media. This interpretive, qualitative study was conducted in order to understand how students recognise the influence of social media and how they apply their understandings of critical literacy in social media environments. The study used an open-ended questionnaire and a visual representation to answer the two-part research question: How do final year pre-service teachers recognise the influence of social media and how do they apply their understandings of critical literacy in social media environments? The responses, which were thematically analysed, pointed to the influence of social media, including aspects of admiration of and aspiration to the lives of social media personalities, as well as passive acceptance of social media. While many pre-service teachers used social media for information and entertainment, there were some who could identify strategies used to critically analyse social media environments.

12:00-12:25

94627 | *Transdisciplinary Integration of Art and Technology Competencies in Art Teacher Education: Applying ATPCK in Practice*
Yu Hsiang Chen, National Taiwan University of Arts, Taiwan

The current education system increasingly emphasizes cultivating the core competencies required for the 21st century. These competencies are considered essential for contemporary learners to navigate an ever-changing, globalized society and the digital era. Voogt and Roblin (2012) analyzed various 21st-century skills/competencies frameworks from different countries and found that these frameworks, despite their differences, commonly encompass collaboration, communication, information and communications technology (ICT), social and cultural skills, and citizenship. Since these competencies extend beyond the scope of specific disciplines, an integrated curriculum approach is necessary. By connecting different disciplines and fostering interdisciplinary thinking, this approach helps students better understand knowledge while enhancing their analytical and problem-solving abilities (Drake & Reid, 2018). Against this backdrop, this study aims to explore the teaching practice for developing transdisciplinary competencies in art and technology within art teacher education. Aiming to equip pre-service art teachers with an understanding of the interplay between art, technological, pedagogical and content knowledge, fostering their competencies to integrate art and technology. The research is conducted through the "Teaching Media and Applications" course at the National Taiwan University of Arts, implementing instructional practices and examining the challenges and issues encountered during the teaching process.

12:25-12:50

94474 | *The Aboriginal Numeracy Gala Day: Exploring Pre-service Teachers' Confidence and Knowledge to Teach Aboriginal and Torres Strait Islander Students*
Nick Riley, University of Newcastle, Australia

Introduction: The Australian School Curriculum reinforces a need for all educators to value the cultures and perspectives of Aboriginal Torres Strait Islander students. The Australian Professional Standard for Teachers (APST) includes two specific standards for Aboriginal Torres Strait Islanders. Initial Teacher Education students (ITE) are provided with limited exposure and experience of Aboriginal and Torres Strait Island culture and can often lack confidence to teach relevant culture and content to students.

Methods: The Aboriginal Numeracy Gala Day was developed and embedded within an undergraduate ITE course. ITE students delivered the day as part of their coursework to Aboriginal school children (n=144) through teaching 12 applied mathematics stations using the sport of Rugby league as the "hook". The aim of this study was to evaluate the impact of both the course and Gala Day using a pre-post self-review against standards 1.4 and 2.4 and specifically confidence to teach Aboriginal cultures, content and students.

Results: Paired sample T tests indicated statistically significant improvements in ITE students self-review against standard 1.4 and 2.4 and their confidence to teach Aboriginal cultures, content and students. Additionally, key themes emerged from qualitative data analysis reflecting the overall positive impact of the program on students' learning experiences and highlighted areas of success and potential improvement. Conclusion: The Aboriginal Numeracy Gala Day and its embedding within ITE is a novel approach to improve students self-rated confidence against the APST. The initiative offers a unique opportunity to develop a culturally responsive curriculum as part of an undergraduate ITE program.

11:10-12:25 | UCL Torrington, G13 (Ground Floor)

Sunday Onsite Parallel Session 2

EGen2025: Frailty and Resiliency

Session Chair: Amna Rashid

11:10-11:35

95643 | *Stress as a Strategic Resource in Late Adulthood: Introducing the STRIVE Model for Psychological Resilience*
Alisa Byteva, Higher School of Economics, Russia

While aging often brings physical and emotional vulnerabilities, emerging evidence highlights the potential for stress to act as a catalyst for resilience rather than decline. This presentation introduces the STRIVE Model (Stress Transformation and Resilience through Intentional Values-based Empowerment), an integrative framework designed specifically for older adults. Merging principles from cognitive-behavioral therapy, narrative psychology, positive psychology, and neuroplasticity research, STRIVE reframes stress as a biopsychosocial signal, not a threat. Core components include Triadic Adaptation (body-mind-spirit alignment through biofeedback, cognitive reframing, and values clarification), Resilience Narratives (re-authoring life stories to highlight adaptive strength), Intergenerational Scaffolding (mutual mentorship across generations), Volitional Flexibility (training cognitive pivoting), and Empowerment Through Legacy (channeling stress into meaningful, lasting contributions). The model leverages both high-tech tools, such as wearable biofeedback devices and gamified apps, and low-tech, community-based approaches to ensure accessibility. Grounded in cutting-edge theories such as polyvagal theory, socioemotional selectivity theory, and post-traumatic growth, STRIVE offers a holistic pathway to transform stress into a force for conscious evolution in later life. Participants will gain insights into practical applications of the model in both clinical and community settings, and will be invited to rethink aging not as a narrative of decline, but as a chapter of creative empowerment.

11:35-12:00

95454 | *Restoring Confidence: A Case Study on Managing Urinary Incontinence in an Older Adult*
Amna Rashid, Basildon University Hospital, United Kingdom
Muhammad Rafay Khan, Basildon University Hospital, United Kingdom

Mrs. M is an 84-year-old woman with osteoarthritis, hypertension, and mild cognitive impairment, who presented with worsening urinary incontinence over two years. Initially experiencing occasional leakage, her symptoms progressed to frequent urgency and episodes of incontinence, interfering with her social activities. She reported feelings of embarrassment and frustration, leading to social withdrawal and mild depression. Diagnostic workup included a bladder diary, which showed frequent voiding with low volume, indicative of urge incontinence. Post-void residual (PVR) ultrasound confirmed minimal residual urine, and urodynamics revealed detrusor overactivity. A multi-disciplinary treatment approach was adopted, including pharmacological management with oxybutynin and topical estrogen for bladder overactivity and vaginal atrophy. Mrs. M was also referred for pelvic floor muscle training (PFMT), bladder training, and functional mobility exercises to address incontinence exacerbated by osteoarthritis. Lifestyle modifications included fluid management, dietary adjustments, and timed voiding to prevent bladder distension. Psychological support was provided through cognitive behavioral therapy (CBT) to address her anxiety and depression, alongside social support to help her re-engage in activities. At follow-up, Mrs. M reported significant improvement in symptoms, with fewer incontinence episodes, decreased use of incontinence pads, and improved mobility. Her mood also improved, and she regained confidence in managing her condition, allowing her to return to her usual social activities. This case underscores the importance of a holistic, multi-disciplinary approach to managing urinary incontinence in older adults.

12:00-12:25

95955 | *Regional Factors Influencing Older Adult's Decisions to Surrender Their Driver's Licenses: Evidence from South Korea*
Dohyeon Kim, Dong-A University, South Korea
MinHo Ryu, Dong-A University, South Korea

The proportion of older adults is rapidly increasing worldwide, raising transportation safety and mobility security as critical policy issues. In particular, South Korea has recently entered a super-aged society, with individuals aged 65 and over comprising more than 20% of the total population. This demographic shift has heightened the urgency of addressing traffic accidents involving older drivers and developing institutional responses to voluntary driver's license surrender. In this context, the present study aims to empirically identify the factors influencing older adults' decisions to voluntarily relinquish their driver's licenses. Previous studies have examined psychological, institutional, and social factors based on statistical data and surveys. Building on these findings, this study investigates how regional characteristics—such as demographic structure, transportation infrastructure, and the availability of policy incentives—affect surrender decisions. Using public data at the municipal level, the study quantitatively analyzes the relationship between license surrender rates and various regional indicators, including the composition of the elderly population, accessibility to transportation, and welfare benefit coverage. Unlike prior research that focused on individual-level reasons for non-surrender, this study explores the structural, administrative, and environmental conditions under which license surrender occurs across regions. Ultimately, the study seeks to provide direction for designing transportation welfare policies that reflect the diverse characteristics of older adults and the varying infrastructural contexts of each locality.

12:25-12:50

95415 | *The Impact of Loneliness and Social Isolation on Pain Interference in Daily Life Among Older Adults with Chronic Musculoskeletal Pain*
Siwaluk Srikrajang, Prince of Songkla University, Thailand
Narucha Komolsuradej, Prince of Songkla University, Thailand
Darinya Jaipang, Prince of Songkhla University, Thailand
Khwanhira Chenchirachot, Prince of Songkhla University, Thailand
Jirawat Saelim, Prince of Songkhla University, Thailand
Natthinee Wong-ngam, Prince of Songkhla University, Thailand
Weeranan Yaemrattanakul, Prince of Songkhla University, Thailand
Napakkawat Buathong, Prince of Songkhla University, Thailand

Chronic musculoskeletal pain is a prevalent condition among older adults that can disrupt daily activities. Psychosocial factors, including loneliness and social isolation, may be associated with pain interference. This study explores the relationships between loneliness, social isolation, and pain interference in older adults with chronic musculoskeletal pain. A total of 65 older adults who visited a university hospital participated in the study. Pain interference was assessed using the Brief Pain Inventory questionnaire, loneliness was measured with the UCLA Loneliness Scale, and social isolation was evaluated using the Perceived Social Isolation questionnaire. Spearman's rank correlation analysis revealed a significant positive correlation between loneliness and pain interference ($r = 0.320$, $p = 0.009$) and between loneliness and social isolation ($r = 0.353$, $p = 0.004$). However, social isolation was not significantly correlated with pain interference ($r = 0.142$, $p = 0.260$). In detail, further analysis indicated that loneliness was specifically associated with greater pain interference in walking ability ($r = 0.363$, $p = 0.003$) and enjoyment of life ($r = 0.357$, $p = 0.004$). These findings suggest that loneliness may be related to both social isolation and certain aspects of pain interference. This study suggests the possibility that interventions targeting loneliness may influence pain-related outcomes in older adults with chronic musculoskeletal pain. Further research is needed to explore these relationships and potential intervention strategies.

11:10-12:25 | UCL Torrington, G20 (Ground Floor)

Sunday Onsite Parallel Session 2

ECE2025: Sustainability Education

Session Chair: Sibel Balci

11:10-11:35

94345 | *Connecting to Climate Change Through Artistic Media of Communications: Integration of Indigenous and Western Knowledge*
Tanzina Mohsin, University of Toronto, Canada

Effective climate change communication is essential for fostering awareness, engagement, and action. Traditional approaches in climatology education rely heavily on data-driven narratives, using maps, graphs, and statistical analyses to convey past, present, and future climate change. However, this information-deficit data-driven approach often overlooks the emotional and cultural dimensions that shape public perception and response to climate change. This pedagogical research explores the integration of artistic media as a transformative way to climate change communication, bridging Western science and Indigenous perspectives through the Two-Eyed Seeing approach, which values multiple ways of knowing. Art has the potential to evoke emotions, inspire imagination, and create deeper connections to climate change issues beyond what scientific data alone can achieve. By analyzing the efficacy of different artistic forms in conveying climate realities, this study argues that a cross-disciplinary, culturally inclusive approach can bridge the gap between scientific understanding and public perception. Key research questions include: Can artistic media establish an emotional connection that enhances public engagement with climate change? Can local communities (Indigenous and non-Indigenous) use artistic expression to communicate climate experiences and solutions? Can creative approaches facilitate adaptation strategies in places with limited scientific discourse? By integrating art and science, this research seeks to broaden climate education, enabling students and communities to engage with climate challenges in a more inclusive and impactful manner. Ultimately, this pedagogical approach aims to cultivate agents of transformation that can bridge knowledge systems by reshaping climate discourse, inspiring action, and driving meaningful change.

11:35-12:00

95306 | *The Role of Higher Education in Managing the Impacts of Climate Change with a Focus on the Kurdistan Region, Iraq*
Serwan Baban, The Presidency of Kurdistan Region, Iraq

The Kurdistan Region of Iraq is experiencing the effects of climate change on water Resources, agriculture, human health, and the natural environment are critical areas that require attention. Higher education institutions (HEIs) must actively engage in addressing the root causes and impacts of climate change across various sectors. The primary objective is to develop and integrate climate education, training, research, and innovation, aimed at educating and empowering dedicated professionals in understanding the science of climate change along with its policy, economic, and social dimensions. This paper outlines the impacts of climate change in the Kurdistan Region of Iraq. To enhance the role of higher education in this context, it advocates for incorporating key concepts related to sustainable development and climate change perspectives into the teaching and training programs of higher education institutions (HEIs). Additionally, it seeks to elevate HEIs' research interests to create science-based, data-driven, and innovative solutions for effectively addressing the effects of climate change on people's lives, the economy, and the environment. The paper also identifies essential elements that should be integrated into the education, training, and research efforts within higher education institutions in KRI. Finally, it presents several relevant, scientifically sound research outcomes that can serve as case studies for KRI, aimed at providing practical solutions and advancing sustainable practices for managing challenges related to water resource management, smart agriculture, early warning systems, and mapping natural hazards associated with climate change.

12:00-12:25

94763 | *Are Turkish Pre-Service Primary School Teachers Ready to Equip Children with Sustainability Literacy?*
Sibel Balci, TED University, Turkey

In Türkiye, the Council of Higher Education manages teacher training at undergraduate level, while the Ministry of National Education oversees teacher employment and primary/secondary education. These institutions carry out interrelated but independent processes, raising questions about competencies of pre-service teachers in equipping students with necessary knowledge and skills for compulsory education. Following the Ministry's 2024 changes, Sustainability Literacy was incorporated into literacy skills, and sustainability was integrated into nearly all courses at all levels. Considering this change, this study aims to examine whether the courses taken by pre-service primary school teachers are sufficient to equip them with sustainability literacy. To achieve this, a survey study was conducted, analyzing the curricula of 86 primary school teaching programs and identifying related courses. Results showed that 19 programs (22.09%) offer only a compulsory Environmental Education course, while 55 programs (63.95%) include one or two of the elective courses titled as, Sustainable Development and Education, Disasters and Disaster Education, alongside Environmental Education. Only 11 programs (12.79%) offer a wider range of electives such as migration, world problems, and sustainable energy. Considering the number and content of the courses, it can be concluded that pre-service primary school teachers are not sufficiently equipped with sustainability literacy. This gap will likely limit their ability to guide primary school students on sustainability issues with the necessary awareness and competence. Since primary school teacher training programs already include numerous and diverse courses, it is recommended to integrate sustainability literacy into existing courses within curriculum, similar to the approach taken

13:05-14:20 | UCL Torrington, B07 (Basement Floor)

Sunday Onsite Parallel Session 3

ECAH2025: Innovations and Digital Media

Session Chair: Saiful Hoque

13:05-13:30

94432 | *The Use of Digital Media in Nigeria's Past Elections and Its Promising Role in the 2027 General Elections: Kaduna Metropolis Residents in Focus*

William Aderanti, Southern Illinois University, Carbondale, United States

This study examines how digital media was used in the 2011, 2015, 2019 and 2023 general elections in Nigeria, these elections were characterized by poor participation of Nigerians following their loss of confidence in the electoral processes, hence; to what extent was the digital media used before, during and after these elections? Literature reviewed indicated that digital media posit a new trajectory in the stages of election process across the world; this is keenly supported by its successful use in President Barrack Obama's 2008 presidential campaigns and its usage in Nigeria for over a decade, however; following the yearnings of Nigerians for definite electoral reforms, its usage for the 2027 general election can be optimized. The theoretical framework employed is Technology Acceptance Model (TAM) and Technological Determinism Theory (TDT) while the methodology employed is qualitative survey. Questionnaires were distributed to 100 respondents and findings indicate that although residents of Kaduna metropolis used the digital media fairly however, it was used for other purposes as against their participation in the general elections. In view of this, study recommends digital trainings for media practitioners and relevant stakeholders in the electoral process in Nigeria, similarly; the electoral umpire must adopt the use of digital media in the electoral processes and develop a well articulate communication plan before, during and after the 2027 general election using digital media. More so, adopting electronic transmission of the 2027 general election results is very important to rejuvenate the confidence of the general public in the electoral process.

13:30-13:55

95634 | *Public Relations in the Age of Artificial Intelligence: a Foresight Study on Professional Transformations, Practitioner Attitudes, and Future Roles in the United Arab Emirates*

Hamza Saad, Zayed University, United Arab Emirates

Artificial Intelligence (AI) has turned out to be a life-changing technology in Public Relations and other areas of strategic communication, even though its adoption and full range of applications remain unexplored. Integrating AI into communication and public relations offers many opportunities. AI can enhance communication by automating processes, increasing efficiency, and enabling deeper personalization and accuracy (Yue, et al., 2024). The growing reliance on Artificial Intelligence (AI) in public relations goes beyond improving efficiency through new technologies; it marks a fundamental shift in the profession's core philosophy. Public relations is no longer limited to direct human interaction but has become a hybrid field that merges traditional and digital practices. This study uses the Unified Theory of Acceptance and Use of Technology (UTAUT) to explore how public relations professionals in the UAE are adopting and integrating Artificial Intelligence (AI) into their work. Therefore, this research used both surveys (n=160) and semi-structured interviews (n=15) with PR professionals in the United Arab Emirates (UAE). The study aimed to examine the usage and acceptance of AI tools among the PR professionals in the UAE. Moreover, it investigates the challenges and opportunities that artificial intelligence brings as it reshapes the role of PR professionals in a new media landscape within the UAE context. The current study aims to investigate the following main question: What are public relations professionals' perceptions and attitudes towards the impact of artificial intelligence on the future of the PR profession?

13:55-14:20

95911 | *Integration of User-generated Content (UGC) and the Changing Nature of Journalism: An Empirical Study on the Bangladeshi News Media*

Saiful Hoque, University of Dhaka, Bangladesh

Considering the potential of users as content generators in the internet era, this dissertation investigates the factors of user-generated content's (UGC) integration and its impact on Bangladeshi news media. It explores how the content created by non-professional users influences news gathering, gatekeeping, and journalistic ethics, which shape the field of journalism and maintain its authority in news making. Inspired by Bourdieu's field theory, this study examines how journalists from four leading Bangladeshi news media integrate user-generated content into their daily news routines. It also explores how participatory practices by non-professionals affect journalists' understanding of their professional practices. To explicate these issues, the researcher conducted newsroom observations and in-depth interviews with 42 journalists from four selected news organizations. The study concludes that differing understandings of UGC among field members define its practice and relevance in journalism. It argues that the emergence of subfields within the field may lead to changes in journalistic doxa, as differences between reporter habitus and editorial habitus were evident. The study found that UGC extends sourcing in newsgathering but producing news solely based on UGC is not fully accepted by Bangladeshi journalists. While users can add a new tier to the news cycle through commenting, fact-checking, and sharing, the newsroom retains final gatekeeping authority. Regarding factors of integration, apart from breaking news, the study reveals limited alignment between reporters' and editors' views. These findings reflect journalists' daily normative practices to strengthen their capital and maintain the field's autonomy.

13:05-14:45 | UCL Torrington, B08 (Basement Floor)

Sunday Onsite Parallel Session 3

ECAH2025: History/Historiography

Session Chair: Satish Kumar Jha

13:05-13:30

95417 | *Pre Colonial Indian Political Thought: A Study of Dhurta Samagama by Jyotirishwar*
Namita Singh, University of Delhi, India

Thomas Hobbes lived in complex times, it was the era of English Civil War. A period of uncertainty and his loyalty towards the monarchy motivated him to write about the importance of absolute sovereignty illustrated in detailed framework in Leviathan. He argues that absence of strong central authority would lead to a situation of chaos and violence. He is writing during his exile, uncertain of his future if the parliament manages to gain power hence his theory justifies the existence of all powerful sovereign. His work is considered as a foundation on which a rational, secular political authority of the modern political thought built on. The dominance of colonial made indigenous philosophies either be ignored or considered out dated. Dhurta Samagama of Mithila of 14th century predates Hobbes and yet urges its audiences to similar justification of strong sovereign. Jyotirishwar too, Like Hobbes is writing in the period of political turmoil. While Hobbes is confident, aware and motivated to draft a well formulated theory with a legitimised structure for absolute monarchy, Jyotirishwar is uneasy of the uncertainty, having lost his political privilege, he trades water cautiously and chooses to use drama as a rescue point while he is articulating his theory of state that resembles the Hobbesian imagination. This paper explores the so far unexplored political thought of Jyotirishwar on sovereignty, and authority masked under the satires and ironies created by him in the text called Dhūrta Samāgama designed under the Farce genre of drama.

13:30-13:55

94149 | *Transformation and Appropriation in the Development of Writing Systems in Inner Asia During the Middle Ages*
Ruowei Yang, Hong Kong Shue Yan University, Hong Kong
Kailung Ho, Saint Francis University, Hong Kong

The study of influences of Chinese characters on other writing forms in East and South Asia occupies a central position in the field of Chinese Character Sinosphere, a concept proposed by Japanese scholars in the late 1960s. Chinese writings had been appropriated, transformed and developed by vast areas of Asia throughout history. Except for the writing forms of Japan and Korea in East Asia, and the writing form of Vietnamese in South Asia, the impact of Chinese characters on neighboring regions in North Asia, namely the Mongolian steppes of Inner Asia, has received rare attention in the study of the Chinese Character Sinosphere. Based on the two forms of the Khitan scripts invented in the 10th century - which were no longer understood after the demise of the Khitan-Liao dynasty, and which only came to light on the unearthed inscriptions in the last century - large scripts (thousands of basic units) and small scripts (hundreds of basic units), this study analyzes the transformation and absorption of Chinese writing forms embodied in Khitan scripts, explores their connection with Chinese scripts, and discusses the contribution of the Chinese writing form to the development of Khitan scripts, which further influenced and contributed to the Jurchen scripts created in the 12th century, thus demonstrating the transformation and appropriation between North Asian writing systems. It provides evidence for general discussions of theoretical concepts concerning cultural appropriation.

13:55-14:20

95879 | *A Study on the Early Historic Society of Kerala, its Society, Trade and Burial Practices Through the Megaliths (1000BCE to 500CE)*
Priyadarsini P, University of Calicut, India

Megaliths are undressed burial stones belonging to pre-historic Kerala, in India during 1000BCE to 500CE. Originally excavated by J. Babington, in Kerala, the term megaliths derives its origin from the Greek words 'Mega' (big) and 'Lithos' (stone). In this period, Kerala was inhabited by agro-pastoral communities skilled in iron metallurgy. The objective of the paper is to study the cultural and sepulchral practices of the society with the help of the material vestiges left by them. It also intends to explore the nature of the exchange/trade economy boosted by their skill in iron metallurgy. Further, it analyses burial practices adopted by these communities to understand how they commemorated their ancestors. This qualitative study adopts a critical and descriptive approach in analysing both primary and secondary data along with the author's personal observations and inferences. The primary data are the Archaeological Survey of India's excavation reports and the secondary data include the classical literature belonging to the period. The key research questions of this study are 'Whether these structures evidences settlements in these areas?' and 'Were these sepulchral practices evidences of social stratification?'. The study found that are nine types of megaliths-Urn burials, Cap Stones, Hat Stones, Dolmens, Menhirs, Stone Circles, Cists, Rock Cut Chambers and Sarcophagus. They were made of locally available granite, laterite and terracotta. Grave goods found in assemblages inside or beneath these structures consisted of pottery, metal implements, beads and bones. These findings evidences agro-pastoral communities attempting to settle with their diverse skills and proficiency in myriad occupations.

14:20-14:45

94065 | *Understanding the Grammar of Politics in Medieval Mithila: Interpreting Rajneeti Ratnakar*
Satish Kumar Jha, University of Delhi, India
Namita Singh, University of Delhi, India

The political philosophy in modern terms began taking shape in the pre industrial Europe. It redefined the concepts of power, authority, and class structures. European Philosophers stressed on statecraft, realpolitik, and centralization of authority. Emphasising on pragmatic and secular approaches to understand and explain governance. They elaborated on society and subsequently on state. The civic duty, and individual agency were brought to the fore discourses engaging with political philosophy due to growing impact of humanism in this period. Similarly Indian texts elaborated on pragmatic and strategic aspect of power in Indian context. It discusses the principle of balance between rights of ruler with his moral obligations. Arthasastra, Shukraniti, Mahabharata and others deal with social welfare, economic resources at the kings disposal, military strategy, role of moral leadership as integral part of governance. The much ignored vernacular text like the Rajaniti Ratnakara, while drawing from classical traditions, reflects local adaptations of political thought. It addresses the socio-political realities of its time redefining kings position, his authority, his duty. The paper explores the vernacular text and its reflection on local socio-political realities that could have universal applicability and relevance. It attempts to understand the contribution of vernaculars to Indian political thought. This paper highlights the dynamic nature of India's political philosophy transcending time and regional context. The Vernacular tradition in India does not always act as contrarian force to the official narrative and discourse, it sometimes actively engages with mainstream classical Sanskrit traditions. The socio political reality ignored by sanskrit texts are captured in vernaculars.

13:05-14:45 | UCL Torrington, B09 (Basement Floor)

Sunday Onsite Parallel Session 3

ECE2025: Education and Differences: Learning Difficulties and Disability

Session Chair: Dalun Zhang

13:05-13:30

90850 | *Pedagogical Strategies for Supporting Learning in Autism: Exploring Opportunities and Addressing Challenges in Inclusive Education*
Rim Roubi, Institute of Educational Sciences - Mohammed VI Polytechnic University, Morocco
Wiame Imrhan, Institute of Educational Sciences - Mohammed VI Polytechnic University, Morocco

As Morocco gradually adopts inclusive education policies, addressing the needs of autistic students remains a pressing challenge. This study examines the pedagogical strategies Moroccan teachers employ to support autistic students and investigates the contextual and systemic factors influencing their approaches. Guided by Bronfenbrenner's Ecological Systems Theory, this research uses semi-structured interviews with teachers to gain insights into their experiences, challenges, and instructional adaptations for diverse student needs. The findings reveal a range of obstacles that hinder effective inclusion practices, including limited teacher training in special education, inadequate classroom resources, and pervasive social stigma surrounding autism. Nevertheless, factors such as peer support among teachers, active parental involvement, and access to targeted professional development emerge as crucial facilitators that help teachers overcome these barriers and implement inclusive strategies. This study highlights significant gaps in teacher preparation, resource allocation, and policy frameworks supporting inclusive practices for autistic students. By addressing these gaps, this research contributes practical recommendations aimed at enhancing teacher preparedness, confidence, and efficacy in supporting autistic students within general education settings. Ultimately, this study adds to the growing discourse on inclusive education in Morocco, underscoring the importance of sustained systemic support to meet the diverse needs of all students.

13:30-13:55

94452 | *Evaluating Trends in Absenteeism Rates of Children with SEN in England: Has Any Progress Been Made in the Last Decade?*
Francisco Azpitarte, Loughborough University, United Kingdom

School absenteeism has very detrimental effects on children's education, and this is particularly true for children with Special Educational Needs (SEN) who typically have larger absenteeism and worse educational outcomes than their peers. This paper contributes to the existing literature by investigating time and spatial trends in absenteeism of children in England using a newly created dataset covering the academic years from 2010/11 to 2022/23. The new evidence shows that absenteeism rates steadily declined between 2010-11 and 2013-14 when the positive trend started to reverse, and absenteeism started to grow. The Covid-19 pandemic accelerated this trend such that overall absenteeism rates post pandemic were the highest over the period. Children with SEN had larger absenteeism rates than their peers and there was no progress in closing the absenteeism gap during the period. The new results show no statistically significant differences between local authorities providing evidence against the existence of a postcode lottery in absenteeism. In contrast, there is large and significant variation between schools within local authorities suggesting an important role of schools in driving the absenteeism of children with SEN. Specifically, children with SEN attending alternative provision (AP) have higher rates of absenteeism than any other groups. Counterfactual analysis shows the growing number of children with SEN being educated in AP contributed to the rise in absenteeism of those children. The paper discusses the implications of the new evidence for current debates on the failure of the 2014 education reform and the need to reform the current SEN system.

13:55-14:20

95375 | *Efficacy of Modelling and Contingency Management Techniques on Daily Living Skills Improvement of Pupils with Intellectual Disabilities in Ibadan, Nigeria*
Olusola Adediran, Emmanuel Alayande University of Education, Nigeria

This study examined the efficacy of the two techniques-modelling and contingency management in the enhancement of daily living skills of pupils with moderate intellectual disability in Ibadan, Nigeria. A pretest, posttest, quasi-experimental research design was used in the study, 276 Basic 2-5 pupils of six special schools were purposively selected as sample based on their peculiar intellectual deficit and maladaptive behaviour. Two validated research instruments viz: Weschsler Intelligence Scale-Revised (Wisc-R) and daily living skills checklist (DLSC) were used to collect data from the respondents. The three hypotheses were tested at 0.05 level of significance. The results obtained indicated that there is a significant main effect on the variation in the respondents scores in daily living skills, ($F(1:266)=653.64; P .05$). Also, Gender was found not to have any significant main effect in daily living skills improvement of the participant Pupils. Modelling and Contingency management techniques were effective in enhancing daily living skills of pupils with moderate intellectual disability. Special education teachers, curriculum planners, researcher and pupils would find the two techniques useful in the enhancement of daily living skills of pupils with moderate intellectual disability.

14:20-14:45

94684 | *Essential Employability Skills for People with Disabilities: A Comparative Study Between the U.S. and KSA*
Dalun Zhang, Texas A&M University, United States
Naeema Alhasan, King Saud University, Saudi Arabia
Son Ju, University of Cincinnati, United States
Yi-Fan Li, University of Texas - San Antonio, United States
Xinyuan Yang, Texas A&M University, United States
Nasser Al-ajmi, King Saud University, Saudi Arabia

Research has established empirical link between essential employability skills and enhanced employment outcomes for people with intellectual and developmental disabilities (IDD). However, research has shown that educators and employers may not expect people with IDD to have the same level of employability skills as those without disabilities. Such lower expectations could result in reduced efforts to equip youth with IDD some of the most important employability skills. The current study examined the perspectives of educators and employers toward people with and without disabilities, with comparisons between the United States (U.S.) and Saudi Arabia (S.A.). Participants included 75 educators and 168 employers from the U.S., and 109 educators and 165 employers from the S.A. Findings indicated key differences in perceptions of employability skills between employers and educators in the United States and Saudi Arabia, as well as variations in attitudes toward people with and without disabilities. Compared to their U.S. counterparts, educators and employers in Saudi Arabia had lower expectations for people with IDD than for those without IDD. These findings show that the importance of training and information disseminations regarding the potentials of people with disabilities.

13:05-14:45 | UCL Torrington, B17 (Basement Floor)

Sunday Onsite Parallel Session 3

ECE2025: Higher Education (Workshop) | ECAH2025: Family and Policy (Presentations)

Session Chair: Andzisani Sibiya

13:05-13:55

94789 | *Enhancing Early Childhood Education Through University-School Partnerships in the UAE: A Collaborative Approach at HCT – Al Ain Campus*

Hiea Mizyed, Higher Colleges of Technology, United Arab Emirates

Basma Abdulla, Higher Colleges of Technology, United Arab Emirates

In today's evolving educational landscape, university-school collaboration is essential for bridging skill gaps, fostering innovation, and improving workforce readiness. At the Higher Colleges of Technology (HCT) in Al Ain, the Early Childhood Education (ECE) program actively engages with public, private, and charter schools to strengthen pre-service teacher preparation and applied research. These partnerships ensure that teacher candidates receive practical, hands-on experience while aligning curricula with industry needs. To enhance collaboration, HCT leverages SharePoint as a digital platform to streamline communication, placement coordination, and performance tracking across multiple school systems. This enables efficient data sharing, transparent feedback loops, and real-time monitoring, fostering stronger partnerships. Additionally, regular meetings with school leaders ensure that HCT adapts to evolving industry expectations, supporting early educators with evidence-based teaching practices. Despite the advantages, challenges remain, including aligning academic and industry priorities and navigating policy variations across school types. However, HCT addresses these challenges through structured mentorship programs, leadership webinars, and faculty-led professional development for in-service educators. This session presents case studies from HCT's ECE program in Al Ain, demonstrating how strategic partnerships enhance teacher preparedness, educational innovation, and workforce development. Attendees will gain actionable strategies for optimizing university-school collaboration, leveraging digital tools, and fostering sustainable partnerships in early childhood education.

13:55-14:20

95348 | *Judicial Considerations of Parental Attitudes in Child Custody Disputes: An Empirical Analysis*

Elijah Tukwariba Yin, University of Cape Coast, Ghana

The complexity of child custody disputes in family law significantly impacts all parties involved, particularly children. The effect of parental attitudes on custody decisions is significant, however, very few empirical studies have focused on this issue. This paper examines the influence of parental attitudes on custody outcomes. The mixed-method approach that combines quantitative and qualitative strategies was utilized for data gathering and analysis. For the quantitative aspect, 150 divorced persons were interviewed, while the qualitative aspect involved in-depth interviews with 18 participants (15 divorced persons, 2 family lawyers, and 1 judge). The quantitative data were analysed using the SPSS, while the qualitative data were analysed manually based on themes. Anchored on the Parental Responsibility Model, the Best Interests of the Child Standard, and established legal frameworks, the findings emphasize the significance of emotional ties, daily care, and guidance on judicial outcomes in custody cases. It also emerged that parents who jointly prioritized their child's needs were more likely to receive favourable custody decisions. The study concludes by emphasizing the need for a holistic and child-focused approach to judicial decisions, one that accommodates the intricate relationship between parental emotional ties, daily care, and guidance. Through the lens of the theoretical propositions, the study advocates for a more integrative and child-focused approach in legal determinations.

14:20-14:45

93980 | *The Promotion of Breastfeeding Through Health Campaigns in South Africa*

Andzisani Sibiya, University of South Africa, South Africa

According to the National Department of Health South Africa (2022), South Africa has been promoting breastfeeding as an important part of promoting child health in the country for a very long time, yet it has the lowest rate of exclusive breastfeeding in the world, which is standing at eight per cent). Worldwide rates of breastfeeding are still low and children are not receiving these investments. South Africa has been committed to reach the nutrition target of the global Sustainable Development Goals of increasing the rate of exclusive breastfeeding in the first six months to at least 50% by 2025, regardless of the latest report from the National Food and Nutrition Security Survey (NFNSS) 2024 indicating a rate of 22.2% (National Department of Health South Africa, 2024). This was done through exploring the existing health campaigns of breastfeeding by both public and private health providers. The study will adopt a qualitative research methodology to explore the phenomenon. A document analysis was used to review existing online campaigns and explore the existing strategies employed by public and private sectors to promote breastfeeding. The study used the stakeholder theory to provide theoretical understanding of public-private-partnerships (PPP) as stakeholder engagement approach can be used as a strategy to promote breastfeeding in South Africa and alleviate the low rate of breastfeeding.

13:05-14:45 | UCL Torrington, G08 (Ground Floor)

Sunday Onsite Parallel Session 3

ECE2025: The Integration of the Arts in Education

Session Chair: Angela Cornelius

13:05-13:30

95890 | *Art Teachers' Perceptions of Primary School in Southern Vietnam on Integrating STEM Education in Art Teaching: an Interview-Based Study*

Tong Ngoc Anh Le, National Kaohsiung Normal University, Taiwan

Der-Long Fang, National Kaohsiung Normal University, Taiwan

As part of recent educational reforms in Vietnam, primary school teachers are required to implement integrated STEM education across various subjects, including visual art. This study investigates the perceptions of primary school visual art teachers in Southern Vietnam regarding STEM integration in their teaching. It aims to explore their understanding of STEM education, current integration practices, and the challenges and benefits they experience during implementation. Using a qualitative approach, the study conducted in-depth interviews with eight visual art teachers. Findings show that while all participants could identify the components of STEM and STEAM, many confused integrating STEAM in visual art lessons with traditional visual art lessons. Their misunderstanding was mainly due to limited access to accurate information, lack of subject-specific guidance, and insufficient training in interdisciplinary teaching methods. Although schools offered support and encouragement, the teachers faced difficulties such as limited materials, inadequate collaboration with parents, and gaps in their own content knowledge. Nonetheless, some expressed enthusiasm and recognized the potential of integrated approaches to make visual art more engaging and relevant to students. The study highlights the need for clearer instructional resources and supporting material, targeted professional development, and stronger collaboration between schools and families. These insights contribute to a more comprehensive understanding of current practices and offer recommendations for improving the integration of STEM into visual art education in primary schools.

13:30-13:55

90986 | *Integrating a Cartoon-Based PBL Framework into the Teaching of History to Facilitate the Transfer of 21st Century Skills and Knowledge*

Mohd Nazir Md Zabiti, Universiti Pendidikan Sultan Idris, Malaysia

Nur Izzati Mohd Shafri, Universiti Pendidikan Sultan Idris, Malaysia

NurulAsyikin Hassan, Universiti Pendidikan Sultan Idris, Malaysia

Tirzah Zubeidah Zachariah, Universiti Selangor, Malaysia

Since Malaysia's independence, history has been taught through rote memorization of chronological narratives and textbooks. This problem persists despite the inclusion of History Curriculum and Assessment Standard Document (DSKP) under the Secondary School Standard Curriculum (KSSM)'s goal of self-awareness and national identity. The students' focus, interest, and achievement in history have declined due to passive, unengaging, and uninspiring teaching methods. As such, this study aims to develop and validate a Problem-Based Learning (PBL) framework for history education in Malaysian schools, integrating the Cartoon Concept and McMaster Model to enhance student engagement. Using a Design and Development Research (DDR) approach, 350 students participated in a three-phase process: needs analysis, framework design and development, and usability evaluation. This approach is ideal for the research context, which emphasizes PBL-based history teaching. This study produced the Cartoon-Based PBL History Framework for Secondary Schools, a practical and comprehensive guide to improve history teaching and learning skills. Based on the Pellegrino and Hilton model, the framework should foster 21st century cognitive, interpersonal, and intrapersonal skills as it promotes critical and intellectual thinking in Malaysian students. The framework should be useful for history educators, training organizations, individuals, and agencies, as well as a model for other fields. This research is useful for the Malaysian Ministry of Education, particularly the Curriculum Development Division (BPK), history educators, students, and organizations supporting innovative teaching practices post COVID-19.

13:55-14:20

78376 | *Cinematic Teaching Approach on Attitude and Performance of Students in Yoruba History and Culture: A Panacea for Yoruba Language Revitalisation and Sustainability*

Adebola Ajetomobi, Federal College of Education, Yola, Nigeria

Yoruba language has been listed among the endangered languages in Nigeria. Thus, efforts to revitalize Yoruba language had led to the suggestion of students' friendly approach in tertiary institutions, such as cinematic approach. This article explored the effect of cinematic teaching approach on attitude and performance of students in Yoruba history and culture among pre-service teachers in the selected Colleges of Education in Nigeria. The study was guided by two research questions and hypotheses. The study adopted quasi-experimental research design. Total number of 52 pre-services teachers were selected from Yoruba Department, Federal College of Education, Yola, and Adeyemi College of Education, Ondo, Nigeria. The instruments for data collection were Students Achievement Test in Yoruba History and Culture (SATYHC), and Students Attitude toward Yoruba Language (SAYL), while data were analysed using ANCOVA at 0.05 significance level. The findings showed that cinematic strategy significantly influenced attitude of students as well as performance in Yoruba history and culture ($P < 0.05$). Based on the findings, it was recommended among others, that the Yoruba educators in the colleges of education should be trained on usage of cinematic teaching strategy.

