CONFERENCE PROGRAMME & ABSTRACT BOOK

The 4th Paris Conference on Education (PCE2025)
The 4th Paris Conference on Arts & Humanities (PCAH2025)

June 10-14, 2025 | Paris, France, and Online

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Letter of Welcome

Dear Friends and Colleagues,

Bienvenue à Paris! Welcome to the 4th Paris Conferences on Education (PCE2025) and Arts and Humanities (PCAH2025)! It is my great pleasure to welcome you to Paris, one of the world's leading historical and contemporary centres of culture, learning, and ideas; as well as architecture, the arts, and gastronomy.

Our conference will draw from, be inspired by, and contribute towards this city's storied intellectual history, as the International Academic Forum brings together some 490 attendees from 80 countries. We are also very happy to be holding our event in the International Conference Center of the Sorbonne University, one of the oldest and most prestigious universities in the world.

IAFOR is committed to bringing scholars together to work across boundaries of nation, culture, and discipline, and in increasingly difficult and uncertain times, our work has never been more important. Working together in the spirit of international cooperation and exchange can be challenging, but it is also rewarding and crucial. I would like to thank our International Advisory Board, Conference Programme and Review Committees, as well as our plenary and featured speakers for their contribution to this event. I would also like to thank each and every one of you for your engagement and active participation throughout the programme.

Over the past year, more than 5,000 academics and scholars from more than 120 different countries have attended IAFOR conferences, and on three continents. Together, they form a growing global academic community that is both convivial and collaborative, that bridges both the local and the global, and that helps us make sense of the world in all its complexities. As academics and scholars, we have so much to learn from each other.

Enjoy the conference!

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

PCE/PCAH2025 Key Statistics

Date of Creation: May 16, 2025

international
intercultural
interdisciplinary
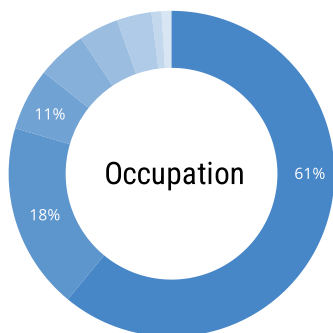
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494 DELEGATES FROM 80 COUNTRIES
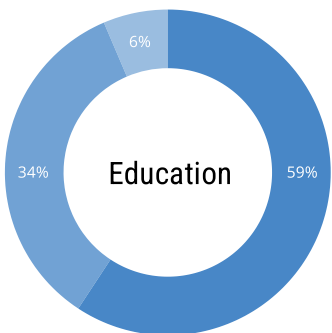
299 Onsite Presentations

106 Online Presentations

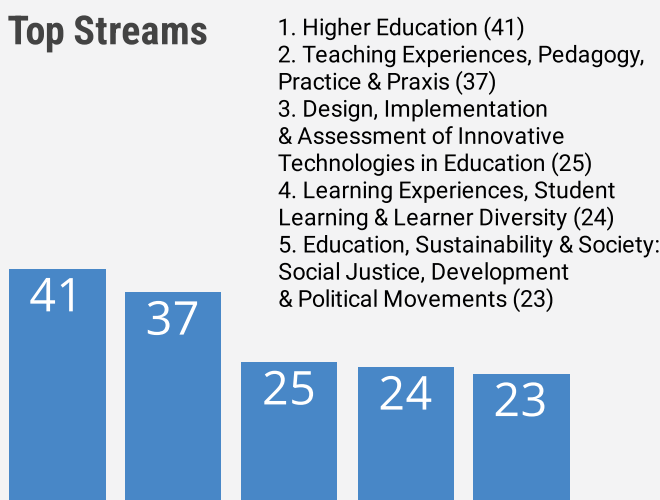**392** Institutions and Organisations

Occupation

- 61% University Faculty
- 18% Doctoral Student
- 11% Other
- 5% Postgraduate Student
- 4% Postdoctoral Fellow/Instructor
- 3% Public Sector/Practitioner
- 1% Independent Scholar
- 1% Private Sector

Education

- 59% Doctoral Degree
- 34% Masters Degree
- 6% Bachelors Degree

Top Streams

1. Higher Education (41)
2. Teaching Experiences, Pedagogy, Practice & Praxis (37)
3. Design, Implementation & Assessment of Innovative Technologies in Education (25)
4. Learning Experiences, Student Learning & Learner Diversity (24)
5. Education, Sustainability & Society: Social Justice, Development & Political Movements (23)

41 | 37 | 25 | 24 | 23

Top Countries by Delegate Attendance
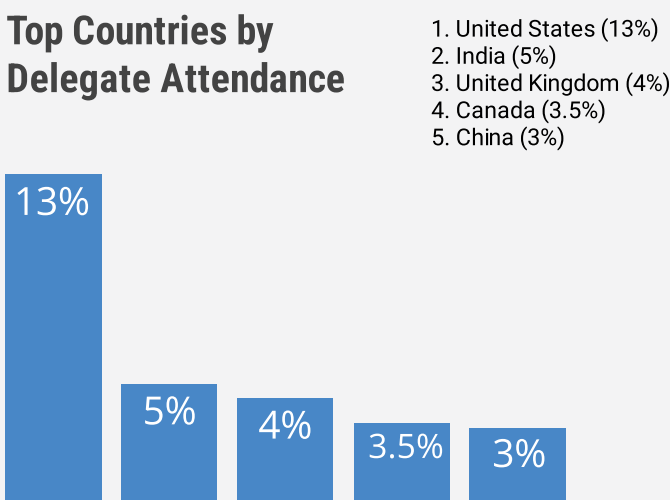
1. United States (13%)
2. India (5%)
3. United Kingdom (4%)
4. Canada (3.5%)
5. China (3%)

13% | 5% | 4% | 3.5% | 3%

405 Total Presentations

180 Hours of Content

Multiple Authored vs. Single Authored Submissions

53% | 47%

international | intercultural | interdisciplinary

Inspiring Global Collaborations

Date of Creation: May 16, 2025

international
intercultural
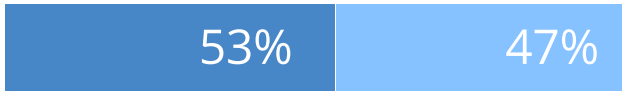## interdisciplinary

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

PCE/PCAH2025 has attracted
494 delegates from 80 countries

United States	68	Mexico	9	Italy	5
India	25	Taiwan	9	Malaysia	5
United Kingdom	22	France	8	Nigeria	5
Canada	17	South Korea	8	Portugal	5
Brazil	16	Oman	7	Vietnam	5
China	16	Qatar	7	Czech Republic	4
Philippines	16	Spain	7	Israel	4
South Africa	15	United Arab Emirates	7	Lebanon	4
Turkey	14	Georgia	6	Morocco	4
Hong Kong	12	Indonesia	6	Pakistan	4
Thailand	12	Serbia	6	Saudi Arabia	4
Germany	11	Singapore	6	Tanzania	4
Japan	11	Argentina	5	Trinidad and Tobago	4
Kazakhstan	11	Greece	5	Colombia	3
Australia	9	Hungary	5	Egypt	3

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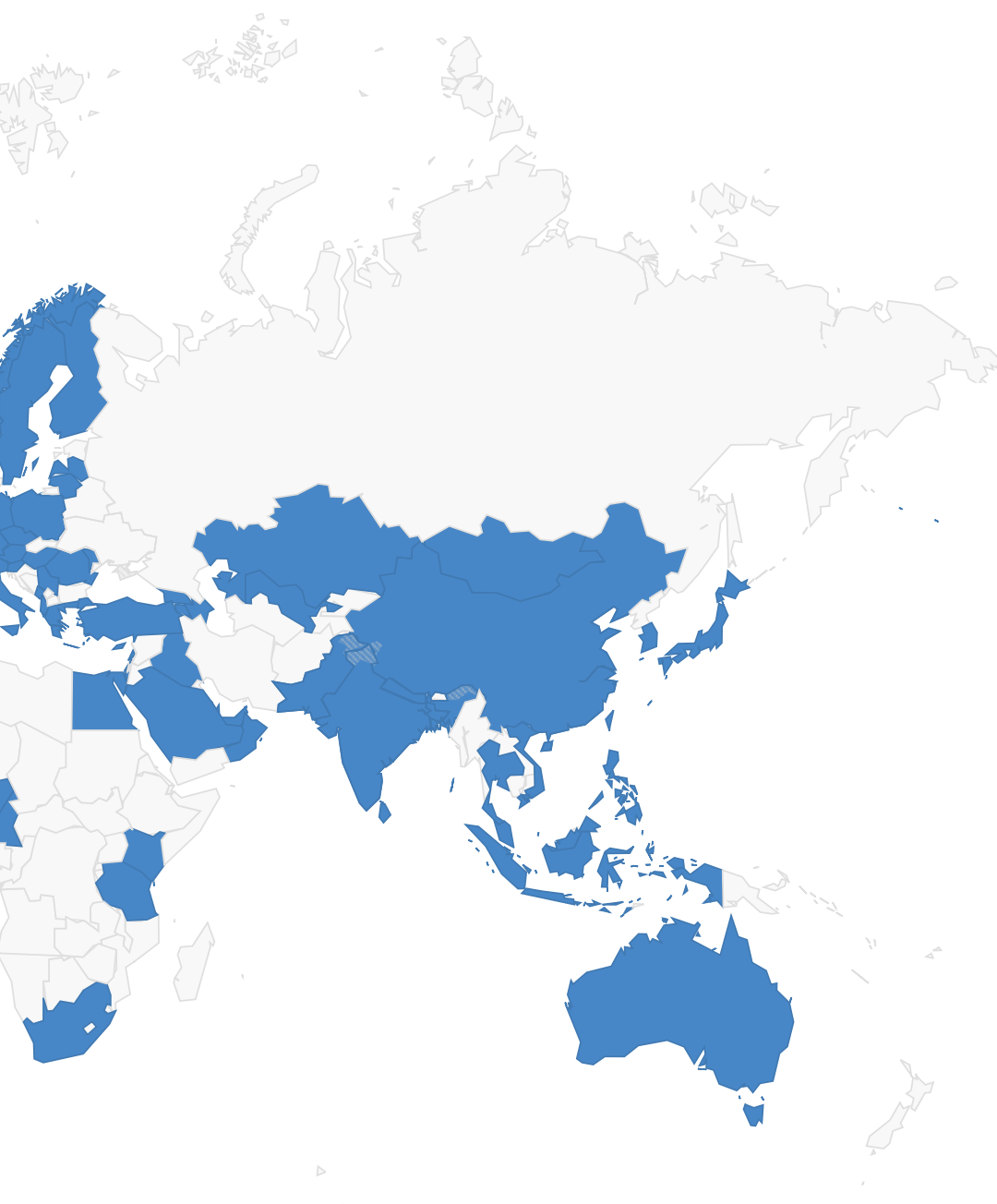
Ireland	3	Tunisia	2	Slovenia	1
Mongolia	3	Albania	1	Sri Lanka	1
Poland	3	Algeria	1	Switzerland	1
Romania	3	Armenia	1	Uruguay	1
Austria	2	Chile	1	Uzbekistan	1
Azerbaijan	2	Cyprus	1		
Bangladesh	2	Ecuador	1		
Cameroon	2	Kenya	1		
Finland	2	Latvia	1		
Iraq	2	Macau	1		
Lithuania	2	Mauritius	1		
Montenegro	2	Moldova	1	**Total Attendees**	**494**
Netherlands	2	Nepal	1	**Total Onsite Presentations**	**299**
Sweden	2	Norway	1	**Total Online Presentations**	**106**
Togo	2	Puerto Rico	1	**Total Countries**	**80**

Campus Map: Pierre-et-Marie-Curie Campus (Jussieu Campus)
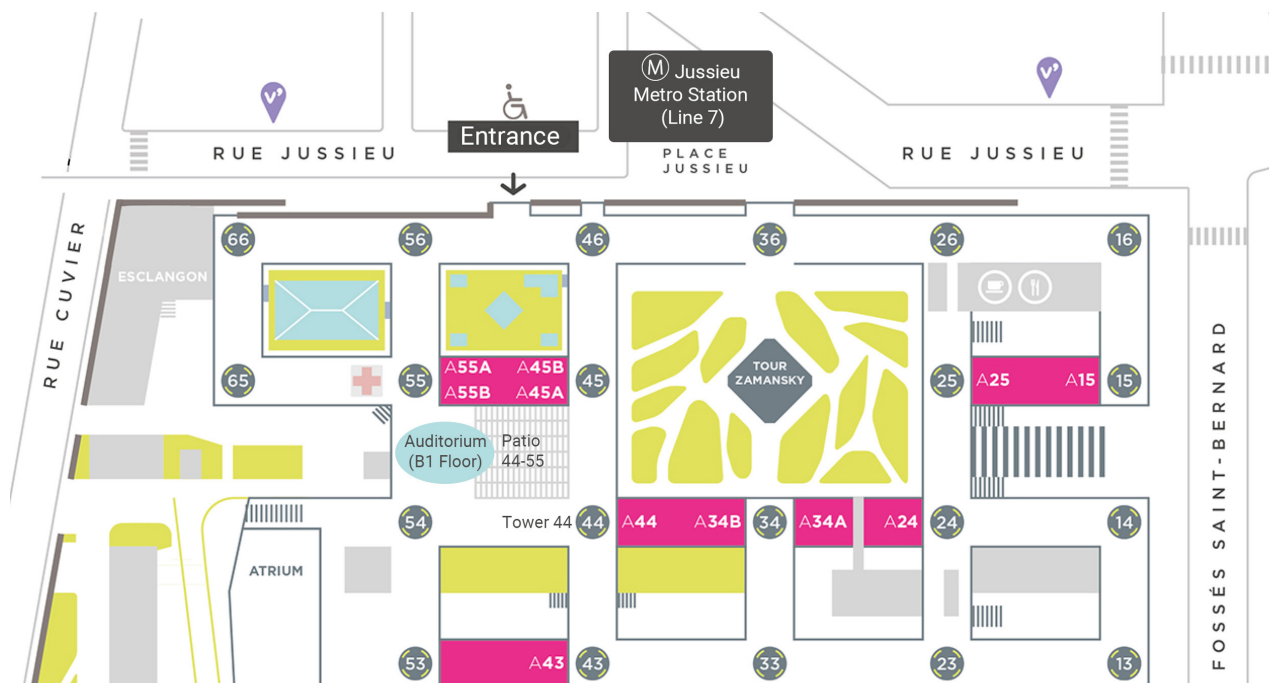
Credit: © Sorbonne University

Floor Plan

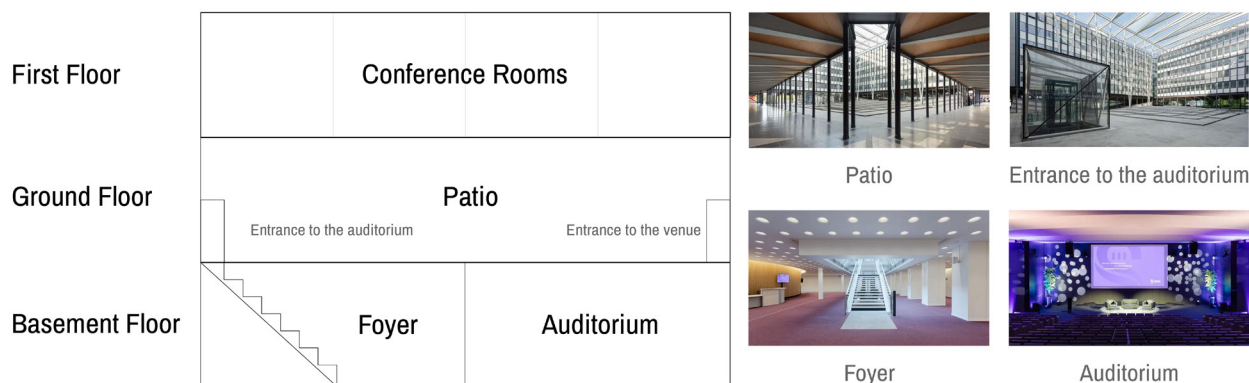|		
First Floor	Conference Rooms	
Ground Floor	Patio	
	Entrance to the auditorium	Entrance to the venue
Basement Floor	Foyer	Auditorium

Patio

Entrance to the auditorium

Foyer

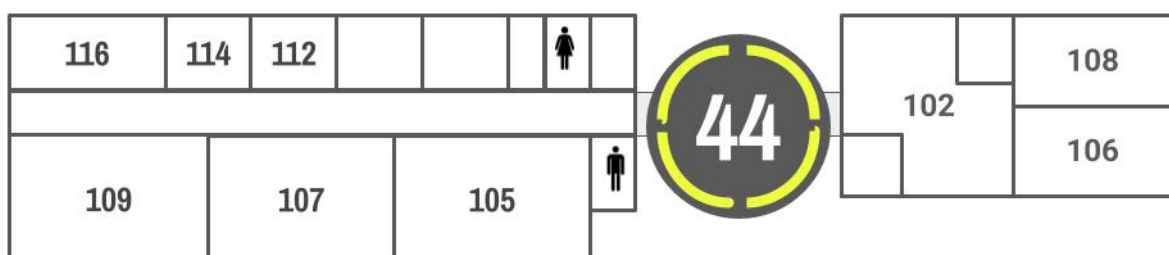Auditorium

Conference Rooms

Conference Venue: Tuesday, June 10 to Friday, June 13
Sorbonne University International Conference Center (CICSU)
Suggested Lunch Options and Local Amenities

Please note that lunch is not provided.
This map offers suggestions on where you can eat around the Sorbonne University International Conference Center (CICSU) as well as the locations of local amenities.

Credit: Google Maps, 2025

Restaurants & Cafes

Le Passage
Type: French Restaurant
Walking Distance: 8 minutes

Cala Jussieu
Type: Pasta Restaurant
Walking Distance: 7 minutes

Veganil
Type: Vegan Restaurant
Walking Distance: 7 minutes
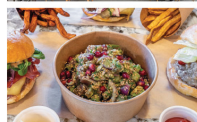
Burgart
Type: Hamburger Restaurant
Walking Distance: 7 minutes

Le Buisson Ardent
Type: French Restaurant
Walking Distance: 7 minutes

OBTB
Type: Fast Food Restaurant
Walking Distance: 6 minutes

Le Tacos De Lyon
Type: Taco Restaurant
Walking Distance: 5 minutes

Amenities

Corep
Type: Printing Service
Walking Distance: 7 minutes

Magenta Printing
Type: Printing Service
Walking Distance: 13 minutes

Carrefour City
Type: Grocery Store
Walking Distance: 10 minutes

Vival
Type: Grocery Store
Walking Distance: 10 minutes

Pharmacie Cuvier
Type: Pharmacy
Walking Distance: 7 minutes

Bancfrance Bureau de change
Type: Currency Exchange
Walking Distance: 13 minutes

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

June 10 | All times are Central European Summer Time (UTC+2)
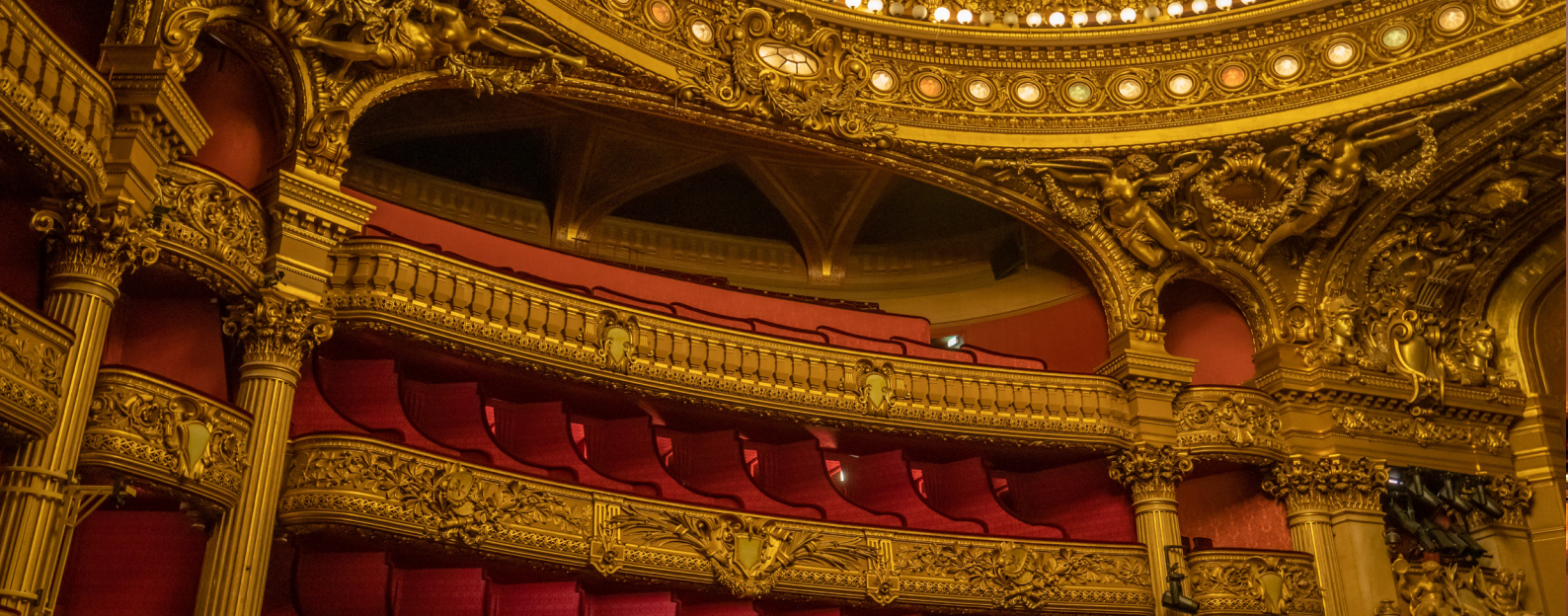# Tuesday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

09:00-10:00 Conference Check-in & Coffee | Auditorium Foyer (B1F)

10:00-10:25 Welcome Addresses & Recognition of IAFOR Scholarship Winners
| Auditorium (B1F) & Online
Joseph Haldane, IAFOR, Japan
Georges Depeyrot, French National Center for Scientific Research (CNRS), France

10:25-10:40 Special Address | Auditorium (B1F) & Online
Stefania Giannini, UNESCO, France

10:40-11:10 Keynote Presentation | Auditorium (B1F) & Online
Internationalization of Higher Education in France: Challenges and Opportunities
Christopher Cripps, Institut Polytechnique de Paris, France
11:10-11:20 Q&A

11:20-12:20 Discussion Panel | Auditorium (B1F) & Online
Cooperation in Times of Crisis: Education, Leadership and Global Citizenship
Anne Boddington, IAFOR & Middlesex University, United Kingdom
Christopher Cripps, Institut Polytechnique de Paris, France
Donald E. Hall, Binghamton University, United States (Moderator)

12:20-12:30 Conference Photograph

12:30-14:30 Extended Break

14:30-14:55 Keynote Presentation | Auditorium (B1F) & Online
Notre Dame de Paris: Holy Place, Sacred Edifice, and World Heritage Site
Jean-Michel Leniaud, École Pratique des Hautes Études, France
14:55-15:10 Q&A

June 10 | All times are Central European Summer Time (UTC+2)
Tuesday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

15:15-16:30 **Keynote Presentation and DIscussion Panel | Auditorium (B1F) & Online**
Cultural Diplomacy: From Past to Present

Keynote Presentation
The Future of Cultural Diplomacy: The Legacy of Marco Polo
Paolo Sabbatini, World Sinology Center, China

Discussion Panel
Education and Cultural Diplomacy as a Tool for Peace
Charlotte Faucher, University of Bristol, United Kingdom
Takehiro Kano, UNESCO, France
Frédéric Ramel, Sciences Po, France
Paolo Sabbatini, World Sinology Center, China (Moderator)

16:40-17:40 **Welcome Reception & Conference Poster Session | Auditorium Foyer (B1F)**
This is a free event open to all registered delegates

20:00-22:00 **Conference Dinner | Bofinger**
This is an optional ticketed event

June 11 | All times are Central European Summer Time (UTC+2)
Wednesday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

08:30-08:45   Conference Check-in | Room 102 (1F)

08:45-09:15   IAFOR Information Session | Room 108 (1F)
Melina Neophytou, IAFOR, Japan
Matthew Chima, IAFOR, Japan

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.

09:20-10:20   The Forum | Room 108 (1F) & Online
Cooperating in Difficult Times: Global Citizenship and Interdisciplinarity
Grant Black, Chuo University, Japan (Respondent)
Melina Neophytou, IAFOR, Japan (Moderator)

10:20-10:50   Networking Coffee Break

10:50-12:30   Onsite Parallel Session 1
Room 105 (1F): PCE | Teaching Experiences, Pedagogy, Practice and Praxis (Workshops)
Room 106 (1F): PCE | Inclusive Curriculum Development and Academic Achievements
Room 107 (1F): PCE | Comparative AI Policies and Application
Room 109 (1F): PCAH | Foreign Languages Education and Applied Linguistics
Room 112 (1F): PCE | Culturally Relevant and Inclusive Education
Room 114 (1F): PCE | Information and Media Literacy
Room 116 (1F): PCE | Approaches to Equality and Equity in Education

12:30-12:45   Break

June 11 | All times are Central European Summer Time (UTC+2)
Wednesday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

12:45-14:00   Onsite Parallel Session 2
Room 105 (1F): PCAH | Identity and Politics in Literature
Room 106 (1F): PCE | Assessment Theories and Methodologies
Room 107 (1F): PCE | Implementation of Visual Tools in Education
Room 109 (1F): PCE | Language Development and Literacy
Room 112 (1F): PCE | Primary and Secondary Education
Room 114 (1F): PCAH | The Role of Narratives in Media and Literature

14:00-14:30   Networking Coffee Break

14:30-16:10   Onsite Parallel Session 3
Room 105 (1F): PCE | Higher Education (Workshop)
Room 106 (1F): PCE | Gifted and Special Education
Room 107 (1F): PCE | Youth Mental Health and Well-being
Room 109 (1F): PCE | Challenges in Foreign Language Education
Room 112 (1F): PCE | Community and Inclusive Education
Room 114 (1F): PCAH | Arts, Media, and Social Issues
Room 116 (1F): PCE | Education, Sustainability and Society

16:10-16:25   Break

16:25-17:40   Onsite Parallel Session 4
Room 105 (1F): PCE | Educational Policy, Leadership, Management and Administration (Panel)
Room 106 (1F): PCAH | Politics Through Media and Literature
Room 107 (1F): PCAH | Comparative Concepts of Future and Time
Room 109 (1F): PCE | Higher Education (Workshop)
Room 112 (1F): PCE | Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)
Room 116 (1F): PCE | Approaches to Critical Thinking and Cognitive Development

17:40-18:40   Cultural Presentation | Room 108 (1F)
Delegates are invited to hear the story and songs of Paris' 'Barbara', the beloved singer, songwriter, and actress, as performed by singer-songwriter Sophie Leliwa.
This is a free event open to all registered delegates.
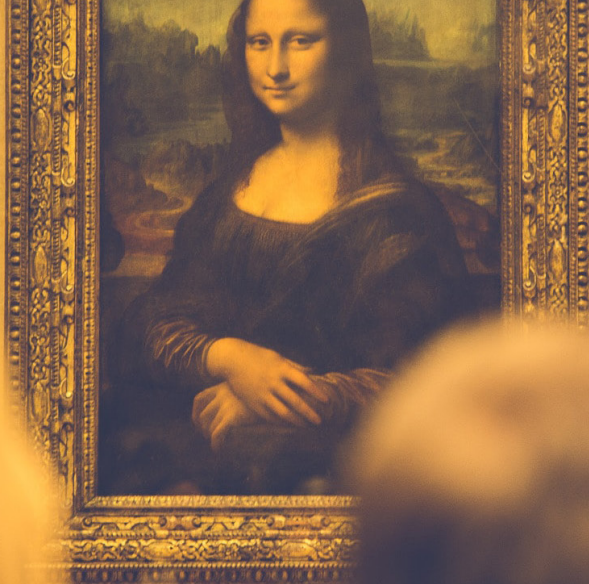
June 12 | All times are Central European Summer Time (UTC+2)
Thursday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

09:00-09:30   Conference Check-in | Room 102 (1F)

09:30-10:30   Featured Roundtable | Room 108 (1F)
Senior Academic Leadership
Anne Boddington, IAFOR & Middlesex University, United Kingdom
Ljiljana Marković, European Center for Peace and Development (ECPD), Serbia
Donald E. Hall, Binghamton University, United States
Joseph Haldane, IAFOR, Japan (Moderator)

09:30-10:30   Featured Roundtable | Room 106 (1F)
Youth and Cultural Diplomacy
Milica Papić, Belgrade Youth Office, Serbia
Giorgio Tenneroni, Municipal Council of Todi, Italy
Riccardo Travaglini, General Workers Union, Malta
Paolo Sabbatini, World Sinology Center, China (Moderator)

10:30-11:00   Networking Coffee Break

11:00-12:40   Onsite Parallel Session 1
Room 105 (1F): PCE | Counselling, Guidance and Adjustment in Education (Workshops)
Room 106 (1F): PCE | Education and Difference: Learning Difficulties and Disability
Room 107 (1F): PCE | Societal Issues and Their Impact on Academic Achievement
Room 109 (1F): PCE | AI for Institutional Development
Room 112 (1F): PCE | Indigenous and Intercultural Education
Room 114 (1F): PCAH | Perspectives on Social Transformation
Room 116 (1F): PCAH | Social Evolution Through Literature

12:40-12:55   Break

June 12 | All times are Central European Summer Time (UTC+2)
Thursday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

12:55-14:10   Onsite Parallel Session 2
Room 105 (1F): PCE | Education and Difference (Panel)
Room 106 (1F): PCE | Health Education and Literacy
Room 107 (1F): PCE | Gender in the Educational Context
Room 109 (1F): PCE | Teaching and Learning with AI
Room 112 (1F): PCAH | Life and Work of Female Writers Across Time
Room 114 (1F): PCAH | Religious Ideologies and Modern Politics
Room 116 (1F): PCE | Approaches to Black Education

14:10-14:40   Networking Coffee Break

14:40-16:20   Onsite Parallel Session 3
Room 105 (1F): PCE | Learning Experiences, Student Learning and Learner Diversity (Workshops)
Room 106 (1F): PCE | Approaches to Pedagogical Development in EFL
Room 107 (1F): PCE | Autonomy, Efficacy, and Motivation in Education
Room 109 (1F): PCE | Professional Training, Development and Concerns in Education
Room 112 (1F): PCAH | Perspectives on Urban Studies
Room 114 (1F): PCE | Inclusive and Sustainable Education
Room 116 (1F): PCE | Educational Policy, Leadership, Management and Administration

16:20-16:35   Break

16:35-17:50   Onsite Parallel Session 4
Room 106 (1F): PCE | Technologies in Online and Distance Learning
Room 107 (1F): PCAH | Leadership in Education
Room 109 (1F): PCE | STEM Curriculum Design
Room 112 (1F): PCAH | Recognising Self
Room 116 (1F): PCE | Teaching Experiences in Mathematics Education

June 13 | All times are Central European Summer Time (UTC+2)
Friday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

09:00-09:30   Conference Check-in | Room 102 (1F)

09:30-11:10   Onsite Parallel Session 1
Room 105 (1F): PCAH | Innovative Technologies in Education (Workshops)
Room 106 (1F): PCE | Shifting Paradigms in Educational Policy
Room 107 (1F): PCE | Teaching Experiences and Pedagogical Development
Room 108 (1F): PCE | Towards AI-driven Education
Room 109 (1F): PCE | Adult, Lifelong and Distance Learning
Room 112 (1F): PCE | Approaches to Foreign Language Learning
Room 114 (1F): PCAH | History/Historiography
Room 116 (1F): PCAH | Cultural and Societal Changes in Modern Society

11:10-11:25   Short Coffee Break

11:25-13:05   Onsite Parallel Session 2
Room 105 (1F): PCE | Nurturing Creativity and Innovation: New, Innovative and Radical Education (Workshops)
Room 106 (1F): PCAH | Professionalism and Employability in Education
Room 107 (1F): PCE | Teaching Experiences, Pedagogy, Practice and Praxis
Room 108 (1F): PCAH | AI and Technology in Cultural Education
Room 109 (1F): PCE | Student Support and Well-being
Room 112 (1F): PCAH | Language Studies in a Cross-cultural Context
Room 114 (1F): PCAH | Gender, Sexuality, and Society
Room 116 (1F): PCAH | Approaches to Sustainable Environment

13:05-13:35   Extended Break

June 13 | All times are Central European Summer Time (UTC+2)
Friday at a Glance

Conference Venue: Sorbonne University International Conference Center (CICSU)

13:35-15:15   Onsite Parallel Session 3
Room 105 (1F): PCE | Towards Relevant Graduate Studies Curriculum
Room 106 (1F): PCE | Professional Development in Educational Context
Room 107 (1F): PCE | Gamification in Education
Room 108 (1F): PCE | Application of AI in the Reading and Writing Process
Room 109 (1F): PCE | Educators' Well-being
Room 112 (1F): PCAH | Comparative Linguistics in Literature
Room 114 (1F): PCAH | Politics and Civic Education
Room 116 (1F): PCAH | Design, Culture, and Sustainability

15:15-15:30   Short Coffee Break

15:30-17:10   Onsite Parallel Session 4
Room 105 (1F): PCE | Institutional Practices in Higher Education
Room 106 (1F): PCE | Current Issues in Higher Education Development
Room 107 (1F): PCE | Tools and Approaches to Pedagogical Development
Room 108 (1F): PCE | AI in Education Assessment
Room 109 (1F): PCE | Education and Difference: Learning Difficulties and Disability
Room 112 (1F): PCE | Inclusive Pedagogical and Assessment Design
Room 114 (1F): PCAH | History and Politics Through Art
Room 116 (1F): PCE | Challenging and Preserving: Culture, Inter/Multiculturalism and Language

17:15-17:30   Onsite Closing Session | Room 108 (1F)

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

Where will your ideas take you next?

iafor

June 14 | All times are Central European Summer Time (UTC+2)
Saturday at a Glance

Conference Venue: Online via Zoom

08:55-09:00   Message from IAFOR

09:00-10:40   Online Parallel Session 1
Live-Stream Room 1: PCAH | Identity Issues in Education and Literature
Live-Stream Room 2: PCAH | Social Issues Through Art and Literature
Live-Stream Room 3: PCE | AI-Powered Education
Live-Stream Room 4: PCE | Inclusive Education and Well-being

10:40-10:50   Break

10:50-12:05   Online Parallel Session 2
Live-Stream Room 1: PCE | Foreign Languages Education & Applied Linguistics
Live-Stream Room 2: PCAH | Education and Difference
Live-Stream Room 3: PCE | AI in Higher Education
Live-Stream Room 4: PCAH | Religion, Spirituality, and Philosophy

12:05-12:15   Break

12:15-14:20   Online Parallel Session 3
Live-Stream Room 1: PCE | Approaches to Cognitive Development
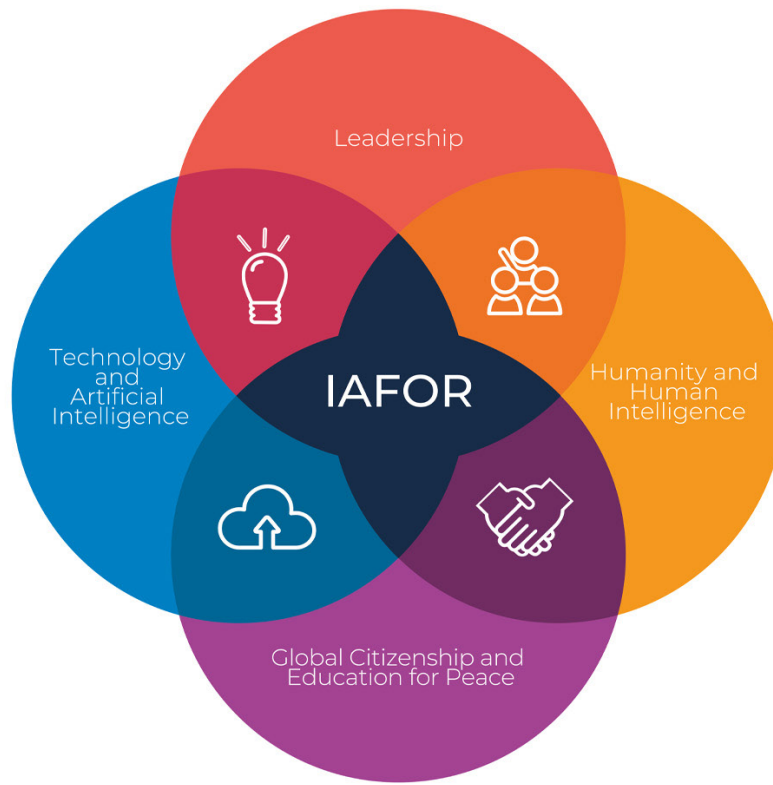Live-Stream Room 2: PCE | Educational Policy, Leadership, Management & Administration
Live-Stream Room 3: PCE | AI and Technology in Education
Live-Stream Room 4: PCE | Special Topics in Education

14:20-14:25   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.

Tuesday, June 10 | 09:00-17:00 – Auditorium Foyer (B1F)
Wednesday, June 11 | 08:30-17:00 – Room 102 (1F)
Thursday, June 12 | 09:00-16:30 – Room 102 (1F)
Friday, June 13 | 09:00-16:00 – Room 102 (1F)
Saturday, June 14 | No in-person check-in

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 **Saturday, June 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.

Networking Space | Room 108 (1F)

Room 108 is allocated as a networking space. This space provides an excellent opportunity to meet new people, connect with familiar faces, exchange ideas, and explore possible collaborations. Take advantage of this dedicated space to broaden your network and enhance your conference experience. It is available at the following times:

- Wednesday, June 11 | 10:20-15:30
- Thursday, June 12 | 10:30-17:45

Connecting to WiFi

Free WiFi is provided at the Sorbonne University International Conference Center (CICSU). To log in on any of your smart devices, please use the user ID and password provided at the check-in desk. Please keep your user ID and password for WiFi connection throughout the conference. Please note that the WiFi may be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation and prepare a personal WiFi or data plan.

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 | Auditorium Foyer (B1F)

Join fellow delegates for a drink or two at the conference Welcome Reception. Held alongside the Conference Poster Session, this event provides a great opportunity for delegates to network and get to know each other. The event will be held at the **Sorbonne University International Conference Center (CICSU)**, Auditorium Foyer (B1F).

Time & Date: Tuesday, June 10, 2025 | 16:40-17:40
Location: Sorbonne University International Conference Center, Auditorium Foyer (B1F)
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 | Bofinger

The Conference Dinner will be held at the Bofinger brasserie, renowned as one of the most beautiful brassieres in Paris. The event will feature a sumptuous three-course meal showcasing Bofinger's classic French cuisine, made with fresh, locally sourced ingredients.

Time & Date: Tuesday, June 10, 2025, 20:00-22:00
Availability: 90 persons
Ticket Price: **125 EUR**
This is an optional ticketed event. Only delegates with pre-purchased tickets are able to attend the Conference Dinner.

Cultural Presentation | 'Barbara'

Join us as singer-songwriter Sophie Leliwa brings the story of Monique Andrée Serf, or 'Barbara,' the beloved singer, songwriter, and an actress of Paris, to life. Learn about her story as it unfolds from a young girl fleeing war to the Paris legend through Ms Leliwa's live music performance.

Time & Date: Wednesday, June 11, 2025 | 17:40-18:40
Location: Sorbonne University International Conference Center, Room 108 (1F)
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 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 **Wednesday, July 16, 2025**, through the online system. The proceedings will be published on **Friday, August 22, 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, June 26, 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 **Monday, July 14, 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.

Catch-Up Access

Virtual Presentations

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

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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.

PCE2025 Scholarship Recipients

Asma Alshabnuti (Live-Stream Presentation)
93233 | *Integrated STEM Activities with 3D Printing in Physics: A Pathway to Cultivating Scientific Values Among Secondary School Students*
Ms Asmaa AlShabnuti is a PhD scholar at the College of Education, Sultan Qaboos University, Oman.

Gwanza Basilashvili (Oral Presentation)
93038 | *The Impact of Online Games on Vocabulary Acquisition: Primary School Teachers Perspectives*
Ms Gwanza Basilashvili is currently an MA student at The University of Augsburg, Germany. Her field of specialisation is English and American Studies.

Melisa Victoria Diaz (Virtual Poster Presentation)
92683 | *Effect of Positive and Negative Inducted Emotional States in Reading Comprehension of Narrative and Expository Texts in Argentine Preadolescents*
Ms Melisa Victoria Diaz is a PhD student from Mendoza, Argentina. She researches the influences of inducted emotions and mood on reading comprehension in pre-adolescents from 10 to 13 years old.

Songul Dogan Ger (Oral Presentation)
92782 | *Teachers' Attitudes and Practices Concerning the Development of Students' Cultural Diversity Awareness and Critical Intercultural Communicative Competence*
Dr Songul Dogan Ger currently teaches at Eötvös Loránd University and Budapest University of Technology and Economics in Hungary.

Devanny Gumulya (Virtual Presentation)
91133 | *Cultivating Artful Thinking: Designing and Developing an Art Appreciation Learning Kit to Enrich the Aesthetic Experience of 7 to 11-Year-Olds*
Ms Devanny Gumulya is a lecturer in Product Design at Pelita Harapan University, Indonesia. She specialises in using history as inspiration in design & creating learning kits for early childhood education.

Chelsea Harmsworth (Poster Presentation)
92456 | The Power of a Teacher's Voice with Students with ADHD
Ms Chelsea Harmsworth is a PhD student in the University of Essex, United Kingdom. She specialises in research on teacher-student communication & its impact on students with ADHD.

Musa Duhan Musaoğlu (Oral Presentation)
90544 | *Exploring the Effectiveness of an Academic English Course on the Language Learning and Professional Development of Nursing Students*
Mr Musaoğlu is an English Language Teacher at the National Ministry of Education, Türkiye and a PhD candidate at Bahçeşehir University, İstanbul

Mark Jeembs Pineda (Live-Stream Presentation)
92592 | *Development of a Coaching Program on Leadership for Selected Personnel in a Healthcare Environment*
Mr Mark Jeembs Pineda is a master's student in Health Professions Education at the University of the Philippines Manila.

Sowndharya T R (Oral Presentation)
93025 | *Haruki Murakami's Novels as a Predictive Text and a Data-Driven Approach of Hikikomori Effects on Tertiary-level Students from South India*
Ms Sowndharya is currently a PhD student and a Teaching Assistant of English Language and Literature at SASTRA Deemed University, India.

Yohei Yoshizawa (Oral Presentation)
93060 | *Inequality of Opportunity Through Effort in Education: An Application of Machine-learning to PISA Data*
Mr Yohei Yoshizawa is currently a PhD student in the Department of Political Economy of King's College London, United Kingdom.

PCAH2025 Scholarship Recipients

Anusha Ashok (Live-Stream Presentation)
93108 | *Interrogating the Stigmatised Body: Narrativising the (Dis)abled Child in Indian Picturebooks*
Ms Anusha Ashok is a PhD scholar enrolled at the English and Foreign Languages University, India.

Debdatta Chakraborty (Live-Stream Presentation)
92882 | *Understanding the Caste-Gender Dichotomy, Suffering and 'Rhetoric of Violence' Through Manju Bala's "Ups and Downs" and "The Conflict"*
Ms Debdatta Chakraborty is a research scholar in the Department of Humanities and Social Sciences at the Indian Institute of Technology Roorkee, India.

Lamia Islam (Virtual Presentation)
91002 | *Duality in Stevenson's Dr. Jekyll and Mr Hyde and Wilde's The Picture of Dorian Gray: A Comparative Study*
Ms Lamia Islam is currently pursuing an MA in English Language and Literature from Prime University, Bangladesh.

Patra Jumsai Na Ayudhya (Oral Presentation)
91222 | *Walking the City: Urban Flânerie, Addiction, and Existential Struggle in Irvine Welsh's 'Trainspotting' Through Gros' 'A Philosophy of Walking'*
Mr Patra Jumsai Na Ayudhya is currently a PhD student in the Department of Anglophone Literatures and Cultures at Charles University, Czech Republic.

Shahrukh Khan (Live-Stream Presentation)
90152 | *Eating up the Coast? "The Great Derangement" of Water Bodies in Select Indian Sea and River Narratives*
Mr Shahrukh Khan is a PhD research scholar at the English and Foreign Languages University, India.

Ketevani Lomidze (Oral Presentation)
92866 | Cross-linguistic Onomatopoeia in the English and Georgian Languages
Ms Ketevani Lomidze is a master's degree student in Lexicography, Terminology, and Modern Technologies at Ilia State University, Georgia.

Alisa Nutley (Live-Stream Presentation)
93099 | *Empowering Ageing Populations: The Role of Gender and Cultural Dynamics in a Rural Thai Village*
Dr Alisa Nutley, a lecturer at Chiang Mai University, Thailand, focuses on community residential environments and quality of life for older adults.

Gülcihan Yalnız (Oral Presentation)
87996 | *Ambiguity of the Boundaries of Physical Landscape and Discovery of New Boundary: Mental Landscape*
Ms Gülcihan Yalnız is currently a postgraduate student in Landscape Architecture at Istanbul Technical University, Turkey.

IURS

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

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IAFOR Global Fellows 2024/2025

IAFOR is delighted to announce the IAFOR Global Fellows for 2024/2025 as a part of its Global Fellowship Programme initiative. This fellowship programme is a wonderful opportunity for researchers to engage with IAFOR and its international network and collaborate together as fellows themselves to strengthen their research capacity and broaden their connections. In the inaugural 2024/2025 Programme, we proposed a theme of 'independent voices' with a focus on East Asian topics, selecting a cohort of up-and-coming researchers in the field to contribute to building a broader knowledge within the region where IAFOR operates. The selected fellows have shown their outstanding capacity and commitment to represent independent voices from various perspectives, be it the arts, culture, or politics. Members of the IAFOR community can look forward to engaging with the fellows through upcoming conferences and their publications.

IAFOR Global Fellows will be correspondingly appointed Fellows in the IAFOR Research Centre at Osaka University's School of International Public Policy (OSIPP) for the duration of their Fellowship.

We received a large number of applications and are proud to introduce the five successful fellows for the 2024/2025 cohort as follows:

Hongmin Ahn, South Korea
Hongmin Ahn is a student at the Inter-University Center for Japanese Studies in Yokohama, Japan (2024-25). He holds a Master of Theological Studies from Harvard Divinity School, United States and a Bachelor of Arts in Religion from Bard College, United States. As an interdisciplinary scholar, Mr Ahn focuses on modern transnational religions in Korea and Japan, with a particular emphasis on Zainichi – the Korean diaspora in post-colonial Japan. His research explores the transnational networks of Zainichi religions that connect Korea, Japan, and the global Korean diaspora.

Azusa Iwane, Japan
Azusa Iwane is the vice-project manager and editor at Global News View (GNV), an independent media outlet introducing the Japanese audience to international news overlooked by domestic mainstream media. She conducted a series of field studies in Zambia to better grasp the effective poverty experienced by mining communities with the collaboration of the Dag Hammarskjöld Institute for Peace and Conflict Studies, Copperbelt University.

Sheng-Hsiang Lance Peng, Taiwan
With his recent PhD completion from Cambridge University's Education Faculty, Dr Sheng-Hsiang Lance Peng is an early career research fellow at IAFOR. In his current monster(s) project, Lance uses monstrous perspectives of othering to reimagine narratives from the periphery of Japanese society.

Shuqi Wang, China
Dr Shuqi Wang just earned her doctorate degree from Nanyang Technological University, Singapore. Her research focuses on international relations and foreign policy analysis. She currently explores the historical influences on foreign policy preferences within US alliance systems.

Yanhua Zhou, China
Dr Yanhua Zhou is currently a Professor of Art History at the Research Center for Visual Art, Sichuan Fine Arts Institute, China. She is also affiliated as a Professor with the Department of East Asian Studies at University of Arizona, United States. Her research focuses on the issue of art and geographic politics of contemporary art in Asia, global socially engaged art in a transnational context, affective infrastructural studies, and non-human agency in art.

Find out more about the IAFOR Global Fellowship Programme at
https://iafor.org/iafor-global-fellowship-programme/

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?**

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information about our upcoming events

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Speakers, Keynote, & Featured Presentations

All times are Central European Summer Time (UTC+2)

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

Welcome Address & Recognition of IAFOR Scholarship Winners

Tuesday, June 10, 2025 | 10:00-10:25 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & 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.

Welcome Address & Recognition of IAFOR Scholarship Winners

Tuesday, June 10, 2025 | 10:00-10:25 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & Online

Georges Depeyrot

Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) and the École Normale Supérieure (ENS) in Paris, France. He began his scientific career in the 1970s studying coin finds and joined the CNRS in 1982. He later joined the Center for Historical Research in the School for Advanced Studies in the Social Sciences (EHESS) and is now an emeritus research director and professor at ENS. After his habilitation (1992), he specialised in international cooperative programs that aim to reconsider monetary history in a global approach. He has directed many cooperative programs linking several European countries, including those situated at the continent's outer borders, such asGeorgia, Armenia, Poland, Russia, Morocco, China, and Japan. Professor Depeyrot is the author or co-author of more than one hundred volumes, and is the founding director of the Moneta publishing house, the most important collection of books – around 210 volumes – on the topic of money. He is also the founding director of a collection of books on heritage. Professor Depeyrot was a member of the board of trustees of the Centre National de Recherche Scientifique in Paris, France.

Special Address

Tuesday, June 10, 2025 | 10:25-10:40 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & Online

Stefania Giannini

Dr Stefania Giannini is the UNESCO Assistant Director-General for Education. A prominent figure in global education, she provides strategic vision and leadership in coordinating and monitoring the implementation of the Education 2030 Agenda to ensure education remains a top priority on the world's political agenda.

Believing that partnership is the new leadership, Stefania Giannini has mobilised action-driven coalitions such as the Global Education Coalition, connecting over 200 private and public partners, focusing on digital learning and AI in education, and the Greening Education Partnership, which brings together nearly 100 countries and 1,600 organisations.

With an academic background in the Humanities and a PhD in Linguistics, Dr Giannini served as Rector of the University for Foreigners of Perugia (2004-2012). As Minister of Education, Universities and Research of the Republic of Italy (2014-2016), she led significant reforms centred on social inclusion and cultural awareness. She also served as Senator of the Republic (2013-2018).

Recognised for her thought-leadership and strategic acumen, Stefania Giannini is frequently invited to serve on high-level committees and advisory boards, providing guidance and expertise on key policy and organisational matters.

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.

Keynote Presentation: Christopher Cripps

Internationalization of Higher Education in France: Challenges and Opportunities

Tuesday, June 10, 2025 | 10:40-11:10 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & Online

France is a global leader in higher education, consistently ranking among the top six to eight destinations for international students and often standing as the leading non-English-speaking country alongside Germany among the list. Internationalisation has been a core priority for many French institutions for decades, with dedicated teams working to attract students and faculty from all over the world and develop global collaborations for academic programmes and research.

Since the 1990s, English-taught programmes have expanded from business schools to engineering schools and, increasingly, universities, strengthening France's appeal. Many French business and engineering schools now require students to study or work abroad for at least a semester to earn their degree, reinforcing France's strong commitment to global mobility and the international employability of its graduates. Today, around 30-35% of students in French institutions gain significant international experience during their studies.

Global geopolitical shifts are creating new opportunities for students facing restrictions in the United States, Australia, Canada, and the Netherlands, causing many of them to turn to France, where student numbers are rising thanks to a more dynamic and accessible higher education landscape. France also remains attractive to researchers in science, technology, and the humanities, benefiting from world-class institutions and cutting-edge research.

However, challenges persist. The French language can be a barrier, and France is not always a first-choice destination for students and academics from key growth markets such as India and South Korea. Strengthening these ties requires proactive engagement and clear messaging on France's academic excellence.

This keynote will explore how France is working to build on its strengths while addressing challenges, drawing comparisons with internationalisation models in other countries to identify best practices and strategies for the future.

Christopher Cripps

Mr Christopher Cripps is an experienced leader in International Higher Education with over three decades of expertise in Strategy, Development, Transnational Education, Study Abroad, Executive Education, Corporate Relations, Branding, and Marketing. Throughout his career, he has been at the forefront of developing innovative strategies that enhance global academic partnerships and international engagement.

Since June 2024, Mr Cripps has served as Vice-President for Europe and International Affairs at Institut Polytechnique de Paris, France. Prior to this role, he was Senior Advisor for Global Engagement and Diplomatic Affairs to the President of Sorbonne University, France. He has also held significant positions as Director of International Affairs at Sorbonne University, PSL University, Ecole Centrale Paris (now CentraleSupélec), and Grenoble Ecole de Management, providing him with a broad understanding of French higher education across multiple sectors, including business schools, engineering institutions, and universities.

His proven track record of designing and executing successful international strategies, forming high-impact partnerships between leading universities, establishing overseas campuses, and fostering relationships between academia and the global corporate sector has taken him across the globe. He has worked extensively in the United States, Canada, the United Kingdom, Europe, China, India, Brazil, and the Middle East.

Mr Cripps served as an expert on a panel commissioned by the French Prime Minister's Office to advise on the internationalisation of French Higher Education (2015-2016). He holds a Bachelor of Arts in French and International Relations and an MBA. He is also a frequent conference speaker, a consultant, and a certified professional coach.

Cooperation in Times of Crisis: Education, Leadership and Global Citizenship

Tuesday, June 10, 2025 | 11:20-12:20 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & Online

This panel discussion will focus on the challenges and opportunities for multi-institutional collaboration in response to changing national priorities in higher education and research. What possibilities exist for institutional leaders to work together to achieve educational and research goals when extramural funding is threatened or suspended? When old alliances are threatened or fracturing, how does higher education continue to work toward global awareness and productive cross-cultural and interdisciplinary dialogue? What new opportunities exist for educational institutions to serve as thought leaders in challenging times? Panellists will speak from their own institutional and national perspectives, but also engage in an active dialogue around collaborative possibilities.

Anne Boddington

Professor Anne Boddington is Executive Vice-President and Provost of IAFOR, and oversees the academic programmes, research, and policies of the forum.

Professor Boddington is Professor Emerita of Design Innovation and has held executive and senior leadership roles in Higher Education including as Dean of Arts & Humanities at the University of Brighton, Pro Vice Chancellor for Research, Business & Innovation at Kingston and Pro Vice Chancellor for Research and Knowledge Exchange at Middlesex University.

In 2022, she concluded chairing the Sub Panel (32) for Art & Design: History, Practice & Theory as part of the Research Excellence Framework (REF2021) and has extensive experience in the governance and conduct of peer review, research evaluation and assessment in REF2014 (Sub Panel Deputy Chair and Equality Diversity Advisory Panel [EDAP]) and RAE2008. A former member of AHRC's Advisory Board, she is the current Chair of the Advisory Board for the UKRI's National Interdisciplinary Circular Economy Research (NICER) programme (£30M), Deputy Chair and a Trustee of the Design Council, the government's strategic advisor for design, and a member of both the InnoHK Scientific Committee in Hong Kong and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

Since the 1990s, Professor Boddington has worked across the United Kingdom and internationally with a wide range of quality assurance, professional, statutory, and regulatory bodies in the United Kingdom, Europe, the Middle East, Hong Kong, and India.

As an independent consultant she now works as a strategic advisor and mentor and is committed to promoting equity, diversity, and inclusion in practice, developing effective governance, supporting career development, reducing bureaucracy, and improving organisational design, integrity, and productivity in the changing workplace.

Christopher Cripps

Donald E. Hall (Moderator)

Professor Donald E. Hall is Provost and Executive Vice President for Academic Affairs at Binghamton University (SUNY), United States. He was formerly Dean of the Faculty of Arts, Sciences, and Engineering at the University of Rochester, United States, and held a previous position as Dean of Arts and Sciences at Lehigh University, United States. Provost Hall has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. Over the course of his career, he served as Jackson Distinguished Professor of English and Chair of the Department of English (and previously Chair of the Department of Foreign Languages) at West Virginia University. Before that, he was Professor of English and Chair of the Department of English at California State University, Northridge, where he taught for 13 years. He is a recipient of the University Distinguished Teaching Award at CSUN, was a visiting professor at the National University of Rwanda, was Lansdowne Distinguished Visiting Scholar at the University of Victoria (Canada), was Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, and was Fulbright Specialist at the University of Helsinki. He has also taught in Sweden, Romania, Hungary, and China. He served on numerous panels and committees for the Modern Language Association (MLA), including the Task Force on Evaluating Scholarship for Tenure and Promotion, and the Convention Program Committee. In 2012, he served as national President of the Association of Departments of English. From 2013-2017, he served on the Executive Council of the MLA.

His current and forthcoming work examines issues such as professional responsibility and academic community-building, the dialogics of social change and activist intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves. Among his many books and editions are the influential faculty development guides, *The Academic Self* and *The Academic Community*, both published by Ohio State University Press. *Subjectivity* and *Reading Sexualities: Hermeneutic Theory and the Future of Queer Studies* were both published by Routledge Press. Most recently he and Annamarie Jagose, of the University of Auckland, co-edited a volume titled *The Routledge Queer Studies Reader*. Though he is a full-time administrator, he continues to lecture worldwide on the value of a liberal arts education and the need for nurturing global competencies in students and interdisciplinary dialogue in and beyond the classroom.

Professor Hall is a member of IAFOR's International Academic Board.

Keynote Presentation: Jean-Michel Leniaud

## Notre Dame de Paris: Holy Place, Sacred Edifice, and World Heritage Site

Tuesday, June 10, 2025 | 14:30-14:55 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & Online

Notre Dame Cathedral is one of the world's most iconic and exceptional sites, and one that has inspired and fascinated people for centuries. But why exactly? This presentation will try to address this question by exploring the Cathedral's historical, architectural, spiritual, and cultural layers of meaning.

First, Notre Dame must be seen in the context of the appeal of the city in which it is situated; Paris, the City of Lights. Second, the site of the cathedral: on an island, at the junction of two branches of the river, facing east, a topography dedicated for millennia to the encounter of man with the divine, a sacred place. Third, its age; some of the sacred installations inside the cathedral date from the fourth century, with the structure itself dating from the twelfth century. Notre Dame serves as a venue to both the everyday ritual practice of the Christian faith, as well as large celebrations marking major holidays, and extraordinary historical encounters between religion, the State, and the nation.

Finally, the architectural memory of Notre Dame will be considered; from the Gothic masterpiece of the cathedral itself to to its interior furnishings, including the Baroque decor of the choir and the major restorations of the mid-nineteenth century. Added to this, is the memory of liturgical, political, literary, and aesthetic events which have taken place at Notre Dame, such as the coronation of Napoleon Bonaparte, Victor Hugo's eponymous novel, set in the cathedral, and the conversion of Poet-Ambassador Paul Claudel.

The spectacular and dramatic fire of September 2019 underlined the great mystical power of the Cathedral. The suffering of Notre Dame only served to heighten its importance as one of the greatest of humanity's monuments. Its subsequent restoration project provoked many emotions, and contentious debates. Following in the spirit of Eugène Viollet-le-Duc's legacy, the latest restoration of Notre Dame now represents a major new chapter in its history, and that of cultural heritage practice.
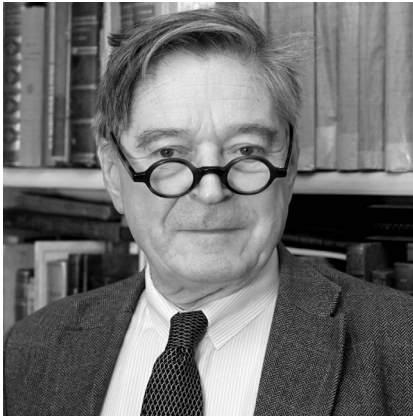
Jean-Michel Leniaud

Professor Jean-Michel Leniaud is one of France's leading historians of art and architecture. He has combined a career in scholarship, research, and administration, with one in the conservation, curation, and restoration of cultural heritage.

He is a member of the Board of Directors of the National Monuments Center (Centre des Monuments Nationaux), a body run by the French Ministry of Culture responsible for the conservation, restoration, and management of some 85 major historic sites and buildings owned by the French State, including Notre-Dame Cathedral (Notre-Dame de Paris). President of the Society of Friends of Notre-Dame de Paris, Professor Leniaud sits on the scientific council of the public institution for the restoration of Notre-Dame de Paris, established by President Macron in the wake of the devastating fire of 2019.

Professor Leniaud is now Emeritus Director of Studies at the École Pratique des Hautes Études, a *grand établissement* of higher education noted for its pedagogy of research training through practice, and a part of the University of Paris Sciences et Lettres (PSL), and Professor of Architectural History at the École du Louvre, a *grande école* situated within the museum, and which specialises in the study of archaeology, art history, and anthropology.

Previously he was Professor of Contemporary Art History at the École Nationale des Chartes (ENC) from 1992 to 2016, and its director from 2011 to 2016. The ENC, founded more than 200 years ago, is a grand établissement dedicated to historical research and the training of historians and curators, and is now also part of the PSL University.

Professor Leniaud's career began in the administration of historic monuments at the Ministry of Culture, and from 1977 to 1990, he served as Inspector of Historic Monuments and Regional Curator (Rhône-Alpes), and subsequently held various positions at the national level in the administration of monuments. From 2011 to 2022, he chaired the Scientific Council of the French National Institute of Cultural Heritage (Institut National du Patrimoine), the academy responsible for training curators and conservators.

He has been the chief curator of several major exhibitions, including 'Viollet-le-Duc: Visions of an Architect', held at the Cité de l'architecture et du patrimoine museum in Paris from 2014 to 2015. 'Viollet-le-Duc' was an enormously influential architect and visionary, and was responsible for the restoration of medieval monuments, including Notre-Dame de Paris.

Professor Leniaud is the author of numerous books and articles on the history of art, architecture, and heritage. Most recently, he directed a publication on the history of the cathedral; *Les Résurrections de Notre-Dame - Chantiers et ferveurs* was published by Mengès in 2024.

Keynote Presentation: Paolo Sabbatini
The Future of Cultural Diplomacy: The Legacy of Marco Polo

Tuesday, June 10, 2025 | 15:15-15:30 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & Online

Marco Polo's legacy is not only a historical curiosity but a living paradigm of cultural diplomacy. His journey to China, meticulously documented in *Il Milione* (c.1300), represents one of the earliest and most influential accounts of intercultural exchange. As I explored in *The Billion* (2024), my book on Marco Polo curated in collaboration with Maestro Sandro Pazzi, his experiences offer valuable lessons on diplomacy beyond state actors: fostering dialogue, understanding, and intellectual synergy between civilisations.

This keynote will examine Marco Polo's role as a cultural intermediary, reflecting on how his narratives particularly shaped Western perceptions of China and vice versa. His encounters with Kublai Khan and his adaptation to the Yuan court demonstrate the power of cultural diplomacy as a form of mutual enrichment, rather than unilateral influence.