14:20-14:45

95889 | *Facilitating Change Through Arts Integration: Meaning Making During a Secondary Student-to-Teacher Journey*

Angela Cornelius, City University of New York, United States

Megan Minturn, Brooklyn International High School, United States

In the United States, enrollment in teacher education programs has dropped and arts education programs have faced existential threats due to budget cuts and curriculum constraints at all educational levels. This is despite evidence that arts education increases student attendance achievement. Using the presenters' teaching context at an international, diverse urban secondary school serving Multilingual Language Learners, this presentation will explore how an arts integration course assists secondary students in transitioning to university while experiencing an authentic journey of self-discovery and meaning-making. The presentation will describe a one semester course during which students engage first as arts integration students and then as creators and teachers of arts integration workshops. In Maxine Greene's work *The Artistic-Aesthetic Curriculum* she writes, "works of art (wherever they come from) address themselves to human freedom — meaning the capacity to choose and (we would hope) the power to act in a changing world." (Greene, 2018, p. 185). This presentation describes how secondary students engage in the university Arts in Education course allowing them to, as Greene writes, "address themselves to human freedom" in their own artistic expressions, and then as facilitators of arts integration workshops for younger students, they take action "in a changing world" by shaping the education with which their peers engage. This presentation will highlight (1) The course's goal to teach ways of integrating the arts into planning academic and multicultural curricula (2) How inquiry-based education focusing on authentic purpose and audiences builds student agency.

13:05-14:45 | UCL Torrington, G09 (Ground Floor)

Sunday Onsite Parallel Session 3

ECE2025: Approaches to Effective Curriculum Implementation

Session Chair: Maria Tsakeni

13:05-13:30

95504 | *Evaluation of Perceptions and Attitudes Towards Quantum Programming Education*
Cansu Altunsaban Yerlikaya, Mugla Sıtkı Kocman University, Turkey
Gönül Altay, Suleyman Demirel University, Turkey

The research aimed to evaluate the perceptions and attitudes of individuals who received quantum programming education. The phenomenological research design, a qualitative research method, was employed within the scope of the study. The study group consisted of individuals who voluntarily participated in a quantum programming workshop, forming the basis for the research. Data collection tools utilized were a semi-structured interview form and a lesson observation form developed by the researchers. For the data collection tools, expert opinions were obtained from a Turkish teacher, an instructor who studies quantum physics, an instructor who teaches programming, and an instructor from the field of educational sciences who has conducted qualitative research. Following expert opinions, pilot interviews were conducted with two participants who had previously received training from the researcher delivering the education. Within the scope of the research, the training sessions were conducted by a researcher who participated in the Global Quantum Programming Workshop organized by QWorld and obtained a certification to deliver training. The training covers the fundamentals of Classical-Systems, Quantum-Systems, Utilization of Quantum-Operators on a Real-Valued Qubit, Quantum-Teleportation, Quantum-Communication, Quantum-Correlation, and the Grover Search Algorithm. Individuals with a basic understanding of programming in the Python language and knowledge of Linear-Algebra participated in the training. Throughout the training, one researcher conducted lectures, while the other researcher performed lesson observations. At the end of the training, face-to-face interviews were conducted with voluntary participants. Content analysis method was employed for the analysis of data collected during the research. Consequently, it's recommended that a more comprehensive training program be developed that can meet the needs of the participants.

13:30-13:55

95320 | *Effectiveness of a Proposed Model in Light of the Dimensions of Digital Citizenship for Teaching Mathematics on Developing the Attitudes*
Afnan Alshehri, Najran University, Saudi Arabia

This study aimed to prepare a proposed model in light of the dimensions of digital citizenship for teaching Mathematics and its impact on attitudes toward mathematics for intermediate school students, the proposed model consisted of a Teacher's Guide, which contains the role of the teacher during teaching the unit, and Procedures for each lesson, The dimensions of digital citizenship were incorporated into the lessons of "the measurement unit". To achieve this aim, the research used the quasi-experimental approach, by using two groups, One of them is an Experimental group which teaches several study lessons prescribed in the textbook by a proposed model based on the dimensions of digital citizenship is applied, and the other is a control group which teaches in the traditional way. The research community included first intermediate-grade school female students who studied in Asir Educational District (Namas Education Department) in the Kingdom of Saudi Arabia, The sample of the study consisted of (40) female students from Intermediate schools students in Asir region, The results showed that there were statistically significant differences at the level of (0.05) between mean scores of the students of the experimental and control groups in the post application of attitudes measure toward mathematics in favor of the experimental group, In two subscales: the attitude towards the nature of mathematics and the attitude towards the importance of mathematics. In light of these results, this study recommended that the dimensions of digital citizenship be included in of the first middle grade in the mathematics course.

13:55-14:20

95479 | *Differentiated Instruction in Chemistry: Exploring Its Effects on Cognitive Engagement, Interest and Achievement of High and Low Achieving Students*
Maria Tsakeni, University of the Free State, South Africa
Stephen Chinedu Nwafor, University of the Free State, South Africa

As classrooms increasingly become diverse in academic ability, one-size-fits-all instructional strategies become less effective. It is, therefore, important to investigate approaches to instruction that increase students' interest, cognitive engagement, and achievement regardless of their academic ability. The study thus examined the effect of differentiated instruction in the form of scaffolded learning on the interest, cognitive engagement, and achievement among students with varying academic abilities in school Chemistry. The study employed a quasi-experimental research design with a sample size of sixty-two secondary school students randomly assigned into two groups. The Chemistry Interest Scale (CIS), Cognitive Engagement Scale (CES), and Chemistry Achievement Test (CAT) were validated and used as the instruments for data collection. Mean, standard deviation, and ANCOVA were used for data analyses. The findings of the study showed that differentiated instruction significantly affects students' interest and cognitive engagement in Chemistry. Also, no significant difference existed between the mean achievement scores of high- and low-achieving students in chemistry when they were taught using differentiated instruction. Based on these findings, the researchers recommended using differentiated instruction to promote students' interest, cognitive engagement, and achievement among low and high-ability students.

14:20-14:45

96023 | *Industry Perceptions of Employability Skills Needed by Today's Business Graduates*
Mamie Griffin, Higher Colleges of Technology-Abu Dhabi Colleges, United Arab Emirates

In today's business environment, artificial intelligence (AI) is reshaping industries and redefining how organizations operate, thus requiring graduates to have a proper mix of skillsets. While AI proficiency is increasingly valued, technical expertise alone is not enough and must be supplemented with soft skills also known as employability skills. Employability skills are generic skills that denote one's ability to adapt to ever-changing business needs. Such skills reflect the attitudes and actions that enable workers to get along with others, to make sound critical decisions, and to take initiative, just to name a few. These skills cannot be replicated by AI. Countless studies continue to highlight a gap between graduates' skills and those required by industry from multiple perspectives. This study explores the employability skills required of UAE business graduates through the lenses of industry experts. Qualitative data was gathered from 24 industry professionals from the fields of quality, marketing, and logistics over the course of three focus group style meetings. The transcripts of each meeting were analyzed thematically. The findings indicate that employers view soft skills as more critical than technical skills. Key skills highlighted include critical thinking, decision-making, emotional intelligence, and communication. Furthermore, the participants provided practical suggestions to enhance students' skills without increasing the current curriculum. Recommended actions include increasing exposure to industry, mentorships, and extracurricular activities. These findings highlight that despite AI continued transformation of the workplace, the demand for human skills remain, and higher education must focus on soft skills to produce future ready graduates.

13:05-14:45 | UCL Torrington, G10 (Ground Floor)

Sunday Onsite Parallel Session 3

ECE2025: The Application of AI and Technology in Education

Session Chair: Kartini Anwar

13:05-13:30

94170 | *Greater Ambition, Broader Horizons: Building an AI Agents Platform for Teaching and Learning for Chinese Enhancement Courses*, HKU

Ming Wai Christy Chung, The University of Hong Kong, Hong Kong

Chi Ming Chan, The University of Hong Kong, Hong Kong

The integration of artificial intelligence (AI) in e-learning within the education sector reveals its transformative potential for enhancing teaching methodologies for both students and educators. To align with our university's AI-ready policy, our language programme has adopted various ICT tools and strategies to improve accessibility and teaching efficiency, while also preparing both teachers and students for a technology-driven future. In this paper, we will discuss and share the experiences of leveraging AI tools to personalize teaching and learning pathways that facilitate immediate feedback and tailored content to address individual teaching and learning needs for both teachers and students. We introduced a six-tier pyramid of AI applications, ranging from basic chatbots for FAQs to advanced AI agents' creation platform that adapt to the evolving educational landscape while equipping teachers with innovative tools. Evidence from implemented e-learning initiatives, such as virtual reality (VR) and artificial intelligence (AI), highlights the changing of pedagogical principles, and the challenges teachers and students encountered and being solved. Through these adoptions, we will observe how teaching and learning are evolving to meet the demands of a technology-driven educational landscape.

13:30-13:55

92653 | *Internet-Radio Clips: A Ubiquitous but Overlooked Resource*

Mark Rebuck, Meijo University, Japan

The presenter has used internet radio for English teaching since the early 2000s. Initially he listened for his own education and edification, but he soon realized that embedded in talk radio were nuggets of speech that could be a valuable classroom resource. For over twenty years, the presenter has used hundreds of radio clips in his lessons, mostly "harvested" from podcasts on internet sites such as the BBC, ABC (Australian Broadcasting Corporation), and NPR. Such clips can supplement existing lessons or form the content-kernels for new ones. The presenter will give ten reasons internet radio should not be ignored as a teaching resource. One of these is that students are motivated by authenticity, by the knowledge that the audio to which they are listening was not "meant for" language learners. Radio clips also expose students to features of natural speech and to different varieties of English. For the last decade, the presenter has taught medical English, and radio clips have allowed him to bring into the classroom the views of medical experts and news on the latest research. While not a direct classroom application, a teacher's knowledge and understanding of the world can be deepened by eclectic radio listening, making the teacher a more rounded educator and effective communicator. As a presentation focusing on classroom practice rather than on theory, the presenter will incorporate several examples from his lessons to illustrate the different pedagogic uses of radio clips. Information on recording, editing and copyright will also be provided.

13:55-14:20

93669 | *The Known Use of Poison: AI-Assisted English Speaking Design in Post-Pandemic ELF/EMI Courses in Taiwan*

Hsiao Hsien Hsu, National Chi Nan University, Taiwan

In the post-pandemic era, university students in Taiwan have faced a significant decline in English productive skills, particularly in speaking, writing, and teamwork. This study investigates the impact of the pandemic on learning behaviors and explores how AI technology and digital tools can enhance teaching strategies to meet students' evolving needs. The research involved two classes, "Interdisciplinary Academic English (I): Text Analysis and Writing (Advanced)", at National Chi Nan University, with approximately 70 students. Using an action research method, students were divided into an experimental group that received project-based, AI-assisted training and a control group that followed traditional instruction. The results showed that while digital learning was prevalent during the pandemic, students' real-world communication and self-expression abilities declined. However, by integrating AI and familiar digital tools, the experimental group demonstrated significant improvements in logical thinking, language expression, collaboration, and learning motivation. Furthermore, the comparative analysis revealed that AI-assisted instruction mitigated the learning loss caused by the pandemic and fostered greater learner autonomy and engagement. This study highlights the potential of AI-assisted teaching to address post-pandemic learning gaps, offering practical and theoretical insights for enhancing language education in the digital age and providing innovative frameworks for educators to adapt to emerging educational challenges.

14:20-14:45

94567 | *LEARN – Improving Young Learner's Oral Performance Through AI-Guided Picture Conversations*

Kartini Anwar, National Institute of Education, Nanyang Technological University, Singapore

Oral language development is a foundational skill in early literacy, yet traditional classroom interactions often provide limited opportunities for structured, interactive, and individualized oral practice. Research has shown that AI-powered language tools can enhance oral performance by providing adaptive, interactive, real-time feedback and sustained engagement. AI-driven conversation depends on pedagogically sound content design, particularly in how picture-based prompts are selected and structured. LEARN (Language automated Evaluation by generating Answers/questions from caRtoons), is an AI-powered chatbot designed to improve the oral performance of young children in their mother tongue language. This project is jointly developed by the National Institute of Education (NIE)-Nanyang Technological University (NTU) and the Singapore Institute of Technology (SIT). LEARN facilitates curriculum-aligned picture conversation for young learners that provides visual and verbal stimuli. The key component for its AI-driven conversation is the thematic picture selection based on (i) curriculum alignment (ii) dynamic and action-based imagery (iii) diversity and inclusion (iv) integration of progressive questioning. This presentation discusses the content creation of picture-based prompts and pedagogical considerations in leveraging LEARN to facilitate oral performance in mother tongue language learning.

13:05-14:45 | UCL Torrington, G12 (Ground Floor)

Sunday Onsite Parallel Session 3

ECE2025: Teacher Professional Development

Session Chair: Kolawole Olagboyega

13:05-13:30

93581 | *Improving Lecturer Performance: Analyzing the Impact of a Postgraduate Diploma in Higher Education on Teaching, Learning, and Student Success*

Newman Wadesango, University of Limpopo, South Africa

The postgraduate diploma in higher education and training, launched eight years ago, was designed to empower lecturers who lack formal teaching qualifications by providing them with essential skills and competencies necessary for fostering effective teaching and learning practices. This study evaluates the impact of the diploma on its graduates by focusing on four crucial areas: assessment of learning, teaching delivery, postgraduate supervision, and the establishment of a conducive classroom environment. Adopting a quantitative research methodology, data was collected from 40 graduates, which constitutes a significant sample from the total of 128 alumni. Using structured questionnaires and rigorous statistical analysis, the findings reveal noteworthy enhancements across all four areas assessed, underscoring the effectiveness of the diploma program in elevating teaching practices among lecturers. The results not only highlight the program's success in professional development but also emphasize its importance in the context of higher education. Furthermore, the study provides valuable insights and actionable recommendations aimed at refining and improving future curriculum offerings. The positive outcomes of the diploma program underscore the necessity of ongoing professional development initiatives in higher education institutions, ultimately contributing to improved educational outcomes for both lecturers and their students.

13:30-13:55

94986 | *Self-Determined Learning (Heutagogy) in Teacher Education*

Sharon Hardof-Jaffe, Levinsky-Wingate Academic College, Israel

Michal Shani, Levinsky-Wingate Academic College, Israel

In Israel, approximately 10,000 graduates complete teacher-education programs each year. One-third of them are second-career teachers. Despite their potential and unique knowledge, these second-career teachers often feel underprepared and face significant challenges. It is evident that the short training they receive does not adequately address their needs. Therefore, teacher-education programs must be redesigned in order to better align with the knowledge second-career teachers bring, and the challenges they face. This qualitative research study aims to reveal the main principles for designing second-career teacher education programs, based on in-depth interviews with 19 faculty members and graduates of second-career teacher education programs. It seeks to answer the question: What principles and operational approaches can guide a new design of second-career teacher education program? The findings reveal four central themes which raise four-design principal: 1.Holistic Learning- Integrative learning units, rather than separate courses. 2.Teacher Identity Construction- emphasize professional development and community belonging. Dialogue-based learning communities, led by experienced academic staff, focusing on the dialectic between prior knowledge and the development of emerging professional identity. 3.Academic-School Partnerships- The training will be provided by teacher educators from academia in collaboration with teachers from schools. The theoretical and practical learning will be grounded in issues that arise from field experience. 4.Self-Determined Learning - based on peer learning communities and learning on demand (LOD).

13:55-14:20

92521 | *The Design of Thailand's Online Teacher Development Center*

Phiyapa Sirivedin, Ministry of Education, Thailand

This action research aimed to 1) design and 2) investigate the effective design of Thailand's Online Teacher Development Center (OTDC) enhancing Thai teachers' empowerment. Six teachers from two secondary schools in different provinces were purposively selected to participate in a one-month Deming's Plan-Do-Study-Act (PDSA) course. Qualitative data, gathered through observation, in-depth interviews, and focus group discussions, focused on participants' self-development performances and perspectives. The findings revealed three key features - Community Network, Database Catalog & Search Engine, and Web/Online Workshops - that played crucial roles in fostering empowerment. Specifically, the Community Network supported professional confidence and knowledge sharing, while the Database Catalog & Search Engine enhanced self-confidence through user-friendly and practical design. The Web/Online Workshops provided real-time guidance and consultation, contributing to self-assurance. Additionally, nine essential attributes were identified, including accessibility, interactivity, quality of content, and ease of use, which were instrumental in promoting satisfaction and self-improvement. The study underscores the positive impact of integrating online technology into teacher development, aligning with previous research on empowerment and creativity. It recommends scaling OTDC by adopting technology-centered approaches that emphasize collaboration, accessibility, and personalized support, addressing potential challenges to ensure broader implementation. This approach can guide institutions in fostering professional growth and teacher empowerment, ultimately enhancing educational quality.

14:20-14:45

95369 | *Developing Global Skills for Future Teachers in Virtual Exchange: Reflections from Japan and Denmark*

Kolawole Olagboyega, Tsuru University, Japan

This presentation shares the opportunities and challenges in virtual students' exchange and collaboration between two teacher training education institutions based in Japan and Denmark. The study reflects the significant disparities in social, and foreign language development and levels of proficiency between two comparatively wealthy, and developed countries. The subjects had asynchronous but academic interactions through the social media platforms such as Messenger and Line. They were directed to choose and discuss 5 from the 17 Sustainable Development Goals (SDGs) within their allocated groups. Presentation of findings took place at the end of the project. Findings from the study demonstrate that all the participants had positive experience. Yes, choosing an SNS platform and time zone differences were initially challenging. However, discussions took place after agreements were reached on these two factors. Moreover, cultural differences was a big factor. In most cases, the Japanese students deferred initiatives for discussions to their Danish counterparts. Furthermore, high level of English proficiency of the Danish teams compared to the relatively lower levels of those of their Japanese counterparts exhibited unbalanced discussion time. The study produced a number of challenges for teaching, learning and curriculum development. There were variation of interests within the groups with respect to the SDG topics. Moreover, Collaborative Online International Learning (COIL) projects need to be integrated into the curriculum of relevant courses and be given adequate guidance by the relevant instructors to facilitate balance in discussion times. The integration of the project will drive students' motivation and engagement.

13:05-14:45 | UCL Torrington, G13 (Ground Floor)

Sunday Onsite Parallel Session 3

EGen2025: Coping with Ageism

Session Chair: Beatriz David

13:05-13:30

96010 | *Our Words Matter when There Is a Change in Autonomy*
Marie-Claude Giguere, Independent Scholar, Canada

So much bulldozing has been witnessed in the language that is used when helping seniors adapt at home, downsize, lightsize, and/or transition towards senior living. These are words that destroy confidence and breakdown conversations: "They have no choice", "We will force them.", "I'll put my parents over there.", "There is no other option.", "He shoved her into making that decision." These statements are painful to hear and it is clear that the words used trigger/activate emotions during every conversation. This ultimately affects how closed people are to talking about aging, and often leads to arms that are crossed in a crisp fashion over the chest, with heels dug into to the ground, as the senior says: "They can take me feet first out of this place." A slight modification in the words we use when a senior faces new realities and adjusts to current needs can create a positive outcome, less guilt and shame for everyone involved, and can help offer more power to the senior in the room. Based on 26 years of field research based in Canada, United States & Europe, this presentation will bring light to the current language used and offer tools to have more productive conversations that are beneficial to everyone involved. The goal is to invite change so that, as a community, we can create new best practices and teach one person at a time how a few words can make a huge difference when we guide our seniors facing a delicate stage in life.

13:30-13:55

93396 | *Older People's Experiences of Ageism and the Use of Digital Technologies*
Gabrielė Gudynaitė, Vilnius University, Lithuania
Vilmantė Pakalniškienė, Vilnius University, Lithuania
Olga Zamalijeva, Vilnius University, Lithuania

The multifaceted impact of ageism on older people's digital technology (DT) use remains an insufficiently researched topic. To address this our study aimed to investigate the experiences of internalized and relational ageism in relation to digital technology use among older Lithuanian digital adopters. Focus group discussions were conducted of older DT users, aged 65 and over (4 men and 9 women), with varying levels of digital skills and confidence in using digital technologies. The study revealed that older DT users exhibited various experiences of internalized and relational ageism. The impact of internalized ageism was multifaceted - it affected people's attitudes, emotions, behavioral reactions that interfered with their digital engagement. Experiences of relational ageism were generally subtle but affected DT use in similar ways as internalized ageism. Notably, a close and reciprocal relationship between internalized and relational ageism was revealed - the behavior of other people could reinforce or help older person to challenge ageing stereotypes. Surprisingly, study also revealed a paradoxical effect of ageism - for some participants, experiencing ageism helped them accept technological setbacks more easily, motivated them to adapt, work harder or use digital technologies to challenge ageistic assumptions. These findings highlight the need for digital divide interventions to address ageism and promote positive environments that help older people challenge stereotypes. Future studies should explore individual differences that may influence why some older adults resist stereotypes while others accept them, and further explore other areas of life affected by ageism.

13:55-14:20

95567 | *The Impact of Aging Perceptions on Depression Among Older Adults: A Systematic Review of Evidence and Implications for Mental Health Practice*
Huda Alghamdi, Mental Health Department, Saudi Arabia

This systematic review examined the relationship between older adults' perceptions of aging and depression, aiming to enhance understanding of how internalized ageism affects mental health outcomes in later life. Following PRISMA guidelines, we analyzed 90 publications from 2010-2024 using bibliometric techniques through RStudio and the Biblioshiny interface. The analysis revealed three distinct research clusters: depression and cognitive function, healthy aging interventions, and self-perception of aging processes. Network analysis identified depression as the most central concept (betweenness: 361.81, PageRank: 0.119), functioning as a critical bridge between psychological, social, and physical dimensions of aging research. Longitudinal studies demonstrated that negative aging perceptions exacerbate psychological vulnerability, particularly during crisis periods such as the COVID-19 pandemic. Social factors— notably loneliness and social disconnectedness—emerged as significant mediators between aging perceptions and mental health outcomes. Protective factors like optimism and resilience buffered against negative self-perceptions of aging. The publication trajectory showed accelerating scholarly interest, increasing fifteen-fold from 2010 to 2024, with the most significant growth occurring after 2020. These findings suggest that mental health assessments for older adults should incorporate measures of aging attitudes, particularly during vulnerable periods. Future research should prioritize longitudinal studies investigating bidirectional relationships between aging perceptions and depression, culturally diverse intervention studies targeting modifiable protective factors, and the integration of neurobiological approaches with psychosocial frameworks to better understand the mechanisms through which internalized ageism influences mental health outcomes in increasingly age-diverse societies.

14:20-14:45

94475 | *Longitudinal Predictors and Trajectories of Depression in Older Portuguese Adults: Insights from the SHARE Project*
Beatriz David, University of Porto, Portugal
Patrício Costa, University of Porto, Portugal
Maria Raquel Barbosa, University of Porto, Portugal

This study explores the predictors and evolution of depressive symptoms in older Portuguese adults, aiming to comprehend how initial levels and changes in physical health and loneliness affect depression cross-sectionally and longitudinally. Additionally, it examines distinct profiles of depression trajectories over time. The sample consisted of 709 Portuguese adults aged 65 or older, who participated in waves four, six and nine of the Survey of Health, Ageing and Retirement in Europe (SHARE). To investigate longitudinal predictors of depression we employed a latent growth model, and a latent class analysis to differentiate trajectories and establish profiles of depressive symptoms evolution. Over time, loneliness and depression increased, while physical health declined, with those who were more isolated and with poorer physical health reporting more depressive symptoms at baseline. Having better physical health and experiencing an increase of reported loneliness predicted an increase in depressive symptoms. Four symptom trajectories were identified: "low stable", "medium increasing", "high decreasing" and "high stable". Men, those with post-secondary education, no reports of financial distress, feeling less lonely and with better physical health were more likely to be in the "low stable" class. Living alone, being married and over 81 had no significant effects. The results indicate that depression is heterogeneous among older adults, with policies considering high-risk subgroups needed to delineate effective interventions. Overall, this study suggests that policies should be focused on fostering meaningful connections and not just an expansion of the social network, while ensuring financial stability and education opportunities.

13:05-14:45 | UCL Torrington, G20 (Ground Floor)

Sunday Onsite Parallel Session 3

ECE2025: Mathematics Education

Session Chair: Ugorji Ogbonnaya

13:05-13:30

95379 | *Reimagining Assessment: How Grading Method and Language Background Shape Student Engagement in Mathematics*

Luis Fernandez, The University of Texas Rio Grande Valley, United States

Cristina Villalobos, The University of Texas Rio Grande Valley, United States

Mayra Ortiz Galarza, The University of Texas Rio Grande Valley, United States

Martha Asare, The University of Texas Rio Grande Valley, United States

This study examined how grading method and linguistic background influence changes in college students' math identity and interest over time. Using a two-way repeated measures ANOVA, we analyzed pre- and post-survey data from students enrolled in either traditionally graded or mastery-based learning calculus courses at the university level. We found a significant interaction between time and language background for math identity: while monolingual students' math identity increased over the semester, bilingual students experienced a decline. Additionally, interest in mathematics declined over time for all students, regardless of background. However, a significant three-way interaction revealed that grading method moderated this decline differently for bilingual and monolingual students. Among monolingual students, interest declined more steeply in mastery-based learning sections, whereas among bilingual students, the steeper decline occurred under traditional grading. These findings suggest that linguistic background plays a critical role in how students experience both assessment systems and identity development in mathematics. Implications for equitable grading practices and culturally responsive instruction are discussed.

13:30-13:55

94010 | *Evaluating Teacher Quality from Short Lesson Samples in Audio and Transcript Form with an Online Subject Sample*

Minju Yi, Texas Tech University, United States

Michael Strong, Texas Tech University, United States

Jaehoon Lee, Texas Tech University, United States

Hyunchang Moon, Augusta University, United States

Hyunjin Shim, Texas Tech University, United States

This study extends research on evaluating teaching practices through the observation of teaching behavior. It draws on cognitive reasoning and information processing theories that emphasize the distinction between System 1 and System 2 judgments. It also relies on the concept of 'thin slicing' when making judgments. The aim was to identify sources of bias that may distort observational assessments of teachers, with the ultimate goal of improving the accuracy and efficiency of teacher evaluations. Using data from 275 participants recruited through Prolific, we examined whether the accuracy and agreement in evaluating 15 short math lesson excerpts varied by presentation format (transcript vs. audio). The excerpts were taught by teachers with varying student achievement histories, some with high gains and others with low gains. Participants were randomly assigned to view either the transcript or audio condition and were asked to assign teachers to the high or low group. Results showed that accuracy in assigning teachers to the correct group was slightly higher in the transcript condition, though it was still no better than chance. However, judges agreed on which teachers belonged to the high or low groups at rates well above chance, regardless of the presentation format. Both findings were consistent with previous experiments. While transcripts did not significantly reduce bias, they may serve as a viable tool for evaluating teachers, offering a potentially more efficient and cost-effective method while minimizing biases linked to visual or auditory exposure. The is part of a symposium on the use of online survey research.

13:55-14:20

94759 | *Opportunities for Mathematical Argumentation in Mathematics Textbooks*

Ugorji Ogbonnaya, University of Pretoria, South Africa

Mary-Jane Lessing, University of Pretoria, South Africa

Mathematical argumentation is a critical process that enables students to develop deep understanding, logical reasoning skills, and the ability to articulate and defend their ideas. It involves both analytical (logical reasoning) and rhetorical (persuasive reasoning) elements, reflecting its dual role in mathematics education. It is a general skill relevant across various disciplines but holds a special place in mathematics education. The study investigated the opportunities for mathematical argumentation in South African Grade 11 mathematics textbooks, focusing on Euclidean geometry. Euclidean geometry is emphasised in the South African school curriculum as vital for problem-solving. Numerous studies indicate persistent difficulties in teaching and learning geometry, with students consistently underperforming in mathematics, especially in domains that necessitate argumentation skills, such as Euclidean geometry. The study followed a qualitative research approach. Four approved Grade 11 textbooks were purposefully selected for the study. The study employed deductive content analysis to explore the presence of components of mathematical argumentation in the textbooks. A total of 1084 Euclidean geometry tasks in the textbooks were examined. The study found that 94.3% of the tasks had at least one element of argumentation. However, all the components of argumentation were not evenly utilised and promoted. All the argumentation tasks involved providing proof; however, the study reveals a dominant focus on the development of mathematical argumentation through supporting mathematical claims using formal proofs. Minimal attention was given to conjecturing and providing a non-proof argument, and identifying a pattern in the textbooks.

15:15-16:55 | UCL Torrington, B07 (Basement Floor)

Sunday Onsite Parallel Session 4

ECAH2025: AI, Arts, and the Humanities

Session Chair: Ning Luo

15:15-15:40

94057 | *Co-Creation with AI in Community-Based Art Mediation: A Participatory Approach to AI Text-to-Image Generation*
Sifan Pan, University of Art and Design Linz, Austria

The integration of AI-generated art in participatory art mediation presents new opportunities for co-creative Narrative and self-representation. This study investigates how AI text-to-image generation can facilitate community-driven artistic practices, particularly among Chinese women in German-speaking countries, who experience contrasting temporal frameworks—negotiating between Eastern collectivist time structures and Western individualistic time-management paradigms. Employing a practice-based participatory art approach, this study conducted five workshops across Hamburg, Berlin, and Dresden, engaging 20 participants with no prior experience in AI-generated art. The workshops incorporated Krea.ai as a co-creative tool, alongside an innovative AI Narrative Logic Cards system, a structured prompt framework designed to help participants translate personal emotions, cultural identities, and spatial-temporal perceptions into AI-generated visuals. Rather than treating AI as an autonomous creator, the framework positions AI as a collaborative agent, enabling participants to modify, critique, and reinterpret AI-generated images within a shared artistic process. The research examines three key questions: (1) How can AI text-to-image generation function as a co-creative tool in community-based participatory art mediation? (2) How does structured prompt design (AI Narrative Logic Cards) support participants in navigating AI's creative affordances and representational limitations? (3) What challenges arise in using AI to depict culturally specific and subjective notions of time? Preliminary findings suggest that while AI enables non-linear and alternative temporal storytelling, it also replicates algorithmic biases, particularly in representing Asian women's identities and intergenerational temporal structures. This study contributes to discussions on AI-assisted participatory art, feminist digital storytelling, and art mediation, advocating for more inclusive and culturally adaptive AI tools in community-based art education.

15:40-16:05

94362 | *Global Citizenship Based on the Arts and Humanities in the Age of AI*
Albert Pizzai, Independent Scholar, United Kingdom

Postmodernism, two generations ago, proclaimed the end of metanarratives, today AI is just reproposing those 'megastories', but this time round they are completely devoided of the human factor. Alternatively, *La Rose En Vie* (London, 2025) by Albert Pizzai is a new metanarrative unaided by AIs and based on the arts and the humanities, claiming to be the first true Post-postmodern synthesis, and in this age of algorithms it is also the last human made complete grand-story. It has once and for all buried Postmodernism for good, on the strength of artistic creativity and passion for the arts from a life lived amongst the artistic phenomena rather than on the basis of lifeless artificial variables. ECAH2025 is an unmissable occasion to reassess philosophically the strength of this genuinely human made metanarrative, one not only giving trust to the arts and humanities but also prone for the return of beauty with the capital B. and to creatively piecing together the dreadful Postmodern fragmentation. This paper will not argue for a banishment of ChatGPT and other chatbots altogether, but rather for establishing a renewed clarification of the role those technologies should play in partnership with the arts and humanities, as these latter are directing AI rather than the other way round. It is of paramount importance re-examining *La Rose En Vie* today as it is virtually a new ready to go education for peace, a graceful gift to humanity inspiring within this generation a possible global citizenship.

16:05-16:30

93471 | *Person: An AI Diary – An Experiment at the Intersection of Art, Technology and Embedded Bias in Generative AI*
Amy Webster, Independent Scholar, United States

Despite aesthetic progress, questions pertaining to the ethics of AI image creation remain open including the impact of stereotyped or unsafe output. This project "Person: An AI Diary" is a multi-year experiment, the genesis of which was a single text to image prompt: "Woman gets a mammogram". This produced surreal stereotypes of women in pink dresses always smiling delightedly at always white male doctors. It produced a 'Peek-A-Boo Man' leering out of mismatched machinery. Results were not of the same quality as other tests. Compared to contemporaneous prompts "polo players in outer space" or "heroine in the style of Blade Runner" the difference was stark. However, even these prompts produced a disproportionate number of white characters and sexualized representations of women. Objectives: Initiated in 2023, this project measures bias trends within one top tier AI tool (MidJourney) to serve as a benchmark. It educates users by providing examples of safe use guardrails. It advocates to improve the diversity within generic images and powerfully illustrates the need for diverse engineering teams, users and feedback loops. Results: The experiment hypothesized that results would improve through responsible use, curation and feedback. While Year 1 results showed improvement in diverse character creation, there was also an increase in reportable safety issues (nudity, sexual victimization, racial stereotypes, graphic violence). Although improvements have been observed, results remain variable. This presentation will provide current results, visual examples of both passing & failing results and an understanding of responsibility of AI user community.

16:30-16:55

94146 | *Exploring Artistic Autonomy and Identity in the Age of AI Through a Critical Posthumanist Lens*
Ning Luo, The Education University of Hong Kong, Hong Kong

This study investigates how visual arts practitioners perceive creative autonomy and artistic identity in an era increasingly defined by the integration of generative AI tools. Drawing on Critical Posthumanism, the research challenges traditional human-centric conceptions of creativity by framing artistic practice as a collaborative process between human agents and AI. Through semi-structured interviews with professional artists, art educators and students, the study examines three research questions: (1) How do visual arts practitioners perceive the impact of AI on their creative autonomy and individual artistic identity? (2) Do practitioners feel that AI-generated outputs support or replace their own creative decisions, and what are the implications for their sense of artistic agency? (3) How do these perceptions vary across different groups, influencing their overall approach to creative expression? The analysis reveals that participants often view AI not merely as a tool, but as an active creative partner that mediates their artistic processes. Some describe a dynamic interplay between human intuition and machine-generated suggestions, leading to a reconfiguration of traditional artistic roles and identities. The findings suggest that embracing a hybrid model of creativity can expand the boundaries of artistic expression while prompting a critical re-evaluation of autonomy in art-making. This research contributes to ongoing debates in art education and technology studies by offering nuanced insights into the evolving relationship between artists and AI, and by providing guidance for developing pedagogical strategies that nurture creativity in a digitally mediated landscape.

15:15-16:55 | UCL Torrington, B08 (Basement Floor)

Sunday Onsite Parallel Session 4

ECAH2025: The Humanism Discourse

Session Chair: Ho Man Tang

15:15-15:40

93145 | *Ramayana-inspired Fiction Through the Lens of Goodreads Reviews: Perspectives on Leadership*
Amrutha D S, CHRIST (Deemed to be University), India

This study explores how Ramayana-inspired popular fiction redefines leadership through the lens of reader reception, focusing on Amish Tripathi's *Scion of Ikshvaku*, Anand Neelkanthan's *Asura: Tale of the Vanquished*, and Tripathi's *Sita: Warrior of Mithila*. Using Goodreads reviews as primary data, the research employs qualitative analysis of over 50 reviews for each novel. By emphasizing reviews with at least two likes, the study aims to capture dominant public narratives and cultural expectations surrounding leadership and gender. The analysis reveals that readers respond to these retellings through fidelity criticism, comparing the portrayals of the characters with their traditional images. The portrayal of Rama as an ethical yet rigid leader, Ravana as a relatable anti-hero, and Sita as a redefined, empowered warrior-leader suggests that readers are increasingly interested in complex, multifaceted depictions of leadership. Through Sita, the study also examines gender and biases in leadership narratives in popular culture. The findings suggest that mythology-inspired fiction is not only reflective of public sentiment but also contributes to reshaping societal perceptions of leadership. The reviews reveal that the readers are emotionally entangled with these characters, rendering these retellings a site of reflection on self and society. By positioning popular fiction as a site for cultural negotiation, this study underscores its role in challenging and reinforcing traditional narratives, making it a valuable resource for understanding evolving social discourses on leadership and gender.

15:40-16:05

93791 | *Metaphoric Construction of Domestic Violence Perpetrators in Selected Newspaper Reports*
Oluwatosin Abidoye, Federal Polytechnic Ayede, Nigeria
Tolulope Ayoola, Federal Polytechnic Ayede, Nigeria

Domestic violence is one of the recurrent societal crises that often incite the engagement of the media in Nigeria, precisely newspapers. Extant linguistic studies have focused on the media representation of domestic violence from the critical discourse analysis, pragmatics and stylistics angles. However, documentations on metaphoric representation of domestic violence perpetrators have been sparsely explored. Thus, this study investigates the metaphoric construction of domestic violence perpetrators (henceforth DVPs) in selected Nigerian newspapers. Newspaper reports from two widely patronised Nigerian newspapers, Punch and The Nation, between January 2022-December 2023 were selected for the analysis. These periods were selected because they housed trending domestic violence cases in Nigeria thereby attracting different viewpoints from the masses. 20 newspaper reports (10 for each) were purposively selected from the two newspapers. The analysis of the data was guided by the theoretical framework of Lakoff and Johnson's (1980) Conceptual Metaphor. Selected data were subjected to qualitative analysis. Findings reveal that DVPs were metaphorically represented as betrayers, animals, torturers, murderers, tyrants, and deceivers. In other words, specific domestic violence lexicons were craftily deployed by text producers to represent DVPs in order to present the horrendous realities of domestic violence and create awareness on the horrendous tendencies of the social minacity. The study upholds the fact that metaphors remain an effective device exploited by the media to produce newsworthy and alluring information to readers in respect of the representation of DVPs.

16:05-16:30

95895 | *Victimization of Human: Through Depreciation of Language in Ionesco's the Bald Soprano and the Chairs*
Manhal Frayh, Imam Mohammad Ibn Saud University, Saudi Arabia

This paper investigates Eugène Ionesco's incisive critique of language as a mechanism of alienation and victimization in *The Bald Soprano* and *The Chairs*. Through thematic analysis, the study reveals how Ionesco dismantles the communicative function of language, exposing its dual role as both a tool of social control and a perpetuator of isolation and dehumanization. His plays underscore the absurdity of human existence, reflecting societal conformity, commodification, and the erosion of individuality. Language, in Ionesco's vision, not only fails to foster connection but also enforces oppressive power structures, suppressing agency and perpetuating victimization. Integrating Esslin's theory of absurdist theater with existentialist and poststructuralist perspectives from Bradbury's and Butler's, the analysis positions Ionesco's work as a profound interrogation of modern linguistic and social systems. By illuminating the intersection of absurdist theater, existential philosophy, and poststructuralist critiques, this study offers insights into human's condition and its implications for understanding alienation and oppression in modernity. The paper reveals that Ionesco's dismantling of language is not merely an artistic technique but a philosophical intervention. By exposing the absurdity embedded in human communication, he challenges audiences to confront the irrationality of societal norms and the illusions of meaning imposed by language. These findings advance the understanding of Ionesco's contribution to absurdist theater by demonstrating how his critique extends beyond individual alienation to a broader societal and cultural critique. This study highlights the relevance of Ionesco's insights in contemporary discourse on language, power, and identity, bridging the gap between absurdist theater and poststructuralist critiques of modernity.

16:30-16:55

95881 | *A Duality of Humanism: the Interplay of Structure and Agency in Psychological Well-Being in Media Discourse*
Ho Man Tang, The Chinese University of Hong Kong, Hong Kong

This paper explores a duality of humanism within the context of psychological distress, focusing on the tension between societal constraints and individual agency in (social) media popular discourses. Specifically, the assignment of individual 'responsibilities' in mental well-being is often severely criticized by popular discourses and accused of 'blaming the victim'. Grounded in a conceptual framework that juxtaposes structural influences against personal coping strategies, we explore a duality of humanism that is taken as contradictory in popular discourses: one perspective emphasizes societal responsibility for mental health, while the other stress on individual agency, i.e. capability and resilience via stress coping awareness and strategies. Using a survey of employed individuals (N=413) in Hong Kong, we assessed work pressure, coping mechanisms, and psychological well-being. Results indicate that while workplace pressure adversely affects psychological health, personal coping mechanisms significantly mitigate distress. Notably, when individuals externalize their struggles—attributing them to societal and environmental factors—their psychological well-being worsens. Conversely, a strong sense of personal responsibility and proactive coping significantly reduces psychological distress, even when controlling for work pressure. Furthermore, we found a negative association between externalization and effective coping, reinforcing the argument that an emphasis on societal factors can conflict with the recognition of individual agency. This study highlights the potential pitfalls of a superficially sympathetic approach to narrate psychological distress, suggesting that it may hinder the empowerment of individual agency and the enhancement of coping skills, raising questions about humanism conceptualizations in prevalent narratives in popular culture and social media.