Today, in a world increasingly defined by soft power, global cultural exchanges, and digital connectivity, we must ask: what can we learn from Marco Polo's method of engagement, storytelling, and cross-cultural curiosity? This presentation will link historical lessons to contemporary diplomacy, discussing how Italy and China can leverage their cultural heritage, education, and arts as tools for mutual understanding. In an era of growing geopolitical tensions, Marco Polo's approach reminds us that diplomacy does not only happen in embassies, but also in the realm of cultural exchange, knowledge, and human curiosity.

Paolo Sabbatini

Professor Paolo Sabbatini is currently Ambassador for Cultural Communications between Italy and China at the World Sinology Center, China. He is also an emeritus senior member of the Italian Foreign Service and an International Spokesperson for Public and Cultural Diplomacy, interacting with entities such as the European Union and the United Nations. As such, he teaches how to incorporate diplomacy and international relations in every field of culture and economics. Ambassador Sabbatini is a member of several academic institutions, among which the Academy of Fine Arts in Perugia, Italy; ECPD/UPeace University established by the United Nations in Belgrade, Serbia; and several Chinese universities.

Aloha!

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Discussion Panel: Charlotte Faucher, Takehiro Kano, Frédéric Ramel, Paolo Sabbatini (Moderator)

Education and Cultural Diplomacy as a Tool for Peace

Tuesday, June 10, 2025 | 15:30-16:30 | Auditorium (B1F), Sorbonne University International Conference Center (CICSU) & Online

Cultural diplomats personally witness how education remains one of the most powerful instruments of diplomacy today. One such example is how the Italian model of cultural diplomacy, rooted in a centuries-old tradition of academic cooperation, language promotion, and artistic exchange, has consistently demonstrated its effectiveness in fostering peace and dialogue with cultural institutions across the globe.

This panel will explore how an approach to cultural diplomacy, particularly through education, can be a successful model for international cooperation. Drawing from decades of organising diplomatic initiatives, international conferences, and cultural diplomatic experience leading cultural institutions in Shanghai, Cairo, Prague, and Brussels, panellists will illustrate how culture education has historically used language programs, academic networks, and cultural institutes as pillars of global influence.

Special attention will be given to key strengths of cultural diplomacy, such as:
  • The Cultural Institutes as centres of intercultural dialogue,
  • The language as a vehicle for engagement,
  • Strategic partnerships with universities and cultural organisations,
  • The importance of heritage preservation as a diplomatic tool.

The increasing role of digital education in diplomacy, reflecting on how online platforms, virtual exchanges, and cultural programming can help overcome political and geographic barriers, will also be addressed. By bridging practical experience with theoretical analysis, panellists will demonstrate and lead through discussion why cultural diplomacy – when embedded in education, historical awareness, and strategic cultural engagement – remains an essential tool for global peacebuilding.

Charlotte Faucher

Dr Charlotte Faucher is Senior Lecturer in Modern French History at the University of Bristol, United Kingdom. She is a specialist of European soft power in the contemporary period and has published on the topic of culture and international relations, including her monograph *Propaganda, Gender, and Cultural Power* (Oxford University Press, 2022) and the co-edited *Soft Power Beyond the Nation* (Georgetown University Press, 2024) and *Histoire(s) de la diplomatie culturelle française* (Editions de l'Attribut, 2024). The latter was published to mark the centenary of the creation of the Institut Français, France's agency for cultural diplomacy, and was part of a series of events and publications supported by the Ministry of Foreign Affairs. Dr Faucher is currently a Research England Policy Fellow in partnership with the British Council, working on a project investigating UK soft power in Europe over the past 40 years. The project's key output will contribute to the process of defining a shared vision and strategy for the United Kingdom's soft power initiatives.

Takehiro Kano

Mr Takehiro Kano is a diplomat, scholar, and educator who serves as the Ambassador Extraordinary and Plenipotentiary, Permanent Delegate of Japan to UNESCO. His diplomatic career began in 1989, when he joined Japan's Ministry of Foreign Affairs (MOFA) as part of its United Nations Bureau and has since spanned directorial appointments within the Asian Affairs Bureau, Economic Affairs Bureau, International Cooperation Bureau, and Foreign Policy Bureau, among others. He became Director of the International Cooperation Bureau's Climate Change Division in 2010, and subsequently served as Director of the Foreign Policy Bureau's National Security Policy Division in 2012. In 2014, he became Minister of the Permanent Mission of Japan to the International Organizations in Vienna, Austria, and Minister, Deputy Chief of Mission, of the Embassy of Japan in the Philippines in 2017. In 2021, Mr Kano returned to Japan as the Assistant Minister/Director General of the Southeast and Southwest Asian Affairs Department in 2021, then moved into the position of Director General of International Peace Cooperation Headquarters in 2022.

Mr Kano entered the Ministry of Foreign Affairs after earning a Bachelor of Law from the University of Tokyo, Japan in 1989 and completed a Master of Economics at Selwyn College in Cambridge University, United Kingdom in 1993. He returned to the University of Tokyo as a Visiting Professor from 2012 to 2014. He is the author of a number of publications in Japanese on diplomacy from various global perspectives, including *Environmental Diplomacy: Climate Change Negotiations and Global Governance* (Shinzansha Publisher Co., Ltd, 2013), *Nuclear Diplomacy: A Perspective from Vienna, the City of IAEA* (Shinzansha Publisher Co., Ltd, 2017), *Southeast Asian Diplomacy: Its Trajectory in Post-Cold War Period* (Shinzansha Publisher Co., Ltd, 2020), and *Japan's International Peace Cooperation: Time to Move on* ('Diplomacy' Vol 81, Sep-Oct. 2023).

Now residing in France, Mr Kano is married with two daughters and one son.

Frédéric Ramel

Frédéric Ramel is Full Professor of Political Science at Sciences Po in Paris and Research Fellow at the Centre for International Studies (Centre d'études et de recherches internationales - CERI), France. He previously served as ther Head of the Political Science Department at Sciences Po from 2016 to 2022, and was the first Scientific Director of the Strategic Research Institute at the École Militaire from 2009 to 2013. He coordinates the CNRS Research Group on Multilateral Action (GRAM) and also the research programme DATAWAR, financed by the French Agence Nationale de la Recherche (ANR) dedicated to the role of quantitative data in the interpretation of armed conflicts. Professor Ramel has published in several peer-reviewed journals, including *Global Studies Quarterly*, *Journal of Political Science Education*, *International Studies Perspectives*, and *International Peacekeeping*, as well as several manuscripts. His latest publications include *Espace Mondial* [World Space] (Presses de Sciences Po, 2024) and *Benevolence in International Relations: A Political Essay* (Bristol University Press, 2025), with a foreword from Chris Brown, Emeritus Professor of International Relations at the London School of Economics and Political Science, United Kingdom. His current research focuses on multilateralism, peace, and the planetary and sensitivity in international relations.

Paolo Sabbatini

The Forum: Cooperating in Difficult Times: Global Citizenship and Interdisciplinarity

Grant Black (Respondent), Melina Neophytou (Moderator)

Wednesday, June 11, 2025 | 09:20-10:20 | Room 108 (1F), Sorbonne University International Conference Center (CICSU) & Online

The world faces intensifying geopolitical tensions, climate change, 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 therefore cannot 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 called to carry on the huge responsibility of cultivating global citizenship, promoting intercultural understanding, and fostering interdisciplinary collaboration in pursuit of shared solutions inside and outside educational institutions.

While the 'international' and 'intercultural' parts may be easier to address, 'interdisciplinary' collaboration remains particularly challenging. Educational institutions and mechanisms value the depth of knowledge and expertise that comes with disciplinarity. They train academics in frameworks particular to their discipline, often casting judgment upon other disciplines' capability to generate empirical knowledge. There is not enough incentive for interdisciplinary collaboration, despite growing recognition that today's most urgent problems are inherently interdisciplinary in nature. Indeed, being recognised for engaging in interdisciplinary research is quite difficult, and funding is often limited.

This Forum discussion seeks to address how to foster cooperation in difficult times, and how to best tackle the challenges of interdisciplinary collaboration. What structural and systemic changes are needed to promote interdisciplinary collaboration? How can we ensure equitable interdisciplinary collaboration, including tacit and indigenous knowledge? What common ground can we find despite the differences in vocabulary, methodologies, and knowledge generation between disciplines? With delegates representing various disciplines within education, the arts, and the humanities at this conference, the discussion aims to model constructive interdisciplinary dialogue by example.

Grant Black (Respondent)

Professor Grant Black is a professor in the Faculty of Commerce at Chuo University, Tokyo, Japan, where he has taught Global Skills and Global Issues since 2013. He is engaged in diverse roles as a global manager, systems builder, executive leader, and university professor. His research and teaching areas include global management skills, intercultural intelligence (CQ) and organisational management. He also has taught Japanese Management Theory at J. F. Oberlin University, Japan, and a continuing education course in the Foundations of Japanese Zen Buddhism at Temple University Japan. Previously, he was Chair of the English Section at the Center for Education of Global Communication at the University of Tsukuba, Japan, where he served in a six-year post in the Faculty of Humanities and Social Sciences. He holds a BA Highest Honors in Religious Studies from the University of California, Santa Barbara, United States; an MA in Japanese Buddhist Studies from the University of California, Los Angeles, United States; and a Doctor of Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester, United Kingdom. Professor Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the United Kingdom. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). He is President of Black Inc. Consulting (Japan), a Tokyo-based firm specialising in international and intercultural project management, communication projects, and executive leadership and training. He is the director of the Nippon Academic Management Institute (NAMI) and the author of *Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation* (Routledge, 2022).

Professor Black serves as a Vice-President for the International Academic Forum (IAFOR).

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 and build the Forum's interdisciplinary and international community. She leads various projects within IAFOR, notably The Forum plenary 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.

Her research interests currently focus on the Japanese welfare state, family values within Japanese society, and their relationship to family policies. She is particularly interested in state-society relations by uncovering how informal social ideas influence formal social policy.

Featured Roundtable: Anne Boddington, Ljiljana Marković, Donald E. Hall, Joseph Haldane (Moderator)

Senior Academic Leadership

Thursday, June 12, 2025 | 09:30-10:30 | Room 108 (1F), Sorbonne University International Conference Center (CICSU)

This roundtable and interactive session will explore the career paths of academic leaders and provide tips on the skills needed to succeed in leadership positions. Speaking from a variety of national and professional contexts, the session leaders will describe their individual paths to leadership roles and the trade-offs that often accompany a career in higher education leadership and administration. Following the brief presentations, audience members will be asked to provide their own thoughts and observations on successful and unsuccessful leadership styles, as well as engage in an active discussion of the potential for academic leaders to make positive changes within their institutions and professional organisations.

Anne Boddington
(See page 42 for full biography)

Ljiljana Marković

Ljiljana Marković is a Professor of Japanese Studies in the European Centre for Peace and Development (ECPD) of the United Nations University for Peace, and Special Advisor to the Executive Director and ECPD Academic Director. She is also a Visiting Professor at Toho University & Osaka University, Japan, and Gabriele d'Annunzio University, Italy.

Professor Marković is the author of a large number of publications in the fields of Japanese Studies and Economics. She completed her bachelor's and master's degrees at Cambridge University, United Kingdom, before pursuing her doctorate at Chuo University, Japan. For many years, she was a Professor at the Faculty of Philology at the University of Belgrade, Serbia, with terms as Dean (2016-2020) and Vice Dean of Financial Affairs (2008-2016). She has served as the Chairperson of the International Silk Road Academic Studies Symposium since 2017. Professor Marković received the Gaimu Daijin Sho Award from the Minister of Foreign Affairs of Japan in 2010. In the following year, she received the Dositej Obradovic Award for Pedagogical Achievement. Professor Marković recent accolades include the Medal of Merit by the President of Serbia in 2020, the Isidora Sekulic Medal for Academic Achievement in 2021, and the Order of the Rising Sun (Gold Rays with Rosette) in 2022, an Imperial Decoration awarded by the Government of Japan for her "outstanding contribution to establishing and improving friendly relations with Japan".

Donald E. Hall
(See page 43 for full biography)

Joseph Haldane
(See page 36 for full biography)

Featured Roundtable: Milica Papić, Giorgio Tenneroni, Riccardo Travaglini, Paolo Sabbatini (Moderator)
Youth and Cultural Diplomacy

Thursday, June 12, 2025 | 09:30-10:30 | Room 106 (1F), Sorbonne University International Conference Center (CICSU)

Traditionally, discussions on cultural diplomacy have been framed by academics and seasoned diplomats. However, contemporary diplomacy is evolving, and the role of youth leaders, municipal governance, and regional cooperation is becoming increasingly significant. This roundtable will challenge conventional diplomatic frameworks by integrating young politicians, regional representatives, and cultural stakeholders into the discussion, thereby demonstrating the power of intergenerational diplomacy.

This session will explore how cultural diplomacy can be more inclusive and dynamic, engaging both institutional leaders and emerging voices who are shaping international cultural relations. We will particularly focus on twinning agreements between municipalities and UNESCO cultural sites as effective diplomatic tools, using the proposed Turin Fenestrelle–Great Wall of China twinning agreement as a case study.

The discussion will serve as a live demonstration of modern cultural diplomacy, where policymakers, young leaders, and regional actors collaborate to redefine the future of international cultural engagement. By integrating municipal governance, youth activism, and interregional partnerships, this session will set a new precedent in academic and diplomatic discussions.

Milica Papić

Ms Milica Papić is currently the Director of the Belgrade Youth Office within the City Administration of Belgrade, Serbia. Prior to this role, she gained extensive experience at the National Bank of Serbia, where she served as a Supervisor and earlier as a Junior Financial Analyst in the Market Risk Group within the Department for Supervision of Voluntary Pension Funds.

In addition to her public sector work, Ms Papić is engaged in academia. She most recently held the position of Assistant Professor at the Faculty of Economics, University of Belgrade, Serbia, where she taught Project Management. She is currently a PhD candidate in Economics at the same institution, with an academic record marked by excellence. She previously completed her Master's and Bachelor's studies in Finance, Banking, and Insurance at the University of Belgrade. Ms Papić has participated in several international programmes, including the 2024 Seminar for Serbian Female Politicians in China and the 2023 "How Europe Works" conferences in Vienna, Italy and Brussels, Belgium, organised by the Robert Schuman Institute. Her professional and academic interests lie at the intersection of public policy, financial systems, and youth development.

Giorgio Tenneroni

Mr Giorgio Tenneroni is the current President of the Municipal Council of Todi, Italy. Since April 2025, he has also been the Coordinator of ANCI Giovani Umbria, the regional commission of young local councillors and mayors. He studies Law at the University of Perugia, Italy. His first paper, "*Vita umana e dignità: un dialogo tra etica e diritto*" was recently published in the international scientific journal *Medicina e Morale* (2024).

Mr Tenneroni's interest in a political and administrative career began in 2018, when he was elected as president of the student council in his high school. In 2019, he was elected as student representative in the Provincial Student Council of Perugia and Representative Deputy and President of the Council's school building commission. In 2022, he was elected as a member of the City Council of his hometown, Todi, becoming the youngest City Councilor in the history of the City; he was also at the time the youngest elected councilor in charge in the Umbria Region. In 2023, he was appointed as President of the City Council of Todi, becoming the youngest President of a City Council in Italy. He has spoken at major national and international conferences with notable figures such as art critic Vittorio Sgarbi and Capitano Ultimo, an expert on anti-mafia policy. He has also participated in international meetings as a speaker, including the 2024 Global Forum on Hehe Culture in Tiantai-Taizhou, China and the Second World Meeting on Human Fraternity in Rome, Italy and Vatican City, where he spoke on a panel alongside the mayors of New York and Rome.

Riccardo Travaglini

Mr Riccardo Travaglini began his career as an accounting consultant in Italy, specialising in start-ups and subsidised loans. In 2019, he relocated to Malta and joined the General Workers Union (GWU), where he has held various roles. As a business developer and project manager, he facilitated GWU's integration into the European Employment Services (EURES) network, contributing to the execution of numerous European projects. He also established international agreements with both private and public entities.

In the field of international relations, as President of IRTUC Italy-Malta, Mr Travaglini focuses on maintaining excellent relationships and fostering collaborations with Italian trade unions. In this capacity, he represents GWU and IRTUC at the European coordination meetings of ETUC (European Trade Union Confederation), facilitating dialogue, information exchange, and joint actions among the various IRTUCs across Europe. Additionally, he represents GWU within ETUC's Trade and External Affairs Commission, discussing ETUC's external relations, analysing trade agreements between the EU and other countries, drafting responses to the European Commission, and establishing subcommissions to accompany EU negotiators on international missions.

Mr Travaglini is a member of the Information Commission within the European Labour Authority (ELA), contributing to discussions and initiatives regarding labour-related information dissemination.

Paolo Sabbatini

Tuesday Poster Presentations

16:40-17:40 | Auditorium Foyer (B1F)
Tuesday Poster Session

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

16:40-17:40 | Auditorium Foyer (B1F)
Tuesday Poster Session

Arts - Performing Arts Practices: Theater, Dance, Music

94899 | *The Transformation of Succession in Ningyō Jōruri – a Traditional Japanese Performing Art*
Yuko Hatano, Nara Saho College, Japan

Around the world, various forms of traditional puppet theater exist as performing arts. In Japan, Ningyō Jōruri, which consists of a tayū (Jōruri reciter), shamisen (musical accompaniment), and puppeteers, plays a significant role in traditional performing arts. However, in recent years, concerns have arisen regarding the decline in its succession. The author's previous study focused on the Ningyō Jōruri troupe Sanuki Gennojō, through interviews and observations, revealing that the development of the next generation of performers is a key challenge in ensuring continuity of the art form. This study aims to gain insights into new strategies for preserving traditional performing arts. As a case study, literature reviews and interviews were conducted. The findings indicate that troupe members have become more diverse over time, with mixed-gender participation and performers joining from different regions. New initiatives have been introduced for elementary school students who may become future performers, and some performers are experimenting with multi-role performances. By embracing the transformations in succession and adapting their skills to societal changes, performers themselves are navigating the challenges of preserving their art. The findings of this study are expected to shed light not only on the future of Ningyō Jōruri, but also on the transmission of traditional performing arts worldwide.
Supported by JSPS (24K05987)

Political Science, Politics

94854 | *The Hourglass Shape of Written Constitutions: A Symphony of Words*
Louisa Celine Klatt, University of Galway, Ireland

Dworkin compared the evolution of law-making to the creation of a chain novel, whereas Niño likened constitution making to the construction of cathedrals. Inspired by previous empirical analyses of written constitutions that found significant overlap in the coverage of constitutions across certain core elements (Elkins & Ginsburg, 2021) and a trend towards constitutional convergence regarding their discussed topics (Voermans, 2023), a thematic analysis was conducted to explore whether written constitutions are structured around a few core building blocks. A preliminary qualitative analysis looked at six constitutional drafts (USA 1789, Iceland 1944, Japan 1946, France 1958, South Africa 1996, Iceland 2011) and found that the general structure could indeed be summarised to include four structural building blocks: a preamble, a section on rights, a section on political organisation, and a section on foreign affairs and changes to the constitution. A second analysis, using reflexive thematic analysis, looked at eight constitutional drafts (USA 1789, Australia 1901, Iceland 1944, Japan 1946, France 1958, South Africa 1996, Iceland 2011, South Sudan 2011). The results suggest that there is a certain amount of topical convergence, however, this does not seem to fit the rigid analogy of a building block. Instead, written constitutions seem to display an hourglass shape moving from the general to the specific first, before moving back to the general. This flow asks for the introduction of a new, more flexible, lens to compare constitutions: the analogy of the four-movement symphony, with each movement representing one of the four structural themes.

Assessment Theories & Methodologies

92761 | *The Role of Artificial Intelligence in Enhancing Formative and Summative Educational Assessment: A Systematic Review*
Ani Asryan, Central China Normal University, China

The integration of Artificial Intelligence (AI) into educational assessment presents a transformative opportunity to enhance both formative and summative assessment practices. This study employs a systematic review to examine AI's potential in personalizing learning experiences, delivering real-time feedback, and automating assessment processes. Additionally, the research seeks to address the challenges and ethical dilemmas associated with reliance on AI technologies in education. By synthesizing recent academic literature, the study aims to provide actionable insights and recommendations for educators and policymakers on effectively utilizing AI to improve educational outcomes while preserving the essential human elements of teaching and assessment. To achieve this, this systematic review analyzes findings from approximately 30 peer-reviewed articles published between 2019 and 2024. Initially, a comprehensive search was conducted across academic databases, including ERIC, JSTOR, Scopus, and Google Scholar, using keywords such as "Artificial Intelligence in Education," "AI Formative Assessment," "AI Summative Assessment," and "AI Educational Evaluation." The inclusion criteria encompassed (1) peer-reviewed publications within the specified timeframe, (2) studies focused on AI applications in formative or summative assessments, (3) empirical research demonstrating AI's effectiveness in education, and (4) contributions to theoretical frameworks relevant to educational evaluation. This proposed review aims to offer a critical analysis of the transformative potential of AI in educational assessment. By identifying both the benefits and limitations of AI-driven technologies, the study seeks to advocate for a balanced approach that integrates AI with traditional pedagogical practices, ensuring that educational systems harness the benefits of innovation while addressing its inherent challenges.

Tuesday Poster Session

Design, Implementation & Assessment of Innovative Technologies in Education

92781 | *Investigating the Impact of Rosetta Stone – a Computer-Assisted Language Learning Software – on Students' Proficiency in English Language: A Quasi-Experimental Study*
Mohamed Benasissa, University Sidi Mohamed Ben Abdellah, Morocco
Youness Attou, University Sidi Mohamed Ben Abdellah, Morocco
Mahmoud Seddik, University Sidi Mohamed Ben Abdellah, Morocco

With computer-assisted language learning (CALL) software becoming a potent instrument to improve language proficiency, technology is drastically trying to change conventional language learning techniques in recent years. Among these resources, Rosetta Stone has become well-known due to its engaging and participatory method of language learning. Nevertheless, little is known about the efficacy of CALL tools like Rosetta Stone in the context of Moroccan higher education, despite the growing use of technology in the classroom. Addressing this gap, this study aims to investigate the impact of Rosetta Stone, a Computer-Assisted Language Learning software, on the English language proficiency of Master's students at the Faculty of Poly-disciplinary of Taza, Morocco. To achieve this, the study employs a quasi-experimental design, dividing participants into a control group receiving traditional instruction and an experimental group supplementing their learning with Rosetta Stone. Data was collected using pre-tests and post-tests to measure changes in students' language proficiency, alongside qualitative feedback to gauge user experiences. The findings revealed a significant improvement in the experimental group's proficiency, particularly in listening and reading skills, compared to the control group. Additionally, students reported increased engagement and confidence in using English. The study underscores the potential of CALL tools to enhance language learning. It also highlights the need for integrating such technologies into language curricula to complement traditional pedagogies. These insights contribute to the broader discourse on digital language learning and provide practical implications for educators and policymakers in Morocco and similar contexts.

93069 | *Integrating 21st Century Learning Tools (GAPAI 2.0) in Mathematics Tutorials: Enhancing Motivation, Understanding, and Problem-Solving Skills*
Amirul Mohamad Khairi Mannan, Universiti Malaya, Malaysia
Norli Anida Abdullah, Universiti Malaya, Malaysia
Raiha Shazween Redzuan, Universiti Malaya, Malaysia
Mohd Razip Bajuri, Universiti Malaya, Malaysia
Fakhrulrozi Hussain, Universiti Malaya, Malaysia

Teaching mathematics has always been challenging due to its abstract nature and the difficulties students face in comprehension. Common issues include limited use of advanced technology in solving mathematical problems, students' struggles with understanding concepts and procedures, unethical use of digital tools, and the need for motivation and recognition. This study investigates the effectiveness of integrating 21st Century learning tools such as GeoGebra, ChatGPT, and Photomath (collectively termed GAPAI 2.0) in pre-university mathematics learning. Following encouraging results from initial trials with selected tutorial questions, this approach was expanded to all 14 tutorial sets in the current session. A survey was conducted to evaluate the impact on student motivation, learning strategies, self-regulation skills, perceived ease of use, perceived usefulness, attitudes towards technology, and artificial intelligence (AI) competency. The findings reveal significant improvements across all dimensions. This approach emphasizes practicality and sustainability by leveraging free tools that integrate seamlessly into existing tutorials, save time through automated solutions, and offer potential applicability to other subjects. Stakeholder benefits include enhanced student motivation, understanding, and problem-solving skills through technology, more efficient teaching methods for educators, improved academic performance for institutions, and increased digital literacy and STEM engagement in the wider community.

94808 | *Evaluating Teacher Satisfaction in Surgical Specialties at Medical Universities with Current Assessment Methods for Developing an Integrated IT Platform*
Dana Amanova, Karaganda Medical University, Kazakhstan
Dmitryi Matyushko, Karaganda Medical University, Kazakhstan
Aiym Bahytzhan, Università degli Studi di Roma, Italy

The study explores the satisfaction levels of 68 teachers in surgical disciplines from medical universities in Kazakhstan regarding knowledge control and assessment systems. The focus is on the Mini Clinical Examination (MCE) and Objective Structured Clinical Examination (OSCE) methods, as part of the development of an innovative IT platform for integrated surgical competency learning and assessment. Survey results indicated that 72.05% of respondents rated MCE higher for objectivity (average of 3.7), while OSCE received a lower rating of 2.5 (27.9%). For effectiveness, 55.88% expressed complete satisfaction with MCE (average of 4.2), contrasting with a lower average rating of 2.8 for OSCE. MCE validity was deemed partially satisfactory by 26.47%, with an average rating of 3.7, while 70.58% reported partial satisfaction with OSCE validity, with an average rating of 2.2. Regarding ease of use, 54.41% were completely satisfied with OSCE (average rating of 4.2), while 60.29% were partially satisfied with MCE, resulting in an average rating of 2.2. Open-ended responses highlighted issues with OSCE, including a lack of theoretical checks and inconsistency with real clinical situations. MCE-related comments mentioned concerns about time constraints and ethical problems. Teachers' overall satisfaction ratings were 3.4 for MCE and 2.9 for OSCE, with no statistically significant differences (p=0.17). In summary, the results suggest a combination of MCE and OSCE principles, with a predominant emphasis on MCE, for the development of an integrated IT platform. This approach aims to address the identified issues and create more effective and user-friendly system aligned with modern education standards in surgical disciplines.

16:40-17:40 | Auditorium Foyer (B1F)
Tuesday Poster Session

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

93487 | *Contribution of Teachers' Self-Efficacy to Inclusive Education Practices in Schools*
Kiran Chalise, Mid-West University, Nepal

Self-efficacy is essential for successful inclusion of students. Teachers are the key actors in imparting their knowledge and are the key facilitators in realizing, approaching, and ensuring the goals of inclusive education. Self-efficacy always boosts teachers' confidence and supports students' learning achievements. This paper reveals the contribution of teachers' self-efficacy to inclusive education practices. A binary logistic regression was applied to find out the contribution of the teachers' self-efficacy to different themes of the inclusive education practices. A sample (182 teachers) was taken from the schools of Nepal where children with hearing impairments are studying. The study reveals that teachers' self-efficacy is the main predictor of ensuring the availability of rights, roles and responsibilities and a learning environment in schools.

Educational Policy, Leadership, Management & Administration

94499 | *Exploring Collaboration as a Self-leadership Strategy Among Women Entrepreneurs: A Qualitative Interview Study*
Wele Elangwe, University of Maryland Eastern Shore, United States

The theory of self-leadership has received criticism over the years regarding its relevancy and lack of distinction from other existing motivational theories (Manz, 2015; Neck & Houghton, 2006). In a response to this criticism, Manz (2015) suggested looking at higher self-leadership and conceptually proposed collaboration as a facet of higher self-leadership (see also Stewart et al., 2019). This study attempted to explore the concept of collaboration as a self-leadership strategy empirically. Using a qualitative interview method based on semi-structured interviews of ten women entrepreneurs in Cameroon, the purpose of the research was to explore collaboration as a self-leadership strategy. Against the cultural backdrop of patriarchy, and the African Women Entrepreneurship Program (AWEP)—a US State Department program aimed at enhancing women's economic empowerment in Africa—the researcher, explored how women entrepreneurs in spite of their cultural reality of patriarchy, use the AWEP platform to collaborate and enhance their self-leadership. The findings supported Manz's (2015) concept of collaboration as a self-leadership strategy on three fronts. First, collaboration fosters expanded access to expertise, support, and potential synergies related to working with others. Second, collaboration can make up for personal weaknesses and blind spots and third, collaboration can extend capacities (expertise, experience, etc.) beyond one's own limitation. In addition to supporting Manz's (2015) concept of collaboration as a self-leadership strategy, the study also found that collaboration functions as a tool for women's empowerment and it also not a panacea but also comes with its own challenges.

Educational Research, Development & Publishing

92456 | *The Power of a Teacher's Voice with Students with ADHD*
Chelsea Harmsworth, University of Essex, United Kingdom
Silke Paulmann, University of Essex, United Kingdom

Teacher communication significantly shapes classroom environments, influencing student outcomes such as well-being, self-disclosure, cooperation, and psychological needs satisfaction (Paulmann & Weinstein, 2023). Anecdotal evidence suggests that calm and supportive voices can particularly benefit people with attention deficit disorder (ADHD) whereas harsh or authoritative ones might overwhelm them, escalate situations and impact their self-esteem (Ewe & Aspelin, 2022; Geng, 2011; Kendell, 2016). This study examined how 263 students with ADHD and 366 neurotypical (NT) students responded to teacher statements spoken in autonomy-supportive, controlling, and neutral tones. Participants rated their experiences using questionnaires measuring well-being, self-disclosure, cooperation, and psychological need satisfaction. Findings revealed significant differences between the groups. Students with ADHD reported heightened sensitivity to controlling and neutral tones, experiencing increased negative emotions and decreased happiness and relaxation compared to NT students. Additionally, ADHD students were less inclined to cooperate when addressed in a neutral tone and reported that controlling and neutral tones contributed to feelings of incompetence. Across all tones of voice, students with ADHD reported lower self-esteem than their NT peers. These results highlight the critical role of tone in teacher communication, particularly for students with ADHD, who are more vulnerable to negative effects from less supportive vocal patterns. This research emphasises the need for educators to recognise that students with ADHD are more sensitive to neutral and harsher tones of voice, which can negatively impact their emotional well-being, cooperation, and self-esteem.

95269 | *The Dynamics of Physics Student Enrollment: A Comparative Study of Albanian and European Universities over the Last 20 Years*
Klotilda Nikaj, University of Shkodra "Luigj Gurakuqi", Albania
Ervis Gega, University of Tirana, Albania
Miranda Guzina, University "Luigj Gurakuqi", Albania

This study investigates the evolution of physics student enrollment in Albanian and selected European universities over the past two decades, providing a comparative analysis of educational and societal trends. Drawing on enrollment data from public universities in Albania and institutions in Germany, Italy, and the Netherlands, the research examines patterns in student participation, identifying fluctuations influenced by economic conditions, policy reforms, and sample size. These were selected due to their established physics education systems, availability of longitudinal data, and their relevance within the broader framework of the Bologna Process. In Albania, the study explores how reforms in higher education, brain drain, and limited job prospects in STEM fields have contributed to declining enrollment. In contrast, European trends reflect the impact of the Bologna Process, increasing mobility, and shifts in the job market demanding interdisciplinary skills. The methodology combines statistical analysis of institutional data sets (from University of Tirana, University of Shkodra, University of Elbasan and University on Korca) with qualitative insights from education policy reviews. The data presented are based on the most recent and relevant statistics available from official sources. Key findings highlight both shared challenges—such as declining interest among youth—and unique national responses. Enrollment reporting methods, and data transparency practices required careful normalization and contextual interpretation. The research provides actionable insights for policymakers and educators aiming to revitalize physics education and strengthen the scientific workforce across diverse contexts.

Tuesday Poster Session

Higher Education

93336 | *Reading Self-concepts of Students at a South African Higher Learning Institution*
Madoda Cekiso, Tshwane University of Technology, South Africa

South Africa's reading problems are evident in tertiary education, particularly among students studying in a foreign language. Therefore, the current study focuses on self-concept as it specifically explores university students' self-perceptions as readers. The study followed a qualitative research approach, and a case study design was deemed relevant for the study. A targeted sample of 65 respondents was selected to answer the open-ended questionnaire. Thematic analysis was used to analyse the collected data. The findings showed that university students defined themselves as readers in different ways and their reading self-concepts were based on their reading behaviour. The students specifically described themselves as readers who enjoy reading, analytic readers, or reluctant readers with poor and slow reading abilities displaying inconsistent reading habits; they admitted that they only read for academic purposes including tests and exams. Students' reading self-concept has implications for reading instruction, student support, choice of reading material, reading motivation, and syllabus design. The findings of the study provide data that could create English lecturers' awareness of their students' reading self-concepts so that they could change their students' reading culture.

90045 | *Digital Literacy and Information Ergonomics Leveraging Online Teaching in HE*
Jussi Okkonen, Tampere University, Finland
Reetta Oksa, Tampere University, Finland
Edward White, Tampere University, Finland

Online teaching is highly dependent on individual lecturer's or professor's relationship towards it. Based on two extensive survey studies in Ghana the poster presents research findings related to digital literacy and information ergonomics. The study on digital literacy (n=152) was conducted in 2023 and the study on technology related factors (n=201) was conducted in 2024. Digital literacy has indirect relationship in advocating online or hybrid teaching. There is significant relationship between digital literacy, sense of self-efficacy, and positive technology relationship. Those three factors support efficient use and development of digital resources. Information ergonomics on the other hand is important by the perspectives or personal habits, organizational norms and conventions, and teaching personnel fit to sociotechnical environments. Especially with unstructured digital environment with several technological shortcomings even a single person plays significant role in putting online teaching into action.
Key findings related to digital literacy underline the great variation on skills, attitudes towards the technology, feasibility of technology in the classroom, and variation by the academic domain. On the other hand, the study on technology related factors brought about work – life imbalance. Pervasive digital working, expectations on constant connectivity, motivation conflict between work and family, poor digital habits, vague digital conventions, and nonexistent digital norms cause sense of poor self-efficacy and feeling loss of control. Moreover, the poster combines these to perspectives and provides normative results for assessing organizational and staff capability maturity on the domain. Normative results or discussion also draws attention to balanced development within higher education institutions.

92582 | *University Planning and Knowledge Management: Connections of Possible Strategies for Institutionalized Integration*
Edileusa Medeiros Bezerra, Universidade do Estado da Bahia, Brazil
Ana Maria Ferreira Menezes, Universidade do Estado da Bahia, Brazil

Knowledge management (KM) becomes a priority in the strategic planning (SP) of higher education institutions, as it strengthens adaptation to changes and identifies new knowledge needs. The SECI model by Nonaka and Takeuchi was considered to identify theoretical evidence of KM associated with the SP process. The descriptive research was conducted through a scope review considering the databases Eric, Web of Science, and Scopus, according to PRISMA-ScR, 2018. The descriptors were selected from the Institutional Development Plan (PDI-2023-2027) of the Universidade do Estado da Bahia, the regulatory framework of Brazil, and the elements which characterize SP in the literature. The results consolidate the main strategic areas applied in institutions, offering information on successful initiatives, sustainability, and institutional efficiency, integrated to KM processes. The content analysis highlights four categories: Tools and technologies, understood as digital platforms, evaluation systems, and artificial intelligence, which emerge as central elements in supporting organizational learning. KM was identified as strategic for aligning institutional objectives with organizational practices, promoting efficiency and innovation; Structural models, such as the Balanced Scorecard, were widely applied, highlighting their importance in translating strategic goals into concrete actions; challenges related to the fragmentation of models, resistance to adopting technological practices; impacts on increase in organizational learning capacity and strategic alignment, and in the promotion of innovative practices. It is concluded that the integration of technologies, planning, and KM strategies is relevant for transforming institutional practices, aligning them with innovation demands in the performance of universities.

Tuesday Poster Session

93651 | *An Overview of Civil Associations on Digital Platforms: Strategy for the Convergence Between Academic Knowledge and Demands of Society*
Jane Sara Lopes, Universidade do Estado da Bahia, Brazil
Ana Maria Menezes, Universidade do Estado da Bahia, Brazil

Universities structure their Institutional Pedagogical Projects (PPI) by guiding their principles for Teaching, Research, and Extension, which consolidate in the process of knowledge creation in alignment with demands of society, fulfilling their social responsibility. Our aim is to investigate digital platforms of civil associations for data and information that enable the convergence between university projects and social demands. We base our approach on dialectical epistemology, the theoretical foundations of the knowledge creation process: socialization, externalization, combination, internalization (SECI), and in the Ba context, referencing Nonaka and Takeuchi. A mapping of the associative world was carried out through exploratory research on the following platforms: The Yearbook of International Organizations; Répertoire National des Associations (RNA) of France; and the Map of Civil Society Organizations (OSC) in Brazil. The indicators Defense of rights, Education, Health, and Sustainability emerged from the purposes of the associations listed on the platforms, in accordance with the social objectives outlined in the IPP. The results showed that the platforms serve as an inductive context for interactions between teachers and students, whose divergent-convergent knowledge provides reinterpretation and insights from the specificities of the organizations and their multiple purposes; they are effective sources of explicit knowledge, manifested in the systematized data ready for dissemination, which, when incorporated into tacit knowledge, form the spiral, resulting in the conversion of knowledge. The platforms of the associations constitute a context capable of expressing social demands by composing the knowledge cycle in interaction with Teaching, Research and Extension, enabling projects focused on social responsibility.

Language Development & Literacy

94889 | *Promoting the 6C's of Education Through Visual Literacy: The Case of the Wordless Picturebook Unspoken in Secondary Education*
Vasiliki Giannopoulou, University of Nicosia, Cyprus
Marina Rodosthenous - Balafa, University of Nicosia, Cyprus

In the 21st century, education extends beyond traditional literacy to develop global competencies known as "The 6C's of Education": Critical Thinking, Creativity, Collaboration, Communication, Citizenship, and Character. Wordless picturebooks or silent books are powerful, inclusive tools to foster these skills, as they deepen students' understanding of human nature and cultivate life values through images. In this context, visual literacy becomes an integral part of education, transforming students from passive observers into active interpreters, who can navigate modern communication effectively. This study explores the pedagogical potential of Unspoken by Henry Cole, a wordless picturebook set during the American Civil War, in which a young girl makes the courageous decision to help a fugitive. Through specific instructional strategies and activities, Unspoken engages students in deep critical thinking and inference–making, thus enhancing their analytical skills and strengthening their visual literacy skills. The absence of words fosters creative writing, as students develop narrative skills, descriptive writing, and dialogues while encouraging them to explore different writing styles. Classroom discussions promote collaboration and communication, as students debate moral dilemmas and share viewpoints on historical and ethical issues. The Unspoken plot provides opportunities to explore crucial themes, such as courage, empathy, and justice, thus nurturing citizenship and character development. In conclusion, this paper will propose how the integration of the wordless picturebook Unspoken promotes visual literacy and enriches learning experiences by fostering The 6C's of Education.

Learning Experiences, Student Learning & Learner Diversity

92947 | *PharmPath: Virtual Immersive Simulations and In-Person Experiential Opportunity in Pharmacy Education for Secondary Students from Underrepresented Communities*
Aleksandra Bjelajac Mejia, University of Toronto, Canada
Lachmi Singh, University of Toronto, Canada
Leanne Perry, University of Toronto, Canada
Ravtosh Bal, University of Toronto, Canada
Ryan Keay, University of Toronto, Canada

Pharmacy professionals have a critical role in health promotion and disease prevention and management. Recently, pharmacy professionals' scopes of practice have expanded and they are providing more direct care than ever before. There is a need for greater diversity among pharmacists and pharmacy technicians as Black, Indigenous, and People of Colour (BIPOC), along with people with disabilities, continue to be underrepresented within the professions. To encourage increased diversity in pharmacy which, in turn, can support the provision of equitable and culturally sensitive care, the PharmPath program aims to stimulate the interest of traditionally underrepresented students in pursuing health sciences. This poster illustrates findings after the second annual PharmPath experiential day where traditionally underrepresented students participate in virtual pharmacy simulations and hands-on lab activities at a faculty of pharmacy.

Tuesday Poster Session

Tuesday Poster Session

93057 | *The Relationship Between Mindset, Grit, Learning Engagement, and Math Learning Outcomes in Elementary and Junior High School Students*
Pei-Yun Liu, National Dong Hwa University, Taiwan

Mathematics is a crucial cornerstone of scientific education, but for most elementary and junior high school students, it is quite a challenging subject. The pursuit of long-term successful learning goals can be fraught with challenges and setbacks. In recent years, the investigation of mathematical learning from the perspective of non-cognitive factors has garnered increasing attention. The study of mindset, grit, and learning engagement respectively from the perspectives of intelligence, perseverance and passion, and participation, feelings, and effort in learning aims to address performance in pursuit of long-term learning goals and responses to adversity or challenges. This study collected data through a questionnaire survey, targeting 1,032 6th grade and 7th grade students. Statistical analysis results showed that a growth mindset positively impacts passion and grit, and in turn, passion and grit positively affect learning engagement. Conversely, a fixed mindset negatively impacts passion, grit, and learning engagement. Growth mindset, grit, and learning engagement positively predicted math learning outcomes, while the fixed mindset negatively predicts grit, learning engagement, and math learning outcomes. Compared to 6th grade students and boys, 7th grade students and girls exhibited higher levels of fixed mindset. Boys exhibit higher passion and learning engagement in math learning compared to girls.

93788 | *Synergy of Group-based Learning: Relationship Between Affective-reflective Skills, Teacher Efficacy, and Group Metacognition in Special Education Teacher Training*
Hoi Yan Lau, Hong Kong Metropolitan University, Hong Kong
Yuk Ching Law, Hong Kong Metropolitan Universtiy, Hong Kong

Experiential learning cultivates affective-reflective skills, which foster teacher efficacy and are important for linking group metacognition to effective special education teacher training. Reflective practice highlights that experience alone does not necessarily result in learning; intentional reflection on experiences is essential for effective learning. Affective-reflective skills equip teachers with cognitive skills and emotional insights that can enhance academic performance. These competencies and profound understandings are essential for fostering effective teaching and improved learning experiences for children with special educational needs. Through collaborative reflective processes, student teachers have effectively sharpened their affective-reflective skills, teacher efficacy, and group metacognition. Prior research has predominantly concentrated on Western contexts and mainstream education, indicating a need for further exploration, especially within Asian populations and special education teacher training.
This study aims to examine the mediating effect of teacher efficacy on the relationship between experiential learning and group metacognition. Undergraduate students (N = 131, 89.3 % female) enrolled in an early childhood education program, specifically focused on special educational needs, completed an online survey including the Experiencing Scale, Affective-reflective Skills Scale, Teacher Efficacy for Inclusive Practice Scale, and Group Metacognition Scale. The results demonstrated that affective-reflective skills and teacher efficacy act as serial mediators between experiential learning and group metacognition. The findings highlight the contribution of experiential special education teacher training to promote affective-reflective skills, increase teacher efficacy, and enhance group metacognition, ultimately benefiting children with special educational needs. This study emphasizes the importance of cultivating group-based affective experiences in special education teacher training programs.

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

90326 | *Tactile Processing and Fine Motor Skills in Developmental Coordination Disorder and Autism Spectrum Disorders*
Bartosz Bagrowski, Poznan University of Medical Sciences, Poland
Bartosz Grobelny, Poznan University of Medical Sciences, Poland
Ewa Mojs, Poznan University of Medical Sciences, Poland

Developmental Coordination Disorder (DCD) is a psychomotor development disorder, which is associated with motor clumsiness, lack of fluidity of movement, muscle tension disorders, and sometimes involuntary movements. Autism Spectrum Disorder (ASD), in turn, is a neurodevelopmental disorder, which is associated with difficulties in social interactions, communication dysfunctions and repetitive or limited behaviours. In ASD, however, more and more attention is paid to sensorimotor aspects of development. Therefore, it seems justified to examine the level of tactile processing and fine motor skills in the group of children with ASD. The study included those functions that were defined by International Classification of Functioning, Disability and Health (ICF). The study involved 8 early school children (4 children with ASD and 4 children with DCD), aged 6-7, who were examined in terms of general manual motor skills (ICF: d440), sequencing praxis of hands (ICF: b176), tactile-protopathic processing (ICF: b265) and tactile-epicritic processing (ICF: b1564), using DCDQ (Developmental Coordination Disorder Questionnaire) and SIPT (Sensory Integration and Praxis Tests). It has been shown that children with ASD achieve significantly worse results in the general manual motor skills, sequencing praxis of hands and tactile-epicritic processing than the DCD group. Although DCD is a dysfunction directly related to motor coordination (also fine motor), ASD is associated with even lower results in the fine motor domains. This indicates a clear need to implement hand therapy in groups of children with ASD, in addition to traditional interventions.

92770 | *Distinct Effects of Word Valence on Lexical Decision and Naming Tasks in Two-Character Chinese Words: Insights from a Megastudy*
Yuen-Lai Chan, Lingnan University, Hong Kong
Chi-Shing Tse, The Chinese University of Hong Kong, Hong Kong
Melvin J. Yap, National University of Singapore, Singapore
Savio Wai-Ho Wong, The Chinese University of Hong Kong, Hong Kong

In visual word recognition research, the word valence effect refers to how the emotional content of a word (positive, negative, or neutral) influences its recognition. Four theoretical accounts, automatic vigilance, positivity bias, motivated attention, and graded valence, propose different mechanisms for this effect. Using a megastudy approach, we tested these accounts by examining the impact of emotional valence on the visual word recognition of over 15,000 two-character Chinese words, using the lexical decision and naming data from Chinese Lexicon Project (Chan & Tse, 2024; Tse et al., 2017; Tse et al. 2023). Character-level and word-level lexical variables (e.g., arousal, frequency, homophone density, familiarity, concreteness, imageability) known to influence visual word recognition performance were included as control variables. Item-level multiple regression analyses revealed significant linear and nonlinear word valence effects on lexical decision, showing faster lexical decision for positive words compared to negative and neutral words, with no difference between negative and neutral words. These results support the positivity bias account, but not the other three accounts. In contrast, no word valence effect was observed in the naming task, challenging all four theoretical accounts. The stronger word valence effect in lexical decision compared to naming suggests that judging word lexicality taps more extensive semantic processing than reading aloud a word. These findings parallel those observed in studies of English word processing (e.g., Estes & Adelman, 2008; Kuperman et al., 2014; Rodríguez-Ferreiro & Davies, 2019), highlighting consistent patterns across languages in the impact of emotional valence on visual word recognition.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

94695 | *Virtual Reality and Its Effectiveness in Nursing Education in Japan*
Chiharu Miyata, Kyoto Prefectural University of Medicine, Japan

In recent years, virtual reality (VR) has become popular in educational practice, and teaching methods and learning effects in the fields of nursing education are also being verified. When implementing simulation education that further develops the educational programs for on-campus training accumulated during the COVID-19 pandemic, there are high expectations for the effectiveness of introducing VR teaching materials that provide spatial information. Therefore, the purpose of this study was to grasp the trends of nursing education in Japan using VR teaching materials. There is not a large body of VR research in Japanese nursing education, the review is inclusive rather than selective. All the research has taken place in the past five years and most of it in just the last few years. Twenty articles were included in the review, which revealed overall support for the VR teaching materials with specific findings. The effectiveness of education using VR teaching materials was reported to "broaden students' range of observation and thinking," "lead to the acquisition of assessment skills," "allow for a better understanding of the location of internal organs," and "contribute to improved confidence in multiple tasks," suggested its potential as a new learning tool to promote nursing education. On the other hand, issues such as "difficulty in operation" and "VR sickness" were identified, and it is hoped that VR teaching materials with enhanced interactivity that take these issues into account will be developed.

Primary & Secondary Education

92574 | *Designing AI-Driven Storytelling to Enhance Language Skills in Early Childhood Education: A Research Framework*
Panagiotis Karamalis, PALLADIO School, Greece
Konstantina Tastsi, PALLADIO School, Greece

The integration of Artificial Intelligence (AI) in education offers opportunities to enhance early childhood education (ECE) learning experiences. This study introduces the foundational design and initial implementation phases of a research initiative aimed at developing and testing a specific home-brew AI application named Storyteller for fostering language skills in preschool-aged children. The application engages children in interactive storytelling, encouraging enriched vocabulary use, creative thinking, and subtle correction of language errors through dialogue-based prompts. In this paper, we employ a quasi-experimental approach to evaluate the impact of the AI tool, involving a control group and an experimental group of students aged 4-6 years. Moreover, we use a design-based research methodology, iteratively refining application prompts in the face of real-world classroom feedback to optimise. Storyteller's pedagogical features while exploring its potential for stimulating linguistic growth. Initial results from the preparation phase reveal some significant insights on creating meaningful prompts. Observations made during early implementation indicate a high level of engagement and interaction amongst children, thus laying a strong foundation for further analysis. Though statistical results are not available as of now, the groundworks laid in these initial stages highlight the feasibility and potential of integrating AI storytelling into early childhood education. In this presentation, we will discuss the applied methodologies, the iteration design process, and considerations on using it in the classroom. These insights, add a little to the discussion of using AI for innovative and inclusive approaches towards education.

Tuesday Poster Session

Professional Training, Development & Concerns in Education

94626 | *Advancing Electric Vehicle Education Through Hands-on Learning and Industry Collaboration*
Ricardo de Castro, University of California Merced, United States

The Battery Workforce Challenge at the University of California, Merced (UC Merced) is an initiative that provides hands-on training in electric vehicle (EV) battery systems through project-based learning and industry collaboration. As the transportation sector shifts toward electrification and sustainable energy, engineering education must evolve to equip students with the skills needed to meet emerging industry demands. Through the Battery Challenge, UC Merced students engage in the design, implementation, and testing of battery systems, adhering to industry-based milestones and deadlines. The program fosters active learning and problem-solving, allowing students to develop expertise in modeling, hardware design, thermal management, electronics, and battery software. It also promotes multidisciplinary collaboration, bringing together students from mechanical, electrical, and computer engineering to tackle a complex battery design and implementation challenge. This contribution will highlight key aspects of the program, including student engagement strategies, curriculum integration, technical training methodologies, and industry partnerships. By bridging the gap between academia and industry, this innovative educational approach prepares students for careers in automotive engineering and sustainable technology sectors.

Teaching Experiences, Pedagogy, Practice & Praxis

91108 | *Contributions of Neuroscience to Teaching Practice*
Rosiris Domingues, Universidade Municipal De São Caetano Do Sul, Brazil
Sanny Silva da Rosa, Universidade Municipal De São Caetano Do Sul, Brazil

Educators face significant challenges in maintaining students' attention and motivation due to the vast availability of technological resources. Traditional pedagogical approaches often fail to engage contemporary students, each with a unique learning style. Educational Neuroscience, particularly in Mind, Brain, and Education, plays a crucial role in addressing these challenges. Advances in neuroimaging and genetic mapping have deepened our understanding of brain and cognitive functioning, offering valuable insights for educational practice. Integrating knowledge from education, biology, and cognitive sciences allows visualization of brain functioning in real time and the impact of educational interventions, contrasting with traditional subjective learning assessments. Neuroscientists have explored language and mathematics development to optimize teaching methods, providing practical classroom insights. This research helps adapt curriculum and teaching strategies to individual students' needs. Collaboration between educators and researchers is essential to address educational challenges. Scientific research provides a solid basis for educational decisions, but learning is influenced by various factors beyond the school environment, including socio-economic, ethical, and moral issues. By integrating Educational Neuroscience insights into teaching practices, educators can create more effective and inclusive learning environments. This includes using evidence-based teaching strategies that promote curiosity, collaboration, and critical thinking, and leveraging innovative educational technologies to engage students and facilitate understanding of complex concepts. In summary, Educational Neuroscience offers a solid foundation for improving educational practice, helping educators optimize their methods and create enriching learning experiences for all students.

92509 | *Perception of Teaching Effectiveness Among Undergraduate Business School Students: Insights from Semesterly Evaluations*
Camila del Carril, Universidad Austral, Argentina
Cecilia Primogerio, Universidad Austral, Argentina

Student evaluations of teaching effectiveness are an essential tool for assessing the quality of higher education. This study explores the perceptions of students at the Undergraduate Business School of Austral University in Buenos Aires, Argentina, about their professors. Data was drawn from semesterly satisfaction surveys. These surveys assess diverse aspects of teaching practices, including motivation, clarity, participation, and overall satisfaction, complemented by qualitative comments. The analysis reveals a general satisfaction score of 4.10 (on a 5-point scale). The highest-rated aspects include "Maintained a kind attitude towards students" (4.23), "Created space for questions" (4.17), and "Encouraged collaboration and participation" (4.13). In contrast, "Inspired motivation for learning" received the lowest average score (3.97), indicating potential areas for pedagogical improvement. Qualitative feedback underscores the importance of fostering engaging and dynamic teaching methods while addressing gaps in communication clarity. These findings provide actionable insights for faculty development, highlighting the need to balance cognitive and emotional engagement in the classroom. The results also underscore the importance of cultivating a supportive and interactive learning environment to enhance student satisfaction and academic outcomes. Future research will delve deeper into correlations between specific teaching practices and satisfaction scores, aiming to identify targeted interventions that align with institutional goals for teaching excellence. This poster will invite discussion on leveraging student feedback to drive continuous improvement in teaching strategies within business education.

92650 | *Evaluation of the Impact of the Youth Brigades of Water Culture on the Students of ENMSL: A Retrospective Towards 2025*
Juana Beatriz Ortiz Cienega, University of Guanajuato, Mexico
Monica Mondelo Villaseñor, University of Guanajuato, Mexico
Bertha Mondelo Villaseñor, University of Guanajuato, Mexico

Water culture has become a prevailing need for humanity. Fortunately, there are several valuable youth-led projects and initiatives worldwide on this topic, such as the Youth Brigade of Water Culture (YBWC) at the Escuela de Nivel Medio Superior de Leon (ENMSL), the largest high school in Leon city, Mexico. The primary endeavor of the YBWC is to educate children from public elementary schools about water issues in the city and globally. To reach this goal, the brigade works as a team throughout the semester to prepare their activities and necessary materials. This poster presentation will formally follow up, for the first time, on the more than one hundred students from different generations who have been members of the YBWC since its foundation in 2016 to date. A study is conducted to establish the possible impact that the Youth Brigade of Water Culture has had on the students regarding the issue of water and its current problems. Firstly, it is crucial to know whether the members of the brigade have acquired the same environmental awareness that is intended to be generated in children. Additionally, it is essential to determine whether the management done within the brigade over the past nine years should be reevaluated to adjust its approaches based on previous and future generations or if it can be maintained as it has been.

Tuesday Poster Session

92687 | *The Development of Intellectual Character in the University: From Teacher Training to Teaching Planning*
Cristina Carriego, Austral University, Argentina
Julieta Laudadío, Austral University, Argentina
Claudia Vanney, Austral University, Argentina

This presentation outlines the process developed by twelve teaching teams from Universidad Austral (Argentina), organized according to the degree programs in which they teach. This process aims to create an educational approach that fosters students' intellectual virtues. It is part of an institutional plan that is being developed over five years, beginning in 2022, with the first stage expected to be completed in 2026. The plan is grounded in two conceptual pillars: the notion of teacher professional development and the framework of intellectual character development. The overall process included introducing the theoretical framework of virtue epistemology to faculty members in 2023, analyzing the curricula of 24 degree programs, and reviewing the syllabi of 227 subjects in 2024. The results of the teaching teams' curriculum review process in 2024 are presented. The teams (i) analyzed the professional profile of the different degrees and its connections to the intellectual character, (ii) selected and prioritized the virtues to be taught based on the professional profile, (iii) identified subjects conducive to teaching the selected intellectual virtues, and (iv) discussed the opportunities available in the classroom for developing them. The 130+ teachers who participated in this process have maintained their motivation. All of them have positively valued the journey made and have committed themselves to working during 2025 on redesigning the curricula of the subjects they teach to include the cultivation of a specific intellectual virtue. Several professional schools have also proposed replicating the whole process to extend this reflection to more teachers.

92688 | *Teachers' Literacy on Intellectual Virtues and Their Contributions to University Teaching*
Julieta Laudadío, Austral University, Argentina
Cristina Carriego, Austral University, Argentina
Claudia Vanney, Austral University, Argentina

In recent years, there has been a growing interest in developing intellectual character at different educational levels (Matthews & Lerner, 2024). In 2023, 134 faculty members from 24 undergraduate programs attended a teacher training seminar at Universidad Austral (Argentina), which raised the following questions: What is an intellectual virtue? What is the vision of teaching that supports the development of intellectual virtues, and how is it linked to teaching practice? This presentation aims to provide an experience of shared reflection on epistemic virtues (such as curiosity, open-mindedness, and intellectual humility), defined as intellectual character traits necessary for competent and motivated learning (Baehr, 2021). Participants' interventions in the virtual forums of asynchronous learning modules on Moodle are qualitatively analyzed. Participants highlighted four core ideas: (i) The influence of committed teachers during their academic training left a deep mark on many of them, awakening their desire to inspire their students. (ii) Teaching is seen as a way to contribute to the common good and transform society, helping students become professionally trained and better people. (iii) The constant change in student profiles and the influence of technology challenge teaching methodology. (iv) The perception of apathy, lack of interest, and a culture of immediacy in students is recurrent, demanding additional efforts to awaken curiosity and engagement.
Deepening teachers' understanding of intellectual virtues is essential for establishing a teaching practice that fosters intellectual character development. These insights will aid in designing new teacher training programs that integrate intellectual virtue literacy with educational practices.

94657 | *Integrating the Students-as-partners (SaP) Framework in Courses with Study Trip Components: A Case Study from a Residential College in Singapore*
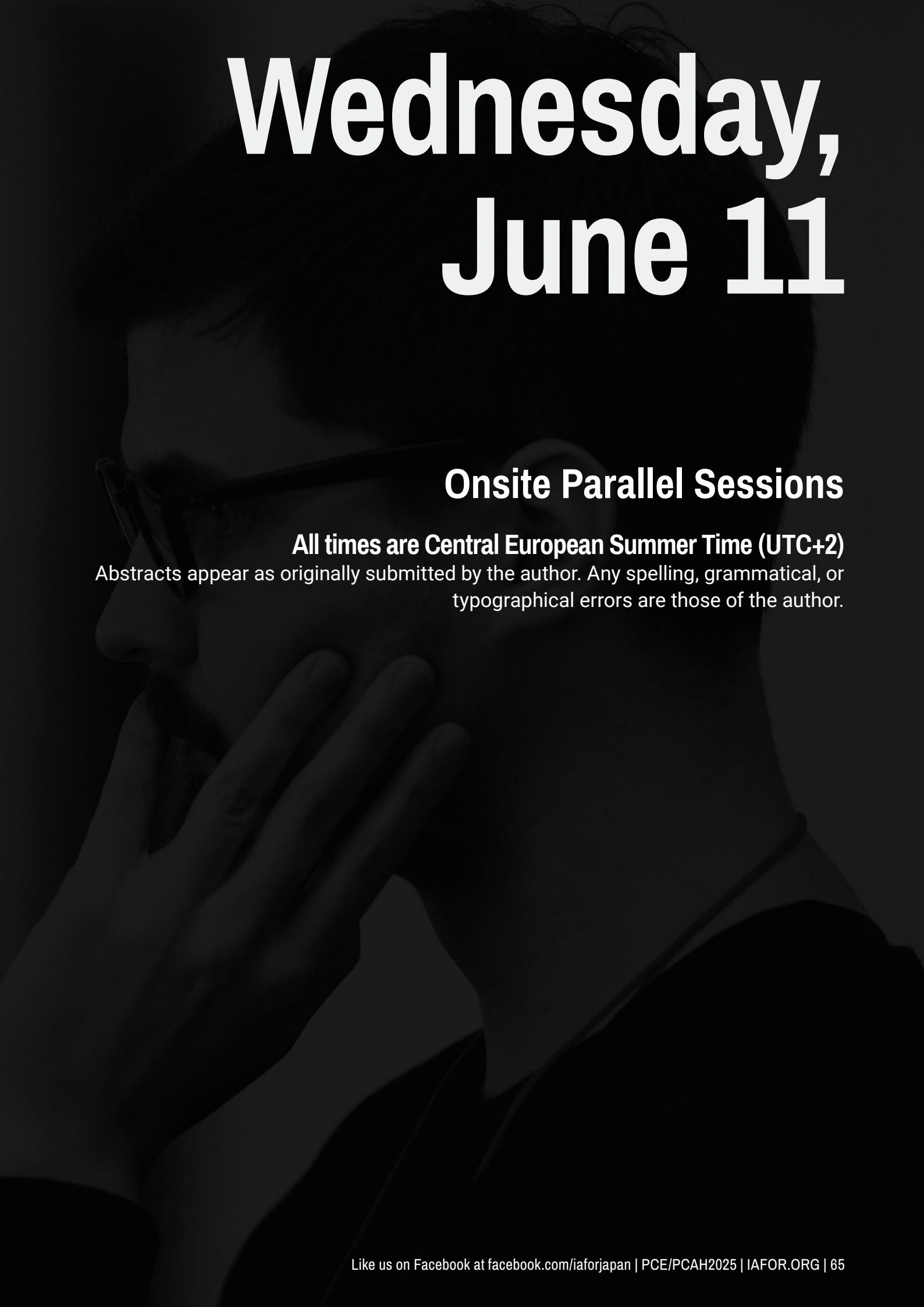Angie Tan, National University of Singapore, Singapore
Lavanya Balachandran, National University of Singapore, Singapore

The SaP framework is built on the idea that students can work collaboratively with faculty as co-creators through contribution to curriculum development, co-designing and assessing assignments, giving feedback on teaching methods, with the intention to level the power relationship between students and faculty. However, implementing SaP can be challenging for faculty as institutional constraints in higher education limit the extent to which students can be involved in pedagogical processes, especially when curricular frameworks are structured around university policies and guidelines. This study demonstrates that courses with an overseas study trip component offer affordances for SaP implementation. Taking the example of such courses offered in a residential college in Singapore, we argue that intentionally involving students in the practical aspects of trip planning provide opportunities for them to gain agency in decision-making and ownership over the course. Subsequently, the development of interpersonal and technical skills through their participation in various tasks ranging from planning the itinerary, coordinating community partner engagements to managing finances throughout the trip enable students to proactively collaborate with faculty. This experience creates the space for self-directed learning empowering students to engage meaningfully with course content. Drawing on qualitative data from semi-structured interviews with faculty leading these courses, focus group discussions and survey responses from students who have participated in at least one study trip, this poster will highlight how students' involvement in practical aspects of such courses provides an avenue to integrate the SaP framework while enhancing course learning outcomes.