15:15-16:55 | UCL Torrington, B09 (Basement Floor)

Sunday Onsite Parallel Session 4

ECE2025: Inclusive and Equitable Education

Session Chair: June Douglas

15:15-15:40

95334 | *Project-Based Education as a Means of Overcoming Multiple Disadvantages: A Case Study Involving the Roma Minority in Hungary*
Alma Mira Demszky, Hungarian University of Agriculture and Life Sciences, Hungary

Hungary is a deeply stratified society, marked by stark social, spatial and educational divisions, disproportionately affects Roma families, who are overrepresented among the multiple disadvantaged. Educational outcomes and life opportunities are tightly linked to a student's family background, and social mobility remains very low by international standards. Schools in Hungary fail to provide equal educational opportunities due to school segregation, insufficient funding and teacher shortages. Opportunity enhancing pedagogical methods are an exception due to traditional, teacher-centered instruction being the standard. This presentation reports on a qualitative case study in a vocational secondary school that serves as a refuge for so-called "problematic" students. Many have repeated classes, dropped out, or faced disciplinary and legal issues. As the principal formulates: "We had to do something!", because teaching seemed to be almost impossible. In response, the school introduced an alternative, project-based pedagogical approach grounded in mutual respect, collaboration, and more horizontal power relations between teachers and students. Initial outcomes suggest that this approach significantly improves school climate and mitigates some of the challenges that students face. Drawing on year-long classroom observations, documentary analysis, teacher interviews, and student focus groups, the study provides evidence that project-based education can help break cycles of disadvantage.

15:40-16:05

92937 | *Challenges and Coping Mechanisms of Alternative Learning System (ALS) Teachers*
Bernadette Cunanan, Polytechnic University of the Philippines, Philippines
Lea Faa, Department of Education of Manila, Philippines

The Alternative Learning System (ALS) in the Philippines addresses educational gaps by providing flexible learning opportunities for marginalized sectors. However, ALS teachers face significant challenges, including limited instructional resources, diverse learner needs, systemic delays, and societal misconceptions. Grounded in Lazarus and Folkman's Theory of Stress and Coping (1984), this study investigates the extent of challenges faced by ALS teachers, their coping strategies, and how these factors relate to demographic variables such as age, teaching experience, and educational attainment. Using a quantitative-correlational design, data were gathered from 48 ALS teachers through the Coping Strategies Inventory (CSI) and Perceived Stress Scale (PSS). Results revealed that ALS teachers encounter moderate challenges (mean=3.15) and frequently employ adaptive coping mechanisms (mean=4.06). ANOVA analysis showed significant differences in challenges based on educational attainment, while no significant differences were found for age or gender. Coping strategies, such as fostering community collaboration and adaptive teaching, were positively associated with lower perceived stress levels. These findings highlight the need for targeted interventions tailored to demographic factors, focusing on professional development and systemic support. By addressing these challenges, the ALS can further empower educators to enhance their resilience and improve learner outcomes, ensuring equitable education for all.

16:05-16:30

95966 | *Caring for Our Students: Supporting BIPOC Students in Southwestern Manitoba Schools Through Best Practice*
S. Michelle Kolbe, Western University, Canada

Manitoba public schools follow a conservative approach to education which does not meet the needs of its diverse student population. Historically, the Canadian school system has not provided equal opportunity for all students with a culturally appropriate education, adhering to a Eurocentric based school model. This paper examines the needs of BIPOC (Black, Indigenous, People of Colour) students in a Southwestern Manitoba middle school, while recognizing accountability to the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action, 6ii and 63 (2012). Moreover, recommendations to create change require both a Western and non-Western approach using culturally responsive leadership and the influence of Indigenous education framework methodologies. Secondary research was examined to seek problems of practice and viable solutions through qualitative and quantitative research findings. Leadership frameworks are aligned into a hybrid approach for change using Kotter's Eight Steps for Leading Change and Greiner's Five Phases of Organizational Growth model to create the steps needed in which culturally responsive lenses are enabled to support best practice changes for a diverse student body at Meadow School (a pseudonym). Preferred solutions through culturally responsive leadership action, community relationship building and professional learning communities create capacity for inclusive change. Educational realignment is required to create best practice methodologies that adhere to the positionality and needs of this Canadian educational organization while maintaining accountability to the TRC's Calls to Action (2012).

16:30-16:55

95349 | *Equitable Education and Ghettoized Voices: A Deficit Ideology of Poverty in the Caribbean*
June Douglas, St. George's University, Grenada

In order to ascertain the quality of education in a small island developing state in the Caribbean and the outcome of failure in the system, three main theoretical frameworks are used to analyse social institutions: functionalism, life course and other systems theories. A collection of qualitative interview data is analysed within the framework of history, politics and culture, to explore the in-depth perspectives, experiences, and interpretations of individuals involved in the case study. The main focus is education and using that microcosm to highlight the shortfalls in the provision of education globally. In the context of deficit poverty in education, a functionalist perspective suggests that the poor quality of education results from a malfunctioning education system that fails to meet society's needs. According to this perspective, education serves several functions necessary for society's smooth functioning. These include the provision of essential skills and knowledge, the preparation of individuals for work, and the promotion of social integration and mobility. If the education system fails to fulfil these functions, the result is high levels of deficit poverty. If the education system becomes disconnected from the needs of society, it may be functioning in a way that is not aligned with the demands of the labour market or the broader social and cultural context. This leads to a situation where students are not acquiring the skills and knowledge they need to succeed in the workforce, resulting in a cycle of poverty.

15:15-16:55 | UCL Torrington, B17 (Basement Floor)

Sunday Onsite Parallel Session 4

ECE2025: Interdisciplinary Topics in the Humanities

Session Chair: Prapin Nuchpiam

15:15-15:40

95915 | *The Performance of Individuality in KOLs: Relating Fan Base Growth and Advertiser Influence*

Hoi Ying Chong, The Chinese University of Hong Kong, Hong Kong

Lok Yan Hui, The Chinese University of Hong Kong, Hong Kong

Po Yee Lin, The Chinese University of Hong Kong, Hong Kong

Chor Wan Mak, The Chinese University of Hong Kong, Hong Kong

Cheuk Man Tam, The Chinese University of Hong Kong, Hong Kong

King Tung Yip, The Chinese University of Hong Kong, Hong Kong

Toby C. Y. Yip, Hong Kong Shue Yan University, Hong Kong

Studies on social media KOLs (Key Opinion Leaders) often emphasize the interplay between their performance of individuality and fan support as a means to transcend the limitations of traditional media, which are often driven by economic concerns. This research investigates the factors that lead to stronger engagement from fans for KOLs of various scales. Specifically, it explores whether increase in the scale of KOLs will result in qualitative changes in their operations and fan expectations, empowering them in negotiations with advertisers regarding their creative strategies and individuality, or if it imposes constraints due to heightened economic considerations. To investigate this, we conducted a survey of 496 university students in China, asking them to evaluate the KOL they follow most closely. Our findings reveal that scale matters in a way that the perceived popularity of KOLs significantly influences the level of support they receive from followers. Moreover, while commercial relationships with brands do not negatively affect KOL popularity, it is crucial for influencers to maintain a consistent persona and style to meet audience expectations. Comparisons across KOL scales reveal that smaller KOLs often distinguish themselves by offering superior production quality and a unique, inspiring persona, as fans prioritize novelty. In contrast, larger KOLs are expected to deliver consistent narratives and specialized content, alongside immersive storytelling that engages followers. These insights highlight that individuality is both a blessing that enhances KOL appeal and a burden that can limit creativity, making this duality essential for navigating the evolving social media landscape.

15:40-16:05

93844 | *Nothing Really Matters, Anyone Can See: Social Media, Context Collapse, and the Contentification of Everything*

Daniel Gilmore, City University of New York, United States

In the 1960s, during the global spread of television, Marshall McLuhan spoke of the concept of the 'global village,' a world that becomes increasingly interconnected via the diffusion of media technologies, flattening time and space and making the world feel immediate and close. In the intervening decades since McLuhan coined the term, some have argued that his theory of the 'global village' is one that has largely failed to materialize while others point to the rise of not just the internet, but social media specifically as a manifestation of this theorized phenomenon. Utilizing a media ecologies analytical frame and focusing on social media spaces from 2015 forward as the epitome of this sort of globalized interconnected dynamic, what this presentation seeks to examine is how we can understand our current digital media ecosystem as a form of McLuhan's global village. This will involve exploring the twin phenomena that are arguably the primary results of this global environmental convergence—context collapse across social, cultural, & geographic boundaries and the subsuming of media, information, current events, and our lives into flattened 'content'—and the ways that those forces have induced shifts in cultural relations, social practices, and political alignments among the users that make up these spaces via the content they produce, share, and consume on three main, interferential platforms: TikTok, Instagram, and X (Twitter).

16:05-16:30

95694 | *Determinants Influencing the Innovation Performance of Strategic Alliance*

Hueiting Tsai, National Cheng-Kung University, Taiwan

Shengce Ren, Tongji University, China

Although innovation requires large amounts of funds and resources, strategic alliances offer a way to share the expenses and risks of R&D. Through strategic alliances, businesses gain economy of scale, economic scope, technological know-how, market knowledge, and benefits in various other forms. This study builds on transaction cost theory, resources dependency theory and the concept of absorptive capacity to explore the factors affecting the innovation performance of business alliances. This study proposes that the possession of core technologies and rare resources, and the mobility of information sharing and trust between alliance members, all affect the innovation performance of business alliances. This study focuses on the strategic alliances in high-technology industries in Taiwan. Data was collected via a questionnaire survey from 132 firms of alliances to examine the hypotheses in this study. This study concluded that (1) trust between alliance members and core technologies that a business owned had a positive relationship with the common benefits of innovative performance of business alliances and (2) when firms with a strong absorptive capacity was in possession of rare resources and rich information from alliance partners, it gained private benefits which it used in innovation activities that were not restricted by the terms of the alliance. Drawing on the transaction cost, resources dependency theory and the concept of absorptive capacity, this study explores factors affecting the innovation performance of business alliances. This study also distinguishes the difference between private and common benefits of strategic alliances.

16:30-16:55

94669 | *Legal Aspects of Hybrid Civil Society Organisations: The Study of Social Enterprise and Community Enterprise*

Prapin Nuchpiam, National Institute of Development Administration, Thailand

Civil society organisations (CSOs) comprise various types of organisations, particularly traditional non-profits such as foundations, NGOs, associations and charities. However, these organisations are not financially healthy since they heavily rely on grants and donations. This results in traditional CSOs adopting some business methods to help generate income, as well as traditional for-profit enterprises pursuing social mission. These hybrid CSOs are generally understood as 'entrepreneurial non-profits' and 'social purpose for-profits'. Social enterprise and community enterprise are examples of the new types of organisations in the civil society sector. Thailand adopts two types of legislation to regulate as well as incentivise CSOs in the country, which are legal forms for foundation and association; and standalone laws for social enterprise and community enterprise. This paper aims to analyse these standalone laws, namely the Community Enterprise Promotion Act B.E. 2548 (2005) and the Social Enterprise Promotion Act B.E. 2562 (2019), highlighting their differences as well as similarities, and raising the question whether they help promote the civil society sector or make its promotion and regulation more complicated. The two Acts are thus explored in order to compare and contrast their legal definitions, incentives and governance. It is hoped that the answers will help shed some light on what they are and whether they truly benefit those involved in the civil society sector, particularly social and community entrepreneurs and the regulators in making future decisions.

15:15-16:55 | UCL Torrington, G08 (Ground Floor)

Sunday Onsite Parallel Session 4

ECE/ECAH2025: Culture, Community, Communication, and Education

Session Chair: Constance Kirker

15:15-15:40

95308 | *Problems and Expectations of Families of Individuals Receiving Informal Religious Education for the Hearing and Visually Impaired (Case of Istanbul)*

Banu Güner, University of Marmara, Turkey

Elif Kaya, Religious Affairs Presidency of Turkey, Turkey

It is possible to say that religion has an important place among the resources used in making sense of disability, which includes difficulties due to individual and social factors, and in coping with the process. Accordingly, it seems that religion and religious education are a support area for disabled individuals and their families in making sense of disability and coping with the problems caused by disability. This function of religion and religious education requires providing religious education opportunities for disabled individuals and their families, and shaping these opportunities according to the needs of these individuals. In this regard, the aim of the research is to contribute to the development of the quality of religious education activities for disabled individuals and to identify the problems and expectations of families of disabled individuals regarding religious education in the context of their individuals and their children, in order to provide data, and to understand to what extent Quran courses can respond to these problems and expectations. Therefore, these problems and expectations were tried to be understood in the context of the families of disabled individuals who benefit from the informal religious education services provided for disabled individuals, and it was aimed to make suggestions in the light of the evaluations regarding the services in question. The research was structured with a phenomenological pattern. Interview technique consisting of semi-structured questions was used to obtain data. 30 parents, selected by snowball sampling from among the families of students attending Quran courses in Istanbul, participated.

15:40-16:05

94716 | *Sociological Factors Influencing Sexual Abuse Among Secondary School Adolescents in Rivers State, Nigeria: Implications for Counselling*

Ijeoma Ernest-Ehibudu, University of Port Harcourt, Nigeria

Betty-Ruth Iruloh, University of Port Harcourt, Nigeria

This study investigated sociological factors influencing sexual abuse among secondary school adolescents in Rivers State, Nigeria: Implications for counselling. Two research questions and four hypotheses were answered and tested respectively. The study adopted ex-post facto research design. The sample of the study comprised 1,000 adolescents. It adopted multi-stage sampling technique to select 10 Local Government Areas out of the 23 Local Government Areas in Rivers State, Nigeria. The instrument for the study is Contact and Non-contact Sexual Abuse Inventory (CNSAI). This is a non-cognitive instrument which was adopted from Finkelhor's Sexual Abuse Scale (SAS) and Odemelam's Students' Sexual Behaviour Inventory (SSBI). The instrument was validated by three experts and the reliability was established using Cronbach Alpha method. CNSAI had reliability coefficient of 0.71. Mean and Standard deviation were used in answering the research questions while 2-way ANOVA was used to test the hypotheses. The study established that adolescents from both low and high socio-economic status were involved in sexual abuse as well as those in their early and late adolescence. It was recommended that government should make provision for stipends to indigent adolescents to assist them in taking care of their personal needs.

16:05-16:30

90371 | *The Art of Culinary Messaging: Can I Bring Something? Complexity and Ambiguity in Diverse Food Gifting Practices*

Constance Kirker, Pennsylvania State University, United States

This paper will consider the purposes and meanings of two long-established food gifting practices: the exchange of mooncakes during the Mid-Autumn Festival and omiyage (gifting souvenir or "local food" to others when traveling). The research on mooncakes consists of interviews with members of the ethnic Chinese community in Singapore who were fellow guides at the Asian Civilizations Museum. The research into contemporary and historical practices of omiyage involves interviews with Japanese culinary research colleagues participating in recent food studies conferences. As part of a larger continuing exploration into the purposes and meanings of food gifting the research demonstrates a variety of goals of gifting, including creating a sense of community and belonging, providing a way of including and educating trusted outsiders, signaling respect for shared history and culture, fulfilling social obligations and establishing relationship hierarchies. The rules of food gifting can be complicated and even unspoken. What is appropriate? What might offend? How do these two examples illustrate the power of culinary messaging and the ability of these practices to evolve?

15:15-16:55 | UCL Torrington, G09 (Ground Floor)

Sunday Onsite Parallel Session 4

ECE2025: Approaches to Teaching and Learning Academic Writing

Session Chair: Catherine Shee-hei Wong

15:15-15:40

94462 | *The Effect of Collective Working Memory on Academic Writing Skills Through Cooperative Learning*

Dita Surwanti, University College Roosevelt, Utrecht University, Netherlands
Sofie Loyens, University College Roosevelt, Utrecht University, Netherlands
Michael Burke, University College Roosevelt, Utrecht University, Netherlands
Isti'atul Hikmah, Universitas Sarjanawiyata Tamansiswa, Indonesia
Adria Vitalya Gemilang, Universitas Sarjanawiyata Tamansiswa, Indonesia
Remy Rikers, University College Roosevelt, Utrecht University, Netherlands

This experimental study explores the effects of collective working memory, which is facilitated by cooperative learning (CIRC) on cognitive load, writing performance, and learning efficiency. It compares cooperative learning (experimental group) to individual learning (control group), by analyzing pre-test and post-test data. 150 undergraduate students of a private university in Indonesia participated in the study, where half of it were in the experimental group and the other half were in the control group. It was unpredicted that the results showed a significant difference in the prior knowledge (pre-test) between the control group and the experimental group in the aspect of writing performance but not on the cognitive load and learning efficiency. Thus, the researchers also analyzed the data taken from the between pre-test and post-test scores to compare the two groups. The results showed that the experimental group experienced a slightly larger increase in cognitive load as a result of collaborative interactions. However, both groups demonstrated significant similar gains in writing performance. In addition, the experimental group's learning efficiency was increased in contrast to the control group. To conclude, structured learning method such as cooperative learning is quite effective in enhancing writing performance and learning efficiency, particularly in cognitively high demanding tasks. It proves that collective working memory effect works within the scheme of cooperative learning. The cognitive load might be increased by the collaborative activities, yet the effort was worthwhile and contributed to significant learning outcomes without impeding the learning process.

15:40-16:05

93819 | *Tracing the Evolution of Grammatical Metaphor in Academic Writing: A Longitudinal Case Study in Linguistics*

Wenhui Xuan, Hong Kong Metropolitan University, Hong Kong

Grammatical metaphor (GM) has emerged as a significant indicator of advanced academic writing (Byrnes, 2009; Ryshina-Pankova and Byrnes, 2013). Recent empirical studies have demonstrated its utility across various languages, including German, English, and other European and non-European languages. Notably, GM has been applied to explore how abstract language is utilized in academic contexts, particularly in English for Academic Purposes (EAP) mining (Liardet, 2018). Furthermore, research has examined GM's application across different age groups, from primary to secondary education, revealing variations in its use among students at different stages of their academic journeys (Derebianka, 1999; McGrath and Liardet, 2023). However, existing studies predominantly focus on limited datasets, primarily in foreign language writing contexts, and often overlook specific disciplines from a longitudinal perspective (Xuan and Chen, 2018). Understanding how GM functions within a particular subject area, such as linguistics, is crucial for comprehending meaning-making processes and the developmental trajectory of GM within that discipline. This study focuses on a student from a university in Hong Kong, tracing the evolution of GM in his linguistics coursework over six years, from an associate degree to undergraduate and postgraduate studies. The research aims to investigate the ontogenetic development of GM in this participant's writing, identifying changes and developmental patterns throughout their academic career. The findings will contribute valuable insights into the evolution of GM within the field of linguistics and its implications for EAP writing instruction. This research will also fill a critical gap in the literature regarding the longitudinal development of GM in university settings, providing practical recommendations for teaching and learning in academic writing.

16:05-16:30

95362 | *Genre Effects on Academic Writing: A Study of ESL Undergraduates in Hong Kong*

Catherine Shee-hei Wong, Hong Kong Metropolitan University, Hong Kong

This study investigates how genre influences academic writing outcomes among Chinese-English bilingual undergraduates (n=20) in Hong Kong, addressing critical gaps in ESL pedagogy and multilingual writing research (Ortega, 2022). Analyzing 20 texts (7,615 English words; 13,162 Chinese characters) from the E&L's Outstanding Student Writings Journal 2023, we compare three genres — Creative Writing, Reflective Journals, and Course Assignments — to explore: (1) quantitative differences in linguistic features; and (2) genre's role in shaping writing complexity. Our quantitative analysis reveals significant genre-mediated disparities. In Creative Writing, English texts were shorter (1,056.67 vs. 1,719 Chinese words) yet exhibited higher lexical density (e.g., prepositions: 127 (English) vs. 55 (Chinese)), reflecting constraints on L2 creativity (Kroll et al., 2023). Conversely, Reflective Journals in Chinese prioritized nominalization (nouns: 233 vs. 168 (English)), suggesting culturally embedded metacognition (Carson, 2021), while English Course Assignments emphasized adjectival precision (56 vs. 31 (Chinese)), aligning with disciplinary socialization norms (Hyland, 2019). Multivariate tests confirmed genre's strong effect on syntactic complexity, though no correlation emerged between text length and complexity, challenging conventional L2 proficiency metrics (Crossley & McNamara, 2021). These findings underscore the nuanced interplay of genre and language in academic writing. Pedagogically, they advocate for genre-aware curricula to scaffold translingual transfer (Ortega, 2022), particularly in multilingual classrooms. The study also highlights equity concerns, as implicit genre biases may disadvantage ESL students in assessment. By bridging applied linguistics and higher education research, this work contributes to translingual education research and offers actionable strategies for ESL instruction in higher education.

16:30-16:55

94368 | *Teaching Academic Writing in English to ESL Students*

Noora Karjalainen, University of Vaasa, Finland

This presentation discusses the benefits and challenges of teaching academic writing in English to ESL students at university level. In University of Vaasa, all students take an obligatory academic writing course either in Finnish or English, depending on the language of their Master's theses. Academic Writing in English teaches students the mechanics of academic writing. With writing tasks, online self-study, lectures, and a secure online exam it instructs students in the usage of the university writing guidelines, the AI regulations, the correct use of sources and citations, and the importance of argumentation and a clear thesis statement. The value of these academic writing courses is indisputable. All students learn the same skills and are able to write their theses according to the university regulations. The thesis supervisors can focus their feedback on content rather than teaching each student academic writing. The course was originally devised on request from the faculties, and despite being demanding, the students describe it as informative and useful in their thesis work. The Finnish and international students' varied language and study skills, the development of AI tools, and the pressure from the university in funding, teaching resources, changing degrees, and the new types of student groups make teaching challenging. To meet these challenges, the course format is regularly updated to ensure that the course content, assignments, and evaluation remain uniform across course groups. The most recent updates include an introductory course for international students, and dividing the obligatory course into bachelor and master studies level units.

15:15-16:55 | UCL Torrington, G10 (Ground Floor)

Sunday Onsite Parallel Session 4

ECE2025: Integration and Critiques of AI in Education

Session Chair: Radia Guerza

15:15-15:40

95688 | *Can AI Generative Tools Cripple Literary Analysis / Critical Thinking Skills? A Case Study*
Abrar AlAli, Imam Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

What started as a normal Novel course for EFL undergraduates in a Saudi university, ended up being an opportunity for a case study research. A student was liberally using AI generative tools to study the course. She used ChatGPT as a substitute for reading the novel. Since the exams tackled higher critical thinking skills, she opted to memorize the answers generated by AI tools and simply paste them in the paper! This presentation juxtaposes the literary critical essays written by two EFL- undergraduate students studying a Novel course. One student was too liberal in her use of AI Generative tools as a learning tool. The other student was committed to the recommended method of studying, i.e., starting with a close reading of the text to ensure well-informed analysis. The method of this study is a qualitative case study assessing all the critical essays the subjects submitted in midterm and final exams then to conduct an open-ended interview to explore their perspectives. The results are illustrative for any researcher who aims to explore the effects of overusing AI tools on critical thinking skills; reasons are: (1) students are studying a literary text in a foreign language; so they are not able to detect some discrepancies in AI generated analysis which makes the overuse demonstrable. (2) Literary analysis involves affectational hints that can not be foregone by AI generative tools. (3) students perspectives are presented to give a qualitative exploration of this educational challenge.

15:40-16:05

95394 | *Supporting Staff and Students in Moving from AI Scepticism to AI Exploration*
Alice May, Birmingham City University, United Kingdom
Shivani Wilson-Rochford, Birmingham City University, United Kingdom

Positioning itself as an 'AI positive' institution, Birmingham City University initially focused on establishing its staff and student AI guidelines, reaffirming academic integrity as a central principle in a rapidly changing educational landscape. Now, given the increasingly acknowledged need for AI training for both staff (Fatima, 2025) and students (Digital Education Council, 2024), our efforts centre on building AI literacy, helping to bring many from a place of ambiguity or anxiety to one of more positive exploration of AI applications. A valid concern surrounds AI bypassing learning; we therefore aim to emphasize positive applications of AI as 'thinking partner' (such as via Socratic Dialogue, see e.g. Favero et al., 2024). As well as on prompt writing skills, student workshops focus on raising awareness of the main opportunities and drawbacks of AI, and demonstrate legitimate ways students can use AI in the process of academic work. Recent staff workshops demonstrate possible applications of AI in learning and teaching (e.g. using Copilot, ChatGPT, Pi, and Call Annie); support staff in more confidently talking to their students about AI; and guide staff in assessment redesign. Thus far, small-scale, anonymous questionnaire feedback indicates the staff workshops are well received, and that more are desired, with 37 (of n=47) responses citing an 'increase in knowledge' by at least one ranking (Poor-Fair-Good-Excellent) following the workshops. This presentation wraps up with a look at BCU's next steps, particularly in further developing BCU's AI strategic framework, and expanding AI literacy support for staff and students across the institution.

16:05-16:30

94385 | *Exploring AI Integration in Architectural Design Studio*
Liyana Hasnan, Universiti Malaya, Malaysia
Asrul Sani Abdul Razak, Universiti Malaya, Malaysia
Nazli Che Din, Universiti Malaya, Malaysia
Hazwan Ariff Hakimi, Universiti Malaya, Malaysia

Artificial intelligence (AI) is a fast-emerging field of technology in various domains, including the realm of design, which enables machines to perform intricate tasks such as pattern recognition and creative artistry. This study looks into integrating AI technologies within the architecture design studio context, mainly focusing on second-year students tasked with re-envisioning physical art galleries. The objective is to critically analyse the possibilities and limitations of integrating AI into the design process and its implications for pedagogy. Students were given a list of theoretical readings and were expected to work in groups of 4-5 to use the text as their departure point in the design process. Informed by the readings, each group created a collage to reflect textual interpretations into an image form. The project will then use text-to-image AI algorithms to generate an architectural image, which they will then recreate and reimagine through models and drawings, as well as the spatial components and tectonics of the physical gallery. Based on the outcomes, AI image generators assisted students in (1) form explorations and (2) spatial organisation. This utilisation prompts a nuanced discussion regarding the potentials and constraints of AI image generators as a pedagogical tool in the design process. The findings underscore the need for a balanced approach within architecture design studios to incorporate structured modules that introduce AI technologies in a manner suitable to students' comprehension and engagement. These modules should emphasise the creative potentials and ethical considerations associated with AI integration in design processes.

16:30-16:55

94190 | *Artificial Intelligence (AI)-Powered Means for Research: A Blessing or a Curse?*
Radia Guerza, Batna 2 University, Algeria

Artificial Intelligence (AI) is revolutionizing the world across different fields. Research is no exception. Higher education research has been tremendously impacted by the outbreak of AI's wide use. Teachers, researchers, learners and practitioners are facing many challenges with respect to the application of AI-powered tools. Accordingly, the current paper attempts to shed light on to what extent AI is influencing their academic practices. Henceforth, this study attempts to inquire into the following queries : 1) « To what extent can AI-powered tools be beneficial for research ? » 2) « Are AI-powered tools a blessing or a curse for academics ? » To account for the aforementioned questions, a descriptive study has been deployed wherein two questionnaires have been administered to a sample of fifty (50) teachers and fifty (50) master students of English at Batna 2 University, Algeria. Results indicated that, indeed, AI-powered tools have positively impacted teachers' and practitioners' research practices by facilitating their tasks. However, they have been negatively applied by students, for their scientific integrity has been incongruously impacted. In sum, this study is an urgent call to raise awareness among educational partners and policy makers as to an efficient and ethical use of AI.

15:15-16:55 | UCL Torrington, G12 (Ground Floor)

Sunday Onsite Parallel Session 4

ECE2025: Leadership in Education

Session Chair: Ria Misra

15:15-15:40

95802 | *Evolving Scenario-Based Learning (ESBL): Enhancing Leadership Competencies Through Generative AI-Driven Simulations*
Ramiro Guzman, Tecnológico de Monterrey, Mexico

This study presents Evolving Scenario-Based Learning (ESBL), a pedagogical model designed to develop leadership competencies through generative AI and experiential learning. Implemented in the undergraduate course Inspirational Communication, ESBL immerses students in dynamic organizational case studies, created by AI based on predefined leadership styles and contextual variables. In the core activity, La Clase Viva, students act as strategic advisors to the professor, who assumes the role of General Director of a simulated company. Generative AI functions as a scenario simulator, presenting realistic organizational challenges crafted from predefined leadership and contextual parameters. Once students deliberate and advise the Director on which leadership style to apply, a decision is made. The AI then generates a new scenario that directly evolves from the previous outcome, providing narrative continuity and reinforcing the learning experience. In addition to this dynamic progression, the system offers immediate feedback on the suitability and theoretical alignment of the chosen leadership approach, promoting reflective analysis and strategic refinement. Initial results from a pilot group of 18 students demonstrated statistically significant learning gains, with scores increasing from 77.64 to 83.75 ($p < 0.05$), and reduced variance suggesting more consistent understanding across participants. In response to its success, the model is now being tested with two additional cohorts comprising approximately 60 students, while a control group remains to evaluate comparative outcomes. These extensions aim to assess the method's transferability to other academic disciplines. ESBL stands as a replicable strategy for embedding AI into educational practice and offering a foundation for cross-disciplinary adoption.

15:40-16:05

95809 | *Navigating the Waypoints of Educational Leadership: An Arts-Based Exploration*
Lisa Mitchell, St. Thomas University, Canada
Claire Mooney, Trent University, Canada

This research uses waypoints (Stephen, 2018) as a conceptual framework to explore two female-identifying participants' personal experiences as educational leaders in two Canadian universities' Schools of Education over the course of an academic year. This research seeks to unpack the participants' complex intersectional stories of lived leadership and offer meaning-making through an Arts-based presentation of findings. The research asks the question, "what critically-minded lessons might we learn from the experiences of female educational leaders through an Arts-based lens?" Data was collected through individual interviews, reflective journaling, observations, critical discussion, and a series of photographs, and was analyzed through qualitative coding where emergent themes were identified. Preliminary themes include: borrowed time, creative commons, navigating boundaries, shifting sands, weathering cloudbursts, building cairns, and identifying hidden routes. Photovoice is used as an Arts-based strategy for presenting these thematic waypoints through intersectional storytelling and imagery. Waypoints as a conceptual framework was selected as it allows us to identify and represent common markers of understanding in different lived experiences of educational leadership. By using photovoice as an Arts-based means to communicate themes and findings, this research may support educational leaders in seeking new ways to navigate complex professional environments, and challenge traditional assumptions of what educational leadership should look and/or feel like, and ultimately, how we define its effectiveness. All visual imagery used in this research is original photography taken by the participants.

16:05-16:30

94101 | *Understanding the Neoliberal Discourse of 'Teaching as Leadership' Through the Case of Teach for India and Teach for America*
Ria Misra, University of British Columbia, Canada

This paper critically examines the neoliberal discourse of 'teaching as leadership' through the case of Teach For India (TFI) – a fellowship programme modelled after Teach For America (TFA) and Teach First, UK, as part of the larger Teach For All network (TFAI). These organisations advance a Public-Private-Partnership (PPP) model that promotes short-term teaching as a 'solution' to educational inequities. This study delves into the personal narratives of Teach For India cohort members and their roles within the organisation and the larger global network. It situates their experiences within India's socio-political landscape, analysing them through a theorised understanding of neoliberalism and globalisation. Using Ong's (2007) distinction between big 'N' neoliberalism (market-driven frameworks and commercialisation) and small 'n' neoliberalism (self-governing entrepreneurial subjectivities), this research demonstrates how the Teach For India model reflects manifestations of both. The experiences of TFI fellows are examined using critical discourse analysis, highlighting three key leadership themes that align with the overarching ethos of the Teach For All network— an emphasis on outcome-driven, goal-oriented, and problem-solving qualities. Cohort members are monitored through various leadership frameworks, reinforcing a managerialist discourse prioritising performance management over pedagogical practices. The paper argues that TFI's agenda not only obscures structural issues but also depoliticises the critically reflective teacher by proposing technocratic solutions. The spread of the Teach For All model provides interesting insights into policy borrowing, focussing on the dissemination of neoliberal reforms through transnational networks and their local adaptations within the Indian context, highlighting the lived experiences of global policy shifts.

16:30-16:55

95768 | *The Dynamics of Teacher Leadership in the Context of Pedagogical Innovation*
Shu Ching Chou, National Taipei University of Education, Taiwan

Teachers play a pivotal role in driving educational reform. Meaningful improvement in school education requires changes in teachers' instructional beliefs and practices. However, formal school leaders—such as principals and directors—often find it difficult to deeply influence these changes. Consequently, teacher leadership has emerged as a key force in promoting pedagogical innovation. While traditionally framed through a role-based approach centered on a few individuals, recent perspectives emphasize a community-based view that sees teacher leadership as a collective process emerging through teacher interaction and collaboration. Since 2019, Taiwan has implemented a new curriculum guideline at the basic education level, promoting competency-based instruction aimed at cultivating nine key competencies in students. In response, school leaders have employed various strategies to support pedagogical change, among which the operation of teacher professional learning communities (PLCs) has been particularly influential. This study explores how teachers influence one another within PLCs to drive instructional innovation and how these communities extend their impact to foster broader school improvement. Using a qualitative case study approach, the research examines two PLCs in two elementary schools, focusing on their operational models, the enactment of teacher leadership, and the diffusion of influence. Findings reveal two distinct pathways: one characterized by strong internal collaboration but limited external impact, and another supported by strategic leadership that successfully expands influence across the school. The study concludes that effective teacher leadership requires both shared community values and strategic support from formal leaders, positioning leadership as a dynamic process of internal-external collaboration.

15:15-16:55 | UCL Torrington, G13 (Ground Floor)

Sunday Onsite Parallel Session 4

EGen2025: Silver Economy and Active Ageing

Session Chair: Michela Falcone

15:15-15:40

95335 | *Learning While Traveling: Cross-Cultural Learning Challenges and Transformative Experiences of Older Adults in Overseas ESL Programs*

Hsuehfang Huang, National Taiwan University of Technology, Taiwan

Minghsiu Tsai, National Taipei University of Technology, Taiwan

This study, grounded in transformative learning theory, explores the motivations, challenges, and learning experiences of retired Taiwanese older adults in short-term ESL programs in Cebu, Philippines. These programs represent an emerging model combining health tourism, lifelong learning, and the silver economy. A mixed-methods approach was used with five retirees aged 55 and above who participated in one-week or longer courses. Data were collected through questionnaires and semi-structured interviews with learners, instructors, and an administrator. Key themes included learning motivation, course satisfaction, and ongoing learning intentions. Findings showed that learners were motivated to improve spoken English, enrich retirement life, and explore different cultures. Participants appreciated flexible course structures and interactive teaching but suggested adjustments in font size and pacing to better support older learners. Instructors observed strong motivation and self-discipline among older adults and recommended using real-life contexts and repetition to enhance engagement. Learners reported increased confidence, reduced anxiety in speaking English, and better intercultural communication skills. Some continued learning and community involvement after returning home. This study contributes to the underexplored field of intercultural learning among older adults by shifting the research focus from youth to seniors. It offers a practical model for integrating language learning with health tourism and active aging, providing policy insights for silver economy initiatives.

15:40-16:05

95386 | *How Smart Tourism Enhances Healthy Ageing and Cultural Learning in Older Adults: A Case Study of Sports*

Hsuehfang Huang, National Taiwan University of Science and Technology, Taiwan

This study explores how smart tourism enhances healthy ageing and cultural learning among older adults through non-competitive participation in sports tourism. While most smart tourism research centers on younger users or athletes, this study focuses on older adults engaging as volunteers, supporters, or companions during the Taitung Triathlon in Taiwan. These roles present new pathways for intergenerational interaction, digital inclusion, and transformative learning in later life. Using a qualitative design, five retired individuals aged 55 and above, all experienced with smart tourism tools (e.g., AR apps), were selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis. Four key themes emerged: (1) Emotional involvement, driven by family motivation, fostered stronger identity and social meaning; (2) Smart tools increased engagement, though age-friendly design issues remained; (3) Cultural activities such as indigenous tours and storytelling led to reflective learning, aligning with Mezirow's theory; (4) Intergenerational interaction occurred through shared technology use, transforming devices into learning bridges across generations. This study introduces the original concept of older adults as "cultural agents" within smart tourism, combining transformative learning theory with digital aging studies. Findings suggest that smart tourism, when inclusively designed, can enhance older adults' well-being, agency, and participation. Practical recommendations include designing age-friendly interfaces, incorporating local cultural narratives, and developing intergenerational co-learning experiences. These insights contribute to the discourse on active ageing, cultural tourism, and smart destination development, particularly in rapidly aging societies.

16:05-16:30

94042 | *Enhancing Active and Healthy Aging Through Augmented Reality and Assistive Robotics: The ACTIVE Project*

Michela Falcone, IRCCS Casa Sollievo della Sofferenza, Italy

The ACTIVE project explores the impact of virtual reality (VR) and social robotics in promoting active and healthy aging. By addressing frailty-related challenges, cognitive decline, and social isolation, this research focuses on three key areas: cognitive enhancement, psychological well-being, and functional independence in daily activities. The study employs a rigorous methodology, including randomized experimental groups using VR headsets and the social robot Pepper for cognitive training, psychological support, and daily task simulations. Participants' progress is assessed using standardized tools such as the Mini-Mental State Examination (MMSE), Clock Drawing Test (CDT), and System Usability Scale (SUS). Preliminary findings indicate that immersive VR experiences and social robotics contribute to mitigating cognitive decline, reducing loneliness, and improving autonomy. The study further highlights the adaptability of these technologies to diverse elderly populations, enhancing engagement and long-term usability. Ethical considerations are central to the project, ensuring participant dignity, privacy protection, and engagement in decision-making processes. The research adheres to high ethical standards, with approval from institutional review boards emphasizing informed consent and psychosocial well-being. The ACTIVE project provides an interdisciplinary contribution to gerontology and aging research by integrating cutting-edge yet user-friendly assistive technology. The findings support the development of scalable interventions for elderly care, aligning with global aging policies and fostering sustainable, human-centered solutions.

16:30-16:55

EGen2025 Closing Session

James W. McNally, NACDA & University of Michigan, United States

Evangelia Chrysikou, University College London, United Kingdom

15:15-16:55 | UCL Torrington, G20 (Ground Floor)

Sunday Onsite Parallel Session 4

ECE2025: International Education

Session Chair: Rowell Madula

15:15-15:40

91673 | *HELPIng the World Learn: Bridging Nations Through Higher Education*
Anastasia Proctor, University of North Carolina Charlotte, United States

This research highlights the critical role of higher education in fostering global citizenship and education for peace by advocating for a collaborative framework that enhances access to international research opportunities for doctoral students. Using a case study in Spain, I propose the HELP framework—Historical Institutionalism, Equity and Power in Language Use, Language Policy, and Student-Centered Culturally Responsive Pedagogy—as a guide for bridging nations through culturally responsive, multilingual education. While programs like Erasmus provide invaluable resources for European collaboration, there remains a pressing need for initiatives that extend beyond funding. Instead, a global network should be developed to spotlight existing opportunities and provide accessible platforms for doctoral students to engage in international research and collaboration. Observations in Valencia, Spain, revealed how historical legacies, such as Franco-era language suppression, inform current multilingual policies, highlighting the global relevance of inclusive language policies and practices. These findings emphasize the need for a framework that connects researchers globally, dismantling barriers to participation on the international stage. The HELP framework demonstrates how higher education can promote equitable access to research, fostering cross-cultural understanding and breaking down linguistic hierarchies. By creating systems that highlight and facilitate opportunities for collaboration, institutions can empower doctoral students to engage in transformative global research. This approach positions higher education as a key driver for intercultural dialogue, equitable education, and peacebuilding, ensuring that researchers worldwide contribute to and benefit from a truly global academic community.