92454 | *Enhancing University Educators: Self-assessment, Reflective Practice, and Metacognition as Key Elements of Teacher Development in a Business School Context*
Cecilia Primogerio, Universidad Austral, Argentina
Camila del Carril, Universidad Austral, Argentina

Self-assessment, reflective practice, and metacognition are fundamental tools for professional development in teaching. This study explores the impact of these strategies on teacher training, focusing on their ability to identify strengths and areas for improvement, fostering continuous and meaningful learning. Through an analysis of data collected using a self-assessment instrument specifically designed for Undergraduate Business School teachers, patterns were identified in pedagogical competencies related to clarity in explanations, class organization, and the implementation of interactive strategies. Based on a Likert scale ranging from 1 (lowest) to 5 (highest), the results reveal key trends: teachers rated their overall performance satisfaction with an average of 4.0, and their ability to maintain student interest scored 3.6 on average. Perceptions of teaching effectiveness and well-structured classes also averaged 4.0, while clarity in explaining complex concepts received a notably higher average of 4.4. However, methods of teaching were rated slightly lower at 3.98, indicating an area for potential improvement. These findings highlight that the self-assessment instrument proved to be a valuable tool for self-evaluation, crucial for fostering teacher development. The study concludes that self-assessment not only empowers teachers to reflect on their practice but also generates critical information for educational institutions to identify priority areas in ongoing training. Furthermore, it fosters a culture of reflective practice within the institution. The implementation of regular self-assessment cycles accompanied by collaborative feedback spaces is recommended as a comprehensive strategy for teacher development and the improvement of educational quality.

Wednesday, June 11

Onsite Parallel Sessions

All times are Central European Summer Time (UTC+2)

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

10:50-11:40 | Room 105 (1F)
Wednesday Onsite Parallel Session 1
Teaching Experiences, Pedagogy, Practice and Praxis (Workshop)
Session Chair: Anna Rozzo

10:50-11:40
95157 | *Coaching Undergraduates: A Conceptual and Practical Introduction*
Anna Rozzo, University of Glasgow, United Kingdom

The overall aim of this workshop is to provide a holistic orientation to the practice of person-centered coaching while providing tangible methods that faculty and/or advisors in higher education may be able to integrate into their professional practices. This conceptual overview will explore the theoretical and practical intersections of coaching and teaching, presenting a flexible modality to support student-centered learning. The facilitator will provide participants with general guidance and templates for goal-setting, problem-solving, and assessment that practitioners may adapt to their own contexts.

Wednesday Onsite Parallel Session 1

Inclusive Curriculum Development and Academic Achievements

Session Chair: Sepideh Samadi

10:50-11:15
95114 | *Dismantling Institutional Barriers to Youth Employment: A Paradigm Shift in Higher Education in Togo*
Lovatiana Raveloarison, Talent & Skills Togo, Togo
Mialy Rabarison, Talent & Skills Togo, Togo

In recent decades, there has been a significant increase in research on paradigm shifts in higher education from a variety of international perspectives, including those of Europe, America, China and India. However, this process has been overlooked in Sub-Saharan countries. This study aims to address this research gap by assessing the paradigm shift in higher education in Togo and its potential to enhance youth employability. The methodology is founded upon a conceptual framework that incorporates theories of human and social capital, as well as the theory of change. The study is underpinned by a qualitative research analysis of labour market data derived from Education Sector Plans and the University of Lomé's Strategic Plan. The conceptual framework is further supported by semi-structured interviews, which were conducted to explore issues related to the change process in higher education. The results highlight the pivotal role of public universities in the process of enhancing youth employability. The paradigm shift is aimed at redesigning higher education with policies such as new governance strategies, private-public partnerships, adaptation of graduation to international standards, expansion of entrepreneurship, regional and international partnerships, the integration of soft skills and ICT development. This shift underscores the ambition to increase the number of employable students, thereby addressing the discrepancy between education and employment for students. The study emphasises the pivotal role of universities in societal development and the interconnection between youth labour markets and economic growth, and it identifies the accumulation of human capital as a fundamental element in ensuring youth employability.

11:15-11:40
94686 | *Developing a Structured Methodology for Institutional Evaluation of Student-Centred Learning and Teaching in Higher Education Using the Student-Centred Ecosystems Framework*
Michael Monaghan, Liverpool John Moores University, United Kingdom

Student-Centred Learning and Teaching (SCLT) is widely recognised as essential for fostering deep learning, engagement, and inclusivity in higher education. Policy initiatives such as the European Commission's NESET Report in 2020 and the Student-Centred Ecosystems (SCEs) framework reinforce the importance of embedding student-centred approaches at an institutional level. However, while the SCEs framework provides structured performance indicators for evaluating SCLT, there remains no established methodology for applying this framework to systematically support institutional evaluation and implementation of SCLT. This paper introduces an innovative evaluation methodology designed to operationalise the SCEs framework, enabling institutions to assess how SCLT principles are integrated within governance, pedagogy, and student agency. The methodology follows a rigorous multi-method approach – integrating Theory-Based Evaluation Design (TBED), Delphi Consensus Methods, and Realist Evaluation (CMO Framework) – and allows for contextual adaptation in how institutions engage with and apply the SCEs framework. Stakeholder engagement – including students, academic staff, senior leadership, and learning support services – ensures that institutional perspectives inform the evaluation process. This systematic tool provides institutional leaders and policymakers with a structured yet flexible approach to examining and enhancing their student-centred learning environments. While still in the development stage, this methodology presents a theoretically robust and practically relevant model for institutional evaluation. This paper will: outline the theoretical and methodological foundations of the evaluation model; present the structured approach for applying the SCEs framework as an institutional evaluation tool; discuss potential challenges and opportunities in using this methodology for institutional self-assessment; explore implications for future empirical validation.

11:40-12:05
94485 | *Interactive Course for Power Plant Compliance Tests with Grid Connection Requirements*
Lidija M. Korunović, University of Niš, Serbia
Vojkan Kostić, University of Niš, Serbia
Tomislav Baškarad, University of Zagreb, Croatia
Igor Kuzle, University of Zagreb, Croatia

In today's power systems, more and more often than in recent decades, new power plants mostly based on the application of renewable energy sources, are being built. That is why it is important to study grid connection requirements of the power plants and corresponding compliance tests within the educational subjects of electrical engineering studies. Also, facility owners must know precisely the requirements related to the compliance tests that should ultimately lead to the operational notification of the plant. The interactive course presented in the paper can be used by industry and the academic community. It was created within the TRANSIT project funded by the European Union and is part of a comprehensive interactive web platform for education in the field of renewable energy sources and sustainability. The interactive course on power plant compliance tests with grid connection requirements is developed on the OpenEdx platform and consists of three components: a PowerPoint presentation serving as the theoretical basis of the topic, an interactive demonstration allowing users to identify the requirements their facility must meet, based on the voltage level at the connection point and maximum capacity of power-generating module, and a quiz to the material covered. The course is followed by a survey that provides feedback on the course. Learning the procedures for connecting the power plant to the grid and numerous requirements for compliance tests is greatly facilitated by the interactive course that significantly contributes to the development of competences of industry employees and other stakeholders.

12:05-12:30
90043 | *Educational Pathways in Marketing Programs for Undergraduate Students: Embedding Assessment Design to Address Threshold Concepts and Bridge the Gap*
Sepideh Samadi, Heriot Watt University, United Arab Emirates

The increasing demand for industry-ready graduates has highlighted the importance of embedding effective assessment strategies within undergraduate marketing programs. This action research study investigates the role of assessment design in addressing threshold concepts—key disciplinary understandings that are often troublesome for students—and its potential to bridge the gap between academic learning and industry competencies. The study focuses on undergraduate marketing students in a British system university in the UAE. The study is employing a qualitative methodology to explore the effectiveness of tailored assessment strategies. Data were collected through classroom observations, student-teacher feedback sessions, and analysis of performance outcomes over two academic semesters. These approaches provided rich insights into how students engage with and overcome troublesome knowledge through well-designed assessments. Results demonstrate that assessments targeting specific threshold concepts significantly improved academic performance, with students exhibiting enhanced mastery of troublesome knowledge and greater career readiness. Furthermore, the iterative process of refining assessment practices ensured alignment with both academic and industry standards, contributing to the theoretical and practical understanding of threshold concepts. This study offers a replicable model for integrating assessment and curriculum design, enabling educators to foster academic and professional development in marketing programs. By providing statistically backed recommendations, it addresses critical gaps in pedagogical theory and practical application. Simplified and structured for clarity, the study emphasizes the importance of aligning assessment strategies with industry needs to produce graduates who are prepared to meet real-world challenges.

10:50-12:30 | Room 107 (1F)
Wednesday Onsite Parallel Session 1
Comparative AI Policies and Application
Session Chair: Juan Manuel Tapia Diaz

10:50-11:15
93771 | *The Psychological Keys to AI Mastery in High School Classrooms*

Zubair Ahmad, Qatar University, Qatar
Almaas Sultana, Qatar University, Qatar
Nafilah Abdul Latheef, Qatar University, Qatar
Nitha Siby, Qatar University, Qatar
Bakhtawar Sumra, Qatar University, Qatar
Amira Abdelfattah, Qatar University, Qatar

As AI continues to reshape societies, integrating AI literacy into pre-university education is no longer a choice, it is a necessity. However, mastering AI concepts goes beyond curriculum design as it is deeply connected to psychological factors that shape students' learning experiences. Factors such as self-belief, self-efficacy, motivation, self-regulation, metacognition, and emotional well-being play a crucial role in shaping students' ability to engage with and excel in AI. This study explores the complex relationship between these psychological aspects and their impact on AI mastery among high school students. Using a Two-Phase Sequential Research Design with Multi-Wave Data Collection, we developed and validated robust measurement tools (Phase 1) and tested a conceptual model using moderated mediation analysis (Phase 2) on data from 763 high school students. Our findings demonstrate a strong relationship between AI self-efficacy and learning outcomes, where students with greater confidence in their AI abilities achieve significantly better results. This relationship is not linear but is mediated by factors such as intrinsic interest, motivation, and cognitive engagement. Notably, gender-based variations emerged, with male students exhibiting a stronger correlation between self-efficacy and performance. This disparity underscores the importance of addressing structural and psychological barriers that may inhibit female students' confidence and participation in AI learning. These insights emphasize the need for inclusive, gender-responsive pedagogical strategies that not only foster self-efficacy but also create equitable learning environments where all students can thrive in AI education. Understanding these influences can help educators create more effective strategies to empower the next generation.

11:15-11:40
94522 | *Navigating the Indian Landscape: Responsible AI and Policy Frameworks in Higher Education*

Binu Thomas, Marian College Kuttikkanam, India
Ajesh P Joseph, Marian College Kuttikkanam, India
Maria Tresa Binu, LBS Institute of Technology for Women, India

Using Artificial Intelligence in higher education has transformed teaching and learning practices around the world. Although AI enhances efficiency and provides personalized learning experiences, it also raises significant ethical issues for both students and educators. This study investigates the ethical considerations and effects of adopting AI in Indian higher education with a focus on crucial areas such as academic writing, research and curriculum development and personal integrity as a moderator in the responsible use of AI. Through surveys, interviews, and policy analysis among educational administrators, teachers, and students, the study probes how these factors influence academic integrity, fairness in assessment, and stakeholder trust in AI-based systems. We conducted a survey among 350 students and 150 teachers regarding their attitude towards the use of generative AI in academic environment. The findings point to the need to strike a balanced approach that develops responsible AI ethics and institutional policies aimed at protecting academic integrity. Additionally, personal integrity also plays an important role in ensuring the responsible use of AI in education.

11:40-12:05
93599 | *Charting the Course: AI in Australian Schools*

Suzana Sukovic, Presbyterian Ladies' College Sydney, Australia

Daily news regularly feature stories about the promises and pitfalls associated with generative AI. Education is often viewed as a particularly significant area for AI implementation. In professional and academic writing, much attention is given to cutting-edge AI adoption in schools and higher education, along with practical advice. However, the response of schools and what is happening in everyday classrooms remains less explored. This presentation draws on insights from a year-long investigation into educators' perspectives on AI and various practices in Australian independent schools. Through interviews with leading education experts and focus groups with teachers directly involved in AI adoption, the study reveals the opportunities, challenges, and practical realities of integrating AI into primary and secondary school classrooms. Australian educators discussed their views on the new technology, informed by their deep understanding of education and their students, and considered its impact on young people's development, well-being, learning, and school management. Subject-specific focus group discussions highlighted perspectives related to disciplinary differences. The aim of the project was to conduct an environmental scan of the current and anticipated impact of generative AI on education in its early stages to help schools chart their course in the years ahead.

12:05-12:30
90367 | *AI-Powered Situated Learning: Challenges and Opportunities in the New Mexican School*

Juan Manuel Tapia Diaz, Secretaria de Educación Pública, Mexico

Actually the Mexican National Education System has a radical transformation about the tradicional education for a humanistic education, focusing on the implementation of a new didactic approach that integrates artificial intelligence (AI) into the teaching-learning process. The teacher in the diferent schools have the responsability about link the realities of their contexts to the official educational programs, build communities of knowledge, highlighting that none should replace the teachers. The proposal about this New Mexican School is grounded in Article 3 of the Constitution, which promotes collaboration in learning. It advocates for a socio-critical approach that goes beyond the transmission of knowledge, changing for the integral formation of the individual and colective, where curiosity and the search for knowledge are essential. TIn other hand, profesional autonomy is the most importance of pedagogical innovation, where AI is presented as an ally in education, facilitating personalized learning and attention to diversity. A co-design model is proposed, allowing for the collaborative addressing of problematic situations, integrating different fields of study and promoting the development of critical and creative thinking skills in students. Through concrete examples, it illustrates how curricular content can be linked to projects in the classroom, school and the comunity, that faster research and critical analysis, preparing students to understand and transform their reality. In conclusion, the NEM and IA invites a rethinking of contemporary education, promoting a shift towards more inclusive and dynamic practices that meet the needs of the current context and the continuous education for teachers.

10:50-12:30 | Room 109 (1F)
Wednesday Onsite Parallel Session 1
Foreign Languages Education and Applied Linguistics
Session Chair: Meng-Te Hung

10:50-11:15
92766 | *Inner and Outer Voices: L2 Readers' Experiences of Silent Reading, Reading Aloud and Reading-while-listening*
Ellen Mok, Hong Kong Polytechnic University, Hong Kong

Phonology manifests differently in reading silently (RS), reading aloud (RA), and reading-while-listening (RWL). Walter (2008) argues that L2 readers' unreliable phonological representations of reading materials lead to comprehension difficulties. Few studies have explored the role of inner speech in reading L2 texts, especially in terms of decoding mechanism (de Guerrero, 2018). Research results on RWL during L2 reading are mixed (e.g. Askildson's, 2011; Diao & Sweller; 2007; Kim, 2021). This qualitative study, adopting an exploratory case-study approach, aims to investigate L2 learners' comprehension and experiences across the three conditions. Five international students studying in a UK university participated in reading sessions and follow-up interviews. They were asked to read three IELTS practice task passages, each in a different reading condition. Participants' oral reading was evaluated using a set of descriptors based on Suzuki (2017). Interview data were coded according to participants' perceived affordances and challenges, experiences with words of uncertain pronunciation, and their inner voice in each condition. Results indicate very different individual patterns among participants in both their comprehension and perceptions. While some performed best in RWL and liked it most, others found it the most difficult condition to read. All participants experienced hearing an inner voice in RS, while some experienced interference from this inner voice during RWL. Their comprehension generally suffered in RA, and they experienced phonological decoding difficulties to a different extent in this condition. Further analysis suggests that individual differences in L2 decoding skills and reading pace may account for these varied experiences.

11:15-11:40
93019 | *Breaking the Barriers: A Qualitative Case Study on Speaking Anxiety in Tandem Lessons*
F. Tugcehan Bingol, Istanbul University-Cerrahpasa, Turkey

This study explores the impact of a one-time tandem language exchange on the perceptions of speaking anxiety and confidence among international and Turkish students learning English and Turkish, respectively. The primary aim was to investigate how such an exchange influences students' experiences and emotional responses during speaking practice in a dual-language environment. The research employed a qualitative case study design with 16 participants, evenly divided between international students proficient in English and learning Turkish and Turkish students enrolled at the institution. Data collection involved post-session semi-structured interviews, reflection journals, and observation notes recorded during the session. Thematic analysis was conducted to identify recurring themes, including emotional responses (e.g., anxiety and confidence), interpersonal dynamics, and reflections on linguistic challenges. Triangulation of interview data, reflections, and observations ensured the validity and depth of findings. Findings included insights into the emotional and linguistic impact of tandem learning on speaking anxiety and confidence, as well as the identification of challenges and benefits associated with such exchanges. The findings also provided practical recommendations for leveraging tandem learning as a strategy to alleviate speaking anxiety and enhance language learners' confidence in multicultural and bilingual contexts.

11:40-12:05
93023 | *The Role of Dynamic Assessment in Listening Comprehension Skills, Cognitive Test Anxiety, and Metacognitive Awareness in Listening of EFL Students*
Eylül Balâ Altunay, Kocaeli University, Turkey

This study aims to investigate the role of dynamic assessment (DA) on EFL learners' listening comprehension, test anxiety, and metacognitive awareness. To assess learners' listening comprehension, a sample IELTS listening test is utilized. Additionally, a cognitive test anxiety scale (Cassady, 2023) and a metacognitive awareness questionnaire (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006) are used for this purpose. First, in this action research, 25 intermediate EFL learners in higher education are chosen via purposive sampling. A small group of participants was preferred in this action research since the aim is to develop an in-depth understanding rather than to make broad generalizations. The participants are administered a sample IELTS listening test, the test anxiety inventory, and the metacognitive awareness questionnaire as pre-test and post-test. Next, a six-week intervention is implemented, in which interventionist DA is integrated by following Aljaafreh and Lantolf's Regulatory Scale (1994). The instructor provides clues based on Vygotsky's ZPD for each incorrect answer to listening comprehension questions. The quantitative data, listening comprehension test, test anxiety inventory, and metacognitive awareness questionnaire are analyzed through the Wilcoxon signed ranks test. To support the quantitative analysis and find out the relationship between these variables, a multivariate correlation analysis is conducted. The expected findings of this continuing study indicate an increase in listening comprehension and metacognitive awareness. However, it is expected that test anxiety levels decrease. In other words, a direct proportion between listening comprehension and metacognitive awareness is anticipated, while an inverse proportion between metacognitive awareness and test anxiety is expected.

12:05-12:30
94780 | *Investigating the Effects of ChatGPT on Reading Among Chinese L2 Learners: Insights into Anxiety, and Self-Efficacy*
Meng-Te Hung, Minnan Normal University, China
Huiying Wu, Minnan Normal University, China
Jui-Sung Chen, Minnan Normal University, China
Lina Wu, Minnan Normal University, China
Jingru Wu, Minnan Normal University, China

In the field of teaching Chinese as a foreign language (CFL), reading Chinese text remains one of the most significant challenges for learners, often leading to a decline in their confidence and motivation. Given this issue, ChatGPT, as a major technological breakthrough, has been successfully integrated into second language acquisition (SLA) practices. This study aims to explore the specific impact of ChatGPT in Chinese language courses at universities in China, with a particular focus on its effect on the emotional dimensions of reading for CFL students. To achieve this, the study examines self-efficacy and anxiety as key psychological variables through a systematic study of 367 intermediate and advanced CFL learners. The results indicate that the integration of ChatGPT significantly enhanced students' reading self-confidence and effectively reduced their anxiety. Finally, considering the great potential of artificial intelligence tools, this paper proposes implications for improving CFL teaching quality and learning outcomes in Chinese universities through ChatGPT.

10:50-12:30 | Room 112 (1F)
Wednesday Onsite Parallel Session 1
Culturally Relevant and Inclusive Education
Session Chair: Amalia Creus

10:50-11:15
93356 | *Bridging Cultures in Academic Supervision: Exploring Intercultural Communication Competence Among International Postgraduate Students in Malaysia*

Ireena Nasiha Ibnu, Universiti Teknologi MARA, Malaysia
Mohd Yusof Bin Zulkefli, Universiti Teknologi MARA (UiTM), Malaysia
Suffian Hadi Bin Ayub, Universiti Teknologi MARA, (UiTM), Malaysia

The Malaysian Education Blueprint 2015-2025 identifies the internationalisation in higher education as a key objective, with one strategic aim being to attract more international students to study in Malaysia. Within this context, Intercultural Communication Competence (ICC) becomes a crucial role in fostering an inclusive and supportive learning environment for the international students (Allo et al., 2018 & Deardoff, 2015). Despite extensive Western literature on international students' experiences, limited research focuses on the supervision experiences of international postgraduate students in Malaysia (Sarwati and Wahab, 2017 ; Xioyan et al, 2016). This phenomenological study investigates the challenges faced by these students under local academic supervisors in selected public and private universities within the Klang Valley, a key hub for higher education. Guided by the framework of Intercultural Communication Competence (ICC) and Hofstede's Cultural Dimension Theory, this study highlights the critical role of ICC in fostering effective intercultural interactions during academic supervision and the importance of respect and having an open minded attitude. Data were gathered through in-depth, semi-structured interviews with 15 doctoral international postgraduate students supervised by Malaysian academics. The findings reveal significant challenges related to intercultural communication competence which includes, language barriers, lack of mutual understanding, poor time orientation and hierarchical differences, providing insights into the complexities of the supervisory relationship for the international postgraduate students. The study concludes with recommendations for Malaysia's Ministry of Higher Education to equip supervisors with essential intercultural communication competencies, ensuring a more effective and supportive supervisory environment for international students.

11:15-11:40
92802 | *The Role of Assistive Technologies in Forming an Inclusive Culture in Higher Education Institutions in Kazakhstan*

Maral Zhanarstanova, Astana IT University, Kazakhstan
Ainur Abdina, Astana IT University, Kazakhstan
Anar Uyzbayeva, Astana IT University, Kazakhstan
Aituar Kospakov, Astana IT University, Kazakhstan

High-quality, accessible and inclusive education is a key condition for the implementation of the Sustainable Development Goals. Under the conditions of digital transformation, new opportunities open potential to ensure inclusion in higher education. Objective: to assess the level of readiness and awareness among the teaching staff in Kazakhstan's universities for the use of assistive technologies to support students with special educational needs (SEN). The benefits of assistive technologies (AT) for students with SEN include the adaptability of methods (Yenduri et al., 2023), equal opportunities (Therasa, 2023), safe and effective learning (Viner et al., 2020), and a positive psychological impact on students' self-esteem and competencies (Mcnicholl et al., n.d.). Effective use of AT in the educational process requires knowledge from teachers' side (Maushak et al., 2001; McNicholl et al., 2021) and support from the administration in the development of inclusive initiatives (Kowalewski & Ariza, 2022). Methodology: Within the framework of the scientific project AP 19677013, a sociological study was conducted among the teaching staff and administration of universities in Kazakhstan. The survey involved 308 respondents from 9 regions of Kazakhstan. The study analyzed the level of proficiency and use of assistive IT tools in teaching students with SEN. Results: The main challenges identified were a lack of skills in working with technologies (28%), their rare use in teaching (rarely - 26.8%; sometimes - 29.9%), as well as insufficient infrastructural support. The data obtained highlights the need to develop training programs for teaching staff and to improve the technical facilities of universities.

11:40-12:05
93155 | *Promotion in Education Through Difference: UFRJ Student Policies for Inclusion and Accessibility*

Fábio Francisco de Araujo, UFRJ, Brazil
Claudio Marcos Maciel Da Silva Areas, Universidade Federal Do Rio De Janeiro (UFRJ), Brazil

The present study aims to analyze whether UFRJ's student accessibility policies have achieved effective inclusion results. A documentary research was conducted, followed by in-depth interviews with supported students. The documentary research identified that the student assistance policy of the Federal University of Rio de Janeiro (UFRJ) is coordinated by the Directorate of Monitoring and Institutional Articulation (DIRAC) and managed by the Pro-Rectory of Student Policies (PR7). These bodies aim to promote the retention of students in socioeconomic vulnerability, ensuring conditions for completing their academic education. In turn, DIRAC plays a role in inclusion and accessibility for students with a diagnosed disability or learning disorder. DIRAC offers the Student Monitors in Accessibility and Inclusion (EMAI) program, which selects students to act as monitors, assisting in the implementation of inclusive practices and supporting peers with specific needs through pedagogical support, awareness, and monitoring. The interviews with supported students, however, indicate that improvements are needed in the program. Some EMAI student monitors are not as available to assisted students as expected. Some cannot accompany them to classes, while others refuse joint study, claiming they come from different academic programs. This suggests selecting monitors from the same field of study, or even the same class, could be a facilitating factor. On the other hand, the excessive bureaucratic procedures for requesting and renewing DIRAC and PR7 benefits make life difficult for students, highlighting the need for improvements in procedural flow.

12:05-12:30
94887 | *Building Participatory Data Narratives for Equity: Mapping Educational and Urban Segregation with Young Migrants in Barcelona*

Amalia Creus, Universitat Oberta de Catalunya, Spain
Ines Martins, Universitat Oberta de Catalunya, Spain

The proposal presents the results of a research project funded by the Ministry of Science and Innovation of Spain that explores educational inequities that affect young non-European migrants in urban areas, paying special attention to the consequences of the COVID-19 pandemic on their educational trajectories. The study follows three main objectives: (a) identify structural and emerging post-pandemic forms of educational inequity deepened by urban segregation, (b) analyze the impact of the pandemic on the growing politics of fear and criminalization of immigration, and (c) provide tools and methods to engage and empower young migrants in co-creating innovative joint solutions to combat educational inequities and urban segregation in a post-pandemic era. The research integrates different methodological strategies: an ethnographic and narrative approach to analyze educational trajectories in detail; a critical discourse analysis perspective to explore public and policy narratives related to immigration and youth during the COVID-19 crisis; a community-engaged research approach to involve young migrants in seeking solutions to educational inequities and segregation. Results are allowing us to analyze how segregation, exclusion and educational disaffection operate in the context of fear and social tension caused by the pandemic, where anti-immigration narratives have been transformed and spread, increasing the stigmatization and disaffection towards migrants, particularly young migrants. The role of language as a first barrier to the diversification of social interactions and urban mobility, gender differences or the role of educational expectations that project a paternalistic gaze on cultural differences, are some of the topics that emerge in the results.

10:50-12:30 | Room 114 (1F)
Wednesday Onsite Parallel Session 1
Information and Media Literacy
Session Chair: Glenis Bibiana Alvarez Quiroz

11:15-11:40
92545 | *Mentoring Student Storytellers: Lessons Learned Through Media and Information Literacy Focused Video Projects*
Priyadharshini Ahrumugam, Sunway University, Malaysia

This autoethnographic study delves into an educator's insights of using video projects to educate first year undergraduate students about Media and Information Literacy (MIL). As the 21st century is the digital age, therefore, it is essential to educate students to engage critically and to produce meaningful content in and for society. Thus, this study explores the educator's journey in advancing students' storytelling skills through MIL-oriented video projects. The study is underpinned by Vygotsky's Social Constructivist Theory that recognises the role of mentorship as a support in enabling students to grow into perceptive media producers in the age of information. Hence, the study is viewed from the educator's lens, who, while navigating conceptual, technical and ethical challenges among students, also endeavours to address MIL themes of: -information credibility, audience engagement and ethical content creation. The study uses a qualitative research approach to analyse the mentoring process. Data is gathered from artifact analyses of 9 video projects that are based on a codebook using inductive approach, as well as the formative feedback from students' voice over scripts, 43 student journal reflections in addition to mentor observations. The study findings strengthen the mentorship role in assisting students in improving their narration and adherence to MIL principles while emphasising a balance between their creative freedom and ethical considerations when producing media content. This study contributes to developing responsible future digital storytellers through transformative initiatives by educator-mentors that create a collaborative problem-solving environment, and simultaneously advancing the MIL discourse among higher education learners.

11:40-12:05
89510 | *Evaluating Information Literacy Skills of Library and Information Science Students: A Pakistani Perspective*
Saeed Ullah Jan, Khushal Khan Khattak University, Pakistan
Naveed Ullah Dawar, KKKUK, Pakistan

The purpose of this study was to evaluate the information literacy skills of Library and Information Science (LIS) students at both public and private universities of Khyber Pakhtunkhwa Pakistan. A quantitative approach was adopted to collect data from BS-LIS and M Phil-LIS students from two public and one private sector universities offering LIS education in the north west part of the country. The collected data was further analyzed by using Statistical Package for Social Sciences (SPSS) version 22. It was depicted that one-third of the male and more than half of female students have basic skills related to search engines, locating different web-sites & databases and OPAC to locate library resources and to find out necessary information. They can apply advance search options to organize, analyze, interpret and evaluate information. The study suggested that private sector universities should have to divert special attention to the students especially BS female students for enhancing their Information Literacy (IL) skills. The MPhil students of both public and private sector universities should be given due attention to attain the capability to use search engines, databases, OPACs and websites to locate their desired information in minimum possible time.

12:05-12:30
92041 | *Storytelling in Higher Education: A Strategy to Understand Bullying and Cyberbullying*
Glenis Bibiana Alvarez Quiroz, Universidad de Cordoba, Colombia

Storytelling is defined as a captivating narrative that recounts events with a final message aimed at conveying a lesson or concept. Throughout history, narratives have been fundamental to human life, as they are intrinsically tied to communication and interaction with the surrounding environment. This technique stands out as a key tool for addressing complex issues such as bullying and cyberbullying, which have severe emotional, psychological, and social impacts on victims. In this study, conducted at the University of Córdoba, Colombia, a storytelling platform was designed to collect and highlight the experiences of university students affected by these problems. The proposal included the development of a software application that presents the vision of cyberbullying through digital narratives created by the young participants themselves. The methodology combined the principles of applied research with evolutionary software development models. Additionally, an epistemological approach centered on the "known subject" was adopted, along with a qualitative perspective, using techniques such as digital narratives, focus groups, and interviews for data collection. Data analysis was carried out through content analysis techniques. The expected impact lies in the consolidation of a robust and scalable software system capable of managing multiple digital formats and enabling young people to share their experiences with cyberbullying. This development addresses the regional need to implement innovative strategies for generating, optimizing, and applying knowledge, contributing to the transformation of educational processes through the use of ICT.

10:50-12:30 | Room 116 (1F)
Wednesday Onsite Parallel Session 1
Approaches to Equality and Equity in Education
Session Chair: Telvis Rich

10:50-11:15
92805 | *Identifying Structures of White Supremacy in Higher Education Institutions*
Deborah Southern, University of California, Los Angeles, United States

How do global histories of white supremacy, colonialism, and slavery manifest in well-established and often taken-for-granted structures and practices of our higher education institutions? Education research on overt racial violence, discrimination, and bias within higher education makes clear that historical racialized oppression persists today on our campuses (Harper & Patton, 2007; Arellano & Vue, 2019). However, in what ways does racialized oppression persist through more covert or unquestioned institutional norms? In order to dismantle historical racialized oppression, scholars, practitioners, and leaders of higher education must be able to identify structures of white supremacy within their institutions, particularly where white supremacy is concealed (Ahmed, 2006; 2012). In working to understand and disrupt both overt and covert manifestations of racialized oppression in higher education, practitioners and leaders can more effectively transform institutional culture, policies, and practices to be racially equitable. Drawing from qualitative case study (Yin, 2018) data from three highly selective public research universities in the United States that are historically white serving, I identify three structures of white supremacy that are typical and often unexamined in higher education institutions and discuss how they are common and even taken-for-granted in historically white serving higher education institutions: 1. inequitable distribution of institutional financial and labor resources to address racial inequity, 2. privileging whiteness in ideals of "excellence" in faculty hiring and promotion, and graduate student admissions, and, 3. prioritization of white racial comfort of faculty and leaders throughout diversity initiative planning and implementation.

11:15-11:40
89471 | *Testing a Parent-Support Intervention to Improve Success of First-Year Students at a Historically Black University*
Xuanren Goodman, Delaware State University, United States
Lawita Cheatham-Hemphill, Delaware State University, United States
Sharon Smith, National Institutes of Health, United States
Melissa Harrington, Delaware State University, United States

Intergenerational education mobility is one of the key dimensions of social mobility. Educational mobility is defined as the association between parents and children's educational attainment. Children with college educated parents are more likely to graduate from college. On the other hand, first generation college students (i.e., students who have parents without a college degree) are less likely to go to college and are more likely to drop out of college. Previous literature has suggested that parental involvement in higher education leads to improved student performance. Parents who did not attend college, on the other hand, might not have the knowledge to help their children navigate college. College students, especially in their freshman year, face many challenges, such as a heavier workload and a distracting peer culture. At our Historically Black University, we developed a year-long communication plan targeting parents of first-year students that aimed to boost the educational cultural capital of parents and cultivate a supportive environment that enhances students' educational experiences and outcomes. One of our main goals was to help retain students in the academic pipeline in majors related to Science, Technology, Engineering and Mathematics (STEM), as well as the health sciences. The program has graduated 3 cohorts of freshman parents. Applying an online survey method, our preliminary results indicate that our intervention may be beneficial to parents without a college degree. In addition, the program might also have empowered parents with educational cultural capital. Details about the intervention and the implications of our findings will be presented.

11:40-12:05
92926 | *Disrupting Teacher Turnover and Attrition Through Promising Retention Practices: Understanding What Black Female Educators Need to Survive and Thrive*
Marlinda Boxley, Bowie State University, United States

The rationale for the study is based upon the lived experience of the researcher as a black female educator who was on the frontline in schools serving students during the global pandemic and caste identity norms. This perspective formed the basis of the need to further investigate novel approaches to teacher retention, despite global teacher shortages amidst the global pandemic of covid-19 and structural caste ideologies in our schools. Understanding the critical role that educators play in rebuilding education and advancing the United Nations Sustainable Development Goals, we need to better understand how to retain all teachers and create opportunities for them to thrive. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) estimates that the world needs more than 69 million teachers by 2030 in order to achieve universal basic education. In the United States, an Institute of Education Science study reported that 45% of all public schools reported understaffing concerns in school year 2022-2023. This mixed methods study incorporates both a quantitative survey design and a qualitative phenomenological study. The quantitative research consists of three survey instruments that include: The Professional Quality of Life Scale, The MBI-ES, and the Areas of Work life Survey. Survey results will inform the qualitative research design which will involve in-depth, semi structured interviews of black women educators. Nash's Black Feminism Theory (Nash, 2019) and Darling-Hammond's (2021) Bridge to Thriving Framework will ground the study of how black female educators perceive their ability to thrive amid both structural caste ideology and the pandemic.

12:05-12:30
94745 | *Exploring the Coping Strategies of Black Male Faculty in Higher Education: What Can We Do Now?*
Telvis Rich, Adelphi University, United States

Black males comprise less than four (4%) of the professorate in the U.S., according to the National Center of Education Statistics. While there has been an increase in diverse student populations entering college, the rate of increase of Black male faculty is incongruent with the student growth. Many Black male faculty in higher education work in isolation with a limited sense of belonging, engagement and inclusion. The researcher conducted a qualitative phenomenological study with 86 Black male faculty, students and administrators in the U.S. The study explored the lived experiences of the participants and how they coped with challenges in higher education. The participants were between 27 and 56 years of age. Semi-structured 90 minute individual interviews were conducted over six months using Zoom. The researcher reviewed each recorded interview on three separate occasions for observation of non-verbal communication, completed descriptive memoing, transcribed each interview, and shared the individual participant's transcribed interview via email to ensure member checking for the validity of the study. The data were analyzed using Saldana (2021) coding manual and MAXQDA. The findings indicated Black males in higher education experience limited recognition for their contributions in the workplace, lack ongoing professional support, and often work in isolation. Additionally, the findings indicated Black males utilize coping strategies to manage their workplace challenges. The findings will be presented to guide higher education administrators and faculty in an effort to promote a more supportive, engaging, and inclusive workplace for Black males in higher education.

Notes

12:45-14:00 | Room 105 (1F)
Wednesday Onsite Parallel Session 2
Identity and Politics in Literature
Session Chair: Nabeel Algburi

12:45-13:10
93116 | *Technologies of Death: (Post)Colonial Borders and Memories of War in the Work of Nina Bouroaui*
Alexandra Goldych, University of San Diego, United States

Nina Bouraoui uses autofictional writing (Antonia Wimbush) to explore her identity as the child of an Algerian father and French mother. Her recent novel, Grand Seigneur (2024) details the end of her father's life while telling Bouraoui's own story alongside it. These interwoven narratives juxtapose the violence of colonial technologies used by the French in their conquest of Algeria with hospice technology used for Bouraoui's father in his dying days. For my presentation, I will engage with the themes of technology and human intelligence to analyze the interplay of life-preserving and life-ending technologies in Bouraoui's novel. I situate this analysis in postcolonial studies, following the work of Réda Bensmaïa, Anne Donadey, and Franz Fanon, as well as in feminist literary geographies (Sheila Hones, Rita Whitson) to explore the geographies of Bouraoui's narrative, namely the hospital and the home, as sites of pain and resistance that play against these technologies. To date, there has been no scholarly analysis of this text and my paper will be the first to say that Nina Bouraoui uses her writing, and thereby her own technology, as a means of immortalizing resistance to colonial violence in this book. This paper will install Bouraoui's latest novel into a long history of resistance narratives from Franco-Algerian writers (Djebar, Sebbar, Mechakra). Ultimately, I hope that my presentation will inspire further scholarly work on the subject and open questions about the relationship between technology and geography in postcolonial Franco-Algerian literary studies, which have been minimally explored.

13:10-13:35
90545 | *The Po-ethics of Horror: Georges Perec's 'W, or the Memory of Childhood' and Danilo Kiš's 'A Tomb for Boris Davidovich'*
Yaniv Hagbi, University of Amsterdam, Netherlands

Georges Perec (1936–1982) and Danilo Kiš (1935–1989) share striking biographical and literary parallels. Both authors survived World War II as children in occupied Europe while concealing their Jewish identities, and both lost a parent in Auschwitz. Their works reflect the violent destruction of their childhoods, grappling with the tension between ethics and aesthetics. Yet their literature transcends their personal biographical experiences, representing a universal history of catastrophe. Kiš regarded the Jewish themes in his work as emblematic of the 20th century, while Perec linked the horrors of concentration camps to other historical atrocities, such as Pinochet's Chile. Both writers struggled with the challenge of conveying horror aesthetically while acknowledging the moral obligation to do so. This paper examines Perec's 'W, or the Memory of Childhood' (1975) and Kiš's 'A Tomb for Boris Davidovich' (1976). It explores how both works employ similar and distinctive literary techniques—such as irony, paratexts, and multilayered narratives—to 'speak the unspeakable.' Their literature underscores the cyclical nature of historical horrors and their efforts to confront them through art. These methods reflect a shared belief that human atrocities recur universally across time and space.
Perec and Kiš's poetics suggest that, while any attempt to describe horror may ultimately fail, it remains a necessary endeavor. Perec's concept of play and Kiš's notion of 'po-ethics' embody their literary responses to horror, navigating the intersection of ethical responsibility and poetic expression.

13:35-14:00
89429 | *Sports as Sites of Resistance in the Poetry of Sherman Alexie*
Nabeel Algburi, Al-Nisour University College, Iraq

The role of native sports for Native Americans has not received enough attention within literary, cultural, and sports studies. Sports hold a special social and cultural significance to Native Americans living on reservations because it offers them an opportunity to assert their individual and collective cultural identity and sites of resistance against the policy of forced assimilation adopted by the dominant white America to annihilate their cultures and rich history in general and to ignore the role of native sports, in particular. The contemporary Native American poet Sherman Alexie (1966-) strongly believes that Native sports (such as football, basketball, or baseball) can offer sites of resistance to this colonial policy of assimilation. This paper will highlight the significance of the social, spiritual, cultural, and political role of sport in the lives and experiences of Native Americans living on the Reservations as shown in Alexie's two poems "Defending Walt Whitman", and "Why We Play Basketball" to assert Native identity, self-esteem, history, and the persistence of the Native culture, pride and community. The study will show that sports are important for Native Americans because they explore new visions, values, and perspectives.

12:45-14:00 | Room 106 (1F)
Wednesday Onsite Parallel Session 2
Assessment Theories and Methodologies
Session Chair: Cheng Cheng

12:45-13:10
90809 | *Evaluating Assessment Practices in a Language Teaching Sequence: The Role of Policy and Continuous Review in Enhancing Formative Assessment*
Imad Nasr, Jinan University, Lebanon

This small-scale qualitative study explores the assessment practices in Arabic language instruction within the International Baccalaureate (IB) Middle Years Programme (MYP), focusing on the balance between formative (Assessment for Learning – AfL) and summative (Assessment of Learning – AoL) approaches. Drawing on literature that emphasizes the evolving purpose of assessment in language learning, the research examines how formative strategies, such as questioning, peer collaboration, and self-assessment, can enhance student engagement, reduce anxiety, and support deeper learning. Semi-structured interviews with teachers of Arabic as a foreign language (Arabic B), classroom observations, and a student interview were conducted to provide a rich, contextual understanding of current practices and perceptions. Findings reveal that while teachers value formative assessment for its role in facilitating feedback and promoting autonomy, institutional pressures tied to grading and reporting often prioritize summative evaluations. This tension hinders the consistent implementation of AfL strategies, despite their pedagogical benefits. Observations demonstrated effective use of interactive techniques; however, a more strategic and policy-aligned integration of formative assessment is needed. The study highlights the importance of professional development and clear assessment frameworks that empower teachers to make informed instructional decisions. Ultimately, the research calls for a more balanced and integrated approach to assessment in MFL and Arabic language classrooms, one that aligns pedagogical intentions with institutional expectations and places student learning and well-being at the centre.

13:10-13:35
94989 | *Development and Validation of the Odia Handwriting Evaluation Tool (OHET) for Lower Primary School Children*
Arnav Kumar Tripathy, Indian Institute of Technology Delhi, India
Subir Dey, Indian Institute of Technology Delhi, India

In early-level handwriting education, precise and detailed feedback based on systematic and consistent assessment plays a critical role in developing legible handwriting by children. These assessments facilitate the identification of children's specific writing deficiencies and, thereby, the introduction of effective teaching strategies tailored to them. However, no such systematic assessment method has been developed for many of the Indic scripts, including the Odia script. Therefore, the current study developed an Odia handwriting evaluation tool (OHET) considering teachers' perceptions of Odia handwriting proficiency, anatomical features of Odia letterforms, and legibility factors of children's Odia handwriting. The initial psychometric properties of OHET were investigated by administering it to 118 children (Mage=6.23, SD=0.74) of first and second grades whose mother tongue was Odia. The results showed excellent internal consistency (Cronbach's alpha α=0.90), good construct and content validity (item-objective congruence IOC > 0.7), and substantial intra- and inter-rater reliability (Fleiss's kappa K > 0.8), suggesting that OHET is a reliable and valid tool for Odia handwriting evaluation among lower primary school children. Finally, the effectiveness of the tool was tested through a paired t-test with scores received from a control group (n=60) and an experimental group (n=58) separately before and after 60 days. Only the experimental group was subjected to intervention through OHET for this duration. Significant improvement in the handwriting legibility of the experimental group was observed as compared to the control group, demonstrating the effectiveness of the tool.

13:35-14:00
94583 | *Video Assessment as an Innovative Approach to Student Evaluation in Economics: A Critical Analysis*
Cheng Cheng, King's College London, United Kingdom
Dimitrios Minos, King's College London, United Kingdom

The rise of online examinations and advancements in AI technologies have posed significant challenges for accurately assessing technical modules, while traditional paper-based exams often fall short in evaluating students' comprehension and problem-solving abilities. This study investigates student-produced videos as an effective complementary assessment method. At King's Business School, first-year undergraduate students enrolled in two large technical modules were evaluated through a combination of five-minute video submissions and timed written exams. The video component required students to demonstrate problem-solving skills through detailed calculations and explanations, supported by comprehensive guidelines, marking criteria, exemplar videos, and practice sessions. Analysis of data from 1,490 students revealed a significant positive correlation between video and written exam performance, indicating that students who excelled in one format generally performed well in the other. However, the correlation coefficient being below one suggests that each method assesses distinct aspects of knowledge, offering a more holistic evaluation. A student survey further confirmed the effectiveness of video assessments, with participants reporting enhanced understanding, communication skills, time management, and planning abilities. These findings underscore the potential of video-based assessments to address the limitations of traditional evaluation methods, particularly as online exams and AI-driven solutions continue to reshape educational practices.

12:45-14:00 | Room 107 (1F)
Wednesday Onsite Parallel Session 2
Implementation of Visual Tools in Education
Session Chair: Giulia Bini

12:45-13:10
93948 | *Patriotism Through the Eyes of Elementary School Students: The Language of Visual Symbols*
Ogun Cakir, Istanbul Sabahattin Zaim University, Turkey

This study explores elementary students' perceptions of patriotism through visual symbols expressed in their drawings, utilizing an exploratory sequential mixed-methods approach. Qualitative thematic analysis of drawings from 59 students (first and fourth graders) identified five main themes: Love and Respect for Atatürk, Turkish Flag and National Symbols, Heroism and Sacrifice, National Holidays and Celebrations, and Love for Homeland and Home. Chi-square tests indicated significant differences based on gender and grade level; male students depicted Heroism and Sacrifice significantly more frequently, whereas females emphasized Love for Homeland and Home. Younger students prominently featured Love and Respect for Atatürk and Love for Homeland and Home, while older students highlighted Heroism and Sacrifice, reflecting developmental variations in conceptualizing patriotism. These gender-based differences align with previous research showing that boys prefer action-oriented and heroic themes, whereas girls emphasize peaceful, relational environments. Developmental differences correspond with cognitive maturation, where older students produce more detailed, complex representations involving abstract concepts like heroism, compared to younger students' more concrete depictions. This study situates itself within contemporary patriotism research emphasizing visual symbolism in educational contexts and contributes to existing discussions on national identity formation in childhood. Results underline the importance of incorporating diverse, developmentally appropriate patriotic themes in curricula, potentially enriching children's understanding and appreciation of national identity. Future studies should investigate symbolic meanings and underlying reasons for gender and age-related variations, utilizing larger and diverse samples to enhance generalizability and applicability in educational practice.

13:10-13:35
93499 | *Bringing the Biographical Turn to the Classroom: The Appeal of Graphic Biographies of Female Scientists*
Nicole Frey Buechel, University of Zurich, Switzerland

Graphic biographies of female scientists constitute a captivating but rather under-researched educational resource. In this presentation, which takes a conceptual (non-empirical) approach, I propose that the biographical turn, which views biography as a "critical method in the humanities" and uses individual life stories "as a counterweight to abstract causation," be extended to pedagogy (Renders, de Haan and Harmsma). Reading about a scientist's life will introduce pupils to the content and "process of science" (Carroll and Seaman). My literary analysis of the graphic biographies of Ada Lovelace (in Women Discoverers: Top Women in Science) and Biruté Galdikas (in Dignifying Science) provides ample evidence that such texts grant fascinating insights into the work of scientists in a multimodal way through a unique combination of verbal and visual means. Owing to specific stylistic choices (e.g. framing, layout, focalization) pupils get immersed in the lived experiences of the researchers, so that graphic biographies provide more nuanced and realistic portraits of a scientist's challenges and achievements. Furthermore, I argue that by drawing attention to the agency and viewpoints of female scientists, these texts counter the idea that science is a predominantly male domain and, therefore, attain an empowering function, particularly at a time when great efforts are made to win girls for STEM subjects. Thus, they lend themselves to exemplify Hamilton's idea that modern biographies often "challenge and correct popular current views and misunderstandings", while they can simultaneously be taught to foster scientific, visual and critical literacy as well as interdisciplinary skills.

13:35-14:00
93030 | *A Meme Is Worth a Thousand Formulas: The Power of Meme Creation in the Teaching and Learning of Mathematics*
Giulia Bini, University of Milan, Italy
Sara Gagliani Caputo, University of Milan, Italy
Pietro Saccomanno, University of Milan, Italy
Diego Ceccobelli, University of Milan, Italy

Mathematics plays a critical role in global education systems, yet it remains a subject where many students experience disengagement and failure. Traditional teaching methods often marginalise students with lower Mathematics Capital (MC), a concept based on Bourdieu's capital theory. MC refers to the knowledge, dispositions, and experiences that shape students' ability to participate successfully in mathematical learning. Addressing these challenges requires innovative strategies that enhance learner agency by connecting the subject with students' cultural and personal contexts. The MEMA research project explores how the creation of mathematical memes can foster engagement and inclusivity, empowering students to express mathematical ideas creatively in digital environments. By incorporating personal experiences, humour, and digital literacy into mathematical discourse, meme-making expands the reach of mathematics to students with lower MC, allowing them to access and enjoy the subject in ways that resonate with their lived experiences. This practice positions students as co-constructors of knowledge, challenging traditional teacher-centred paradigms. Meme creation encourages reflective, multimodal learning, where students engage with mathematical concepts through humour, irony, and visual culture. This approach strengthens both conceptual understanding and learner agency, fostering a deeper connection to the material and promoting class cohesion, particularly for those traditionally excluded from academic success in mathematics.
Preliminary findings suggest that meme-based activities democratise learning by offering diverse pathways for understanding mathematics. Integrating digital culture into teaching practices can empower students, enrich their Mathematics Capital, and enhance their agency in the learning process, ultimately promoting a more inclusive approach to mathematics education.

12:45-14:00 | Room 109 (1F)
Wednesday Onsite Parallel Session 2
Language Development and Literacy
Session Chair: Yeşim Özer Özkan

12:45-13:10
95127 | *"Slow Torture", "Magic Books" or Potentially Worth Further Exploring: Young Students' Thoughts About Reading and Creative Alternatives*
Anna Martín-Bylund, Linköping University, Sweden
Linnéa Stenliden, Linköping University, Sweden

This paper explores primary students' notions of reading. Young people's apparently changing relationship to text forms part of sometimes alarming discourses on the well-being of the democratic society and need for efficient measures. However, what reading is all about to young people in their early careers as readers needs further problematization and pluralization. This study scrutinizes what primary students associate to reading as an abstract idea versus concrete reading practices, building on logbooks, a survey, interviews and co-creation sessions as performed with 10-11-year-olds at an important stage of their schooling. Data were produced within two projects - "The heart of reading" and "How hot is the book-bot?", both financed by the Swedish research council. Building on a critical content analysis, the results highlight affective – negative and positive – dimensions of the students' ideas of reading, when they are asked to reflect upon reading as an abstract, undefined phenomenon. In relation to concrete, reading related, practices as performed within the school settings, the students express their ideas of reading in less dichotomous terms. What is more, the results show many students' openness towards thinking with and practically exploring different - bodily - ways of reading that problematize the space and time of becoming readers in educational practices. It is discussed how exploiting such openness may be key to reading instruction in primary education. The powerful potential of questioning what and how reading is and how it could, and sometimes must, be (otherwise).

13:10-13:35
90544 | *Exploring the Effectiveness of an Academic English Course on the Language Learning and Professional Development of Nursing Students*
Musa Duhan Musaoğlu, Bahçeşehir University, Turkey
Enisa Mede, Bahçeşehir University, Turkey

Background: Vocational education and training (VET) programs provide practical skills and knowledge for specific careers. Academic English course for nursing students in Turkey aims to improve their language skills for academic and professional communication. ESP courses like this one are important for preparing students for the language demands of their professions. However, there is limited research on students' perceptions of such courses, highlighting the need for further exploration. Aim: The study aims to explore perceptions of undergraduate nursing students about Academic English Course based on two criteria: the course's contributions to professional life and its benefits to overall language learning. Methods: It is a qualitative interview study, and it uses a narrative inquiry approach to gain insights about students' future professional development and overall progress in learning English. The participants were six nursing students from a private university in İstanbul, Turkiye. Results: The thematic analysis of the gathered data showed that the course was useful both for preparing students for their careers and improving their academic skills. Conclusion: The findings suggest that the course helped students improve their communication skills, acquire job-specific vocabulary, and develop language skills for their profession. The students recognized the need for lifelong language learning and identified effective language learning strategies. The study highlights the importance of incorporating Academic English courses in nursing to prepare students for their professional careers.

13:35-14:00
94672 | *The Impact of Early Literacy Activities on Reading Achievement: A Mediation Model Using PIRLS 2021 Data*
Yeşim Özer Özkan, Gaziantep University, Turkey
Merve Yağmur AKyol, Gaziantep University, Turkey

Reading skills play a crucial role in accessing information, critical thinking, and social communication, making them a fundamental competency for lifelong learning. Early childhood literacy activities significantly contribute to students' academic success by fostering positive reading habits and enhancing their ability to engage with texts. Understanding the factors influencing reading achievement is vital for shaping effective educational policies and practices. Research highlights that beyond cognitive abilities, students' attitudes towards reading, reading confidence, and participation in reading lessons are key affective factors impacting their reading performance (Mullis & Martin, 2015; Foy & Yin, 2017). This study investigates the direct and indirect effects of early literacy activities and foundational literacy skills acquired at the beginning of primary school on students' reading achievement, using PIRLS 2021 data. It also explores the mediating roles of reading enjoyment, reading confidence, and participation in reading lessons. Data from PIRLS student and home questionnaires will be analyzed using Mplus software, employing structural equation modeling techniques. Findings will provide insights into how early literacy experiences shape students' long-term reading success, emphasizing the importance of affective factors in literacy development. This study contributes to the literature by offering empirical evidence on the impact of early reading activities and supporting strategies to enhance reading achievement through targeted interventions in early childhood education.

12:45-14:00 | Room 112 (1F)
Wednesday Onsite Parallel Session 2
Primary and Secondary Education
Session Chair: Aaron Mpho Masowa

12:45-13:10
92774 | *Challenges and Difficulties in Solving Mathematical Modeling Problems in Secondary Education: A Step Toward Algorithmic Mapping*

Lamyae Rouissa, Mohammed V University of Rabat, Morocco
Mohamed Oudrhiri-idrissi, Mohammed V University of Rabat, Morocco

Our research aims to identify the cognitive challenges and difficulties encountered by students when solving mathematical modelling problems. We analyze their processes using an analytical grid and an algorithmic map of anticipated difficulties, developed within a theoretical framework drawing on the work of Blum & Leiβ(2007),Cheng(2001) and Niss (2010).This framework explores the dimensions of translation, representation and mathematical model. We build on Stillman et al.'s(2007) modelling cycle, structured in five phases, and incorporate the two levels of anticipation defined by Niss(2010). To test our framework, we propose two types of problem: a mathematical application problem, corresponding to level 1 according to the typology of Burgermeister and Dorier(2013), and a mathematical modelling problem, representing level 3 of the same typology. These problems were proposed to a sample of 300 secondary school students.
The analysis combines a quantitative approach, using (PCA) with SPSS, and a qualitative analysis based on our theoretical framework. The initial results reveal that students encounter difficulties at both levels of anticipation, as well as in the first and fifth phases of the modeling process. These difficulties, absent in standard mathematical application problems due to the absence of the full modelling cycle in the latter, highlight the complexity of modelling activities and underline the need to address them seriously in the curriculum. These findings allow us to make recommendations for effectively integrating modelling into mathematics education. We also plan to devise appropriate teaching strategies to strengthen modelling skills and better prepare students for real-life challenges.

13:10-13:35
93362 | *Identifying the Challenges of Reading Amongst Sesotho Learners in Grade 4 Classroom: A Case Study of Nquthu, South Africa*

Aaron Mpho Masowa, University of South Africa, South Africa

Reading is a skill that is acquired through teaching and learning. Learners develop proficiency in reading by reading a wide range of literary and non-literary texts, including visual texts. Children's vocabulary development is heavily dependent on the amount of reading they do. The Curriculum Assessment and Policy Statement requires teachers to follow the steps of reading instruction. However, the challenge of reading in Grade 4 Sesotho classroom at Nquthu remains a problem. The study employed a socio-constructivist theory of reading as its framework. The data were collected through notes and observations of reading to establish the challenges that learners encountered. The participants in this research consisted of six Grade 4 Sesotho learners. The data were analysed using Critical Discourse Analysis and coded into 3 themes. The findings of the study reveal that challenges such as lack of vowel and consonant recognition, lack of fluency in reading, and poor pronunciation persist. The study recommends early identification through baseline assessments and the teaching of phonics, vowels, consonants, and word formation.

12:45-14:00 | Room 114 (1F)
Wednesday Onsite Parallel Session 2
The Role of Narratives in Media and Literature
Session Chair: Amos Bar Eli

12:45-13:10
90425 | *Avant−Garde Narratives on Screen: The Cinematic Autofiction of Select Twentieth-Century Artists*
Manojit Chanda, The English and Foreign Languages University, India

In recent times, the rise of personalised narratives has overshadowed the age-old tradition of novels with fictionalised elements. Autofiction, which exists in a liminal space between fiction and nonfiction, provides a distinctive viewpoint that fosters contemporary realism and subjectivity. This trend has also influenced biopics, which now favour more nuanced and subjective storytelling. Modern audiences, captivated by personal truths and the intricacies of human life, find both self-portrayal and biopics appealing as they merge reality with narrative artifice. This paper examines how the current trend of self-narration and autofiction intersects with the cinematic depiction of the lives of twentieth-century avant-garde artists. The study delves into the ways in which these particular biopics incorporate autofictional elements to craft stories that align with contemporary patterns of self-narrative. The study tackles questions of representation, authenticity, honesty, and the commodification of artists' lives by concentrating on the biopics of T.S. Eliot, Virginia Woolf, and Pablo Picasso: Chanya Burton's Vita and Virginia (2018), James Ivory's Surviving Picasso (1996), and Brian Gilbert's Tom and Viv (1994). By using French academic Philippe Lejeune's concept of "autobiographical pact," Mieke Bal's concept of narratology, and Stuart Hall's theories of representation and identity, the paper elucidates how the directors situated the personal and cultural identities of Eliot, Picasso, and Virginia Woolf within their respective historical and cultural contexts. Through this investigation, the paper highlights the enduring influence of the avant-garde, emphasizing the distinctive storytelling, historical backdrop, and interdisciplinary nature of these personalities.

13:10-13:35
94743 | *On the Localization of Campus Drama Creation and Performance: A Case Study of Minnan Normal University's Dragon River Tetralog*
Jui-Sung Chen, Minnan Normal University, China
Meng-Te Hung, Minnan Normal University, China
Li-Na Wu, Minnan Normal University, China

Zhangzhou, located in Fujian Province, China, is the ancestral homeland of many early settlers in Southeast Asia and Taiwan. By integrating local theatrical elements, such as Chinese puppet shows, into creative productions, students can gain a deeper understanding of Zhangzhou's folk customs and traditions. To facilitate this, I employed drama education, which utilizes imitation as a pedagogical tool, guiding students in cultural comprehension through role-playing, Zhangzhou glove puppetry, and situational simulations. This included exploring legends such as those of Zhangzhou daffodils and the renowned medicinal remedy Pien Tze Huang. This paper examines the role of drama education in the creation of the Dragon River Tetralogy, a series of locally inspired plays developed by the College of Liberal Arts at Minnan Normal University. These plays incorporate historical, natural, and religious elements as symbols of Minnan culture, reenacting Zhangzhou's history and embodying its spiritual values. Through performances, students not only deepen their understanding of local culture but also explore the significance of cultural heritage. By engaging with Zhangzhou's historical wisdom through theatrical practice, they strengthen their sense of identity with Minnan culture, achieving the dual objectives of education and cultural integration.

13:35-14:00
95033 | *Designing with Stories: Exploring the Role of Narrative in Spatial and Experiential Learning*
Amos Bar-Eli, Holon Institute of Technology, Israel

Narrative design is a multidimensional framework in contemporary design practice that integrates spatial, visual, and sensory elements to construct cohesive experiential stories. This paper explores narrative design through four critical dimensions: spatial sequencing (arrangement of elements to guide progression through environments), contextual storytelling (embedding cultural and historical references), emotional choreography (deliberate manipulation of emotional responses), and phenomenological experience (engagement with sensory and perceptual dimensions). Together, these components transform static design into dynamic experiential journeys, shaping how users perceive and interact with space. Building on this theoretical foundation, this study explores how narrative design can be taught through structured exercises in international workshops and undergraduate courses. In one workshop, students analyzed an urban architectural site through visual narrative components, deconstructing spatial elements into storytelling frameworks. Another workshop introduced a generative approach in which students created forms by combining arbitrary lists of words, prompting unexpected yet conceptually rich design solutions. A structured undergraduate course combined these exercises sequentially, allowing students to engage with narrative design across multiple scales and methodologies. Observations from these exercises suggest that engaging with narrative design principles enhances students' ability to conceptualize space beyond form and function, fostering a deeper understanding of spatial experience and user engagement. By fostering an alternative mode of design thinking, narrative design holds significant potential for enriching contemporary design curricula and expanding the pedagogical tools available for spatial education.

14:30-15:20 | Room 105 (1F)
Wednesday Onsite Parallel Session 3
Higher Education (Workshop)
Session Chair: Ujal Ibrahim

14:30-15:20

92970 | *Fostering Inclusive Entrepreneurial Ecosystems: How Colleges and Universities Can Drive Change*
Ujal Ibrahim, University Canada West, Canada

The role of educational institutions in creating an inclusive entrepreneurial ecosystem is pivotal for fostering innovation and driving equitable economic development. This workshop explores how colleges and universities can leverage their unique position to empower underrepresented entrepreneurs and foster innovative solutions to global challenges. By aligning with the conference themes, the workshop demonstrates how education can integrate cutting edge tools with human-centric values to promote inclusive entrepreneurship. Participants will engage in developing strategies to incorporate AI-driven technologies and digital platforms into entrepreneurship education, ensuring access to resources and opportunities for underserved communities. The workshop will highlight the importance of fostering collaboration between academia, industry, and community organizations, showcasing how business incubators and accelerators can nurture entrepreneurial talent while addressing systemic barriers to inclusion. Relevant case studies will illustrate the positive impact of empowering underrepresented entrepreneurs in the society, emphasizing their role in driving innovation, building resilient economics, and promoting social cohesion. To enhance participant engagement, the workshop will incorporate interactive tools such as Mentimeter to gather real-time input, perspectives, and ideas. This approach will foster dynamic discussions, enabling participants to share insights and collaboratively explore ways to create inclusive entrepreneurial ecosystems. By connecting inclusive entrepreneurship to conference themes such as global citizenship, technology, and education for peace, this session will equip participants with actionable insights and practical strategies for driving diversity and innovation in entrepreneurial ecosystems. This workshop is a call to educators, policymakers, and industry leaders to collaboratively shape a future where innovation thrives inclusively.

14:30-16:10 | Room 106 (1F)
Wednesday Onsite Parallel Session 3
Gifted and Special Education
Session Chair: Suthawan Harnkajornsuk

14:30-14:55
91117 | *Development of Instructional Package "My Emotions" to Promote the Perception of Emotions in Students with Autism*
Aporn Saardaium, Srinakharinwirot University, Thailand

This research aims to study the effectiveness of the instructional package "My Emotions" which impacts the emotional perception skills of children with autism according to the 80/80 criteria by comparing the emotional perception skills of children with autism before and after using the "My Emotions" instructional package. The focus group of this research consists of students with autism from Grades 1-3 from the Special Learning Center for students with special needs at the Demonstration School of Ramkhamhaeng University (15 students). The participants were selected via purposive sampling. The research methodology utilized One Group Pretest- Posttest Design. The tools used in the research are (1) the instructional package "My Emotion" and (2) the assessments which measure emotional perception skills of children with autism that were conducted 2 days per week, 40 minutes each day, for 4 weeks, a total of 8 assessments sessions. The statistics used in the data analysis were median, tool efficacy, and score difference. The analysis showed that 1. The effectiveness of the instructional package "My Emotions" on the emotional perception skills of children with autism has an efficiency of 84.67/85.33, which meets the 80/80 criteria. 2. When comparing the emotional perception abilities of children with autism before and after using the instructional package "My Emotion", there is a statistically significant difference of .05 where the scores for emotional perception abilities after using the instructional package were higher.

14:55-15:20
91025 | *The Challenges in Catering the Needs of Students with Autism Spectrum Disorder in Indonesian Schools*
Najwa Said, Monash University, Australia

This paper explores the challenges faced by Indonesian schools in supporting students with Autism Spectrum Disorder (ASD) through a literature review framed by the social model of disability. Despite national efforts to promote inclusive education, significant barriers remain: (1) insufficient support for educators, (2) inadequate government funding and curriculum adaptation, and (3) widespread societal stigma. Teachers often lack the necessary training and resources to manage the diverse learning styles and behaviours of students with ASD, leading to increased stress and diminished outcomes for both educators and learners. Limited financial support further restricts the development of inclusive facilities, assistive technologies, and specialised programs aligned with inclusive curricula. Compounding these challenges is a lack of community awareness, resulting in misconceptions and exclusion of students with ASD from mainstream education. Synthesising current literature, this review highlights the need for targeted teacher training, greater government commitment to inclusive curriculum development, and broader community engagement. Addressing these systemic barriers is essential to creating equitable educational opportunities for students with ASD in Indonesia and advancing a more inclusive and socially responsive school system.

15:20-15:45
95278 | *The Relationship Between Giftedness and Depression: A Systematic Review*
Felipe Martins, Instituto Superior de Educação do Rio de Janeiro, Brazil
Vinicius Silva, Universidade Federal Fluminense, Brazil

This paper aims to answer the question: Is intellectual giftedness in human beings, when compared to the normal intelligence of individuals, associated with the experience of depression or depressive disorder? Considering this question, a systematic review was carried out in five databases (Embase, Web of Science, Scopus, SciELO and PubMed). In addition, research was also carried out in the gray literature. Considering the inclusion and exclusion criteria, the results point to depression in gifted individuals is related to: self-esteem (n = 4); internalizing behaviors (n = 4); stress (n = 6); protective and/or risk factors (n = 6); suicidal ideation (n = 2); perfectionism (n = 4); emotional adjustment (n = 6). The diversity of criteria for giftedness or psychometric tests used restricts the possibility of conclusion; however, points of convergence are observed. In the one hand, four studies found that the gifted were less depressed than average-achieving students, but two papers found the opposite. Two studies confirms the proposition that girls are more depressed than boys in the same condition. On the other hand, the results of four papers demonstrate that, among the gifted, boys are more depressed than girls. It is postulated that a future meta-analysis will be carried out in order to measure the significance and effect size of each result.

15:45-16:10
90774 | *Development of a Mobile Application for Rating Gifted Behaviors Using Multiple Intelligence Scales*
Suthawan Harnkajornsuk, Srinakharinwirot University, Thailand
Khwanying Sriprasertpap, Srinakharinwirot University, Thailand

This study aimed to develop an Android-based application to assess gifted behaviors in students, using rating scales grounded in multiple intelligence theory. The application includes four scales covering eight behavioral domains, enabling teachers and parents to rate behaviors in students from grades 4-6. Using multi-stage sampling, data were collected from 145 teachers and 77 parents across 19 schools. The application's validity was examined through content validation, total item correlation, construct validity, and reliability analysis. An expert-defined cut-off score, refined through trial results, aids in guiding educational planning for gifted students without labeling. User feedback indicated high effectiveness and efficiency, affirming the application as a standardized tool for supporting educational development.

14:30-16:10 | Room 107 (1F)
Wednesday Onsite Parallel Session 3
Youth Mental Health and Well-being
Session Chair: Narinderpal Mann

14:30-14:55
95073 | *Exploring Shared Book Reading as an Entry Point for Parent-Child Conversations About Mental Health*
Haja Kamara, New York University, United States
Elisha Arnold, New York University, United States
Lauren Mims, New York University, United States

Reading promotes children's cognitive, social-emotional, and academic development (Rintaningrum, 2009). Specifically, literacy-rich experiences, such as shared reading, can be a valuable strategy for enhancing both literacy skills and socioemotional learning (Cook et al., 2017). In building on this knowledge, the present study explores how a novel Zoom-based, semi-structured shared book reading intervention facilitates mental health conversations among 13 Black girls (Mage = 7.57, SD = 1.73) and their caregivers. In the intervention, caregivers were asked to read a book about a Black girl learning about her emotions and then to engage in a guided discussion about mental health (Mtime = 23 min 47 s, SD = 7.43 min). In 8 cases, the caregiver read the book aloud and in 6 cases the child read the book aloud. Preliminary findings indicate that the shared book reading activity prompted families to engage in discussions around: identifying emotions (e.g., sadness, happiness, anxiety), coping with emotions (e.g., engaging in mindfulness practices), and seeking support from others (e.g., fathers, younger siblings). Additionally, observational behavioral coding revealed that both caregivers and their daughters expressed high interest, engagement, and enjoyment in the task, which are important metrics in evaluating its feasibility. We will discuss how findings illustrate how shared book reading activities can serve as developmentally appropriate entry points for discussing emotional well-being and mental health in addition to improving children's early literacy and cognitive skills, which has implications for research, policy, and practice.

14:55-15:20
93597 | *Adolescents' Recreational Substance Use and Epistemic Well-Being: Insights from Young Women in Australia*
Suzana Sukovic, Presbyterian Ladies' College Sydney, Australia
Tony Stojkovski, Presbyterian Ladies' College Sydney, Australia

Experimentation with alcohol and drugs is a rite of passage for many young people around the world. In Australia, as in many countries, education about legal and illicit substances is compulsory for students from the age of 10 to 15. However, we know that school education, promotional campaigns, and resources have a limited effect on the decisions young people make. A research project was conducted to address this gap. The study examined young people's experiences in their peer groups, as well as their opinions and attitudes toward substance use, and learning both in and outside of school. We conducted a survey and organised focus groups to discuss these issues with young women from Year 9 to recent high school graduates (aged 14 to 21) in an independent school in Sydney, aiming to understand their experiences with substances in peer groups, information behaviours, and their opinions and attitudes toward substance use and learning. The survey elicited 395 responses, and we organised four focus groups with young women in Year 10 and older, and three whole class discussions with Year 9 students. We considered the results through the lens of epistemic well-being – learning to live a better life – to formulate effective approaches to support young people in making life choices. The study's insights offer valuable guidance for schools and other information providers to enhance their educational strategies around substances highlighting safety as the main focus of a successful approach.

15:20-15:45
94944 | *Preventing Youth Substance Use: Testing Botvin LifeSkills Training Among Middle School Youth*
Trenette Goings, University of North Carolina at Chapel Hill, United States
Caroline Evans, University of North Carolina at Chapel Hill, United States
Kevin White, Eastern Carolina University, United States
Andrea Murray-Lichtman, University of North Carolina at Chapel Hill, United States
Demeisha Carlton Brown, University of North Carolina at Chapel Hill, United States

Adolescent substance use is a ubiquitous, yet preventable public health problem. Given the myriad of negative associated outcomes, it follows that a number of prevention programs have been created and tested in an effort to reduce youth substance use initiation and ongoing use. Indeed, Botvin LifeSkills Training (LST) is one such prevention program. Although LST has a history of documented success, the majority of these studies were conducted by program creators and many had limited samples (e.g., majority white, majority upper- and middle-class, limited geographic regions). In addition, there are documented critiques of the methodology used in some of the LST research (e.g., use of one-tailed tests, exclusion of partial program completers from analysis). Therefore, the current quasi-experimental design examined the impact of LST participation on current rates of alcohol, cigarette, and marijuana use in a sample of 1,331 rural and urban middle school youth in North Carolina (LST n = 840, comparison mindfulness intervention n = 491). Findings indicated that participation in LST was associated with a 49% reduced likelihood of current alcohol use at posttest. Further, alcohol, cigarette, and marijuana use at pretest were significantly associated with an increased likelihood of substance use at posttest, highlighting the importance of interrupting adolescent substance use as soon as possible to avoid ongoing use. Practice and research implications are discussed.

15:45-16:10
94830 | *Understanding the 'Corridor Kids' Phenomenon: Exploring Who They Are and Why They Remain in School but Out of Class*
Narinderpal Mann, University of Manchester, United Kingdom

This presentation explores a growing yet often overlooked phenomenon in English schools: pupils who are physically present at school but absent from their classrooms. As English schools face increasing pressure to improve attendance rates (DfE, 2024), government and school policies have tightened, with parents being held accountable through fines for their children's absences (House of Commons Library, 2024). While extensive research has examined the causes of absenteeism (Education Policy Institute, 2024), less attention has been given to this subtler but equally complex issue. Drawing on research conducted in a English secondary school, this study investigates the experiences of the so-called "Corridor Kids"—students who remain on school premises but disengage from formal learning. The study examines their defining behaviours, the impact on teaching and the learning environment, and possible interventions. Insights are gathered through interviews with five secondary school teachers and five trainee teachers, exploring patterns of behaviour, underlying causes, and potential strategies for re-engagement. Data were analysed thematically using Braun and Clarke's (2006) six-step framework, identifying key themes such as individual, peer, family, and school-related factors. By presenting these early findings, this session aims to provide an understanding of the complex reasons behind these education truants and give actionable insights and strategies to help schools reintegrate these students into the classroom. While rooted in the English context, this research provides valuable insights for educators and policymakers worldwide, offering strategies to foster more inclusive and effective learning environments while addressing the systemic inequalities that contribute to the 'corridor kids' phenomenon.

14:30-16:10 | Room 109 (1F)
Wednesday Onsite Parallel Session 3
Challenges in Foreign Language Education
Session Chair: Kyoko Kosaka

14:30-14:55
90976 | *Learning Languages Other Than English (LOTE) at an EMI University in Kazakhstan: International Students' Perspective*

Gulnissa Zhunussova, KIMEP University, Kazakhstan
Raikhan Abnassyrova, SDU University, Kazakhstan

In the context of the increasing internationalization of higher education, understanding how to effectively engage international students is crucial. Previous research mainly examined students' motivation from various theoretical perspectives but none of the published studies specifically focused on international students' engagement in learning Kazakh as a language other than English (LOTE). Thus, the aim of the article is to identify and analyze the factors that facilitate the engagement of international students in learning Kazakh as a LOTE at an English as a Medium of Instruction (EMI) university in Kazakhstan through an exploratory qualitative research design using semi-structured interviews with 12 participants. The findings align with the results of Zhunussova et al. (2024), who highlighted that such psychological constructs as growth mindset, sense of competence, grit, proactiveness, ownership, and external supportive learning environment are important in fostering successful language acquisition. Overall, the findings of this research extend the existing literature on LOTE with an evidence-based understanding of international students' LOTE learning beliefs with individual–psychological perspectives on engagement with LOTEs. Such knowledge is necessary to draw a comprehensive landscape of international students' LOTE learning to support their adaptation to the host university.

14:55-15:20
94831 | *Translation and Validation of the Short-Form Foreign Language Enjoyment and Anxiety Scales: Spanish Adolescent Version*

Alexandra Staedtler, Universidad Internacional de La Rioja, Spain

The validity and reliability of translated and culturally adapted measuring instruments are essential for carrying out comparative studies at an international level. This complexity is particularly pronounced in the fields of affective dimensions and foreign language learning. The present research aimed to adapt abbreviated scales for measuring enjoyment and anxiety in the classroom, specifically the Short-Form Foreign Language Enjoyment Scale (SFLES) and Short-Form Foreign Language Classroom Anxiety Scale (S-FLCAS), for Spanish adolescents (Botes et al., 2021, 2022). The scales were translated and adapted, including a panel of 40 bilingual Spanish-English experts. A sample of 117 peers conducted a pilot study of the adapted scales' face validity. The resulting versions designed for adolescents are the Short-Form Foreign Language Enjoyment Scale - Adolescent (SFLES-A) and the Short-Form Foreign Language Anxiety Scale - Adolescents (S-FLCAS-A), which underwent validation and reliability testing. This process involved exploratory and confirmatory factor analyses to verify construct validity, as well as invariance testing based on age and gender. Findings revealed that both adolescent versions were valid and reliable. Additionally, the adolescent versions were compared with the original versions by invariance tests with two samples of adults, one with English as mother tongue (L1) and the other with Spanish as L1. The comparisons did not demonstrate metric invariance, indicating that scores from the adult and adolescent versions cannot be directly compared.

15:20-15:45
93006 | *Vowel Preferences in the Passaggio: A Tool for Vocal Classification and Stylistic Alignment*

Jennifer Tipton, Bilkent University, Turkey

This presentation explores how vowel modification in the passaggio can refine fach classification and assess stylistic tendencies in mezzos and sopranos—specifically their alignment with Western classical or contemporary commercial music (CCM)/music theater (MT). Through ten years of training and observing classical, CCM/MT, and crossover singers, I have identified a recurring pattern: singers who favor [a] in the passaggio often demonstrate an affinity for CCM/MT, while those who easily sustain [i] tend to lean toward classical technique. This pattern aligns with resonance tuning principles. Female classical singers typically rely on first-formant tuning, where an open, vertical mouth shape aligns with [a]. In contrast, female CCM/MT singers primarily use second-formant tuning, which favors an elevated tongue position and a more constricted oral cavity, aligning with [i]. Register shifts also differ: classical singers transition around F5 (top of the staff), whereas CCM/MT singers experience their primary shift around B-flat4 (on the staff) as they enter high belt (B4–E-flat5). These differences create challenges for crossover singers and teachers. Today's singers must navigate multiple styles, yet classical pedagogy does not fully address CCM/MT techniques. Those transitioning to classical often struggle to tune [i] vowels at the top of the staff, leading to fach misclassification. However, if teachers first address the CCM/MT passaggio, classical alignment improves. Recognizing these tendencies helps teachers guide singers toward repertoire and techniques that support vocal health and artistic authenticity.

15:45-16:10
89789 | *Challenges in English Article Usage for Japanese EFL Learners: A Comparative Study*

Kyoko Kosaka, Ritsumeikan University, Japan

The proper use of English articles remains a persistent challenge for Japanese EFL learners, as there is no equivalent system in their native language. This study investigates the underlying semantic and pragmatic factors that influence article choice by comparing native English speakers and EFL learners. Nearly 900 participants, including native speakers, Japanese EFL learners, and learners from other linguistic backgrounds, took part in a survey exploring various aspects of article usage. The study examines the distinctions between definite and indefinite articles, as well as countable and uncountable nouns. It analyzes semantic factors through learners' perception of space, time, and object partitioning while examining pragmatic factors such as definiteness through endophora and exophora. The results show that Japanese learners struggle more with semantic distinctions (countable vs. uncountable) than pragmatic ones (definite vs. indefinite). When unsure, they tend to follow a hierarchical pattern in article selection ("the"> "a"> zero article). Furthermore, the proximity of a learner's native language to English significantly impacts article choice, and even advanced Japanese EFL learners continue to face challenges with proper article usage. From an applied linguistics perspective, this research provides insights into how linguistic diversity influences second language acquisition, especially in mastering articles. It also offers practical teaching suggestions, such as explicit instruction on countability to enhance learners' awareness and targeted instruction on article usage in various contexts. Future research could broaden the scope by including other learner populations to pursue how learning experiences and teaching methods affect article acquisition across diverse linguistic backgrounds.

14:30-16:10 | Room 112 (1F)
Wednesday Onsite Parallel Session 3
Community and Inclusive Education
Session Chair: Erin Keith

14:30-14:55
94496 | *Community Engagement in a Living-Learning Context: Student Experiences from a Residential College in Singapore*
Lavanya Balachandran, National University of Singapore, Singapore
Angie Tan, National University of Singapore, Singapore

Incorporating service-learning pedagogies into undergraduate curricula in Institutes of Higher Learning has gained traction due to its wide-ranging benefits for students, including personal and academic development, civic responsibility, and leadership skills. However, such learning opportunities are often limited to singular experiences, such as modular courses and industrial attachment or internships. This study examines the diverse learning experiences of students across a range of community engagement activities in a Residential College (RC) within a Singapore university. The RC represents a living-learning community (LLC) where undergraduates from various disciplinary backgrounds engage with both formal and informal curricula centered on themes of Active Citizenship and Community Engagement through a two-year residency programme. Drawing on in-depth interviews with one cohort of students, this study tracks their learning trajectories at different points in their residency as they participate in student-led community engagement (CE) programmes, a cornerstone of the informal curriculum, that range from one-off events to sustained yearly engagements with specific communities. The findings suggest that the learning outcomes of the CE programmes are not solely a result of doing CE itself. Rather, this learning is augmented within the context of the LLC, where the platform for student autonomy and student-faculty collaboration intentionally facilitates self-directed learning, peer mentorship and the interdisciplinary application of knowledge for students.

14:55-15:20
89095 | *Sustainability Through Quality Community Education: A South African Perspective*
Henry Esau, Cape Peninsula University of Technology, South Africa
Robertson Tengeh, University of Western Cape, South Africa

The looming target of reaching the UNESCO SDGs by 2030 poses a real challenge to governments in Africa and the global south. The ever-increasing youth unemployment rate and access to educational and economic opportunities render poor communities vulnerable in a post-COVID-19 dispensation. This reality has negative implications for reaching SDG 4, "Quality education for all.". Hence, our investigation into what constitutes quality community education as a way of increasing the offering. The study draws on elements of social entrepreneurship while employing a multi-theoretical lens to derive meaning from the research. Using a qualitative, case study approach underpinned by interpretivist philosophy, this paper investigated what quality educational programs look like in a South African township context. By conducting three (3) in-depth semi-structured interviews, website content analysis, and observations, the thematic analysis delivered the following findings: Community embeddedness creates social capital; program alignment is a critical factor for ensuring future academic opportunities for the students; community educators need to focus on industry skills transfer to prepare students for jobs of the future; classroom practices should reflect the real world by encouraging students to form partnerships with each other; positive youth development strategies offer a creative conflict resolution alternative to educators as a classroom management approach; regular upskilling and re-skilling of educators are vital for classroom success. Future studies could employ a multi-case study approach or investigate the phenomenon from students' perspectives. This paper adds to the body of knowledge on what constitutes quality community education in a South African township context.

15:20-15:45
93004 | *University Teachers as Agents of Inclusive Education in Kazakhstan*
Aituar Kospakov, Astana IT University, Kazakhstan
Anar Uyzbayeva, Astana IT University, Kazakhstan
Ainur Abdina, Astana IT University, Kazakhstan
Maral Zhanarstanova, Astana IT University, Kazakhstan

Inclusivity is essential for building a fair society that offers equal rights and opportunities to all individuals, including those with special needs. Kazakhstan encounters institutional and social problems that limit its ability to introduce inclusive education at a desirable level. The university teachers are involved in this process as well, but their level of knowledge, preparedness, and support from the administration is not explored. Our research seeks to understand the systemic and social barriers to equity in higher education institutions in Kazakhstan through the lens of university teachers. The theoretical framework is grounded in the principles of inclusivity and the critical role educators play in adopting inclusive practices. This study utilizes a quantitative research design through an online survey targeting university teachers across Kazakhstan (N=308). The survey assessed participants' understanding of inclusive education, their attitudes toward its implementation, and the level of administrative support they receive. Descriptive statistics summarized general trends in awareness and readiness. Pearson correlation analyses explored relationships between variables such as teaching experience, prior training in inclusive education, and readiness to implement inclusive practices. One-way ANOVA tests identified differences in perceptions based on demographic factors like age, academic discipline, and regional location. Preliminary findings indicate that university teachers in Kazakhstan generally understand inclusive education and hold positive attitudes toward its necessity. They express a willingness to receive additional training in inclusive methods. However, they perceive only moderate support from university administrations, suggesting a barrier to effective implementation.

15:45-16:10
90028 | *Illuminating Meshworks of Pre-Service Teachers' Curated Co-Living Learning Spaces*
Erin Keith, Cape Breton University, Canada
Carolyn Clarke, St. Francis Xavier University, Canada
Allison Tucker, St. Francis Xavier University, Canada

In a time when teacher stress is impacting their sustainability in the profession, particularly new teachers, the teacher-researchers of this study investigated ways in which pre-service teachers (PSTs) come to understand well-being and self-care as essential in teaching through the spaces they co-create and the relationships—with self as teacher, and between and among their peers—that evolve in those spaces. According to Tardif et al. (2021), a study conducted with over 2000 Québec, Canada, teachers found that 40% of respondents felt they experienced emotional exhaustion on a weekly basis and 47% are currently experiencing mental health fatigue as a consequence of their work. These dire and unpromising statistics impel the question, are teacher education programs preparing future teachers for this heavy mental health burden? The guiding question for the study was: What are the ways in which pre-service teachers (re)envision and (re)imagine a learning space whereby the mental health and wellness of their unique identities are nourished? Through an action research inquiry grounded in experiential A/R/Tography (art, research, teacher), three teacher-researchers alongside eleven PST participants collectively (re)envisioned a university classroom space that is over 100 years old and documented how their co-living, metabolic experiences (Morin, 2022; Stein et al., 2023) entangled and shifted their sense of well-being through an interwoven meshwork of "growth and movement" (Ingold, 2007, p. 35). Through wellness meetings, provocations of artistic and communicative forms of representation, while co-living and learning in the classroom space, the research investigators quested to discover alternate meanings of well-being spaces that could sustain.

14:30-16:10 | Room 114 (1F)
Wednesday Onsite Parallel Session 3
Arts, Media, and Social Issues
Session Chair: Gunawan Wiradharma

14:30-14:55
94650 | *Translating Paradise: Francophone Influences, Global Citizenship, and Philanthropy in American Storytelling by Jimmy Buffett*
Tiffany Chapman, City University of New York, United States

Jimmy Buffett is widely celebrated for his sun-soaked narratives of escapism, leisure, and island life. However, beneath the laid-back persona lies a complex figure whose admiration for French language and culture, coupled with a deep commitment to global philanthropy, reveals a broader engagement with transnational cultural exchange and environmental advocacy. This presentation examines how Buffett's Francophone influences (rooted in his fluency in French and fascination with Francophone regions such as St. Barts) shape his storytelling, lyrical compositions, and cultural impact. Drawing connections to French literary traditions that explore themes of freedom, exile, and belonging, the analysis positions Buffett as a transatlantic cultural mediator whose narratives contribute to a global understanding of identity and place. The presentation pairs this lens with exploration of Buffett's philanthropic efforts, particularly his environmental initiatives focused on ocean preservation and disaster recovery in the Caribbean and Gulf Coast. By situating these efforts within frameworks of global citizenship and education for peace, the discussion highlights how Buffett's advocacy extends beyond entertainment, encouraging environmental stewardship and cultural preservation. His philanthropic work demonstrates how celebrity influence can foster educational narratives around sustainability, aligning with global humanitarian goals. Ultimately, this dual exploration of language, culture, and philanthropy argues that Buffett's legacy lies not only in his musical storytelling but also in his ability to merge cultural admiration with meaningful global impact, making him a compelling figure for reevaluation within the arts and humanities.

14:55-15:20
92829 | *Citizen School: Cultural-Artistic Mediation as a Contribution to Citizenship Through the Arts in Schools and Communities*
Patricia Ribeiro Martins Martins, Universidade de Coimbra, Portugal

This communication explores how cultural-artistic mediation, can drive social change through the work of cultural-artistic mediators (CAM) operating within educational contexts. Taking arts, spaces for dialogue, and empathy as starting points within the schools, CAM, acts as promoters of contact with artists, cultural institutions, or communities, and as inducers of participatory/cocretion projects, that enhance the respect for dissent, diversity, civic engagement, and cultural democracies. The main objective of this research is to find possibilities that arise from CAM action, that the researcher believes, can foster dialogue, respect for diversity, critical thinking, civic engagement, and an attentive look at contemporary issues, starting in school environments, but extendable through communities and long-life engagement. The research highlights the impact of these practices on civic behavior, the strengthening of democratic societies, and ecological awareness as part of a broader ecosystemic commitment. The methodology integrates Arts-Based Research, Practice as Research, and Educational Research Based on Arts, combining the researcher's iterative experience within schools and communities with theoretical research, drawing on the works of Mörsch, Rancière, Robinson, Caune, Wimmer, Matarasso, Acaso, and Fontdevila. Practical projects will be shared to support the findings, emphasizing the researcher's perspective on the fruitful relationship between the arts and education, as possibilities, to foster holistic and citizenship growth, especially among younger generations. This process is reinforced by CAM, which can act as a bridge between schools, artists, cultural institutions, and communities, enhancing the possibility of school, as the privileged place for fostering artistic co-creation, participation, social cohesion, and democratic universal values.

15:20-15:45
95072 | *Campaigning Open and Distance Learning on Social Media: The Role of Message Strategies in the Decision to Continue Study*
Gunawan Wiradharma, Universitas Terbuka, Indonesia
Mario Aditya Prasetyo, Universitas Indonesia, Indonesia
Rahmat Budiman, Universitas Terbuka, Indonesia
Melisa Arisanty, Universitas Terbuka, Indonesia

Distance learning utilizes social media as a platform in providing higher education. This research examines the message strategies used by Open and Distance Learning (ODL) Institutions in conducting campaigns on social media. Messages are an important component in the success of a campaign to influence someone's behavior in deciding to study at an ODL university. The message strategy theory applied in this research refers to Tafesse and Wien which includes informational, transformational, and interactional messages. The research examines how each type of message influences students' decisions to study at distance universities. This research uses a quantitative approach. The location of this research is the Jakarta regional office because it has the largest number of students compared to 39 service offices spread across Indonesia and the Jakarta regional office optimizes the use of social media as campaign media. The population was 62,943 students. The sample consisted of 269 students determined according to the Krjcie and Morgan method with an error rate of 10%. The data analysis technique uses the SEM-PLS approach with SmartPLS 4.0 software. The research results show that informational and transformational variables significantly influence the decision to study at ODL. Interactional variables do not have a significant effect on the decision to study further at ODL. Therefore, messages that contain informational and transformational indicators need to be highlighted in distance learning campaigns on social media to increase the number of students and institutional branding.

14:30-16:10 | Room 116 (1F)
Wednesday Onsite Parallel Session 3
Education, Sustainability and Society
Session Chair: Nermin Vehabovic

14:30-14:55
95043 | *'Diversity of Destinies': The Impact of Islamic State on Higher Education in Eastern Syria*
Elise Boyle Espinosa, University of Aberdeen, United Kingdom

The impact of conflict on higher education represents an underdeveloped but growing area of research, in part triggered by the Syrian war. While general research on this both within Syria and for refugees has grown, there remains a lack of research on the specific challenges faced by, and the strategies and support accessible to, those in the historically marginalised area of Eastern Syria (ES), which was also the most impacted by Islamic State (IS). Further, previous research on IS' education has focused predominantly on schools. This research therefore discusses the impact that Islamic State had on higher education across ES, and how this was navigated by students and staff, drawing on interviews with twenty-two participants. Thematic analysis showed that IS' desire to exert total control triggered lasting consequences and worsened inequalities in higher education. The research also highlights the limits of resilience and ingenuity in conflict settings. Moving beyond dominant individualised understandings of resilience by using a social ecology model, this research accounts for the social, economic, and political factors that influenced the strategies and support available to those within the marginalised region, leading to what was described by one participant as a 'diversity of destinies' within Syria. In addition to filling a gap in our understanding of the impact of war on higher education in Syria and conflict settings more generally, an improved understanding of this is vital for addressing ongoing challenges in ES higher education, tackle social injustices, and support the role of higher education in peacebuilding.

14:55-15:20
92400 | *The Power of Narratives: Empowering Communities Through Latina Educational Stories and Uzbek Food Discourse in Children's Literature*
Mary Margaret Carrillo, Southern Methodist University, United States
Mohinakhon Khamidova, Kimyo International University in Tashkent, Uzbekistan

This session explores the transformative role of storytelling in cultural preservation, education, and community-building through two distinct yet complementary case studies: Latina Cultural Educational Narratives and Uzbekistan food discourse in children's literature. We examine how Latina Cultural Educational Narratives impact educational decision-making, familial influence, and pursuit of higher education within the Latina community. Concurrently, we investigate how food discourse in Uzbekistan-themed children's literature serves as a cultural touchstone, preserving heritage and fostering cross-generational understanding. By interweaving these narratives, we illuminate the shared power of storytelling across cultures to inspire, educate, and strengthen communities. This presentation demonstrates how cultural stories can be leveraged to create inclusive educational environments and promote intercultural appreciation. Attendees will glean strategies for incorporating cultural narratives into educational settings to enhance student engagement and success, Insights into the role of family and community in shaping educational aspirations, particularly within Latina communities, Techniques for using food-related stories to preserve cultural heritage and promote cross-cultural understanding Actionable approaches to leverage storytelling for community building and fostering inclusive environments. Methods for identifying and amplifying diverse voices within educational and literary contexts: This session will equip educators, community leaders, and storytellers with practical tools for harnessing the power of narratives to create more inclusive, culturally responsive learning experiences and communities.

15:20-15:45
95128 | *Stories of Women Displaced by ISIS: A Social Justice Perspective on the Educational Experiences of Young Women in Iraq*
Jumana Al-Waeli, Ulster University, United Kingdom

This paper reports on the educational narratives of a group of young women from Iraq who were internally displaced to Kurdistan and other regions of Iraq following the 2014 ISIS invasion of Mosul and the Nineveh Plain. The participants, aged between 18 and 28, and from diverse cultural backgrounds, including Yazidi, Shabak, Christian, and Sunni Arab, shared their stories of displacement and educational experiences amid complex political, socioeconomic, cultural, and traditional contexts during and after the ISIS invasion of their cities and villages. Their narratives detailed the factors that facilitated or hindered access to formal and non-formal educational opportunities. Drawing on data gathered from repeated individual interviews, their life histories were co-constructed and interpreted through the lens of social justice as parity of participation (Fraser, 2008). The accounts provided insights into how the women perceived social justice in relation to their education. Influenced by their varied life paths, socioeconomic backgrounds, and educational affiliations, the young women's perspectives also explored the role of education in advancing or impeding sustainable peacebuilding in Iraq. The significance of this work lies in recognising the voices of women whose educational experiences have often been overlooked in conflict-affected settings. By amplifying and centring their perspectives, the research provides important insights into their educational experiences and perceptions on social justice, with the aim of informing local and international educational efforts that support women impacted by conflict in challenging social injustices, overcoming barriers to pursuing their educational goals, and contributing to sustainable peacebuilding in and through education.

15:45-16:10
95167 | *Abolitionist Teaching as Love, Justice, and Equity: Resisting Authoritarianism Through Praxis in Teacher Education During the Trump 2.0 Era*
Nermin Vehabovic, Elon University, United States

This qualitative study situates abolitionist teaching as a framework of love, justice, and equity within teacher education, centering resistance to authoritarian forces shaping educational policy and praxis in the Trump 2.0 era. Situated in a southeastern U.S. city, this ethnography draws on two years of community and global engagement with multilingual children, youth, and families with refugee backgrounds. Through a collaboration between a private comprehensive university's School of Education and local community organizations, teacher candidates have opportunities to extend learning beyond classrooms into families' homes, fostering relationships rooted in care, cultural responsiveness, and community knowledge. Using qualitative methods that foreground humanizing research, this study captures how aspiring educators develop abolitionist teaching dispositions through community and global engagement. Participants engage in shared reading, draw on translanguaging, and pursue various learning activities, disrupting deficit narratives about refugee communities while strengthening their own commitments to critical love, justice, and equity. Findings reveal that care-centered teaching, rooted in equity and dignity, enables both teacher candidates and multilingual families to resist erasure and oppression. This work highlights the urgent need for teacher education to push back against authoritarian policies and approaches to teaching and learning that suppress critical pedagogies, multilingualism, and culturally sustaining practices. By foregrounding abolitionist teaching as an act of political and educational resistance, this research underscores the transformative power of learning with and from historically marginalized communities. It offers a model for teacher preparation that sustains democratic, inclusive, and liberatory approaches in an era of democratic erosion.

Notes

Wednesday Onsite Parallel Session 4

Educational Policy, Leadership, Management and Administration (Panel)

Session Chair: Chandler Miranda

16:25-17:40

93036 | *Rethinking School Leadership for Im/Migrant Youth: Leadership Innovations from the Internationals Network of Public Schools*
Chandler Miranda, Molloy University, United States
Lara Evangelista, Internationals Network of Public Schools, United States
Gaylea Prichard-Silvers, Internationals Network of Public Schools, United States

The Internationals Network of Public Schools (INPS) is a U.S.-based network of 31 secondary schools designed to serve recently arrived immigrant English learners (RAIELs). Established in 1985, the network addresses students' academic, linguistic, and social-emotional needs while celebrating their multilingual and multicultural identities. These schools challenge dominant educational discourses that marginalize learners based on nationality and English proficiency, offering innovative approaches to education that prioritize equity and empowerment.

This panel examines INPS as a model of sanctuary schools that move beyond protection to empower immigrant students and educators. The first panelist, a professor of education, will provide historical context and ethnographic research on the network's origins and innovations. The second panelist, the network's director, will share insights from a study on leadership development within the network, focusing on strategies that strengthen teacher and administrator capacity. The third panelist will highlight the HELLO principles— Heterogeneity and Collaboration, Experiential and Project Learning, Language and Content Integration, Localized Autonomy and Responsibility, and One Learning Model for All—developed by practitioners in INPS. Drawing on global experience as a coach and consultant, this panelist will share actionable leadership strategies for applying these principles in diverse contexts to foster collaboration, celebrate multilingualism, and create student-centered learning environments.

The session will conclude with an interactive discussion on how the Internationals model can inspire schools worldwide to create dynamic, empowering spaces for im/migrant youth, offering adaptable strategies for international contexts.

16:25-17:40 | Room 106 (1F)
Wednesday Onsite Parallel Session 4
Politics Through Media and Literature
Session Chair: Marjan Mohammadi

16:25-16:50
93130 | *Asexual Nationalism and Indian Cinema: Vernacular Archiving of Nationalistic Narrations*
Malavika Menon, Indian Institute of Technology Tirupati, India
Bibhuti Mary Kachhap, Indian Institute of Technology Tirupati, India

Asexuality, often marginalized, disrupts dominant narratives of 'compulsory sexuality' and heteronormativity. This paper explores Indian cinema as a performative site where asexuality intersects with nationalistic narratives. Within Indian sociocultural frameworks that prioritize sexual normativity, asexuality is often invisible, framed as deviation, deficiency, or absence of sexual attraction, desire, or libido (Cerankowski & Milks, 2014). By positioning asexuality within non-Western paradigms, this study argues that it transcends rigid categories of sexual identity, emerging through cultural constructs such as celibacy, disability, abstinence, and archetypes like spinsterhood, bachelorhood, motherhood, and widowhood (Banerjee, 2005). Employing queer and asexual reading strategies (Przybylo & Cooper, 2014), this research traces asexual resonances and contributes to the vernacular asexual archive, a repository capturing cultural artifacts, personal narratives, and cinematic representations, broadening understandings of asexuality. Through textual analysis of Hey Ram (2000) and Chak De! India (2007), the study examines how cinematic elements construct the tropes of 'ideal asexual leader' and 'celibate Gandhian' within Hindutva's hyper-nationalist imagery. These figures are positioned against hypersexualized, hypermasculine Muslim characters, reinforcing asexuality as a disciplinary nationalist ideal (Bacchetta, 1999; Anand, 2011). By integrating queer, feminist, and postcolonial frameworks, this research underscores asexuality as a strategic political construct that regulates gender and sexuality within Hindutva nationalism. This study challenges Western-centric definitions of asexuality, expanding its boundaries to highlight its political and performative dimensions in Indian cinema. It advocates for a decolonial perspective, examining asexuality's role in both reinforcing and subverting compulsory sexuality, religious nationalism, and gendered control in cinematic narratives.

16:50-17:15
94610 | *Circulation of Magical Realism in the Literary World System: Agency, Environment, and Re-Enchantment in the Work of Ben Okri*
Marjan Mohammadi, Bilkent University, Turkey

Compared to the works of Milan Kundra and Gabriel Garcia Marquez, Ben Okri's magical realist novels have won the Nigerian writer wide acclaim. However, the resistance of his work to colonial and national frames has not received the systematic analysis it deserves in Anglophone literary studies. This paper takes its incentive from the material turn in postcolonial studies to redirect the field in exploring the relationship of European colonial modernity and the anxieties of Anthropocene. First, it examines the interrelation of value systems (market and global capital) with semiotics (politico-cultural regimes of meaning making) that have given rise to circulation of magical realism as a world literary form. It shows how this procedure is the effect of a nesting of media, i.e., embeddedness of magical realism as a literary medium within economic, political, cultural media conditioned by coloniality. Second, it shows how the struggle of human over nonhuman is inscribed in the unresolvable heterogeneity of magical realism as a literary genre. While the hybrid trait of Okri's work challenges a uniform view of the oppressed caught in the hegemony of colonial discourse, the flare of magic works to "re-enchant" a world whose singular particularity is levelled by the calculable profitability of the capital. Ultimately, the paper claims that the juxtaposition of natural and supernatural in a state of flux creates points of contact with the discourse of eco-criticism to attribute agency and voice to a derided nature and reverse the conquest of animate by inanimate.

17:15-17:40
94778 | *Imam Ali's Strategic Leadership: Navigating Conflict with Justice and Integrity*
Disha Rajendra Mishra, Jamia Millia Islamia, India

Imam Ali ibn Abi Talib's leadership during the political upheavals of 7th century CE, particularly during the Battle of Siffin (657 CE) in present-day Iraq and his confrontation with the Kharijites (658 CE), provides valuable insights into crisis management, ethical decision-making, and governance. This study examines Imam Ali's principles of justice, unity, and moral integrity, with a focus on his ability to navigate political and social divisions, even at personal sacrifice. Through qualitative analysis of primary sources such as Nahjul Balagha and secondary scholarly works, the research explores thematic patterns in his leadership decisions, including his emphasis on consultation, fairness, and resilience. The study applies these principles to contemporary political contexts, with specific references to regions like Israel-Palestine, India, and Iran, where political polarization, social unrest, and opposition to theocratic rule demand ethical leadership. Imam Ali's leadership aligns with six key principles emphasized by the United Nations: 1) Consultation between ruler and ruled, 2) Speaking out against corruption, 3) Ensuring justice for all, 4) Achieving domestic development, 5) Focusing on the welfare of the masses, and 6) Upholding ethical governance. This research highlights how Imam Ali's leadership offers a framework for contemporary leaders facing global challenges. His example of moral integrity, justice, and unity provides crucial lessons for navigating political crises and promoting ethical governance in today's divided world, with applications in regions experiencing intense political and social tensions.

16:25-17:40 | Room 107 (1F)
Wednesday Onsite Parallel Session 4
Comparative Concepts of Future and Time
Session Chair: Chak-kwan Ng

16:25-16:50
92804 | *Mental Imagery and Mental Time Travel in Education Science: Systematic Bibliometric Review*
Krisztina Túri, Bonyhádi Petőfi Lutheran Grammar School, Hungary
Tunde Szirtes-Tanko, University of Pécs, Hungary

One of education's core roles is to equip learners with transversal skills, which can bolster their resilience to unforeseen shocks and changes. Communication, teamwork, organizational skills, and problem-solving, indicated by the OECD Skills Outlook 2021, are among those key competences for adapting to an ever-changing world. They empower learners to develop flexible, 21st-century skills, which are based on two human cognitive constructs. One is mental imagery, that is the mind's ability to generate simulations of future events based on mental representations. Second is mental time travel, which is the mind's capacity of recalling past events, experiencing present episodes, and also of predicting imagined future scenarios. Thus, these two cognitive constructs hold significant implications for everyday pedagogical practices. Our analysis explores how these cognitive constructs are represented within international educational science research. Using a systematically selected dataset of 422 records from the Web of Science database, we conducted a bibliometric analysis with VOSviewer software. Our investigation identified the most frequently employed terms and keywords, delineated eight thematic clusters and traced their temporal evolution. The findings reveal two overarching research dimensions. First, disciplinary differentiation distinguishes between language-textual studies and mathematical-natural sciences with enhancement of professional skills and problem-solving capabilities. Second, differentiation by target populations highlights specific focuses on university students and individuals with impairments. Within these thematic domains, we identified emerging subfields and nascent research directions, therefore providing a robust foundation for researchers, offering insights into current trends and future opportunities to integrate mental imagery and mental time travel within educational science.

16:50-17:15
92864 | *Speed, Humanity, and the Machine: Futurist Art's Technological Utopia and Its Modern Reflections*
Ruolan Wang, China Academy of Art, China

Futurist art, centered on "speed," embodies a dual celebration and critique of technological utopia. While Filippo Tommaso Marinetti's Futurist Manifesto (1909) glorified speed and machinery, works like Umberto Boccioni's Unique Forms of Continuity in Space (1913) and Giacomo Balla's Abstract Speed + Sound (1913-14) reveal an implicit tension: they exalt technological dynamism yet abstract the human form, hinting at dehumanization. In Boccioni's sculpture, the distortion of the human figure into fluid, almost mechanical shapes signals the paradox of embracing technological progress while sacrificing individual humanity. Similarly, Balla's use of dynamic abstraction in his painting evokes the force of speed, yet the fragmented, disjointed forms imply an unsettling departure from organic life, reflecting anxieties about the mechanization of human existence. This study employs visual analysis and historical contextualization to uncover these latent anxieties, examining how form, composition, and thematic content reflect the duality of technological optimism and critique. By bridging historical artistic movements and modern technological debates, this research highlights the need to balance innovation with human values for sustainable progress, offering a critical lens for understanding contemporary ethical dilemmas posed by AI and automation.

17:15-17:40
92846 | *Diane Ackerman's Cosmopoetics of Consilience in 'The Planets: A Cosmic Pastoral'*
Chak-kwan Ng, Hong Kong Metropolitan University, Hong Kong

The use of scientific language and imagery in poetry was once in vogue among the metaphysical poets during the Renaissance, an era in which the mechanical universe of classical physics was emerging. With the development of new scientific insights and changing paradigms, modern poetry experiments with new ways of engaging with science. In Science in Modern Poetry, John Holmes observes an artistic and intellectual movement of the conscious convergence of literature and science since the twentieth century, but the area of modern poetry has received relatively less critical attention. As a naturalist and poet, Diane Ackerman is known for the graceful integration of scientific knowledge and lyrical language in her writings, making her poetic works worthy for an ecocritical analysis to investigate how science lends an exploratory language to poetry, while the poeticising of science enriches imaginations of nature. Ackerman's first poetry collection, The Planets: a Cosmic Pastoral, is an ambitious project that embraces consilience in its portrayal of the solar system, intertwining the chemical, topographical, and geological aspects of celestial bodies with mythological and cultural references, revealing the poet's fascination with astronomical nonhuman agency and cosmic care. Ackerman's poetry embodies what Kenneth White terms a "cosmopoetics", which not only revives our cosmic contemplation, but also enhances our sensitivity towards the planetary environments—that of the planets and the Earth. This paper will examine how Diane Ackerman writes a poetic natural history by assimilating scientific expressions, endowing her verses with an epistemological basis without losing flare and wonder.

16:25-17:40 | Room 109 (1F)
Wednesday Onsite Parallel Session 4

Higher Education (Workshop)

Session Chair: Catherine McGregor

16:25-17:15
92764 | *Wheat or Chaff: Access and Accommodation in Canadian Post Secondary Institutions*
Catherine McGregor, University of Victoria, Canada
Allyson Fleming, Vancouver Island University, Canada

Formal education is vital to contemporary society; for those with access, higher education is valued as a ticket to personal, social, and economic success.

While universal beliefs in post-secondary institutions as bastions of academic excellence, merit, and rigor remain, considerations of access to and accessibility within higher education have grown. Once considered a valid social tool to sift the worthy from the unworthy – the wheat from the chaff, higher education has been challenged to increase access to higher learning for everyone.

The National Educational Association of Disabled Students (NEADS) reports higher education as a vital "social determinant of health – a means to employment, economic stability, and overall health and longevity" (NEADS, 2018). In 2022/2023, Ontario universities reported 13% of students were enrolled in centres for disabled students (Case, Farrell, Packer & Preston, 2024). In the US, 61% of college students enrolled with disabilities requested accommodations in 2021-2022 (National Center for Educational Statistics, 2022).

So while more equity deserving students are gaining access to higher education, how do institutions maintain hallmarks of excellence, merit and rigor when everything is accommodated?

In this workshop we share lived experience narratives and invite participants into conversations about accommodation in post-secondary. We will explore legal frameworks, policies and trends in the accommodation of students with an increasing diversity of disabilities. Finally, we use philosophical metaphors of "hospicing" (Andreotti, 2021) to explore the complexity, interconnections, and conflicting beliefs that govern approaches to accommodation and access, with the goal of developing a more humane response.

Wednesday Onsite Parallel Session 4

Teaching Experiences, Pedagogy, Practice & Praxis (Workshop)

Session Chair: Luan Au

16:25-16:50
90170 | *Interest Divergence: The Root of Losing a Passion for Teaching and Learning*

Luan Au, University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam
Thi Ngoc My Do, University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam
Dang Phuoc Hien Nguyen, University of Medicine and Pharmacy at Ho Chi Minh City, Vietnam

Background:
Generally, a person chooses a teaching career if he is passionate about sharing knowledge, and a person decides to register for professional training if he has a personal achievement goal. Over time, this teacher slowly lost his passion for teaching, and this trainee gradually lost his love for learning. Every one of us experiences this psychological paradox.

This workshop aims to:
1. Analyse the root and the vicious circle of losing a passion for teaching and learning
2. Create appropriate strategies for preventing losing a passion for teaching and learning
3. Create remedial measures against losing a passion for teaching and learning

Description:
The workshop consists of two parts:
Starting the workshop, the presenter introduces basic psychological concepts and provides preliminary ideas.
Discussion follows the first part, in which the presenter collects the audience's opinions through MS Form and then uses them to feed the talk.

There are three discussion themes:
Firstly, participants should elucidate what interest divergence means, how social factors make it happen, how it negatively impacts the teaching-learning process and trainer-trainee relationships, and how it directs the passion for teaching and learning toward a degradation.
Next, participants should create appropriate prevention strategies for losing a passion for teaching and learning. It includes at which level should target prevention measures and which are reasonable interventions.
Finally, participants should propose feasible remedial measures for resolving established loss of passion for teaching and learning. It includes how to heal it and which approaches are suitable, e.g. holistic or analytic.

16:25-17:40 | Room 116 (1F)
Wednesday Onsite Parallel Session 4
Approaches to Critical Thinking and Cognitive Development
Session Chair: Mei-Ying Liao

16:25-16:50
89100 | *Education & Evolution: Facts, Concepts, Perspectives, & Speculations*
H. James Birx, ECPD University for Peace, Serbia
Branko Milicevic, ECPD University for Peace, Serbia

The factual perspective of planetary evolution is an essential framework for modern education, involving new conceptions of time, space, change, matter, and energy. Nevertheless, interpretations of evolution range from materialism to spiritualism, resulting in diverse consequences for understanding and appreciating our own species within this dynamic world. Charles Darwin's scientific theory of organic evolution is grounded in a pervasive naturalism and his explanatory mechanism of natural selection. However, both Friedrich Nietzsche and Henri Bergson argued for a vitalistic viewpoint that emphasized the ongoing creativity throughout biological time due to a life force; Nietzsche's metaphysical stance stressed the eternal recurrence of this same universe, while Bergson's philosophical worldview focussed on organic divergence. However, Pierre Teilhard de Chardin, SJ offered a synthesis that sees human beings as representing the ongoing direction of a spiritual evolution, on this earth within a quintessential mysticism, moving toward a divine Omega Point. Or, in the future, our distant cosmic descendants may become extinct. For an educator, discussing these four different interpretations of evolution with students will help them to develop their critical thinking skills in the special sciences, as well as to acquire an open mind for process philosophy and enlightened theology.

16:50-17:15
93065 | *Bridging Music and Speech: A Novel Approach to Acoustic Sensitivity Development*
Siu Hang Kong, The Education University of Hong Kong, Hong Kong

Music and speech share common acoustic and functional characteristics. However, recent research has called into question the belief that music training inherently enhances musical abilities, particularly regarding acoustic sensitivity. Studies indicate that musical ability is a more significant predictor of linguistic skills than the training itself. These insights suggest that it is essential to carefully evaluate the types of music training and the underlying mechanisms that facilitate skill transfer from music to language. This paper introduces the Music-Speech Integration Pedagogy, a music-pedagogical methodology analogous to language learning, aiming to enhance acoustic sensitivity and absolute pitch ability. To test its effectiveness, a quasi-experimental design is utilized. Forty children aged four to five are divided into an intervention group (n = 20) and a control group (n = 20). The musical aptitude of the participants is evaluated using the Primary Measures of Music Audiation and the Absolute Pitch Test. Results indicate that children in the experimental group demonstrated significant improvements in rhythmic sensitivity and the possession of absolute pitch. This research aims to underscore the potential of music training that is analogous to language learning to effectively enhance tonal and rhythmic sensitivity.
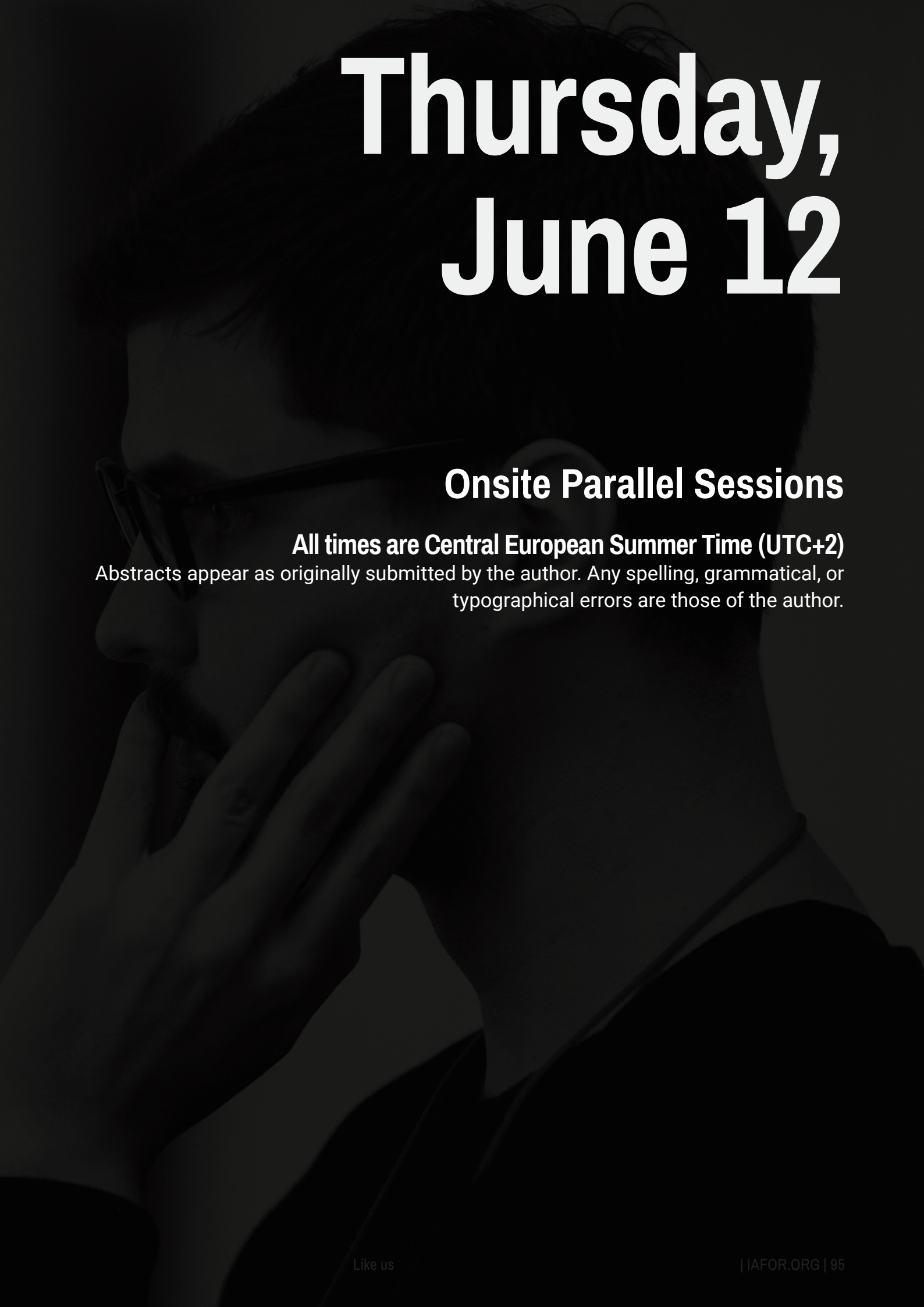
17:15-17:40
94895 | *Exploring the Value of Music Learning Center in Preschool: Developing Critical Thinking, Creativity, Communication, and Collaboration*
Mei-Ying Liao, Chaoyang University of Technology, Taiwan

This study explores peer interactions in the teaching process of the music learning center in preschool through a case study approach. The curriculum was designed and implemented by a music education expert, a counselor, a principal, and a classroom teacher, guiding 15 preschool children in a senior class. Centered around the theme of "birds," the study involved three months of teaching activities across four different musical environment settings. The music learning center provided a variety of musical instruments, materials, and teaching aids, encouraging children to engage in diverse musical expressions with peers. Data collection included anecdotal records, interviews, seminars, observations, reflective journals, and learning assessments, with triangulation ensuring validity and reliability. Findings indicated that a well-planned and structured music learning center fosters critical thinking by encouraging children to analyze musical patterns, solve problems collaboratively, and make creative choices in music-making. Peer interactions significantly enhanced ensemble skills, problem-solving abilities, and verbal and non-verbal communication. Moreover, collaborative musical experiences stimulated higher-order thinking and creativity, allowing children to explore new ideas and express themselves innovatively. This study highlights the essential role of music learning centers in fostering key developmental skills, demonstrating that an open and well-prepared musical environment can effectively nurture children's cognitive, creative, and social competencies.

Notes

Thursday, June 12

Onsite Parallel Sessions

All times are Central European Summer Time (UTC+2)

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

11:00-12:40 | Room 105 (1F)
Thursday Onsite Parallel Session 1
Counselling, Guidance and Adjustment in Education (Workshops)
Session Chair: Cecilia Burtica

11:00-11:50
89577 | *Applying Funds of Knowledge, Community Cultural Wealth, and Asset Mapping to Build Hope and Belonging for Students in School Settings*

Brett Zyromski, The Ohio State University, United States
Stephanie Roberts, Mount Diablo Unified School District, United States
Ebony Payno, Hatching Results, United States
Ian Martin, University of San Diego, United States
Tanya Middleton, The Ohio State University, United States
Demetrius Cofield, The Ohio State University, United States

The mental health of students in the United States worsened significantly between 2013 and 2023 (CDC, 2024). For example, there was a 33% increase in the percentage of students that expressed feeling persistent feelings of sadness or hopelessness, with 2 of every 5 students in the United State expressing these feelings. Overall, approximately 3 of every 10 students expressed experiencing poor mental health. Similar mental health issues are being expressed by people around the world, with participants in one study (n=around 80,000 participants) sharing that their feelings of anxiety and depression doubled as a result of the pandemic (Racine et al., 2020), resulting in about 1 in 5 experiencing anxiety and 1 in 3 experiencing depression. Fortunately, counselors in schools can help address mental health issues through a variety of systemic and student-centered approach. Workshop participants will learn how to intentionally center the diverse cultural, familial, and personal strengths of their students through (a) Funds of Knowledge (González et al., 2011) approaches that center community and family cultural wealth (Yosso, 2005) and (b) Community Asset Mapping (Griffin & Farris, 2010), resulting in increases of protective factors that increase feelings of belonging in school settings (Marques, 2016; Steiner et al., 2019). Participatns will learn how to layer those approaches with student-centered interventions that increase feeling of Hope (Snyder, 1989), resulting in multi-layered systemic and student-centered interventions that change school culture, increase feelings of belonging, and increase Hope in students – resulting in positive holistic, academic, and mental health outcomes for students.

11:50-12:40
90649 | *Balanced Mind, Balanced Teacher, Perfect Teacher*
Cecilia Burtica, Mind Connection Hub, France

This workshop focuses on and adapts concepts from yoga psychology (Patanjali), to understand and improve teacher's state of mind. Two concepts will be explored: 1. five types of mindsets (ascending from the ordinary, completely distracted; then dull, lethargic followed by not fully concentrated, distracted mind; then the concentrated, one-pointed mind to the mind which is mastered, free from any agitation); 2. Trigunas (tendencies). During 50 minutes of workshop, I will present these new concepts, hold one group activity (case studies, teachers will analyse their experience by reflecting, evaluating, and reconstructing to draw meaning), and create personalized strategies for a balanced mind. Teachers will identify and analyse the factors that are influencing the current and potential future patterns of thinking, emotion, or behaviour, which are affecting their energy, humour, motivation, and productivity and observe how these are interconnected. The workshop will clarify the understanding of the roots factors that affect teacher's daily mind. The workshop gives the tools to teachers to learn how and what to choose for a better result for themselves and how to respond and not to react which is a major key for a balanced state of mind. A balanced teacher is the perfect teacher, and he will have a positive impact on his environment. This workshop is unique, being a fragment of a larger training program created by a teacher for teachers, based on yoga psychology and philosophy, an innovation that contrasts with other teacher well-being programs.

11:00-12:40 | Room 106 (1F)
Thursday Onsite Parallel Session 1
Education and Difference: Learning Difficulties and Disability
Session Chair: Chanida Mitranun

11:00-11:25
93034 | *Music: A Communicative Bridge Between Deaf and Hearing Students – the Experience of María Nuria de Sacasas School*
Aurora Zafra, Departmental Institute of Fine Arts, Colombia

The present research presents the results of a three-year process carried out at the María Nuria de Sacasas School of the Association of the Deaf in the Valle region, located in Cali, Colombia. Through the analysis of the constitutive elements of musical discourse, as well as the gestural communicative domain inherent in musical interpretation and conducting, influenced by the tradition of European symphonic music, it has been possible to create a democratic artistic space aimed at enhancing communication processes among children and adolescents with disabilities. This initiative emphasizes the possibilities of fostering communication between deaf and hearing students who coexist daily in the school environment and who largely depend on teachers or interpreters for interaction. The study concludes that with a selection and presentation of musical information that considers the possibilities of transmission and apprehension from non-auditory perspectives, it is possible for deaf students to acquire this information at an optimal level of mastery. This enables them to communicate with their hearing peers through the same medium, using the acquired musical vocabulary and integrating it with intentional gestural and bodily expression, achieving neutral communication states without relying on interpreters.

11:25-11:50
94966 | *Barriers and Enablers of Inclusive Education in the Kurdistan Region of Iraq: Teachers' Experiences Supporting Students with Disabilities in Primary Schools*
Halmat Darwsh Mahmood, Nazarbayev University, Kazakhstan

This qualitative phenomenological study explored the barriers and enablers of inclusive education in primary schools in the Kurdistan Region of Iraq (KRI), focusing on teachers' lived experiences. Inclusive education, which supports the equitable participation of all students, is a fundamental principle for fostering societal inclusion and equal opportunities. Despite the incorporation of inclusive education policies in KRI's educational laws of 2009 and 2022, there remains a significant gap in the literature regarding their practical application in primary schools, particularly from the teachers' perspective. To examine the complex dynamics shaping teachers' experiences, the study employed Bronfenbrenner's Ecological Systems Theory (1979), offering a multi-layered, context-sensitive analysis of the educational ecosystem. The findings highlighted several enablers, including legislative and international commitments to inclusion, supportive school leadership, and positive teacher perceptions and collaboration. However, persistent barriers include the absence of clear policy guidelines, inadequate teacher training, insufficient resources for students with special educational needs, unsupportive infrastructure, weak school-community collaboration, and negative societal attitudes toward disability. This study contributes to the academic discourse by shedding light on the complex dynamics affecting the implementation of inclusive education in the post-conflict context of KRI. It underscores the need for systemic reforms in teacher preparation, resource allocation, and policy implementation. Additionally, it emphasizes the critical role of community engagement and cross-sector collaboration in fostering inclusive educational environments, with significant implications for long-term societal inclusion and equal opportunities for all students.

11:50-12:15
93032 | *Verbal Encouragement During Strength and Endurance Assessments: The Gender of the Encourager Can Matter*
Amir Romdhani, University of Jendouba, Tunisia

Research supports the use of verbal encouragement (VE) to improve performance in strength and endurance exercises. However, there is a notable gap in understanding how the gender of the coach or teacher affects the efficacy of VE. This study examines whether the teacher's gender influences performance in strength and endurance assessments among male and female student-athletes. In a crossover randomized controlled design, 16 male and 16 female student-athletes (mean age 20.9 ± 0.9 years) completed one-repetition maximum (1RM) tests in squat, deadlift, and bench press, as well as 8-minute time trials (8MTT), under normal conditions and with VE—first from a male teacher and then from a female teacher. A counterbalancing procedure over eight weeks controlled for confounding factors related to exposure order (without and with VE), test order (1RM and 8MTT), and time of day (morning and afternoon). Male student-athletes showed significant improvements nearly across all tests ($p < 0.01$ to p 0.05). Female student-athletes also demonstrated significant improvements ($p < 0.05$ to $p < 0.001$), with an interaction effect favoring VE from the female teacher ($p < 0.05$ to $p < 0.01$) in all tests except the squat. In conclusion, while male student-athletes perform better in strength and endurance assessments with VE regardless of teacher gender, female student-athletes benefit more from VE when provided by a same-gender teacher. Practical recommendations and limitations are discussed.

12:15-12:40
90814 | *A Study of Problems, Needs and Guidelines for Helping Children with Cochlear Implantation in Inclusive Schools*
Chanida Mitranun, Srinakharinwirot University, Thailand
Maliwan Tammasaeng, Suan Dusit University, Thailand
Pradabsri Pintuto, Nakhon Ratchasima Rajabhat University, Thailand

This research aimed to study the problems, needs, and guidelines for helping children with cochlear implantation (CI) in inclusive schools. The participants were divided into two phases. Phase 1, the study of problems and needs of children with CI, included school directors, teachers, parents, and students with CI, totaling 25 people. Phase 2, the study of guidelines for helping children with CI, included 12 specialists with knowledge and/or experience related to children with CI. The data were collected through documents, observation, and focus group, and data analysis using content analysis. The research findings were as follows: 1. The problems: a lack of specialized personnel for speech training, a limited number of schools accepting children with CI, teachers lacking knowledge and understanding of how to assist children with CI, parents and teachers lacking knowledge about the rights, welfare, and sources of assistance for children with CI. Parents were also concerned about the speech training cost and the educational future of their children with CI. 2. The needs of children with CI: the needs for teachers who could provide speech training, the promotion of teachers' knowledge about CI, a support system for children with CI, and increased publicity about the rights and welfare of children with CI. 3. The guidelines for helping children with CI: establishing an effective transition system, formulating robust policies and laws related to special education, developing communication skills for children with CI, organizing programmes to enhance teachers' understanding, and creating a public relations system about information on CI.