15:40-16:05

95775 | *Navigating Race and Internationalization: The Experiences of East Asian Students in Canadian Higher Education*
Vivian Leung, Western University, Canada

In recent years, higher education institutions across the globe have increasingly prioritized internationalization, particularly in countries such as Canada and the United Kingdom (Mense, Lemoine, Garretson, & Richardson, 2018; Buckner, 2019). In Canada, a significant number of international students enrolled are from East Asian countries, including China, South Korea, and Japan (ICEF Monitor, 2023). However, little is known about their lived experiences in Western educational contexts, particularly in relation to race and racism. Informed by the Critical Race Theory, this study examines the lived and racialized experiences of East Asian international students in Canadian higher education. This research further explores the role of higher education institutions, as part of the global education system, in contributing to systemic racial inequities. Grounded in a qualitative case study approach, data were collected through semi-structured interviews with eleven East Asian international students across Canadian universities. The preliminary findings reveal three key themes: 1) challenges with cultural differences and academic norms; 2) experiences of racism and racial discrimination; and 3) institutional neglect of international students' needs. Overall, while this study is situated within the Canadian context, the findings offer valuable insights into the lived realities and racialized experiences of East Asian international students. This study contributes to ongoing global discussions on the importance of fostering anti-racist and inclusive internationalization practices in the higher education space.

16:05-16:30

93890 | *A Retrospective on Internationalization in Philippine Universities*
Rowell Madula, De La Salle University, Philippines
Gerg Anrol Cahiles, De La Salle University, Philippines
Efren Domingo, Philippine Science High School, Philippines
Lilibeth Quiore, Philippine Science High School, Philippines

International initiatives in Philippine higher education have been driven in the past mainly by academic, social, cultural, and political factors. According to the Commission on Higher Education (CHED) CMO 55, S.2016, the internationalization policy for higher education has the primary goal of improving the quality of education that would translate into the development of a competitive human resource capital that can adapt to shifting demands in the regional and global environment to support and sustain the country's economic growth. Internationalization is also envisaged to stimulate innovation and technological advancements resulting from a wider interaction of knowledge networks. In this paper, documents and writings about the internationalization efforts of the state and Philippine universities were collected and examined to have a better understanding on the situation and the challenges in pursuit of a globally competitive tertiary education. In general, Philippine higher education institutions shall be encouraged to take a holistic and programmatic approach in pursuing their internationalization strategies and programs.

16:30-16:55

95450 | *Transnational Communication Competence in (Virtual) Higher Education: The Potential of Short-term Learning Experiences*
Niina Kovalainen, Laurea University of Applied Sciences, Finland

Transnational communication competence is increasingly recognized as essential in higher education and professional life, particularly in virtual and hybrid working environments. As institutions respond to global demands, learners are expected to develop flexible communication skills that transcend national, linguistic, and cultural boundaries (Kovalainen, 2022). While intercultural competence has been a central focus in curriculum design, transnational communication—especially in the context of digital learning—remains less explored. Short-term language and communication learning experiences—such as virtual exchanges, workshops, and micro-courses—are gaining popularity as accessible alternatives to long-term mobility programs. However, their potential to foster deeper transnational competencies is still insufficiently understood. This paper is based on interviews with higher education students studying in Finnish institutions (N=30) from various countries and with different first languages. This paper examines how virtual short-term experiences might support the development of transnational communication competence, drawing on Kovalainen's (2022) conceptualization of transnational competence as a multi-dimensional construct. In particular, the focus is on how learners in virtual contexts engage in linguistic flexibility, exercise agency in multilingual digital spaces, develop contextual sensitivity, and a sense of belonging across cultural boundaries. The results so far indicate that elements related to transnational communication competence may also be supported through virtual short-term learning experiences that allow students to collaborate in terms of language and communication skills to practice their intercultural communication. The effectiveness of such activities may ultimately depend on how learners navigate linguistic, cultural, and technological complexity in real-time, digitally mediated interactions.

Notes

[illegible]



Monday, July 14

Online Parallel Sessions

All times are British Summer Time (UTC+1)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

08:25-09:15 | Live-Stream Room 1

Monday Online Parallel Session 1

EGen2025: Cognitive and Physical Well-being

Session Chair: Silvia Bernardo

08:25-08:50

91169 | *Assessing the Effectiveness of Horticultural Therapy for Family Caregivers Coping with Dementia: A Quasi-Experimental Mixed-Method Study*

Adi Vitman-Schorr, Tel-Hai Academic College, Israel

Violetta Rozani, Tel Aviv University, Israel

Background: Dementia caregiving presents significant challenges, including isolation, emotional distress, and physical strain for family caregivers. While Horticultural Therapy (HT) benefits individuals with dementia, its impact on caregivers remains underexplored.

Purpose: This study investigates how HT affects psychological well-being, relationship closeness, caregiver burden, self-efficacy, and hope among family caregivers. Methods: A quasi-experimental pre-post design integrated quantitative and qualitative data. Forty family caregivers participated in six weekly 60-minute HT sessions. Structured questionnaires assessed research variables before and after the intervention, and therapists maintained session diaries for qualitative analysis. Paired t-tests evaluated changes, while qualitative data were analyzed using constant comparative methods. Results: Significant improvements were observed in psychological well-being (22.8 ± 4.6 to 24.8 ± 4.3 on a 36-point scale; $p=0.017$) and caregiving self-efficacy (5.8 ± 1.6 to 6.8 ± 1.3 on a 10-point scale; $p=0.008$). No other variables showed notable changes. Qualitative findings highlighted three themes: uncertainty and hope, coping with caregiving responsibilities, and managing personal conflicts. Conclusion: HT shows promise in enhancing family caregivers' psychological well-being and self-efficacy, offering relief from the emotional and psychological demands of caregiving. Further research is needed to examine the long-term and broader impacts of HT in caregiving contexts.

08:50-09:15

93622 | *Older Women in Prison: Navigating Vulnerability at the Intersection of Age and Gender*

Silvia Bernardo, University of Beira Interior, Portugal

Amélia Augusto, University of Beira Interior, Portugal

Pedro das Neves, Innovative Prison Systems, Portugal

Despite the growing number of older individuals deprived of liberty, i.e., living in prison, research on the specific realities of incarcerated older women remains scarce. My research explores how age and gender intersect to shape the experiences, needs, and vulnerabilities of older women in prison. Drawing on a review of the literature within the European context, the analysis highlights how prison systems, originally designed for a younger male population, generally fail to account for the compounded challenges faced by older incarcerated women. These challenges at the health and healthcare levels — particularly in relation to gender-specific and age-related conditions — limited access to age and gender-sensitive programs, and the social isolation exacerbated by double stigmatization. Applying an intersectional lens, our study examines how older women's experiences of incarceration, and their prospects for reintegration are shaped by systemic inequalities. Preliminary findings indicate that public (prison) policy and institutional practices often neglect the special needs of this minority population, reinforcing their invisibility and marginalization. We call for a shift toward gender- and age-responsive policy that ensure equitable treatment and better support for older incarcerated women. By addressing this gap, the research contributes to broader discussions on justice and human rights.

08:00-09:40 | Live-Stream Room 2

Monday Online Parallel Session 1

ECE2025: Professional Development in Higher Education

Session Chair: Georgiana Busoi

08:00-08:25

94093 | *Building a Foundation for Change: HIPs and Social Justice in an American Teacher Preparation Program*

Michele de Goeas-Malone, LaGuardia Community College, United States

Caterina Almendral, LaGuardia Community College, United States

Pablo Avila, LaGuardia Community College, United States

High-Impact Practices (HIPs) are teaching and learning practices that lead to deeper learning, increased student success and engagement especially for historically underserved populations. Examples of effective HIPs include first-year experiences, electronic portfolios (ePortfolios), common intellectual experiences, and diversity and global learning initiatives. Moreover, HIPs are more impactful when combined. In the teacher education program at LaGuardia Community College, a part of the City University of New York system, we've integrated two such HIPs—a First Year Seminar (FYS) and electronic portfolios (ePortfolios)—to engage pre-service teachers in exploring social justice issues in education while helping them to reflect on connections between what may seem like disparate concepts discussed throughout the semester. The FYS aims to familiarize students with campus resources, cultivate essential 21st-century professional skills, and promote integrative learning through the creation of a core ePortfolio. This presentation will focus on the development of a specific staged integrative assignment that students develop and compose as a final multimodal composition reflective essay on their core ePortfolios. We'll share how this assignment evolved from an initial in-class activity to a robust project that now requires students to engage in critical thinking, digital communication, and a deep dive into the complexities of social justice in the education field. This evolution highlights the power of combining HIPs to create meaningful learning experiences.

08:25-08:50

93909 | *Holistic Education at Soka Ikeda College: Multifaceted Empowerment for Lifelong Happiness*

Takahiro Asano, National Institute of Amazon Research, Brazil

This qualitative study explores how colleges can cultivate students' holistic development, preparing them to address complex local and global challenges. Amid environmental crises, social inequalities, and mental health concerns, universities play a critical role in fostering students' intellectual, emotional, ethical, and spiritual growth. However, the increasing shift toward career-oriented models in higher education risks neglecting these essential dimensions of learning. Drawing from Western and Eastern perspectives on holistic education, this study examines Soka Ikeda College of Arts and Science for Women, where multifaceted student empowerment has been a core institutional focus since its founding. Using Interpretive Phenomenological Analysis (IPA), semi-structured interviews with three alumni and two faculty members explored their experiences and perceptions of holistic education. The data, analyzed through IPA's five stages, revealed five key institutional practices fostering students' growth: Articulating a clear vision, Providing a role model, Encouraging challenges, Offering sustained support, Fostering gratitude. These findings suggest that integrating these five elements into pedagogy and institutional culture enhances holistic education. This study contributes to higher education reform by offering a framework for fostering well-rounded individuals capable of meaningful societal impact and resilient to life challenges.

08:50-09:15

92938 | *Effective Strategies for Faculty Professional Development in Higher Education*

Doaa Hamam, Higher Colleges of Technology, United Arab Emirates

This presentation reports on the results of a mixed methods study that investigates the most effective strategies for fostering faculty growth through a professional development and mentorship initiative. Over 6 months, 20 higher education faculty members participated in a program to enhance teaching, research, and leadership skills. The program implemented and evaluated various strategies to determine their impact. Key findings highlight three strategies as the most effective: Customized Development Plans, Structured Mentorship Programs, and Collaborative Communities of Practice. Participants reported increased motivation, career clarity, and a deeper connection to institutional priorities. This presentation will explore the program design, outcomes, and practical recommendations for implementing these strategies in higher education institutions. The findings reveal the importance of intentional leadership in fostering faculty success and institutional excellence.

09:15-09:40

95460 | *Enhancing Graduate Employability Through Industry-Engaged Marketing Education*

Mona Nassar, University of Portsmouth, United Kingdom

Georgiana Busoi, University of Portsmouth, United Kingdom

This presentation explores the strategic evolution of the undergraduate and postgraduate Marketing programmes at the University of Portsmouth, designed to enhance graduate employability. A key initiative involved collaboration with the Industrial Advisory Board to review and refine module content and assessment strategies. Partnerships with industry leaders, including Hays Travel, Hampshire and Isle of Wight Wildlife Trust Shein, and other many local SMEs, were established to integrate real-world challenges into student assessments on all Marketing modules. The presentation will showcase examples from selected modules, highlighting the implementation of authentic assessments that not only enhance student learning but also equip them with critical employability skills. The next phase of programme development focuses on embedding essential skills and behaviours aligned with employer expectations. Drawing insights from the Digital Marketing Degree Apprenticeship (DA), we will map required competencies to the broader curriculum, ensuring alignment with industry needs. Additionally, programme content is being structured in accordance with the Chartered Institute of Marketing (CIM) career roadmap, further strengthening students' career readiness. This approach directly supports the Office for Students' (OfS) B conditions, particularly B3, by ensuring that students develop the skills, knowledge, and behaviours necessary for successful employment outcomes. Expected outcome: along with our reflection, we aim to share good and poor outcomes with colleagues and gain some feedback on similar experiences

08:00-09:40 | Live-Stream Room 3

Monday Online Parallel Session 1

ECE/ECAH2025: AI, Virtual Technology, and Youth

Session Chair: Shuangyue Zhang

08:00-08:25

95914 | *The Influence of Generative AI Tools on Students' Social Interactions in Intercultural Settings*

Dennis Gamble, Bangkok University International, Thailand

Yusaku Saito, Bangkok University International, Thailand

Kris Gotthelf, Bangkok University International, Thailand

This exploratory research study aims to investigate the usage of Generative Artificial Intelligence (GAI) tools by university students in social interactions in intercultural settings, with a focus on usage outside the classroom. The researchers are aware of GAI's usage in the classroom and wanted to explore how this translates outside of the classroom. This study was conducted to understand students' GAI usage for communication and collaboration purposes. The survey was created by the researchers with the questions developed around the main research question and three sub-questions. A total of 287 responses were received from the students across the international programs of a private university in Thailand. The data analysis was completed using SPSS and interpretations from open-ended questions in the survey. The researchers found that the main usage of GAI was for language and communication, social interactions and cultural understanding, and trust and information reliability. The researchers recommend that universities develop a structured support system, create an awareness program about GAI tools, and integrate GAI tools into existing cultural integration programs.

08:25-08:50

95298 | *The Effect of Virtual Laboratory Combination with Hands-on Laboratory on Students' Learning*

Yan Zhao, Xi'an Jiaotong Liverpool University, China

Thijs Kouwenhoven, Xi'an Jiaotong Liverpool University, China

Gang Liu, Xi'an Jiaotong Liverpool University, China

Xi Chen, Xi'an Jiaotong Liverpool University, China

Hao Yu, Xi'an Jiaotong Liverpool University, China

In physics education, laboratory experiments are a key element of learning physics as it allows students to apply the scientific theories into practice. However, traditional hands-on laboratories face great challenges due to large student enrollment and shortage of class time and lab space. To overcome those challenges, a blended learning approach was implemented in this study which combines a hands-on lab with a virtual lab. The lab instruments and lab environment used in the virtual laboratory were created using 3D Unity WebGL. Participants of this study were year-one undergraduate students in two different groups. Students from the experiment group performed the experiment in the virtual laboratory prior to the hands-on lab session while the control group conducted the same experiment in hands-on laboratory without the participation in virtual laboratory. In this study, student engagement, lab performance and their attitudes toward the virtual learning experiences were used to examine the effect of virtual laboratory in combination with hands-on laboratory. The findings from this study showed that students in a blended learning environment were more engaged and performed significantly better than students in a traditional setting. This confirmed the results from previous studies that virtual laboratory can supplement traditional hands-on laboratory, providing students with flexibility and wide access to learning resources.

08:50-09:15

95543 | *Can AI Be a Good Assistant in Parent-Child Communication? A Comparison Between AI- and Human-Generated Responses*

Shuangyue Zhang, Sam Houston State University, United States

Andrew Liu, Fairview High School, United States

This study aimed to compare the effectiveness and appropriateness of AI-generated feedback versus human-generated feedback in parent-child communication. In a scenario-based survey, 103 college students evaluated responses from both ChatGPT and humans to a situation in which a teenage girl asked her parents to buy a miniskirt they considered too short. The scenario and human responses were developed by a focus group comprising two professors with expertise in interpersonal communication and a team of 20 college students. Participants (Median age = 23.2; 23% male, 77% female) rated the responses on five dimensions: honesty, competence, politeness, appropriateness, and supportiveness. The results indicated that human responses were rated as more honest ($t = 4.169, p < .001$) and competent ($t = 2.42, p < .05$) compared to AI responses, while AI-generated feedback was viewed as more supportive ($t = -5.265, p < .001$). Both human and AI responses were considered equally polite and appropriate. Overall, the study extends our understanding of politeness theory (Brown & Levison, 1987), which examines how people manage face in communication, especially during face-threatening acts like criticism. While AI may offer supportive feedback, humans are perceived as more honest and competent, especially in situations requiring nuanced judgment. The study suggests AI can be a useful supplementary tool for parents—offering advice, suggesting strategies, and providing consistent feedback when humans are too busy or emotionally charged. These results may inform educational programs to improve parent communication skills and guide the development of AI tools to support parent-child interactions.

08:00-09:40 | Live-Stream Room 4

Monday Online Parallel Session 1

ECE2025: Curriculum Design and Development

Session Chair: Toru Doi

08:00-08:25

94855 | *Enhancing Literacy Through Structured Assessments and Differentiated Instruction*
Judith Hanke, University of Flensburg, Germany

Curriculum-Based Measurements (CBM) and formative assessments are vital for tracking student progress and refining instruction. CBM provides a systematic approach to skill evaluation through frequent assessments (Deno, 1985, 2003), while formative assessments offer continuous feedback to improve teaching strategies (Black & Wiliam, 1998; OECD, 2008; Wylie, 2023). Together, these methods help educators identify learning gaps early and implement targeted interventions. Digital reading packages were developed to integrate these assessment strategies to support literacy development. Offering real-time feedback, they allow teachers to monitor progress, adapt instruction, and provide personalized support. Designed for three ability levels, they ensure accessibility in inclusive classrooms, focusing on reading comprehension. A study employing a pre-, post-, and follow-up control group design evaluated the effectiveness of these reading packages. With an intervention group (N = 55) and a control group (N = 53), the study assessed the impact of differentiated reading materials. Eleven reading packages, each with three ability levels, were developed to provide a shared core story while adjusting vocabulary and sentence structures for diverse learners. This inclusive approach promotes meaningful classroom discussions. By merging differentiated instruction with structured assessment methods, these reading packages offer a comprehensive literacy development strategy. The study examines their impact on student reading performance using CBM and formative assessments, demonstrating their role in fostering literacy growth. The presentation will highlight students' competency development within the reading package framework.

08:25-08:50

95834 | *The Role of Multiple Solution Tasks in Developing Teachers' Knowledge and Creativity*
Alexandra Sofia Rodrigues, NOVA University Lisbon, Portugal
Maria Isabel Gomes, NOVA University Lisbon, Portugal
Corália Pimenta, Polytechnic Institute of Coimbra, Portugal

Initial teacher training plays an important role in developing professional teaching knowledge. In particular, during the mathematics teacher training programme, students must engage with subject content and teaching competencies that encourage greater openness to experimenting with and differentiating teaching and learning methodologies while reflecting on curriculum management. This communication aims to characterise the professional knowledge that pre-service mathematics teachers mobilise while solving non-routine mathematical problems with multiple solutions. Furthermore, do future teachers use technology when addressing tasks? Is there evidence that these tasks contribute to developing creative thinking among future educators? Using a qualitative methodology, three case studies were analysed, involving groups or pairs of students enrolled in the Mathematics Modelling and Applications Curricular Unit during the first year of the Master's Degree in Mathematics Teaching. The task resolutions were collected, and the students' arguments in presenting their proposed solutions were recorded. Through content analysis techniques, it was concluded that the students adopted various approaches to solving the tasks, utilising the teacher's professional knowledge for teaching mathematics at both pedagogical and content levels. It was also determined that challenging tasks with multiple resolutions, like those presented, contribute to developing students' creative thinking.

08:50-09:15

93682 | *Development and Evaluation of Teaching Materials for University Students on Biodiversity Conservation: A Case Study*
Toru Doi, Yasuda Women's University, Japan
Eko Hariyono, State University of Surabaya, Indonesia
Toshio Kishimoto, Museum of Natural and Environmental History, Shizuoka, Japan
Özden Şengül, Boğaziçi University, Turkey

This case study aimed to achieve two main objectives: (1) to develop and evaluate a curriculum (aimed at university students aspiring to become nursery and primary school teachers in Japan) to promote knowledge acquisition and behavior change in biodiversity conservation, and (2) to examine its international versatility by implementing and evaluating the curriculum among Turkish and Indonesian university students. The curriculum was developed based on the findings of a survey on biodiversity conservation for prospective Japanese nursery and primary school teachers and the benefits of treating the science-related content and its social impacts as a series of interlocking narratives (Levinson, 2009). The main topics are 'What is biodiversity?', 'The threat of invasive species' and 'The impact of agriculture'. The sample for this study included (1) 126 university students from four Japanese universities, (2) 22 university students from a Turkish university, and 20 university students from an Indonesian university. The results of the evaluation by the Japanese class participants revealed that the curriculum stimulated interest and understanding of biodiversity conservation and triggered behavioral change. Evaluations in Turkey and Indonesia showed similar results, with Turkey revealing that it provided an opportunity to deepen awareness of the nature of science. In Indonesia, there were notable comments in line with the country's specific social science context, for example on deforestation and plastic waste. This curriculum could be made internationally useful by adapting it to take account of local realities.

08:00-09:40 | Live-Stream Room 5

Monday Online Parallel Session 1

ECE/ECAH2025: Comparative Experiences of a Globalised World

Session Chair: Barry Eisenberg

08:00-08:25

92277 | *Swimming in a Different Pool: A Longitudinal Study of the Learning Experiences of Chinese International Students in a UK University*
Mengxing Zhou, Cardiff University, United Kingdom

This research explored the learning experiences of Chinese international students at a UK university during their cross-cultural transitions. It aimed to uncover patterns in their adaptation to the English-speaking academic environment over time and examine how these experiences influenced their cross-cultural transitions within UK universities. This longitudinal study examined the academic experiences of Chinese international students enrolled in postgraduate taught programs across three different schools at a UK university. The investigation spanned an academic year, beginning three months after their arrival in January 2022 and concluding in August 2022, as they approached the end of their studies. Both qualitative and quantitative methods were employed during two data collection phases, which included two rounds of semi-structured questionnaires featuring Likert scales and open-ended questions, as well as in-depth semi-structured interviews with 14 selected survey participants. The findings of this research revealed various categories of the academic experiences of Chinese international students in a UK university. The discussions and analyses based on these findings illustrated their learning process through the metaphor of a swimmer adjusting to a different pool, capturing the experiences of adapting to a new academic and cultural environment. These experiences were further interpreted using social constructivism, Dewey's theories of experience, and Mezirow's TLT, highlighting how different experiences could lead to distinct impacts on their development during cross-cultural transitions. Through in-depth exploration and analysis, this research aimed to raise awareness among both international students and educators, ultimately enhancing the overall quality of teaching and learning experiences in the UK.

08:25-08:50

95975 | *As Fire Burns Both Here and in Persia: The Internationalisation of Legal Education as a Cosmopolitan Educational Paradigm*
Antonios Emmanouel Platsas, Leeds Beckett University, United Kingdom

The discipline of law has to rediscover its original universal educational configuration. The subject of law with its roots lost in the passage of time, from the study of justice, fairness and equity in Greek philosophy to Gaius's Institutes in the second Century AD and the Institutes of the Justinian codification in the sixth Century AD, is one that was once deemed rather universal in its educational configuration and philosophical outlook. The revival of the study of law otherwise occurred in Bologna in the eleventh Century AD and the subject grew significantly post the 1648 Westphalian paradigm, which marked a new era for the discipline of law altogether: the rise of the modern nation state and, by extension, the legal codifications movement. The paper, taking into account all these developments, posits that the subject of law was once international in and of itself; so were many of its educational aspects. It further posits that law as a discipline has to rediscover its traditional spirit of universality in furtherance of a more cosmopolitan educational paradigm. The paper concludes with an overview of its main findings.

08:50-09:15

94262 | *"Educate Global Citizens Capable of Dreaming, Creating and Realizing": Voices from Directors of IB World Schools in São Paulo*
Anne Schippling, Iscte - University Institute of Lisbon, Portugal

During recent decades, a significant worldwide growth took place of International Baccalaureate (IB) World Schools that are regulated by the transnational educational organisation International Baccalaureate®. Currently ca. 5900 IB World Schools exist in 160 countries with 66 IB schools in Brazil, concentrated mainly in the regions of São Paulo and Rio de Janeiro. Based on a research design that combines a global comparative approach (e.g. Resnik 2016) with theory of the social reproduction of elites (e.g. Bourdieu 1989) we discuss some results from a qualitative study on IB World Schools in Portuguese-speaking countries (e.g. Schippling & Abrantes 2024) with a focus on Brazil. Starting with an outline of general tendencies of the development of IB in the region of São Paulo, we analyse interviews with members of the school administration of eight IB World Schools in this region with a special attention to their constructions of school identity.

09:15-09:40

94893 | *Global Leadership in Healthcare: Lessons from the Pandemic*
Barry Eisenberg, State University of New York Empire State University, United States
Amy Eisenberg, Drew University, United States

Healthcare leaders across the world face critical challenges in their quest to keep their populations healthy: aging populations; climate change; access for marginalized and socio-economically disadvantaged communities; the twin scourges of social determinants of health and poor health literacy; uneven distribution of health resources; the politicization of health policy; and sub-par management of health crises. This session focuses on how those health risks have been intensifying, manifesting most recently in over 7 million deaths worldwide from COVID-19. Marginalized communities globally were at heightened risk, with the death rate in such communities occurring at 140% of counterparts in ethnic majorities and the middle-class. The lack of coordination, locally to globally, translated into uneven distribution/availability of supplies, tests, expertise, and treatments. Moreover, politics, rather than science, emerged as too weighty a driver of health policy and practice, with political affiliation influencing adherence to mitigating protocols such as mask wearing and social distancing. We will also present a plan for leaders in the global health community to achieve improved preparedness for health crises and strengthen quality and access for all by identifying the significant relationship between social disparities of health and disease prevention; fortifying global enterprises, such as the World Health Organization, to promote international resource distribution efficiencies to respond to health crises, contain the spread of disease, and expand wellness/prevention programs; empowering medical experts to contribute to health policy formulation free from political constraints; and harnessing the opportunities of AI to achieve health management goals.

[illegible]

09:50-11:30 | Live-Stream Room 1

Monday Online Parallel Session 2

ECE/ECAH2025: Foreign Languages Education

Session Chair: Andreea Cervatiuc

09:50-10:15

94746 | *Enhancing Learner-Retention in Part-Time French Language Courses at the University of Botswana*

Boiketleetso Obene Bojosi, University of Botswana, Botswana

Boingotlo Winnie Kaome, University of Botswana, Botswana

Rodah Sechele-Nthapetlang, University of Nice Cote d'Azur, France

Recognizing the growing demand for French language skills in Botswana due to the country's expanding diplomatic and trade relations, the University of Botswana's Department of French introduced part-time classes in 2015. These evening courses are designed to accommodate professionals from diverse fields, offering general French (GF) instruction to support their engagement in global markets. The strong enrollment numbers in the initial sessions confirmed the perceived importance of French for Botswana residents, and this trend has continued over the years. However, despite consistently high enrollment rates, the department faces significant retention challenges. A notable proportion of learners discontinue their studies after completing A1.1 or A1.2 levels: the basic levels that do not provide sufficient proficiency for professional use. This high dropout rate limits the long-term impact of the programme in equipping professionals with functional language skills. This study employs questionnaires and semi-structured interviews to investigate the factors contributing to early withdrawals from the programme and to identify strategies for improving retention. By identifying key obstacles and developing targeted interventions, this research seeks to enhance learner progression to higher levels, ultimately ensuring that Botswana's workforce can fully leverage French language skills in an increasingly globalized economy.

10:15-10:40

92853 | *Morphosyntactic Attrition on the L1 of Anaañ Bilingual Children*

Victoria Etim, University of Calabar, Nigeria

Leonard Ojorgu, University of Calabar, Nigeria

Language attrition of morphosyntax is a growing interest and an area of concern as Anaañ children who due to contact with English tend to simplify and mix tenses through code-switching, code-mixing, and other processes. The participants for the study constituted St. Francis Xavier Primary School pupils and the students of State College, Ikot Ekpene Local Government Area, Akwa Ibom State, Nigeria. An expo-facto design was used and purposive sampling was used to select hundred participants drawn from the 2 schools—50 from Primary school and 50 from secondary school, (50 boys, 50 girls). The participants were grouped into a Study Group (SG) and a Control Group (CG). Those in CG were brought in for comparison. They were only twenty in number with the same age bracket as those in the SG. They are children who speak more of Anaañ with no fluency in English. At the same time, those in SG are children who speak English and Anaañ (bilinguals). A personality Background Questionnaire (PBQ), a vocabulary test of picture naming tasks (PNT), and a list of phrases and short sentences were used to collect data. Theories of language contact and change and Psycholinguistic Questions of Accessibility are implored in the analysis. The study reveals the unstable areas of L1 attrition of morphosyntax in Anaañ. It shows that morphosyntactic attrition occurs due to the preference for speaking non-Anaañ language at home and with peers. Also due to negative attitude and lack of motivation towards using the Anaañ Language.

10:40-11:05

95892 | *Teaching Second Language Writing Through the Constructivist Approach*

Andreea Cervatiuc, University of British Columbia, Canada

This presentation will report on a recent conceptual research study that focuses on teaching second language writing through the constructivist approach. It will begin by highlighting the key differences between the traditional and the constructivist approach to teaching second language writing. Then, it will discuss the key characteristics of the constructivist approach to teaching second language writing, focusing on genre-based pedagogy, treating writing as a process, scaffolding, and writing for an audience. Genre-based pedagogy (Cumming, 2016) requires teachers to engage their students in meaningful, goal-oriented, and authentic learning tasks that help them to master various writing genres, such as descriptive, narrative, expository, persuasive, and expressive. Process-based writing focuses on meaning construction, writers' voices, and the importance of revision (Atkinson, 2018). The presentation will also explain how language teachers can create constructivist communities of writers in their classrooms, in which students co-write with their peers. In constructivist second language classrooms, students are engaged in authentic, creative, and collaborative writing activities, such as: group storytelling, writing conferences, finishing a story, and chain writing. The findings of this study can have relevant implications for applied linguists, teachers, and language learners.

09:50-11:30 | Live-Stream Room 2

Monday Online Parallel Session 2

ECE/ECAH2025: History and the Development of Higher Education

Session Chair: Jajuan Johnson

09:50-10:15

95608 | *Cadbury's Corporate Philanthropy in the Great Depression: Contributions to Workers' Education*
Sachiko Morita, Utsunomiya University, Japan

Founded in Birmingham, England, Cadbury is renowned not only for its chocolate business but also for its enduring commitment to social responsibility. Among its many philanthropic initiatives, one of the most significant was its support for adult education. This paper focuses on Fircroft College, a residential workers' college established by the Cadbury family in 1909, and examines its role during the economic crisis of the 1930s. Fircroft was part of the Selly Oak Colleges—a group of institutions backed by the Cadbury family as part of their broader educational vision. Its founding was influenced by the Scandinavian folkehøjskole tradition, a respected model of residential adult education in Northern Europe. The college offered not only academic instruction but also a holistic environment that fostered community, reflection, and civic responsibility. By the present day, Fircroft has gradually evolved from its original folkehøjskole-inspired model into an institution that nurtured leadership for social and political engagement and provided access to higher education. Through close analysis of primary sources including *The Fircroft Year* between 1932 and 1938, and articles from contemporary British newspapers—this study explores how Fircroft supported the education and development of working-class individuals during a time of national uncertainty. This research not only reveals how this Nordic-style residential college empowered workers in a period of crisis, but also offers historical insights into the legacy of corporate philanthropy and raises contemporary questions about the role of business in adult education and ethical leadership.

10:15-10:40

95294 | *An Examination of the Correlation Between Disaster Awareness and Psychological Preparedness: Advancing Disaster Education in Undergraduate Curricula*

Merve Güzel Bank, Middle East Technical University, Turkey
Oya Taneri, Middle East Technical University, Turkey

This study examines the relationship between disaster awareness and psychological preparedness among undergraduate students, emphasizing the need to integrate disaster education across all academic disciplines. While previous research has primarily focused on disciplines such as medicine, engineering, and emergency response, this study argues that disaster preparedness should be a fundamental part of higher education for students in all fields. Data were collected from 412 undergraduate students in Turkey using the Disaster Awareness Scale and the Psychological Preparedness for Disaster Threat Scale. A correlational research design was employed, and Pearson correlation analysis was conducted to assess the relationship between the two variables. The findings indicate a strong positive correlation, suggesting that students with higher disaster awareness exhibit greater emotional resilience and crisis management abilities. Additionally, students with prior disaster education demonstrated significantly higher preparedness levels, reinforcing the importance of structured educational interventions. However, the use of a convenience sampling method may limit the generalizability of the findings. Additionally, the study focuses on undergraduate students in Turkey, which may not fully represent other populations. This study contributes to the literature by providing empirical evidence supporting the expansion of disaster education beyond specialized fields. By emphasizing the role of psychological preparedness in disaster awareness, it offers valuable insights for curriculum developers, policymakers, and educators seeking to enhance disaster resilience.

10:40-11:05

94260 | *"This Is, in My Opinion, a Fatal Development": The Écoles Normales Supérieures in Transformation*
Anne Schippling, Iscte - University Institute of Lisbon, Portugal

The French grandes écoles – the Écoles normales supérieures (ENS) are among the best-reputed grandes écoles – are traditional institutions of elite education with a strong national republican character and are currently challenged by processes of the internationalisation and globalisation of the landscape of higher education and research. Since 2006, a successive “fusion mania” (Musselin 2017: 226) can be noticed of French universities, grandes écoles and other national research institutions to create larger research units that are competitive in international university rankings. What does this development mean for the ENS that Rubenstein (1990: 6) designated in the 1990s as the “Queen of the academic system” in France? In our paper we present some results of a qualitative empirical study that includes two ENS: the École normale supérieure de la rue d'Ulm and the École normale supérieure de Cachan [since 2016 École normale supérieure Paris-Saclay]. Based on a critical theory of elite education (e.g. Bourdieu 1989) we discuss the results of an analysis of semi-structured expert interviews with 18 lecturers at the two ENS with a focus on their constructions of an institutional identity.

11:05-11:30

94436 | *University Memory Work in Times of Crisis and Change*
Jajuan Johnson, William and Mary, United States
Marielena DiBenigno, William and Mary, United States

Universities and colleges have histories that reflect institutional and cultural shifts. Often, these histories are preserved by on-campus commemorations that also change with time—what we call “university memory work.” At William & Mary, a university founded in 1693 in the United States, campus memory work only recently addressed its legacy as an enslaving institution through reparative community and descendant engagement. As scholars, we joined W&M during the political, social, and racial upheaval of 2020 in support of an initiative to share authority with communities harmed by the university. However, colleges and universities with similar programs now face a new situation where community collaborators are further distanced from campus by the reinforcement of age-old ideologies strengthened by race, class, and gender misconceptions. Public history, and public humanities more broadly, appears to be a primary site of attack. We see a waning of commitment to the reparative work so stressed in 2020. Through state and federal policies, we see a deliberate decimation of what was very recently supported by public and private funds, including our work on community engagement. This is not limited to the W&M campus; it is increasingly the broader experience at institutions with similar trajectories. “University memory work” critiques the tensions between history, heritage and memory through the lens of a “public good” and attempts to answer the following questions: How are academic institutions failing those invested in public trust, who we previously committed ourselves to?

09:50-11:30 | Live-Stream Room 3

Monday Online Parallel Session 2

ECE2025: AI in Education

Session Chair: Ying Wu

09:50-10:15

95786 | *Adapting the Student Attitudes Toward Artificial Intelligence (SATAI) Scale for Higher Education Contexts*

Neslihan Köse, Bartın University, Turkey

Ilknur Civan Biçer, Anadolu University, Turkey

The growing integration of artificial intelligence (AI) into educational settings highlights the need for valid and reliable tools to assess students' attitudes toward AI across different educational levels. The purpose of this study is to adapt the Students' Attitudes towards Artificial Intelligence (SATAI) Scale, developed by Suh & Ahn (2022) for primary and secondary education, for higher education contexts. The participants in the study were 535 undergraduate students from English Language Teaching departments at two different universities in Türkiye. Data were collected through Google Forms in two rounds: the first round for exploratory factor analysis ($n_1 = 325$) and the second round for confirmatory factor analysis ($n_2 = 210$). The exploratory factor analysis confirmed the original three-factor structure of the scale, which includes cognitive, affective, and behavioral components. Following this analysis, nine items were removed for the confirmatory factor analysis. The results of the confirmatory factor analysis showed a good fit, supporting the three-factor solution. Therefore, the SATAI Scale for higher education contexts (SATAI-HE) is validated as a reliable tool for measuring the attitudes of higher education students toward artificial intelligence. This study contributes to the field by offering a relevant assessment tool that can guide AI-related educational practices, policy decisions, and curriculum development in higher education.

10:15-10:40

95874 | *Integrating AI Mentorship into Traditional Korean Poetry Education*

Eunsun Jeong, Seoul National University, South Korea

Miji Song, Seoul National University, South Korea

Jeonghee Ko, Seoul National University, South Korea

This study investigates the effectiveness of an Artificial Intelligence(AI) based mentor in helping secondary students interpret traditional Korean poetry. Recent AI research highlights the potential of AI to support the interpretation of context-rich and knowledge-intensive texts like the Bible by providing customized information. This study adapts such approaches to traditional poetry, which demands multilayered historical and cultural understanding. The researchers curated relevant scholarly works and embedded them into the GPT model to support learners in interpreting traditional poetry. The AI was then programmed through prompt engineering to assist learners in locating necessary information during the reading process. This study designed a mixed-methods experiment with 40 Korean high school students divided into two groups. The experimental group ($n=20$) engages in one-on-one interactions with an AI mentor incorporating persona tuning, Socratic scaffolding, and user-led dialogue strategies. The control group ($n=20$) receives traditional lecture-based instruction on the same text. Learners complete pre- and post-tests using a self-reported survey based on a Likert scale to measure their text comprehension. The collected data are analyzed using paired and independent t-tests. Semi-structured post-session interviews qualitatively investigate learners' interpretive processes and internal responses. In addition, the full transcripts of AI-learner interactions are examined through thematic analysis to identify patterns of interpretive interaction. This study demonstrates that AI can act as a mentor by supplementing learners' background knowledge during literary interpretation, suggesting its practical applicability in teaching complex literary texts.

10:40-11:05

94758 | *AI-Enabled Assessment in Higher Education: Enhancing Pedagogy and Strengthening University-Industry Collaboration*

Ying Wu, University of Dundee, United Kingdom

Andrew Ross, University of Dundee, United Kingdom

Malcolm Stewart, University of Stirling, United Kingdom

Artificial intelligence (AI) is transforming assessment in higher education by enhancing student engagement, enabling adaptive learning, and fostering stronger collaboration with industry. While AI-enabled assessment and university-business partnerships have been explored separately, this paper develops a unified AI-Enabled Industry-Collaborative Assessment Model (AI-ICAM), grounded in constructive alignment theory, to optimise assessment design and support effective university-industry collaboration. Employing a qualitative exploratory approach, this study synthesises insights from literature, case studies, and reflective practice to propose an AI-enabled assessment framework that aligns student learning with industry needs. The AI-ICAM integrates AI-powered tools, predictive analytics, and adaptive learning mechanisms to enhance client-driven assessments, facilitate knowledge exchange, and improve collaboration effectiveness. It identifies key enablers for successful partnerships, including AI-enhanced skill development, structured feedback loops, and data-informed decision-making, ensuring mutual value for universities and industry stakeholders. By bridging theory and practice, this paper provides actionable insights for educators, curriculum designers, and policymakers. It underscores AI's role in advancing scalable, adaptive, and industry-relevant assessment strategies, fostering stronger, more sustainable connections between academia and business.