11:00-12:40 | Room 107 (1F)
Thursday Onsite Parallel Session 1
Societal Issues and Their Impact on Academic Achievement
Session Chair: Margarita Alcaide Risoto

11:00-11:25
93035 | *Structural Mechanisms of Educational Aspirations: A Mediation Model of Cultural Capital Effects on Educational Aspirations*
Qi An, The University of Hong Kong, Hong Kong

This study draws upon Bourdieu's cultural capital theory and takes up ongoing discussions on the inequality of educational opportunities to test a conceptual framework for understanding the relationship between cultural capital, college adjustment, academic self-concept, and educational aspirations of working-class students in elite universities in China. Structural equation modeling was used to analyze quantitative survey data of 558 elite university students in China. Confirmatory factor analysis (CFA) test results showed that each latent construct obtained the adequate reliability and validity. Results suggest that cultural capital, college adjustment, academic self-concept significantly and positively predicted working-class students' educational aspirations. Moreover, based on Bourdieu's three forms of cultural capital, it is found that institutionalized cultural capital has the most explanatory power to working-class students' educational aspirations (β=.23, 95%CI [.15, .30]), compared with embodied (β=-.02) and objectified cultural capital (β=.06). The structural models achieved an acceptable model fit. Results for structural models demonstrated significant mediation effects of college adjustment (β=-.23, 95%CI [-.54, -.03]) and academic self-concept (β =.11, 95%CI [.03, .17]) on the effects of cultural capital to students' educational aspirations respectively. The negative indirect effects of college adjustment revealed that, for working-class students, better college adjustment decrease the effects of their perceived family cultural capital, while the positive indirect effect of academic self-concept indicated that students with stronger academic self-concept increase strength of cultural capital effects on their educational aspirations. Theoretical contributions and practical implications were discussed.

11:25-11:50
93000 | *Recognising Learner Diversity in Post-16 Education: Learner Experiences of Choosing Between Academic and Vocational Qualifications*
Elizabeth Gregory, University of Manchester, United Kingdom

This presentation considers the implications of the "academic/vocational divide that configures one of the most persistent divisions in the history of education systems" (Tarabini et al., 2022). Whilst the specific focus here is on post-16 education in England, tackling inequalities across all stages of education is necessary to address deeply embedded social justice issues. In England, A-levels are presented as the gold standard (Snapper, 2007) amongst level three qualifications, and "theoretical and practical abilities do not have the same recognition or the same prestige" (Tarabini et al., 2022). Such attitudes fail to recognise diversity among learners with differing skills, interests and goals, and can impact negatively on learner experiences. The presentation reports on research conducted in a further education college, examining how perceptions of academic and vocational qualifications can affect the way learners aged 16-19 narrate their experiences of transitioning to level three study. 24 learners on A-level or BTEC pathways were interviewed about their motivations for choosing their pathway and their expectations of their chosen course. The data were analysed thematically using an innovative conceptual framework developed during the research (Gregory, 2020). The study found that whilst participants appeared aware of perceptions of their chosen pathways, positive narratives were beginning to emerge around vocational qualifications as conferring a number of benefits and providing a valuable stepping-stone either to university or a desirable career. The study argues there is an urgent need to tackle the disparity in how such qualifications are perceived and promoted by dominant political and popular discourses.

11:50-12:15
93653 | *First-Year Undergraduate Students' Motivation To Persist After Considering Dropping Out at a South African University*
Takalani Muloiwa-Klenam, University of Johannesburg, South Africa
Denyse Webbstock, University of Johannesburg, South Africa

In South Africa, as is well known, more than 40% of first-year undergraduate students do not complete their qualifications, highlighting the need for targeted interventions. This study examines the factors that motivated students to persist despite considering dropping out during the first semester of the first year. A cross-sectional survey was conducted in 2024 with 2 945 first-time entering first-year undergraduate students at a large South African urban university. Findings reveal that 21.9% of respondents had contemplated leaving their studies during the first semester, with key reasons including an inability to cope with workload (60.3%) and personal or mental health challenges (54.2%). Thematic analysis of the open-ended responses identified critical factors that encouraged their persistence, such as family support and expectations, personal determination, career aspirations, peer and mentor support, university assistance programs, and the desire to improve their socio-economic background. Understanding these motivations is essential for informing targeted retention strategies, strengthening student support services, and fostering an environment that enhances first-year student success. The findings offer insights for policymakers and higher education institutions to design interventions that address at-risk students' challenges and improve overall retention rates. The research contributes to the growing literature on early departure intentions and fills the gap by looking at persistence after considering dropping out.

12:15-12:40
93044 | *The Influence of Self-concept and Academic Performance According to the Previous Grade*
Margarita Alcaide Risoto, Camilo José Cela University, Spain
María Jesús Perea Villena, Camilo José Cela University, Spain

The aim of this study is to analyze whether the different dimensions of self-concept (physical, social, family, intellectual, personal, and sense of control) and academic performance vary according to the previous grade with which students access to university. Four hundred and ten students from various degrees participated in the research: English Philology, Tourism, Nursing, Biology, Business, Technical Engineering in Electricity, History of Art, Psychology, Chemistry, Law, Teaching in Physical Education, Topography and Statistics. The instrument used was the Self-Concept Questionnaire (CAG), developed by García Torres (2001), designed to evaluate the different dimensions of self-concept. The results indicate that there is a significant relationship between students' previous grade and the main dimensions of self-concept (physical, social, family, intellectual, personal self-evaluation and sense of control), as well as with academic performance. In particular, a significant and positive correlation was observed between intellectual self-concept and academic performance in students with a previous passing grade. On the contrary, a negative correlation was detected between social self-concept and academic performance in those whose previous grade was good. Likewise, we would also like to reflect on the role of general competences as stated by the Council of Europe in the Common European framework of reference for languages (2001), and how to consider and improve our students' self-concept by the new dimension inaugurated by the existential competence, so relevant and necessary to develop in our university students notions such as the existence of selfhood factors connected with their individual personalities, characterized by the attitudes, values and beliefs.

11:00-12:40 | Room 109 (1F)
Thursday Onsite Parallel Session 1
AI for Institutional Development
Session Chair: Kevin Yung

11:00-11:25
92453 | *Empowering Educators with AI-Generated Feedback: Transforming Student Surveys into Actionable Insights*
Cecilia Primogerio, Universidad Austral, Argentina
Lucas Petralli, Universidad Austral, Argentina
Camila del Carril, Universidad Austral, Argentina

Since 2022, generative artificial intelligence (AI) has demonstrated its potential to enhance educational processes. At the Undergraduate Business School of Austral University, we developed an innovative system that leverages AI to transform end-of-term student surveys into personalized feedback for professors, showcasing how AI can augment rather than replace human expertise in education. Student surveys, while valuable, present significant processing challenges. With each professor receiving multiple quantitative ratings and qualitative comments across different dimensions of teaching and course content, providing comprehensive feedback manually becomes unfeasible at scale. This often results in valuable student insights remaining underutilized or reaching professors too late to impact their teaching practices. Our approach demonstrates how AI can eliminate administrative barriers while preserving the crucial human element in educational feedback. The system processes thousands of student responses to generate detailed, personalized reports highlighting each professor's strengths and areas for improvement. Critically, each report undergoes review by educational experts who contextualize and enhance the AI-generated insights, ensuring the feedback is not only data-driven but also pedagogically sound. During 2024, we successfully delivered personalized feedback to over 150 professors, analyzing thousands of student responses across multiple courses - previously unattainable through manual processing. The system reduced analysis time from weeks to days while maintaining high-quality, personalized insights. By presenting the feedback in an accessible and constructive format, we achieved high engagement even among professors less familiar with technology. This paper presents our methodology, implementation challenges, and lessons learned about effectively combining AI automation with human expertise in educational feedback.

11:25-11:50
93472 | *Predictors of Student Satisfaction and Word of Mouth in Private Liberal Arts Universities Using Machine Learning Models*
Danny Navarrete, University of South Alabama, United States

Private liberal arts colleges are facing external threats that are endangering their future existence. Word of mouth (WOM) and student satisfaction are well-known latent constructs that have a direct impact in loyalty, brand reputation and could have a positive effect on student enrollment. High level antecedents of these constructs such as faculty performance involvement, and appropriate facilities have been well established in the literature. However, more contextual predictors such as interactions with department heads and grade point average have been overlooked by scholars. Therefore, this study had the goal of identifying high contextual predictors of satisfaction and WOM, measured with the net promoter score, in a Latin American private liberal arts college. Multiple linear regression, random forests and gradient boosts were the selected algorithms to determine the prediction power and the importance of each independent variable. Results indicate that grade point average, proficiency of English a second language perception, and opportunities of improvement do not contribute to student satisfaction. Conversely, program expectations (47.3%), faculty performance (26.8%), department head's support (11%), and quality infrastructure (9%) are respectively the main predictors of satisfaction accounting for approximately 51% of the variability. Also, the predictive power of the optimal model (gradient boosting) had a MSE of 0.79 and a MAE of 0.64. Considering it as a classification problem, F-1 score is approximately 55%. Also, the mediating relationship between satisfaction, WOM and the predictors was confirmed. Satisfaction explains approximately 41% of the variability of the net promoter score. MSE and MAE were 0.56 and 0.51.

11:50-12:15
94181 | *Strategies and Outcomes of AI Adoption of Health Record Management Systems in Teaching Hospitals in Nigeria*
Richard Olalekan Arogunjo, Lagos State University College of Medicine, Nigeria
Adeoye Augustine Bamgbose, Lagos State University College of Medicine, Nigeria

Advancements in digital technology have transformed higher education and healthcare globally. Artificial intelligence (AI), encompassing robotics, chatbots, and data analytics, is increasingly integrated into health services within academic institutions. However, AI adoption in Nigerian teaching hospitals remains in its early stages compared to developed countries. This study explores AI adoption strategies in Nigerian teaching hospitals, its impact on service delivery, and challenges encountered. Employing a descriptive survey design with a qualitative approach, the research utilizes asynchronous structured interviews and direct calls with hospital managers. Their experiences were thematically analyzed to identify key insights on AI integration. Preliminary findings suggest AI enhances patient data accessibility, improves service efficiency, and streamlines administrative processes. The study examines how automation and data analytics contribute to record management and overall hospital efficiency, linking AI adoption to improved healthcare delivery. By analyzing hospital managers' experiences, this research provides insights into the opportunities and barriers to AI adoption in Nigerian teaching hospitals. The findings contribute to discussions on digital transformation in African healthcare and offer practical recommendations for hospital administrators and policymakers to optimize AI for improved service efficiency.

12:15-12:40
92945 | *Enhancing Academic Literacy Through Generative AI in Higher Education: an Evidence-Based Pedagogical Framework*
Kevin Yung, The Education University of Hong Kong, Hong Kong

This study investigates the integration of Generative Artificial Intelligence (GenAI) tools in academic literacy development among university students, focusing on source-based academic writing. Through a mixed-methods approach, we surveyed 329 students from seven universities across Hong Kong and Mainland China to understand their GenAI usage patterns, tool preferences, and awareness of limitations. The survey was complemented by focus group interviews with 50 participants and individual interviews with nine students. Findings reveal that students primarily use GenAI tools for brainstorming, generating outlines, and grammar checking in academic reading and writing. While students demonstrate awareness of GenAI limitations, particularly regarding factual accuracy and handling complex tasks, their understanding of GenAI bias is comparatively lower. Based on these findings, a pedagogical framework was proposed to enhance students' critical and ethical use of GenAI in academic reading and writing. This framework can provide practical guidelines for university educators to effectively integrate GenAI tools into their teaching practices while addressing potential limitations and ethical concerns. The study contributes to the growing discourse on GenAI in education and offers concrete strategies for improving academic literacy in the digital age.

11:00-12:40 | Room 112 (1F)
Thursday Onsite Parallel Session 1
Indigenous and Intercultural Education
Session Chair: Esther Bahat

11:00-11:25
94788 | *An Educational Ethnographic Study of Recognitional Struggles in an Indigenous Key Elementary School in Taiwan*
Yi Yin Chen, Chungnam National University, South Korea
Changsoo Hur, Chungnam National University, South Korea

This study employs Axel Honneth's recognition theory as an analytical framework to examine the cultural recognition struggles of Bunun students within Taiwan's educational system. Focusing on three dimensions of recognition, emotional support (love), cognitive respect (rights), and social esteem (solidarity). This research conducts an ethnographic approach, utilizing fieldwork, interviews, and participant observation to investigate how Bunun culture is recognized or marginalized in school, family, and societal contexts. The findings indicate that while Taiwan's government has implemented policies such as the Indigenous Education Act to support Indigenous cultural preservation, Bunun culture remains at risk of marginalization and instrumentalization in curriculum design, language education, and social valuation. This study further proposes the concept of "cultural choice rights," emphasizing that students should have the freedom, institutional protection, and societal acceptance to choose their cultural learning and way of life. By addressing the limitations of a dominant cultural paradigm, this study contributes to a deeper understanding of Indigenous educational challenges and provides theoretical insights and policy recommendations for advancing genuine cultural recognition and equality.

11:25-11:50
92782 | *Teachers' Attitudes and Practices Concerning the Development of Students' Cultural Diversity Awareness and Critical Intercultural Communicative Competence*
Songul Dogan Ger, Eötvös Loránd University and Budapest University of Technology and Economics, Hungary

Over recent decades, globalization and increased mobility have led to significant interactions among diverse languages and cultures. As social and cultural contacts in intercultural contexts have accelerated, there is growing recognition of the need to integrate culture teaching and intercultural communicative competence (ICC) into foreign language education. This study, part of the author's larger-scale research, explored teachers' attitudes and practices regarding their students' cultural diversity awareness (CDA) and ICC development. In-depth interviews with fifteen English teachers at an international school in Budapest investigated their perceptions of culture, attitudes toward culture learning and teaching, and methods for fostering CDA and ICC in their classrooms. Beyond CDA and ICC, the study examined critical cultural awareness (Byram, 1997) and critical intercultural competence (Olaya & Gómez Rodríguez, 2013; Gómez Rodríguez, 2015a, 2015b). These frameworks encourage students to think critically about the perspectives, practices, and products of their own and other cultures while engaging with controversial cultural issues such as inequality, poverty, social class, and discrimination. Findings reveal that while most teachers value culture teaching and employ various methods to develop CDA and ICC, their practices often remain limited to transmitting knowledge-based information. Teachers expressed hesitancy to address deep cultural topics, particularly controversial issues, indicating a need for guidance in analytical culture teaching. This study highlights the importance of teacher training programs prioritizing ICC development. Providing strategies for addressing critical culture teaching equips pre-service teachers with the confidence and tools to navigate intercultural challenges effectively in modern classrooms.

11:50-12:15
95060 | *Language and Cultural Mediators in Northern Italy: Bridging the Gap Between Chinese Learners and Equitable Inclusive Education*
Tommaso Pellin, University of Bologna, Italy
Hilda Du Plooy, University of Verona, Italy
Sabrina Ardizzoni, University for Foreigners of Siena, Italy
Earle John Du Plooy, University of Milan, Italy

In Italy, Chinese nationals are a large and long-standing foreign group. However, many still face challenges due to limited language skills, hindering access to public services such as education. Language and Cultural Mediators (LCMs) are employed to facilitate intercultural communication between Chinese learners, families, and educators. While the value of LCMs in assisting cultural adjustment in schools is well-documented, their role in supporting Chinese learners to receive equitable and inclusive education is less explored. This study aims to address this gap by investigating current LCM practices in educational settings in the Veneto region of Italy. Specifically, the study examines the experiences of LCMs, their perceived organizational inclusion, and well-being in providing services to Chinese children and their families. Through qualitative methods, data collection consists of semi-structured interviews with Chinese nationals and Italian LCMs who speak Chinese as a foreign language. Preliminary results from our critical discourse analysis suggest that there is fragmentation, and under-utilization of LCMs, hindering equal access to and inclusive education for children and their families. A major transformation in the working environment of LCMs requires in-depth reconstruction of organizational relationships within educational settings, alongside the proper consideration of the cultural perception and value of these professionals in society. This study contributes to the application of socio-psycholinguistics and organizational frameworks for the training and support of LCMs within the broader Italian context. The value of the study is in understanding the role of LCMs in bridging the gap between public services and increasingly superdiverse societies.

12:15-12:40
91047 | *Inter-culturalism and Education: Arabs and Jews in the Israeli Education System, an Opportunity to Have a Dialogue*
Esther Bahat, University of Haifa, Israel

The complex social relationships between Jews and Arabs in Israel are characterized by conflict, stereotypes, negative emotions, and unwillingness to be in social contact. Many studies examining the Jewish-Arab conflict offer intervention programs which are carried out to improve relations between Jews and Arabs. The problem is that the Jews as the majority group are the initiators of these intervention programs, and these intervention programs are carried out with the Jewish culture. This study examined attitudes of Jewish and Arab students, who are studying in the same academic space, towards each other. Academic space is a "natural space of encounter" that provides the opportunity for encounters between people from different ethnic groups with tension among them. Three categories were examined: Stereotypes (the cognitive component); emotions (affective component); willingness to be in social contact (the behavioral component). Questionnaires were distributed to 170 nursing students - Arabs and Jews. A comparison was made between first-year students and third and fourth-year students. Results showed that third and fourth-year students revealed more positive emotions, positive stereotypes and willingness to be in social contact that first-year students. Third and fourth-year students also declared readiness to be in social contact which is not necessary for learning purposes (for example, accepting a neighbor in one's street). Based on study results, it could be concluded that studying together encourages social interactions within the two ethnic groups (Jews and Arabs), which increased positive attitudes towards each other.

Thursday Onsite Parallel Session 1
Perspectives on Social Transformation
Session Chair: Trenette Goings

11:00-11:25
92285 | *Transdisciplinary Perspectives on Arts Education, Sexuality, and Societal Normativity*
Katri Kauppala, University of Lapland, Finland

This doctoral research in the University of Lapland critically interrogates the pedagogical landscapes of sexuality and gender within arts education, examining the intricate intersections of artistic practice, embodied knowledge, and sociopolitical structures utilizing research data generated from art students in the researcher's courses. Employing a feminist methodology, the study problematizes normative educational discourses and explores the transformative potential of arts pedagogies in challenging systemic power dynamics. Through a transdisciplinary approach spanning visual, performing, and media arts, the research excavates the complex epistemological tensions surrounding gender, sexuality, and artistic expression in higher education contexts. The inquiry centers on developing ethical pedagogical methodologies that decenter hierarchical knowledge production and foreground student agency and self-determination. Emerging findings reveal the critical importance of creating epistemological spaces that enable nuanced, reflexive dialogues about embodied experiences. The study demonstrates how arts education functions as a generative site of critical reflection, challenging restrictive social inscriptions and facilitating more expansive understandings of subjectivity. Contextualizing the research within the contemporary political landscape of conservative retrenchment, the study illuminates how artistic pedagogies can resist normative narratives and create transformative educational encounters. By critically analyzing the relationships between artistic practice, pedagogical methodology, and sociopolitical structures, this research contributes to ongoing scholarly conversations about representation, embodiment, and social justice in arts education.

11:25-11:50
89118 | *Addressing End-of-Life Issues in Filipino Families: A Bioethical Analysis of Cultural and Religious Factors*
Ivan Efreaim Gozum, University of Santo Tomas, Philippines

This paper uses a bioethical lens to explore the cultural and religious factors influencing end-of-life decision-making in Filipino families. For Filipinos, family-centered values, largely influenced by indigenous beliefs and Catholicism, have a big influence on how people view death and the treatment of terminally ill patients. To successfully navigate these issues, the study highlights the necessity of an interdisciplinary approach incorporating bioethics, cultural anthropology, religious studies, and healthcare practice. Healthcare professionals play a crucial role in this, as they must understand and respect these cultural and religious factors when providing care. According to studies, family decisions regarding medical interventions, palliative care, and life-sustaining treatments are influenced by fundamental religious doctrines, such as the sanctity of life and beliefs in the afterlife. Also, cultural values such as pakikisama (social harmony) and utang na loob (debt of gratitude) present moral conundrums for families and healthcare professionals in decision-making. This research emphasizes the conflict between medical ethics, religious teachings, and cultural norms through case studies and document analysis to develop a bioethical framework in the Philippines that respects patients' diversity of religion and culture while upholding their autonomy and dignity. An interdisciplinary approach, therefore, is necessary to address end-of-life concerns in Filipino families due to the complex interactions between religious beliefs, cultural values, and bioethical principles. This approach is necessary to provide Filipino patients and their families compassionate, culturally sensitive care that respects their needs and beliefs.

11:50-12:15
94352 | *People with a Mobile Phone Camera: The Effects of Proliferation of Mobile Phones on the Visibility of Arising Humanitarian Issues*
Önder M. Özdem, Başkent University, Turkey

From 16mm analog cameras to digital 360-degree cameras, the advances in image recording technologies have provided filmmakers with more functional and economical ways. Today it can be claimed that the dreams of Dziga Vertov and André Coutant have come true. Especially with the proliferation of mobile phone cameras, not only the recording of real life has been easy even for ordinary people, but these cameras meeting professional standards are also welcomed enthusiastically by film professionals as an alternative way of making films with a relatively low budget. This study argues that when socio-political and humanitarian films are considered, mobile phone cameras have further potential effects than other digital cameras. People do not always carry a camera, but they take their mobile phones that also function as cameras. Besides their accessibility and easy use, the multifunctional character of mobile phones is effective not only in production but also in the viewing and distributing of films. This study tries to answer how effective mobile phone cameras are in making urgent social, political, and humanitarian issues visible through films by focusing on the International Mobile Film Festival, which is held with a different theme every year and competes only with films that do not exceed 1 minute on mobile phones. By analyzing the films applied to the Mobile Film Festival held with the theme of 'Women Empowerment' in 2020, it aims to find answers to how mobile phone cameras' potential can be fully utilized in making arising humanitarian problems visible.

12:15-12:40
95008 | *Age Patterns of Alcohol and Cannabis Initiation: A Comparison Between Biracial and Monoracial U.S. Adolescents*
Trenette Clark Goings, University of North Carolina at Chapel Hill, United States
Ai Bo, University of Wisconsin-Milwaukee, United States
Alejandro Martinez, University of North Carolina at Chapel Hill, United States

Introduction: Early substance use initiation is linked to higher risks of addiction and psychosocial issues in adulthood, making adolescent prevention efforts crucial. Although adolescence is a high-risk period for initiation, research shows that initiation likelihood varies by age, racial/ethnic group, and other factors. This study examined age patterns and peer influence on alcohol and cannabis initiation across eight monoracial and biracial groups while accounting for racial/ethnic and sex differences. Methods: We used an integrated data analysis (IDA) approach with two nationally representative longitudinal datasets: Add Health (n = 15,844) and Monitoring the Future (MTF; n = 9,600). Discrete-time survival analysis within logistic regression estimated the probability (hazard) of alcohol and cannabis initiation during adolescence (from age 12 to 18) by a quadratic function of age, racial group, sex, and peer substance use, controlling for family structure, mother's education, and data source. Results: Alcohol and cannabis initiation probabilities increased by age, peaking first around ages 15–16 and again at age 18. Initiation patterns varied by racial group. Notably, the peak initiation probabilities among biracial adolescents were larger than their monoracial peers. Biracial youth were more susceptible to peer influence for cannabis initiation than monoracial youth. Conclusion: Our findings address a critical gap in understanding substance initiation among biracial youth, revealing higher initiation risks compared to their monoracial peers and distinct patterns across biracial groups. Our findings also underscore the need for early, targeted prevention

11:00-12:40 | Room 116 (1F)
Thursday Onsite Parallel Session 1
Social Evolution Through Literature
Session Chair: Françoise Ghillebaert

efforts that mitigate peer influence and account for age and racial group differences in initiation patterns.

11:00-11:25
92477 | *How Did Social Evolution of Order Observation Evolve Through Time?*
Tuğba Gülal, Istanbul Aydın University, Turkey

Orientation encompasses three key dimensions for exploring the evolution of social dynamics, as discussed by Moeller and D'Ambrosio (2023): i) sincerity, which reflects a commitment to social roles tied to country, family, and religion; ii) profilicity, examining how individuals curate their social profiles of identity for validation on digital platforms; and iii) authenticity, focusing on the genuine reflections and self-presentation. This essay primarily addresses authenticity, which involves revealing individual beings while navigating the complexities of identity. Luhmann's (2000) concept of second-order observation, which considers how observers interpret the actions of those they watch or observation of observers adds depth to this discussion. Moeller and D'Ambrosio (2023) highlight the "existential difference" between pre-digital and post-digital paradigms, emphasising its implications for understanding social dynamics and observation. The primary aim of this paper is to showcase the third-order of observation and its authentic nature for social evolution, which is often overlooked in communication and art. To illustrate the existential difference between pre-digital and post-digital art, three artworks are relevant: Osman Hamdi Bey's (1906) orientalist piece titled "The Tortoise Trainer," which will be linked to first-order observation, and Claude Monet's "Camille Monet on a Garden Bench" (1873) and La Rabotte's digital artwork "Janvier L'attente" (2001), which will represent second-order observation. To explore the third type of observation, Claude Monet's "Camille Monet on a Garden Bench" will have a specific position for authenticity and the third-order observation. In conclusion, I defend an authenticity-oriented approach to communication, emphasising meaningful connections that transcend traditional constructivism for social evolution.

11:25-11:50
95104 | *Tanizaki Junichiro's Sojourn to Shanghai and the Reception of Chinese Writers to His Works*
Man Chi Lo, Hong Kong Metropolitan University, Hong Kong

In the 1920s, many Japanese writers traveled to Shanghai and interacted closely with Chinese writers in Shanghai, forming a "Shanghai fever". However, this close cultural exchange that took place in modern China, where Japanese modernity and cosmopolitanism merged, has been obscured for a long time in history. Tanizaki Junichiro (1886-1965) was a Japanese aestheticist writer with deep connections with China. In the past, commentators mostly focused on his translation and introduction of Chinese classical literature. In fact, he visited Shanghai in 1918 and 1926, and met many important Chinese writers during this trip. This article explains the importance and influence of his interaction with the Chinese literary world. In addition, this article also outlines the translation and introduction of Tanizaki Junichiro by Chinese writers, and analyzes the reception and influence of Chinese writers on him. Therefore, through the case of Tanizaki Junichiro, this article analyzes the development of Japanese aestheticism in China from the 1920s to the 1930s, as well as the attitudes and responses of Chinese writers.

11:50-12:15
92982 | *Shanghai and Guangzhou: Reconnecting the World in the 1980s*
Man Fung Kwong, Hong Kong Metropolitan University, Hong Kong

In the 1980s, Chinese literature experienced a resurgence, with numerous literary magazines being launched or republished. One of those is "Harvest", which was founded in Shanghai in 1957 and stopped its operation in 1966. Harvest republished in 1979 and not only provided a platform for writers to publish their works, but also actively absorbed foreign literature and culture. In addition to the literary writings that had been widely discussed, it also published more than 20 travelogues written by renowned Chinese writers including Ba Jin, Wong Meng, Liu Xinwu, etc., which illustrated their travelling experiences to Japan, Mexico, Britain, Canada, Germany and other places. Meanwhile, Flower City, a new literary magazine, was founded in Guangzhou in 1979. It is regarded as the "Southern Window" of China. It also established a column publishing travelogues of Chinese writers. These articles served as a bridge for Chinese readers to reconnect the world. They not only reflected the choices and absorptions of the literary world during the early stage of the "Reform and Opening Up" policy, but also paved the way for the development of contemporary Chinese travel literature. This study examines how Chinese writers understood the world through their travels, and through analyzing the writers' selection of topics, perspectives, and rhetoric, it seeks to understand the special significance of Harvest and Flower City in the early 1980s. By comparing these two literary magazines, this study aims to investigate how Shanghai and Guangzhou took up different roles in the literary development in the 1980s.

12:15-12:40
91884 | *Labiche's La Cagnotte (The Kitty) or the Parody of the Congress of Vienna (1815)*
Françoise Ghillebaert, University of Puerto Rico, Puerto Rico

This paper proposes to decode the secret message of peace that the French playwright Eugene Labiche inserted in his play La Cagnotte (1864). The play, which seemingly banters on the themes of marriage and money, characteristic of Labiche's vaudeville, is a satire on the division of Europe at the Congress of Vienna (1815) after the fall of Napoleon I, hidden behind the workings of a card game called la bouillotte. In light of the similarities between the scenes of the bouillotte game in La Cagnotte and the satire on the division of Europe represented in a caricature by Jean-Baptiste Gauthier entitled La Bouillotte (1815), we postulate that Labiche seized upon the anonymity of a matrimonial advertisement to launch a coded dialogue on the negotiations conducted at the Congress of Vienna, which he reenacted with great subtlety and humor in his play. To clarify the link between Gauthier's caricature, the Congress of Vienna and Labiche's play, we will discuss Labiche's political awareness (Haymann Labiche ou l'esprit du Second Empire 1988) and the role of caricatures during the Hundred Days (Gabriëls « Cutting the Cake: the Congress of Vienna in British, French, and German political caricature» 2016). The parallel established between Labiche's play and Gauthier's caricature will allow us to consider the play initially as a parody of the Congress of Vienna, then as a warning of an imminent war following the failed peace attempt between Bismarck and Napoleon III.

Notes

12:55-14:10 | Room 105 (1F)
Thursday Onsite Parallel Session 2
Education and Difference (Panel)
Session Chair: Margaret Denny

12:55-14:10

93242 | *Equitable Access to Cancer Prevention Education for People with Intellectual and Developmental Disabilities: Insights from a Co-produced Training School*

Margaret Denny, University of Maribor, Slovenia
Dragana Milutinović, Univerzitet u Novom Sadu, Serbia
Špela Golubović, University of Novi Sad, Serbia
Suzanne Denieffe, South East Technological University, Ireland

In 2019, the European Commission initiated its Cancer Plan for Europe, emphasising the critical importance of prevention, including education on cancer prevention. In 2022, researchers established the COST Action CA21123, Cancer—Understanding Prevention in Intellectual Disabilities (CUPID), to promote equitable access to cancer prevention information and services for people with intellectual and developmental disabilities.

This panel presentation offers an overview of the establishment and outcomes of a pan-European CUPID Training School held in 2024. The discussion will address the Training School's multifaceted educational approach, encompassing integrated education, co-production, advocacy, and collaborative problem-solving methodologies. Participants examined educational evidence-based strategies for cancer prevention and developing accessible educational health resources.

The event was co-produced by people with intellectual and developmental disabilities, their support personnel, researchers, academics, and clinicians. The Training School fostered inclusivity and interdisciplinary learning through interactive workshops. Notable outcomes of the Training School included increased knowledge among participants, empowerment of people with intellectual and developmental disabilities, the development of easy-to-read multilingual educational resources, and forming a professional network dedicated to policy advocacy.

Moreover, the initiative supported early-career researchers and promoted sustainable collaboration in research efforts. The insights obtained from this Training School are anticipated to guide future initiatives related to education about cancer prevention for people with intellectual and developmental disabilities. This event represents a significant advancement toward achieving health equity, underscoring the necessity for universally accessible and effective cancer prevention educational strategies.

12:55-14:10 | Room 106 (1F)
Thursday Onsite Parallel Session 2
Health Education and Literacy
Session Chair: Kellen Gasque

12:55-13:20
89208 | *Enhancing Health Literacy in the Philippines: Strategies for Effective Community Health Education*
Chastene Christopher Flake, Angeles University Foundation, Philippines

Health literacy (HL) focuses on adequate access and proper utilization of health information which influences health management, health promotion, and disease prevention. This makes it essential in improving health outcomes particularly in low-and middle-income countries including the Philippines. Recent studies among Filipinos revealed an alarming rate of limited health literacy which may be associated with poor health-related behaviors, inefficient healthcare utilization, and possible health decline. This paper aims to address this by discussing the challenges faced by the Philippines in terms of limited access to health education, socio-economic disparities, linguistic diversity, and healthcare infrastructure issues which influence health literacy. It also highlights key strategies in enhancing HL through community health education while addressing these challenges. These include collaborative planning, drafting, and implementation of programs by multiple sectors such as government and non-governmental organizations, healthcare professionals, educators, policymakers, and community workers. To ensure efficient dissemination of health information, health education may be integrated into existing community structures such as schools and local government units. This ensures that programs are tailored specifically to target populations. Other strategies include utilizing digital platforms and electronic health tools to widen the program's reach, training health professionals and educators on health promotion, conducting community assessments, and intensifying current HL initiatives. In conclusion, enhancing health literacy in the Philippines requires a comprehensive, multi-faceted, and targeted approach that must consider current disparities and diversities in its population. This is crucial in empowering individuals to take active steps in managing their health and contributing to improved health outcomes nationwide.

13:20-13:45
94710 | *Empowering Communities Through Health Education: Eliminating Viral Hepatitis, Liver Cancer, and Health Disparities in Vietnam*
Diem Dao, Southern Methodist University, United States

The hepatitis B virus (HBV) remains a significant public health concern in Vietnam, affecting up to 10 million individuals. An estimated 70–80% of HBV carriers are unaware of their infection status, and 90% remain undiagnosed and untreated, increasing their risk of severe complications such as cirrhosis and liver cancer. Limited viral hepatitis knowledge among both patients and primary healthcare providers (PCPs) presents a major barrier to effective screening, vaccination, and treatment management. Despite the availability of preventive measures, including vaccination and antiviral treatment, HBV infection rates remain high, and health disparities persist, particularly in rural and underserved communities where disease awareness is low. This study investigates the impact of targeted health education on improving viral hepatitis awareness and knowledge to reduce disease prevalence and mitigate health disparities in Vietnam. Additionally, it explores how the intersection of education, sustainability, and public health functions as a mechanism for social justice, empowering marginalized populations with essential health knowledge to improve outcomes. To address these challenges, the study has implemented local outreach programs, media initiatives, and train-the-trainer programs to educate 500 PCPs over three years, strengthening their capacity in viral hepatitis prevention, early detection, and treatment. Preliminary findings indicate that PCP-targeted education significantly enhances HBV screening, diagnosis, and patient management. This educational initiative fosters social justice by ensuring equitable access to critical health information for underserved communities to prevent liver disease. Furthermore, it contributes to the development of a sustainable public health framework, reducing the burden of viral hepatitis and health disparities in Vietnam.

13:45-14:10
94676 | *Continuing Health Education and Technological Evolution in the Brazilian Public Health System: A Scoping Review*
Kellen Gasque, Oswaldo Cruz Foundation, Brazil
Bruno Leonardo Alves de Andrade, Oswaldo Cruz Foundation, Brazil
João André Tavares Álvares da Silva, School of Public Health of Minas Gerais, Brazil
François Isnaldo Dias Caldeira, State University of São Paulo, Brazil
Rafaella Ugrin de Oliveira Silva, University of São Paulo, Brazil
Alysson Feliciano Lemos, Open University of Brazilian Public Health System, Brazil

This article aims to discuss the gaps in the demands for Continuing Health Education (EPS) related to technological advancements within the context of the Brazilian Unified Health System (SUS). This is a scoping review, and the bibliographic research was conducted in the following databases: Medline via PubMed, Virtual Health Library (BVS), Web of Science, Scopus, Education Resources Information Center (ERIC), Google Scholar, and the Brazilian Thesis and Dissertation Catalog of the Coordination for the Improvement of Higher Education Personnel. The search resulted in 1,591 documents, and the final sample comprised ten original articles. The results showed that technological advancements within SUS have significantly improved healthcare services. However, this evolution requires continuous professional training, which is promoted through EPS. The implementation of new technologies must consider both the benefits and challenges of innovations in healthcare access. Therefore, strategic planning is essential to optimize the advantages and mitigate the risks associated with the professional qualification of healthcare workers in Brazilian Public Health.

12:55-14:10 | Room 107 (1F)
Thursday Onsite Parallel Session 2
Gender in the Educational Context
Session Chair: Naomi Chemursoi

12:55-13:20
94037 | *Exploring the Impact of Gender Dynamics on Female Math Students' Academic Journeys: A Case Study at Université Paris-Saclay*
Ainhoa Aparicio Monforte, Université Paris-Saclay, France

Despite institutional efforts to improve gender representation in higher education, women remain significantly underrepresented in mathematics, particularly at the research level. Female students in mathematics programs are faced with specific challenges related to gender inequalities and institutional dynamics, which shape their academic experiences in complex ways. Recognizing these challenges, the Graduate School of Mathematics at Universite Paris-Saclay has implemented institutional measures, such as the Mathematique au Feminin scholarships (Women in Mathematics scholarships), to attract and retain female students in mathematics. This research investigates the lived experiences of female students in the L3 Math Magistère program (equivalent to the first year of a specialized 3-year mathematics program) at Universite Paris-Saclay, focusing on the types of support and obstacles they encounter and the extent to which institutional measures address their needs and concerns. Using Isabelle Collet's (2021) Toile de l'égalité (Framework of Equality) as an analytical lens, this qualitative study consists of individual interviews with 14 female students. The preliminary findings will illustrate how these students navigate the interplay between personal aspirations, institutional and sociocultural constraints, and available resources, aiming to assess how their experiences shape their engagement and success in mathematics. By highlighting the lived experiences of female students, this research informs policies and practices that promote gender equity and more inclusive spaces in mathematics education and research in higher education.

13:20-13:45
91877 | *How Can a Program Combining Gender and Task-Based Approaches Advance Social Justice in French Language Learning Classrooms?*
Usha Viswanathan, Glendon Campus of York University, Canada

The Revised curriculum for French second language (FSL) education for the Canadian province of Ontario under the sub-heading "Equity and inclusive education in French as a second language" commits to ensuring that students "regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status…are welcomed, included, treated fairly, and respected", "…see themselves reflected in the curriculum (42)". Yet, studies undertaken by the two largest school boards in Toronto (Ontario's capital and largest city) conclude that students are not seeing themselves reflected in the FSL resources, and that FSL programs overall are failing to provide welcoming and inclusive environments for their increasingly diverse student bodies. This paper presents the results of a pilot project involving five FSL secondary school teachers in Toronto. The teachers are employing a program of pedagogical materials developed by the author combining genre- and task-based approaches. The use of these approaches has been advocated to develop students' language skills (Dolz & Schneuwly, Lousada, Chartrand et al., Ellis, Skehan). The author explores the potential of a program of materials combining these two approaches to advance decolonization, equity, diversity and inclusion (DEDI) and social justice in FSL (language learning) classrooms.

13:45-14:10
91964 | *Cultural Hybridity: Deconstructing the Gender Myth in Kenya's Higher Education*
David Nyaberi, Lincoln University, United States
Naomi Chemursoi, Egerton University, Kenya

This paper explores cultural hybridity and how it impacts gender distribution, access, performance, and achievement in Kenya's higher education. Despite significant progress in gender parity in primary education, gender disparities persist in secondary and higher education levels. According to the 2018-2022 Ministry of Education and the Kenya National Bureau of Statistics reports of the Gender Parity Index (GPI) in student enrolment, Kenya has made significant progress in bridging the gender parity in primary education mainly because of initiatives like the Free Primary Education (FPE) and 100% transition from primary to secondary educational levels. Nevertheless, the same reports indicate gender disparities are still prevalent in secondary and higher education, including the GPI in vocational and technical education reflecting male dominance. This study seeks to deconstruct the gender myth by examining the cultural, social, and economic factors contributing to these disparities. This research will address questions regarding the leading causes of gender disparity and how Kenya's educational policies contribute to gender parity in higher education. Through surveys and interviews of stakeholders and a detailed policy analysis, this study aims to provide insights into the challenges and opportunities for achieving gender equality in higher education in Kenya. The findings of this study will contribute to developing policies and interventions aimed at promoting gender equality in higher education and fostering cultural unity.

12:55-14:10 | Room 109 (1F)
Thursday Onsite Parallel Session 2
Teaching and Learning with Technology
Session Chair: Servel A. Miller

12:55-13:20
93066 | *Possibilities and Challenges of Online Education: Fostering Educators' Criticality and Advocacy for Multilingual Students*
Sora Suh, Fairleigh Dickinson University, United States
Catherine Michener, Rowan University, United States

This study builds on teacher advocacy research (Michener & Suh, 2023; Suh & Michener, 2019) to examine the criticality of educators' advocacy toward immigrant-origin, multilingual learners (MLs). We apply Hawkins & Norton's (2009) three elements of criticality: critical awareness, critical self reflection, and critical pedagogical relations. Criticality is especially salient for language teachers who are "in a key position to address educational inequality" (Hawkins & Norton, 2009, p. 32). The study answers (1) how prompts invoke criticality and (2) how dialogism of TCs fosters critical stances. The data analyzed are asynchronous online discussions during the TCs' year-long, online TESL certification program. The TCs (N = 89; 7% male, and 35% Latinx) taught in districts across New Jersey, USA and across grades and subjects. Analyses suggest that online discussion prompts fostered a critical stance towards advocacy for MLs, particularly fostering TCs' critical awareness, but also hindered critical self reflection and pedagogical relations. Findings have implications for how online teacher education programs can design discussion prompts to foster dialogic engagement of a critical stance and better prepare TCs as advocates for MLs.

13:20-13:45
94909 | *Exploring the Evolving Ethos of Teaching in the Age of Artificial Intelligence*
Adma Gama-Krummel, University of Rochester, United States

The rapid integration of Artificial Intelligence (AI) in higher education is reshaping the ethos of teaching by altering faculty identity, pedagogical roles, and ethical responsibilities. This paper explores how AI, particularly Large Language Models (LLMs), challenges traditional academic values, raising questions about autonomy, assessment integrity, and faculty agency. Employing a narrative review methodology, this study synthesizes empirical research on faculty perceptions of AI, drawing on Heidegger's concept of "Gestell" (enframing) to critically examine the implications of AI-mediated education. In Heidegger's philosophy, Gestell describes how technology structures human experience, framing reality through efficiency and optimization. In education, AI can reinforce standardization and automation, but it also presents opportunities for rethinking faculty roles and fostering new forms of engagement. A total of 36 peer-reviewed studies were analyzed, focusing on faculty attitudes toward AI, its impact on professional identity, and institutional AI policies. The findings reveal a complex reconfiguration of teaching practices, with AI transitioning faculty roles from knowledge authorities to curators of AI-generated content. While AI enhances efficiency, it also introduces ethical dilemmas related to academic integrity, de-skilling, and pedagogical standardization. Additionally, institutional pressures for AI adoption often conflict with educators' professional values, necessitating AI literacy training and ethical governance frameworks. This paper bridges empirical research with philosophical inquiry, providing insights into balancing technological advancement with the foundational principles of higher education.

13:45-14:10
95195 | *Students Perspective on the Use of AI for Their Studies: An 'Open University' Viewpoint*
Nareerut Seerasarn, Sukhothai Thammathirat Open University, Thailand
Servel A. Miller, Open University, United Kingdom

As highlighted by the recent (2024) Global Student AI Survey by the Digital Education Council, over 84% of university students are using Artificial Intelligence (AI) for their study on a regular basis. There is a need to examine university students' attitude towards AI and their experience of using it (AI) to gain insights into how it can be integrated in higher education to enhance teaching and learning. The research explored students' perception of AI use in their study, focusing on respondents from an 'Open University'. The sample consist of 304 students studying at both undergraduate and postgraduate levels. 74% of respondents indicated that AI tools are an essential part of their education, with 66% saying they currently use AI for their assignment. 80% of respondents wants to learn more about how AI can be used as part of their study, with 66% saying AI gives them more confidence in their education. Students indicated that university guidelines are clear (68%), but at the same time 81% want to learn more about responsible use of AI. This may be down to the belief that AI is giving some students an advantage, with almost 50% saying AI should be banned from being used in assignments. Over 21% of respondents indicating that more than 50% of their assignment is written by AI. This is one area that may needs addressing and why some students indicate AI is providing an unfair advantage to others who may be less ethical in its use.

12:55-14:10 | Room 112 (1F)
Thursday Onsite Parallel Session 2
Life and Work of Female Writers Across Time
Session Chair: Kikue Kotani

12:55-13:20
95206 | *Anne Lister in Paris: Literary Self Construction and the Galignani*
Alice Burns, University of Liverpool, United Kingdom

The principal concerns of this paper are drawn from my doctoral work on the writings of Anne Lister (1791–1840). A female landowner, traveller and diarist, Lister is also known as the 'first modern lesbian' who rose to fame through the BBC/HBO series Gentleman Jack. This paper seeks to explore her literary self-construction as traveller and diarist, through Lister's trips to Paris, focussing on her relationship to an establishment that still exists today: the Galignani. Between 1819 and 1838, Lister forged a relationship with the institution, referring friends there in 1828 for 'all possible information'. The Galignani Library is not just a bookshop; it offered a range of services to visitors, providing practical information on living in Paris, and was also home to the city's leading English language newspaper, Galignani's Messenger. Lister scoured its pages and frequented the shop for travel guides, and relied on the institution for currencies, places of interest, and maps for her travels. Inspired by its collection of travel literature, Lister developed a 96-page manuscript based on her experiences of post-Napoleonic Paris in 1819. It was never published, but the record of this in her diaries testifies to the strength of her impression of the French capital, both textual and actual, which forms the central thesis of this paper. Focussing on the relationship between the city, and Lister's writings within it, this paper examines Paris' influence on Lister's literary self-construction, and the role of the Galignani within this system of literary and cultural exchange.

13:20-13:45
92887 | *The Subsistence of the Aging Voice: Krystyna Miłobędzka's Encapsulation of Present-Time*
Alex Braslavsky, Harvard University, United States

This talk centers on Polish poet Krystyna Miłobędzka (1932 –) as part of my dissertation on nonagenarian women poets. Although Miłobędzka made her debut in 1960, she only began to receive national recognition in the 1990s. Since then, her place amid the Polish avant-garde solidified in the early 2000s and she has been remarkably prolific in her old age. My dissertation looks at varieties of temporal thinking in three poets for whom past, present, and future matter in changing proportions. An ideal of eternity or timelessness adds a kind of fourth temporality, one in which the always dynamic elements of time's passing are as if paused. Miłobędzka's poetry falls into this fourth temporal dimension. Miłobędzka writes in a style that is markedly precise to the present moment. Scholars have noted the way her writing style cannot be placed in the context of any single generation of poets. Throughout the decades, she has consistently stood on her own, writing apart from poetic trends. Miłobędzka's extratemporal mode is visible in her 2008 collection ever lost, for instance, written when she was seventy-six, in which she traps language in a continuum. For Miłobędzka, the perpetual present-time enacted by the imperfective nature of the title is complicated by the fact that the present both persists and yet its ontology is dubious. How can something be constantly lost? The poet bends the present tense according to the whims of her own poetic conceits in a way that pushes past her biographical age out towards agelessness.

13:45-14:10
89624 | *Suppressed Love Poems of Hara Saihin: Her Love Affair in Edo*
Kikue Kotani, Nihon University, Japan

Hara Saihin (1798-1859), a female Japanese Sinitic poet active in the Edo period (1600-1867) experienced two love affairs during her 62-year life. I presented the first two years ago at 2023 Paris. Now I will detail her second affair, which was in Edo (present-day Tokyo). Both love affairs were with married men and were conducted in secrecy, but they became the subject of rumors, and Saihin was labeled an immoral woman according to the Confucian morality of the Edo period. Saihin wrote about her first affair, in Hiroshima, in a diary, but not the second affair. It became known in 1933 when Ishigami Tōkō, a relative of Ishigami Kyūzaemon, who was her love interest, contributed a piece titled "Hara Saihin's Calligraphy and Poetry" to the magazine Hondōraku in 1933. But why did Ishigami Tōkō publicize these 100 years after the fact? The article states that some of the letters left with the Ishigami family by Saihin were supposed to be burned but, considering her fame as a poet, Tōkō decided to publish them. These affairs have continued to be suppressed to protect Saihin's reputation and because her relatives kept many of her manuscripts secret. However, Saihin's love poems are wonderful works that express her true feelings as a woman. They are an honest expression of her way of life and essential to understanding her character. I have decided, therefore, to include her love poems in my research and to re-evaluate the image of Hara Saihin as a Kanshi poet.

12:55-14:10 | Room 114 (1F)
Thursday Onsite Parallel Session 2
Religious Ideologies and Modern Politics
Session Chair: Kyongwan Lee

12:55-13:20
91294 | *Strategic Leadership in Times of Conflict: Lessons from Imam Ali's Wisdom*
Disha Rajendra Mishra, Jamia Millia Islamia, India

Imam Ali ibn Abi Talib's leadership during the Battle of Siffin (657 CE) and his confrontation with the Kharijites (658 CE) offers valuable insights into crisis management, ethical decision-making, and governance. This study examines Imam Ali's principles of justice, unity, and moral integrity, focusing on his ability to navigate political and social divisions, even at personal sacrifice. Through qualitative analysis of primary sources such as Nahjul Balagha (Peak of Eloquence) and secondary scholarly works, the research explores thematic patterns in his leadership decisions, including his emphasis on consultation, fairness, and resilience. The study applies these principles to contemporary political contexts, drawing comparisons to regions like Israel-Palestine, India, and Iran, where political polarization, social unrest, and opposition to theocratic rule demand ethical leadership. Imam Ali's leadership aligns with six key principles emphasized by the United Nations: 1) Consultation between ruler and ruled, 2) Speaking out against corruption, 3) Ensuring justice for all, 4) Achieving domestic development, 5) Focusing on the welfare of the masses, and 6) Upholding ethical governance. This research highlights how Imam Ali's leadership provides a framework for contemporary leaders facing global challenges. His example of moral integrity, justice, and unity offers crucial lessons for navigating political crises and promoting ethical governance in today's divided world.

13:20-13:45
93104 | *Overcoming the "East vs. West" : Reflections on Leo Tolstoy's Christian Ethics from the Perspective of C.S. Lewis's Christian Apologetics*
Kyongwan Lee, University of Hallym, South Korea

This paper aims to reflect on Leo Tolstoy's pathbreaking Christian ethics from the perspective of C.S. Lewis's more path-dependent Christian apologetics. Despite its enormous influence on modern and Christian cultures throughout the world in the late 19th and early 20th centuries, Tolstoy's Christian ethics has been criticised by a number of theological and cultural scholars in the West. C.S. Lewis, a member of the Anglican Church in the 20th century, criticised the 'blind and unconditional pacifism' that caused such a stir in British Christian and intellectual circles. This can be seen as a revolt against the fashion for Tolstoy's ideas. In The Screwtape Letters, he satirically presents diabolical strategies and tactics for dragging human souls into hell through the extreme politicisation of Christian thought, either on the right or the left. Tolstoy's pacifism belongs to the progressive wing. Furthermore, Lewis is highly critical of modern liberal theology, which claims the 'historical Jesus' and ignores the messiahship of Jesus Christ and human salvation. In this respect, Lewis is shown to be critical of Tolstoy's historical and ethical reinterpretation of Jesus Christ and the Bible. On the other hand, Lewis seems to have a link with Tolstoy in his criticism of the corruption and bureaucracy of institutionalised power. This comparative reflection on the Christian thought of Tolstoy and Lewis could help to overcome the East-West dichotomy and create a more universal Christian culture, better able to address fundamental Christian issues in theory and practice.

13:45-14:10
94972 | *The Concept of Hope in Islamic Traditional Ideology: A Discussion on Imam Al-Ghazali's Thoughts*
Khawla Almulla, King Faisal University, Saudi Arabia
Mohsin Abbasi, National University of Modern Languages, Pakistan

The Concept of Hope in Islamic Traditional Ideology: A Discussion on Imam Al-Ghazali's Thoughts Imam Abu Hamid Muhammad Al-Ghazâli, a key figure in Islamic philosophy and theology, has made significant contributions to the understanding of human psychology and spirituality, particularly in his works such as Ihya' Ulum al-Din (The Revival of Religious Sciences) and Kimya-e-Saadat (The Alchemy of Happiness). Al-Ghazali's writings on the concept of hope (raja) present it not merely as an emotion but as a key virtue that shapes one's relationship with Allah and the world. In the context of modern society, marked by rapid technological advancements and psychological distress, hope has emerged as an essential concept for overcoming adversity and maintaining motivation. This paper examines Al-Ghazali's definition of hope, as discussed in his major works, and explores how this concept addresses individual and societal challenges. It also investigates the consequences of hope's decline—both at the personal level and in a broader societal context—and the sociological complications that can arise in its absence, such as despair, anxiety, and moral decay. Furthermore, the article will highlight the religious remedies suggested by Al-Ghazali, which include strengthening faith, patience, gratitude, and trust in divine will, all of which are intertwined with the concept of hope in his thought. By addressing these issues, the paper seeks to offer a deeper understanding of the transformative role of hope in Islamic tradition and its potential to alleviate the psychological crises of contemporary society.

12:55-14:10 | Room 116 (1F)
Thursday Onsite Parallel Session 2
Approaches to Black Education
Session Chair: Nathaniel Bryan

12:55-13:20
94851 | *Black Mothers' Creative Educational Strategies to Support Their Children's Learning and Development During the COVID-19 Pandemic*

Elisha Arnold, New York University, United States
Lauren Mims, New York University, United States

Across the world, families experienced school related disruptions as a result of the COVID-19 pandemic. Researchers warned of "learning loss" among Black students in the United States because they believed the pandemic would intensify existing racial inequities. However, this "learning loss" framework overlooked the critical role of Black parents in supporting their children throughout the pandemic. This study adopted a strengths based lens to explore how Black parents navigated pandemic-related school disruptions in order to learn more about how they reshaped their home environments to support their children's learning and development amidst the pandemic. We analyzed 12 semi-structured interviews with Black mothers of children aged one to fifteen (M = 5.96; n = 34) using reflexive thematic analysis. First, we found that Black mothers expressed concerns about the quality of education their children received from schools. Specifically, they worried about the digital learning environment (i.e., the learning materials their children were provided and the teachers' ability to teach in an online environment). Second, we found that Black mothers played an active role in shaping their children's learning experiences in order to ensure continued academic growth and well-being despite pandemic-era schooling challenges. Specifically, they transformed their homespaces and interactions to nurture their children's creativity – from creating opportunities to interact with nature, crafting opportunities to build and explore, and/or creating family events like movie nights in order to support their children's mental health. Findings have implications for educators, researchers, and policymakers seeking to better understand family engagement among Black families.

13:20-13:45
94679 | *Exploring Black Mother's Articulations of Contemporary Educational (Mis)matches Within Their Children's Learning Environments*

Morgan Boyd, New York University, United States
Amina Anekwe, New York University, United States
Dana Miller-Cotto, University of California, Berkeley, United States
Lauren Mims, New York University, United States

Parents play a critical role in shaping their children's education, making decisions about schooling, curriculum preferences, and extracurricular involvement. Black families, in particular, have long sought high-quality educational opportunities while navigating systemic racial inequities that persist in contemporary school systems. Research indicates that Black parents express concerns about fair treatment, representation, and the responsiveness of educational institutions to their needs. In response to these challenges, many Black parents engage in Racialized Compensatory Cultivation (RCC), a strategy that supplements formal education to counteract systemic inequities. While prior studies have examined factors influencing Black parents' school choices, more research is needed to explore their lived experiences and aspirations for their children's education. This study addresses this gap by analyzing qualitative semi-structured interviews with 29 Black mothers (Mage = 38 years) residing on the East Coast. Using the Rigorous and Accelerated Data Reduction (RADaR) method, we identified five themes: an educational mismatch in curriculum, affordability, lack of representation, communication, and lack of compassion within school environments. Findings highlight the need for policies and practices that prioritize Black parents' voices, enhance school-family trust, and expand access to equitable educational opportunities. By redesigning learning spaces with and for Black families, we can foster environments where Black children thrive academically and socially.

13:45-14:10
94713 | *Globalizing BlackBoyCrit Pedagogy: A Needed Pedagogical Expansion for Black Boys Across the Globe*

Nathaniel Bryan, University of Texas at Austin, United States

Research consistently demonstrates the pervasive anti-Black misandric challenges Black boys encounter in educational systems worldwide. For instance, in the United States, data reveals significant disparities and opportunity gaps between Black boys and their counterparts; they face disproportionately high rates of suspension and expulsion compared to their peers. According to the U.S. Department of Education's Civil Rights (2017), Black boys are suspended and expelled at three times the rate of white boys. Additionally, due to anti-Black misandry, they experience lower rates of academic achievement, with standardized test scores and graduation rates consistently lagging behind other demographic groups. In parts of Sub-Saharan Africa, the quality of education often fails to address the specific pedagogical and curricular needs of African boys. Studies conducted by UNESCO and other organizations highlight the lack of culturally relevant pedagogical efforts and inadequate teacher training, contributing to low retention and achievement rates. This combination of factors, from systemic anti-Black misandric discrimination to inadequate resources, underscores the global crisis in educating Black boys.BlackBoyCrit Pedagogy, initially designed and introduced to dismantle and overhaul the anti-Black misandric structures within U.S. schooling, now demands a global expansion. The educational vulnerabilities of Black boys are not confined to U.S. borders; they are a pervasive reality worldwide, hindering Black boys' access to equitable and empowering learning experiences. Given this urgent global crisis and drawing on Black Male Studies and Black Critical Theory, this conceptual paper re-evaluates and extends BlackBoyCrit pedagogy to address the systemic anti-Black misandry that impedes the educational advancement of Black boys across the globe.

Notes

14:40-16:20 | Room 105 (1F)
Thursday Onsite Parallel Session 3
Learning Experiences, Student Learning and Learner Diversity (Workshops)
Session Chair: Gaylea Prichard-Silvers

14:40-15:30
94861 | *Doing DEI Anyway: Inclusive Pedagogy in Resistant Contexts*
Anna Rozzo, University of Glasgow, United Kingdom

This interactive workshop explores the constraints and possibilities of pursuing the aims of Diversity, Equity, and Inclusion (DEI) in higher education, through instructional strategies where such values or terms may be challenged or politicized. Drawing on findings from the facilitator's dissertation research on Inclusive Pedagogy and a critical view of DEI curricular design, the session will present evidence-based strategies for enacting teaching practices that support the success of all students, even in environments where DEI is viewed with skepticism or hostility. Participants will engage a theoretically diverse set of frameworks such as Constructivism, Liberal Arts, and Andragogy through a DEI lens and will have opportunities to reflect on and share their own native moral frameworks for fostering diverse, inclusive, and equitable learning. Participants will identify analogues to DEI principles in their own practice and build upon them further in an act of pedagogical bricolage. Grounded in current and emerging scholarship, this session aims to contribute to the academic conversation regarding reparative pedagogy through educational development. Attendees will receive, and co-create, a shared digital handout of strategies and resources.

15:30-16:20
93041 | *Inclusive School Leadership for Im/migrant Youth: Lessons from the Internationals Network of Public Schools*
Chandler Miranda, Molloy University, United States
Lara Evangelista, Internationals Network of Public Schools, United States
Gaylea Prichard-Silvers, Internationals Network of Public Schools, United States

Schools in host countries are essential institutions for the forty-seven million children who have been forcibly displaced from their homes worldwide(UNHCR, 2025). In the U.S., the rising number of im/migrant youth has placed school leaders in a position to navigate policy mandates, demographic shifts, and xenophobic rhetoric, requiring innovative approaches to serve this heterogeneous student population with a diversity of needs.

This workshop disseminates research on inclusive leadership practices that create welcoming and empowering educational environments for recently arrived im/migrant English learners (RAIELs, Umansky et al., 2018). Drawing on studies of the Internationals Network for Public Schools (INPS)—a non-profit organization that supports 31 public schools across the U.S.,— the workshop highlights how INPS schools have become sanctuaries and counter spaces for im/migrant youth (Bajaj et al., 2022; García & Sylvan, 2011; Jaffe-Walter, 2008; Jaffe-Walter & Miranda, 2020). These practices offer a humanizing and transformative model of inclusive leadership.

Participants will explore the multifaceted approach INPS uses to develop leaders who respond to the academic, linguistic, and social-emotional needs of im/migrant youth. Through interactive discussions, attendees will consider how INPS strategies, such as fostering multilingualism and celebrating students' multicultural identities, can be adapted to global contexts. The session aims to inspire participants to reimagine schools as dynamic spaces where students' diverse backgrounds are celebrated and integral to transformative learning experiences.

14:40-16:20 | Room 106 (1F)
Thursday Onsite Parallel Session 3
Approaches to Pedagogical Development in EFL
Session Chair: Shamim Ali

15:05-15:30
93026 | *A Proposal for Inclusion in the Foreign Language Classroom: How to Move in the Direction of Transformation?*
Chiara Ronchetti, University of Cape Town (UCT), South Africa

The scope of this contribution is to discuss the use of teaching procedures aiming at removing barriers in the Foreign Language (FL) classroom. We are aware that equity, inclusion, and accessibility are to be found at the foundation of every pedagogic choice. These values require an educational philosophy usable through a teaching device, hence, we propose to explore the Language Teaching Accessibility Theory (Daloiso et al., 2012; 2017; 2022; 2023), a teaching procedure structured around five poles, which in turn dictate the set of methodological and didactic actions that ensure equal learning opportunities, even in the presence of Special Linguistic Needs. Moving as a 'teacher-researcher' lecturing French and Italian at the University of Cape Town and on the basis of the five principles of the LTAT (structure, multimodality, arrangement, interdependence, empowerment), an Action Research was carried out which focused on how to self-assess the accessibility of our own lesson plans and how to implement 'glocal' educational interventions, in order to design more fair and just language curricula, taking into account the learners' needs, interests and thoughts.
Our empirical research study in fact, showed that appropriately reworking lesson formats and learning materials while intervening on the didactic focus, on the procedure, on the instruction or on the support, may positively contribute to making the learning goals reachable to all learners and to transforming the FL classroom into a more inclusive learning environment.

15:30-15:55
92715 | *Students Experiences and Perceptions of Internet Integration into EFL Classes: A Case Study Within an Omani Higher Education College*
Malik Al Zakwani, University of Technology and Applied Sciences, Oman

This study investigated the experiences and perceptions of Omani students learning English as a Foreign Language (EFL) during their English foundation year, focusing on Internet-based learning environments. The primary goal was to evaluate whether integrating the Internet could positively influence the learning outcomes and attitudes of Omani EFL college students. Employing a qualitative methodology, the researchers gathered data through various methods, including participant diaries, semi-structured interviews, focus group discussions, and field observations. The study's credibility was enhanced by maintaining ongoing communication between the researchers and participants. Throughout the research, participants shared their views on the role of the Internet in their learning process. The results revealed that Internet usage played a significant role in supporting students' personal development and enhancing their overall educational experiences. Learners found the Internet particularly beneficial for improving their language skills. Furthermore, students expressed that Internet-based environments made EFL teaching and learning more accessible and convenient. Students also find the new learning environment both appealing and effective. They feel that the ability to freely search for information mirrors how they solve problems in real life. Additionally, students report feeling that there are no boundaries between their academic life and the outside world. This research offers valuable insights into the evolving role of technology in education, particularly in shaping modern language learning environments, particularly in regions that have received limited attention. However, a limitation of this study is that it was implemented in only one class, which may affect the generalizability of the findings.