09:50-11:30 | Live-Stream Room 4

Monday Online Parallel Session 2

ECE2025: Comparative Approaches to Pedagogical Development

Session Chair: Ronnie Paskin

09:50-10:15

90581 | *Incorporating Inquiry-Based Learning with Authentic Life Materials in Singapore Primary School Chinese Language Classrooms*
Cheng Gong, Singapore Centre for Chinese Language, Singapore
Boonpei Tay, Singapore Centre for Chinese Language, Singapore
Juan Wang, Singapore Centre for Chinese Language, Singapore

In today's rapidly evolving digital society, educational environments increasingly support inquiry-based learning, where students use online resources to develop research and problem-solving skills. Though commonly associated with STEM, inquiry-based learning is equally valuable in language education. Singapore's 2010 Mother Tongue Languages Review underscores linking Chinese language instruction with students' experiences and interests to encourage authentic language use and foster self-directed learning. Research shows that Higher Chinese students, given their language proficiency and cognitive abilities, thrive in challenging, thought-provoking activities, making inquiry-based learning well-suited to their needs. However, navigating online resources requires skills in evaluation and selection, highlighting teachers' role in providing structured guidance. This study explores inquiry-based learning in fifth-grade Higher Chinese classes in two Singapore primary schools, examining instructional designs that enhance student engagement and learning outcomes. Through targeted scaffolding, the study also aims to enhance students' online research and information management skills. Findings suggest that integrating language learning with real-life contexts and authentic materials improves task completion and supports the development of comprehensive language skills. Results indicate that real-life contexts for language use support task completion and foster comprehensive skill development, contributing to holistic language proficiency.

10:15-10:40

95530 | *The Effects of Project-based Learning on Culinary English and Food Culture*
Chi-yin Hong, Kun Shan University, Taiwan

This study aims to explore the effects of integrating project-based instruction into a culinary English course on developing students' competence in both English and food culture. Fifty-three culinary majors enrolled in the advanced culinary English course participated in this study. Through the teacher's instruction, group discussions, and participation in class activities, the participants cooperated as groups to collect information regarding local produce, including its place of growth, characteristics, related culture, and recipes, and gradually completed the local food culture project. In addition, they read instructional materials adapted from government websites to learn how to introduce cultural information about agricultural produce in English. The instruments used in this study to measure the pedagogical effects included a pre-test and a post-test paragraph-based introduction to related culture of local produce, pre-instruction and post-instruction questionnaires, and semi-structured interviews. The results revealed improvements in terms of abilities to write introductory paragraphs to agricultural produce, learning motivation, cooperation, learning of food culture and culinary English, supporting that local food culture projects integrated into a culinary English course can be effective for raising students' learning motivation and efficiency for culinary English and food culture. It is expected that the present study can shed light on English for specific purposes with practical pedagogical implications.

10:40-11:05

95901 | *Bonsai Fridays: Cultivating Long-Term Skills Beyond Challenge-Based Learning Cycles*
Ronnie Paskin, Pontifical Catholic University of Rio de Janeiro, Brazil
Ricardo Venieris, Pontifical Catholic University of Rio de Janeiro, Brazil
Guilherme Toledo, Pontifical Catholic University of Rio de Janeiro, Brazil
Debora Cardador, Pontifical Catholic University of Rio de Janeiro, Brazil
Flora Nolasco, Pontifical Catholic University of Rio de Janeiro, Brazil
Rafael Nasser, Pontifical Catholic University of Rio de Janeiro, Brazil

This paper addresses a recurring issue when applying Challenge-Based Learning (CBL) in the development of digital products: the limited lifespan of solutions developed during the "Act" phase precludes students from developing a broader range of competencies that require longer sustained effort and iteration. To address this, we propose and evaluate "Bonsai Fridays," a novel pedagogical approach in which students revisit and iterate on past CBL solutions. This study investigates whether sustained engagement with the output of previous challenges can extend the impact of the "Act" phase, enhance student ownership of their work, and foster long-term skill development. Drawing on established CBL principles (emphasizing real-world problem-solving and action-oriented learning), this study examines how "Bonsai Fridays" promotes the development of student competencies in areas such as marketing, coding, design, and process, that would demand long CBL cycles. It further explores whether this approach increases students' accountability for their solutions by incorporating iterative improvements such as debugging, optimization, and marketing strategies, within a context of active learning and spaced practice for skill retention. The methodology used in this study includes a literature review of CBL in higher education and an evaluation of "Bonsai Fridays" through case studies involving 8 student-developed applications revisited by 40 students over 10 weeks. Findings highlight the benefits and challenges of this extended CBL approach, including its potential to deepen learning outcomes and sustain student engagement. The paper concludes with recommendations towards maximizing educational impact and preparing students for real-world challenges.

09:50-11:30 | Live-Stream Room 5

Monday Online Parallel Session 2

ECAH2025: Gender and Identities in Media and Literature

Session Chair: Chin-Ying Chang

09:50-10:15

90536 | *Decoding Gendered Sound: Exploring Cultural Bias and Sonic Identity in Ethel Smyth's The Wreckers*
Kimberly Soby, University of Connecticut, United States

To the extent that art reflects its creator's experience, we may ask: when a woman composes music, do elements of her lived experience and gender shape her work? Do societal norms influence how we create and interpret art? Are we predisposed, as composers, performers, and listeners, to associate particular sounds with gendered characteristics? This paper explores the relationship between sound and gender through a behavioral study and an analysis of Act II from Ethel Smyth's *The Wreckers*. The behavioral study tests whether a composer's gender can be identified through musical content, whether musical sounds suggest gendered traits, and whether gender identity influences judgments of composer gender. I examine Smyth's writing for the opera's male and female protagonists, analyzing her use of motives, harmony, and orchestration to determine how she constructs musical identities. Critics of her time described her music as "masculine," reflecting anxieties about women composers and gendered stylistic expectations. Coupled with the behavioral data, this analysis highlights the difficulties of assigning gender to sound. Engaging with Sally Macarthur's concept of a "feminine aesthetic," I interrogate whether Smyth's music aligns with or resists gendered categorizations. Drawing on Lewis Rowell's theories of musical meaning and Leonard B. Meyer's work on expectation, I examine how cultural conditioning shapes perceptions of gendered sound. By identifying sound as a physical property that cannot be inherently gendered, this paper challenges long-standing assumptions linking gender identity with musical composition and perception.

10:15-10:40

94431 | *Girl Power: Exploring the Characteristics of Nine Female Archetypes Based on the Enneagram in GDH 559 Films*
Supamonta Supanan, Bangkok University, Thailand

The phenomenon of the Thai film "How to Make Millions Before Grandma Dies (2024)", one of 15 qualified films for the Longlist for Oscar for the Best Foreign Language Film Academy Award winners, becomes a history of Thai films. One interesting and noticeable aspect is the recent increase in number of female characters in Thai films. This research aimed to analyze the characteristics of female characters in Thai films by GDH 559 based on the Enneagram and media representation concepts. Female characters from nine Thai films: *Love Destiny 2* (2022), *OMG!* (2022), *You and Me and Me* (2023), *Home For Rent* (2023), *Not Friends* (2023), *How to Make Millions Before Grandma Dies* (2024), *The Paradise of Thorns* (2024), *404 Run Run* (2024), and *Flat Girls* (2025) were analyzed. Results illustrated that the characteristics of female characters included strength, leadership, decisiveness, generosity, intelligence, caution, gentleness, vulnerability, and emotional depth. These images of female characters in Thai films have gained more significance than in the past.

10:40-11:05

92377 | *Deconstruction of the "Terminal Creed": Recognition and Urban Space in Tommy Orange's Novel "There There"*
Mahin Mondal, Aliah University, India

The phrase "terminal creed" is attributed to Gerald Vizenor, an Anishinaabe novelist and critic. It tends to define Native Americans' identity and position in a fixed and static position, an obsolete class without growth and change. "Terminal creed" traps humans in the external limited perspectives. This paper explores Orange's treatment of human society's non-linear and dynamic adaptation against platonic essentialism by depicting the interaction between the character's internal conflicts and their external surroundings. This study contends that the novel *There There* (2018) by Tommy Orange uses the concept of "terminal creed" and the perspective of urban space to question the oversimplified portrayal of Native Americans and the invisibility on the part of Euro-Americans. Orange's representation of the current Indigenous/Native American experience emphasises the individuals' need for recognition and belonging, highlighting the tenacity and complexity inherent in their lives. By deconstructing/criticising/opposing the "terminal creed", Orange proposes the 'transmotional' urban existence for Indigenous characters.

11:05-11:30

93695 | *Manhood in Joanna McClelland Glass's Play Memory*
Chin-Ying Chang, Chung Yuan Christian University, Taiwan

This paper examines the portrayal of manhood in the play *Memory* (1984) by Canadian playwright Joanna McClelland Glass. The research concerns Glass's portrayal of male characters devoted to demonstrating manhood in both public and private spheres. Their intention is neither to dominate nor to oppress women, but instead, to obtain peer approval. Hence, Glass's play investigates conventional notions of manhood and encourages a more empathetic and critical examination of how men struggle to reconcile their experience of manhood both at home and in broader society. By highlighting men's internal conflicts as they negotiate their gender roles, Glass's play invites the audience to reflect on the societal pressures and personal insecurities that shape male identities.

Notes

[illegible]

11:40-12:30 | Live-Stream Room 1

Monday Online Parallel Session 3

ECE2025: English Teaching and Assessment

Session Chair: Cleopatra Musa Mzobe

11:40-12:05

95456 | *Open and Closed Book Exams in the Context of English Literature: Findings from Three Studies*
Emma Walland, Cambridge University Press & Assessment, United Kingdom

The benefits and drawbacks of open and closed book examinations is a topic of much debate. Well-rehearsed debates reflect broader discourses about progressive versus traditionalist education, and about assessment of knowledge versus skills. In this strand of three research studies, the topic of open and closed book exams was explored in the context of international English Literature qualifications where open book refers to students having access to a clean, unmarked and unannotated copy of a drama text (for example, a Shakespeare text) during their exams. Study 1 was a critical literature review exploring the differences between open and closed book exams, focusing on the application of published findings to English Literature. Articles were sourced from databases, screened and coded for themes. Study 2 looked at the potential impact of open or closed book exams on the quality of essay writing. Four experienced assessors evaluated a random stratified sample of essays from each condition (40 in total), noting the frequency, type, and quality of textual references. The results were compared with descriptive statistics. Finally, Study 3 explored through regression analyses the differences in marks among students who wrote essays with and without access to texts. Prior English Literature ability, age, gender and school were included as control variables. The findings and implications are discussed. All in all, the research suggests there are arguments for and against both options and potential regional differences in the effects of open and closed book exams.

12:05-12:30

92488 | *EFAL Teachers' Experiences Teaching Listening Comprehension Skills to Grade 4 Learners*
Cleopatra Musa Mzobe, University of KwaZulu-Natal, South Africa

Listening comprehension is a fundamental skill in language learning, and it plays a crucial role in teaching and learning by interacting with other language skills such as speaking, reading, and writing. Many researchers concur that mastering listening comprehension poses significant challenges, particularly for Grade 4 learners who are just beginning to be taught English as the language of learning and teaching after being taught in their home language. This paper adopts a qualitative case study approach guided by Schema Theory to explore the experiences of Grade 4 English First Additional Language (EFAL) teachers in teaching listening comprehension skills. Through classroom observations and semi-structured interviews with seven female participants, the study highlights various challenges teachers encounter. These include overcrowded classrooms, poor understanding and concentration, limited vocabulary, and lack of access to audio and audio-visual resources. Addressing these challenges early on, particularly in Grade 4 when English is first introduced as the language of instruction, is crucial for effective teaching. The paper concludes by recommending that the Department of Education prioritise providing adequate teaching resources, especially audio and audio-visual materials, particularly in under-resourced schools. The interventions could significantly improve the teaching and learning experience in the foundational years of English language instruction.

11:40-13:20 | Live-Stream Room 2

Monday Online Parallel Session 3

ECE2025: Perspectives and Experiences in Higher Education

Session Chair: Gregory Katsas

11:40-12:05

94466 | *Adapting Experiential Learning from Universities to K-12: A Context-Sensitive Framework*
Zhaoyu Chen, McGill University, Canada

Experiential learning is widely applied in higher education, fostering deep engagement through hands-on, inquiry-driven learning activities. However, the direct transplantation of university experiential learning models into K-12 education is often impractical due to differences in cognitive development, curriculum constraints, and assessment structures. This study addresses this question: How can experiential learning principles from university education be effectively adapted for K-12 students? Grounded in theories such as John Dewey's experience-based learning and David Kolb's experiential learning cycle, this paper identifies key distinctions between university and K-12 learning environments and the challenges in adapting experiential learning for younger students: While university learners engage in self-directed, open-ended inquiry, K-12 students require greater scaffolding, structured reflection, and adaptable assessment models. To bridge this gap, this study proposes a Five-Point-Focus Model for implementing experiential learning in K-12: (1) Aligning activities with students' cognitive abilities; (2) Balance teacher guidance and student autonomy; (3) Integrating structured reflection through external supports; (4) Diversifying assessment frameworks for holistic evaluation; and (5) Refining methods using data-and-feedback-informed insights and collaborative adjustments. This framework provides a structured yet flexible approach, theoretically enabling K-12 educators to balance student engagement, curriculum demands, and assessment validity while also offering a structured roadmap for practitioners and policy-makers to implement tangible, adaptable experiential learning strategies that manage to achieve balance between deeper engagement while meeting curriculum demands.

12:05-12:30

95925 | *Challenging International Social Mobility Narratives: The Emergence of the 'Digipolitan'*
Avery Benton, Independent Scholar, United Kingdom

Traditionally, social mobility has been cultivated through elite educational institutions such as boarding schools and private academies. These physical spaces are embedded within national and class-based hierarchies all around the world. However, the rapid expansion of online schooling in a post-COVID-19 world has begun to disrupt these established pathways. This paper theorizes the emergence of a new form of transnational subjectivity. This is termed as digipolitanism, enabled by the digitization of education. As access to physical migration through education becomes increasingly restricted due to rising financial barriers (e.g., heightened VAT in the UK's private education sector), families and students are turning to digital alternatives. British online schools now act as virtual conduits of cultural capital, allowing international students to accrue the social and academic credentials associated with British education without geographic relocation. Attached capital rather than pure knowledge gained becomes more of a currency for the new socially mobile class looking abroad. Rather than mere substitutes, these online platforms may be constructing an emergent globally mobile class whose identity and aspirations are forged in digital rather than purely geographic space.

12:30-12:55

94456 | *Returns to Graduate Education: A Cross-National Analysis Using PIAAC Data*
Soojeong Ahn, University at Albany - State University of New York, United States

Graduate education has long been considered a pathway to higher earnings and career advancement. However, empirical research on the economic returns to graduate degrees across countries remains limited. This study investigates the extent to which holding a graduate degree influences earnings, using data from PIAAC Cycle 2, which includes 28 countries and 152,487 individuals. To address sample selection bias, Propensity Score Matching (PSM) is employed to estimate the wage premium associated with graduate education while controlling for individual characteristics. The results reveal that before matching, individuals with a graduate degree earn 21% more per hour than those without. However, after adjusting for covariates through matching, the wage premium declines to 12.9%, yet remains statistically significant ($p < 0.05$). This suggests that while graduate education contributes to higher earnings, a substantial portion of the observed wage advantage stems from differences in personal attributes rather than the degree itself. Furthermore, employment type (full-time vs. part-time) emerges as a perfect predictor of graduate degree attainment, indicating that individuals with graduate education are significantly more likely to secure full-time employment. These findings provide new insights into the returns to graduate education and the mechanisms driving wage disparities across countries. They suggest that while graduate education offers measurable economic benefits, its impact varies depending on broader labor market structures and employment patterns. By applying PSM to cross-national data, this study contributes to a more rigorous understanding of higher education's role in shaping labor market outcomes, with implications for education policy and workforce development.

12:55-13:20

93882 | *The Value of Peer Assisted Academic Support: The Student Perspective*
Gregory Katsas, American College of Greece, Greece

Peer-assisted academic support has gained recognition as a valuable complement to traditional teaching methods, fostering collaborative learning and enhancing student engagement. While we understand well the importance of peer assisted academic support from the perspective of the provider, we still have a lot to learn by focusing on the side of the recipient. Using Student Academic Support Services (SASS) at the American College of Greece (ACG) as a case study, this paper explores the perceived benefits and challenges of peer-assisted academic support as reported by the student recipients of the service. It uses the feedback survey of the students who receive support at SASS, drawing on quantitative data. Initial findings suggest that students view peer-assisted support as an effective means of improving academic performance, boosting confidence, and fostering a sense of belonging within the academic community. Additionally, students report that peer-led initiatives create a more approachable and relatable learning environment, allowing for greater knowledge retention and skill development. However, challenges such as inconsistencies in peer tutor expertise and the need for clearer institutional support were also identified. This paper discusses the implications of these findings for higher education institutions, emphasizing the importance of structured peer support programs in enhancing student learning outcomes and overall academic experience.

11:40-13:20 | Live-Stream Room 3

Monday Online Parallel Session 3

ECE2025: AI-Driven Education

Session Chair: Hyacinth Anucha

11:40-12:05

95972 | *Co-Writing with AI: Exploring Student Practices to Enhance Writing Instruction*

Jessie Antwi-Cooper, University of the West Indies, Jamaica

Kedisha Williams-Kelly, University of the West Indies, Jamaica

Artificial Intelligence (AI) use in Education has always been constant. From the early inventions of calculators to the highly technical computers- the use of technology to simplify and enhance students' learning has been evident. It is widely accepted that 'these emerging technologies present immediate – as well as far-reaching – opportunities, challenges and risks to education systems' (UNESCO, 2023). Though there is controversy on whether the presence of technology and more specifically "AI use" in the classroom benefits or stunts students' critical thinking, it is understandable that its presence, use and prevalence is here to stay. Its presence has become most evident in the Academic Literacy Courses delivered at the University of the West Indies, Mona Campus (UWI Mona). Therefore, writing Instructors in a year-long Academic Literacy course for "at-risk" students at the UWI Mona have sought to integrate the use of AI into the teaching of writing. This study explores how this integration may occur and begins by developing an understanding of students' use of AI in the writing process. After the task of producing a Formal Essay Outline, students are asked to complete and attach an "AI use form" stating how they used AI to assist in the development of the outline. The data acquired is expected to reveal how AI is used by students and how instructors can modify the Academic Literacy courses to integrate AI use without affecting the creativity and student involvement. This research contributes to the discourse on AI use in tertiary classrooms in the Caribbean and begins the exploration into how this tool can be effectively and ethically used to improve writing in a space where students are predominantly second language learners of English.

12:05-12:30

96009 | *Exploring the Impact of AI on Students Writing of End-of-Study Projects: Advancing Equity and Navigating Ethical Frontiers*

Khadija El Atri, The National School of Applied Sciences, Morocco

Students' writing of end-of-study projects using artificial intelligence (AI) has significantly changed academic practices in terms of ethical and equity issues as well as improving the students' proficiency. By simplifying literature reviews, enhancing writing coherence, and facilitating complex data analysis, artificial intelligence (AI) tools such as natural language processing (NLP) models (like the GPT-4) and automated data analysis platforms (like IBM Watson) boost productivity (Aljuaid, 2024). According to a UNESCO report (2022), students from under-resourced universities and non-native speakers greatly benefit from AI advances and have access to high-quality research support. However, an over-dependence on AI can undermine creativity and critical thinking; research shows that students become less engaged in ideation as their reliance on automated systems increases (Assefa: 2024). Moreover, the adoption of generated AI in academic writing shows certain complications due to ethical issues, such as algorithmic bias in AI-generated material (Olakunle & Omokhabi, 2025). Indeed, disparities in access to advanced AI tools indicate "equity gaps" among students still persist, which foster existing educational inequalities (Caitlin & Sahlberg, 2025). To collect the data, a questionnaire was administered to professors at the National School of Applied Sciences (ENSAS), and descriptive analysis of case studies was used to argue for a balanced integration of AI that prioritizes ethical frameworks and equitable access. According to the findings, the AI writing helper occasionally lacks content density even while it helps with grammatical correction and improves text cohesiveness and coherence. In certain cases, the students' intended message and ideas were not adequately communicated, which resulted in the addition of concepts that had nothing to do with the original subject.

12:30-12:55

80571 | *Educational Leadership: Paradigms and Promises of AI-Driven Learning Transformation in the University Systems of the Mid-Atlantic States, USA*

Hyacinth Anucha, Bowie State University, United States

Integration of Artificial Intelligence (AI) is emerging as a promising avenue for cultivating transformative students' learning experiences. This study explored the paradigms and promises of AI-induced educational transformation, examined its diverse impacts on teaching methodologies, student engagement, and institutional frameworks. By analyzing present trends the study provided perspectives on the advancing role of AI in reshaping the educational landscape. The research investigated AI-driven learning challenges, opportunities, and guidance, examined the strategic integration of Generative AI in higher education's virtual learning environments. It assessed its use by faculty and students in assignments to enhance engagement and foster authentic work creation. Moreover, the analysis delved into the ethical implications of incorporating Generative AI into educational practices, scrutinizing its potential impact, and devised strategies for cultivating career-relevant competencies linked to Generative AI within students' learning journeys. By combining findings from various studies, identifying common themes and gaps in knowledge, the Meta-Analysis methodology emphasized stringent study selection, thorough data extraction, statistical analysis, and adherence to the transparent reporting standards outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Furthermore, the study integrated innovative conceptual framework to enhance the examination of challenges in implementing AI regulations for student involvement. Findings indicated a growing enthusiasm for AI in education, emphasizing the importance of integrating ethical considerations into educational practices, fostering innovative leadership, and establishing cohesive institutional policies to navigate the AI-driven academic landscape. This study underscored the challenges of employing AI for innovation while preserving genuine creativity within higher education.

11:40-13:20 | Live-Stream Room 4

Monday Online Parallel Session 3

ECE2025: Teaching and Learning Experiences

Session Chair: Seydou Ouattara

11:40-12:05

93852 | *Sensory Processing Sensitivity and Creativity: Unveiling Positive Associations in Indian Adolescents*
Aneesah Nishaat, Higashi Nippon International University, Japan

This study examines the relationship between sensory processing sensitivity (SPS) and creativity in adolescents, focusing on potential positive associations. While SPS is often linked to emotional vulnerability, this research explores its connection to creativity—a key component of well-being—to determine whether highly sensitive persons (HSPs) exhibit heightened creative abilities. A total of 446 high school students (318 males, 128 females) aged 15–18 from four schools in India participated. SPS was assessed using the Highly Sensitive Person (HSP) scale (Pluess et al., 2023), measuring Aesthetic Sensitivity (AES), Low Sensory Threshold (LST), and Ease of Excitation (EOE). Creativity was evaluated using the Short Scale of Creative Self (Karwowski, 2011), assessing creative self-efficacy and creative personal identity. Pearson correlation analysis revealed significant positive associations between AES and creativity: creative self-efficacy ($r = .37, p < .01$), creative personal identity ($r = .30, p < .01$), and overall creativity ($r = .38, p < .01$), suggesting aesthetic sensitivity is crucial to creative expression. LST also showed weaker but significant correlations with creative self-efficacy ($r = .28, p < .01$), creative personal identity ($r = .12, p < .05$), and overall creativity ($r = .21, p < .01$), indicating that sensory sensitivity may support creativity. However, EOE showed no significant correlation, suggesting emotional reactivity may not directly enhance creativity. These findings highlight the positive aspects of SPS in fostering adolescent creativity, emphasizing the need for further research and educational strategies to support highly sensitive and creative individuals.

12:05-12:30

94457 | *Home Context, Achievement Emotions, and Science Performance in PISA 2015: Multilevel Analysis of the Seven Eastern & Western Top Performers*
Lifen Hu, University at Albany - State University of New York, United States

This study examines the relationship between home context, achievement emotions, and science performance using data from the Programme for International Student Assessment (PISA) 2015 across seven high-performing economies: Finland, Canada, Australia, Korea, Singapore, Hong Kong, and China (B-S-J-G). Drawing on the Control-Value Theory and Ecological Systems Theory, this study employs hierarchical linear modeling (HLM) to assess how home possessions, educational resources, and cultural assets shape students' emotions – science enjoyment and test anxiety – and their subsequent impact on science achievement. Findings discover that science enjoyment is the strongest positive predictor of science performance across all seven economies, even after controlling for socioeconomic status (SES), home context, and school variable of students from socioeconomically disadvantaged. Notably, Australia, Korea, and Finland exhibit the highest enjoyment effects, while China shows the lowest. Test anxiety, in contrast, is a significant negative predictor of performance, with Finland experiencing the greatest impact, whereas Korea is the only country where test anxiety is not statistically significant. This suggests that Korea's educational culture and extensive academic support systems may mitigate test anxiety's detrimental effects. Moreover, the study emphasizes the importance of school-level disadvantage, as students from socioeconomically disadvantaged schools consistently perform worse. These findings highlight the need for aiming at interventions at the school level, emphasizing science engagement programs, emotional support strategies, and equitable resource distribution. Finally, fostering science enjoyment may help mitigate SES-related and home context disparities and improve science performance, in particular for students in underprivileged learning environments.

12:30-12:55

94470 | *Block Teaching vs Traditional: A Teacher and Student Perception Enquiry*
Berzanna Seydou Ouattara, De Montford University, United Kingdom

This study explores the experiences and perceptions of lecturers and students regarding traditional and block teaching methods at De Montfort University (DMU). It evaluates how each teaching approach influences learning outcomes, student engagement, and overall satisfaction. A qualitative research design was adopted, employing semi-structured interviews and focus groups to collect data. The research sample consisted of lecturers from the Accounting and Finance departments and students who had experienced both teaching methods. Findings indicate that traditional teaching provided a structured learning environment with extended reflection time, allowing for progressive understanding and engagement. In contrast, block teaching facilitated deeper immersion in subject content but presented challenges such as workload intensity and time management difficulties. Lecturers reported varied adaptability to block teaching, with some highlighting its efficiency in fostering subject mastery, while others expressed concerns about student retention and engagement over compressed schedules. Students reported that while block teaching improved focus, the pace sometimes hindered long-term knowledge retention. Thematic analysis identified key trends, including teaching adaptability, student motivation, and assessment performance under both formats. The research aligns with change theory, addressing the challenges of transitioning between teaching methods and highlighting areas for improvement. The findings provide insights for institutional decision-making, offering recommendations to optimise pedagogical strategies and enhance student learning experiences in higher education. By evaluating the effectiveness of both methods, this study contributes to the ongoing discourse on innovative teaching models and their impact on student outcomes.

12:55-13:20

94730 | *The Poverty-Aware Paradigm: Attitudes Toward Poverty Among Arab Palestinian School Counselors in Israel*
Sinyal Athamneh, Bar-Ilan University, Israel

School counselors are ethically obligated to promote social justice as a core foundation of professional practices. The effectiveness of school counselors' interventions with students experiencing poverty is demonstrably linked to their knowledge and attitudes towards poverty causes and social justice issues. Nevertheless, within the Israeli context, despite the relatively high percentage of Arab Palestinian families living in poverty in Israel, the attitudes of school counselors in Arab society toward the causes of poverty (individualistic, structural) have yet to be examined. Furthermore, until now their perceptions regarding issues of promoting social justice have not been discussed in the cultural-national context in which they work. This qualitative study, conducted among 20 Arab Palestinian school counselors in Israel, expanded the discussion from a poverty-aware perspective, using social justice theory, poverty-aware paradigm, and ethics as conceptual frameworks. The findings indicate that counselors demonstrate a dual consciousness regarding the causes of poverty, acknowledging structural-systemic factors while simultaneously emphasizing individual agency and the personal struggle against poverty. The political context of poverty and social justice deters schools from engaging in these issues as part of an educational policy that instills apolitical values. Furthermore, counselors are aware of the symbolic dimensions of poverty that create a sense of otherness and impair respectability. The study supports the Poverty-Aware Paradigm to foster social justice in school counselors' interventions.

11:40-13:20 | Live-Stream Room 5

Monday Online Parallel Session 3

ECE/ECAH2025: Comparative Issues on Race and Identity

Session Chair: Chinomso Dozie

11:40-12:05

93807 | *Raciolinguistics: A Literature Review & Future Research Directions on the Manifestations of Racist Ideologies in the Classroom in the U.S. Educational System*

Samuel Enrique Bello Ulcue, Northern Illinois University, United States

This literature review explores the field of raciolinguistics and its manifestations in the U.S. educational system, particularly within classrooms. Raciolinguistics examines how language and race intersect to perpetuate systemic inequities. The study investigates how raciolinguistic ideologies shape policies, pedagogies, and curricula, reinforcing linguistic hierarchies that privilege white linguistic norms while marginalizing racialized language practices. The review highlights three key areas where these ideologies operate: English-only policies, bilingual education programs, and standard language ideologies in curricula and assessments. English-only mandates, such as Arizona's Proposition 203, enforce linguistic assimilation, devalue multilingualism, and disproportionately impact racialized students. Bilingual education programs, while intended to support multilingual learners, often reinforce assimilationist practices that prioritize English over students' home languages. Furthermore, the emphasis on "standard" English in curricula and assessments perpetuates deficit-based perspectives that frame non-standard linguistic varieties as inferior. Methodologically, the study synthesizes research from peer-reviewed journals, books, and policy documents, applying a raciolinguistic lens to analyze how these ideologies manifest in education. The findings reveal that implicit biases in teaching practices and language assessments contribute to the marginalization of racialized students. The review calls for systemic reforms, including culturally and linguistically inclusive pedagogies, policy changes, and teacher training to challenge raciolinguistic ideologies. By recognizing the legitimacy of diverse linguistic identities, educational institutions can create more equitable learning environments. Future research should further examine classroom-level interactions, including virtual spaces, to uncover additional ways raciolinguistics shapes student experiences and outcomes.

12:05-12:30

93994 | *Visualizing the Self: Exploring Identity, Collaboration, and Community in Design*

Dannell MacIlwraith, Kutztown University, United States

To succeed as a designer and artist, self-understanding is crucial. Today's college students face unique challenges like mental health issues, academic pressure, marginalization, and technology distractions. In my Digital Foundation class, I aim to encourage students' understanding of social dynamics. Using a simple metaphor of a radiating circle with levels representing self, relationships, community, and society, I emphasize that students are not just part of the circle but its center. Their self-awareness is critical to navigating relationships, improving communities, and addressing social issues. Design goes beyond aesthetics; it impacts personal projects and societal structures. Students play a crucial role in this process. Through analog and digital projects, students explore self-awareness, collaboration, and design's impact. Starting with brainstorming and discussions, we delve into designing for oneself, effective collaboration, and envisioning roles in the art and design community. My presentation will show examples of projects that illustrate how design influences communities and shapes society's future. This curriculum aims to teach digital skills while aiding students in finding themselves in their college journey.

12:30-12:55

94901 | *Beyond Survival: Arab Migrant Women Entrepreneurs in Turkey and Their Strategies for Economic and Social Integration*

Tesnim Khrijji, Ibn Haldun University, Turkey

While migration studies often emphasize the vulnerabilities of migrant women, this paper highlights entrepreneurship as a strategy for economic integration and resilience among Arab migrant women in Turkey. Initially a secondary finding in a broader study on the integration trajectories of Arab intellectuals, religious scholars, and businesspeople, migrant women's entrepreneurial activities emerged as a critical but underexplored phenomenon. Drawing on 40 semi-structured interviews, digital ethnography, and participant observation, this research uncovers how Arab migrant women navigate legal barriers, economic instability, and gendered social expectations by establishing businesses in sectors such as education, e-commerce, and community-based services. Many operate in informal or semi-formal markets, leveraging social capital and digital platforms to access customers and resources. However, their ventures remain constrained by language barriers, legal restrictions, and limited access to formal funding opportunities. This paper argues that while migrant women entrepreneurs contribute significantly to household economies and community cohesion, their economic activities are often overlooked in integration policies. By examining their experiences, this study calls for policy interventions that enhance access to funding, business formalization pathways, and targeted entrepreneurship training to unlock their full economic potential.

12:55-13:20

94255 | *Exploring Multilingualism in Nigerian Urban Centers: A Sociolinguistic Analysis*

Chinomso Dozie, Kingsley Ozumba Mbadiwe University, Nigeria

This study investigates the complex and multifaceted dynamics of multilingualism in Nigerian urban centers, analyzing language use, language contact, and the influential interplay of sociolinguistic factors. Synthesizing insights from a comprehensive review, this research illuminates the intricate linguistic landscape of these diverse urban environments. The findings demonstrate the prevalent and often simultaneous use of Nigerian Pidgin English, English, and a rich array of indigenous languages, with specific language choices frequently dictated by social context, communicative purpose, and various sociolinguistic variables such as age, gender, education, and social class. The study reveals that language contact phenomena, including code-switching and code-mixing, are not merely isolated occurrences but rather widespread and fluid practices that reflect the dynamic nature of multilingualism in these settings. Furthermore, it emphasizes the significant, often subconscious, role of language attitudes and ideologies – including perceptions of prestige, solidarity, and identity – in shaping individual and community language use patterns. These findings carry substantial implications for language policy, language education, and community development initiatives within Nigeria. The research underscores the critical need for language policies and programs that actively support linguistic diversity and multilingualism, moving beyond tokenistic recognition to promote language maintenance and revitalization. This includes considering the role of indigenous languages in education, administration, and public life. Ultimately, this study highlights the ongoing importance of continued sociolinguistic research in understanding the complex, evolving dynamics of language use and contact within Nigeria's vibrant and multilingual urban centers, contributing to a more nuanced and informed understanding of the sociolinguistic landscape.

[illegible]

13:30-14:20 | Live-Stream Room 2

Monday Online Parallel Session 4

ECAH2025: Comparative Discourse Analysis

Session Chair: Andrea Di Lorenzo

13:30-13:55

94367 | *Engagement Resources in the Discourse of Energy Transition of Gulf Region*
Rawan Almuwayshir, University of St Andrews, United Kingdom

The current paper examines the linguistic discourse of energy transition in the Gulf region. It explores engagement resources used by three energy ministers of Gulf countries in their communications at global events in light of energy transition discourse. The selected ministers are the minister of energy of the Kingdom of Saudi Arabia, HRH Abdulaziz Bin Salman; the minister of energy of United Arab Emirates, H.E Suhail Al Mazrouei; and the minister of energy of Qatar, H.E Saad Al Kaabi. The theoretical framework used in this study is Martin and White's model of Appraisal Theory (Martin & White, 2005), the system of Engagement in particular. The current study focuses on three research questions: What are the engagement resources used by each energy minister in the discourse of energy transition? What are the differences in engagement realisation between the energy ministers in the sample data? What are the overall characteristics of the Gulf delegates in energy transition discourse in terms of engagement resources? To answer these questions, a corpus-based analysis was conducted using UAM Corpus tool version 6.2 to annotate the transcripts and generate statistical results. The data used in the study are three texts from publicly available resources, such as the official channels on YouTube of the World Economic Forum, CNBC, and the official channel of the Qatar Economic Forum. Results showed several engagement features realised in energy ministers' speeches in the energy transition discourse. Heteroglossic engagement was used more frequently than monoglossic engagement.

13:55-14:20

94351 | *"Fail Again, Fail Better", but Succeed!: On the Invisibilization of Failure in Late-modern Society*
Andrea Di Lorenzo, Sapienza Università di Roma, Italy

Rising uncertainties, risk-taking, acceleration, and increased flexibility have made failure an inherent part of late-modern society. Meanwhile, a new understanding of failure takes shape. In many social sectors, it is regarded as a normal occurrence even valued positively. Scientists praise its epistemological worth, entrepreneurs view it as a key driver of innovation, and brokers see it as an asset that can be monetized. However, it is as a personal experience that failure has been profoundly redefined: from a stigma to an essential experience to be shared in order to improve and achieve self-realization. Surroundings slogans like "Fail again, fail better", a cultural industry has emerged aimed at mastering the "art of failure," encouraging people to embrace and perform failure as a positive value. The emphatically positive discourse on failure seems to inaugurate a new culture of error that frees individuals from the imperative of success while destigmatizing the experience of failure. However, how does this shift reshape our perception of failure? What are the political implications of framing failure as a tool for self-improvement? This contribution explores practical and discursive mechanisms behind this trend, focusing on three key areas: counselling literature, mindfulness training, and thematic cultural events. Using an interdisciplinary approach, it critically analyzes the evolving concept of failure, examining the forces that shape it and its broader social and individual implications. In conclusion, it seeks to highlight contradictions, and forms of exclusion implied by the rhetoric of positive failure, that may reinforce rather than challenge the culture of success.

13:30-14:45 | Live-Stream Room 4

Monday Online Parallel Session 4

ECE2025: Approaches to Achievement and Engagement in Education

Session Chair: Thomas Goh

13:30-13:55

93296 | *A Multi-National Study of Visual Cues and the Mathematics Achievement Gap in Geometry*

Abimbola Akintounde, University of Florida Lastinger Center for Learning, United States

Eliza Jackowska Boryc, University of Marie Curie Skłodowska, Poland

Monica Mattei, International School of Turin, Italy

Mathematics has often been perceived as an enigmatic subject for many students across grades K-12. This cognitive demand is further exacerbated by students' lack of academic vocabulary and linguistic gaps. Embedded visual cues have been found to enhance multilingual students' ability to reason abstractly and respond elaborately. This multinational study examined the students' response rate, productive struggle, and accuracy on items posed in a geometry assessment across five European languages (Polish, Spanish, Italian, French, and English). Students' responses on the test with visual cues were contrasted with their performance without visual cues. A paired t-test was used to analyze their performance data. The results of this study showed that students' productive struggle as measured by their response rate was significantly higher on test items with visual contexts provided. There was no significant difference in student performance by language. Visual diagrams help multilingual students understand the structure of a particular math issue; without them, they are unable to access the subject's cognitive demands or consolidate their comprehension.

13:55-14:20

90590 | *Project RSO: Reclaiming Subjective Objectivity of Visual Literacy*

Noam Topelberg, Bar-Ilan University, Israel

Jonathan Ventura, Shenkar: Engineering. Design. Art., Israel

Galit Gaon, Shenkar: Engineering. Design. Art., Israel

In the chaotic digital age, marked by a revolution in visual culture, educators must rethink critical thinking methods, especially for visual professionals—artists and designers. These creative domains, while flexible and open, often lack clear structure, particularly in the face of growing digital platforms and AI influence. This evolving landscape necessitates enhanced cognitive abilities, critical thinking, and flexibility. Project RSO aims to create a space for open-ended visual analysis meant to foster cognitive flexibility and critical discourse. Our goal is to equip students, teachers and pupils with tools to engage with diverse visual stimuli. This is triggered by understanding that our social surroundings are becoming more complex and continuously threatened by current political cultures. By nurturing the “critical nerve” weakened by recent reality, learners can analyze and critique visual stimuli effectively. Our “Visual Code” model, implemented in over 250 high schools, serves as the foundational tool to enhance visual literacy. The model operates through three layers: Look (description), Understand (interpretation), and Apply. Our ongoing study compares pedagogical methods across teachers, high-school, and design students, focusing on differentiated instruction and scaffolding strategies tailored to each group's needs. For high-school students, we emphasize structured activities to build visual literacy, while for design students, we focus on open-ended exploration and critique. Peer-review sessions and iterative design processes further foster collaborative learning and reflection. Based on our findings, we aim to develop modular thinking tools, grounded in our “Visual Code” model, to promote critical engagement with visual texts across various educational contexts.

14:20-14:45

95794 | *Inter-disciplinary Hackathon for Applied Learning*

Mui Kim Chu, Singapore Institute of Technology, Singapore

Lee Keng Ng, Singapore Institute of Technology, Singapore

Thomas Goh, Singapore Institute of Technology, Singapore

Jisu Kim, Singapore Institute of Technology, Singapore

Chin Moi Ricci Loh, Singapore Institute of Technology, Singapore

Educational hackathons are used to nurture students' creativity and problem-solving ability. They are especially effective when there are meaningful engagements with diverse collaborators. In September 2024, a public university in Singapore and KPMG Singapore (a global organisation) co-organised a hackathon that focused on green initiatives. The 10 groups of participants were intentionally formed to foster inter-disciplinary and student/practitioner interactions. Each group comprised three students from different degree programmes and two KPMG employees. Each group also had a pair of faculty and KPMG partner as mentors. The 1.5-week hackathon was conducted in stages, namely: Ideation Day, Ignition Day and Impact Day when ideas were pitched to the judges. The winning team received a cash prize and the chance to collaborate with KPMG's Digital Village to materialise their idea. Additionally, students from the winning team were offered internship opportunities with KPMG. A post-hackathon survey of the students garnered 66.7% response rate. The experience of working in inter-disciplinary teams was rated favourably. There were repeated, positive mentions of 'interesting', 'insightful' and 'eye-opening'. Students reported that the top skills that they gained were critical thinking, innovation and adaptability. They have acquired new insights on important topics, such as the significance of considering diverse perspectives when developing solutions, and an understanding of real-world sustainability-related challenges. The event showed that the success of hackathons is dependent on certain elements such as the theme, team creation, and openness for diverse ideas. Using these learning points, more of such academia-industry collaborations could be capitalised upon for educational richness.

13:30-14:45 | Live-Stream Room 5

Monday Online Parallel Session 4

ECAH2025: History in Literature and the Arts

Session Chair: Iriane Du Aguiar Leme

13:30-13:55

90428 | *Haunted Shores: Postcolonial Echoes in Indian Ocean Gothic Narratives*
Shahrukh Khan, The English and Foreign Languages University, India

Rebecca Duncan defines “postcolonial Gothic” as “fiction that takes the interrogation of colonialism as its objective, and which often entails highlighting the blindspots, conspicuous silences and failures of colonial narratives” (306). My paper examines the oceanic space as an archive of gothic history of the Indian subcontinent’s colonial past. Through its use of Gothic conventions—uncanny, ghosts, and haunted spaces—postcolonial Gothic interrogates the lingering effects of colonisation, highlighting the tensions and traumas embedded in colonial histories and their aftermath. I argue that the ocean is not merely a mysterious space of nonhuman forms but a haunting archive of transoceanic stories and a functional archive of lived experiences. Studies on Indian colonial literature have examined the merger of myth, fact, and historical narratives. The inclusion of gothicity bridges the gap between the horrors of the past and the histories of the colonial period, leading to an alternative historical discourse on Indian colonialism. I intend to study how gothicity resurfaces the horrors, disrupting the illusion of the coloniser’s ownership of land/water, underscoring the enduring presence of colonial trauma. The presence of the ghosts—freedom fighters and colonisers in Shubhangi Swarup’s *Latitudes of Longing* (2018)—blurs the boundary between dead and alive and opens before us non-western epistemologies. Each mutilated body of ghosts has a separate story which depicts the horror of colonialism on Andaman Island in *Latitudes of Longing*. The supernatural elements, including haunted shores and ecodisaster, serve as metaphors for ecological disruptions, providing a deeper understanding of the human-nature relationship.

13:55-14:20

93887 | *Revisiting Ancient Monuments: Domon Ken’s Muroji Series in the Context of the Post-War Japanese Photography Development*
Ilya Leonov, Ca’ Foscari University of Venice, Italy

The paper examines the Muroji photographic series executed by the Japanese photographer Domon Ken (1909-90) and published in a photobook format in 1954. These images, depicting the eponymous Buddhist temple, occupied a significant place within the Japanese photography of the time. In particular, Muroji was one of the earliest post-war projects devoted to the national culture and its symbols, employing modernist aesthetics to re-actualise traditional works of art. Using methods of formal-stylistic and semantic analysis, the study identifies the distinctive features of Muroji and compares it with several later projects, thereby establishing its role in the development of post-war Japanese photography.

14:20-14:45

94420 | *Arts’ Histories: Simultaneity as a Methodological Approach*
Iriane Leme, Júlio de Mesquita Filho Estadual University (UNESP), Brazil
Regilene Aparecida Sarzi Ribeiro, Júlio de Mesquita Filho University (UNESP), Brazil

Contemporary art, in its exhibitions, publications, and academic debates, has increasingly engaged with plural histories, aligning with curatorial, research, and activist efforts related to decoloniality, postcoloniality, intersectionality, pluriversality, feminisms, anti-racism, queer theory, contra-coloniality and also south-centered, Black, Indigenous, anti-ableist, and LGBTQIAPN+ movements. These revisions and critical interventions are intrinsically connected to broader political struggles for diversity and rights, which, since the mid-20th century, have been marked by organized resistance against the colonial matrix (Akotirene, 2023). Within this context, the discipline of Art History has been subject to increasing scrutiny regarding its methodological frameworks and its role in perpetuating hegemonic narratives that reinforce ethnocentrism and structural oppressions. As Pedrosa (2018) argues, “the discipline of art history, with its deeply European roots, structures, and model, is the most powerful and enduring apparatus of imperialism and colonization.” In response to these challenges, this study explores alternative transdisciplinary and interdisciplinary approaches to reconfiguring these narratives, conceptualized here as Arts’ Histories. Drawing on pluriversal and critical interculturality perspectives (Acosta et al., 2022; Walsh, 2019), this study seeks to move beyond Western epistemologies by proposing simultaneity as a methodological tool. This approach aims to foster the convergence of multiple artistic temporalities and cultural contexts, challenging the notion of absolute truths imposed by colonial technologies, embracing a diversity of histories coexisting within a shared and critical epistemic space.

Virtual Poster Presentations

Read Virtual Poster Presentations & Watch Pre-Recorded Virtual Presentations

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

ECE2025 Pre-Recorded Virtual Presentations

Counselling, Guidance & Adjustment in Education

92677 | *Parental Awareness of Emotional Eating in Children: Linking Food-Based Behavioral Strategies to Emotional Eating Patterns*
Asnat Dor, Max Stern Academic College of Emek Yezreel, Israel

This study explores parental awareness of the impact of food-based behavioral strategies on emotional eating tendencies in children aged 3–12. Parents often use food to manage children's behavior, offering treats for compliance or withholding them to correct actions. While effective in the short term, such practices may have long-term implications for children's eating behaviors, potentially contributing to emotional eating and associated health risks. This research examines parents' awareness of these risks, their perspectives on food-based motivation, and alternative strategies they employ to manage children's behavior.

Methodology: A qualitative phenomenological approach was employed. Semi-structured interviews with 12 parents, recruited via social media and community networks, explored behavioral strategies, awareness of emotional eating, and alternative approaches. Interviews lasted 40–60 minutes and were thematically analyzed to identify key themes and patterns.

Preliminary Findings: Parents use a range of strategies, including verbal encouragement, clear rules, and food-based methods. While food is sometimes employed, for most of them it is not a dominant approach. Parents tended to perceive occasional use of treats as harmless and didn't tend to link it with emotional eating.

Interestingly, grandparents were often seen as more reliant on sweets for bonding. Parents emphasized the importance of diverse approaches tailored to specific situations.

Conclusion: These findings underscore the need for increased awareness of the potential long-term effects of food-based behavioral strategies, particularly their connection to the development of emotional eating patterns, while highlighting the varied methods parents use to manage their children's behavior effectively.

Design, Implementation & Assessment of Innovative Technologies in Education

95673 | *Integrating Large Language Models into Physical Robotics Education via Project-Based Autonomous Vehicle Development*
Chen Giladi, Sami Shamoon College of Engineering, Israel
Shayke Bilu, Shamoon College of Engineering, Israel

Educating engineering students in physical robotics demands hands-on practice, but hardware integration and debugging complexities often impede progress and limit the project's scope. This study evaluates an intensive two-semester project-based learning course. Students designed, built, and programmed physical autonomous vehicles for maze navigation and lane-following tasks, systematically using Large Language Models (LLMs) as collaborative tools. Using Python, OpenCV, and PID control, students employed LLMs to accelerate code generation (especially for hardware drivers), enhance debugging (notably for intricate hardware-software interfacing), and clarify complex concepts. Crucially, pedagogical strategies emphasized rigorous critical evaluation and safe testing of AI-generated outputs intended for physical systems. A mixed-methods evaluation, blending robot performance metrics and student feedback, revealed that strategic LLM integration significantly enhanced project sophistication, enabling advanced implementations, reduced coding and debugging time (particularly for hardware interactions), and fostered greater problem-solving resilience. The findings demonstrate that LLM can enhance the effectiveness of PBL in physical robotics education, accelerate learning, and prepare students for AI-augmented engineering workflows, provided that critical thinking and safety are rigorously prioritized.

Educational Policy, Leadership, Management & Administration

95766 | *Implementing Full-Time Secondary Education in Brazil: The Role of State Capacity in Advancing Educational Equity*
Thaís Raquel Schwarzbarg Milanello, Getulio Vargas Foundation, Brazil

Full-Time Secondary Education (Ensino Médio Integral – EMI) has been increasingly adopted across Latin America as a strategy to expand learning opportunities and reduce educational inequalities. However, its effectiveness in promoting equity remains contested. This study investigates how state capacities and institutional arrangements influence the implementation of EMI in two Brazilian states – Pernambuco and Goiás – which exhibit above-average equality of educational performance despite remarkably dissimilar policy coverage levels: around 70% for Pernambuco and only 20% for Goiás. Case selection was based on a statistical procedure using 2023 national education data (School Census and IDEB), applying the average variance of academic performance (VARP) and its intersection with within-network socioeconomic variance (NSE). Networks with high NSE and low VARP were considered more equitable, indicating a remarkable ability to mitigate learning disparities. A qualitative comparative case study design was adopted, combining this statistical mapping with document-based policy analysis. Drawing on recent theoretical advances in state capacity studies, we focus on activating technical-administrative and political-relational capacities as explanatory factors for more equitable outcomes. Preliminary findings suggest that time expansion alone is insufficient; instead, coherent governance, bureaucratic coordination, and pedagogical integration are critical to success. By offering insights into how implementation design and institutional capabilities mediate the impact of extended learning time, this study contributes to global debates on education reform, particularly in regions striving to address deep and persistent learning gaps. The Brazilian case offers lessons for Latin American countries considering large-scale adoption of full-time education for post-pandemic recovery and long-term equity.

ECE2025 Pre-Recorded Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

92753 | *Distance Education During Times of War: Lebanese Students' Experiences Amid the Israel-Hezbollah Conflict*

Soula Kyriakou, International Executive School, France

Elie Daher, International Executive School, France

Zina Kyriakou, International Executive School, France

Jimmy Naipaul, International Executive School, France

The Israel-Hezbollah conflict has severely disrupted education in Lebanon, leading to the destruction of educational infrastructure and the displacement of students. In response to these challenges, educators are increasingly adopting distance learning solutions to ensure educational continuity and safeguard students from harm in conflict-affected areas. However, the implementation of distance learning faces significant challenges, particularly because it is a relatively new concept in Lebanon. This qualitative, phenomenological study involved interviews with 16 Lebanese students, including 9 high school and 7 university students, to explore their experiences of the transition to distance learning during the Israel-Hezbollah conflict. An interpretative phenomenological analysis revealed four key themes: (1) students recognized the necessity of distance learning, appreciating its role in maintaining academic progress and avoiding delays in obtaining qualifications; (2) distance learning helped reduce exposure to physical harm, offering safety by limiting the need for students to leave their homes or shelters (e.g., bomb shelters); (3) the transition to distance learning was hindered by technological difficulties, including inadequate IT infrastructure and a lack of familiarity with digital tools; and (4) unreliable electricity and internet services, resulting from attacks on infrastructure, required flexibility from educators regarding deadlines and class attendance. This study underscores the resilience of Lebanese students and highlights distance learning's potential as an emergency educational solution while emphasizing the urgent need for improved technological infrastructure and support systems in Lebanon.

ECAH2024 Pre-Recorded Virtual Presentations

Media, Film Studies, Theatre, Communication

95651 | *Exploring Self-Healing in Trauma Survivors Through the Animated Film Suzume: A Jungian Psychoanalytical Perspective*
Wei Shan Chang, National Changhua Normal University, Taiwan

This study applies the framework of Jungian psychology and techniques of fairy tale analysis to examine the animated film *Suzume* as a case for exploring the inner world and healing process of trauma survivors. Using the "holistic-content" approach of narrative inquiry, this study analyzes the protagonist Suzume's physical and emotional responses at various stages after experiencing trauma, as well as the self-healing life story she demonstrates throughout the film. The narrative of this animated film vividly illustrates the Jungian psychological process of self-healing in trauma survivors: (1) Developing a persona to survive in the aftermath of trauma; (2) Encountering dream imagery that carries personal trauma and loss; (3) Understanding the inevitability of trauma through collective unconscious memories; (4) Confronting opposing forces and gradually developing the courage to face trauma; (5) Integrating the powers of light and shadow, achieving self-transcendence, and accepting and recognizing oneself post-trauma. From the perspective of Jungian psychoanalysis, trauma survivors experience inner and outer imbalances and emotional flashbacks. Through resonating with the shared memory of trauma and integrating both pain and courage, trauma can be given new meaning. This study suggests that animated films grounded in Jungian psychology can guide trauma survivors in self-healing, and provide trauma-informed practitioners with a diverse, cross-disciplinary medium to support survivors in a more dynamic and empathetic way.

egen.iafor.org/programme

EGen2024 Pre-Recorded Virtual Presentations

Frailty

95932 | *Family Relationship and End-of-Life: Lessons from KLoSA and Its Sister Studies*
Yumi Shin, Daegu University, South Korea

This study examines the relationship between family dynamics and end-of-life experiences among middle-aged and older decedents from a comparative national perspective, utilizing data from the Korean Longitudinal Study of Aging (KLoSA) and similar datasets: the Health and Retirement Study (HRS) in the US, the English Longitudinal Study of Ageing (ELSA) in the UK, and the Survey of Health, Ageing, and Retirement in Europe (SHARE). Middle-aged and older individuals are defined as those aged 55 to 95, with a total sample size of 9,423 (KLoSA: 1,169; SHARE: 4,272; HRS: 3,599; ELSA: 383) surveyed between 2008 and 2013. Key findings indicate that the proportion of individuals with a spouse at death was highest in the UK (ELSA: 66.8%), followed by Europe (SHARE: 59.6%), Korea (KLoSA: 58.7%), and the US (HRS: 43.9%). Cohabitation with children was most common in Korea (KLoSA: 43.5%), while the hospital death rate was highest in Korea (KLoSA: 60.3%). Sudden death rates were also highest in Korea (KLoSA: 16.6%). Conversely, the percentage of individuals who wrote a living will was highest in the UK (ELSA: 64.4%), with Korea having the lowest rate (KLoSA: 6.8%). This trend highlights significant implications for end-of-life care, particularly in Korea, where high rates of sudden death coincide with low living will documentation. The study discusses policy and practical implications for end-of-life care planning.

Lifespan Health Promotion

94141 | *The Role of Internet Use in Social Adaptation Among Older Adults in China: A Quantitative Analysis of Diverging Effects*
Jiayin Tian, Beijing Vocational College of Labour and Social Security, China

The growing prevalence of Internet use among older individuals in China represents a significant social phenomenon, with potential implications for their social adaptation. However, the relationship between Internet use and social adaptation, particularly its variation across different adaptation levels, remains inadequately understood. This study aims to explore how Internet use impacts social adaptation among older individuals, considering both overall and heterogeneous effects. Data from the 2020 China Longitudinal Aging Social Survey (n=8082) were used. The instrumental variable quantile regression (IVQR) method was applied to address endogeneity and heterogeneity issues inherent in OLS regression. The OLS regression shows a positive relationship between Internet use (IU) and social adaptation (SA) (coef = 0.2254, p = 0.000). After applying the 2SLS method to address endogeneity, the coefficient drops to 0.1260 (p = 0.06). The IVQR analysis reveals a U-shaped relationship: negative at lower quantiles (0.1-0.3) and positive at higher quantiles (0.5-0.9). The impact of Internet use on social adaptation depends on adaptation levels. Individuals with lower adaptation scores may be negatively affected by digital challenges, while those with higher scores may benefit. Thus, targeted interventions, such as digital literacy training and encouragement to use the Internet, are needed to support these individuals.

95762 | *Psychological Support for Caregivers of Individuals with Neurocognitive Disorders: Efficacy of Individual and Group Interventions*
Margherita Vincenzi, University of Padua, Italy
Giacomo Dal Gesso, Opera della Provvidenza S. Antonio, Italy
Elisa Di Rosa, University of Padua, Italy

Caregivers of individuals with neurocognitive disorders often experience high levels of psychological distress and burden, which can significantly affect their quality of life. It is therefore essential to design and evaluate effective support strategies aimed at reducing the negative impact of caregiving. A total of 102 caregivers (mean age = 64.7 years; 62 women) participated in the study. Seventy-five received psychological support interventions, either individual (IS; N = 41) or group-based (GS; N = 34), while 27 were assigned to a control group (CG) and received no treatment. All participants completed standardized measures assessing caregiver burden, anxiety, depression, stress, and quality of life at baseline (T0) and after six months (T1). Preliminary findings (N = 65) revealed a significant reduction in caregiver burden (p < .001) and stress (p < .05) in the GS group following the intervention. The IS group showed stable scores over time, while the CG reported increased stress (p < .05) and a significant decline in quality of life (p < .001). Overall, psychological interventions were more effective than no intervention, with group-based support showing greater impact in alleviating stress and burden. These early results highlight the potential benefits of psychological support interventions, especially group-based formats, in improving the well-being of caregivers of individuals with neurocognitive disorders.

95947 | *Purpose in Life and Physical Health in Later Adulthood: A Five-Year Longitudinal Study*
Nahoko Kusaka, Doshisha Women's College of Liberal Arts, Japan
Emi Yamagata, Doshisha Women's College of Liberal Arts, Japan
Atsuko Shimomura, Doshisha Women's College of Liberal Arts, Japan

This study aimed to examine how a sense of purpose in life (PIL) influences physical health and cognitive functioning in later life, using a five-year longitudinal approach. Focusing on the impact of PIL on well-being among older adults, the research sought to clarify its associations with both physical and psychological factors. The participants were 26 older adults who consistently participated in an annual physical fitness assessment program from 2018 to 2023. For the analysis, data from 2018, 2021, and 2023 were used. The fitness assessments included measures of flexibility, explosive strength, agility, and leg muscle power, serving as indicators of physical function over time. In addition, participants completed Ryff's Psychological Well-Being Scale (PWBS), which consists of six dimensions (positive relations, self-acceptance, autonomy, personal growth, environmental mastery, and purpose in life), the Satisfaction with Life Scale (SWLS), and a questionnaire on daily living activities. Results showed a significant positive correlation between changes in 20-second stepping counts and the PIL component of the PWBS. Participants with higher PIL scores tended to maintain or improve their physical abilities. Moreover, those who showed greater improvements in stepping counts were more likely to engage in hobbies or paid work, indicating a more active and socially connected lifestyle. These findings suggest that a strong sense of purpose in life may contribute positively to the maintenance of physical health in older age. Future research should explore psychological and social interventions aimed at enhancing PIL to promote overall well-being in aging populations.

Notes

[illegible]



Virtual Presentations

Read Virtual Poster Presentations & Watch Pre-Recorded Virtual Presentations

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

ECE2025 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

92578 | *Enhancing Meaning-Making for Student Teachers in Early Childhood Education with Visual Techniques*
Jo Perry, Manukau Institute of Technology, New Zealand

Student teachers often struggle to engage with complex theoretical concepts, highlighting a gap in strategies that bridge theory and practice while catering to diverse learning needs. This study addresses this challenge by exploring how Sketchnotes, integrated into lesson plans, can enhance meaning-making and retention. Lesson plans were reimagined as visual maps using Sketchnotes, featuring “containers” (key concepts in boxes) and “connectors” (arrows showing relationships) to simplify content into manageable chunks. A cohort of 25 third-year early childhood student teachers participated, with feedback gathered through an anonymous survey. Results revealed that students found Sketchnotes helpful for understanding and applying theoretical concepts. Participants noted increased confidence and engagement, while the visual and non-linear structure accommodated a variety of learning preferences. Educators also reported improved efficiency and clarity in lesson preparation. This study underscores the potential of Sketchnotes to address the challenges of teaching complex concepts in higher education, offering an accessible, student-centered approach that fosters deeper comprehension. Future research could explore the long-term impact on teaching practices.

Assessment Theories & Methodologies

93146 | *Assessing Students’ Mastery of the Key Phenomena of Child Development*
Anna Toom, Touro University, United States

For over half a century, psychology was a science confined to a narrow circle of specialists. Today, it is an elective subject in most American educational institutions and one of the required core disciplines in many pedagogical programs. However, as experience shows, this social science is not among the easiest to comprehend. From this perspective, improving the methodology for assessing the assimilation of psychological knowledge appears to be a relevant and promising research task. Seventy graduate students participated in our study. We examined their understanding of key phenomena in child development, such as J. Piaget’s concept of object permanence and categorization, L. Vygotsky’s cognitive-emotional-volitional triad, and A. Bandura’s theory of learning through observation and imitation. The stimulus material was A.P. Chekhov’s short story Grisha, whose main character, a boy aged 2 years and 8 months, exhibits all of the above qualities. The students were tasked with determining whether the story’s protagonist had fully developed these traits. According to the results, the participants were relatively successful in identifying text fragments that illustrated the psychological phenomena under study. However, many of them encountered significant difficulties when interpreting the content of these fragments. It was found that the primary reason for these challenges was a lack of skills in the systematic and organized analysis of psychological phenomena. These findings suggest directions for improving the methodology of teaching psychology to non-specialists. Teaching students complex psychological concepts while simultaneously training them in analytical thinking skills appears to be the most productive approach.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

93368 | *A Multicultural and Gender-Sensitive Approach to Language Learning: Insights from Colombian Indigenous Women*
Zoila Liliana Giraldo Martinez, Universidad de Caldas, Colombia
Angela Patricia Velásquez Hoyos, Universidad de Caldas, Colombia

English has historically been associated with colonialism, often used to assert dominance over colonized societies by influencing their cultural and social dynamics. However, its role has evolved in recent decades. Many former colonies now use English as a lingua franca, fostering trade, multiculturalism, and diplomacy. Despite this progress, indigenous women still face significant barriers to bilingual education, which is often scarce. Providing indigenous women with educational opportunities that preserve their linguistic and cultural diversity is crucial. A multicultural, gender-sensitive approach to teaching English can help address the challenges indigenous women in Colombia face, such as limited access to higher education, lower enrollment rates, and higher illiteracy levels compared to the national average. From this perspective, we conducted a case study with 18 women from diverse Indigenous communities across different regions of Colombia. This case study, initiated by Universidad de Caldas in collaboration with the Colombian Network of Indigenous Women in Academia (RedColmia), aimed to enhance participants’ academic English through a year-long online program. Bi-monthly sessions, led by university professors and international guests, examined Earth-related themes through texts by Indigenous writers addressing historical exclusion of Indigenous women in academia. Data were gathered via semi-structured surveys and participants’ work. While concerns about language erosion were discussed, participants highlighted English as an empowering tool. The findings show that learning English through a gender-sensitive, multilingual approach fosters cultural appreciation, identity redefinition, and the sharing of Indigenous perspectives, offering valuable insights into language, culture, and academic empowerment.

ECE2025 Pre-Recorded Virtual Presentations

94220 | *Challenges of Integrating Emerging Technologies in Libraries – Between the AI Race and the Imperative of Creative Industries Reform*

Ioana Cornelia Cristina Crihană, The National Association of Public Librarians and Libraries in Romania, Romania

The digital transformation of public libraries is a complex process, located at the intersection of accelerated technological progress and the need for adaptation of creative industries. The implementation of emerging technologies, especially artificial intelligence (AI), involves both opportunities and significant challenges for the library ecosystem. On the one hand, AI is the guarantor of rapid access to knowledge, promising important steps towards automating operational processes and improving the user experience through personalized solutions. On the other hand, this innovation race comes with risks related to ethics, data security and the unprecedented transformation of librarians' professional skills. In this context, the present paper analyzes the practical and strategic challenges of integrating AI in libraries, starting from the ANBPR (anbpr.org.ro) experience within the SHIFT project: MetamorphoSis of cultural Heritage Into augmented hypermedia assets For enhanced accessibility and inclusion. The pre-pilot representing a Romanian use case led by ANBPR within the National Conference ANBPR BiblioPublica (November 11-12, 2024, National Library of Romania) provided a space for analysis and dialogue on how the public library network in Romania can become a dynamic infrastructure for testing and validating the latest AI-based technological solutions. Through the presentations and technological demonstrations carried out within this pre-pilot – in particular those dedicated to the Romanian case study addressed to libraries, facilitated by Iosif Tsangko, AI Researcher at the Technical University of Munich, technical partner within the SHIFT consortium – the importance of collaboration between libraries and technological partners in order to test and implement AI solutions was highlighted.

Counselling, Guidance & Adjustment in Education

93451 | *Counseling for International Students: Applicable Strategies for Non-Anglophone Universities*

Hoang-Nam Tran, Tokushima University, Japan

Atsuko Inosaki, Tokushima University, Japan

A literature review highlights challenges in providing effective counseling for international students. Key issues include limited language proficiency, cultural mismatches between students and counselors, stigmatization of mental health, and institutional gaps in addressing the unique psychological and social needs of international students. Additionally, the lack of multilingual resources and cultural competency training for counselors exacerbates these difficulties, leaving many students unsupported in their academic and personal journeys. Drawing on lessons from worldwide literature, this study proposes practical strategies to enhance counseling services in non-Anglophone university contexts. These include culturally responsive counseling programs, integrating tailored training in cultural humility and region-specific mental health practices for counselors; peer support systems, fostering connections among international students to reduce isolation and build community; multilingual and culturally adapted resources, such as translated self-help materials and culturally relevant case studies; integrated campus-wide support networks, combining academic, administrative, and counseling services to create a holistic support system; and hybrid digital counseling platforms, leveraging technology to provide multilingual, flexible, and accessible mental health support. These strategies aim to address the structural and interpersonal barriers faced by international students, enhancing their well-being and integration. This study offers actionable recommendations for policymakers, educators, and counselors to foster inclusive, supportive, and culturally competent environments for international students in the context of non-Anglophone universities.

Design, Implementation & Assessment of Innovative Technologies in Education

90348 | *Improving Memory Retention in Mathematics: The Effectiveness of Digital Storytelling in Teaching Circle Geometry*

Felix Egara, University of the Free State, South Africa

Moeketsi Mosia, University of the Free State, South Africa

Lebohlang Mulaudzi, University of the Free State, South Africa

This study examined the impact of digital storytelling on the retention of circle geometry concepts among secondary school students. Using a quasi-experimental pretest-posttest non-equivalent control group design, 132 senior secondary school students from four public schools in Nsukka Local Government Area, Enugu State, Nigeria, participated. Through multistage sampling, intact classes were assigned to either an experimental or control group. The experimental group received digital storytelling-based instruction, while the control group was taught using conventional methods. Data were gathered through the Geometry Achievement Test (GAT), administered as a pretest, posttest, and retention test four weeks post-intervention. The GAT demonstrated high internal consistency, with a Cronbach's Alpha reliability coefficient of 0.83. Data were analysed using SPSS (version 29), employing mean and standard deviation to address research questions and Analysis of Covariance (ANCOVA) to test hypotheses at a 0.05 significance level. Findings indicated that the experimental group achieved significantly higher retention than the control group, confirming the effectiveness of digital storytelling as a teaching tool in mathematics. Additionally, gender had no significant effect on retention outcomes. These results suggest that digital storytelling can enhance engagement and deepen understanding of complex mathematical concepts, providing a valuable method for educators. Based on the findings, recommendations were made, one of which is that educators should integrate digital storytelling into their instructional approaches to support student learning in mathematics.

ECE2025 Pre-Recorded Virtual Presentations

93889 | *Adaptive Tactical Decision Making in Ice Hockey: Integrating Multi-Agent Reinforcement Learning Framework with Advanced Computer Vision Techniques*
Boyang Zhang, University of Turku, Finland

This study proposes an integrated framework that combines with Multi Agent Reinforcement Learning (MARL) with advanced computer vision techniques, including pose recognition via MMAction2, object detection with Yolov11, and multi-object tracking using ByteTrack. The McGill Hockey Player Tracking Dataset (MHPTD) is used to analysis the ice hockey team sport. In building the framework with MARL, each player is modeled as an autonomous agent whose observation space encompasses self-position, puck state, and the spatial locations of teammates and opponents. By incorporating inputs from the MHPTD dataset, the framework dynamically adapts strategic behaviors, like defending, attacking. When simulating realistic ice hockey scenarios, the framework can be used for strategy optimization using the group object detection, play behavior modeling by pose recognition and positional data tracking, advanced AI opponents' strategic analysis in future games. Reward function is setup to encourage agents to move towards the puck and getting rewards when shooting to the opponents' door. Multi-agent setup can simulate full team sport. The framework can enhance the simulation of complex player interactions, bridge the gap between MARL simulation and real-world fix-field team sports, provide insight in coaching and sport education.

94471 | *Extending Socio-Technical Theory: A Holistic View of Human – AI Interaction in Education*
Badr-un-nisa Chand, University Canada West, Canada
Min Beom Kay, University Canada West, Canada
Ozen Asik, University Canada West, Canada
Michele Vincenti, University Canada West, Canada

This article explores how the collaboration between internal stakeholders – educators, students, and administrators – and artificial intelligence (AI) can reform the field of education through the application of Sociotechnical Systems Theory (STS). A conceptual framework is illustrated and later described to outline how this alliance will work in practice. While emphasizing collaboration, the framework delineates the distinctive roles of internal stakeholders and AI applications. The framework proposes that educators and administrators should be the handlers of complex issues, balancing innovation with ethical consideration, critical thinking, problem-solving, and ensuring fairness for student satisfaction. At the same time, AI as a technical system is portrayed as the facilitator of routine tasks within the social system of education, including predicting class demand, scheduling, planning, technical support, preparation and assessment. The paper points out that inadequate technological infrastructure and lack of training can pose significant challenges to successfully implementing this collaborative model. The article concludes with recommendations for implementing hybrid teaching models (combining AI tools and traditional teaching methods) to handle issues with IT disruptions, conducting periodic reviews of AI applications and outputs to ensure accuracy, fairness and transparency, and organizing AI training for all stakeholders.

95317 | *Data-Driven Analysis of Learning Behaviors Among At-Risk Students Across Disciplines Using Data Mining Techniques*
Hon Sun Chiu, The Hong Kong Polytechnic University, Hong Kong
Adam Wong, The Hong Kong Polytechnic University, Hong Kong
Tung Lok Wong, The Hong Kong Polytechnic University, Hong Kong

In recent years, the proliferation of e-learning systems has provided an unprecedented opportunity to collect and analyze vast amounts of data concerning student learning behaviors. This research aims to use data mining techniques to identify common learning patterns of at-risk students across various disciplines. Unlike previous studies that have predominantly focused on individual disciplines or subject areas, this study integrates data from multiple disciplines to offer a comprehensive analysis. We utilized big data sourced from log files of an online e-learning system called Blackboard, supplemented by performance data from individual assessment components. The dataset included all students from 240 subjects across four academic divisions, resulting in a total of 1.7 million rows of records. Our findings show that at-risk students often exhibit low click rates on the e-learning system, delay starting assignments until close to deadlines, and consistently low participation in online activities. Additionally, the study found a high correlation between students' performances in in-class exercises and tests with their overall subject performance. This suggests that regular engagement and participation in formative assessments are strong indicators of academic success. These insights are critical as they will enable educators to develop targeted interventions aimed at improving student performance and retention rates. By understanding the distinctive learning behaviors of at-risk students, educators can provide timely support and resources to help these students succeed. This research not only highlights the importance of using data-driven approaches in education but also underscores the potential of interdisciplinary analysis in enhancing educational outcomes.

95318 | *The Absurdist Design Model (ADM): A Nonlinear Framework for Designing in Chaos*
Timi O'Neill, University of Wales Trinity Saint David, United Kingdom
Jianlan Feng, University of Wales Trinity Saint David, United Kingdom

China's rapidly evolving technology landscape highlights the need for new design thinking models to aid students in becoming designers unafraid to confront ambiguity and redefine the boundaries of their practice. The Absurdist Design Model (ADM) offers a departure from traditional Chinese design methodologies by embracing chaos, contradiction, and ambiguity as core elements of the creative process. Inspired by absurdist philosophy, this nonlinear framework rejects the pursuit of absolute meaning and instead celebrates the tension between order and disorder, resolution and non-resolution. The authors argue that linear models, such as the Double Diamond, limit the energy of innovative thinking. The ADM operates through four interconnected modes—Disrupt, Constrain, Collide, and Iterate—each encouraging designers to oscillate between control and surrender. By co-designing with chaos, this model reframes design as a ritual of productive defiance, where unresolved tensions and iterative rebellion become sources of innovation and beauty. This paper explores the application of the ADM in a pedagogical context, specifically with Chinese postgraduate design students. By challenging students to embrace absurdity, the model pushes them beyond conventional solutions, fostering creativity through unconventional methods such as paradoxical constraints, concept collisions, and Sisyphean refinement. The model's emphasis on process over outcome aligns with the philosophical underpinnings of absurdism, where the act of creation becomes the meaning. Through case studies and student projects, this presentation will demonstrate how the ADM has been integrated into the curriculum, encouraging students to explore the tension between tradition and innovation, order and chaos.

ECE2025 Pre-Recorded Virtual Presentations

95339 | *Designing Immersive Language Learning Experiences: An Augmented Reality Approach for Young EFL Learners in Greece*
Angeliki Voreopoulou, 15th Primary School Evosmos, Greece
Fridolin Wild, Open University, United Kingdom

Augmented Reality (AR) is becoming more and more popular among educators due to its potential to create immersive and engaging learning experiences. This paper explores the design of an AR-supported language learning activity tailored for young Greek learners of English as a Foreign Language (EFL). Based on Communicative Language Teaching (CLT) principles and Bloom's Taxonomy, the activity exploits AR affordances to address cognitive and affective factors critical to language acquisition, such as age-appropriate engagement, socioemotional learning, and the challenges of mixed-ability classrooms within the Greek socioeconomic context. During the AR activity learners are immersed in a narrative driven scenario so as to engage themselves with an AI-powered 3D friendly alien, who has visited Earth. Through this interaction, learners practice recently acquired vocabulary and they are given opportunities to develop receptive and productive English language skills. The design focuses on the promotion of learner autonomy, creativity, and motivation, while also incorporating elements that cater for diverse learning needs. This study not only demonstrates the practical application of AR in EFL settings but also highlights its potential to bridge gaps in traditional language teaching methodologies. The paper discusses both the challenges encountered during the design process and proposes innovative follow-up tasks to extend the learning experience while offering actionable recommendations for educators seeking to adopt AR technologies in language learning contexts.

95527 | *Breaking Barriers: Art and Technology for Neurodivergent Inclusion in the Whitney Museum of American Art*
Mariana Zardain Buganza, Independent Researcher, Mexico

This study examines how technology can enhance accessibility for neurodiverse audiences in museum environments, focusing on the Whitney Museum of American Art. As museums embrace the digital age, the need for inclusive practices for neurodivergent visitors has become increasingly critical. Using qualitative methods, including interviews and observations, this research explores current initiatives at the Whitney and assesses how digital tools such as virtual programs can bridge accessibility gaps. The study identifies key strategies that improve engagement and participation for neurodiverse individuals, with particular attention to sensory, cognitive, and physical accessibility. By analyzing these approaches, the study proposes a model where technology amplifies museum inclusivity, offering practical insights for other cultural institutions. The findings suggest that a shift towards comprehensive digital strategies can ensure that all visitors, regardless of neurocognitive profiles, have the opportunity to engage fully with museum offerings. This research contributes to the broader discourse on art, museum education, and accessibility, urging museums to adopt proactive technology-driven policies and programs to support neurodiverse communities.

95851 | *From Text to Structure: Towards an Intelligent Framework for Evaluating Course Syllabus Completeness Leveraging NLP-based Approach*
Md Nour Hossain, University at Albany, United States
Nabila Ayman, University at Albany, United States

A syllabus is a roadmap for instructors and students to successfully navigate and complete a course. A well-developed intelligent system for checking syllabus coherence and completeness can significantly enhance curriculum design and overall educational quality. Numerous educational research emphasize that a proper syllabus should contain several key components, including instructor contacts, course information, course description, course objectives, course outline or schedule, course requirements, alignment with program outcomes, course evaluation methods, prerequisites, required materials, grading scale, institutional policies, and additional course materials. However, despite the importance of these elements, many syllabi in practice suffer from inconsistencies, incompleteness, or lack of alignment with institutional and accreditation standards. These shortcomings can diminish the overall quality of education and lead to disengagement among students. Based on our literature review and to the best of our knowledge, there is currently no standardized automated tool available to evaluate whether a specific course syllabus meets these essential criteria. In this study, we propose a Natural Language Processing (NLP) technique that extracts and interprets the textual content of a course syllabus, identifies key components, and compares them against standardized syllabus templates. The system calculates a completeness score for the syllabus and highlights components that are either incomplete or missing. The system is currently in development and has shown initial success in detecting structural components within sample syllabi. The goal is to establish an automated, intelligent tool that benefits educators and academic institutions by supporting optimized curriculum structuring that aligns with educational standards and learning objectives.

ECE2025 Pre-Recorded Virtual Presentations

Education, Sustainability & Society: Social Justice, Development & Political Movements

94250 | *'Cloud of Unknown' in Canadian Teacher Education Reconciliation: Aesthetics, Cultural Narrative Inquiry, and Resilience*
Lorna Ramsay, Stenberg College, Canada

This conceptual paper outlines narrative reconciliation approaches in my Western Canadian teacher education class, including sharing and demonstrating expressive inquiry through writing and other arts as processes of resiliency. Several class cohorts champion dynamic causes in what Smith, (2024), names a "cloud of unknowing", the belief that because they belong to a group or movement, they know the truth. Class discussions become heated and confrontational; therefore, I introduce narrative inquiry as inclusive, culturally sensitive expression in aesthetic venues that Smith, 2024, names 'sensory foraging', exploring individual and group voice through both lenses of reconciliation (Truth and Reconciliation, 2015) and resilience that Southwick et al., (2014), suggest highlights 'adversity', 'adaptation', and 'trauma'. I provide examples of pedagogy and advocacy that embody course topics and integrate specialties and causes: Government Mandated First Nations Principals of Learning; Familial Cultural History, Past/Present; and Facing Adversities: Resiliency and Lived Experience. When student discussions and assignments suggest common ground, unit plan assignments become collaborative. For example, Environmental and Indigenous Cohorts collaborate to incorporate one First Nations Learning Principle, 'Connectedness to Place', with impacts of current government policies on increased wildfire activity and information and advocacy about traditional First Nations methods of Forest Management. Donald, 2022, suggests the students reach 'kinship relationality' through processes to find voices of resiliency for individual cultural history, reconciliation, and reciprocal relationships, collaborative learning experience planning around specialties and causes that integrate mandated First Nations Learning Principles.

Educational Policy, Leadership, Management & Administration

93478 | *GenAI and Language Subjects: The Evolution of a Policy*
Adam Forrester, The Hong Kong Polytechnic University, Hong Kong

This talk will look at the evolution of a GenAI policy at a language centre at a tertiary institution in Hong Kong. Since GenAI arrived in December 2022, the language centre has been striving to keep up with the technology. At the same time, there is a need to clearly explain to students and teachers what is allowed or not allowed with GenAI, as well as trying to uphold academic integrity.