15:55-16:20
94113 | *Insights from the Dynamic Restructuring Model: Neurocognitive Mechanisms of Language Switching in Bilinguals*
Shamim Ali, Riphah International University, Pakistan

Code-switching refers to the speaker's ability to switch between languages proficiently. Many internally generated and external factors are responsible for the process of code-switching. The current study aims to discover the neurocognitive mechanisms involved in the process of code-switching in bilinguals. The study is based on qualitative and quantitative data. A small sample size of only six participants, aged between 20 and 25 years, is selected purposively. The data are collected with the help of recording the participants' conversations in different conversation contexts, i.e., formal and informal contexts, for the process of code-switching. Similarly, Quantitative data are collected through Frequency Magnetic Resonance Imaging (fMRI) to record which parts of the brain are involved in the process of code-switching. The data are analyzed with the help of the Dynamic Reconstruction Model and Diffusion Tensor Imaging (DFI) technique. The findings have shown that proficiency in languages, contexts of conversation, and cognitive load are responsible for smooth code-switching.

14:40-16:20 | Room 107 (1F)
Thursday Onsite Parallel Session 3
Autonomy, Efficacy, and Motivation in Education
Session Chair: Grace Borlee

14:40-15:05

95187 | *Experiential Education and the Sustainable Development Goals: Transformative Education and Learning*
Tanya Elder, American University of Paris, France

Experiential education plays a significant role in enhancing student engagement, fostering deep learning, and developing practical skills. John Dewey's foundational work highlights that learning is maximized when students actively interact with their environments, suggesting that this model builds both individual understanding and greater awareness of the world around us (Dewey, 1938). More recent studies align with this, showing that experiential learning in the field facilitates new forms of learning, such as problem-solving, critical thinking, and social responsibility (Houston & Lang, 2017). In this presentation I will be looking at how the Sustainable Development Practicum, an experiential field-based course taught over a 15 year period can provide insight into the correlation between environmental knowledge and personal transformation. By taking students out of the classroom and immersing them in practical, often unpredictable environments they encounter real-world challenges and develop resilience. A study by Ballantyne and Packer (2010) found that outdoor educational experiences promoted greater environmental awareness, which was both retained and acted upon by students over time, suggesting lasting learning benefits. When placed in these settings, students move beyond theoretical knowledge, engaging in "situated learning" (Lave & Wenger, 1991) thus enhancing their cognitive and emotional understanding and commitment to sustainable practices (Bringle & Hatcher, 2011).

15:05-15:30

93809 | *The Role of Hybrid Learning in Enhancing Science Learning Self-Efficacy Among Female Students*
Khalsa AL Alawi, Sultan Qaboos University, Oman
Mohamed Shahat, Sultan Qaboos University, Oman
Sulaiman Al-Balushi, Sultan Qaboos University, Oman
Ehab Omara, Sultan Qaboos University, Oman

Hybrid learning combines synchronous face-to-face learning in the classroom, synchronous distance learning, and asynchronous learning through educational activities and homework using educational platforms.
This study aimed to reveal the effectiveness of hybrid learning on science learning self-efficacy among eighth-grade female students. To achieve the study objectives, the experimental approach was used with a quasi-experimental design (an experimental group and a control group). The study materials included a teacher's guide, a student's notebook, and an educational platform for hybrid learning. The study tool included the science learning self-efficacy scale in prepared by Lin & Tsai, (2013), which measures five dimensions of self-efficacy in learning science, including: conceptual understanding, higher-order cognitive skills, laboratory work, daily application, and scientific communication. The results showed statistically significant differences at a significance level ($α≤0.05$) in all dimensions of the science learning self-efficacy scale in favor of the post-application of the experimental group. The eta square ($η2$) for the effect size indicates that the teaching method explains 32% of the variance in conceptual comprehension, 42% of the variance in the dimension of higher cognitive skills, 30% of the variance in practical performance, 45% of the variance in daily application, 31% of the variance in scientific communication, and 46% in the scale. The study recommends encouraging teachers to design lessons that include learning in synchronous and asynchronous environments to develop science learning self-efficacy.

15:30-15:55

91858 | *Metamotivational Beliefs About Task Engagement and Extrinsic Rewards*
Ali Al-Hoorie, Saudi TESOL Association, Saudi Arabia

This study examines metamotivation, which refers to beliefs about motivation and its regulation. It focuses specifically on Saudi language learners' attitudes toward and perceptions of task rewards. Drawing on self-determination theory, which suggests that rewards like competition and performance-based incentives undermine intrinsic motivation while positive feedback enhances it, the research examined learners' beliefs about six reward types (e.g., competitive, performance-contingent, task-contingent, and positive feedback). Findings from 316 participants revealed a preference for competitions and performance-contingent rewards, contradicting evidence that these rewards undermine motivation. Gender differences also emerged, with male learners favoring performance-contingent rewards and females reporting higher prevalence of competitions. The study highlights a disconnect between learners' beliefs and research, emphasizing the need for training to align beliefs with evidence-based motivational strategies. This alignment could improve intrinsic motivation, engagement quality, and psychological well-being.

15:55-16:20

95032 | *Assessing the Prevalence of Imposter Phenomenon and Its Correlation to Intrinsic Motivation in Three Student Populations*
Grace Borlee, Colorado State University, United States
Carolina Mehaffy, Colorado State University, United States

Imposter phenomenon (IP) is when an individual considers themselves less worthy or competent than their peers. An individual with IP feelings attributes their accomplishments, skills, and success to luck and fraudulence and not their competence. The manifestation of these feelings can be more prevalent in students from underrepresented backgrounds, women, students from low socioeconomic backgrounds, and first-generation students. In the last ten years, there has been a boom in the number of publications on IP. Still, we have no information about the prevalence of IP in first year students in the undergraduate, graduate, and doctor of veterinary medicine (DVM) in the College of Veterinary and Biomedical Science at Colorado State University and its link to intrinsic motivation. Our aims include 1) determining the prevalence of IP in first-year undergraduate, graduate, and DVM students in CVMBS, 2) evaluate the connection between IP, intrinsic motivation, and science identity in these same populations, and 3) utilize qualitative interview data to gain greater insight into IP and how intrinsic motivation and science contribute or shape IP. This research project is novel in that there are no publications that have evaluated IP in a wide range of programs in the same institution. Data from surveys and focus group interviews will be presented.

14:40-16:20 | Room 109 (1F)
Thursday Onsite Parallel Session 3
Professional Training, Development and Concerns in Education
Session Chair: Giovanna Gabriela da Rosa Suárez

14:40-15:05

80792 | *When Girls Hesitate to Contemplate a Career in the ICT Sector*
Perienen Appavoo, Open University of Mauritius, Mauritius
Preetamsingh Dookhun, Open University of Mauritius, Mauritius
Takesh Luckho, Open University of Mauritius, Mauritius
Rubeena Doomun, Open University of Mauritius, Mauritius
Yudhansing Boodhun, Open University of Mauritius, Mauritius

The United Nations (UN) Sustainable Development Goal 5 calls for growing efforts geared towards promoting gender equality. A report by the UN Women Statement on "International Girls in ICT Day 2017" stated that women are at risk of losing out on tomorrow's best ICT job opportunities, especially in STEM related fields. In Mauritius, girls outperform boys in Computer Science at secondary school level, and yet the ICT sector is largely male-dominated. This study aims at identifying factors hindering women opting for an ICT-related career. It also proposes a theoretical framework to guide policy formulation to encourage more girls and women join the ICT sector. A quantitative approach using structured questionnaires was adopted, and 111 women, from private and public organizations, not working in the ICT sector, participated in the survey. An Exploratory Factor Analysis revealed five factors hindering them from working in that sector and they are gender biasness, job characteristics, social influence, awareness and support, and computer science. Women also felt that they were both culturally and academically barred from this profession, not receiving adequate support and encouragement from school and home to do so. There was an overall perception that ICT jobs are male-oriented. However, a significant number of respondents were willing to reconsider their position in this matter and shift to an ICT-job if given the necessary support and training.

15:05-15:30

94906 | *Challenges of Teacher Professional Development in the Digitalization Era: Reflections on Senac São Paulo's Educational Development Program (PDE)*
José Pablo Zatti, Serviço Nacional de Aprendizagem Comercial, Brazil

This article presents research analyzing the Educational Development Program (PDE) of Senac São Paulo, with a focus on recognizing the main challenges of professional teacher development in the digitalization era. Conducted between November 2024 and March 2025, the study is based on a qualitative analysis of teachers' perceptions in the PDE, collected through questionnaires and satisfaction surveys and examined using thematic analysis. Senac is an institution of Professional and Technological Education present throughout Brazil. In the State of São Paulo, it has 63 educational units with over 5,000 educators, including teachers from Higher Education, Technical Courses, and High School Vocational Education. The PDE is a large-scale continuing education program that addresses these educators' professional development needs through in-person and remote courses, self-instructional modules, and in-service training, focusing on both general didactics and specific pedagogical demands arising from technological and socio-economic transformations. Drawing on my experience as coordinator of this program and focusing on the analysis of testimonies from participating teachers, I describe the actions developed and discuss the main challenges faced, particularly regarding digitalization and its impacts on social interactions and teacher learning processes. Based on this observation, and supported by Byung-Chul Han's critique of digital culture, Paulo Freire's critical pedagogy, Michael Young's curriculum theories, and António Nóvoa's perspectives on teacher identity, I propose strategies for overcoming these challenges, grounded in collaborative work, peer mentoring, and the creation of learning communities. This study seeks to contribute to the discussion on innovative approaches to teacher professional development in the digital era.

15:30-15:55

93039 | *Pedagogical Model MP_CompDocHibrid: A Focus on Building Teaching Competencies for Hybrid Instruction in Initial Teacher Training*
Giovanna Gabriela da Rosa Suárez, Universidad Tecnológica UTEC/ Universidade Federal do Rio Grande do Sul (UFRGS), Uruguay
Patricia Alejandra Behar, Universidade Federal do Rio Grande do Sul (UFRGS), Brazil
Ketia Kellen Araújo da Silva, Escola Naval EGN/RJ, Brazil

This research aims to analyze the contributions of the MP_CompDocHibrid pedagogical model to the development of teaching competencies for hybrid teaching in initial teacher training. The study, with a qualitative approach and an applied and interpretative nature, was conducted through a multiple case study with two groups of teachers in initial training courses. These were 17 trainee teachers responsible for 543 secondary school students. The research process was developed in eleven stages, during which the model was constructed, implemented, and evaluated in different versions, using surveys, semi-structured interviews, and participant observation as data collection instruments. As part of the model, a framework of teaching competencies for hybrid teaching was developed, based on both the existing literature and the identified needs of the trainee teachers. Additionally, a pedagogical architecture was designed, accompanied by a series of pedagogical. The collected data allowed the conclusion that the model significantly contributes to the development of teaching competencies, as it intentionally guides teachers in their first steps in hybrid teaching, promoting the construction of knowledge, skills, and attitudes to face this new and challenging context. Furthermore, the model fosters the integration of theory and practice, as well as individual and collective reflection. The importance of collaboration among colleagues in transforming their teaching practices is highlighted, as is the value of considering affective aspects in the model's application to encourage teachers to experiment with new teaching methods. Finally, this pedagogical model is considered a valuable resource for both teacher educators and administrators in initial teacher training.

14:40-16:20 | Room 112 (1F)
Thursday Onsite Parallel Session 3
Perspectives on Urban Studies
Session Chair: Min-kai Hsiao

14:40-15:05
91222 | *Walking the City: Urban Flânerie, Addiction, and Existential Struggle in Irvine Welsh's 'Trainspotting' Through Gros's 'A Philosophy of Walking'*
Patra Jumsai Na Ayudhya, Charles University, Czech Republic

This article examines how Frédéric Gros's A Philosophy of Walking (2014) manifests in Irvine Welsh's Trainspotting (1993). The concept of the urban flâneur is reimagined in Trainspotting through the disjointed, cyclical, and aimless wanderings of Renton and his peers. Instead of a leisurely exploration of the city, their movements through Edinburgh are driven by addiction and necessity, tracing a map of survival rather than discovery. This article explores how Welsh's portrayal of Edinburgh challenges Gros' philosophical ideal of walking as a means of breaking free from societal constraints, showing instead how urban landscapes can become spaces of alienation, repetition, and decay. Additionally, this paper analyses the interplay between Gros' philosophical insights and the material realities of urban walking as depicted in Trainspotting. Gros' reflections on the flâneur offer a lens through which to view the characters' engagement with their surroundings, yet Welsh's Edinburgh presents a stark critique of Gros' romanticized notions of walking. Through a comparative framework, this article contends that the fractured, oppressive urban environment of Trainspotting redefines walking as a fragmented existential act, mirroring the instability of the characters' inner lives. By bridging philosophical inquiry with literary analysis, this article highlights the socio-cultural and existential dimensions of walking in urban modernity. It contributes to broader discussions of urban studies, existentialism, and the literary representation of movement and place.

15:05-15:30
87996 | *Ambiguity of the Boundaries of Physical Landscape and Discovery of New Boundary: Mental Landscape*
Gülcihan Yalnız, Istanbul Technical University, Turkey

Stability, input and limit based on certainty, and definitive and rigid diagnoses regarding the features of design, which constituted the core features of planning and design approaches in past centuries, have difficulties regarding their functionality in the present century, the design approach based on these principles is no longer sustainable for cities. Therefore, the whole understanding should transform itself into a different discovery. In order to discover a sustainable model in the city through physical landscapes, it is necessary to embrace uncertainty and reconstruct it by questioning the inherent concepts of existence and border. This research, which point out the city as an interactive, living whole that goes beyond the visible, aims to search for a new boundary by blurring the boundaries of the physical landscape. In the research, 'boundary' and the expansions of 'physical landscape' as key elements will be examined from various perspectives to understand the process of the research. Then, the visible border relations that first come to mind when the boundaries of the physical landscape are considered, will be examined and deep border relations will be discovered in the study as 'invisible borders' to make the concept of landscape timeless in theory and practice. Later, the 'mental landscape' in which the implied boundary relations are inherent will be investigated transversally. This route is followed by the self-disclosure of each subcategories of mental landscapes. To sum up, it is aimed to open up a discussion on how mental landscapes can disrupt the physical boundaries of the landscape by obscuring them and defining ways of a new physical boundary.

15:30-15:55
95064 | *Urban Evolution Through Cityscape Paintings: A Study of European Cities with a Focus on Britain*
Min-kai Hsiao, Quanzhou University of Information Engineering, China
Chuhao Shen, Sejong University, South Korea
Jia Ren, Quanzhou University of Information Engineering, China
Yi-yen Wu, Quanzhou University of Information Engineering, China

Cityscape paintings serve as both artistic expressions and historical documents, capturing the evolution of urban environments, infrastructure, and cultural identity. This study explores the transformation of European cities, with a particular focus on Britain, through the lens of urban landscape paintings from the 19th century to the present. By analyzing works from artists such as Camille Pissarro, J.M.W. Turner, and L.S. Lowry, this research investigates how depictions of urban furniture, street lighting, transportation hubs, and public spaces reflect broader societal and technological shifts—from the decorative ironwork and gas-lit streets of the Industrial Revolution to the functionalist aesthetics of modernism and the digital integration of contemporary smart cities. This study highlights how cityscape paintings not only document architectural and infrastructural changes but also shape perceptions of urban culture, public life, and spatial identity. By contextualizing these artistic representations within historical and cultural narratives, this research provides new insights into the dynamic interplay between art, urban planning, and social transformation in Britain's evolving cityscapes.

14:40-16:20 | Room 114 (1F)
Thursday Onsite Parallel Session 3
Inclusive and Sustainable Education
Session Chair: Masica Jordan Alston

14:40-15:05
93060 | *Inequality of Opportunity Through Effort in Education: An Application of Machine-learning to PISA Data*
Yohei Yoshizawa, King's College London, United Kingdom

Policymakers commonly aim at equalizing opportunity and not outcome. This is because many hold that inequalities due to different levels of effort are acceptable, while those due to uncontrollable circumstances (e.g., race, sex, family-background) are objectionable (Mijs, 2021). However, sociological studies reveal that how hard people work is partly conditioned by such circumstances (Radl et al., 2024) – an important caveat often overlooked in meritocratic societies (Andre, 2024). Then, as Roemer (1998) argued, inequality of opportunity (IOp) should be defined as inequality due to the effects of circumstances, including their indirect effects through effort. This paper estimates the extent of IOp in educational attainment, which, importantly, includes the portion of it that manifests through effort. I operationalize Roemer's (1998) model of IOp by applying the following two methods to the data from OECD's Programme for International Student Assessment (PISA). First, I use a recently developed measure of students' effort, which quantifies their performance decline during the assessment (Palacios-Abad, 2021). This makes this study the first to bring insights from the psychosocial studies of effort into IOp estimation. Second, I adopt a machine-learning approach called Model-based Recursive Partitioning (Brunori et al., 2022). This makes it the first to conduct a machine-learning estimation of IOp for education. The study targets Japan and other selected OECD countries. A comparatively high-level of IOp in educational attainment in 2006 and 2012, and an increase between these two periods are found in Japan. Finally, I discuss potential reasons for these results from a comparative policy perspective.

15:05-15:30
94736 | *Interconnected and Sustainable Education in Local Communities and Korean Governments: A Case Study for Addressing Educational Inequalities and Creating Inclusive*
Seri Yoon, Waseda University, Japan

The Neulbom School Program was highlighted as an exemplary initiative model for solving educational disparities at the 2024 G20 Education Ministers' Meeting due to its collaborative approach between local governments, schools, and communities unlike stereotypical models where resources are unilaterally moderated by the government. Preliminary data from pilot programs such as Jeju Island's KkumNang Project in rural regions have shown a 30% increase in students' participation and a 15% improvement in academic performance in STEM subjects. Edu-tech such as ICT and AI supports tailored after-school through online content and remote learning for schools in rural and fishing villages. By drawing on Elinor Ostrom's Theory on Collective Action, this research will demonstrate how cooperation between local communities and governments leads to efficient resource management and the expansion of educational opportunities, and how this collaboration addresses educational disparities, ultimately illustrating how this flexible and community-driven educational framework holds value as a global model. Using a qualitative research approach, the research incorporates document analysis and reports from local governments to investigate the broader context of the impact and discover concrete and practical data that attribute to collaborative efforts to address educational disparities. After that, the research employed in-depth interviews with school administrators, teachers, and community leaders involved in the program to uncover challenges, success stories, and the role of community collaboration in overcoming educational disparities. This case study provides other countries with valuable insights into how to reduce educational inequities in low-resource settings and to globally ensure educational opportunities regardless of geographic location.

15:30-15:55
89560 | *Production of Didactic Material on Indigenous Peoples by Future Chemistry Teachers: An Experience in the Brazilian Context*
Nara Alinne Nobre-Da-Silva, Federal Institute Goiano, Brazil
Isabelly Rodrigues Silva, Federal Institute Goiano, Brazil
Taynara Sousa Candida, Federal Institute Goiano, Brazil
Lorrana Pires Melo, Federal Institute Goiano, Brazil

Inserting the theme of ethnic-racial relations in the training of Chemistry teachers is essential to promote an inclusive and reflective educational environment. Legislation 10.639/2003, which makes the teaching of Afro-Brazilian History and Culture mandatory, reinforces the need to discuss this theme in the curriculum, allowing future educators to recognize cultural diversity and its implications in teaching. Thus, the present work aims to present experiences of didactic materials about indigenous peoples of Brazil produced by three students of the discipline of Pedagogical Workshop IV offered by the Chemistry Degree course of a Federal Institution in the interior of Goiás. The research employs a qualitative approach and was developed in the first semester of 2024. Data collection utilized textual materials produced by the students and occurred in two stages: 1) bibliographic study and selection of Indigenous peoples; 2) construction and presentation of a didactic sequence. A guided study was conducted, focusing on the necessity to overcome racial prejudices and promote educational and social practices from an anti-racist perspective. Subsequently, the ethnic groups to be studied were defined as Ticuna, Aweti, and Karajás. The construction of the didactic material was inspired by the Three Pedagogical Moments. The themes explored were: the history and culture of the Ticuna indigenous peoples and natural pigments; food in the culture of the Aweti peoples and the production of clay by the Karajás peoples. Among the contents covered were the historical and cultural part, methods of extraction of pigments, macro and micronutrients, chemical reactions and chemical elements.

15:55-16:20
94552 | *Leveraging Registered Apprenticeship Programs to Reduce Barriers for Underserved Populations in Education, Sustainability, and Society*
Masica Jordan Alston, Bowie State University, United States
Stephanie Strianse, Jordan Alston Center for Energy, Health & Innovation, United States

Registered Apprenticeship Programs (RAPs) reduce barriers to education for minority and marginalized populations. This presentation explores how RAPs foster equitable opportunities. RAPs provide an intersection of education, sustainability, and social justice. They provide a structured, earn-while-you-learn model that integrates on-the-job training with classroom instruction, making them an accessible and practical pathway for individuals often excluded from traditional educational routes. This presentation delves into the socio-economic benefits of RAPs, highlighting their capacity to bridge educational gaps, promote workforce diversity, and support sustainable community development. RAPs are grounded in educational and social justice theories that emphasize equitable access to opportunities. These theories highlight the importance of providing diverse learning pathways for underrepresented groups and addressing economic disparities through practical, job-oriented programs. Social justice theories advocate for creating opportunities that empower marginalized communities to achieve economic stability, which is at the core of RAP's mission (Brown & Taylor, 2021). The AAI evaluation reported that participants in community development RAPs saw a 50% increase in leadership roles and a 45% improvement in community engagement (U.S. Department of Labor, 2023). Jordan Peer Recovery's Registered Apprenticeship Program exemplifies how peer support and culturally responsive case management can improve outcomes for minority populations. Funded through state and federal workforce development initiatives, this program increased completion and placement rates among minority participants to 90%. This success highlights the importance of culturally relevant support systems and mentorship in overcoming barriers to education and employment.

14:40-16:20 | Room 116 (1F)
Thursday Onsite Parallel Session 3
Educational Policy, Leadership, Management and Administration
Session Chair: Katherine Maxwell

14:40-15:05
90232 | *Investigating the Role of School Heads' Instructional Leadership in the Effective Implementation of National Learning Camps*
Jonathan Molina, Digdig National High School, Philippines
Aileen Abril, Muñoz National High School – Annex, Philippines

The study assessed the instructional leadership skills of school heads, focusing on their best practices and challenges related to the implementation of the National Learning Camp in Nueva Ecija. A mixed-method approach was used, specifically the sequential explanatory technique, involving 280 purposively selected school heads. Data were collected through questionnaires and unstructured interviews, and analyzed using frequency, mean, percentage, thematic analysis, and correlation analysis. The findings highlighted the diverse backgrounds and experiences of school heads. While respondents viewed the school heads as strong instructional leaders, no significant correlation was found between demographic variables and leadership skills. The challenges identified included learner involvement, environmental conditions, learning resources, program implementation, and fund utilization. Best practices were noted in teaching strategies, stakeholder support, enhancement programs, and collaboration. The study suggests developing targeted professional development programs tailored to school heads' diverse backgrounds, improving feedback mechanisms for continuous leadership improvement, focusing on individualized leadership development based on strengths and goals, and allocating resources to boost learner involvement and engagement in the program.

15:05-15:30
92495 | *Factors Affecting Teachers' Collaboration: The Case of Georgia*
Sofiko Lobzhanidze, Ilia State University, Georgia
Marika Kirvalidze, Ilia State University, Georgia

Projects promoting teachers' collaboration through mutual learning have been implemented in Georgian schools. However, the effectiveness of these projects and the factors influencing their sustainability have been insufficiently analyzed which is the goal of this study. The following research question was formulated - How do project specifics and school-related factors influence the effectiveness and sustainability of project outcomes? The theoretical framework for the study is based on the Theory of Change (Fullan, 2006). 40 focus groups and 33 interviews were conducted across eighteen schools. Maximum variation sampling was used to select the projects, while targeted sampling was applied in the first stage to identify specific schools, followed by random sampling in the second stage. Data were analyzed using thematic and structural analysis. Findings reveal that projects are effective and sustainable when they: Offer diverse activities and implementation formats aligned with school experience; Incorporate mechanisms for peer observation, feedback, follow-up, and reflection; Foster participant engagement and accountability to ensure dissemination of gained experience; Involve the school principal as an instructional leader. Conversely, challenges such as teachers' feelings of instability due to ongoing changes in the educational system, along with limited time and space resources, hinder project success. Findings align with previous research, emphasizing the importance of contextualized activity diversification, the circular nature of reflexivity, and school principal involvement (Carroll, Patrick, & Goldring, 2021; Geshel, 2017). Based on these results, recommendations are formulated at the state, school, and teacher levels to enhance the effectiveness and sustainability of collaborative projects.

15:30-15:55
88477 | *Teacher Professional Development: Exploring Principals' Instructional Leadership Roles in Supporting South African Public School Teachers*
Dorothy Esau, Cape Peninsula University of Technology, South Africa
Melitta Adams, Cape Peninsula University of Technology, South Africa

This research focuses on understanding teachers' perceptions of principals as instructional leaders and the role they play in supporting Continuing Teacher Professional Development (CPTD). The principal is viewed as an instructional leader who plays a pivotal role in enhancing academic outcomes and ensuring the overall success of the school. The principal's key responsibility in this capacity is to cultivate a commitment to enhancing academic success within their schools. Various studies in South Africa have highlighted the low academic achievement of learners, which is often linked to inadequate instructional leadership. This research investigates teachers' views on the role of principals in promoting their professional learning and development. Using a qualitative approach, the study adopts a case study research design, focusing on two schools within the Metropole Central district in the Western Cape. Purposeful sampling was used to select participants, and data were gathered through interviews. The findings suggest that while principals are recognized as providing support to teachers in their instructional roles, the level of involvement varies. In one school, the principal's support is perceived as limited due to lesser involvement, suggesting a potential gap in the ability of principals to provide the expected level of instructional leadership. However, administrative responsibilities may hinder some principals from engaging more directly with instructional support, contrasting with the ideal of transformative and supportive leadership. This study enriches the understanding of instructional leadership in South Africa, offering insights into the experiences of teachers in both affluent and disadvantaged educational contexts.

15:55-16:20
90759 | *Navigating School Leadership in a VUCA World: Cultivating Collaborative Professionalism and Reflexive Practice for Transformative Change*
Katherine Maxwell, Yorkville University, Canada

In an era demanding adaptability and resilience, this study explores the role of transformative school leadership in addressing the challenges posed by volatile, uncertain, complex, and ambiguous (VUCA) educational environments. Using an action research design, the study investigates the implementation of a VUCA Critical Reflexivity Framework within Canadian schools. Action research, a collaborative and iterative methodology, enabled school leaders to work closely with educators to co-develop and test strategies aimed at enhancing collaboration, equity, and social justice. Grounded in critical social justice and transformational leadership theories, this framework empowers leaders to challenge systemic inequities, build trust, and foster collaborative professionalism while prioritizing reflective practices to strengthen the instructional core. The iterative action research process provided opportunities for school leaders and educators to engage in reflective dialogue, identify challenges, and refine strategies to improve teaching practices and student outcomes. Findings reveal that adopting the VUCA Critical Reflexivity Framework helps leaders navigate complexity by replacing volatility with voice, uncertainty with understanding, complexity with moral clarity, and ambiguity with accountability. The study highlights that transformative leadership, underpinned by critical reflexivity and action-oriented collaboration, creates meaningful shifts in teaching practices, strengthens relationships, and fosters a collective commitment to social justice and equity. The study concludes that such an approach is essential for driving sustainable change in education and addressing the evolving needs of schools and communities.

Notes

16:35-17:50 | Room 106 (1F)
Thursday Onsite Parallel Session 4
Technologies in Online and Distance Learning
Session Chair: Thembeka Shange

16:35-17:00
93330 | *Implement It or "Pay the Price": Hybrid Pedagogical Model as a Strategic Approach to Address Student Dropout in Open and Distance E-Learning Institutions*
Rendani Sipho Netanda, University of South Africa, South Africa

This study explored how a hybrid pedagogical approach can be used as a strategic approach to decrease dropouts in ODeL institutions. The study sought answers to the following question: What major factors are attributed to student dropout in open and distance e-learning environments and how can hybrid pedagogical model be used to decrease dropout rate? Using a case-study design, data were gathered through focus-group and telephonic interviews with sixteen students. Findings revealed that an effective hybrid model to reduce dropout rate is to implement a comprehensive support model that can address different causes emanating from various environments. Data analysis revealed three key categories of factors accounting for dropout in ODeL: student environment, institutional environment and external environment. These findings imply that an effective hybrid pedagogical model in ODeL can reduce student dropout rates, ensure student retention and success. The study highlights the significance of hybrid model in reducing dropout guiding scholars, policymakers, academic planners, educators, and administrators in enhancing the quality of hybrid pedagogical models to combat dropout.

17:00-17:25
92625 | *The Impact of Video Tools Supported Learning Process on the Learner Autonomy of Teacher Candidates*
Duygu Demirtaş, Kocaeli University, Turkey
Eylül Bala Altunay, Kocaeli University, Turkey
Özge Okul, Kocaeli University, Turkey

Learner autonomy, which refers to taking responsibility for one's learning, improves self-regulated learning, decision-making, and problem-solving skills. Learner autonomy can be influenced by in-class activities that lead learners to be self-directed, motivated, and independent in making decisions about their learning process. Multi-media tools, particularly videos, are efficient ways of promoting learner autonomy. The use of video tools in teacher education has gained significant attention in recent years, as researchers have explored their potential to enhance the learning and professional development of pre-service teachers. A learning process supported by video tools and enriched with activities to support learner autonomy supports the learner autonomy levels of faculty of education students. This research paper aims to investigate the impact of video tools on the learner autonomy of pre-service teachers, a critical aspect of their preparation for the teaching profession. This study is an action research. The study is a follow-up study of the needs analysis conducted by the researchers to determine the learner autonomy levels of the Faculty of Education students. The study group is determined as first-grade teacher candidates (n=27) in a Faculty of Education in Turkiye.The expected results are that the learner autonomy levels of teacher candidates will increase when supported by innovative approaches such as the use of multimedia tools like video and in-class activities.

17:25-17:50
89107 | *Using an Afrocentric Approach to Infuse Care in Online Learning at a South African ODL University*
Thembeka Shange, University of South Africa, South Africa

This paper offers an Afrocentric view of pedagogies of care and builds on previous research amongst university students studying English online at a University in South Africa. Afrocentrism is an indigenous perspective that is used to generate theories and methods of analysis and correctives to the social, economic, and cultural conditions of African people (Asante,2020). Whilst there has been some research exploring Afrocentric pedagogies this has not been explicitly connected to pedagogies of care. Current research indicates that student engagement is one of the most important factors impacting students' academic success. Whilst pedagogies of care were particularly foregrounded as a crucial aspect of engagement during the pandemic, there is still a paucity of research on how care is enacted (and experienced by students) in online teaching, learning, and assessment. This study explores the connections between Afrocentrism and care pedagogy, through students' experiences of online learning. It examines engagement and the care strategies that the students employ when they interact online. The study adopted a qualitative approach including, student semi-structured interviews, student comments from the Learner Management System (LMS), and selected student emails. Thematic analysis was conducted on the qualitative data. Findings indicate that students participate with eagerness when care pedagogies are shared explicitly in online interaction Future research should focus on how an Afrocentric approach can best develop care in online student engagement in universities.

16:35-17:50 | Room 107 (1F)
Thursday Onsite Parallel Session 4
Leadership in Education
Session Chair: Lars Bjork

16:35-17:00
91159 | *A Mixed Method Approach to the Understanding of the Impact of Stress, Gender, Acting or Confirmed Appointment Status on Burnout*
Tammy Williams, University of The West Indies, Trinidad and Tobago
Morrisa Singh, University of The West Indies, Trinidad and Tobago
Jennifer Ramdan, School of Practical Accounting, Trinidad and Tobago

The research aims to determine: (1) what are the symptoms of burnout and what preventative measures can be implemented; (2) what are the current factors public school administrators experience that contribute to burnout; (3) to what extent does burnout affect public school administrators in Trinidad and Tobago; (4) to what extent does gender affect burnout among public school administrators in Trinidad and Tobago; (5) to what extent does having a confirmed status as a public school administrator lead to burnout among school administrators; (6) what framework and measures can be put in place to detect and mitigate the effects of burnout among public school administrators. This is a mixed method research design. The questionnaire and interviews were done face to face with 352 participants for the quantitative and 32 participants for the qualitative. The findings noticeably indicated that gender did not significantly impact burnout. Moreover, acting and confirmed status had a significant impact on burnout. Furthermore, burnout was seen as evident among public school administrators with personal accomplishment remaining high. The perception of the respondents emphasised the importance of alleviating burnout through mentorship programmes, recognition of achievements, maintaining manageable workloads, fostering peer collaborations and social interactions among school administrators.

17:00-17:25
94646 | *Leadership for Learning: the School District Superintendents Role in Improving Middle School Mathematics Instruction*
Lars Bjork, University of Kentucky, United States
Elizabeth Malinowski, University of Kentucky, United States

During the last four decades (1984-2025), widespread concern for the condition public education in the United States of America (USA) launched what arguably is the most intense and sustained effort to improve student learning in recent history (Bjork, 2025). Despite a wide array of national policy initiatives, low student mathematics scores remained an intractable problem. NCES (2022) report on student achievement (2000-2020) indicate small gains that subsequently declined during the COVID-19 pandemic era. The Mathematics Instructional Learning Community (MILC) Project was launched by the Franklin County Public Schools (FCPS) to improve student learning in algebra and geometry in grades 5-8 over a three-year period. This study examined the transformational leadership role of the superintendent, principal, the impact of professional development on 113 eighth-grade mathematic teachers serving in 14 school, and student achievement in Algebra and Geometry. The Professional Learning Community (PLC) adopted the Mentoring Theory, Practice, Demonstration, and Feedback (ODFM) Model that emphasized integration of "real world" strategies and applications in algebra and geometry. Qualitative research data collection methods included observations, focus group interviews, and open-ended responses. Quantitative pre and post-test data were collected on teacher learning by instructional unit. Pre and Post-test data indicated that teachers gained 68% in mathematics content knowledge. Student achievement data paired teacher-participant and non-participant classrooms indicated a gain of 52% in Algebra and 51% in geometry. Findings suggest that the FCPS superintendent and principals enacted their roles as transformational leaders and contributed to improving student learning in mathematics (Bjork, 2025; Urick et al., 2018).

16:35-17:50 | Room 109 (1F)
Thursday Onsite Parallel Session 4
STEM Curriculum Design
Session Chair: Mahmoud Emam

16:35-17:00
93574 | *Empowering Minds Through Experiential STEM Education: Insights from Seventh-Grade Female Students in Oman*

Mohamed Shahat, Sultan Qaboos University, Oman
Asma Al Ismaili, Sultan Qaboos University, Oman

STEM education is widely recognized for fostering critical thinking and problem-solving skills, yet its impact in Middle Eastern contexts remains underexplored. This study investigates how experiential STEM learning cultivates productive habits of mind—such as perseverance, questioning, flexible thinking, metacognition, and applying past knowledge—among seventh-grade female students in Oman, where gender-segregated schooling and national STEM initiatives shape education. Using a quasi-experimental design, 60 students were divided into an experimental group, which engaged in STEM-based activities on "Forces and Motion," and a control group, which followed traditional instruction. A validated scale measured pre- and post-test changes in productive habits of mind. Results showed significant improvements in the experimental group, confirming that experiential STEM learning enhances critical thinking, problem-solving, and engagement. However, reciprocal thinking showed no significant change, possibly due to existing collaborative elements in the curriculum. This study highlights experiential STEM learning as a transformative approach for developing 21st-century skills, advocating for its integration into science curricula to empower female students and enhance real-world problem-solving abilities. By showcasing the impact of experiential STEM learning in a Middle Eastern context, this research contributes to global discussions on democratizing education and bridging gender gaps. The findings align with the PCE2025 conference themes of learning experience, student learning, learning diversity, and interdisciplinary education, offering actionable insights into fostering inclusivity and engagement in STEM. Addressing post-pandemic educational challenges, this study provides practical strategies to enhance resilience and adaptability, inspiring policymakers and educators to embrace experiential STEM education for a more equitable and innovative future.

17:00-17:25
89130 | *Exploring Teachers' Implementation of Science Inquiry and Disciplinary Literacy Reforms: Challenges and Opportunities*

Michelle Eades-Baird, Empire State University, United States
H. Emily Hayden, Strategic Educational Research Partnership Institute, United States

The purpose of this study was to explore American science teacher beliefs, perceptions, and practices surrounding the implementation of the New York State, K-12 Science Learning Standards (NYSK12SLS) and Next Generation Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects (NYSNGLS-L). Situated within a National Science Foundation (NSF) - funded teacher professional development (PD) program implemented with a cohort of 72 grade K-12 teachers from 11 schools in an urban school district, this study utilized a multiple case study research design to investigate the challenges 10 focus teachers encountered when implementing the science inquiry and disciplinary literacy reforms. The results from this mixed-methods, multiple case study revealed four distinct science teacher implementation profiles that can serve as a guide to customize PD experiences for teachers implementing these standards. The findings of this study have implications for all stakeholders involved in educational reforms and developing high-impact teacher professional development.

17:25-17:50
93836 | *Enhancing Problem-Solving and Science Motivation in Fourth Graders: The Impact of a STEM-Integrated Curriculum in Oman*

Mahmoud Emam, Sultan Qaboos University, Oman
Mohamed A. Shahat, Sultan Qaboos University, Oman
Marwa Alhinai, Ministry of Education, Oman
Ehab Omara, Sultan Qaboos University, Oman
Sulaiman Al-Balushi, Sultan Qaboos University, Oman
Mohamed Al-Amri, Sultan Qaboos University, Oman

This study examines the effectiveness of a STEM-integrated unit in enhancing problem-solving skills and science learning motivation among fourth-grade students in Oman. A quasi-experimental design was employed, involving 120 students (60 in the experimental group and 60 in the control group) from two elementary schools. The intervention spanned six weeks and incorporated inquiry-based learning, hands-on activities, and interdisciplinary connections across science, technology, engineering, and mathematics. Pre- and post-intervention assessments were conducted using validated problem-solving and science motivation scales to measure cognitive and motivational outcomes. Results indicated that students in the experimental group demonstrated significant gains in problem-solving abilities and motivation compared to their control group counterparts. Notably, the improvements were consistent across genders, as multivariate analysis revealed no significant interaction effects between group and gender. This suggests that the benefits of the STEM-integrated approach are universally accessible, reinforcing its potential for widespread application in elementary education. The findings underscore the importance of incorporating STEM curricula at an early stage to develop essential skills for scientific inquiry, logical reasoning, and real-world problem-solving. By fostering both cognitive and motivational growth, STEM education can play a transformative role in preparing young learners for future academic and career challenges. This study contributes to the growing body of research advocating for STEM integration in primary education, highlighting its role in equipping students with the necessary competencies for success in an increasingly technology-driven world.

16:35-17:50 | Room 112 (1F)
Thursday Onsite Parallel Session 4
Recognising Self

Session Chair: Wenjin Cui

16:35-17:00
92859 | *The Yoga Paradigm: Bridging Intelligence and Quality of Life in Modern Times*
Mihaela Dragomir, Moldova State University, Moldova

This paper employs a multidisciplinary methodology, incorporating semi-structured interviews, participant observation, and reflective journals, to examine the profound impact of yoga on intelligence and quality of life. The study focuses on 10 female participants, aged 33–60, with intermediate to advanced yoga practice, observed during a dedicated yoga retreat. Using purposive sampling, participants were selected for their sustained engagement with yoga, providing rich, qualitative insights.
In a fast-paced world where stress, distraction, and disconnection have become the norm, the true essence of intelligence and well-being is often overlooked. Traditionally confined to the narrow scope of IQ, intelligence has been primarily associated with logical and linguistic abilities. However, the theory of multiple intelligences reveals a richer, multidimensional understanding of human potential—encompassing kinesthetic, emotional, and spiritual dimensions. Thematic analysis guides the interpretation of data, identifying patterns related to self-awareness, emotional resilience, and cognitive functions like memory and focus. Trustworthiness is ensured through triangulation, member checking, and an audit trail. Grounded in contemporary neuroscience, educational theory, and yogic philosophy, this study positions yoga as an essential tool for unlocking human potential. Whether applied in classrooms, workplaces, or daily routines, yoga redefines success and fulfillment in terms of health, happiness, and harmony. This paper invites readers to see yoga not merely as an exercise or relaxation technique but as a timely and transformative paradigm for cultivating intelligence and elevating the quality of life in an ever-evolving world.

17:00-17:25
93658 | *Moderation as a Method of Self-Preservation: Zhou Zuoren, Correlative Thinking, and Chinese Modernity*
Wenjin Cui, University of New Hampshire, United States

In the thinking of Zhou Zuoren (1885–1967), a major writer in 20th century China, the doctrine of moderation (zhongyong) is upheld as the core value of Chinese civilization, as well as the basis for its modern revival. A self-confessed follower of the doctrine, he advocates the balance between the abstinence and indulgence of bodily desire, and the undulation between positive and passive attitude toward reality. In these regards, he views himself as a modern Confucianist. While endorsing the Confucian principle of both affirming the bodily desire of the individual and demanding the moral regulation of individual desires, he also proposes to deepen it through the integration of modern Western science. Proclaiming himself to inherit the worldly spirit of Confucianism, he attempts to revitalize it by assimilating the seclusive attitude of Daoism, the active engagement of Mohism and the benevolent disposition of Buddhism. According to the French philosopher and sinologist François Jullien, the Confucian doctrine of moderation exemplifies the correlative thinking of Chinese tradition. In contrast to Western philosophy, which follows the logic of ontological thinking and seeks truth through the distinction between being and non-being, the doctrine of moderation is rooted in wisdom, which immerses itself in process and opens itself to all possibilities through the absence of intention. In his emphasis on the correlative mode of thinking, Zhou Zuoren's view of moderation grasps the epistemic foundation of Chinese tradition. Meanwhile, his use of it as a method of self-preservation also highlights a particular weakness of the tradition.

17:25-17:50
94890 | *The Direct and Indirect Effects of Positive and Negative Social Interactions on Well-Being: Examining the Mediating Role of Subjective Health*
Shuangyue Zhang, Sam Houston State University, United States

Using nationally representative samples from the 2017 wave of the Chinese General Social Survey (CGSS), this study explored the impact of both positive and negative social interactions on well-being, and how subjective health mediated these relationships. The findings align with previous research based on Western samples. The results show that positive social interactions positively influenced happiness, life satisfaction, and goal accomplishment, both directly and indirectly. In contrast, negative social interactions had a detrimental effect on happiness, life satisfaction, and goal accomplishment, both directly and indirectly. Subjective health played a significant role in mediating the relationship between social interactions and well-being. Notably, negative social interactions had a stronger impact on happiness and life satisfaction than positive interactions, while positive social interactions were more strongly associated with goal accomplishment than negative interactions. These findings contribute to the literature by deepening our understanding of how social interactions shape well-being.

16:35-17:50 | Room 116 (1F)
Thursday Onsite Parallel Session 4
Teaching Experiences in Mathematics Education
Session Chair: Janette Bobis

16:35-17:00
91804 | *Nested Networks: Creating Space for New Pedagogical Perspectives in Mathematics Teaching*
Christine Suurtamm, University of Ottawa, Canada

This presentation reports on a multi-year professional development and research project designed to enhance the teaching of mathematics to Grade 9 students in Ontario, Canada. A model of nested networks of professional learning communities (PLCs) was used to enhance mathematics teachers' understanding and use of effective pedagogical practices. Ten secondary schools across the province each set up a PLC comprised of classroom teachers, an administrator, a district mathematics leader, and a resource teacher, which met for a full day once a month over two years. The purpose of these meetings was to explore practices and activities to enhance the teaching and learning of mathematics; however each PLC determined how they would work and the focus of this work. These PLCs were networked through a research team who visited and documented the monthly meetings and set up meetings of all 10 PLCs to enhance the learning through sharing across PLCs and focused learning to address teachers' needs. Analysis of the transcripts of monthly meetings, interviews, and focus groups, provides evidence of shifts in practice and perspectives on students' capabilities. Several components of the project were essential to the learning, including respecting PLC autonomy, recognizing and supporting the needs of the PLCs, and providing opportunities to share the ideas generated within each PLC with other PLCs, generating new learning. A follow-up study to this project shows that for many participants, practices developed during the project persist and informal professional learning through their connections with other participants has continued.

17:00-17:25
93161 | *Early Geometry Teaching and Learning: Student Teachers' Proficiency in Early Geometry Terminology*
Jogymol Kalariparampil Alex, United Arab Emirates University, United Arab Emirates

Geometry is a fundamental area of mathematics, and its effective teaching is crucial for young learners. Student teachers must have a strong grasp of geometry to effectively teach and enhance their future students' geometric understanding. This paper reports on the proficiency in early geometry terminology of 30 student teachers in the early childhood bachelor of education programme in a university in the UAE. Responses to a 150-item questionnaire in early geometry terminology based on van Hiele theory's geometric thinking levels (Levels 1-3) constituted the data for the paper. A consistent decline in the student teacher's proficiency in geometry terminology (Level 1: Mean Score = 65.2, SD = 21.8; Level 2: Mean Score = 62.9, SD = 14.1; Level 3: Mean Score = 54.9, SD = 11.2) was noted. It confirms the hierarchical nature of the van Hiele levels, as more student teachers had answered the items correctly at Level 1, and it was on a decline as it moved to the higher levels of properties and classification of shapes. This calls for an intervention based on the van Hiele theory for enhancing the geometric proficiency of the student teachers. This in turn will support the quality preparation of prospective teachers on how to support young children's foundations in early geometry.

17:25-17:50
92771 | *Young Students' Enjoyment of and Preference for Solving Challenging Mathematical Tasks*
Janette Bobis, The University of Sydney, Australia
Maggie Feng, The University of Sydney, Australia

Despite research indicating that many teachers are reluctant to use challenging problem-solving mathematical tasks fearful of disengaging their students, evidence is emerging suggesting that students prefer and enjoy solving such tasks. In this study we aimed to investigate young students' enjoyment of and preferences for problem-solving mathematics tasks of different challenge levels. Qualitative data were collected from 27 kindergarten to grade 2 students (aged 5-7) in a semi-structured individual interview conducted immediately following a lesson involving a challenging problem-solving mathematics task. Students were asked to select their next task and explain why they selected it. They could choose a task more, less or about the same level of challenge, as the one they just completed. A data-driven, inductive thematic analysis was used to analyse student responses. Findings indicate that nearly all students enjoyed learning mathematics when taught through a challenging, problem-solving approach with eighteen (67%) students preferring tasks that were more challenging than the one they had just completed and only three (11%) preferring an easier task. Of the students who preferred a more challenging task, nearly all thought that more challenging tasks would help them learn mathematics better and their "brain to grow". Students' reasons for their preferences have implications for developers of curriculum materials, teachers' classroom practices and the design of mathematical tasks they provide their students.

Friday,
June 13

Onsite Parallel Sessions

All times are Central European Summer Time (UTC+2)

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

09:30-11:10 | Room 105 (1F)
Friday Onsite Parallel Session 1
Innovative Technologies in Education (Workshops)
Session Chair: Syuzanna Torosyan

09:30-10:20
92631 | *Engaging Diverse Learners Through Microlectures: A Hands-On Workshop*
Srinivasan Durairaj, Richland Community College, United States

With more than two decades of teaching experience across three countries, I have discovered the significant impact of microlectures in engaging a diverse student body and boosting learning outcomes. This workshop introduces the concept of microlectures—concise, targeted lessons designed to ignite curiosity, maintain focus, and enhance comprehension—and provides a hands-on framework for their development and delivery, whether face to face or online.

Participants in this workshop will:
Explore tools to create microlectures in CANVAS studio, QuickTime, Loom, Screencastify.
Learn how to spark interest and set the stage within the first 60 seconds.
Discover techniques for conveying core concepts in 4-5 minutes.
Implement strategies for embedding active learning exercises.

Bring a lecture or topic you are currently teaching and engage in practical exercises and develop skills for tackling common instructional challenges, such as segmenting content and maintaining engagement across various teaching formats. This workshop provides immediate, practical tools, including templates and checklists, to implement microlecture strategies in your classrooms. It is ideal for educators seeking dynamic, adaptable techniques to captivate learners and enhance instructional efficacy in today's evolving educational environment.

10:20-11:10
93505 | *Discourse Analysis in Action: A Hands on Approach Using a Variety of Tools*
Syuzanna Torosyan, American University of Armenia, Armenia

This workshop offers a follow-up immersive overview of discourse analysis – a prominent and important field within language studies. As a study, discourse analysis raises a wide range of questions and offers multiple perspectives in response. It is important to note, though, that this interdisciplinary field primarily aims to examine how language is used in communication, how it functions and how meaning is constructed across various contexts and modes of communication. This approach both focuses on the language itself and looks at its connections to culture, society and thought (Strauss & Feiz, 2014). In this workshop, we will explore the key language features and roles found in written, spoken and multimodal communication, guiding participants through hands-on analysis of authentic language in use as well as addressing social, cultural and political factors that impact the language. Participants will be able to use this understanding to interpret and create texts in different social and professional settings. To ensure this, attendees will be provided with a number of practical discourse analysis tools, interactive activities and valid examples that are designed to broaden their knowledge and ability to decode and analyze discourse in various setting.

09:30-11:10 | Room 106 (1F)
Friday Onsite Parallel Session 1
Shifting Paradigms in Educational Policy
Session Chair: Gertrude Mafoa Quan

09:30-09:55
92496 | *The Urban School Lifecycle*
Antonia Gordon, Michigan State University, United States

Declining education performance in public schools has been a reoccurring theme on national and state policy agendas since the 1960's (Bishop, 1989). Research has determined that performance declines are most common among students who attend public schools in cities as opposed to students who attend suburban schools (Cotton, 1991; Ladd, 2012) Appeals to rectify the urban/suburban achievement gap have resulted in several federal and state policy reforms that target Black and urban schools (Henig et al., 1999). As a result, similar – and sometimes the same – schools are targeted by education policy (Gordon, 2023). The consequences of revolving education reform may cause more harm than good by disrupting the foundational networks that uphold urban school communities. Research by Jean Anyon (1997) and Marion Orr (1999) finds that schools are sources of economic stability in deindustrialized urban/ Black communities. The literature on Black political participation finds that low-income Black communities have higher rates of political apathy and lower numbers of political participation, except in the governance of their schools (Fung, 2009). Other research suggests that urban schools are also sites for social welfare services (Gordon, 2023). Based on the empirical research, I argue that urban school stakeholders depend on schools for non-educational needs like employment, social welfare, and political participation. When policy mandates the elimination of school staff, programs, services, or democratic processes without a reinvestment back into the community, the consequences can disrupt the school ecosystem.

09:55-10:20
91908 | *Transcendental Phenomenological Investigation into Adaptation of Preparatory Program Students to Changing Learning Environment*
Antonina Nemtinova, Istanbul Gedik University, Turkey
Enisa Mede, Bahçeşehir University, Turkey

The shift in the paradigm of learning environment and experiences in higher education became more obvious in recent years due to the availability of new technology, and progress in teaching/learning tools and methods added to the extreme experiences that forced the intensive use of online or hybrid education. The shift in the educational environment affects all the stakeholders, and especially the focal point of the process – learners. The current paper aims to explore the phenomenon of adaptation of English preparatory program students to the constantly changing educational environment of their program within one semester of their studies: from face-to-face to online and to hybrid. The researchers used a transcendental phenomenological approach to gain insights into student's experiences through these ongoing changes in the language learning environment (Husserl, 1970). The narratives based on guiding questions were collected from 8 students, with consecutive focus group interviews conducted to attain an in-depth detailed understanding of the language learners' experiences. Content analysis together with inter-rater reliability was administered to enhance the reliability of the results. The researchers had the roles of listeners and observers to be able to set aside their own opinions and let the phenomenon of this study emerge from the data.

10:20-10:45
95129 | *The Intersection of Class, Capital and Identity: A Critical Political Economy Analysis of Education Policy and Leadership in the Kurdistan*
Nidal Al Haj Sleiman, London School of Economics, United Kingdom

The Kurdistan Region in Iraq (KRI) has undergone several structural education policy and reform changes since 2003, which have significantly influenced the practice of school leadership. Despite rising interest in the Iraqi Kurdish context, locally and globally, studies examining the interaction of education policy and leadership are still limited. This paper explores the impact of the reform context on school leaders' role and their relationship with education policy through a critical political economy lens. Using a combined framework, the study draws on Beinin's work in the political economy of the Middle East and Giddens theory of structuration and his notions agency and structure in relation to the interaction of leadership and policy. The study uses a multi-method approach comprising of five case studies, 12 in-depth interviews with school leaders and five critical reflective journals written by school leaders. To analyse the data collated from these methods, a critical policy economy analysis approach is used. The findings address the significant inequalities and inequities between schools and highlight the complex relationship between leadership and policy. Based on the findings, the paper provides an analysis of educational policy in the region amidst political, cultural, and socio-economic complexity. Then, it highlights the constant interplay of history, power, and market capital in the work of schools and leaders. The paper lays out the significant differences between different schooling systems driven by the intersection of capital, class, power and identity, which create significant challenges for school leadership.

10:45-11:10
93331 | *Understanding the Right to Education Under the African Children's Charter, Within the Four Pillars of Interpretation*
Gertrude Mafoa Quan, University of Witwatersrand, South Africa

The African Committee of Experts on the Rights and Welfare of the Child has received several communications alleging violations of the right to education under the African Charter on the Rights and Welfare of the Child. This has led to significant development on the jurisprudence on education and on education-related rights. Like every right under the African Children's Charter, the right to education is subject to the four pillars of interpretation: non-discrimination; best interests; child participation; and survival and development. The aim of this article is to explore how the African Children's Committee has interpreted the right to education within the four pillars of interpretation and how that has shaped the growing jurisprudence on education under the African Children's Charter. The article also draws on examples on educational rights and interpretive provisions from the Convention on the Rights of the Child and the African Charter on Human and Peoples' Rights.

09:30-11:10 | Room 107 (1F)
Friday Onsite Parallel Session 1
Teaching Experiences and Pedagogical Development
Session Chair: Karen Chung-chien Chang

09:30-09:55
92767 | *Improving the Quality of Graduate Students' Peer Feedback*
Evrim Erbilgin, Emirates College for Advanced Education, United Arab Emirates

In recent years, using feedback to support student learning has gained attention among educators, particularly after the publication of Visible Learning by Hattie (2009) which showed a high effect size (0.73) of feedback on student achievement. Building on this foundation, this study focuses on peer feedback in which students read each other's work and provide comments on that work. The aim was to use an innovative approach to enhance the quality of peer feedback given and received by the graduate students in a blended course. The innovative approach is framed around the following three key components based on the relevant literature: clear guidelines, faculty modeling, and cooperative peer feedback discussions (Clarke, 2014). Six out of seven graduate students enrolled in the Assessment in Mathematics Education course volunteered to participate in the study. Peer feedback collected from the learning tasks was analyzed to assess changes in its quality over the duration of the course. Additionally, the participants were interviewed to find out their opinions on the innovative approach implemented in the course. The findings revealed that the participants enhanced the quality of feedback they provided by paying attention to task goals, improvement strategies, and learner self-regulation. Furthermore, participants felt that the course significantly enhanced their overall knowledge and skills related to providing feedback.

09:55-10:20
95055 | *Scaling Active Learning: Co-Creation and Collaborative Pedagogy in Large University-Level Economics Classes*
Natalia Pakhotina, Texas A&M University, United States
Mahjabin Chowdhury, Texas A&M University, United States
Madeleine Arth, Texas A&M University, United States

This proposal presents an innovative approach to active learning in large-enrollment undergraduate Economics courses through a collaborative workbook project. Implemented in classes with 300-500 students per semester, this initiative is grounded in Constructivist pedagogy and aims to enhance engagement, teamwork, and communication skills by involving students in the co-creation of study materials. Using digital tools such as Canva, Perusall, and Peerceptiv, students synthesized existing content, integrated original elements, and engaged in structured peer review. To evaluate the impact of this intervention, a Learning Experience Network Analysis (LENA) approach was applied, mapping the interdependencies between student struggles, successes, and engagement levels. Survey data from two semesters were coded using MAXQDA, and correlational matrices were generated to identify key leverage points. These matrices were visualized using social network analysis (SNA) in UCINet and NetDraw, revealing clusters of student interactions and highlighting central nodes that influenced both positive and negative experiences. The analysis of negative reflections informed assignment redesigns in subsequent semesters to improve collaboration dynamics and assessment logistics. Meanwhile, the analysis of positive outcomes provided actionable insights into the role of peer interactions and project-based learning in fostering engagement. This presentation will discuss the scalability of co-creation practices in large classrooms, the impact of assignment design changes based on survey and network analysis, and student reflections on how project-based learning and small-group collaboration shaped their engagement and academic experience. Findings suggest that the project significantly improved student participation, a sense of belonging, and the development of analytical and communication skills.

10:20-10:45
94940 | *Multimodality and Chemistry Teaching: An Analysis of Future Teachers' Perceptions and Representations*
Emerich Sousa, Federal University of Viçosa, Brazil
João Paiva, University of Porto, Portugal

The study explored the conceptions and transformations in the use of multimodal representations by future Chemistry teachers. It was conducted during a workshop with nine Master's students in Physics and Chemistry Teaching from a Portuguese public university. Data collection included a pre-intervention questionnaire and a post-intervention activity in which participants suggested multimodal representations. Thematic analysis was used for qualitative data. The results of the questionnaire indicated that, although participants recognized the potential of multimodal representations in chemistry teaching, there were gaps in conceptual understanding and practical preparation to use them effectively. The thematic analysis identified two central dimensions: personal and conceptual. In the personal dimension, the highlights were the lack of teaching experience, the lack of experience with multimodals, and the tendency to associate multimodality exclusively with digital technology. In the conceptual dimension, it was observed that many participants confused multirepresentations with multimodality. In the post-intervention activity, participants demonstrated a change in the way they understood and used multimodal representations. Modes such as concrete, symbolic and gestural gained prominence. The results demonstrate the need for more in-depth teacher training in the use of multimodals. One aspect that was not addressed in this study, but that deserves attention in future research, is the use of multimodals in the assessment. Finally, it is important to emphasize that the intervention carried out was specific and it is important that the courses create conditions for future teachers to experience the use of multimodals in real teaching contexts.

10:45-11:10
90589 | *A Flipped Translation Classroom: Learning/Teaching Perceptions from the Teacher and Students*
Karen Chung-chien Chang, National Taipei University, Taiwan

The flipped classroom teaching approach, since the coin of this term in 2012, has attracted much attention with its inverted emphasis on students' before-class learning and their in-class deep/active participation. The philosophy behind this pedagogical approach lies in the belief that, with the learning content students acquire before they come to the classroom, course time can be better used for students' active engagement in enhancing their understanding of the acquired concepts and clarifying unclear learning points. In the past decades, this approach has been adopted in many disciplines, translation included. However, the research involving Chinese Mandarin and English as the source/target languages is limited. This study aims at examining both the teacher's and the students' teaching/learning perceptions of implementing this pedagogical approach in a translation course with the aid of class observation notes, a survey, and an interview. The class-observation notes reflected a second rater's observation and after-class verification details with the course instructor (the primary researcher); the survey examined the students' perceptions of their flipped classroom learning experiences, and the one-on-one interview was carried out to verify the students' evaluations of their translation-learning perceptions. The findings have revealed that, for this English-to-Chinese translation course, the teacher identified the students' weak commands in maneuvering their mother tongue and English to be the biggest learning obstacle whereas, for the students' evaluations, the positive perceptions outweighed the negative ones. This study hopes to provide more insight into translation instruction of not only the English-Chinese combination but also other language pairs.

09:30-11:10 | Room 108 (1F)
Friday Onsite Parallel Session 1
Towards AI-driven Education
Session Chair: Avesa Rockwell

09:55-10:20
95117 | *Bridging AI Literacy, the AI Act, and Academia: An Interdisciplinary Approach to Embedding AI Literacy in Teaching Academic Writing*
Chrysanthi Melanou, Freiburg University of Education; DHBW University, Germany

The rapid advancement of artificial intelligence (AI) and the EU AI Act mandate the compulsory delivery of AI competencies, requiring AI operators, including universities, to ensure AI literacy. This study examines the design, implementation, and empirical evaluation of an interdisciplinary AI literacy course, with a specific focus on its application in academic writing. Launched in October 2024, the course has been attended by 638 students, providing a structured and scalable teaching framework. AI competencies were precisely defined in alignment with the EU AI Act, ensuring a methodical approach to AI literacy. The course covers both AI fundamentals and their application in academic writing, equipping students with the necessary knowledge to critically engage with AI tools. A cross-disciplinary teaching scenario was developed and implemented to enable students from all fields of study to integrate AI into their academic work in a meaningful and responsible way. The course emphasizes critical engagement with AI-driven writing tools, fostering a deeper understanding of their capabilities, limitations, and ethical implications. To assess the effectiveness of this approach, an empirical evaluation is conducted using a survey-based methodology to measure students' AI literacy progression, understanding of AI fundamentals, engagement with AI tools, and ability to apply them in academic writing and research practices. Preliminary results indicate an increased awareness of AI's role in academic writing, improved AI competency, and greater confidence in AI-supported research. This study provides valuable empirical insights for universities preparing students for the responsible and effective use of AI in academic and research contexts.

10:20-10:45
95148 | *Integrating AI into Accounting Education: Innovations, Ethical Considerations, and Pedagogical Shifts*
Nadia Sbei Trabelsi, American University in Dubai, United Arab Emirates

The integration of Artificial Intelligence (AI) into accounting education is reshaping both pedagogical approaches and research methodologies in the field. This paper explores the research conducted on AI in accounting education, by examining how AI-driven tools are influencing teaching methods, curriculum design, and students' learning experiences (Cheng et al., 2024; Fachrurrozie et al., 2025). Furthermore, this paper investigates AI's influence on accounting research and academic scholarship (Dong et al., 2024; Eulerich et al., 2024). Based on recent studies, this paper identifies key themes in the literature, including the potential of AI to enhance student engagement, personalize learning experiences, and automate routine tasks, thus allowing educators to focus on higher-order cognitive skills (Ali et al., 2022; Al Ghatrifi et al., 2023). However, it also highlights concerns regarding over-reliance on AI, ethical implications, and the need to maintain fundamental accounting competencies (Ballantine et al., 2024; Holmes & Douglass, 2022). Findings suggest that while AI presents significant opportunities to improve accounting education and research, its effective implementation requires careful consideration of pedagogical integrity, critical thinking development, and ethical dimensions (Brabete et al., 2024; Özdemir et al., 2024). Furthermore, AI's role in academic research raises questions about the evolving nature of scholarly inquiry and the balance between automation and human expertise in knowledge creation (Voshaar et al., 2025; Hyde et al., 2024). This paper contributes to ongoing discussions on the responsible adoption of AI in education, demonstrating how insights from accounting education can inform broader academic contexts.