GenAI affects all subjects. With language subjects, the ability of large language models to produce highly accurate and increasingly appropriate text in response to a wide variety of questions is especially challenging.

Initially, the centre did try to avoid (or ignore) it in some subjects; in other subjects there was an attempt to try to outrun it (and often failed miserably); and now the centre is looking at how GenAI can be embraced and adopted, while still maintaining academic integrity and *raison d'être*, a language learning centre in a university. The session will look at different possible models for AI use, including the AI Assessment Scale, and the two-lane approach from the University of Sydney. Different examples from the Centre's subjects will be covered during the session, including how assessments in different subjects have been adapted for AI. The session will end with some thoughts of a possible way forward.

93952 | *The Inequality in Physics Curriculum Standards Policy Implementation Strategies in Urban and Rural China's Middle Schools: A Literature Review*
Jiaao Liu, University of California, Los Angeles, United States

This literature review gathered academic journals from CNKI and UC Library that are associated with the implementation strategies of curriculum reform in the physics curriculum and the resource inequalities between rural and urban middle schools to answer the research questions: What are the policy implementation strategies in the physics curriculum in curriculum reform in China? What does the literature say about the ways in which inequality is created, if any, between rural and urban physics lab availability in China? What does the literature say about the solutions to helping rural middle school students gain experimental experience? The result shows that China has implemented an "urban-biased" policy during curriculum reform, prioritizing urban education while marginalizing rural education. The same implementation strategy influenced Physics Curriculum Standards and led to significant inequalities between rural and urban middle schools' experimental teaching in terms of human resources, experimental resources, teachers' training, and funding. Some limitations being identified are lacking a clear definition of "rural", "urban", and "experimental teaching philosophy" in current literature and overall insufficient academic journal articles that address the inequality. Therefore, more research should be done by scholars and institutions to define rural and urban middle school physics education and address the inequalities between them.

94463 | *Formative Program Evaluation Strategies: A Reflection on Girls' Empowerment and Youth Village Projects Implementation in Angola*
Nadia Bengo, Kobe University, Japan

The research reflects on formative program evaluation strategies, such as project description, sources of information, and management information systems implemented in the girls' empowerment and youth village projects in improving governance and non-state actors' practices. This qualitative document analysis assesses 82 of 124 digital resources published from January 2023 to September 2024, addressing girls' empowerment and the youth village vocational education training projects. According to data collection, (i) project description, organizations share disaggregated summative data disconnected from students and community economic, social, and political factors; (ii) Sources of information indicate that organizations collect informal target groups' perceptions of the projects without following an evaluation framework; (iii) Management and information systems indicate that organizations share public information on social media, especially Facebook and LinkedIn, resulting in fewer opportunities to support educational management and policy analysis. This study helps organizations to reflect on their practices and improve projects' socioeconomic and political outcomes.

ECE2025 Pre-Recorded Virtual Presentations

94828 | *The Role of Transformational Leadership in Developing Educational Policy and University Management: an Empirical Study of Saudi Universities*

Naif Hadi A Alyami, Islamic University of Medina, Saudi Arabia

This study aims to explore how transformational leadership influences the formulation of educational policies and the management of Saudi universities, with an emphasis on enhancing student engagement and academic outcomes. Anchored in the premise that transformational leadership can reshape governance strategies and institutional structures, the research examines its impact on faculty commitment, student engagement, and administrative efficiency. A mixed-methods approach is adopted, involving a review of relevant literature, semi-structured interviews with academic and administrative leaders, and a survey directed at faculty and students in selected Saudi universities. Preliminary findings highlight the significance of fostering collaborative cultures and innovation in decision-making, backed by effective funding policies and leadership development programs. The expected contribution of this study is to offer practical recommendations for stakeholders—policymakers, university administrators, and researchers—aimed at implementing leadership models that optimize educational quality, increase student satisfaction, and align with national developmental priorities.

94189 | *Examining the Regulations Leading Public-Private Partnerships in Lahore's Primary Schools*

Tajammal Hussain Awan, Superior University Lahore Pakistan, Pakistan

Muhammad Abubaker Malik, Ample Excellence Institute Lahore, Pakistan

Abdul Rauf Awan, Superior University Lahore, Pakistan

Adeel Ahmad, Virtual University of Pakistan, Pakistan

Waqar Sardar Alvi, Virtual University of Pakistan, Pakistan

Attiya, University of the Punjab, Pakistan

The legislative framework leading public-private partnerships (PPPs) in Lahore's public primary schools is examined in this study, along with its implications for teacher recruitment, funding, and general educational access and quality. With a population of over 123 million, Punjab is home to 32,354 government schools and 174,520 primary teachers teaching about 11 million pupils. There are 522 public schools in Lahore with 15,511 teachers teaching 645,267 students. Concerns about resource distribution, teacher deployment, and the role of private entities in funding and running public schools arise as PPPs take over the education sector. This study evaluates provincial and regional acts regarding PPPs to determine their capacity to improve education. The purpose of this study is to draw attention to this gap. Quantitative methodology, a multistage random sampling technique, was used to collect a representative sample of public primary school teachers in Lahore. The primary tool used to gather data is a questionnaire. This study examines the impact of PPP-influenced policies on teachers' job satisfaction, retention, and educational equity. It identifies legislative policy gaps that affect teacher placement and funding, mentioning their role in decreasing or widening disparities. The study concludes the following from the findings: updating policy frameworks to ensure PPPs enhance the quality and equity of education. This research contributes to the discussion regarding the good governance of Lahore's public primary schools in terms of evidence-based improvement in PPP regulations.

Educational Research, Development & Publishing

95131 | *The Impact of AI-Driven Education in Implementing a Scaffolding Strategy to Address Educational Loss and Enhance Autonomy Among Eleventh Grade*

Faten Abunassar, Al Quds University, Palestine

Afif Zeidan, Al Quds University, Palestine

The study aimed to investigate the impact of AI-driven education in implementing a scaffolding strategy which was based on AI in addressing educational loss and enhancing autonomy among eleventh grade students in Palestine. A quasi-experimental approach was employed, with the study population comprising all eleventh-grade students. The sample included (45) female students, divided into two groups: an experimental group of (22) students and a control group of (23) students. An English language skills tests and an autonomy scale were developed and administered pre- and post- intervention. A one-way Analysis of Covariance (ANCOVA) was performed to analyze the scores of students for both instruments. The results revealed significant differences in the responses of the participants on the English language skills tests, favoring the experimental group according to the the adjusted mean scores for each group. Additionally, there were statistically significant differences on the autonomy scale, also in favor of the experimental group as the the adjusted mean scores for each group. These findings underscore the effectiveness of implementing scaffolding strategy which was driven by AI in both mitigating educational loss and fostering autonomy among eleventh-grade students. The researcher recommends establishing policies that integrate AI-driven scaffolding strategies into regular classroom instruction to enhance learner autonomy and address skills deficits. Policymakers should develop a national framework that plan and then apply AI-based scaffolding strategy to address the learning gaps. Stakeholders should conduct longitudinal studies to examine the sustained impact of AI-driven scaffolding on learner autonomy and recovery in diverse educational settings.

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

94556 | *An Empirical Study on the Effectiveness of Mobile-Assisted Language Learning Method in Enhancing EFL Students' Listening Comprehension*

Wendy Hiew, Universiti Malaysia Sabah, Malaysia

Mobile-Assisted Language Learning (MALL) has transformed English as a Foreign Language (EFL) education, offering learners flexible access to resources. Listening remains one of the most challenging skills to master in language acquisition, yet research on MALL's effectiveness in EFL listening is limited. This mixed methods study investigated the impact of MALL on EFL learners' listening comprehension and attitudes. This research was conducted at Xi'an University in Shaanxi Province, China involving 49 undergraduate students majoring in English and English Translation and Interpretation. Quantitative data were collected using the College English Test-4 pre- and post-tests, while qualitative insights were derived from the learners' journals. SPSS analysis confirmed that MALL significantly improved listening comprehension and enabled learners to adjust content and pace, supporting personalised learning. Content analysis of the learners' journal identified four main themes: 1) Factors impeding students' listening comprehension; 2) Tailoring listening content and methods to individual listening proficiency; 3) Sufficient practice duration and repeated exposure to the same topics; and 4) Listening to English programs and global news. The findings have practical implications for learners, teachers and higher learning institutions.

95811 | *Bringing Real-World Topics into Language Classrooms Through Content-Based Language Teaching: An EFL Teacher's Perspective*

Tereza Brzá, Masaryk University, Czech Republic

This contribution presents an exploratory case study focused on the initial implementation of the Content-Based Language Teaching (CBLT) approach in a lower secondary foreign language classroom in the Czech Republic. The aim is to examine the lived experience of a novice English as a Foreign Language (EFL) teacher as they incorporate real-world topics—specifically media literacy—into their lessons, aiming to create an engaging classroom environment through authentic materials and content relevant to students' lives. The study employs a qualitative methodology, with data collected over a five-week period through classroom observations, reflective journaling, and semi-structured interviews. Thematic analysis revealed key aspects of the teacher's experience, including evolving instructional practices, perceived challenges, and the development of content-based strategies. Findings suggest that using authentic content increased student engagement and supported critical thinking. However, the teacher faced difficulties balancing language proficiency and cognitive complexity, especially when using unadapted materials. The study highlights the importance of targeted teacher preparation and reflective practice in supporting effective implementation. Notably, the teacher reported that implementing CBLT led to a shift in their pedagogical mindset, encouraging deeper reflection on the purpose and relevance of language instruction. These findings provide an in-depth account of one teacher's early experience with CBLT and offer insights into the practical realities of integrating content into language instruction. While exploratory in nature, the study underscores the role of reflective practice and support in shaping instructional change and may inform further research into teacher development and content-based approaches.

90063 | *The Impact of AI-Driven Tools on Social-Emotional Learning Among English Language Learners*

Nour Al Okla, United Arab Emirates University, United Arab Emirates

The use of AI-driven tools in language education has significantly increased due to their convenience and effectiveness. Research highlighted many benefits of using AI in language education such as improved efficiency and speed of learning (Xie et al., 2019), increased personalized learning (Kessler, 2018), and effective real-time feedback (Chen et al., 2021; De la Vall & Araya, 2023). While previous studies primarily investigated the cognitive benefits of using AI tools in language education, the influence of these tools on the social and emotional aspects of the learning process is yet to be explored. This study focuses on the impact of AI-driven language learning technologies on the social and emotional competencies among English language college learners. The study was conducted using an explanatory sequential method design. In the quantitative phase, 137 undergraduate students from one university in the UAE were surveyed to investigate the influence of using AI tools like ChatGPT, Mizou, and BitLife on their SEL competencies (including self-awareness, empathy, and social interaction). This phase was followed by semi-structured interviews with 7 participants to explore their perceptions of the impact of using AI tools on their emotional growth and peer interaction during the learning process. The findings revealed a complex relationship between the use of AI-driven tools and social-emotional learner development, particularly in relation to the learners' self-confidence, motivation, emotional regulation, and peer collaboration. The study calls for a balanced integration of AI tools in language education while providing adequate training to educators and learners.

93978 | *Using AI to Transform Multimodal Literacy in B1+ EFL Classrooms*

Andry Sophocleous, University of Cyprus, Cyprus

Elena Ioannidou, University of Cyprus, Cyprus

Technological advancements in AI educational tools have led to the 'technologisation of education' where technology is used to enhance pedagogical ventures in improving teaching, learning, and even support disadvantaged students in improving their performance. This study explores the potential of Artificial Intelligence (AI) as a scaffolding tool to support middle school students' multimodal literacy development at B1+ CEFR level in EFL classrooms. It specifically examines 1) in what ways can AI tools support EFL learners' multimodal literacy; and 2) what students' views are as regards using AI tools in their creative projects. The study was conducted over a period of 10 weeks with 60 multilingual Year 8 students (13-14 years old) from a middle state school in Nicosia, Cyprus. Students completed five group projects that required the use of their digital skills to create digital stories, multimedia presentations, blogs, podcasts, and comic strips; complemented by infographic creations. The projects were largely informed by a Task-Based Language Learning approach and intended to provide real-life relevance, stimulate creativity and collaborative learning, and enhance digital skills and language learning. Pre- and post-tests were administered to examine gains relevant to language proficiency and digital composing skills. The qualitative data obtained from student surveys and focus group interviews provide insights into students' views regarding AI tools and the support they provide in students' writing. The findings of the study contribute to discussions regarding EFL writing pedagogy and the integration of AI-driven writing practices into multilingual classrooms.

ECE2025 Pre-Recorded Virtual Presentations

Higher Education

95912 | *Gender Disparities in Higher Education in Thailand: Are Women Still Outpacing Men?*

Pimprapa Yodtomorn, Ibaraki Christian University, Japan

Katsunori Kaneko, Osaka Metropolitan University, Japan

In many developed countries, higher education has historically favored male participation. However, research suggests that Thailand has made significant progress in narrowing the gender gap since the late 1980s, particularly through the expansion of secondary education in rural areas. In recent years, female students have consistently outnumbered their male counterparts in higher education enrollment. This shift holds important implications for the future labor force, where advanced skills are increasingly in demand. This paper investigates whether Thai women continue to outpace men in university enrollment and how this trend varies across academic disciplines, using data from the Ministry of Higher Education, Science, Research and Innovation from 2009 to 2023. The findings reveal that gender balance differs by field, with women outnumbering men in all areas except engineering. These patterns highlight the need to explore not only institutional factors but also the cultural and behavioral dynamics shaping educational choices. We recommend further research into parental expectations, school environments, and teacher attitudes to gain a deeper understanding of these disparities.

94169 | *Synchronous Sessions in Online Courses & Learning Outcomes*

Hazar Shehadeh, University of Arizona, United States

Nathan Pritts, University of Arizona Global Campus, United States

This study examines the impact of live learning sessions on online student learning outcomes in ENG121 and ENG225, two foundational courses in the general education sequence. Live learning sessions provide real-time interaction between instructors and students, fostering deeper engagement with course concepts, assignments, and activities. As these courses are critical to first-year student success, it is important to understand the role of synchronous learning in enhancing student learning outcomes. While prior studies suggest that live learning benefits student engagement, there is limited data on its direct effect on course-specific outcomes. Using a quantitative approach, this study analyzes the statistical relationship between participation in live sessions and improved student learning outcomes. Data was collected from two groups. The control group included students who completed ENG121 and ENG225 between July 2022 and July 2023 without participating in live learning sessions while the experimental group included students enrolled in ENG121 and ENG225 from September 2023 to September 2024, where live learning sessions were required. The findings will offer valuable insights into whether integrating synchronous sessions into online course design can enhance academic performance. By assessing the effectiveness of live learning, this study aims to inform instructional practices that promote student achievement in online education. The insights gained will inform data-driven decisions about the role of live learning sessions in online courses, particularly in general education. This research will contribute to a better understanding of live learning initiatives and their potential impact on student academic success.

95468 | *The Discursive Normalization of AI in Pedagogical Mediation and the Risks of Uncritical Acceptance of Its Interlocutions*

Luís Rogério da Silva, Universidade de São Paulo, Brazil

Eliane Goncalves, Pontifícia Universidade Católica de São Paulo, Brazil

With the increasing presence of Generative AI in professional and educational environments, this research examines the ability to distinguish between human and AI mediation in higher education, analyzing epistemological, emotional, and pedagogical impacts. Through the lens of reflexive modernity, it explores challenges to knowledge reliability, self-continuity, and emotional responsibilities displaced by simulated empathy. It also examines the erosion of epistemic trust due to plausible but imprecise AI-generated content, affecting critical knowledge construction and academic discourse. This study assesses whether the normalization of AI in pedagogical mediation fosters uncritical acceptance of its interlocutions, aligning with the "colonization of the future," where algorithmic predictions shape behaviors in opaque ways, challenging authorship, accountability, and academic integrity. Empirical research analyzed a discussion forum in a distance learning Portuguese Language course, comparing student interactions with human and AI mediators (ChatGPT-3.5). A textual corpus was evaluated by 13 human mediators based on relevance, empathy, and clarity, alongside an Adapted Reverse Turing test where AI assessed authorship. This exploratory study, using Likert-scale and open-ended questionnaires, provides insights into the ethical and pedagogical implications of AI in higher education. By addressing risks and opportunities, the findings contribute to strategies for preserving epistemic trust, fostering human-centered education, and ensuring AI enhances rather than replaces critical thinking, student engagement, and inclusive pedagogy.

95699 | *Postdoctoral Fellowship in the Diaspora: Postgraduate Students' Perspectives in the Education Sector*

Aderinsola Kayode, Durban University of Technology, South Africa and Trinity University, Nigeria

Postdoctoral fellowships are essential for academic advancement, particularly among the African diaspora. Scholars of African heritage have profoundly impacted research and teaching across the continent. However, in Nigeria, the rigorous nature of doctoral studies often deters PhD graduates from pursuing postdoctoral opportunities, limiting their global research engagement and interdisciplinary collaborations. International postdoctoral studies offer networking, interdisciplinary experience, and academic growth, enriching scholars' perspectives and fostering innovation. Despite these benefits, Nigerian postgraduate students' perceptions of postdoctoral studies remain underexplored. This qualitative study examines postgraduate students' views on pursuing postdoctoral fellowships abroad. Ten students from public universities in Oyo State, Nigeria, were purposively selected. Findings show that while students recognize the benefits—enhanced research skills, funding, and collaborations—barriers such as limited information, financial constraints, institutional restrictions, and job security concerns hinder participation. The study calls for policy support and awareness campaigns to facilitate postdoctoral transitions.

ECE2025 Pre-Recorded Virtual Presentations

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

95886 | *From Beliefs to Practice: The Inquiry-based STEAM Instructional Design of a Science Teacher*
Hsin Chen, National Changhua University of Education, Taiwan
Meichun Lydia Wen, National Changhua University of Education, Taiwan

This study investigates the relationship between a science teacher's instructional beliefs and his practices while implementing a STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum. As Taiwan's educational reform increasingly emphasizes interdisciplinary learning, many science teachers without a background in engineering or technology face challenges in curriculum integration and teaching outside their specializations. This research focuses on a junior high school teacher with a unique cross-disciplinary background—holding an undergraduate degree in environmental engineering and a master degree in biology education—who is passionate about science, committed to instructional innovation, and recognized with national teaching awards. The research examines how the teacher integrates a personal passion for science and inquiry, adjusts teaching goals and views on student roles, and translates STEAM principles into classroom practice. Through a qualitative case study, data were collected via semi-structured interviews, classroom observations, and curriculum document analysis. The teacher, with ten years of experience teaching biology, designed STEAM units within a technology course based on his strong belief in inquiry learning, rooted in science education traditions. The findings illustrate how his inquiry-oriented beliefs translated into diverse hands-on activities, such as using origami to explore structural principles or employing reverse engineering tasks to analyze everyday mechanisms. This study sheds light on how deeply held beliefs inform instructional design and offers insights into teacher professional development and the enactment of interdisciplinary STEAM curricula.

Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science

95956 | *Structuring the Unspoken: Methodologies for Consolidating Tacit Knowledge Via Expert-Guided QA Pairs*
Yun Wing Kiang, The University of Hong Kong, Hong Kong
Albert Ting Leung Lee, The University of Hong Kong, Hong Kong
Vincent Wai Leuk Tam, The University of Hong Kong, Hong Kong
King Hang Lam, The University of Hong Kong, Hong Kong
Victor Chung Sing Lee, The University of Hong Kong, Hong Kong
Siu Ming Yiu, The University of Hong Kong, Hong Kong

Tacit knowledge – the unwritten, experience-based know-how that individuals carry – is notoriously difficult to capture and store. In the digital era, effectively consolidating and preserving tacit expert knowledge is paramount for educational advancement. This paper introduces a methodology incorporating expert-guided Question-and-Answer (QA) pairs to systematically capture tacit knowledge in academic settings. By engaging subject matter experts through structured interviews and collaborative workshops, their insights and experiences are distilled and encapsulated in a structured, accessible format. The expert-guided QA – which serves as a form of condensed tacit knowledge – is injected to a chatbot system's knowledge base. With such integration, the chatbot system is equipped to deliver responses that reflect the experts' understanding. In this approach, the chatbot functions as a dynamic repository of experts' tacit knowledge, providing students with guidance which aligns with the experts' insights and experiences. To evaluate the effectiveness of this methodology, the chatbot's responses were evaluated by subject matter experts for the validity in conveying the intended tacit knowledge. The obtained results indicate how the expert-guided QA approach, augmented by chatbot integration, can effectively preserve tacit insights and experiences, enhancing accessibility of such knowledge. This paper discusses the theoretical concepts of the methodology, its implementation framework, and its implications for knowledge curation and archival practices in academic institutions. This work reveals a scalable methodology for other disciplines seeking to extract and preserve the tacit expertise of their educators.

Learning Experiences, Student Learning & Learner Diversity

95894 | *Embracing Large Language Models in Higher Education: A Case Study on Hong Kong's Students' Perceptions*
Lok Him Lam, The Hong Kong University of Science and Technology, Hong Kong

A key feature of large language models (LLMs) is the ability to comprehend and generate human-like texts, and this feature undoubtedly endows LLMs with the capacity to revolutionize the education sector, particularly higher education. Although ChatGPT, the most well-known LLM, is still not available in Hong Kong to the public, universities in Hong Kong are no exception to this global race of embracing LLMs into teaching and learning. Although students' perceptions of LLMs are not typically an under-studied topic, such perceptions may constantly shift because of new developments in LLMs. In particular, LLMs have become more advanced, and there have been a growing number of LLMs. This study aims to understand the perceptions of Hong Kong university students on the adoption of LLMs in higher education. Thirty university students or recent graduates (within two years) constitute the sample of this study, who were asked to fill in a survey mostly consisting of qualitative questions that explore their perceptions of LLMs in regard to their usage, reliability/accuracy, negative impacts, and trade-offs. This study concludes that Hong Kong university students are generally aware of the known concerns of LLMs in education, and while most of them have used LLMs for educational purposes, the majority of those who have used them have not used them to directly write academic essays. At the same time, some students acknowledge that they are personally suffering from related adverse impacts from the use of LLMs, but most that acknowledge so would continue to use LLMs.

ECE2025 Pre-Recorded Virtual Presentations

96004 | *Learning Effects from Decision-Making Processes in a Project-Oriented Teaching Format: Results from a Qualitative Study Using Written Reflections*

Janine Bittner, Ruhr University Bochum, Germany

Project-based teaching methods with teamwork components require various coordination and decision-making processes. This qualitative study looks at these processes and the resulting learning effects for the students exemplified by a community-based research service-learning course. In this course, 15 geography students worked together in several project groups for one year. Written answers from the course participants to specific key questions were used as a methodology for the accompanying research and to stimulate the students' reflection. The following main research questions were addressed: RQ 1 What were the different ways of decision-making and consensus-building in the project? RQ 2 What learning outcomes resulted from the decision-making and participation processes? The written responses were analysed using the qualitative content analysis method, following inductive procedures. It became apparent that various forms of decision-making and consensus-building occurred in the project. These included, in particular, the grouping process of the team, selecting the community partners, the research topic and the tasks. The resulting learning effects are manifold. Particularly noteworthy is the insight gained that everyone should have the opportunity to express their opinion, that the individual strengths of each team member are an advantage, that certain framework conditions should be in place for successful communication, that different forms of participation are conceivable and that different views and ideas offer added value. In conclusion, it can be said that project-based teaching formats with integrated teamwork teach practical and social skills that are valuable for students' future professional lives, including decision-making and coordination processes at work.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

93577 | *Nurturing Life Skills in Children: Methods of Engaging Children in Day to Day Activities*

Bina Sharma, Tribhuvan University, Nepal

The early years of human life serve as foundation for the whole life. The role of adults is pivotal in instilling essential life skills. The early nurturing process becomes a key factor for children to acquire crucial skills that will aid them in navigating the complexities (Wahi, 2022). The study aimed to evaluate the life skill development of 6 to 8 years children in Nagarjuna Municipality Ward No. 2. The study involved 73 children aged 6 to 8 years, with 24 are 6 years old, 30 are 7 years old and 19 are 8 years old. The assessment questionnaire has been prepared with reference to The Life Skills Education for Children and Adolescents in Schools, Geneva, WHO, that focused on enhancement of psycho-social competence, which includes the four major areas: Decision-making and Problem solving, Creative thinking and Critical thinking, Communication and Interpersonal relation, coping with emotion and Stressors (WHO, 2007). Simultaneously teacher's interview was conducted to find the method of teaching life skill for children. The assessment was done in the classroom setting. Among the study population, 76% of children solve age appropriate problems, 41% of children create new ideas, 47% of children analyze the different situations in the classroom, 74% of children easily participate in different activities, and 86% of children express their emotions. The finding of the study signifies the life skill training from the early age support to development of interpersonal relations, coping with emotions, decision-making and problem solving skill, making it essential for early intervention.

Professional Training, Development & Concerns in Education

92729 | *Navigating the Essence of Effective Professional Development for Thai University Teachers*

Chantima Pathamathamakul, King Mongkut's University of Technology Thonburi, Thailand

This study explores university teachers' preferences for professional development (PD) types, perceptions of PD, and the characteristics of effective PD within the Thai higher education context. Conducted at a science and technology research university, the study involved teachers who had completed the mandatory PD program for faculty members. The research participants included 32 faculty members (33%) who completed an online survey and 28 (29%) who participated in both the survey and in-depth interviews. In the survey, teachers rated their preferences for diverse types of PD, which reflected characteristics that support professional learning according to prior literature. Findings revealed a strong preference for workshops, teaching and learning scholarships, and educational conferences. However, the single-item questions assessing teachers' perceptions of PD indicated a disconnect: while many faculty members expressed high interest in PD and acknowledged its role in improving teaching skills, they perceived it as less critical to their teaching careers. This discrepancy may be influenced by institutional policies regarding pedagogical qualifications and their perceived relevance for academics in research-focused universities. Thematic analysis of semi-structured interviews identified four key characteristics of effective PD: a focus on pedagogical and technological knowledge, reflective observation of exemplary practices, job-embedded activities, and relevance. The study recommends addressing cultural challenges associated with the hierarchical structure of Thai academia while recognizing teacher professional learning in various formats and platforms.

ECE2025 Pre-Recorded Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

94647 | *Promoting Indigenous Knowledge (IK) in the Chemistry Teaching: Addressing Myths and Facts*

Kgomotsego Brenda Samuel, North-West University, South Africa

Tomas Asino, North-West University, South Africa

Washington Dudu, University of South Africa, South Africa

The Namibia National Curriculum for Basic Education (NCBE, 2016) and Agenda for Sustainable Development (2030) emphasize the importance of cultural diversity in education, encouraging teachers to develop multicultural materials and foster inclusivity. Integrating Indigenous Knowledge (IK) into the curriculum enhances student interest and creates a sense of belonging, particularly in rural communities. However, promoting IK in chemistry teaching remains a challenge, as teachers often integrate it superficially and fail to explore its potential for embracing diversity and solving environmental issues. This study focused on junior secondary Physical Science teachers in Namibia and their efforts to promote IK in teaching chemistry. It examined misconceptions, such as the myth that traditional beer must only be brewed in dark rooms, versus scientific processes like fermentation and fractional distillation. This qualitative study involved interviews and classroom observations with five teachers from selected schools in the Omusati region. Thematic data analysis was conducted using Saldaña's (2013) method. Findings revealed that while teachers used cultural practices, such as Ombike production, to teach chemistry, learners often held misconceptions, highlighting a disconnect between indigenous practices and scientific concepts. The study recommends enhanced IK teacher training workshops and the digitalization of IK to make it more engaging and relevant for modern classrooms.

95991 | *Integrating AI into Engineering Education: Practical Use Cases for Teaching and Learning*

Rose Gomar, Carleton University, Canada

As Artificial Intelligence (AI) continues to transform industries, its integration into higher education offers new opportunities to enhance teaching and learning. This paper presents practical use cases of AI in undergraduate computer engineering courses, focusing on how AI can support instructors and improve students' learning experience in a rapidly evolving technological environment. I share my experience using AI tools to streamline and enrich various aspects of course design and delivery. These include generating quiz and exam questions from lecture notes, creating multiple variations of assessment items, drafting lab manual templates, designing analytical rubrics for lab evaluations, and developing lesson plans and motivational lecture slides. I also used AI to analyze open-ended responses from anonymous mid-semester surveys to identify common themes for timely and responsive course adjustments. Additionally, to support students' AI literacy and readiness for industry practices, I designed AI-integrated assignments where students used AI tools to develop codes for a given digital design problem, simulate the outcomes, and critically reflect on the AI-generated solutions. Across all these applications, using well-crafted prompts and moderator strategies significantly improved the quality and efficiency of AI outputs. This paper highlights how AI can be effectively incorporated to enhance instructional design, raise engagement, and support a more responsive and inclusive approach to teaching.

ECAH2025 Pre-Recorded Virtual Presentations

Arts - Arts Policy, Management and Advocacy

92695 | *Intergenerational Relationship in the Art: Consuming Community Art in Ageing Society*

Isabella S. W. Yun, The HKU School of Professional and Continuing Education (HKU SPACE), Hong Kong

The purpose of this article is to examine the profound transformation of artistic consciousness in last twenty years included an analysis of participatory theory, blue ocean concept, audience development policy and their impact on community art and non-profit industrial complex. In order to address the attainable puzzles, a number of methods were used: analysis and classification of nature of community art production, study of the motivation and its development in non-profit industry complex, research and analysis of the reception of community arts in ageing society and their interaction with imagination and authentic experiences, study of the role of art fabrication in shaping cultural values for ageing society. The results of the work revealed theories that enable each individual to express creative views and feel a sense of ownership through art, creating new ways of perceiving value of creative forces. It has been shown that diversity of interests, culture and experience in art on daily basis occurs through practices of cultural consumption, which plays an important role in the modern world. Perception of affective empathy, reciprocity and empowerment are combined in the work of artists and contribute to the formation of capitalist tools in their audience development and blue ocean strategies.

Arts - Arts Theory and Criticism

94923 | *A Comprehensive Review of Theoretical Approaches to Analyzing Yinka Shonibare's Art*

Adegboyega Arohunmolase, Southern Illinois University Edwardsville, United States

Mariam A. Oladepo-Ajagbe, Southern Illinois University Edwardsville, United States

This paper review examines the range of scholarly theories and methodologies employed to analyze Yinka Shonibare's art. Shonibare's work, celebrated for its striking blend of Victorian costumes and vivid Dutch wax fabrics, creates a dialogue that challenges conventional narratives about colonialism, race, and identity. Scholars have approached his oeuvre through diverse critical lenses, each offering distinct interpretations. Predominantly, postcolonial theory plays a central role in understanding his art. Influenced by thinkers like Edward Said and Homi Bhabha, critics contend that Shonibare's fusion of European colonial imagery with African motifs serves as a deliberate subversion of traditional power structures. His work redefines historical symbols, prompting viewers to question established narratives and recognize the constructed nature of imperial authority. In contrast, formalist analysis focuses on the inherent visual and material elements of his creations. Critics observe that his careful selection of materials from the tactile qualities of bronze to the energetic patterns of wax elicits targeted emotional and intellectual responses. Meanwhile, cultural studies and critical race theory examine how his work interrogates the intersections of race, class, and power, merging European aesthetics with African traditions to comment on societal hybridity and ongoing inequalities. Additional interpretations, including psychoanalytic readings and feminist critiques, further enrich the discussion. Psychoanalytic approaches reveal latent collective conflicts, while feminist analyses challenge conventional gender roles. Emerging semiotic and de-constructive perspectives also emphasize the fluid, evolving meanings in his art, underscoring its transformative impact on contemporary cultural discourse.

95182 | *Flattening and Simplifying: Flatness and Modernity in the Space of Manet's Paintings*

Dong Yang, Henan University of Economics and Law, China

The "flatness" and "modernity" in Manet's painting space have significant implications for early modernist painting. The intrinsic factors of European society's local culture, new technological references, and external borrowing are the three main factors for Manet's formal innovation. Manet summarized the depth of compressed image space in the form of "frontal light source" and "color block flat coating", which is the key to the formation of "flatness" in his painting space. In early modernist painting, the modern life of Paris was not only reflected in the leisure life of entertainment themes, but also in the modern information of goddess themes. In the image capture and formal analysis of the work style, Manet placed his "Venus" goddess in the mirror space and image space of "modernity", and closely linked the "flattened" visual space with "modernity" consciousness, reflecting the free face of modern culture in the late 19th century European capitalist society and expressing the innovative spirit of early modernist painting in visual space.

95721 | *From Lyrical to Dynamic: Wang Yancheng's Abstract Art and Its Shifting Context*

Shanshan Chen, Shandong University of Arts, China

This study examines the artistic development of Wang Yancheng, a prominent contemporary Franco-Chinese artist. He was born and trained in realist art in China before embracing abstract art after his immigration to France in 1989. His dual cultural immersion provides a unique perspective in reconciling the competing yet complementary aesthetics and philosophies of both China and France. Early in his career, Wang embraced the Zen notion that "the obstacle is the path", and developed a style of lyrical abstraction that fused Chinese poetic traditions with French expressive abstraction. In the new phase of what he calls the "post-liberal era", Wang sought to eliminate elements he viewed as obstacles to the clear transmission of ideas, leading to a transformation in his abstraction. This study traces his transition from harmonious compositions to works that explore themes of isolation and alienation. I argue that this shift reflects Wang's response to global crises, including the pandemic, ongoing conflicts, and rising political tensions, while his exploration of quantum energy theory and multi-dimensional spatial relations suggests a continuing hope for renewal and reconnection amid adversity. A key theme in his recent works, captured in the phrase "Live in the face of death", expresses Wang's belief that only by confronting death can we fully appreciate life's potential for rebirth.

ECAH2025 Pre-Recorded Virtual Presentations

Arts - Other Arts

95920 | *Integrating Strength-Based Character Design and Role Play for Self-Projection and Reflection: A Synthetic Data Exploration*
Patcharasupang Xuto, Bangkok University, Thailand

This study proposes a novel framework for superhero character design as a tool for self-reflection, integrating the VIA Classification of Character Strengths with the Gestalt Empty Chair Technique. Participants would design superhero characters embodying personal strengths and engage with the character in imagined dialogues using the empty chair method. This approach positions character design as a mirror for emotional and cognitive exploration. To explore this framework, synthetic data simulating 30 character designs were analyzed to model how strengths are projected and how role-play enhances self-awareness. Preliminary findings indicate strong alignment between designs and strengths (Consistency Score: $M = 80\%$, $SD = 5.2\%$), a 60% shift toward calmer emotions, and improved self-efficacy ($+1.5$, $SD = 0.6$, $p < 0.05$). Bias was controlled through randomization and statistical validation (Chi-Square, $p = 0.07$). As a proof-of-concept, synthetic data limit generalizability, but results suggest promise for creative self-exploration. Future studies will engage real participants and leverage machine learning for deeper analysis.

Arts - Social, Political and Community Agendas in the Arts

90906 | *How Art Practice, Creative Methods and Place-Based Approaches Can Serve as a Catalyst to Enable Communities to Shape Their Future*

Alec Shepley, Wrexham University, United Kingdom
Tristian Evans, Wrexham University, United Kingdom

Creative methods and place-based approaches are increasingly recognized as essential tools for understanding what matters most to communities about their environment and for supporting meaningful climate adaptation planning. This paper will describe the AHRC-funded project on Ynys Môn, called the 'Public Map Platform' or PMP for short and in particular the work around the development of a cultural data layer in the final open-access digital model. The role of creative method and place-based approaches will be examined, in this case the deployment of three Welsh Bards onto the island to help local communities have a more informed and inclusive approach to planning and decision making in their area. The variety of 'bardic encounters', micro-engagements and creative methods will be discussed in relation to encouraging children and young people on the Isle of Anglesey, to access their imaginations and co-create shared narratives about people and place in relation to climate change. The paper will suggest how working with individuals and communities, using creative methodologies (e.g., art, sculpture, poetry, photography, printing, singing), to support them telling their story of their place – more appropriately enables them to describe what it looks and feels like to live/work there and what their hopes are for the future of their community. People-centred approaches to helping stakeholders, children, and young people, to make transitional choices, mitigate against negative consequences and empower local agency, in different localities will be discussed.

Cyberspace, Technology

94425 | *War-influencer: TikTok's Technical and Visual Mediation of the War in Ukraine*
Giullia Thomaz, Utrecht University, Netherlands

The paper proposes a qualitative analysis on the visual elements that make up the aesthetics of digital influencers' content who produce material about the war in Ukraine, known as 'War-influencers'. The objective is to observe how these actors establish themselves as a new category of digital influencers emerging on TikTok, using the platform's contemporary language to transform the topic of war into a niche within the creator economy on entertainment platforms, while also serving as a space for advocacy. More specifically, the research aims to characterize the technical (Latour, 1994) and rhetorical-visual mediation through which discourses of national identity assimilation take shape on TikTok. It is argued that the popularity of content about the Ukraine War offers a privileged and unexplored context for thinking about new forms of identity formation in a digital context (Castells, 2010), by transforming the experience of war into a monetizable experience on social networks (Abidin, 2021). Through an experimental methodology, the investigation uses affordances (Bucher, T. & Helmond, A., 2018) offered by the application, to observe a certain phenomenon from the user's perspective. The profile used in the research was exposed to content through automated recommendation after triggering the algorithm during six months of active research on the niche in question. Thus, it was possible to manually build a database consisting of 400 videos from the war niche on the TikTok platform, which were collected and analyzed qualitatively, focusing on the production of three specific high-reach accounts, both representing non-combatant young profiles, and military content.

ECAH2025 Pre-Recorded Virtual Presentations

Education, Sustainability & Society: Social Justice, Development & Political Movements

95906 | *Political Culture as a Shaping Indicator in the Securitization of Afghan Migration to the Philippines (2021-2024)*
Jennylyn Garcia-Cabbuag, University of Santo Tomas, Philippines

Securitization of migration gained prominence due to the Cold War, geopolitical shifts, terrorism incidents, economic competition, the rise of populism, refugee crises, and asylum challenges. McConnachie (2019) highlights that very little research on this has been conducted outside of European and North American contexts. An understudied area is how political culture affects the securitization of migration. This study investigates how political culture, interpreted through Douglas and Wildavsky's Cultural Theory, shapes Afghan migration to the Philippines in the aftermath of the Taliban's return to power. Employing a data triangulation method, the research analyzes publicly available articles from 2021 to 2024, interviews and surveys with Philippine migration stakeholders. The study explores how varying cultural orientations toward authority, risk, and social order influence both institutional responses and civic engagement related to Afghan migration. The analysis of triangulated data illustrates a cultural duality within the Philippine context: hierarchist governance shaping official migration policy and egalitarian civic engagement driving grassroots support. The perceptions of those aiding Afghan migrants, alongside media narratives, suggest a collective rejection of fatalism and authoritarianism often associated with the Taliban regime, and a hope for inclusion in more open political environments. This research positions political culture as a dynamic factor influencing both the facilitation and friction of migration. It contributes to migration and policy literature by applying cultural theory to uncover how competing cultural logics—within the host society—inform migration reception. The study recommends more culturally responsive refugee frameworks and the inclusion of civil society in shaping future policy directions.