10:45-11:10
95061 | *Finding Agency and Community within STEM Fields in the Age of Generative AI*
Avesa Rockwell, University of Minnesota Duluth, United States

In a writing course for third and fourth-year Science and Engineering students at the University of Minnesota Duluth (USA), I have developed a project that encourages students to practice critical thinking, collaboration, metacognition, and a strategic use of generative AI. Whether they are aware of it or not, when students enter University they are joining a discourse community (DC) that creates, regulates, and disseminates information. These DCs share a common set of public goals and possess mechanisms of intercommunication, including genres and lexis (Swales, 1990). For this project, students collaborate with other members of their specific academic or professional DC to identify and analyze its defining features. Together, they create 1) a project charter that describes and delegates tasks, including experts to interview, questions to ask, and a sample genre to obtain; 2) prompts that ask a generative AI tool to create a genre similar to the one obtained from the expert(s); and 3) a brief oral and visual presentation that addresses novice members of the DC and analyzes the differences between artifacts generated by humans and large language models. Finally, in a separate document, each student describes what they did and what they learned. Many students appear to gain appreciation for the regulatory mechanisms within their fields, along with some apprehension about the capabilities of generative AI. This presentation will include excerpts from students' presentations and reflections and a summary of assessment data across multiple sections over a span of two years.

09:30-11:10 | Room 109 (1F)
Friday Onsite Parallel Session 1
Adult, Lifelong and Distance Learning
Session Chair: Alongkorn Parivudhiphongs

09:30-09:55
93156 | *Distance Education as a Tool for Transformation in Adult Life*
Maria de Fátima Goulão, Universidade Aberta, Portugal

Distance education (DE) has become an important alternative for adult education, allowing individuals to balance studies with other responsibilities such as work and family. However, returning to education, particularly after a long interval, entails a series of challenges and opportunities that vary according to each student's context. Returning to studies, especially at an advanced age and in the distance education modality, represents an increasing challenge for many. This article aims to explore adult students' perceptions of the opportunities and challenges arising when resuming their educational journey, based on testimonies collected in online forums. The methodology used was qualitative content analysis. A total of 205 statements collected from online forums of students sharing their experiences in resuming studies in a degree programme X were analysed. The responses were categorised into two major themes: "Opportunities" and "Challenges", based on their perceptions of the positive and negative aspects of this educational journey. We found that while distance education offers flexibility and accessibility, balancing personal life, work, and studies remains a significant challenge. Maturity and resilience emerge as key factors for overcoming obstacles, while personal and professional growth are seen as the main rewards.

09:55-10:20
93010 | *Exploring Lifelong Learning: A Narrative Inquiry into a Black Women's Book Club*
Diana Quito, University of Alabama, United States

This narrative inquiry explores the lifelong learning experiences of Black women participating in a book club's related activities. Specifically, this study will focus on how book club participation sheds light on literature's role(s) in their lives. The underrepresentation of Black women and the omission of non-formal learning sites in adult education literature guide the focus of this research study. Using lifelong learning, the situative approach, and intersectionality for this study's conceptual framework, the (re)presented narratives provide insight into the learning trajectories of Black women across diverse settings and within personalized contexts embedded in broader social and cultural contexts. Semi-structured interviews and the researcher's participation in the book club serve as the primary sources for data collection. For data analysis, I operationalized Polkinghorne's (1995) distinction between 'analysis of narratives' and 'narrative analysis'. The 'analysis of narratives' encompasses the iterative coding process, whereas the 'narrative analysis' involves re-storying the themes developed to represent the book club member's learning experiences from both life-long and life-wide perspectives. To present the research findings, the screenplay format is used as a creative form of narrative representation. This research contributes to the understanding of lifelong learning in marginalized communities, fosters connections between adult education and educational psychology, and enriches educational psychology with qualitative approaches.

10:20-10:45
87240 | *The Many Benefits of Literature Study for Older Adults*
Lori Lucas, University of Colorado-Boulder, United States

This presentation will address the several and varied benefits of engaging older adults via literature lessons in an active group learning environment and will offer methodology to use the gifts of older adults to improve cognitive ability. As a professional I have taught students of every age but the most enlightened and appreciative students have been those over sixty due to their life experiences and wisdom. They represent the group most engaged and experienced and can draw on that engagement and those experiences for a deeper understanding of literature eg Shakespeare. In this presentation I will discuss/explain the methods used to engage older adults in an exciting supportive way.

10:45-11:10
93028 | *Advancing AI Literacy for an Ageing Society in Thailand and Integrating Lifelong Learning Principles*
Alongkorn Parivudhiphongs, Chulalongkorn University, Thailand

As Artificial Intelligence (AI) becomes increasingly integrated into daily life, fostering AI literacy is crucial for digital inclusion. This is especially true for ageing individuals, who face unique challenges in adopting AI despite their growing dependence on AI-driven technologies in healthcare, finance, and communication. This study focuses on Thailand, a country undergoing rapid demographic transitions toward an ageing society, and explores strategies for developing AI literacy that align with principles of adult and lifelong learning. A scoping review was conducted, analyzing 20 empirical studies published between 2016 and 2024. The review evaluates, synthesizes, and categorizes research on AI literacy for ageing populations, emphasizing curriculum design, technological tools, pedagogical approaches, and culturally relevant interventions. Findings reveal critical barriers, including (1) limited familiarity with AI concepts, (2) a lack of accessible, localized resources, and (3) an absence of structured instructional frameworks that resonate with adult learners' experiential knowledge and self-directed learning preferences. The study intertwines AI literacy with adult education theories, highlighting the importance of designing programs that incorporate practical, real-life applications, scaffold learning for cognitive engagement, and leverage the wealth of life experiences that older adults bring to the learning environment. By framing AI literacy within lifelong learning paradigms, this research aims to empower older adults to navigate AI technologies confidently, fostering personal growth, social inclusion, and digital equity. Insights generated offer actionable recommendations for educators, policymakers, and researchers committed to building inclusive, age-appropriate frameworks for lifelong learning in an AI-integrated world.

09:30-11:10 | Room 112 (1F)
Friday Onsite Parallel Session 1
Approaches to Foreign Language Learning
Session Chair: Nipunika Dilani

09:30-09:55
93038 | *The Impact of Online Games on Vocabulary Acquisition: Primary School Teachers Perspectives*
Gwanza Basilashvili, University of Ausgburg, Germany

Vocabulary acquisition is a very crucial aspect of language learning. It enhances student engagement and promotes an innovative learning environment. Traditional rote memorization of words has been replaced by gamified activities using various online platforms. Incorporating games into the classroom results in having positive effects on language learning, simultaneously increasing students' interest. As a result, many educational institutions are now integrating online games into their curricula. The research paper aims to explore the impact of using online games on primary school students' vocabulary acquisition. Specifically, it examines how primary school teachers in Georgia utilize online games in their English classrooms to enhance students' vocabulary skills development. Furthermore, the study identifies the challenges that teachers encounter in the process. The study took a quantitative research approach, an online questionnaire was distributed to 30 English language teachers in primary schools in Georgia. The findings of the study revealed that the gamified activities contributed positively to primary school students' vocabulary acquisition process. Moreover, gamification promoted students' engagement and interest in vocabulary learning. The study also highlighted several challenges faced by the participants, such as technical issues and limited access to electronic devices. Based on the findings, the study offers recommendations for the successful integration of online games into language classroom curricula.

09:55-10:20
93328 | *Integrating the Communicative, Intercultural, and Global Citizenship Approaches in the Foreign Language Classroom*
Elena Galinova, Pennsylvania State University, United States
Reham Aly, Pennsylvania State University, United States
Ritu Jayakar, Pennsylvania State University, United States

This case study demonstrates how the process of culture learning and global citizenship skills development is implemented in the modern Arabic and Hindi (two of the less commonly taught languages) classrooms at a North American university. It seeks to enrich the current conception of foreign language education as a complex agenda built on the integration of the intercultural and the global citizenship approaches into the overarching framework of the communicative language classroom. The study bears the typical characteristics of scholar-practitioner research, in which the researchers actively participate in the settings they study, observing and interacting with other participants (students) to gain deeper insights. Active participant observation is the main method of data collection, complemented by analysis of the documents we utilize: our syllabi and lesson plans. We share illustrations of the themes and topics chosen for our classes and the strategies we employ regarding activities that contribute to creating a student-centered classroom and stimulate active, task-oriented learning. We analyze these data through the prism of Byram's (1997) "savoirs" framework. We argue that the synergistic effect of the communicative, intercultural, and global citizenship approaches is a powerful factor shaping our students' development as interculturally competent and productive global citizens. The goal of this research is to contribute to a better understanding of foreign language education as a complex effort promoting communication but also cultivating an insider's perspective into the cultural fabric of the studied societies and creating opportunities for building alliances across cultural divides in tackling global issues.

10:20-10:45
95002 | *Monologue in Polyglot, How I Learn Languages by Kató Lomb: Still a Viable Language Learning Strategy?*
Osaruese Osawaru, University of Benin, Nigeria

Drama has for a long time being viewed and accepted as a viable language learning strategy for improving both oral comprehension and oral expression as well as both written comprehension and written expression. Acting and the dialogues that follow are however its popular features in the classroom even though monologue is also a characteristic of drama. It is understandable that there are more dialogues than monologues where drama is used for language learning because getting more learners to participate, speak and interact in the target language within a limited time is the essence of the activity. Notwithstanding, if monologues are not considered greatly beneficial to learners in the classroom, it certainly aids them tremendously when they are alone and outside of the classroom. The benefits of the monologue are usually seen in their subsequent use of the target language. This is the stance in the book: Polyglot, how I learn languages where monologue is explored by an adult learner of 16 foreign languages. Consequently, this research is a descriptive survey on the consistent awareness and usage of monologues by foreign language students in Nigerian universities currently undergoing a French language immersion program in an inter-university center. This is to ascertain whether they consider monologues a useful strategy in developing their language skills. The findings will have great implications for foreign language educators to expressly canvass types of monologues or not.

10:45-11:10
86119 | *Enhancing ESL Skills Through Buddhist Content Integration: A Qualitative Study*
Nipunika Dilani, Buddhist and Pali University of Sri Lanka, Sri Lanka

Integration of language and content (CLIL) has been practised in various contexts to achieve different objectives. This study aims to enhance language skills—reading, writing, and speaking—by integrating Buddhist content into English as a second language instruction within a Buddhist context. Data was collected through two questionnaires; one was administered to lecturers who taught using this integrated approach and the other to students. Additionally, five in-depth interviews were conducted with the students who completed the course module "Buddhist Concepts in English Literary Texts - ENGL 22093(C)" offered by the Department of English. A qualitative methodology was employed to interpret the data from these sources. The results indicated that this integrated teaching approach effectively increased students' engagement, motivation, communication, reading, and vocabulary building. However, some challenges were identified, including lecturers' limited competence in Buddhist content, insufficient knowledge of Buddhist concepts, students' greater familiarity with Buddhism than the lecturers, and some students finding the content boring, less challenging, and the vocabulary outdated. Despite these challenges, the findings suggest the potential for meaningful interdisciplinary learning in higher education with the results being transferable to similar educational settings.

09:30-11:10 | Room 114 (1F)
Friday Onsite Parallel Session 1
History/Historiography
Session Chair: Sean Brawley

09:30-09:55
93943 | *Postcolonialism and Identity in Africa*
Opeoluwa Opeyemi Aluko, University of the Free State, South Africa
Desiree Pearl Larey, University of the Free State, South Africa

The legacies of colonialism on the African soil have had a profound and long-lasting impact on the construction of the identity of the people of African descent. This is because nations across the continent have endured and battled against the complex process of decolonization, and this has led to the conversations around individual and collective identity. In light of this, the purpose of this paper is to understand how colonial legacies and resistance shape individual and collective identities in postcolonial African societies. It does this by exploring the relationship between postcolonialism and identity in Africa, drawing from the lived experiences of African peoples. The theoretical framework of this study is the cultural identity theory developed by scholars such as Stuart Hall and Paul Gilroy (1990). These theory conceptualises identity as fluid and shaped by a complex relationship between historical, cultural, and social factors, thereby providing for an understanding of the transformative nature of postcolonial African identities. The methodology for this study is a literature review of already published studies on the multifaceted nature of identity construction in the postcolonial African experience. The findings reveal that colonial legacies have shaped identity formation in complex ways. The analysis of secondary sources further illuminates how postcolonial Africans have continuously negotiated their sense of self and belonging within shifting historical, political, and social landscapes.

09:55-10:20
95142 | *The Role of Media in Exacerbating Academic Debates: Queen Cleopatra Docudrama as a Case Study*
Boudour Gabsi, Carthage University, Tunisia

New emerging trends in academia have underscored the need for questioning historical records as there is clear evidence of potential deliberate exclusion of minorities from scholarly settings. Critics suggested that history has been exposed to dominant forces that contributed to its construction. This claim has created scientific dilemma of whether the historiographical investigations aim at dissolving mystery and reaching reality or just replacing an existent power with a rising authority. Since media thrives on ideological strategies that attempt to frame reality, the recent Netflix Queen Cleopatra docudrama emerged as a salient example of how media reports contentious issues. To this effect, this study aims to investigate the persuasive techniques adopted by 6 scholars presented in the aforementioned docudrama using both quantitative and qualitative research methods. Purposive sampling method was adopted in selecting the corpus and then the data was extracted through manual transcription. As for the qualitative analysis, the study uses critical discourse analysis as a theoretical framework to unravel the logic behind media's use of persuasive techniques to establish new propositions. As for the quantitative research, SPSS is used to understand frequency and occurrence of these techniques. The results showed how the discourse of the presented scholars was based on subjective mere opinions rather than objective established facts, reinforcing the role of media in shaping reality and passing ideologies.

10:20-10:45
89119 | *Out of Darkness and into the Light: A Brief Survey of the Nazi Occupation of Paris (1940-1944)*
John Williams, Collin College, United States

This research examines the German occupation of Paris, France, during World War Two and details what life was like for those who lived through a dark time and place. More specifically, this research illustrates and illuminates what Parisians endured over these four years: limited freedoms, significantly reduced food rations and an overall sense of fear and anxiety. All told, this presentation serves four purposes: first, it identifies reasons why Germany wanted to occupy Paris and its surrounding countryside; second, it examines the French government's rationale for surrendering Paris and negotiating a peace treaty with the Germans so quickly; third, to discusses what daily life was like for those Parisians who did flee; and finally, detail the liberation of Paris in August 1944 and correlate it to Germany's eventual defeat in April 1945 at the hands of the Allied forces. While this subject is a broad one, I plan to keep my comments somewhat brief and centered on material gleaned from eye-witness accounts via letters, journals, and newspaper accounts. I will be providing attendees a reading list of books and journal articles that go in more detail. Ultimately, this study will benefit researchers and academics who want to know more about a subject that relates to what it is like to live through an occupation by a former rival from a previous war.

10:45-11:10
92427 | *Lost in Transliteration: Seeking the Remnants of Australian Occupied Hiroshima*
Sean Brawley, University of Wollongong, Australia

This paper explores the complex and underrepresented history of Australian involvement in post-war Hiroshima through the lens of overlooked narratives. After the atomic bombing of Hiroshima in 1945, Australian forces, as part of the British Commonwealth Occupation Force (BCOF), assumed control of Hiroshima Prefecture. Despite this significant presence, Australian contributions to the reconstruction and cultural landscape of Hiroshima remain largely obscured in both Japanese and Western historiographies. Drawing on archival research and fieldwork conducted in Japan and Australia, this study investigates the roles of key Australian figures such as Stanley Archibald Jarvie and Dr. David Harvey-Sutton, who served as reconstruction advisors. The transliteration of their names and roles into Japanese sources created layers of historical ambiguity, complicating efforts to document their contributions. Jarvie, for instance, played a critical part in designing Hiroshima's Hakushima district plan and advocating for the preservation of atomic bomb relics, including the A-Bomb Dome, while Harvey-Sutton contributed to the restoration of critical medical infrastructure like the Red Cross Hospital. The paper argues that the spatial turn in historical studies can illuminate the material and symbolic legacies of the Australian presence. By revisiting and recontextualizing these contributions, the study challenges the dominant narrative that often centres on American influences on post-war Hiroshima, revealing a richer, transnational tapestry of occupation and reconstruction.

09:30-11:10 | Room 116 (1F)
Friday Onsite Parallel Session 1
Cultural and Societal Changes in Modern Society
Session Chair: Vicente Villan

09:30-09:55
89431 | *Being an Educated Public in the Post-Truth Era Within the Filipino Society Through Alasdair MacIntyre's Critique on Modernity*
Patricia Joy Mobilla, University of Santo Tomas, Philippines

Post-truth is defined as a circumstance where objective facts are less influential in public opinion as compared to emotions and personal belief. Hence, emotions become the determining factor in the society. Thus, in a post-truth society there is a disregard on the truth and a massive spread and acceptance of misinformation, appeals to emotion, and personal beliefs. Likewise, its spread has been linked to the effects of the COVID-19 Pandemic. In the Philippines, post-truth is evidently seen in cases of misinformation and disinformation over social media, particularly boycotting reliable media outlets. Amidst these challenges, there has been a lack of educational policies and frameworks to address the impacts of the post-truth. On the other hand, Alasdair MacIntyre builds on his notion of an "Educated Public" from his works The Idea of an Educated Public and After Virtue. An educated public is the legitimate end of education. These are individuals educated in rational enquiry with knowledge of its practical importance within their communal lives. Thus, crucial is the education and habit towards: rational enquiry, shared standards for rational justifications, and shared beliefs and attitudes, such as virtues. This study aims to consider MacIntyre's notion of an educated public in addressing the challenges of the post-truth era in the Filipino society. Consequently, this aims to propose an educational framework for the Philippines grounded on MacIntyre's educated public.

09:55-10:20
90537 | *Global Citizens and Returnees: Stories of Korean Migrant Workers Returning from Germany Through Their Memorabilia*
Kyung Lee Gagum, Midwestern State University Texas, United States

In 1963, the bilateral "Agreement on Labor Recruitment" between West Germany and South Korea enabled the migration of Korean nurses and miners to Germany, marking a pivotal moment in globalization. Between 1963 and 1977, approximately 18,000 South Koreans entered Germany as guest workers, contributing to Germany's postwar economic boom while also fostering economic development in South Korea. These workers navigated significant cultural and social adjustments during their sojourn. Upon completing their contracts, many returned to Korea and established a cultural meeting space that preserved and celebrated their shared experiences as migrant workers.
This archival research investigates the collections and artifacts curated by these returnees, housed in a small cultural center in Seoul. Employing a qualitative methodology, the study integrates archival analysis, visual ethnography, and oral history to examine how these materials—photographs, personal items (including labor contracts detailing working conditions), and documentary footage—narrate the experiences of returned miners and nurses. These artifacts offer a nuanced perspective and lens into the complexities of Korean migration history, revealing the intertwined cultural dimensions of Korean and German histories. By analyzing these artifacts and their presentation, this study highlights the cultural intersections shaped by globalization, emphasizing how returnees contextualized their transnational experiences, including the challenges posed by cultural differences and language barriers. This research advances understanding of transnational identities by contributing to the broader metanarrative of Korean migration, offering valuable insights into the preservation and representation of shared memories and histories. These insights further inform contemporary discussions on migration within a global framework.

10:20-10:45
94892 | *Nurturing Positive Intercultural and Interpersonal Relationships Through an Empathy Map*
Kumiko Tsuji, Northeastern University, United States

In today's globally interconnected yet politically and socially polarized world, fostering mutual understanding and respect is essential for building constructive intercultural and interpersonal relationships. This presentation explores the potential of a modified Empathy Map as an effective tool for achieving these goals, using Intermediate and Advanced Japanese classes as case studies. Before engaging with the Empathy Map, students watch videos, read articles, and participate in group discussions to deepen their understanding of relevant topics. To support comprehension, AI-generated visuals are used to illustrate each side's circumstances. For example, in Advanced Japanese I, students examine Japan's growing population of asylum seekers and refugees, as well as tensions between local residents and foreign communities. Once students grasp the core issues, they engage in group discussions. Synchronous discussions allow students to use English if necessary to fully express their thoughts and opinions, followed by asynchronous discussions conducted exclusively in Japanese. They also reflect on similar situations in their own societies to enhance their global awareness. Students then complete the Empathy Map by imagining and documenting what each side might feel, think, say, and do under the given circumstances. They also reflect on whether they can understand different perspectives and consider possible solutions for coexistence within the same community. Post-activity surveys indicate that these exercises have the potential to help students develop perspective-taking skills and foster mutual understanding, ultimately contributing to more constructive intercultural and interpersonal relationships.

10:45-11:10
91013 | *A Path to Peace: Exploring Alabay Concept in Historicizing Philippines to Promote Global Citizenship Education*
Vicente Villan, University of the Philippines Diliman, Philippines

The proposed paper examines the organic Filipino concept of "Alabay" (cf. abay, abe, bay, and abyan) as foundational historical agency in historicizing Philippines and global citizenship through education. Grounded in the rich pamanang/kabiling/panubliong/pusakang pangkalinangan (cultural heritage) of the Philippines, the study utilizes a qualitative research method involving archival, FGD and thematic analysis to explore the multifaceted dimensions of "Alabay" in fostering pag-unawa sa kapuwa (cross-cultural understanding) and mapayapang pag-iral (peaceful co-existence). Drawing from symbolic interactionism as theoretical framework, the paper delves into the significance of incorporating Filipino social values of pakikipagkaibigan (friendship), pakikisama (companionship), and pagbubuklod (solidarity) into edukasyon ng pagkamamayan ng daigdig (global citizenship education initiatives) in generating historical knowledge production. Participants can expect a nuanced exploration of how embracing "Alabay" can strengthen pakikipag-ugnayan (relationships), build pagdamay (empathy), and cultivate a sense of pagkakabuklod-buklod (interconnectedness) among diverse communities as evidenced by its welcoming attitude throughout history. This study contributes to the field by shaping inclusive educational practice for a more harmonious world. In summary, the findings underscores the importance of integrating organic and culturally rooted social values into global citizenship education curricula to enhance intercultural competence and promote sustainable peace. The implication of this study extend to the broader field of intercultural education, cultural diplomacy, emphasizing the value of multiculturalism to nurture a more equitable and peaceful society.

11:25-13:05 | Room 105 (1F)
Friday Onsite Parallel Session 2
Nurturing Creativity and Innovation: New, Innovative and Radical Education (Workshops)
Session Chair: Veronika Sweet

11:25-12:15
94927 | *Smarter Assignments, Smarter Students: Transforming Assignments with AI*
Brittany Bounds, Texas A&M University at Qatar, Qatar

The release of ChatGPT in late 2022 marked a turning point in education, reshaping how students engage with class assignments. As AI becomes increasingly integrated into academic work, faculty responses range from outright bans to full incorporation. Studies indicate that adult learners generally view AI positively, using it as a tutoring system, writing assistant, or research tool (Kumar & Raman, 2022; Zheng et al., 2023). However, concerns persist regarding plagiarism, cheating, and the potential erosion of critical thinking and problem-solving skills (Driessen & Gallant, 2022; McGehee, 2023; Luckin et al., 2016). Additionally, many students lack the skills to use AI effectively, presenting an opportunity for higher education to guide them in maximizing AI's potential for their careers. How can faculty leverage AI while maintaining academic integrity? This workshop demystifies AI tools and explores their applications across disciplines in higher education. Through hands-on activities, participants will evaluate AI-driven resources, discuss ethical considerations, and develop strategies for integrating AI into assignments without compromising rigor. In breakout groups, attendees will collaboratively reimagine assignments that harness AI's potential while reinforcing critical skills. Participants will leave with practical tools to design innovative assignments that teach students how to use AI effectively and ethically.

12:15-13:05
93050 | *Reflact [sic] for Impact: Encouraging Curious Minds with an Interdisciplinary Framework for Meaningful Teaching-learning Experiences in Complex Contexts*
Veronika Sweet, Fresenius University of Applied Sciences, Deggendorf Institute of Technology, Germany
Astrid Dobmeier, Fresenius University of Applied Studies, Deggendorf Institute of Technology, Germany

What makes us believe we could teach our students anything? What if we challenge the perception of linear teacher-learner relationships? In our workshop, we invite you to see yourselves as learners encouraging meaningful experiences. Building on reflections, we adjust our actions. Hence the title of our interdisciplinary framework: reflect + act = Reflact. The framework has won several awards in the German-speaking university context.

Today, knowledge is accessible 24/7. Therefore, we see teaching faculty as curators and learning process facilitators. Nothing new! However, according to feedback we have received over ten years of teaching, students rarely or never experienced this attitude in their previous semesters. With Reflact, students report stronger trust-building with their respective learning peers, an encouraging learning atmosphere, and higher motivation to learn - even for exams and portfolios.

Building on this irritation, we ask: What does it take for frameworks such as Reflact to claim a paradigm shift in university learning? We share our reflections on two sub-questions derived from system theories, cybernetics, learning organisation, work / organisational psychology and systemic team / organisational development: 1. How can both students and faculty benefit from previous experiences in their complex surroundings, regardless of their discipline? 2. How can Reflact be a successful approach to transformation in higher education teaching, scholarship and research across nationalities? With a systemic mindset in the workshop, we create shared learning processes where trust can grow. The more mutual trust there is in education, the more everybody strives in ever-changing transformations across the globe.

11:25-13:05 | Room 106 (1F)
Friday Onsite Parallel Session 2
Professionalism and Employability in Education
Session Chair: Xiao Fang Bi

11:25-11:50
94666 | *The Multiprofessional Preceptor Improvement Program of the Open University of the Unified Health System (UNA-SUS)*
Bruno Andrade, Fiocruz Brasília, Brazil
Kellen Gasquez, Fiocruz Brasília, Brazil
Marcio Araújo, Fiocruz Brasília, Brazil
Diego Ferreira, Fiocruz Brasília, Brazil
Michelle Pereira da Silva, Fiocruz Brasília, Brazil

The Multiprofessional Preceptor Improvement Program of the Open University of the Unified Health System, launched in 2022, aims to strengthen the training of multiprofessional preceptors and promote collaborative practices based on the principles of SUS. This study analyzed the challenges of interprofessionalism in the first edition of the program.To evaluate the challenges of interprofessionalism in the Multiprofessional Preceptor Improvement Program of UNA-SUS, focusing on the analysis of the curricular structure and the pedagogical strategies adopted. An evaluation study carried out between 2022 and 2023, using a mixed approach. The sample included preceptors who completed the program's 22 courses, with participation of 16,617 people in the quantitative phase and 392 in the qualitative phase. Data were collected through surveys, electronic questionnaires, focus groups, and document analysis. Quantitative analysis used the free software Jamovi version 1.6, while qualitative data were analyzed with Atlas.ti version 23.The analysis revealed a predominance of female professionals (81.2%) and that the majority of course participants (40%) worked in hospital services. The curricular structure was considered adequate to achieve the learning objectives but presented limitations in the practical application of the content in scenarios outside primary care. The centrality of the medical professional in the courses was an identified weakness, which goes against the principles of interprofessionalism.The results suggest the need to review the program to promote a more robust interprofessional approach. Curricular review is recommended to diversify practice scenarios and equalize the representation of different professional categories

11:50-12:15
90654 | *The Role of Personality in Leadership and Work Behavior*
Svetlana Radović, The Faculty of Media and Communications, Serbia

Personality is an important factor that determines how an individual will behave in the work environment, in groups or in an organization.During the second half of the 20th century, situational factors were seen as the most important determinants of an individual's work success, while less attention was generally paid to the personality. The initial low reliability of personality tests contributed to shifting the focus to situational variables.Personality traits are undoubtedly an important determinant of the choice of an organization and influence the behavior of individuals in the work environment, shaping individual work success but also group processes and group success and numerous other behaviors that have implications for the achievement of the company's goals. Based on our research conducted on 30 teams in Serbia, it can be concluded that there is a relationship between the team evaluation (expressed through the measure of work performance assessment and work behavior characteristics) and the personality of the team members. More precisely, those teams that have a more stable and "healthier" personality structure of the members function better and more efficiently. Therefore, the evaluation of the team's success is not influenced by one individual personality characteristic and its combination in the members, but by a common set of personality characteristics. We found the general personality factor that affects the evaluation of the efficiency and success of teams appears and explains 18% of the variance of the team's efficiency, that is, the assessment of work performance!

12:15-12:40
93970 | *Evolving Critical Core Skills Needs in Singaporean Workforce*
Xiao Fang Bi, Singapore University of Social Sciences, Singapore
Xinyao Yu, SkiilsFuture Singapore, Singapore
Baozhen Tan, Singapore University of Social Sciences, Singapore
Jazreel Tan, Singapore University of Social Sciences, Singapore
Yingwen Huang, SkillsFuture Singapore, Singapore
Xiaowen Lin, Skillsfuture Singapore, Singapore

Soft skills, or Critical Core Skills (CCS) in Singapore context, like communication and problem-solving, are extremely important. They help people work well with others, adapt to changes, and handle challenges, making them essential in today's fast-changing world. These skills are not merely complementary to technical expertise; they are essential for navigating the complexities of today's labour market. In 2020, SkillsFuture Singapore (SSG) initiated the development of a CCS framework that encompasses 16 essential skills, derived from consultations with 122 diverse stakeholders, including enterprises, Institutes for Higher Learning (IHLs), and government agencies. Despite this, there are observable gaps in soft skills competence which presents a pressing challenge that demands immediate attention and action. The review of the CCS framework, initiated by SSG from late 2024 to mid-2025, is not merely a procedural update; it is a critical necessity to align with the rapidly evolving demands of various industries. This review aims to prioritize understanding of which CCS are outdated, and which require significant revision or incorporation of new skills altogether. The research methodology, which includes surveys and focus group discussions (FGDs) involving a cross-section of employees and employers from eight different industries, as well as job posting data analysis, promises to yield vital insights. Ultimately, the updated CCS framework must be validated by industry employers, government agencies, and IHLs to ascertain its feasibility. This crucial step will not only enhance the framework's relevance but also directly contribute to the development of a more competent and adaptable Singaporean workforce.

12:40-13:05
95030 | *Determinants of Job-hopping Behavior in Generation Y and Implications for Human Resource Management and Career Education*
Anh Ngoc Le, Philobaby Company Ltd, Vietnam
Huyen Thi Minh Van, Foreign Trade University, Vietnam

The phenomenon of job-hopping among Generation Y employees presents significant challenges for organizations in Vietnam and globally. This study aimed to identify the determinants of GenY's job-hopping behaviors, providing essential implications for human resource management and career counseling practices. A qualitative research approach was adopted, incorporating semi-structured interviews with five HR managers and senior professionals from diverse sectors. These individuals brought substantial expertise in addressing the complex job-hopping phenomenon, adding valuable depth to the research. The findings indicated that job-hopping behavior of Generation Y in Vietnam mirrors global patterns, with organizations experiencing similar adverse consequences. The research identified six key determinants of job-hopping from the perspective of HR managers: (1) compensation and benefits, (2) management style, (3) stress and pressure, (4) recognition, (5) job stability, and (6) working environment. While these factors aligned with Generation Y employees' perspectives, they did not encompass all relevant determinants. To improve employee retention and mitigate this trend, the study presented effective strategies and suggested additional measures to address other critical determinants previously unrecognized. This research is significant as it provides a dual perspective of both HR managers and Generation Y employees on the factors driving job-hopping, filling a critical gap in the existing literature regarding Generation Y's complex employment behaviors in Vietnam. The study also holds relevance to career education, showing how understanding job-hopping behaviors can be integrated into career counseling and guidance programs. Educators can use these insights to prepare students for the workforce by discussing job stability and factors influencing job satisfaction.

11:25-13:05 | Room 107 (1F)
Friday Onsite Parallel Session 2
Teaching Experiences, Pedagogy, Practice and Praxis
Session Chair: Chamila Nishanthi Liyanage

11:25-11:50
92654 | *Experimental Research on the Teaching Model of Computing Thinking Development in the Era of AI*
Tiantian Hou, Beijing Normal University, China

As mankind gradually enters the era of AI, computational thinking(CT) is become the core quality of future citizens. Situational constructivism (Papert, 1991)theory emphasizes in a technical resources rich environment, students build computing works through operation and collaboration, thereby developing logical thinking and problem solving abilities. Based this theory, our study explores the impact of matching teaching models and course contents on CT development of middle school students, to provide theoretical and practical support for global CT education. Our study combines flipped learning and lecture teaching modes to verify the effectiveness of different teaching models on CT. The study involved 354 eighth-grade students from a public middle school in an Eastern City of China. The course content covered the programming language Python, which divided into practical courses and theoretical courses. The experiment lasted for one month, before and after that students were tested for Computational Thinking test(Román-González et al., 2017) . This research divided the subjects into 4 groups according to the research assumptions: matched group, unmatched group, all lecture teaching group and all flipped learning group. Specifically, matched group received lecture teaching when teaching theoretical courses and received flip teaching in practical courses, and unmatched group was opposite. The results showed that students in the matched group gained significantly higher CT scores than those in other three groups, $F(353)=22.534$, $p<.001$. This result confirms our hypothesis, so teachers need to flexibly adjust teaching methods based on the teaching content to effectively improve students' CT in classrooms.

11:50-12:15
93148 | *Enhancing Learner Engagement and Diversity Through Interactive Technology: Insights from Mentimeter*
Boguslawa Lightbody, Anglia Ruskin University, United Kingdom

Fostering student engagement and addressing learner diversity is critical for effective education in an era characterised by increasingly diverse learning environments. This presentation examines the integration of Mentimeter, an interactive technology platform, as a tool to enhance active learning, inclusivity, and engagement across various educational contexts. Data collected over multiple sessions, with participation ranging from 10 to 27 individuals per session, emphasises how Mentimeter encourages dynamic interactions and amplifies underrepresented voices. Methodology: The study analysed data from six interactive sessions conducted over ten weeks. These sessions employed various question formats, including word clouds, quizzes, and open-ended responses, to assess learner participation and engagement. Quantitative metrics, such as the number of participants and questions per session (up to 113 unique interactions), were combined with qualitative feedback to evaluate the platform's impact on engagement, inclusivity, and learning outcomes. Participant responses were categorised thematically to identify key trends and insights. Findings and Conclusion: The results demonstrated that Mentimeter effectively fosters active engagement, with notable response diversity across all sessions. Participants reported enhanced motivation and confidence when their inputs were visualised in real time. Activities such as word clouds highlighted the wide-ranging perspectives and experiences within the group, facilitating inclusive discussions. The study concludes that interactive tools like Mentimeter are instrumental in bridging learner diversity and enhancing engagement in contemporary education. These findings provide actionable strategies for educators to create equitable and dynamic learning environments.

12:15-12:40
94938 | *Moving Flipped into Interdisciplinary Classroom – What Do Our Students Learn?*
Shirley PC Ngai, The Hong Kong Polytechnic University, China
Kitty Chan, The Hong Kong Polytechnic University, China
Katherine KP Chang, The Hong Kong Polytechnic University, China
William HY Lam, The Hong Kong Polytechnic University, China
David TW Yu, The Hong Kong Polytechnic University, China

Interdisciplinary management is important in optimizing patient outcomes. Efficient collaborative work reduces the waiting time, prevents role overlapping and streamlines workflow, thereby enhancing the efficiency of healthcare service. To advocate this, our team has developed a case scenario for diabetic management in a community setting to illustrate how physiotherapy students and nursing students could work together to optimise patient care. This class aims to provide a collaborative platform for students from different disciplines to work together to increase their understanding of each other's role. Our team organized a joint class for physiotherapy and nursing students in which students were asked to read the materials online and had a thorough onsite discussion about how they could perform "clinical handover" with the other healthcare professional using a systematic approach called "ISBAR", share and discuss how they would assess and manage the given medical situation of the patient. After the discussion, students were asked to fill in an online form with questions asking what they had discussed, key learning points, and summarize the handover context under the framework of ISBAR. A total of 360 students joined the class. Of these, 30% were physiotherapy students and 70% were nursing students. They appreciated the class and commented that they had better understanding of holistic care, discipline-specific focus in the patient management care plan, interdisciplinary communication, and most importantly, how to discuss and negotiate a collaborative treatment plan. The favourable responses suggest the importance of including interdisciplinary collaboration since university teaching for better optimizing patient care.

12:40-13:05
94652 | *Beyond Traditional Teaching: Cultivating 21st-Century Skills Through the Flipped Classroom in Large, Diverse Classroom Settings*
Chamila Nishanthi Liyanage, National University of Singapore, Singapore

In an era where 21st-century skills—Collaboration, Critical Thinking, Creativity, and Communication (4Cs)—are paramount, higher education is shifting towards dynamic, student-centered pedagogies. The Flipped Classroom Approach (FCA) stands out as a transformative model that moves away from traditional passive learning, fostering deeper engagement and active participation. While extensively studied, its effectiveness in large, diverse classrooms remains underexplored. This study explores the effectiveness of the Flipped Classroom Approach (FCA) in a master's-level Materials Science and Engineering course with nearly 200 students from diverse academic and professional backgrounds. A structured FCA strategy was implemented, integrating pre-class e-lectures, in-class concept tests, collaborative problem-solving, and post-class reflective activities. AI-generated "twisted answers" were embedded into assignments to stimulate critical thinking and deepen engagement. A mixed-methods survey design captured student perceptions via 5-point Likert scale questions, open-ended responses, and multiple-answer items. Descriptive and inferential statistical analyses (t-tests, ANOVA) revealed consistently high ratings (mean Likert scores >4.0) across cohorts and groups, with no significant differences between sections ($p > 0.05$). Thematic analysis of 1,000+ open-ended responses identified strong gains in critical thinking and collaboration, as well as areas for improvement such as workload pacing and content clarity. Performance data from 2017–2024 demonstrated initial variability during transition phases, followed by consistent improvement from 2022 onward as flipped practices matured. Despite challenges, findings affirm that FCA is scalable and effective in large, diverse classrooms and can play a key role in fostering future-ready graduates equipped with the 4Cs.

11:25-13:05 | Room 108 (1F)
Friday Onsite Parallel Session 2
AI and Technology in Cultural Education
Session Chair: Nadine Zahreddine

11:25-11:50
93484 | *Integrating Cultural Education into Learning: Investigating Online Heritage Sites as Inspiration for Educational Writing*
Tejash Kumar Singh, Nanyang Technological University, Singapore

Heritage site visits have been commonplace across various levels of educational institutions. They have been suggested to provide satisfaction and improved learning to students, while also functioning as social spaces of interaction, particularly after the COVID-19 lockdowns worldwide (Sofaer, 2021). In particular, the benefit of visiting heritage sites physically to psychological health and overall wellbeing has been widely discussed (Power and Smyth, 2016). These heritage sites have been transposed online into virtual heritage sites. Encompassing video elements and comprehensive information in articles, online heritage sites are easily accessible and able to be shared with others. However, there has been precious little investigated into such online sites' potential for students' educational writing and impact. Our team utilised data from qualitative surveys collected from 65 undergraduate students within a Singaporean university on the functionality of heritage sites in idea generation and improvement of undergraduate writing within a Southeast Asian context. We investigated the perceived effectiveness of literary texts and documentaries on two online heritage sites, namely Our Grandfather Story (OGS) and Roots.gov. sg in improving writing, inspiring observations about places and communities in pedagogical practice. Both sites are well-known heritage repositories which have been a treasure trove for capturing the vibrancy of Singapore's cultural landscape in the past and present. We determined that such online heritage sites positively contribute to and correlate to more well-informed undergraduate writing and confidence, inspiring unique topics in the process, and leading to greater appreciation of the nuances of Singaporean heritage places and communities.

11:50-12:15
95066 | *Intelligent Design Method Teaching Based on Gradual Release of Responsibility (GRR) Model — Take NFT Artwork as an Example*
Wenhui Wang, Jiangsu University of Technology, China
Min-kai Hsiao, Quanzhou University of Information Engineering, China

In response to the evolving demands of design education amidst accelerating automation, this study proposes an "Intelligent Design Method" that integrates AI technologies—image generation, style transfer, sketch simplification, and image colourisation—to reduce repetitive tasks and enhance creative capacity. Framed within the Gradual Release of Responsibility (GRR) model, the method introduces two modes of human–AI interaction: one emphasising designer-led exploration, the other privileging AI-driven output with student refinement. Applied to NFT artwork instruction, this dual approach fosters independent learning while aligning with technological shifts in the creative industries. Empirical findings demonstrate significant improvements in creativity, aesthetics, emotional expression, and design efficiency, suggesting that the integration of AI with structured pedagogy offers a robust framework for future design education.

12:15-12:40
95272 | *Enhancing Cultural Learning Through Innovative Technology: A VR Application for Museum Keris Nusantara*
Dias Aziz Pramudita, Technische Universität Dresden, Germany
Ratna Wardani, Universitas Negeri Yogyakarta, Indonesia
Bruri Triyono, Universitas Negeri Yogyakarta, Indonesia
Thomas Köhler, Technische Universität Dresden, Germany

This study presents the design, implementation, and evaluation of an Android-based Virtual Reality (VR) application developed to enhance cultural learning at Museum Keris Nusantara, Surakarta. The application serves as an innovative educational tool that allows users to explore the museum in an immersive 3D environment, interact with virtual keris artifacts, and access detailed information through integrated visual and audio features. A Research and Development (R&D) approach was employed, guided by the Waterfall model, which includes five sequential phases: communication, planning, modeling, construction, and deployment. The resulting VR application includes a virtual walkthrough of the museum, interactive keris visualizations, and audio-narrated explanations to support user engagement and knowledge retention. Feasibility of the application was evaluated across five key dimensions: functional suitability, performance efficiency, portability, usability, and multimedia learning effectiveness. The results demonstrate high feasibility in all aspects: functional suitability scored 100%, performance efficiency showed smooth interaction and low latency, portability was confirmed through compatibility across various Android devices, usability yielded a strong satisfaction score of 84.25%, and multimedia effectiveness was rated highly, with media presentation scoring 94% and content accuracy 89%. These findings underscore the value of VR as an effective medium for informal cultural education. The study contributes to the growing body of research on the implementation of immersive technologies in educational settings, particularly in the context of cultural heritage preservation.

12:40-13:05
95026 | *The Impact of AI on Design and Creativity*
Nadine Zahreddine, Rafik Hariri University, Lebanon
Serene Srouji, Rafik Hariri University, Lebanon

The rapid advancement of Artificial Intelligence (AI) has significantly reshaped graphic design, offering both exciting opportunities and challenges alongside automated workflows. This research examines the effect of AI on design efficiency and creative output, arguing that while AI excels in automation, it lacks the human designer's essential creativity and emotional intelligence. The study uses thematic analysis to identify key discussions surrounding AI's influence on design. A case study revolves around the use of Freepik and Photoroom AI at Rafik Hariri University (RHU), focusing on its impact on promotional material, event branding, and student-based communication. Preliminary findings, derived from design workflow data and user feedback, reveal significant time reductions and increased content production. However, they highlight the need for human oversight to maintain RHU's unique visual identity. This study demonstrates that AI is a powerful tool that accelerates design and increases efficiency but is devoid of the intrinsic creativity, intuition, contextual awareness, and cultural significance inherent to human designers since it operates through algorithmic mimicry that limits original concept and creativity. Consequently, while AI produces visually compelling images, it will lack the heart and complexity of emotions that human designers integrate to solve problems. Effective AI integration in design pedagogy requires recognizing it as a tool to expand, not as a tool to replace human creativity, therefore ensuring refined outcomes while preserving human ingenuity.

11:25-13:05 | Room 109 (1F)
Friday Onsite Parallel Session 2
Student Support and Well-being
Session Chair: Liene Briede

11:25-11:50
94813 | *Academic Advising as Servant Leadership to Bridge Gaps for Stronger Student Support*
Vafa Yunusova, ADA University, Azerbaijan
Samira Hajiyeva, ADA University, Azerbaijan

Academic advising can be a game-changer for student success, yet many students experience inconsistent advising, limited availability, and a lack of structured support from their advisors. This study explores: advisor and student perspectives to understand what is working and where improvements are needed; academic advising through the lens of leadership. Through a mixed-methods approach, the researchers interviewed nine academic advisors and surveyed 162 undergraduate and graduate students selected via purposive sampling. The semi-structured interviews revealed limited training, space constraints, and the pressure of balancing multiple responsibilities that advisors experienced. While some shared the insights congruent with transformational and servant leadership styles, the rest lacked awareness or training in effective advising strategies. The surveyed students emphasized the importance of regular advising meetings, strong advisor relationships, and transformational and servant leadership qualities such as empathy and active listening. However, many reported inconsistent meeting schedules and difficulties in accessing their advisors. A key takeaway is students thrive when advisors are engaged, accessible, and well-equipped to guide them—not just academically, but in career planning and personal development. Making academic advising more effective and meaningful for students necessitates to strengthen advisor training, improve communication about available advising opportunities, and foster a culture of mentorship via transformational and servant leadership styles. This study highlights the need for structured institutional support to ensure that every student receives consistent, high-quality advising. By investing in advisor development as transformational and servant leaders and clearer advising frameworks, institutions can create a more inclusive and student-centered approach to academic success.

11:50-12:15
93437 | *The Effect of Trauma on Children's Academic Performance: the Case of the Beirut Explosion on August 4th*
Rayyane Shukr, Lebanese International University, Lebanon

Schools in Lebanon face challenges in supporting students' mental health, especially after traumatic events like the Beirut Explosion on August 4th. Many students struggle with unhealed trauma, which affects their academic performance. This study highlights that schools are not adequately equipped or trained to handle students with trauma, partly due to a lack of research on children's mental health in Lebanon. This qualitative multiple case study explores the impact of trauma on middle school students' performance, teachers' experiences with these students, the effect of teachers' preparedness on students' school performance, and the overall impact of the explosion on students' mental health. The theoretical framework used for this study is based on 1) Maslow's (1943) theory of motivation, (2) Vygotsky's (1978) social learning theory, (3) Piaget's cognitive development theory, and (4) Machover's (1949) psychoanalytic theory. Moreover, a conceptual framework was formulated based Maslow's (1943) theory of motivation. Data collection was done among 10 students in middle school, between the ages of 11 and 14. The instruments used to collect data were the Three Pictures Test, semi-structured interviews, and the Academic Performance Questionnaire. Data analysis was based on Grounded Theory Analysis followed by coding. The study implies that inadequately trained school staff can negatively impact traumatized students academically, socially, behaviorally, and emotionally. The results suggest that implementing trauma-informed school strategies and training will help instructors feel more confident in supporting students with trauma, creating a safer school environment, and improving students' academic performance.

12:15-12:40
93025 | *Haruki Murakami's Novels as a Predictive Text and a Data-Driven Approach of Hikikomori Effects on Tertiary-level Students from South India*
Sowndharya T R, SASTRA Deemed University, India
Abirami Kanagarajan, SASTRA Deemed University, India
Suganthi P, SASTRA Deemed University, India

Hikikomori, extreme social withdrawal, poses a considerable issue for young adults worldwide arising from multiple factors, including familial conflict, harassments and various sociological influences that heighten stress levels. New Historicism is used to analyse a prolific Japanese author known for his unique narrative style - Haruki Murakami's works, as predictive texts in the contemporary global context. It further identifies key contributing factors and organises this phenomenon's effects on students into five distinct stages, while also classifying four levels and typologies of Hikikomori, building on existing research in the field. The study employs a quantitative survey using the DASS21 questionnaire, targeting approximately 300 tertiary students in South India to identify factors associated with the emergence of Hikikomori. The analysis is validated through Structural Equation Modelling via SmartPLS software. The assessment of mental health is concentrated on three key stressors: familial issues, academic pressures and societal conformity. Additionally, Natural Language Processing in Python is used to suggest Murakami's works as predictive texts. This research serves as a vital resource for stakeholders, including parents, educators, academic institutions and the government, to facilitate the early identification and prevention of individuals susceptible to becoming hikikomori. Furthermore, it may be helpful to propose coping strategies for those already experiencing significant levels of depression, anxiety and stress associated with hikikomori. The study also positions Murakami's literary works as relevant predictive texts for this phenomenon. Eventually, it aims to enhance societal well-being in alignment with Sustainable Development Goal 3, which advocates for health and well-being for all.

12:40-13:05
94161 | *Exploring the Psychosocial Well-being of Daugavpils University Students*
Liene Briede, Daugavpils University, Latvia

Quality education is one of the Sustainable Development Goals, and a key indicator of this commitment is the positive feedback received from students and graduates regarding their study experience. Students' perceptions of their studies are influenced not only by objective factors, such as the infrastructure of the educational institution and the variety and quality of study courses offered, but also by subjective factors like interest, motivation, and overall satisfaction. Representatives of positive psychology emphasize the importance of studying well-being, particularly in light of the long-term impact of the COVID-19 pandemic on education. The pandemic's consequences continue to affect the educational process, influencing both academic performance and emotional well-being. A survey conducted among university students (N=252) revealed that a significant proportion of respondents experience low psychosocial well-being. The survey included data related to subjective well-being, well-being connected to the study environment, psychological well-being, and social well-being. The findings suggest that these factors collectively impact the overall quality of the study process. In general, enhancing students' psychosocial well-being could lead to lower student dropout rates, improved academic performance, and greater satisfaction with the learning experience. Therefore, prioritizing mental health and well-being within the academic environment remains essential for ensuring the long-term success and quality of higher education.

Friday Onsite Parallel Session 2

Language Studies in a Cross-cultural Context

Session Chair: Naif Masrahi

11:25-11:50
92860 | *Montenegrin Speakers' Attitudes Towards Anglicisms in Montenegro*
Jovana Đurčević, University of Montenegro, Montenegro
Sanja Šubarić, University of Montenegro, Montenegro

Due to the global influence of English, Anglicisms have attracted considerable research interest in many languages. However, the interest in the way they are perceived by the general population remains insufficiently explored in many languages, including Montenegrin. Our paper, therefore, aims to investigate Montenegrin speakers' opinions on the presence of Anglicisms in their language. This is achieved by using data obtained from a questionnaire conducted among 337 students of various academic disciplines at the University of Montenegro. The sample size was calculated based on the total number of students at the University of Montenegro (20,000), with a 5 % margin of error and a 95 % confidence level. The participants were required to say to which extent they agreed with each of the eight given statements relating to the presence of Anglicisms in Montenegrin, and their attitudes were measured by using the five-point Likert Scale. The results indicate that Montenegrin students do not view Anglicisms as a threat to their native language but as a natural consequence of linguistic globalization. Although they dominantly perceive Anglicisms as modern and popular, the results also show that young Montenegrin speakers do not think these words are indispensable or more semantically precise than their native counterparts. Finally, the findings of our study highlight the role of English as a global lingua franca and its influence as enriching rather than threatening, contributing thus to broader discussions on linguistic globalization, language purism, cultural identity, and cultural imperialism.

11:50-12:15
92855 | *Language Barriers Encountered by Georgian Students While Studying Abroad*
Mariam Kantelashvili, Cambridge Education Corner, Georgia

Language barriers encountered by Georgian people is highly prevalent in university students and has a negative impact on their overall success. While research globally highlights the importance of language proficiency, there is a scarcity of studies addressing language dissonance, perceived stress, misunderstandings, and depression severity. Therefore, this study aimed to raise the awareness of Georgian students about the problems connected with the English language that are either due to lack of proficiency or difference between cultures. Additionally, the article included useful suggestions for enhancing language learning settings that would solve issues and facilitate the familiarization of Georgian English language learners overseas. 44 Georgian students were recruited electronically for the current study. Participants were eligible for the study if they had experience of studying in an English language speaking environment. The methodology involved collecting quantitative data through survey. The research revealed that 63.3% of Georgian students had a problem of understanding various English accents, which was their main concern. Pronunciation difficulties were identified as the second-largest issue (38.6%), followed by limited fluency in informal conversations (34.1%). Furthermore, the study found that writing and reading were not challenging compared to other skills since teachers in Georgian schools are mainly concerned with those two skills. The findings suggest that understanding and addressing cultural, social, and linguistic differences is critical. It also highlights the importance of readiness, because in most cases, merely knowing language is not always a guarantee of successful exchange year.

12:15-12:40
92866 | *Cross-linguistic Onomatopoeia in the English and Georgian Languages*
Ketevani Lomidze, Ilia State University, Georgia

Onomatopoeias defy the general linguistic belief that words are arbitrary and reflect universal and language-specific characteristics across languages. Cross-linguistically, it is yet to be discovered to what extent speakers of different languages can comprehend foreign onomatopoeias. This article aims to investigate cross-linguistic onomatopoeia in the English language, part of the West Germanic branch of the Indo-European language family and the Georgian Language, a member of the South Caucasian (Kartvelian) branch of the Caucasian language family. The study applied mixed methods. Through qualitative data, this article provides a comprehensive glossary of English and Georgian onomatopoeias and compares them from the perspective of phonology, morphology, syntax, word formation, semantics and usage. The research reveals how most English onomatopoeias have their corresponding sound imitation in Georgian with almost identical phonemes and forms. Similarities in metonymy, synonymy, function and literary usage were also detected, but some language-specific differences in word formation processes, involving derivation, reduplication and compounding, were also evident. Furthermore, a survey was conducted to discover whether non-English Georgian speakers can identify the meaning of English onomatopoeias. The survey involved 60 participants who had to guess the meaning of animal, nature, human, and miscellaneous onomatopoeias via answering multiple-choice, linear scale rating and open-ended questions. The results of quantitative data disclosed that the absence of certain Georgian phonemes in English hinders the recognition process, while onomatopoeias involving shared phonological or morphological features were easily understood. The study discovers and emphasizes universal and language-specific characteristics of onomatopoeias in the English and Georgian languages.

12:40-13:05
94731 | *Incorporating Saudi Culture in English Language Teaching: A Case Study of Faculty's Perspectives*
Naif Masrahi, Jazan University, Saudi Arabia

The debate on whether to employ students' First language (L1) in English as a Foreign Language (EFL) class to promote culture has been a significant topic in education (Hariri, 2022), especially given concerns that local culture may be lost by imposing global English policies. Connecting EFL lessons with culture links students with their traditions and develop their linguistic understanding meaningfully (Alkubaidi, 2014). However, literature showed contextual and methodological gaps (Masrahi,2023). Therefore, this study contributed to the field by focusing on a specific Saudi context aiming to find the EFL teachers' perspectives on empowering them to connect EFL teaching with the Saudi culture for pedagogic objectives. It was guided by the sociocultural theory (Vygotsky, 1978), and implemented a qualitative case study using a semi-structured interview with multilingual EFL teachers of a Saudi university. The thematically analyzed data (Stake, 1995) revealed the faculty's positive perspectives toward meaningful inclusion of cultural content while teaching EFL (García, 2009). The findings are, also, in line with Saudi transformation plan of education in adapting EFL teaching approaches to promote culture and students' critical thinking by exposing them to a diverse range of ideas and thoughts (Saudi Vision 2030, 2016 & Almnakrah& Evers, 2020). The pedagogical implications include reframing teaching practices to acknowledge learners' linguistic repertoire strategically for learning (Trentman, 2022). Also, training teachers on when and how to apply bridging and journaling strategies might be supportive to foster learners' understanding (Walqui, 2016).

11:25-13:05 | Room 114 (1F)
Friday Onsite Parallel Session 2
Gender, Sexuality, and Society
Session Chair: Manju Dhariwal

11:25-11:50
93097 | *Can Salvation Be Physical? Androgynous Body and the Construction of Sexuality*
Labanya Dey, Indian Institute of Technology, India
Smita Jha, Indian Institute of Technology, India

The construction of the androgynous body exists at the intersection of cultural, social and biological factors that resist any easy classification. It is trapped within the dichotomy of monstrous spectacle and the proclamation of physical salvation, between social disturbance and religious portents. Critics such as Moscucci write that sexuality is a cultural construct, fluid, shifting and potentially binary resisting. Yet, the Victorian period witnessed an increase in the policing of bodies and control of sexual and gender variants. Gender nonconformity and deviation from heterosexuality were illnesses and perversion to be cured. The heteropatriarchal worldview within the colonialists' imposition and subsequent nationalists' struggle also attempted to rewrite multivocal Indigenous traditions into a univocal, uniform one. This paper tries to investigate the imposition of the Judeo-Christian worldview of homophobia as 'sinful' and 'unnatural' into the construction of modern Indian homophobia and the subsequent and systematic erasure of the queer past as an aberration against 'normative purity' within the rhetoric of 'nationalism'. The presence of the third sex and the androgyne carry the notion of unnaturalness in their rejection of compulsory heterosexuality and reproductive normativity. Figures like Ardhanarishwara, one of the gender-bending deities of Hindu scriptures, defies strict binary definitions. When a narrative is constructed, and an end is defined, other ends are left out. However, is the spiritual world of Hinduism fluid, infinite and plural enough to question the limits of such grand narratives?

11:50-12:15
94481 | *Bakla-yoncé: Intersections of Western Popular Culture and Filipino Queer Identity*
Sonny Versoza, Polytechnic University of the Philippines, Philippines

Celebrity influence has profoundly shaped and defined contemporary culture, influencing social, political, and artistic spheres. Beyoncé, a global megastar with a career spanning nearly three decades, has become a defining figure in Western popular culture. Her stellar pop diva persona significantly influenced audiences worldwide, including the Philippines, a nation with a deep-rooted engagement with Western media. This study examined how Beyoncé's superstardom influences Filipino queer identity formation, particularly through the drag personas of local artists. Guided by Queer Theory and Cultural Hybridization, the study analyzed how Beyoncé's artistry — her music, persona, and performances — is reinterpreted within the Philippine drag culture. Results show Filipino drag artists blend Western pop aesthetics with localized sensibilities, creating hybridized expressions of queer identity. Through case studies of four professional drag performers, they revealed that Beyoncé has successfully imprinted her brand in their gender expression and performance aesthetics, addressing issues of oppression and liberation. The pop icon's ability to shift between hyper-feminine and dominant imagery empowers drag artists to explore gender fluidity, blending traditional femininity with bold, defiant traits. Beyoncé's forms of empowerment serve as both artistic inspiration and a source of resilience for queer individuals navigating a predominantly heteronormative society. Overall, the findings highlight the transformative role of global pop icons in queer cultural production, particularly in shaping LGBTQ+ representation, self-identity, and advocacy. Further studies may explore the influence of other cultural figures on Filipino queer identity and how media can harness their influence to promote self-expression, resilience, and empowerment among queer communities.

12:15-12:40
93783 | *Queer Heterotopias: Mapping Spatiality and Identity in Sachin Kundalkar's Film Cobalt Blue*
Manju Dhariwal, The LNM Institute of Information Technology, India
Pragya Bhatnagar, The LNM Institute of Information Technology, India

Drawing from Michel Foucault's notion of heterotopias, the present paper investigates what is conceptualized here as queer heterotopias in the Hindi film Cobalt Blue (2022), written and directed by Sachin Kundalkar. Queer heterotopias are physical spaces where individuals radically subvert the normative categories of gender and sexuality through experimentation and expression and explore different aspects of their identity, leading to a fluid understanding of gender and sexuality. Through a close analysis of the film Cobalt Blue, the present paper will examine queer heterotopias of lived spaces, the distinct "other spaces", which disrupt the normal order of reality and present an alternative temporary escape for gay people. Utilizing the theoretical framework of queer heterotopias, the paper probes how the characters in the film challenge fixed norms and categories and navigate their identities in the face of heteronormative expectations and personal desires. It further investigates how space and structures of the heterosexual matrix interact to configure the lives of queer people. The paper documents how queer space and identity emerge as a location of contestation in which the characters attempt to rewrite the scripts of identity. By highlighting the film's role in facilitating discussion on queer spaces, and diverse gender and sexual identities, the study aims to promote plurality, acceptance, and goodwill, fostering an inclusive society.

11:25-13:05 | Room 116 (1F)
Friday Onsite Parallel Session 2
Approaches to Sustainable Environment

Session Chair: Kangmin Lee

11:25-11:50
92911 | *Warm Heart, Green Earth: The Role of Trait Emotional Intelligence in Pro-Environmental Attitudes and Action*
Leonie Zugehoehr, Brandenburgklinik, Germany
Hilda Du Plooy, University of Verona, Italy
Enrico Rubaltelli, University of Padua, Italy

Researchers agree that more effective strategies to improve people's ecological behaviours for sustainable climate change mitigation are needed. However, individual differences and contextual factors play a central role in motivating people's attitudes and behaviour towards pro-environmentalism. There has been a growing interest to examine more closely emotional processes, specifically trait emotional intelligence. This study aims to reveal that emotional intelligence serves as a crucial moderator in the relationship between environmental beliefs and behavioural outcomes. Data collection was conducted online with 201 adults (F=49.8%; Mage=29.22) from Germany, Italy and South Africa. A between-subject experimental design with two randomized conditions was administered, depicting a visual image of a beach scene as either clean (gain-framed) or dirty (loss-framed). Self-report measures included: the New Ecological Paradigm Scale (NEPS), Pro-Environmental Behaviours Scale (PEBS) and Trait Emotional Intelligence Questionnaire - Short Form (TEIQue–SF). An open question regarding barriers to environmental behaviours were included. Demographic control variables included age, gender, education level and self-reported socio-economic status. Results revealed that exposure to loss-framed visual stimuli increased pro-environmental behaviour intentions. Trait EI emerged as a moderator of this relationship. Higher trait EI showed stronger pro-environmental responses to the loss-framed stimuli, while lower trait EI showed diminished behavioural intentions regardless of visual framing. Environmental behaviours are interpreted differently based on SES. These findings suggest the importance of developing emotional intelligence interventions to promote environmental behaviour. Future research should focus on designing targeted programs that enhance emotional regulation skills specifically related to environmental decision-making.

11:50-12:15
92981 | *Community-based Tourism: Does it Bring Sustainability and Prosperity to Local Communities in Kampung Caping, Indonesia?*
Annisa Rizqa Alamri, Universitas Padjadjaran, Indonesia
Binahayati Rusyidi, Universitas Padjadjaran, Indonesia
Bambang Hermanto, Universitas Padjadjaran, Indonesia
Muhammad Fedryansyah, Universitas Padjadjaran, Angola
Tri Rizky Imam Ridwan, Universitas Tanjungpura, Indonesia
Viktorius Heronimus, Universitas Tanjungpura, indonesia

Community-based tourism relies entirely on the community's ability and stakeholder interests to balance well-being and desires. This study aims to explore whether Community-Based Tourism can promote the desires and well-being of communities that were previously marginalized due to slum conditions, isolation, and negative stigma due to criminality issues. This study used a Qualitative case study method in Kampung Caping, Pontianak, Indonesia. Data in this study were obtained through participant observation, media content analysis from the Kampung Caping website, and semi-structured interviews with local community groups. The study's findings are, since 2018, 1) The community has transformed by controlling the making and marketing of caping as a local livelihood, 2) Increasing decent and good living standards, and 3) CBT affects the interaction, solidarity, and social structure of local communities. This study emphasizes the importance of community involvement, cultural preservation, and improving well-being in achieving sustainable tourism through CBT.