Ethnicity, Difference, Identity

94613 | *Ethnic Identity, Belonging, and Social Space (Past, Present & Future)*
Özge Altuntop, Izmir Institute of Technology, Turkey

Ethnic identity is a crucial element that shapes individuals' self-definition, sense of belonging, and their relationship with space. This study examines the impact of ethnic identity and belonging on social space, exploring how ethnic groups transform the environments they inhabit. While ethnic identity is transmitted through cultural heritage, language, religion, and traditions, the sense of belonging is reinforced by individuals' spatial experiences, rituals, and social bonds. Spaces serve as timeless repositories of memory; individuals' emotions, dreams, perceptions, bodies, and experiences come to life within them. Migration, urban transformation, and globalization play a decisive role in shaping the relationship between ethnic communities and space. Ethnic neighborhoods provide a safe space for the sustainability of identity while also revealing dynamics of internal fragmentation or integration. In the context of ethnic identity, phenomenology is crucial for understanding the process by which individuals and communities shape their spatial perception and how ethnic identities influence spatial dynamics. Social spaces are essential for creating and sustaining the concept of society. This study analyzes how social space becomes a tool for identity construction and how space shapes the sense of belonging. As a result, it is revealed that the dynamic relationship between ethnic identity and space plays a determining role in the processes of preserving, expressing, and reconstructing identities for individuals and communities. Rather than aiming to answer all questions, this study serves as a reflection of the self-meaning process and seeks to evoke new questions in the minds of its readers.

History/Historiography

95859 | *"Dear Sister...": The Case Study of A Woman's Correspondence with a Greek Soldier in the Aftermath of WW1*
Georgia Eglezou, Open University, United Kingdom

The writing of letters to soldiers at the front was crucial for their morale during WW1. Women corresponded with soldiers to raise their morale and keep them in contact with life away from the front. In addition, they sent parcels which were a "welcome supplement" to their rations. These activities were organised via female groups, called sisterhoods (sorority). Sisterhoods had strict rules in order for the situation to remain "within limits". The people involved used nicknames. In most of the cases the correspondence continued for years but the people involved never met. Despite this they shared deep thoughts and feelings in their exchanges. Members of a sisterhood usually wrote to numerous soldiers. The present paper is a case study of the unpublished correspondence between a young woman from Smyrna in Asia Minor, a member of a sisterhood, and a Greek soldier. Their correspondence followed the soldier in his journey throughout Asia Minor and later in mainland Greece. Later, in his life the ex-soldier gathered and copied all their letters in a notebook that he kept until he handed them to his sister for preservation. The methodology will be a qualitative analysis of the letters bringing to light the main themes that occupied the two correspondents during the Asia Minor War between the Greeks and Turks up until the collapse of the Greek front.

ECAH2025 Pre-Recorded Virtual Presentations

Knowledge

95926 | *Aesthetics: A Tool or a Thing – Empirical Assessment of Two Incompatible Frameworks*
Aleksandra Zlatanova, National Academy of Art, Bulgaria

An initiation of a dialogue between aesthetics and neuroaesthetics by approaching them as two disciplines with equalized mathematical status. The argumentation is derived from the author's dissertation on the mathematical foundations of art creation and recognition through functional analysis and reduction of art theoretical investigations, general information processing paradigms, brain function interpretations and brain data, incorporating her experience from art education, practice and critical writing. It argues that the theoretical core which is simultaneously an achievement and justification of art theory as a scientific domain, can be conceptualized as the formalization of aesthetics exclusively as a tool for data interpretation and expression and that this formalization holds the properties of an empirically derived mathematical artefact. Empirical aesthetics and neuroaesthetics, on the other hand, regardless of their ambiguous interpretations, do not utilize "aesthetics" as a data-reading tool, but as one of many elements in definitions-based apparatuses seeking systemic coherence. Despite this functional incompatibility, through neuroaesthetic and more broadly neuroscientific meta-analyses both approaches agree that the artistic domain does not exist. It becomes increasingly clear that the artistic label is self-referential and misleading from a scientific standpoint, and that art is about the "how", not about the "what" or "who", hinting at an abstract mathematical dimension of brain data processing. Since a framework interpreting causation in neuroscience is yet to be established, we are urged to ask: could the missing recognition of the humanist artefact as an empirically derived mathematical construct be a factor for the "data-rich, theory-poor" state of neuroscience?

Literature/Literary Studies

93950 | *Reinterpreting and Demystifying: T.E. Lawrence and the "Odyssey" Translation (1928-1932)*
Daniela Beltrán, Pontificia Universidad Católica de Valparaíso, Chile

The "Odyssey" has been an undeniable classic of literature throughout history, being translated into several languages and by different authors; One of the most important editions was that made by T.E. Lawrence. Between 1928 and 1932, this British soldier and scholar translated Homer's work while serving as an RAF mechanic in Karachi and Plymouth while dealing with personal issues such as privacy, fame, family loss, uncertainty, and his state of mind after the war and the Paris Conference. Precisely, these aspects made his life and writings difficult, even this work that seemed like a simple translation. From the above, this question arises: How did traumas and war experience influence this literary project? The hypothesis contemplates two aspects: on the one hand, Lawrence's struggle to include new archaeological knowledge based on his experiences prior to WWI and on the other hand, the reinterpretation and demystification of the characters and the narrator, especially Odysseus, who is no longer seen as a hero by the translator. Through the analysis of the published work and the letters written by Lawrence, we can deduce his perspective towards the text, his emotional state and his concerns. It can be concluded that despite this change of vision towards "Odyssey", this was not reflected in the final translation and was only mentioned in the prologue, but it is an important precedent in the reinterpretation of classical culture after World War I and whose climax was the publication of "I, Claudius" in 1934.

94886 | *Addiction Memoirs: A Study of James Frey's A Million Little Pieces*
Rasha Osman Abdel Haliem, The Higher Technological Institute, Egypt

This paper examines James Frey's controversial memoir *A Million Little Pieces* as an addiction memoir, analyzing its portrayal of addiction as an existential force marked by dislocation and precariousness. Drawing on Heideggerian notions of mortality and anxiety, the study interrogates how Frey's narrative articulates addiction's ontological symptoms, framing the addict's existence as a fractured struggle against a dehumanized, consumer-driven world—a world where authentic human connection is replaced by superficial, material interactions. The memoir's unflinching depiction of brutality and rupture diverges from conventional redemption arcs, instead presenting recovery as a raw confrontation with self-mythology and agency. Through a literary and sociological lens, the paper explores Frey's use of fragmented prose, first-person immediacy, and stylized tropes—such as exaggerated depictions of violence and suffering—to construct a subjective truth that blurs fact and fiction. It contextualizes the work within addiction memoir traditions while critiquing its ethical ambiguities, which exposed Frey's fabrications and sparked debates about authenticity in life writing. By comparing Frey's narrative to other addiction memoirs, the paper reveals how *A Million Little Pieces* resists therapeutic closure, instead embodying a postmodern critique of recovery paradigms through its formal experimentation, including non-linear narrative structures, and a very stark use of language. The paper argues that Frey's memoir, though ethically fraught, captures the destabilizing force of addiction through its formal experimentation, offering a provocative meditation on identity, trauma, and the limits of self-reinvention in a dislocated world.

ECAH2025 Pre-Recorded Virtual Presentations

Media, Film Studies, Theatre, Communication

92557 | *"Why You Should Look Forward to the Menopause": How Television Is Representing "the Change" in Recent Television Comedies and Dramas*

Margaret Tally, Empire State University, United States

Recent depictions of menopause on television shows are finally becoming more realistic, moving beyond the historical tendency to avoid the subject or treat it as comedic fodder. A pivotal moment came in "Fleabag" through Kristin Scott Thomas's powerful monologue, where she describes menopause as initially "horrendous" but ultimately "magnificent" and freeing for women. This scene exemplifies how fictional characters are now offering meaningful representation and education around a previously taboo topic. This analysis examines how narrative approaches, tones, and framing of menopause storylines differ across television genres, particularly comedy and drama. In comedy, HBO's "And Just Like That" follows the women of "Sex and the City" as they navigate their transition from their 30s to their 50s, while "The Change," starring Bridget Christie, tackles menopause head-on as its central theme. These comedic portrayals are then contrasted with dramatic representations, including the Hulu series "Better Things," starring Pamela Adlon. These diverse portrayals mark a significant shift from earlier eras when menopause was either ignored or used as a punchline. By presenting menopause through various genres and perspectives, contemporary television is helping to destigmatize discussions around female aging and bodily changes. This evolution in storytelling not only validates women's experiences but also contributes to broader cultural conversations about aging, health, and women's lives beyond their reproductive years.

96067 | *Social Media and Online Investment Trends in Southeast Asia: A Review*

Nghinh-Xuan Dang, British University Vietnam, Vietnam

Hoang-Nam Tran, Tokushima University, Japan

In recent years, the convergence of social media and online investment platforms has significantly reshaped retail investor behavior across Southeast Asia. This review synthesizes findings from academic literature published between 2010 and 2024, focusing on how digital platforms influence investment decisions, market participation, and financial literacy in the region. Drawing on studies from Indonesia, Vietnam, Thailand, Malaysia, and the Philippines, the paper explores the role of influencers, algorithmic recommendation systems, online investment communities, and the democratization of financial information. The review identifies three core thematic areas: (1) social media as a behavioral finance driver, (2) technology adoption and financial inclusion, and (3) regulatory and ethical considerations. While existing studies highlight the empowering role of social media in investment democratization, they also reveal significant risks related to misinformation, speculative behavior, and market manipulation. Future research directions could include cross-cultural comparative studies, the impact of Gen Z investors, and the integration of AI in social finance platforms. This review contributes to a deeper understanding of the evolving digital investment landscape in Southeast Asia and its implications for academia, practitioners, and policymakers.

Science, Environment and the Humanities

94175 | *Space, Power and Gender: A Theoretical Perspective on Experiences of Space*

Nazli Yildiz, Istanbul Aydın University, Turkey

Özlem Aritan, Dokuz Eylül University, Turkey

Space is a momentary reflection of the social construction process that includes non-homogeneous bodily practices and experiences. In the modern social order, spatial practices established in daily life are generally programmed to continue without being questioned and without disrupting the existing order. In fact, the experiences that give meaning to the routine, such as what is thought, what is felt, what is done in the maintenance of this order, are often blurred. The reduction of cities to an infrastructure where modern rituals are performed as a result of economic policies not only restricts practices and experiences, but also confines the social construction of space to a certain cycle. While individuals continue their routines without questioning their freedom to determine their own actions, this research takes a step back and focuses on the power mechanisms that affect the body and experience in space. In this context, Foucault's conceptualizations of power, the transformative effects of capitalist economic policies on space and society, and biopolitics will be taken as basis. In addition, theories of space and gender will be included in the theoretical framework. This will emphasize the dominance of space over the body through gendered spaces. How do power mechanisms and space interact? What are the traces of economic policies in body-space interactions? How does the transformation of space and society relate to gender as an expression of individual experience? Using a literature review method, the research aims to present a current field of discussion through these questions.

94588 | *"Eco-Friendly or Eye-Catching?" Analyzing the Influence of Packaging on Consumer Choices: A Systematic Literature Review*

Maria Lourdes Rebulanan, Polytechnic University of the Philippines, Philippines

Packaging serves as a crucial determinant in consumer decision-making processes, functioning as both a marketing instrument and a practical necessity. This literature review explores the dual impact of two foremost packaging techniques—aesthetic and eco-friendly—on consumer purchasing behavior. Aesthetic packaging enthralls through visual appeal, influencing emotions through design elements such as color, graphics, and form to nurture brand identity. On the other hand, eco-friendly packaging supports the escalating consumer demand for sustainability, stressing ethical consumption and curtailing environmental impact. The review implemented a structured methodology with defined inclusion and exclusion parameters. Solely peer-reviewed studies from esteemed journals published within the last ten years were incorporated to ensure their relevance. Studies devoted to consumer behavior and packaging design where the interplay between aesthetics and sustainability were favored. Articles irrelevant to consumer purchase intention or packaging elements, along with non-peer-reviewed sources, were excluded to maintain authenticity. The review likewise identifies gaps in the literature, like limited understanding of the cognitive and emotional mechanisms driving consumer responses to packaging, and the "balancing acts" consumers make between visual appeal and sustainability. By linking these perspectives, this study accentuates the importance of unifying aesthetic appeal with eco-conscious practices to meet evolving consumer assumptions. Future research directions must incorporate exploring innovative resources and designs that harmonize aesthetics and environmental responsibility, reshaping packaging as a reflection of both consumer values and global sustainability.

ECAH2025 Pre-Recorded Virtual Presentations

Teaching and Learning

94722 | *AI in Formative Assessment: a Mixed-Methods Study on High School Students' Productive Language Skills*

Zeynep Erturk Icen, Bursa Uludag University, Turkey

Esim Gursoy, Bursa Uludag University, Turkey

Integrating AI-driven tools in education can transform formative assessment practices, providing innovative approaches that enhance learners' engagement and productive language skills. As a Mixed-Methods Quasi-Experimental Approach within an Explanatory Sequential Design, this study aims to investigate the impact of AI-driven formative assessment tools (Magic School and Mizou AI) on 10th-grade EFL students' speaking and writing performances. Conducted at a public high school in Türkiye, the study involved 54 participants selected using a non-random convenience sampling method, with diverse proficiency levels, divided into experimental (n=28) and control (n=26) groups. Quantitative data were collected through pre-tests and post-tests, using a standardized TOEFL rubric to evaluate differences in productive language skill performances of the groups. The experimental group used AI-driven formative assessment tasks, while the control group completed traditional tasks. ANCOVA was employed to analyze quantitative data, controlling for initial performance level. Qualitative data were gathered through students' reflection papers, and thematically analyzed to explore the benefits and challenges of AI-driven assessment. The findings highlight AI's role in raising self-regulated learners through its instant feedback and detailed evaluations. Also, the majority of students found AI tools useful, emphasizing their benefits, particularly in providing instant feedback and enhancing engagement during AI-driven assessment. However, they demonstrated a lower ethical awareness regarding AI usage, highlighting the urgent need for AI ethics training. Despite their positive perceptions and increased engagement, no significant difference was observed between groups in improving productive language skills. Nevertheless, students expressed satisfaction with AI-integrated formative assessment methods as an alternative approach.

Entrepreneurship/Silver Economy

95720 | *Habit Turns into Livelihood Program: Senior Citizen Preference in the Province of Laguna, Philippines*

Marife Acierto, Polytechnic University of the Philippines, Philippines

Gilfred Acierto, Polytechnic University of the Philippines, Philippines

This study focused on the different habits of the senior citizen and the most dominant among them as the basis for the livelihood program. The program will empowerment senior citizens with a particular focus on enhancing their well-being and social inclusion. A quantitative research methodology was used in the study using the researcher made questionnaire includes the demographic profile of the respondents, identified dominant habits and their willingness to conduct livelihood program. Based on the findings, majority of the respondents ranging from the age 66-70 and most of them were married. Their economic status is as follows: they need 5,000 pesos and below to meet their monthly expenses. Majority of them have no source of income. In determining the habits, the following were highlights like sewing, cooking, and planting, most respondents answered planting as their enjoyable habit. Most respondents want to earn money using their habits particularly in planting. The researcher recommended that the Department of Agriculture will be the primary contributor of the seedlings and the provision of an expert trainer/ lecturer in agricultural guidelines and practices. The Negosyo or Business Center will conduct an orientation for the business owners to help the senior citizen sell their harvested crops, it can be a business to business (B2B) transactions or business to consumer (B2C). This will be the source of the livelihood program to meet the personal needs of the senior citizens, socialization through community involvement that promotes sense of achievement.

Public Policy

93569 | *Elderly Care in Crisis? Evaluating the Role of Policy in Addressing Demographic Challenges in Thailand and the Philippines*

Hoang-Nam Tran, Tokushima University, Japan

Kanchana Piboon, Burapha University, Thailand

Kaori Watanabe, Tokyo Healthcare University, Japan

Omar Maningo Rodis, Tokushima University, Japan

This paper evaluates the role of policy in addressing demographic challenges impacting elderly care in Thailand and the Philippines. Both nations are experiencing demographic transitions, with Thailand seeing a rapidly aging population and the Philippines poised to experience similar shifts in the coming decades. Using a comparative and literature review approach, the research identifies the key demographic pressures, explores existing policies, and highlights gaps in care provision. Thailand has developed robust national programs, including Universal Health Coverage (UHC) and community-based elderly health volunteer programs, inspired by international models such as Japan's community health framework. Meanwhile, the Philippines remains heavily reliant on family-based care, with minimal government intervention and fragmented social support structures. International collaborations and cultural adaptations are limited, highlighting the need for cross-sectoral cooperation and innovative approaches. The study underscores the influence of cultural values, such as filial piety in Thailand and the Filipino concept of "bayanihan", in shaping caregiving practices. It also emphasizes the need to align policy with these cultural dimensions while addressing modern challenges, such as urbanization and economic constraints. The results call for enhanced policy integration, public-private partnerships, and sustainable funding mechanisms tailored to the socio-economic and cultural contexts of both countries. By examining these differences and their implications, this study provides actionable insights into how policy can address the growing demands of elderly care in Thailand and the Philippines, ensuring equitable and sustainable outcomes.

Resilience

93664 | *Determinants of Multi-Trajectories of Basic Activities of Daily Living (BADL) and Instrumental Activities of Daily Living (IADL)*

Cai Wen, Fudan University, China

Ye Ruan, Shanghai Municipal Center for Disease Control and Prevention, China

Qi Zhao, Fudan University, China

Background: Activities of daily living (ADL), including basic (BADL) and instrumental (IADL) activities, are key indicators of functional independence in older adults. This study aimed to identify and describe the determinants of distinct BADL and IADL trajectory patterns among adults aged 60 and above.

Methods: Data were collected from a community-based cohort across six waves from 2015 to 2022 and analyzed using group-based multi-trajectory modeling (GBMTM) to identify BADL and IADL trajectories. Binary logistic regression was subsequently used to examine the relationships between these multi-trajectories and their potential determinants.

Results: A total of 2,968 older adults aged 60 years and above were included. Two distinct trajectory groups for BADL and IADL were identified: a "stable low impairment" group (n=2,314, 77.96%) and a "rapid decline" group (n=654, 22.04%). Multivariate analysis revealed that female sex (OR=1.65, 95% CI: 1.16–2.36), advanced age (OR=1.24, 95% CI: 1.21–1.27), rural residence (OR=1.44, 95% CI: 1.02–2.04), depressive symptoms (OR=1.88, 95% CI: 1.35–2.63), cognitive impairment (OR=1.75, 95% CI: 1.11–2.73), and multimorbidity (OR=1.45, 95% CI: 1.04–2.02) increased the risk of being assigned to the rapid decline trajectory group. Notably, higher educational attainment (OR=0.66, 95% CI: 0.49–0.89), prior healthcare utilization (OR=0.39, 95% CI: 0.17–0.86), regular physical exercise (OR=0.74, 95% CI: 0.56–0.99), and reading habits (OR=0.61, 95% CI: 0.40–0.93) emerged as significant protective factors.

Conclusions: While most older adults maintained functional stability, a significant subgroup showed pronounced deterioration over time. Targeted interventions focusing on modifiable factors may help delay functional decline and improve the quality of life in aging populations.

EGen2025 Pre-Recorded Virtual Presentations

94063 | *The Impact of Life-Course Socioeconomic Trajectories on Late-Life Cognitive Aging Among Chinese People*

Mingyue Gao, Xiamen University, China

Wenxin Cai, Xiamen University, China

Ya Fang, Xiamen University, China

Background: Socioeconomic position (SEP) is a recognized protective factor for cognitive function (CF), yet the critical life stage for its impact remains debated and may vary across SEP indicators. This study aims to delineate life-course SEP trajectories and investigate their longitudinal effects on cognitive aging among Chinese people. Methods: The study included participants aged 40 and older (N=20,055) from the China Health and Retirement Longitudinal Study (2011-2020). SEP indicators were education, occupation, and income from childhood to late adulthood. The outcome was the z-score of a global cognitive composite score. Sankey diagrams were used to illustrate the life-course SEP mobility. Mixed-effects models were conducted to explore the relationship between SEP indicators across life stages and late-life cognition. Latent class analysis was utilized to identify distinct life-course SEP trajectories, with descriptions of cognitive decline for each trajectory by gender. Results: There were substantial intergenerational upward education and moderate upward income mobility while relatively stable occupation change. All SEP indicators were positively correlated with late-life CF, with adulthood education, paternal occupation, and adulthood income showing stronger protective effects than SEP from other life stages. Compared to the consistently low-level trajectory, those with stable high or upward SEP trajectories exhibited higher late-life CF and slower cognitive decline rates, particularly among women. Conclusion: Elderly Chinese have experienced upward education and income mobility over decades. Life-course education, paternal occupation, and adulthood income were strongly associated with CF, emphasizing the need for improvements in lifelong education, occupation, and income to mitigate cognitive decline, especially for women.

Notes

[illegible]

Notes

[illegible]

Reviewers

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion, and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review.

We are grateful for the time, effort, and expertise donated by all our contributors.

ECE2025 Review Committee

Dr Akeem Adekunle, University of Lagos, Nigeria
Dr Samra Afzal, National University of Modern Languages, Islamabad, Pakistan
Dr Pallavi Aggarwal, University of Missouri-Saint Louis, United States
Professor Adelina Asmawi, Universiti Malaya, Malaysia
Dr Chahra Beloufa, Arab Open University, Saudi Arabia
Dr Sook Fui Chin, Quest International University, Malaysia
Dr Trinette Colina, University of the East Manila, Philippines
Dr Hazel Diaz, Central Luzon State University, Philippines
Dr Doaa Hamam, Higher Colleges of Technology, United Arab Emirates
Dr Wendy Hiew, Universiti Malaysia Sabah, Malaysia
Dr Aderinsola Kayode, Durban University of Technology, South Africa
Dr Lewis Teo Piau Liew, Politeknik Kuching Sarawak, Malaysia
Dr Christopher Martin, Birmingham City University, United Kingdom
Dr Hiea Mizyed, Higher Colleges of Technology, United Arab Emirates
Dr Angela Mary Nicol, All Saints' College, Australia
Dr Obianuju Okeke-uzodike, Durban University of Technology, South Africa
Dr Catherine Phillips, Lakehead University, Canada
Professor Alexandra Sofia Rodrigues, Universidade NOVA de Lisboa, Portugal
Dr Dilnoza Ruzmatova, Uzbekistan State University of World Languages, Uzbekistan
Professor Chi-shing Tse, The Chinese University of Hong Kong, Hong Kong
Dr Ying Wu, University of Dundee, United Kingdom
Dr Cordelia Yates, Morningside University, United States
Dr Yvonne, Chin Chen Yong, Ministry of Education, Brunei Darussalam, Brunei

ECE2025 Senior Reviewers

Professor Nafisat Afolake Adedokun-shittu, University of Ilorin, Nigeria
Dr Cleopatra Musa Mzobe, University of KwaZulu-Natal, South Africa
Professor Ijeoma Ernest-ehibudu, University of Port Harcourt, Nigeria
Dr Fernando Donizete Alves, Federal University of São Carlos, Brazil
Dr Luís Rogério Da Silva, Instituto de Física - Universidade de São Paulo, Brazil
Dr Angela Giattino, University of Cambridge, United Kingdom
Dr Azmat Khurram, Khwaja Fareed University of Engineering & Information Technology, Rahim Yar Khan, Pakistan
Professor Sameer Alnajdi, University of Tabuk, Saudi Arabia
Dr Paige Martine Andersen, National University, United States
Dr Norma Barbado, IFPR Campus Umuarama, Paraná, Brasil, Brazil
Dr Fajer Bin Rashed, Australian University of Kuwait, Kuwait
Dr Sarah Chardonens, Université de Fribourg, Switzerland
Dr June Douglas, St. George's University, Grenada
Dr Felix Egara, University of the Free State, South Africa
Professor Khadija El Atri, The National School of Applied Sciences, Safi University Cadi Ayyad, Morocco
Dr Rose Gomar, Carleton University, Canada
Dr Ijaz Hussain, Ghazi University, Pakistan
Dr Nimota Jibola Kadir Abdullahi, University of Ilorin, Nigeria
Dr Hayriye Gul Kuruyer, Durham University, United Kingdom
Professor Hsuan-yau (Tony) Lai, National Taipei University of Business, Taiwan
Dr Trevor Tsz-lok Lee, The Education University of Hong Kong, Hong Kong
Dr Bello Muhinat Bolanle, University of Ilorin, Nigeria
Dr Ka Yi Ng, the Chinese University of Hong Kong (CUHK), Hong Kong
Dr Michelle Panzavecchia, Institute for Education, Malta
Professor Ansurie Pillay, University of KwaZulu-Natal, South Africa
Professor Aline Sommerhalder, Federal University of São Carlos (UFSCar), Brazil
Dr Mary Argie Lyn Soriano Soriano, University of Makati, Philippines
Dr Rachel Takriti, United Arab Emirates University, United Arab Emirates
Professor Nena Vukelić, University of Rijeka, Faculty of Humanities and Social Sciences, Croatia
Professor Juei-hsin Wang, Graduate Institute of Educational Administration & Policy Development, Taiwan
Dr Hessam Mirgolbabaei, University of Minnesota, United States
Dr Gregory Katsas, American College of Greece, Greece
Professor Rowell Madula, De La Salle University, Philippines
Dr Henry Moon, Augusta University, United States
Professor Haiying Wang, Northeast Normal University, China
Dr Zhangyl Abilbek, SDU University, Kazakhstan
Dr Nor Hapiza Ariffin, Sohar University, Oman, Oman
Dr Hon Sun Chiu, School of Professional Education and Executive Development (SPEED), The Hong Kong Polytechnic University, Hong Kong
Professor Fu-yuan Hong, National Taiwan Sport University, Taiwan
Dr Rosemary Ugonwa, University of Port Harcourt, Nigeria
Dr Sana Al Maktoum, Zayed University, United Arab Emirates
Dr Sadia Ali, University of Glasgow, United Kingdom
Professor Olufunke Boris, Bamidele Olumilua University of Education Science and Technology, Nigeria
Dr Alan Chant, The University of Vermont, United States
Dr Songul Dogan Ger, Eötvös Loránd University & Budapest University of Technology and Economics, Hungary
Dr Hambalee Jehma, Prince of Songkla University, Songkhla, Thailand
Professor Kathryn M. Koziol, University of Arkansas, Fayetteville, United States
Dr Chan-yu Kuo, National Taiwan Normal University, Taiwan
Dr Sinem Maden, University of Łódź, Poland
Dr Antonios Emmanuel Platsas, Leeds Beckett University, United Kingdom
Dr Amy Vargo, University of South Florida, United States
Dr Yawen Zheng, Durham University, United Kingdom

ECE2025 Reviewers

Dr Jacob Adeyanju, University of Lagos, Nigeria
Dr Stephanie Scherer, Purdue University, United States
Professor Tanzina Mohsin, University of Toronto, Canada
Dr Rita Gill Singh, Hong Kong Baptist University, Hong Kong
Dr Ginny Zhan, Kennesaw State University, United States
Dr Waleed Abd Elwahab, Northern Border University, Saudi Arabia
Professor Charisios Achillas, International Hellenic University, Greece
Dr Olusola Adediran, Emmanuel Alayande University of Education, Nigeria
Dr Houda Al-housni, Sultan Qaboos University, Oman
Dr Abrar Alali, Imam Imam Mohammad Ibn Saud Islamic University IMSIU, Saudi Arabia
Dr Kartini Anwar, National Institute of Education, Nanyang Technological University, Singapore
Dr Sinyal Athamneh², Bar-Ilan University, Israel
Dr Francisco Azpitarte, Loughborough University, United Kingdom
Professor Wojciech Baluch, Jagiellonian University, Poland
Dr Andreea Cervatiuc, University of British Columbia, Canada
Dr Jing-hua Chen, Army Academy R.O.C., Taiwan
Dr Li-chiou Chen, Yuan Ze University, Taiwan
Dr Jiaxin Chen, The Hong Kong Polytechnic University, Hong Kong
Dr Ming Wai Christy Chung, The University of Hong Kong, Hong Kong
Dr Richard Desinord, Michigan State University, United States
Professor Dimiter Dimitrov, Education & Training Evaluation Commission (ETEC), Saudi Arabia
Dr Toru Doi, Yasuda Women's University, Japan
Dr Luis Fernandez, The University of Texas Rio Grande Valley, United States
Professor Susana Fernández-larragueta, University of Almería, Spain
Dr Stanley Fore, Cape Peninsula University of Technology, South Africa
Dr Kerry Frizelle, The University of the Western Cape, South Africa
Dr Ana Gaspar Portillo, Universidad de Guadalajara, Mexico
Dr Chen Giladi, Sami Shamoon College of Engineering, Israel
Dr Cheng Gong, Singapore Centre for Chinese Language, Singapore
Dr Michelle Gordon, The Pennsylvania State University, United States
Dr Amelia Granda-pinan, University of Valencia, Spain
Dr Sharon Hardof-jaffe, Levinsky-Wingate Academic College, Israel
Dr Shih-yao Hsiung, National Defense University, Taiwan
Dr Liane Hypolite, California State Polytechnic University, Pomona, United States
Dr Zeehan Jaafar, National University of Singapore, Singapore
Professor Eduardo Jara, Santa Catarina State University (UDESC), Brazil
Dr Abdulhaq Jeto, Royal Commission for Jubail & Yanbu, Saudi Arabia
Dr Gloria Yi-ming Kao, National Taiwan University of Science and Technology, Taiwan
Dr Afzal Khan, Al Khaleej Training and Education-King Saud University, Saudi Arabia
Dr Mary Kiarie, Southern Connecticut State University, United States
Dr Niina Kovalainen, Laurea University of Applied Sciences, Finland
Professor Qizhang Liu, National University of Singapore, Singapore
Professor Laidi Maamar, University of Médéa, Algeria
Dr Portia Mabenge, University of Witwatersrand, South Africa
Professor Victor Mmbengwa, University of Limpopo, South Africa
Professor Mariya Neycheva, Burgas Free University, Bulgaria
Dr Ndidi Ofole, University of Ibadan, Nigeria
Dr Robert Overstreet, Southern Adventist University, United States
Dr Ira Raveh, Ort Braude Academic College of Engineering, Oranim Academic College of Education, Israel
Dr Hazar Shehadeh, University of Arizona, United States
Dr Phiyapa Sirivedin, Ministry of Education, Thailand
Dr Hongbin Song, The Chinese University of Hong Kong, Shenzhen, China
Dr Madoka Takemoto, Te Rito Maioha Early Childhood New Zealand, New Zealand

ECE2025 Reviewers (cont.)

Dr Reyhan Tekin Sitrava, Kirikkale University, Turkey
Dr Kiyoko Tokunaga, Kyoto Koka Women's University, Japan
Dr Noam Topelberg, Bar-Ilan university, Israel
Dr Thu Tran Thi Kiem, Can Tho University, Vietnam
Dr Jocelyn L. N. Wong, The Chinese University of Hong Kong, Hong Kong
Ms Aigerim Yesdauletkyzy, Astana IT university, Kazakhstan
Dr Minju Yi, Texas Tech University, United States
Professor Mi-ae You, Ajou University, South Korea
Dr Lingyun Yu, Nanjing Normal University, China
Dr Boyang Zhang, University of Turku, Finland
Dr Norwaliza Abdul Wahab, Sultan Idris Education University, Malaysia
Dr Ahmad Alzahrani, Royal Commission for Jubail and Yanbu, Saudi Arabia
Dr Khaled Benmotreb, King Faisal University, Saudi Arabia
Dr Christine Haddow, Edinburgh Napier University, United Kingdom
Dr John Iveson, The Hong Kong Polytechnic University, Hong Kong
Dr Dolores Kuchina-musina, REXOTA Solutions, United States
Dr Zuzanna Narkun-jakubińska, The Maria Grzegorzewska University, Poland
Dr Olajumoke Olanipekun, Federal College of Education (Technical) Akoka Yaba, Nigeria
Professor Khalidur Rahman, Shahjalal University of Science and Technology (SUST), Bangladesh
Dr Nathan Roberson, Beyond Education, France

ECAH2025 Review Committee

Dr Madhumita Chakrabarty, ICFAI University Tripura, India
Dr Tomas Chochole, University of West Bohemia, Czech Republic
Dr Ana Paula Garcia, Federal Institute of Education, Science and Technology, Mato Grosso, Brazil
Dr Abdul-razak Inusah, University for Development Studies, Ghana
Dr Malektaj Khosravi, Tehran Central Branch, Islamic Azad University, Iran
Dr Rebecca Lind, University of Illinois at Chicago, United States
Dr Mohammad Ayub Mirdad, Airlangga University, Indonesia
Dr Chandna Singh Nirwan, Majan University College, Oman
Dr Rasha Osman Abdel Haliem, The Higher Technological Institute & AMIDEAST, Egypt
Dr Florence Toh Haw Ching, Universiti Putra Malaysia, Malaysia
Dr Anna Tzanidaki, University of Crete, Greece

ECAH2025 Senior Reviewers

Dr Zheyang Zeng, Hunan Normal University, China
Dr Noor Sulastry Yurni Ahmad, Sultan Qaboos University, Oman
Dr Andrea Di Lorenzo, University of Rome "La Sapienza", Italy
Professor Selina Gao, Murray State University, United States
Professor Radia Guerza, Batna 2 University, Algeria
Dr Saiful Hoque, University of Dhaka, Bangladesh
Dr Natsupa Jaroenyingswattana, Bangkok University, Thailand
Dr Sean McLaughlin, Murray State University, United States
Dr Ananya Singh, University of Texas Arlington, United States
Dr Elijah Tukwariba Yin, University of Cape Coast, Ghana
Professor Amany Fawzy Alagamy, Zagazig University, Egypt
Dr Chayanika Uniyal, University of Delhi, India
Dr Kate Montgomery, Southern Methodist University, United States
Dr Alongkorn Parivudhipongs, Chulalongkorn University, Thailand
Dr Shokhan Fatah, Charms University, Iraq
Professor Akiko Takei, Chukyo University, Japan
Dr Dong Yang, Henan University of Economics and Law, China

ECAH2025 Reviewers

Dr Chisom Okafor-maduka, Chukwuemeka Odumegwu Ojukwu University, Nigeria
Dr Dipjyoti Konwar, University of Delhi, India
Professor Yuling Lin, Shih Hsin University, Taiwan
Dr Ryosuke Matsumura, Fuji women's university, Japan
Dr Vasiliki Rouska, Aristotle University of Thessaloniki, Greece
Dr Supamonta Supanan, Bangkok University, Thailand
Dr Norfarhana Ahmad Ghafar, Universiti Sains Islam Malaysia, Malaysia
Dr Haris Bin Aziz, National University of Modern Languages, Pakistan
Professor Chin-ying Chang, Chung Yuan Christian University, Taiwan
Dr Kachollom Chollom, Plateau State Polytechnic, Barkin Ladi, Nigeria
Professor Luciana Laura Contarino Sparta, Universidad de Buenos Aires, Argentina
Dr John Corrigan, National Chengchi University, Taiwan
Dr Barry Eisenberg, State University of New York Empire State University, United States
Dr Giusi Fusco, Liceo Duca D'Aosta, Florence, Italy
Dr Daniel Gilmore, NYU, United States
Dr Nick Gray, Bournemouth University, United Kingdom
Dr Lalita Jitkaroon, Naresuan University, Thailand
Dr Mario Kropf, University of Graz, Austria
Dr Ning Luo, The Education University of Hong Kong, Hong Kong
Dr Sachiko Morita, Utsunomiya University, Japan
Dr Rachel Moyo, Central University of Technology, South Africa
Professor Priyadarsini Parimadathil, Providence Women's College, University of Calicut, India
Professor Genevieve Quintero, University of the Philippines Mindanao, Philippines
Dr Mario Savini, University of Camerino, Italy
Dr Jing Wang, University of Oxford, United Kingdom
Dr Isabella S. W. Yun, The HKU School of Professional and Continuing Education (HKU SPACE), Hong Kong
Dr Ndidi Ofole, University of Ibadan, Nigeria
Dr Nur Syafiqah Yaccob, Universiti Kebangsaan Malaysia (National University of Malaysia), Malaysia

EGen2025 Review Committee

Dr Evangelia Chrysikou, University College London, United Kingdom
Dr James W. McNally, NACDA & University of Michigan, United States
Dr Vincent Lee, Hong Kong Baptist University, Hong Kong
Dr Naqeeb Hussain Shah, Kohat University of Science & Technology, Kohat, Pakistan
Dr Hoang-nam Tran, Tokushima University, Japan
Dr Adi Vitman-Schorr, Tel hai University on the Rise, Israel
Dr Lu Wang, Hebei University of Technology, China

EGen2025 Senior Reviewers

Dr Sihan Lu, Tsinghua University, China
Dr Jiayin Tian, Beijing Vocational College of Labour and Social Security, China
Dr Kamolrat Intaratat, Sukhothai Thammathirat Open University (STOU), Thailand
Dr Snorri Rafnsson, University of West London, United Kingdom
Dr Hajime Maruyama, Saitama Medical University International Medical Center, Japan

EGen2025 Reviewers

Professor Mimi Tse, Hong Kong Metropolitan University, Hong Kong
Dr Karolina Czopek, University of Warsaw, Poland
Dr Manita Kittileadworakul, Institute of Medicine, Thailand
Dr Chien-ju Lin, National Cheng Kung University, Taiwan
Professor Shrabanti Maity, Vidyasagar University, India
Professor Piyal Roy, Cooch Behar Panchanan Barma University, India
Dr Margherita Vincenzi, University of Padua, Italy
Dr Yuchen Xie, University of New South Wales, Australia

Notes

[illegible]

Notes

[illegible]

Notes

[illegible]

Notes

[illegible]

Groundbreaking ideas

IAFOR Spring Conference Series in Tokyo

March 22-27, 2026 | Tokyo, Japan & Online

The 12th Asian Conference on Education & International Development (ACEID2026)
The 16th Asian Conference on Psychology & the Behavioral Sciences (ACP2026)
The 12th Asian Conference on Aging & Gerontology (AGen2026)

**Abstract Submission Deadline:
December 12, 2025**

**Where will your ideas
take you next?**

Visit iafor.org/conferences for more information about our upcoming events

iafor

iafor

RESEARCH ARCHIVE

www.papers.iafor.org



Visit the IAFOR Research Archive, where you can search and access the repository of research generated by IAFOR.

You can search by keyword(s), subject area(s), or specific conference proceeding(s) to access abstracts and full papers from past IAFOR conference proceedings, browse and read them online, or download them to your device.

Introducing the IAFOR Research Centre at Osaka University, Japan

The IAFOR Research Centre (IRC) is a politically independent, international and interdisciplinary think tank based at the Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:
www.osipp.osaka-u.ac.jp/iaforresearchcentre/



THE IAFOR RESEARCH CENTRE
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY
OSAKA UNIVERSITY

大阪大学大学院国際公共政策研究科OSIPP
IAFOR研究センター



UPCOMING EVENTS

Barcelona

September 30-October 04, 2025

The 6th Barcelona Conference on Education (BCE2025)
The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

Kyoto

November 04-08, 2025

The 6th Kyoto Conference on Arts, Media & Culture (KAMC2025)
The 16th Asian Conference on Media, Communication & Film (MediAsia2025)

Tokyo

November 23-28, 2025

The 17th Asian Conference on Education (ACE2025)
The IAFOR Undergraduate Research Symposium 2025 in Tokyo (IURS2025)

Hawaii

January 03-07, 2026

The 11th IAFOR International Conference on Education in Hawaii (IICE2026)
The 6th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2026)

Singapore

February 05-09, 2026

The 6th Southeast Asian Conference on Education (SEACE2026)
The Southeast Asian Conference on Arts & Humanities (SEACAH2026)

Tokyo

March 22-27, 2026

The 12th Asian Conference on Education & International Development (ACEID2026)
The 16th Asian Conference on Psychology & the Behavioral Sciences (ACP2026)
The 12th Asian Conference on Aging & Gerontology (AGen2026)

Washington, DC

April 15-20, 2026

The Washington DC Conference on Education (WCE2026)
The Washington DC Conference on the Social Sciences (WCSS2026)

Where will your ideas take you next?

Visit iafor.org/conferences for more information about our upcoming events

Subscribe and Stay Informed

To receive email updates about IAFOR's conferences, publications and other activities, please scan this QR code and complete the online form.

iafor.org/subscribe