12:15-12:40
93254 | *AI vs Human News Sources: Framing Effects on Climate Change Policy Support*
In-Jae Lim, Sungkyunkwan University, South Korea
Eunmi Jeon, Gothenburg University, Sweden
Heejo Keum, Sungkyunkwan University, South Korea
Soyoung Kim, Sungkyunkwan University, South Korea
Kangmin Lee, Sungkyunkwan University, South Korea

Climate change represents one of the most pressing challenges facing contemporary society. While the theoretical framework of news framing effects has facilitated extensive scholarly examination of climate change media coverage impacts, research on climate change communication has yet to fully explore how artificial intelligence (AI) as a news source influences public support for climate policies. To address this research gap, the present study employs a 2×2 factorial experimental design (N = 360) to examine the differential effects of news source (human versus artificial intelligence) and framing types (narrative versus numeric) on public support for climate change policies, with particular emphasis on risk perception as a mediating mechanism. Results revealed no significant direct effect of news source type on policy support, nor did risk perception mediate the relationship between news source type and policy support. However, analysis revealed a significant interaction effect between news source type and framing type, whereby AI source news utilizing numeric frames enhanced risk perception, subsequently increasing policy support. These results extend the theoretical understanding of how AI-based news content, particularly when combined with specific framing strategies, shapes public attitudes toward climate policy, providing valuable insights for both communication theory and practical climate change messaging strategies.

13:35-15:15 | Room 105 (1F)
Friday Onsite Parallel Session 3
Towards Relevant Graduate Studies Curriculum
Session Chair: Maria Eugenia Navas Rios

13:35-14:00
92797 | *From Competence Need to Fulfilment*
Lisa Watson, University of Stavanger, Norway
Micol Pezzotta, University of Stavanger, Norway
Kenan Dikilitas, University of Bergen, Norway

Graduates in energy engineering are decreasing in Norway, while the number of those retiring is increasing. An emerging problem is that certain knowledge, skills, and competences needed by the energy industry will no longer be replenished by new generations of engineers because the workforce is retiring faster than new graduates are being produced. Yet, educators wondered if future competences needed for the energy industry are also changing. Funded by the Norwegian Directorate for Higher Education and Skills and entitled 'Defining Future Subsurface Education Needs in Collaboration with the Energy Industry', our project aims to identify which competences need to be maintained, added, replaced, and/or transformed? We collaborated with the energy industry in Norway to identify current and future competence needs for the workforce. In practice, we sought to develop competence mapping based on interviews and surveys that 1) supported the co-creation of a series of courses and 2) facilitated mapping competence development in a master's degree program. Co-creation of courses was accomplished by collaboration between academia and industry to meet competence needs and new knowledge development; five continuing education courses were developed. Additionally, analysis of a master's degree program showed that of the 27 identified competences, which included soft skills and domain specific skills, only 1 competence, financial management, was not addressed. In this presentation, we explain our methodological approach from interview to course co-creation and present competence development mapping. This approach can be adopted and adapted for development of other course programs.

14:00-14:25
93501 | *Engineering Doctorate Education in China: Addressing the Demands of Strategic Emerging Industries*
Xinyu Lu, University of Zhejiang, China
Lin Chenghua, University of Zhejiang, China

This study investigates the alignment between China's Engineering Doctorate (EngD) education system and the workforce demands of strategic emerging industries, with the purpose of identifying actionable reform pathways to enhance national innovation capacity. Drawing on sociocultural learning theory and triple helix innovation frameworks, we employed a mixed-methods approach combining document analysis of national policies (2018-2024), quantitative assessment of doctoral enrollment data (2020-2023), and semi-structured interviews with 28 stakeholders across academia and industry. While China's engineering doctoral training system has gradually improved,our investigation reveals five significant challenges: (1) insufficient talent pool with structural imbalances, evidenced by only 4,500 annual graduates on average during 2020-2023—representing merely 8% of China's total doctoral graduates and significantly below the estimated national demand of 12,000 annually based on industry growth projections; (2) uneven distribution across strategic emerging industries, with over 60% concentrated in traditional sectors while emerging fields like quantum information and synthetic biology remain underserved; (3) inadequate depth in professional practice with training processes still overly reliant on traditional academic doctoral models; (4) limited innovation in university-industry collaborative training models lacking effective interdisciplinary curriculum systems; and (5) low enterprise participation due to insufficient policy incentives. The significance of this research lies in its contribution to both educational policy reform and institutional practice, offering higher education institutions a comprehensive framework for redesigning engineering doctoral programs that effectively bridge the academic-industry divide while advancing theoretical understanding of professional doctoral education in technology-driven economies.

14:25-14:50
94601 | *Monitoring and Evaluation of a Master of Bioethics Program: A Systems Approach*
Robyna Irshad Khan, The Aga Khan University, Pakistan
Nimra Azhar, The Aga Khan University, Pakistan
Rabia Aftab, The Aga Khan University, Pakistan
Tashfeen Ahmad, The Aga Khan University, Pakistan

The Master of Bioethics (MBE) program was developed to address the growing need for bioethics education in Pakistan. To ensure its effectiveness, a comprehensive Monitoring and Evaluation (M&E) framework was implemented, based on a systems approach (Hyder, 2007), assessing four key levels: inputs, processes, outputs, and outcomes. This framework evaluates program impact through three stages: pre-training (baseline assessments), intra-training (ongoing feedback), and post-training (long-term effectiveness and professional integration). Key findings from student feedback highlight strong engagement in ethical reasoning, critical thinking, and communication skills. However, leadership development and problem-solving require further reinforcement. Assessment results show that most students achieved high academic performance (A to A-), while lower-performing students benefited from structured remediation. The mentoring component was particularly valuable in providing guidance and professional development. The M&E findings have informed strategic improvements, including enhanced faculty feedback mechanisms, curriculum adjustments to strengthen leadership training, and additional mentoring opportunities. Future evaluations will focus on longitudinal tracking of graduates to assess their contributions to bioethics research and practice. This study demonstrates how a structured M&E framework can enhance the impact of a bioethics program, ensuring its relevance and effectiveness. These insights are valuable for academic institutions aiming to establish or refine similar programs in diverse healthcare and research settings.

14:50-15:15
93840 | *Curricular Structure from Educational Policy in Colombia: The Case of the PhD in Administration at the University of Cartagena*
Maria Eugenia Navas Rios, Universidad de Cartagena, Colombia
Emperatriz Londoño Aldana, Universidad de Cartagena, Colombia
Daniel Ruiz Navas, Institucion Universitaria Mayor de Cartagena, Colombia

Educational policy in Colombia has undergone a significant transformation since the 1991 Constitution, granting universities autonomy to design, implement, and evaluate their programs, while the State retains its supervisory role in ensuring quality standards. At the doctoral level, this oversight is carried out by the National Intersectoral Commission for Quality Assurance in Higher Education (CONACES), which grants the Qualified Registration based on Decree 1330 of 2019, establishing nine quality conditions for academic programs: Program name, Program justification, Academic aspects, Organization of academic activities and training process, Research, innovation, and/or artistic and cultural creation, External sector relations, Faculty, Educational resources, and Physical and technological infrastructure. This study shares our experience of curriculum design of a doctoral program in Colombia through the experience of the Ph.D. in Administration at the University of Cartagena, following each of the nine conditions required by CONACES. Methodologically, it is based on a documentary analysis of regulations, institutional guidelines, and accreditation processes, complemented by interviews with key stakeholders involved in curriculum design. The findings indicate that curriculum design is grounded in learning outcomes and requires an integration of pedagogical, disciplinary, and contextual research at local, national, and international levels. Additionally, challenges were identified in aligning programs with environmental demands and ensuring curricular flexibility. The study highlights the importance of research-based curriculum design that ensures academic and social relevance

13:35-15:15 | Room 106 (1F)
Friday Onsite Parallel Session 3
Professional Development in Educational Context
Session Chair: Marco Aponte-Moreno

13:35-14:00
91287 | *Fostering Professional Identity Through Inclusive Pedagogy: A Case Study of Experiential Learning and Mentorship at the Institut Villebon-Georges Charpak*
Lindsey Paek, Institut Villebon-Georges Charpak; Université Paris-Saclay, France

This case study explores the professional identity development of undergraduate students at the Institut Villebon - Georges Charpak, a post-secondary institution dedicated to promoting inclusivity in higher education for learners from underrepresented backgrounds who often navigate uncertainty or indecision around their academic and professional trajectories. It focuses on third- and final-year students enrolled in the Licence Sciences et Technologies program (equivalent to a bachelor's degree in Science and Technology), investigating their perceptions of experiential learning (i.e., collaborative project-based learning and internship experiences) and the relevant mentorship structures (i.e., academic and pedagogical support and individualized guidance) in relation to their professional development. This study aims to contribute to the field of pedagogical innovation by examining how such examples can support student diversity and foster the professional development of students who may not thrive in traditional academic settings.
Qualitative insights gathered through individual and group interviews with students, teachers, and tutors enable data triangulation. Preliminary findings reveal students' lived experiences with pedagogical practices and highlight the role of mentorship dynamics in shaping their professional development. These insights emphasize the positive impact of inclusive pedagogies in higher education and identify areas where improvements can be made. The results can inform future practices aimed at enhancing student engagement, motivation, and success in academic and professional settings.

14:00-14:25
94061 | *A Collaborative Autoethnography of Navigating Our Global South/North Scholarly Subjectivities*
Liezl Dick, Stellenbosch University, South Africa
Marguerite Muller, Kings College London & University of the Free State, United Kingdom

This paper is a collaborative autoethnography of a global South/North partnership in which we utilise the notion of assembled subjectivity to interrogate our own scholarly becoming. We use a co-created artwork (see Uncertain Futures) to interpret certain themes that have surfaced in our global South/North collaborations over the decade. As South African scholars working across South/North contexts, we see our scholarly subjectivity as interwoven and shaped by colonial legacies, historical power imbalances, ethical dilemmas, and continued unequal knowledge exchanges. Through various academic partnerships we have used arts-based inquiry and collaborative autoethnography to explore subjectivity in Higher Education. While we work with the global South/North binary we also employ our assembled subjectivity to problematise this binary. In this paper we use our co-created artwork to reflect on how our collaborative research projects and subjectivities have changed over time as we moved and worked between institutions in the global South/North context.

14:25-14:50
94863 | *Developing Leadership Skills Through Improvisation: Insights from the MBA Classroom*
Marco Aponte-Moreno, University of Southern California, United States

As automation and artificial intelligence reshape industries, the need for human-centered leadership skills—such as listening, collaboration, and creative problem-solving—has become increasingly urgent. This study explores the potential of improvisation, a technique rooted in theater, to develop essential leadership competencies. Drawing from Tina Fey's principles of improvisation and Amy Edmondson's psychological safety framework, the research highlights how structured improvisation exercises can foster adaptability, creativity, and interpersonal connection in leadership. The study involved 96 MBA students from an American university who participated in a 3-hour improvisation session. Improvisation activities such as "Yes, And," "Freeze Tag," and "Genre Switch" were conducted during the session to strengthen five critical leadership skills: listening, decision-making, collaboration, creativity, and psychological safety. Data were gathered through Likert-scale surveys, open-ended feedback, and facilitator observations. Preliminary findings revealed that participants overwhelmingly agreed the exercises helped develop these skills: 96% reported improved listening, 85% noted enhanced decision-making, 93% experienced stronger collaboration, 94% highlighted increased creativity, and 92% felt greater psychological safety. These results demonstrate the transformative potential of improvisation in fostering key leadership skills and building cohesive teams. This study provides practical insights for educators, corporate trainers, and leaders aiming to enhance leadership skills and build stronger teams.

13:35-15:15 | Room 107 (1F)
Friday Onsite Parallel Session 3
Gamification in Education
Session Chair: Mario Sebastian Velasquez Vargas

14:25-14:50

94671 | *Investigating Gamification in Sustainability Education: A Student-Centric Analysis*
Ashish Dwivedi, Jindal Global Business School, O.P. Jindal Global University, India
Shri Krishna Pandey, Manipal Academy of Higher Education Dubai, United Arab Emirates
Suchi Dubey, Symbiosis International University Dubai, United Arab Emirates
Tausif Mulla, Symbiosis International University Dubai, United Arab Emirates
Akansha Tripathi, Indian Institute of Information Technology Sonepat, India

Integrating sustainability education into higher education is crucial for equipping students with the necessary skills to tackle global challenges such as climate change and resource conservation. Conventional teaching approaches often struggle to engage students and promote sustainable behaviors effectively. Gamification, which applies game-based elements to learning, has emerged as a promising method to boost student motivation and learning outcomes. Although its cognitive and motivational advantages are well-established, its influence on behavioral transformation within sustainability education requires further exploration. This study investigates the role of gamification in shaping student engagement, knowledge retention, and sustainable behaviors in higher education sustainability courses. A structured questionnaire featuring Likert-scale items was administered to 154 university students in the UAE. Adopting Principal Component Analysis (PCA) and factor analysis, four key factors were identified as influencing sustainability learning: Interactive Learning and Environmental Influence, Active Learning through Technology, Experiential and Pedagogical Approaches, and Technology-Driven Motivation for Sustainability. The results from the study demonstrate that gamified learning significantly enhances engagement, intrinsic motivation, and pro-environmental behaviors. Moreover, factors such as technological accessibility, practical, real-world applications, and instructor guidance play a critical role in optimizing gamification's effectiveness. This study bridges gaps in existing literature and offers valuable insights for educators, curriculum designers, and policymakers. The study highlights importance of refining gamification strategies to support long-term behavioral change and enhance sustainability education.

14:50-15:15

95152 | *Gamification in Music Education: A Comprehensive Review of Its Conceptualization and Application (2014-2024)*
Mario Sebastián Velásquez Vargas, Universidad Nacional Autónoma de México, Mexico

In the last decade, gamification has emerged in education, promoting new teaching and learning dynamics. This paper presents a comprehensive review combining a systematic review and a narrative of the academic literature published between 2014 and 2024 in Spanish, English, and Portuguese, with the aim of analyzing the scientific production in this field. The systematic review shows an increase in research on gamification in music education, with diverse approaches and fragmented lines. Challenges are also identified in the consolidation of theoretical frameworks and in the application of gamification. The narrative review complements this analysis by examining how authors conceptualize and apply gamification, considering its definition, the procedures employed, the resources used, the type of population in which it has been applied, the main results obtained, and the limitations or biases of the research. The findings reveal a discrepancy between the conceptualization and application of gamification; many studies use the term and its concept, but in practice implement other playful activities. This discrepancy will be analyzed, and guidelines will be proposed to strengthen the use of gamification in music education and in general.

13:35-15:15 | Room 108 (1F)
Friday Onsite Parallel Session 3
Application of AI in the Reading and Writing Process
Session Chair: Enkhmaa Tsegmid

13:35-14:00
89109 | *The Implementation of Artificial Intelligence for Real-Time Feedback and Personalized Training in Students' Writing*
Ebrahim Mohammadkarimi, University of Raparin, Iraq

This study investigates the implementation of artificial intelligence (AI) for real-time feedback and personalized training in students' writing. Its aim is to provide insights into the perceptions and experiences of students and teachers. 174 students and 36 teachers from three institutes in Iran took part in the study using a mix of methods. Questionnaires concerning individual experiences with AI-based writing tools were used to collect quantitative data, and semi-structured interviews were used to obtain qualitative data. The results show that most participants have a positive opinion of AI's role in providing personalized writing feedback. Participants agreed that AI could improve the quality of writing and provide them with immediate information about their progress. Concerns were made, though, about how impersonal AI feedback is and how it can't replace human interaction. Participants agreed that AI-based feedback should be used in writing classes, but they stressed the importance of using smart application methods and making the software fit the needs of each student. Adding to the current literature on the use of AI in writing education, this study hopes to add useful information by showing the possible pros and cons of incorporating it.

14:00-14:25
95016 | *Students' Perception and Attitude Towards Using AI in Improving Writing Skills at the National University of Mongolia*
Enhma Tsegmid, National University of Mongolia, Mongolia
Tsengelmaa Tserendorj, National University of Mongolia, Mongolia

Background: This study examines students' perceptions of AI tools in academic writing at the National University of Mongolia. As AI use grows, English instructors face challenges balancing its benefits and potential drawbacks. This research explores AI's advantages, limitations, and integration strategies, applying digital and information literacy to emphasize critical evaluation and ethical usage. Media ecology theory provides a broader perspective, aligning with McLuhan's concept that "the medium is the message." Methods: A non probability sampling method was applied to select 100 English-major students with varied English proficiency enrolled in writing courses. Data was collected via two 20-question questionnaires featuring Likert-scale and open/closed-ended items. Descriptive statistical analysis examined students' perceptions and AI usage patterns. Results: As a result, two main issues were explored: usefulness of AI tools and usage of AI tools for writing purposes. This shows positive attitude of participants towards tools of AI presented through means and standard deviations. The study also indicates that students regularly utilize AI tools for tasks such as writing ideas, paraphrasing, ensuring coherence and so on. While some students value the convenience and time efficiency that AI provides, others raise concerns about its possible negative impact on becoming overdependent, thereby preventing their critical thinking and creativity. Recommendations: The study concludes by emphasizing the need for balanced AI integration in academic writing to foster both efficiency and independent thinking. The further study on the topic is necessary to find out better integration of how much AI is recommended in certain context for various teaching environments.

13:35-15:15 | Room 109 (1F)
Friday Onsite Parallel Session 3
Educators' Well-being
Session Chair: Tamara Blake

14:00-14:25
92673 | *Enhancing Teacher Health Literacy in China: A Systematic Literature Review on Its Impact on Educator Well-Being and Student Success*
Xiong Chun, Central China Normal University, China
Bless Kwesi Chaka, Central China Normal University, China

Teacher health literacy, the ability to recognize, understand, and manage personal health, has become a critical factor in reducing teacher stress, burnout, and emotional exhaustion, thus improving teaching effectiveness. Reports from UNESCO and the OECD highlight the importance of teacher well-being in global education priorities, such as Sustainable Development Goal (SDG) 3: Good Health and Well-being and SDG 4: Quality Education. The situation of health education practices in various countries reveals a growing demand for improving teachers' health literacy to support their mental health and effectiveness in the classroom. This study employed a systematic review methodology to explore how improving teacher health literacy fosters emotional regulation and resilience, thus creating a positive learning environment. It focuses on teacher populations and interventions such as stress management, mental health awareness, and self-care practices. Findings indicate that promoting teacher health literacy enhances job satisfaction, reduces burnout, and improves teaching quality, which in turn positively affects student engagement and academic performance. The review also considers global research on teacher health literacy theory and practice, particularly in the context of China, where the demand for such interventions is rapidly increasing. Therefore, the fundamental significance of teacher health literacy becomes evident when its role in fostering both educator well-being and student success is fully recognized.

14:25-14:50
94704 | *Science Teachers' Changed Practices During the COVID-19 Pandemic*
Rayane Rajab, University of Wollongong, Australia
Helen Georgiou, University of Wollongong, Australia
Wendy Nielsen, University of Wollongong, Australia

The COVID-19 pandemic disrupted education systems globally, prompting changes to science teachers' practices. This study investigated how high school science teachers in Lebanon changed their teaching practices during Emergency Remote Teaching, employing an explanatory sequential mixed-methods design. Quantitative data were collected through a questionnaire administered to 173 science teachers across Lebanon's seven governorates. This was followed by semi-structured interviews with nine teachers selected through convenience sampling. Participants met the following inclusion criteria: teaching grade 7-12 science in Lebanese private or public high schools; teaching online during the pandemic; and continuing to teach post-pandemic. The study employed the Theory of Practice Architectures (TPA) as an analytical lens, recognising that teaching practices are shaped by contextual arrangements rather than occurring in isolation. TPA provided a framework for examining shifts in teaching practices through organisational dimensions, known as arrangements. Thematic analysis of interview data, triangulated with questionnaire data, revealed changes in design and management, technology integration, flexibility, preparation time, and enhanced skills. These changes were shaped by enablers and constraints aligned with TPA arrangements. Cultural-discursive constraints centred on teacher resistance to change, with family ties as enablers. Material-economic constraints included infrastructure challenges, salary deflation, assessment difficulties, and resource limitations, while enablers involved knowledge sharing. Social-political constraints reflected broader systemic challenges, with coordination emerging as enabler. These findings contribute to understanding how science teachers navigate educational disruptions, whether due to health crises or instability. The study extends the literature by examining how TPA arrangements shaped teaching practices and can inform future crises-responsive education policies.

14:50-15:15
89437 | *Nurturing Educator Wellbeing: Harnessing Positive Psychology for a Thriving Educational Environment*
Tamara Blake, Johnson and Wales University, United States

In today's fast-paced educational environment, educators face mounting pressures to adapt teaching methods that support students' mental and physical well-being. This relentless demand can quickly lead to burnout, fatigue, and negativity, compromising educators' own health and effectiveness. Prioritizing our own well-being is essential. This presentation will dive deep into research and empirical evidence, illustrating the transformative power of positive psychology in boosting educator resilience. Drawing from key studies on optimism and the foundational elements of well-being, the speaker will offer concrete, actionable strategies that focus on gratitude, positivity, and hope. These evidence-based techniques will not only enhance the well-being of faculty and staff but also strengthen relationships, boost job satisfaction, and increase overall happiness. The seminar will explore the vital role of prosocial living and giving, emphasizing the importance of celebrating personal accomplishments while rejecting harmful comparison culture. Another central theme will be the power of surrounding oneself with resilient individuals – participants will see how this alone can support recovery from adverse events in our own lives, accelerating personal growth and healing. Additionally, the session will equip educators with practical tools to foster resilience in their students, including self-reflection exercises and strategies that can be applied immediately in the classroom. By the end of the seminar, attendees will be empowered with actionable skills to cultivate a culture of well-being within their institutions, benefiting both themselves and their students. Together, we can reimagine our approach to self-care and create a thriving, supportive educational environment for all.

13:35-15:15 | Room 112 (1F)
Friday Onsite Parallel Session 3
Comparative Linguistics in Literature
Session Chair: Donald Wright

13:35-14:00
89986 | *Power, Resistance and Knowledge in Efren R. Abueg's Mga Kaluluwa Sa Kumunoy*
Romeo Peña, Polytechnic University of the Philippines, Philippines

This paper focuses into the dynamics of power, resistance and knowledge as portrayed in Mga Kaluluwa sa Kumunoy (Souls in the Quagmire), a novel by Efren R. Abueg, a well-known and prizewinning writer in the Philippines. Abueg, whose works have earned critical acclaim for portrayal of social issues, is particularly noted for his contributions to Philippine literature during the Martial Law era. Drawing on Michel Foucault's theoretical framework, the study explores how Abueg's novel critiques authoritarian rule and highlights the struggles of individuals caught in oppressive structures. Foucault's concepts of power relations, discourse, and subjectivity are used to examine how Mga Kaluluwa sa Kumunoy resists dominant narratives and generates alternative knowledge by amplifying marginalized voices. This paper demonstrates how the novel disrupts entrenched systems of power and engages readers in critical reflection. This paper argues that Philippine literature, exemplified by Abueg's work, not only serves as a record of historical trauma but also empowers individuals through the articulation of resistance and the envisioning of transformative futures.

14:00-14:25
93091 | *Reclaiming Existence: A Neuro Existential Reading to Janna Leyde's He Never Liked Cake*
Sharon Vethamanickam, The American College, India

The paper explores the conceptual framework of neuro existentialism in Janna Leyde's He Never Liked Cake. This theoretical viewpoint, which is the third wave of existentialism, calls into question the conventional notions of self, free will and purpose. The claim of this perspective advocates that self, free will, consciousness and identity happen to be the products of the brain. This claim is unlikely of the first and second waves of existentialism that centre around ecclesiastical and political or social structures. The Traumatic Brain Injury (TBI) of the protagonist's father is the profound existential threat in the novel. The research studies the ways in which this threat makes a mess of the continuity of self and how it challenges the survivor and his daughter's basic insights of existence. This study also encompasses their existential dimensions and patterns wherein the brain grapples to reconstitute its sense of self, with an analysis of the neural processes and the subjective experiences, of both the TBI survivor and their loved ones. This study discloses that TBI is not just a neurological change and adaptation of the damages and injury but also an existential devising of redefining one's 'self' and the relationship that they have with the world, incase of both the TBI survivors and their loved ones.

14:25-14:50
84803 | *Discourse Analysis on English Article Translation in Mongolian Language*
Nomindari Byambasaikhan, German-Mongolian Institute for Resources and Technology, Mongolia
Enkhbaazar Tsedenbazar, Mongolian University of Science and Technology, Mongolia
Purevsuren Byambasaikhan, German-Mongolian Institute for Resources and Technology, Mongolia

This paper addresses the intricate task of translating English articles into Mongolian, focusing on the seminal work King Solomon's Treasure by Haggard. The absence of articles in Mongolian presents a significant challenge for translators, educators, and learners, requiring nuanced linguistic strategies to convey intended meanings accurately. Through the analysis of 200 translated sentences from the novel, this study examines the translation of indefinite, definite, and zero articles. The theoretical framework draws from Robertson's (2000) discourse rule transfer theory and semantic models by Huebner (1983), Thomas (1989), and Goto Butler (2002). The choice of articles is closely tied to the specificity of the Noun Phrase (NP) and the assumed familiarity of the referent to the listener. While English encompasses five types of article usage, Mongolian adjusts three types, revealing diverse translation strategies. Findings indicate that definite articles are rendered in Mongolian using determiners, pronouns, cases, possessives, and quantifiers. Moreover, specific and definite morphemes convey superlative clauses. This study provides insights into contextual meaning conveyance and interprets how English definite articles are translated into Mongolian. Additionally, it elucidates the strategies employed by translators, shedding light on the challenges and opportunities in article translation.

14:50-15:15
90821 | *Reader Interpretation of Same Information in Different Languages: What Natural Language Processing Tells Us About How Readers View the World*
Donald Wright, Hood College, United States

This study investigates whether statistical analysis of text data can reveal divergent reader reactions to the same content when presented in different languages. To address this question, I used Marcel Proust's, "À la recherche du temps perdu." My analysis involves a comparison between the original raw French text and the raw English translation, incorporating three distinct analytical approaches. This study is based on the use of neural networks to evaluate language sentiment, a cornerstone of Natural Language Processing. Linguistic Analysis: The initial segment of this study comprises a stochastic analysis of linguistic elements, encompassing words, syntax, grammar, and punctuation. These details are crucial in understanding the reader's interpretation of the literary text. Visual Syntax Mapping: In the second part, we employed a visual syntax mapping (VSM) technique to create numerical vector values based on word placement and proximity within the text. This approach assigns numerical values to each word, enabling the text to be computationally processed by machine learning models. Cosine similarity measurements were computed for character names in relation to the surrounding words, generating a two-dimensional graph of the referential fictional space. Reader Reaction Analysis: The final phase of the study involved evaluating reader reactions to words based on eye movement and heart rate data to determine their positive or negative connotations. By computing values for every word in the text and averaging these values for each sentence, we created a comprehensive map of reader reactions throughout the seven books.

13:35-15:15 | Room 114 (1F)
Friday Onsite Parallel Session 3
Politics and Civic Education
Session Chair: William Benet

13:35-14:00
94546 | *Communicative Competences in Citizenship Education: A Deweyan Perspective*
Dimitris Alexakis, University of Crete, Greece

The importance of citizenship education has been underlined over recent years at European level because of the challenges we face in modern democracies. As a result the promotion of democratic citizenship has been a growing priority of educational policy. Citizenship education in Europe follows a multidimensional direction promoting the cultivation of a large variety of student's competences. One of the most common competences related to citizenship education concerns the ability to communicate, to make one's views known and support them with the help of arguments, and to listen respectfully to the views of others. I argue that John Dewey's philosophical and pedagogical thought can help to enrich our view about communicative competences in citizenship education. For Dewey, communication is the peculiar way of human interaction. As such it penetrates in every aspect of daily school life. Moreover, communication is not just a tool for sharing effectively ideas and thoughts within cooperative activities. It has also an immediate, qualitative aspect which is related to the creation and reinforcement of social ties. We can find this quality of communication in narrative speeches, rituals or phatic communication. Additionally, Dewey interrelates democracy with free communication and equal participation in the community. Thus, from a Deweyan perspective the consideration of communication in citizenship education should not concern just the cultivation of individual competences about effective interchange of thoughts, but also the creation of a democratic school community of free communication.

14:00-14:25
91955 | *Impactful Teaching Strategies for Preparing Undergraduate College Students for Political Engagement in a Politically Divided World*
Jessica Ritter, Metropolitan State University of Denver, United States

Many educators teach courses on civics, policy, and political engagement with the goal of providing students with the knowledge and skillset necessary to improve our social and political world. They know very well the challenge of teaching this content in a context of heightened political divisions, toxic political discourse, political disengagement, and political corruption. Many students report low levels of interest and efficacy when it comes to engaging in policy change efforts and negative feelings about involvement with a political system that is run by political elites. In short, many students do not feel that they have a voice and experience the policy space as corrupt and intimidating. Research has found that interest in politics, knowledge about politics, and political efficacy are important variables for increased political engagement. And educators have the power to influence these variables in the classroom. Historically, policy courses have been taught using a theoretical or didactic approach. However, research supports preparing students for doing work in the legislative or policy arena using experiential approaches and providing students with opportunities for real-life application. Using compelling narratives or stories of policy change efforts is also very effective. This presentation describes engaging teaching approaches that can be used to provide college students with a rich and rewarding experience in policy-focused courses and prepare them for political advocacy.

14:25-14:50
95176 | *Design-in-Government: A Proposed Public Sector Capability Model*
Rhonda Geraghty, Ontario College of Art and Design University, Canada

Over the past few decades, design has emerged as a viable pathway towards innovation in the public sector. Governments globally now understand how various dimensions of design such as design thinking, approaches, tools and methods such as user-centered and human-centered design as well as new practice areas including service design and user experience (UX/UI) design, can benefit systems, policies, programs, organizational culture and management structures. In this multi-disciplinary area where design's identity and role continues to evolve and the problems governments face are becoming more complex, uncertain and dreadful, clarity with respect to existing and emerging design capabilities and how they can potentially interrelate to support governments business objectives is beneficial. This paper proposes a design-in-government capability model to improve understanding and facilitate alignment of the various organizational functions, outcomes, expertise, knowledge, behaviors and activities at play. The benefits to government include enhanced decision-making, reduced risks and pathways towards innovative outcomes relevant for the existential times we now operate in. The model also acts as a framework to examine the continued evolution of the novel practice area of design-in-government.

14:50-15:15
89976 | *A Pro-Democracy Research, Education, and Application Initiative*
William Benet, Walden University, United States

This paper presents the findings of a five year research/education/application initiative to address the social problem of the rising global attack on democracy by the forces of authoritarianism. That global attack has been fueled by the failure to make the promise of democracy a reality for all people and the ensuing societal violence and international conflict that has emerged from that failure. Enacted following the murder of George Floyd, the initiative encompassed the application of a specific theory of change (the polarities of democracy approach) to test the development and implementation of action agendas designed to strengthen democratic governance, address anti-democratic attitudes such as racism and patriarchy, promote peacebuilding, and advance the United Nations' Sustainable Development Goals and Universal Declaration of Human Rights. The polarities of democracy theory was applied with several international NGOs (the National Organization of Black Law Enforcement Executives [NOBLE] in the US, Rotary of Great Britain and Ireland (District 1070), the Values, Virtues, Integrity [VVI] Foundation of Bulgaria, and the Institute of Philosophy and Sociology at the Bulgarian Academy of Sciences) that were able to achieve positive social change results at the micro, mezzo, and macro levels in the areas of police transformation, meeting the needs of marginalized Roma communities, and promoting international peace. The specific achievements of the initiative are detailed in the paper. These results show promise for a practical approach for defending democracy, overcoming the failures of the neoliberal agenda, combatting authoritarianism, and making the promise of democracy a reality for all people.

13:35-15:15 | Room 116 (1F)
Friday Onsite Parallel Session 3
Design, Culture, and Sustainability
Session Chair: Atthaphon Ponglawhapun

13:35-14:00
93015 | *Innovating Sustainable Fashion Identity: A Circular Economy Approach with Nondyed Materials.*
Surakiet Ratana-amnuaysiri, King Mongkut's University of Technology Thonburi, Thailand
Atthaphon Ponglawhapun, Chulalongkorn University, Thailand
Siwaree Arunyanart, Chulalongkorn University, Thailand

This research explores the development of a sustainable fashion branding identity through the use of non-dyed textile materials, underpinned by the principles of circular economy. A mixed-methods approach, combining qualitative and quantitative research techniques, was employed. Data were collected from key stakeholders, including entrepreneurs in large-scale fashion enterprises, experts in branding identity design, industrial fashion designers, and urban consumers aged 18-45 who are environmentally conscious. The findings indicate that applying circular economy principles can significantly reduce the environmental impact of the fashion industry by eliminating the dyeing process. Emphasizing the recycling and upcycling of textile waste and deadstock enhances resource efficiency, conserves freshwater, and minimizes chemical use, thereby promoting a more sustainable production model. Furthermore, this approach fosters the creation of fashion brands aligned with ethical values, encouraging consumers to make informed and responsible purchasing decisions. Ultimately, the research demonstrates that the circular economy framework can effectively reshape production and consumption patterns in the fashion industry, driving a global shift towards sustainable practices and promoting global citizenship.

14:00-14:25
88329 | *Miniature Ogoh-Ogoh Making Project by Junior High School Students in Tourism Areas as an Implementation of Tri Hita Karana*
Putu Wia Rosita Dewi, Ganesha University of Education, Indonesia

The Ogoh-Ogoh making project is an annual routine activity organized by SMPN 4 Kuta Utara students as one of a series of Nyepi activities. Bali is the only island that celebrates Nyepi by closing access to transportation, telecommunications, and population mobility. This gives space to nature and humans to rest and reflect on the world. In the implementation of Nyepi, it is identical to the Ogoh-Ogoh parade. The Ogoh-Ogoh parade involves not only Hindus, but also Muslims, Buddhists, and Christians. Nyepi celebration is related to the local wisdom of the Balinese people called Tri Hita Karana. Tri Hita Karana is a spiritual concept that refers to the three causes of happiness. Happiness will be achieved if we maintain good relationships with God (Parhyangan), humans (Pawongan), and the environment (Palemahan). The purpose of this study is to describe and analyze the implementation and values contained in the teachings of Tri Hita Karana in the Ogoh-Ogoh making project in one of the junior high schools in the tourism area. This research used qualitative method. The results of this research are as follows: 1) Conception of Parhyangan is before and after starting the project, students are directed to pray to God according to their respective religions. 2) The conception of Pawongan is the creation of mutual cooperation between students in one group. 3) The conception of Palemahan is the education of students to use used goods in the formation of Ogoh-Ogoh as an attitude to protect the environment.

14:25-14:50
93354 | *Innovative Approaches in Sustainable Knitwear: A Zero-Waste Design Study*
Atthaphon Ponglawhapun, Chulalongkorn University, Thailand
Patcha Utiswannakul, Chulalongkorn University, Thailand
Pawee Paithoonrangsarit, Chulalongkorn University, Thailand

Knitting, traditionally linked to winter clothing, has evolved into a year-round fashion trend that combines heritage with innovation. While knitting generally generates less waste compared to traditional fabric-cutting methods, leftover yarns from production are often underutilized due to mismatched colors, thicknesses, and design requirements. This underuse presents an opportunity to address sustainability challenges in the fashion industry through zero-waste design, which aims to use all available materials without generating scrap. The goal is to develop an environmentally responsible design process that maximizes material utility while minimizing waste. This research explores sustainable knitwear production through collaboration with an experienced entrepreneur in Bangkok, Thailand, who has over 15 years of expertise in design and production. The study focuses on identifying best practices for developing innovative, sustainable textile design concepts, emphasizing the repurposing of waste materials from the knitting process. Qualitative research methods, including questionnaires and collaborative textile design development, were employed. The findings reveal three key insights: (1) the zero-waste design concept is the most effective way to minimize post-production waste while aligning new textile designs with sustainability principles; (2) three textile prototypes were developed using leftover yarns of varying colors and thicknesses, demonstrating how waste can be transformed into marketable designs through optimized pattern design; and (3) these prototypes offer practical insights into how designers and production teams can manage waste materials effectively and anticipate future design opportunities. This research highlights the significance of zero-waste practices in knitwear production and provides a strategic framework for fashion brands pursuing eco-friendly practices.

15:30-17:10 | Room 105 (1F)
Friday Onsite Parallel Session 4
Institutional Practices in Higher Education
Session Chair: Xiao-lei Wang

15:30-15:55
92513 | *Factors Affecting Routine to Research Work (R2R) Production of Supporting Staff: Case Study of Mahidol University International College*
Sasithon Panyanak, Mahidol University International College, Thailand

Academic work contains various types, such as research, academic articles, books that serve both public and private sectors. Typically, academic staff in higher education are the primary producers of such works, which they use for teaching or to share knowledge within the academic community. However, universities in Thailand, the support staff getting more opportunity to contribute the academic work which is related to their job description. It called Routine to Research work or R2R. Though these academic works are beneficial to their career path; they can use for academic promotion, few people succeed. Therefore, this research aims to investigate the Factors Affecting Routine to Research work (R2R) Production of Supporting Staff at a Thai University International College. The research instrument is a questionnaire using a five- point Likert scale focusing on the Internal Factors and External Factors. An accidental random sample is employed to select the participants to complete the survey from 126 staff members who differ in age, sex, working duration, and position. Later, the data is analyzed by the SPSS program. The results show that the Supporting Staff think that producing research work takes time, requires initiative and creativity. On the other hand, they think that the organization should create an environment that promotes research work production and should provide funding and organize activities to provide knowledge. In addition, it would be better to expand the findings by focusing on a specific case study which could highlight strategies or outcomes that may be generalized the deeper insights.

15:55-16:20
93274 | *The Position of Kazakhstan's Higher Education System in the First Quarter of the XXI Century*
Lyaila Turumbetova, Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan

This research deals with the analysis of the Higher Education System in Kazakhstan. Great changes in the system unequivocally demonstrate Kazakhstan's commitment to innovation and modernization. The main purpose of this study is to provide detailed coverage of the current conditions and trends in the higher education system. To achieve this goal, the following methods were used: the comparative study of the stages of education development, content analysis, analytical reviews, and data collection. After entering the Bologna process in March 2010, Kazakhstan became the first Central Asian State to join the European educational system. It was an important step in the international positioning of national higher education. Due to its participation in the Bologna process, Kazakhstan made huge progress toward access to European education. It is concluded that Kazakhstan's higher education system represents a unique transformation approach and resulting model. It is characterized by taking firm actions forward in its international integration, academic mobility, quality of education, and institutional diversification. Globalization positively influenced the development of higher education and led to the internationalization of education in Kazakhstan. Kazakhstan established partnerships with leading international universities to strengthen its higher education system. As for future perspectives, universities are launching programs in artificial intelligence, and digitalization, opening robotics labs, multimedia classrooms, and advanced technology centers, organizing the study process with the application of distance education technologies, and creating a multilevel system of training in information technologies.

16:20-16:45
93514 | *Becoming Members of Global Communities: A Transformative Approach to Faculty-Led International Courses*
Xiao-lei Wang, Adelphi University, United States

This study examines the impact of faculty-led study abroad programs in Italy over eight years, comparing two distinct pedagogical approaches. The first follows a traditional model where faculty guide students through pre-trip readings and structured assignments, establishing a foundation for cultural and academic engagement. The second adopts a process-focused framework, emphasizing dynamic interaction where participants are both actively involved in and shaped by their experiences. This approach prioritizes opportunity education through on-the-spot guided conversations, immersive experiences, and reflective practices. Sixty-eight students participated, evenly split between the two approaches. Using a phenomenological methodology, the study explores how participants experienced and interpreted their study abroad journeys, emphasizing their subjective perspectives. This qualitative approach highlights the deeply personal insights and transformative significance students attach to their growth as global citizens. Findings reveal that while structured coursework provides valuable preparation, the most transformative learning arises from the participants' real-time engagement with their environment. The fluid, exploratory nature of opportunity education fosters deeper connections and adaptability, enabling students to derive meaning through active reflection and interaction. This process surpasses static, pre-designed coursework in driving meaningful learning outcomes. The study advocates for a paradigm shift in short-term study abroad program design, emphasizing immersive, student-centered experiences to maximize educational impact. By fostering adaptability and student agency, these programs can better prepare participants for meaningful engagement with global communities.

16:45-17:10
96318 | *Fostering Global Competence (GC) Skills Through a Hybrid Training Program for Undergraduate Research at the IAFOR Undergraduate Research Symposium (IURS)*
Grant Black, Chuo University, Japan

This presentation explores the development and impact of the IAFOR Undergraduate Research Symposium: a hybrid training program and poster presentation session designed to promote undergraduate research and support student skills development. Aligned with one of IAFOR's renowned international conferences, the program integrates virtual and in-person training to equip students with the skills and knowledge necessary for effective intercultural collaboration and research. In an increasingly interconnected world, fostering global competence (GC) skills for university students is essential for preparing them to cope with complex global challenges, whether they intend to pursue an academic or business career. The hybrid training model combines online training sessions—such as, presenting at conferences, effective poster methodologies—with immersive in-person training that emphasizes experiential learning, concise communication and professional skills development. By engaging with diverse peers and faculty experts, students can improve and develop critical competencies. IURS serves as a platform for students to present their research, learn from feedback and advice, develop their presentation skills, and fosters dialogue across disciplines and cultures. By bridging virtual and in-person learning, the program maximizes educational opportunities and lessons learned during the pandemic era from integrated educational environments. This presentation will discuss the program's design, implementation challenges and outcomes, offering insights for educators seeking to integrate global competence into undergraduate curricula and promote the development of undergraduate research.

15:30-17:10 | Room 106 (1F)
Friday Onsite Parallel Session 4
Current Issues in Higher Education Development
Session Chair: Laurence MacDonald

15:55-16:20
94544 | *Transformation in Higher Education Through DEI: System-Level Strategies of a South African University*
Hilda Du Plooy, University of Verona, Italy
Riccardo Sartori, University of Verona, Italy
Francesco Tommasi, University of Verona, Italy

In Higher Education Institutions (HEIs), Diversity, Equity, and Inclusion (DEI) remain pivotal aspects in preparing students and contributing to their well-being. Recent scrutiny from academics and policymakers necessitates a reimagining of DEI in higher education. Notably, the dominance of DEI research by Westernized, Educated, Industrialized Developed countries presents an opportunity for valuable insights from the Global South. South Africa (SA), known as the "Rainbow Nation", is characterized by its multi-ethnic and cultural groups. With the fall of Apartheid in 1994, the historically dominant white SA universities needed transformation to successfully integrate their diverse, multi-racial, and ethnic student groups. Through the lens of the macropsychology perspective and intergroup contact theory, the present case study aims to identify the system-level strategies employed by a historically white SA University to promote DEI between the different racial and ethnic groups of students. Data included interviews, website documents, organizational documents, visual materials, and field notes. Data analysis adopted the qualitative approach of situational analysis to interpret the context and complexity of the situation reflexively. The strategies identified displayed an interconnectedness across different levels namely; system-level, system-to-individual, group-relational, and group-to-individual. Overall, system-level contact-based practices between diverse groups appear to be the most sustainable strategies when they are deliberate, value-driven, and supported by all the various departments in the institution. The strategies have practical implications for HEI management, emphasizing the importance of institutionally driven practices and diversity-in-action strategies to enhance the interaction and inclusion among culturally diverse students while placing each student's dignity at the core.

16:20-16:45
93533 | *Transformation Through the Eye of the Needle: A Missed or Diverted Opportunity in Higher Education Institutions in Postcolonial South Africa*
Madidimalo Richard Moila, University of South Africa, South Africa

Higher education institutions (HEIs) in South Africa have developed transformation agendas to align themselves with the requirements of government legislation and policies to bring about transformation in education, research and innovation. Few of those HEIs have transformed, and that lack of transformation has led to banality. Transformation is supposed to breed engagement, provoke reason on many of the issues confronting HEIs. This article highlights the role of transformation, by analysing missed or diverted opportunities in the academic milieu in postcolonial South Africa. Using the "eye-of-the-needle" theory and qualitative content analysis, the article undertakes discourse on transformation in HEIs, to reveal underlying delusions which gloss over the surface, to deceive the public about what is actually happening. The intention is to provoke debate about whether mediocre leadership and management in HEIs are tenable. Challenges of equity in respect of race and sex, curriculum decoloniality, digitalisation as a delivery mode of courses, to name a few, are being addressed and implemented gradually, but of fundamental importance is whether or not the leadership is encouraging academic criticism of the governance styles of mediocre leaders and managers. Is this being done without penalty for those who dare exercise their freedom to speak out? Among the findings, there was confirmation that transformation "through the eye of the needle" constituted a missed/diverted opportunity in HEIs. There is a need for creative and innovative, authentic and effective leadership/management traits, for transformation agendas to be achieved, and to counter mediocrity in institutions of higher learning.

16:45-17:10
92968 | *Comprehensive Internationalization of Higher Education: A Comparative Study*
Laurence MacDonald, Soka University, Japan

Higher educational institutions (HEIs) in Western countries face considerable challenges such as falling enrolment and interest, while a growing market for HEIs is emerging in developing countries such as India and China. Unfortunately, the current global political climate poses significant challenges to the internationalization efforts of HEIs. This presentation will provide findings of a research project which investigates two comparable liberal arts institutions in the US and Japan utilizing the lens of comprehensive internationalization (Hudzik, 2015). The evaluation model stresses the importance of 1) leadership and governance; 2) teaching and learning; and 3) student and support staff. Data were collected through documentation, site observations and interviews conducted at the two HEIs in 2024. Findings reveal a marked divergence of approaches to internationalization efforts in the US and Japan, reflected most notably in the commitment (or lack thereof) from HEI leadership to pursue international initiatives. The results could signal broader implications as national interest seems to be overwhelming internationalization efforts in some HEI markets.

15:30-17:10 | Room 107 (1F)
Friday Onsite Parallel Session 4
Tools and Approaches to Pedagogical Development
Session Chair: Alan Ma

15:30-15:55
93645 | *Enhancing Mathematics Instruction: A Technology-Driven Hackathon Training Program for Pre-Service Teachers in Special Education*

Meirav Tzohar-Rozen, Levinsky-Wingate Academic College, Israel
Meital Amzalag, Holon Institute of Technology, Israel
Anat Bodinuk, Levinsky-Wingate Academic College, Israel

The integration of technology into mathematics instruction for students with special needs has proven highly effective. However, many teachers avoid using advanced technologies in the classroom, and related training programs are lacking. This study developed a hackathon-driven training program for pre-service teachers (PSTs) in special education, based on the Technological, Pedagogical, and Content-Knowledge (TPACK) model. The program involved two intensive training days in which PSTs designed technology-based mathematical activities for students with special needs, culminating in a subsequent on-campus event in which students in special education engaged in the newly designed mathematics learning activities.
The study examined the program's impact on:
(a) PST knowledge of technology, pedagogy, and mathematics (TPACK) and their integration;
(b) PST attitudes toward designing technology-based mathematical activities for students with special needs;
(c) PST experiences, challenges, and insights.
Employing a mixed-methods approach, the study included 61 third-year undergraduate PSTs. Research instruments comprised a TPACK questionnaire, an attitude questionnaire, and, for a subgroup, an interview and reflective journal, to capture both quantitative and qualitative perspectives. Findings showed significant post-training improvement in PST knowledge of all TPACK components, particularly in the technological domain and in the integration of pedagogical and content knowledge. PST attitudes toward designing technology-based teaching activities also improved post-program, especially regarding overcoming challenges. Interviews and journaling highlighted the program's role in enhancing PST understanding of technology and self-efficacy in its classroom application, as well as the program's benefits and challenges. This study provides a foundation for developing innovative, technology-oriented teacher training methods applicable across topics.

15:55-16:20
94934 | *De-centring Curriculum Through Storytelling and Remembering: An Inquiry into Using Indigenous Ju/'hoansi Storytelling as a Methodology for Curriculum Development*

Kate Matzopoulos, University of Bath, United Kingdom

Storytelling bridges the differences and divides that have come to define curriculum theory, development, and design. It navigates contradictions - between reality and imagination, individuality and collectivity, time and space - helping to move beyond rigid curriculum camps and their competing paradigms (e.g., student-centred vs. content-centred approaches). The success of Indigenous groups like the Ju/'hoansi San in preserving and transferring knowledge for thousands of years, despite historical and ongoing disruptions, is largely due to storytelling. As a form of remembrance, storytelling creates tangible memories that exist independently of the teller, taking on a life of their own. In this presentation I will discuss my work in story circles, exploring how the Ju/'hoansi balance individuality and collectivity through storytelling. It will also draw on Chamberlin's (2018) argument that embracing contradictions in stories - and recognising how different people hold them differently - can foster a curriculum that allows diverse perspectives to coexist. The storytelling methods explored will be enriched by storying research (Phillips and Bunda, 2018) on developing and designing a curriculum grounded in a pedagogy of storytelling.

16:20-16:45
91676 | *Designing a Legal Tech Module for Law Students: Integrating the Hackathon Model as an Innovative Pedagogical Approach*

Alan Ma, Birmingham City University, United Kingdom

This paper explores designing and implementing a Legal Tech module for law students, integrating innovative pedagogical strategies with a particular focus on the Hackathon model. As the legal industry increasingly embraces technology, there is a growing need for law students to develop practical skills in legal technologies. However, traditional legal education often struggles to provide meaningful, hands-on exposure to these tools. The proposed Legal Tech module aims to close this gap by combining theoretical learning with interactive, problem-solving experiences, ensuring that students understand the technology and apply it in real-world contexts. A core component of the module is the Hackathon, which allows students to carry out independent research and collaborate on solving complex legal-tech challenges in a simulated professional environment. This paper outlines the structure of the module, detailing key learning outcomes and the pedagogical rationale behind using Hackathons as a teaching method. It also discusses the assessment strategies used to evaluate student progress and the feedback mechanisms that help refine the course. By incorporating experiential learning and collaborative problem-solving, this module aims to foster critical thinking, innovation, and teamwork among law students, equipping them with the skills necessary to navigate an increasingly tech-driven legal landscape. This paper contributes to the broader conversation on curriculum design in legal education, offering insights into the benefits and challenges of integrating technology-focused pedagogies into law programmes.

15:30-17:10 | Room 108 (1F)
Friday Onsite Parallel Session 4
AI in Education Assessment
Session Chair: Christina Klüver

15:30-15:55
93343 | *Interdisciplinary Competence in AI-Enabled Learning: Scale Development and Validation*
Yanyi Wu, Zhejiang University, China
Chenghua Lin, Zhejiang University, China

In the era of artificial intelligence, the cultivation of interdisciplinary competence has emerged as a critical imperative for higher education. This study introduces a novel scale to assess students' interdisciplinary competence in AI-enabled learning environments. Through a rigorous three-phase development process, we propose to construct and validate a measurement instrument encompassing five dimensions: knowledge integration (the ability to synthesize and connect knowledge across disciplines with AI assistance), interdisciplinary thinking (the capacity to analyze problems from multiple disciplinary perspectives using AI tools), innovative application (the competence to create novel solutions through AI-enhanced cross-disciplinary approaches), problem solving (the capability to address complex issues by leveraging AI and interdisciplinary knowledge), and knowledge transfer (the ability to apply knowledge flexibly across different domains with AI support). The study plans to collect data from 900 graduate students across multiple disciplines at six universities in China, employing both exploratory and confirmatory factor analyses to validate the scale structure. This research aims to investigate how these interconnected competencies influence students' academic performance and innovation capabilities in AI-enabled contexts. The proposed instrument not only advances our theoretical understanding of interdisciplinary competence but also provides educators with a practical tool to evaluate and foster students' cross-disciplinary capabilities. The anticipated findings will carry important implications for curriculum design and pedagogical innovation in the age of artificial intelligence.

15:55-16:20
92666 | *An AI-Inspired Approach to Student Performance Assessment*
Vladimir Shapiro, Northeastern University, United States

This paper explores the innovative application of artificial intelligence (AI) techniques to enhance student performance assessment. Historically, AI has drawn inspiration from human cognition and nature, evolving from simple expert systems to advanced machine learning models. This study proposes reversing this paradigm by leveraging advanced AI methodologies to improve human learning outcomes. Key AI concepts such as weak and strong learners, boosting, and gradient boosting are examined. In AI, weak learners are basic models that perform marginally better than random guessing, while strong learners achieve high performance through iterative training techniques. By analogy, students with limited prior knowledge (weak learners) can be transformed into strong learners through structured feedback and training. The importance of feedback in both AI and human learning is emphasized. In AI, quantitative feedback enables models to improve iteratively. Similarly, balanced feedback is crucial in human learning to avoid discouraging or overwhelming students. The concept of learnability is discussed, highlighting motivation as a critical factor for effective learning. The paper advocates for AI-inspired performance assessment methods that reward rapid progress, helping initially weaker students catch up with their peers. This approach fosters a virtuous feedback loop, promoting continuous improvement. A case study demonstrates the successful application of these principles in a graduate-level course, showcasing the transformative potential of AI-inspired methods in education.

16:20-16:45
93642 | *AI as an Assessment Tool to Improve Student's Speaking Skills: A Case Study Using Speechace*
Katarzyna Góra, University of Warmia and Mazury, Poland

AI technology is gradually being employed by foreign language teachers and students into foreign language learning and evaluation. The objective of the research was to evaluate the effectiveness of Speechace, an AI-powered language assessment tool in enhancing English speaking skills among first-year students using a mixed-method approach. Four areas were evaluated in two different periods: pronunciation, fluency, vocabulary, grammar, and overall speaking competence. The results indicated an average performance score of 6.5 out of 9, with female students demonstrating consistently higher performance compared to male students. This research also attempts to evaluate the multimodality of Speechace which offers a multimodal interface design and assessment feedback, e.g. speaking avatars, colour-coded visual cues etc. These results show the potential of incorporating AI tools in language teaching and learning providing valuable feedback and insights for educators and learners on employing technology to improve English-speaking skills.

16:45-17:10
91979 | *In the Looking Glass: Can We Learn Lessons About Learning from an AI Model?*
Christina Klüver, University of Duisburg-Essen / REBASK GmbH, Germany
Jürgen Klüver, CoBASC Research Group, Germany
Phil Zinser, Holo-Ver.se SRL, Romania

It is well known that the environment has a strong influence on human learning. However, access to a generative Artificial Intelligence like ChatGPT can overcome the limitations of a knowledge-poor environment. But does a lot of knowledge promote creativity and social learning? This question is explored through artificial actors that can interact, learn from each other, adopt social roles, and be creative by constructing analogies to develop new concepts. It is virtually possible to observe from the inside how the actors shape their cognitive world and study the interplay between cognitive and social dynamics. Various experiments reveal that not only are environments with limited knowledge or few social roles counterproductive to fruitful cognitive development, but conversely, too much knowledge tends to stifle creativity. The key question is how much basic knowledge is necessary to support cognitive ontogenesis in the best possible way. To study these effects, the model is theoretically based on the interdependence of socio-cultural and cognitive evolution. Technically, Cellular Automata and Boolean Networks are used as Artificial Life methods to model the dynamics of the social structure, with each unit representing artificial actors. Artificial Intelligence methods are used for the individual learning processes of the actors, namely the neural network types Bi-directional Associative Memory and Self-Organizing Maps. To visually illustrate the basic operations and broader potential of the model, ChatGPT, Virtual and Augmented Reality are used to create a three-dimensional world that corresponds to our natural perception.

15:30-17:10 | Room 109 (1F)
Friday Onsite Parallel Session 4
Education and Difference: Learning Difficulties and Disability
Session Chair: Ignatia Farmakopoulou

15:30-15:55
90912 | *Developing a WARA in Upper Elementary School Students with Reading Difficulties*
Cheerapat Sirirak, Srinakharinwirot University, Thailand
Chanida Mitranun, Srinakharinwirot University, Thailand
Kanokporn Vibulpatanavong, Srinakharinwirot University, Thailand
Purin Nititummanusorn, Phuket Rajabhat University, Thailand

The purpose of this research is to develop a web application learning innovation for promoting reading ability: WARA in upper elementary school students with reading difficulties. Phase one was concerned with the creation of the web application learning innovation learning innovation for promoting reading ability in upper elementary school students with reading difficulties and the population consisted of nine experts. The instruments included a draft of a web application learning innovation package and a draft evaluation web application form. The data was statistically analyzed by mean average and standard deviation. Phase Two was experimental, with a focus on improvement. The population consisted of fifteen grades 4-6 students with reading difficulties and five teachers. The instruments included a web application learning innovation package and questionnaires. The data were statistically analyzed by mean average, standard deviation, E1/E2 and E.I.. The findings were as follows: (1) A web application learning innovation for promoting reading ability in upper elementary school students with reading difficulties has the highest level of suitability evaluation results (μ = 4.82, σ.= 0.40) and (2) the efficiency was 82.06/82.92, and the effectiveness was E.I.= 0.75.

15:55-16:20
92438 | *Relationship Between Perceived Stress and Depression in Sleep Quality Disruption Among Malaysian Youth*
Cai Lian Tam, Monash University Malaysia, Malaysia
Yu En Chua, Monash University Malaysia, Malaysia

Poor sleep quality is highly prevalent in university students and has a significant negative impact on their overall well-being. There have been limited studies on perceived stress, depression severity, and sleep quality in Malaysian populations. Therefore, this study aimed to understand how Malaysian individuals' perceived stress levels and depression severity affect their overall sleep quality and how they impact the seven components of sleep within the Pittsburg Sleep Quality Index (PSQI). 179 participants were recruited electronically for the current study. Participants were eligible for the study if they were (1) 18 to 29 years old, (2) university students, (3) of Malaysian citizenship, and (4) currently residing in Malaysia. The measurements used was the Pittsburgh Sleep Quality Index (PSQI) (Buysse et al., 1989); Perceived Stress Scale (PSS) (Cohen et al., 1983) and the Patient Health Question-9 (PHQ-9). Results found that participants' perceived stress levels had no significant effect on their sleep quality, while depression severity significantly predicted poorer sleep quality. The moderation effect was not significant. However, when investigating the components of sleep, results found that higher perceived stress levels notably predicted poorer subjective sleep quality, more frequent sleep disturbances, and daytime dysfunctions. Results also found that depression severity significantly predicted poorer subjective sleep quality, increased sleep latency, sleep disturbances, usage of sleep medications, and daytime dysfunctions. These findings suggest the need for sleep hygiene interventions to be implemented within the education system to educate students on the importance of practicing healthy sleep habits to improve their overall well-being.

16:20-16:45
94557 | *Discrimination and Mental Health in Deaf College Students: A Cross-Sectional Study in Brazil*
Josafá da Cunha, Federal University of Parana, Brazil
Renata dos Reis, Instituto Federal do Paraná, Brazil

Deaf college students often rely on peer networks for vital social and emotional support, yet they continue to face systemic barriers and discrimination that undermine their well-being and academic success. This cross-sectional study examines perceptions of discrimination, social support, and mental health outcomes among 87 Deaf students in Brazil, highlighting peer relationships and institutional dynamics. Participants completed an online survey administered in Portuguese and Brazilian Sign Language (Libras), assessing mental health outcomes, experiences of victimization, and perceived social support. Key findings reveal that 36.8% of participants reported discrimination, frequently tied to Deaf identity and the use of assistive technologies (e.g., cochlear implants). Notably, students victimized for their Deaf peer relationships reported significantly poorer mental health (p < .05). Although no significant differences emerged between Deaf and hard-of-hearing students or by gender, open-ended responses pointed to pervasive neglect, with most participants reporting insufficient support when facing victimization. Despite these challenges, 46.8% expressed academic satisfaction, credited to peer solidarity and resources such as sign language interpreters. These results extend research on Deaf students' experiences in higher education, illuminating how social exclusion exacerbates mental health disparities. Overall, these findings underscore the impact of targeted victimization on mental health, particularly within Deaf peer networks, necessitating trauma-informed interventions and anti-discrimination practices and policies. This study contributes to global dialogues on equity in higher education by centering the lived experiences of Deaf learners, advocating for culturally responsive policies that foster inclusive, affirming campus environments.

16:45-17:10
93847 | *Ways of Removing Social Exclusion of Young Adults with Autism Spectrum Disorder: Educational and Workplace Behaviour Pathways*
Ignatia Farmakopoulou, University of Patras, Greece
Katerina Papanikolaou, University of Ekpa, Greece
Marina Matthildi Martinos, American College of Greece, Greece
George Giannakopoulos, University of Ekpa, Greece

Although public health policies emphasize the need for inclusive communities, the participation of young adults with autism spectrum disorder (ASD) in postsecondary education and work is particularly low. This study explores the educational and working experiences of young adults with ASD (age range:18-35 years) in Greece. Participants were selected from a cohort of 1220 individuals with a diagnosis of ASD. This cohort has been seen and assessed in the ASD focused clinic at the Child Psychiatry department in Agia Sophia. Longitudinal data using standardized instruments for diagnostic purposes are available for this cohort and are used as prognostic variables in relation to outcomes. Outcomes are explored via the administration of parental and adult questionnaires. Four focus groups on life experiences explore the facilitating and hindering environmental factors in terms of educational inclusion. Seven hundred (700) young adults who fit the age criteria have been identified and 150 have agreed to participate in our study so far to our ongoing recruitment as well as their parents. The preliminary findings show that a minority have achieved entry into state universities, but the majority attend state funded or private recreational programs. Although the contemporary social and professional specialisation requirements of workers often result in their exclusion from the workplace, the implementation of individualised educational and vocational training for young people with ASD is promising. When their gifts and skills are employed then new methods of integration into appropriate work emerge, ensuring equal participation in the social, political and economic arena.

15:30-17:10 | Room 112 (1F)
Friday Onsite Parallel Session 4
Inclusive Pedagogical and Assessment Design
Session Chair: Bryan Hall

15:30-15:55
92287 | *Missing Voices: Including Students in Course Design*
Ann Obermann, Metropolitan State University of Denver, United States

Overlooking the voice of students is prevalent throughout higher education. Though strides have been made to create and include representative roles for students (i.e., student councils, student government associations, student representatives on boards and committees, and alumni participation), true student partnerships remain relatively absent, especially in critical teaching and learning decisions, despite the evidence of benefit to all involved (Mercer-Mapstone et al., 2017; Matthews & Dollinger, 2022). One of these critical teaching and learning areas where student voice and partnership is often missing is course design. Integrating the human intelligence of student lived experience and expertise into course design and resulting delivery creates a more relevant, dynamic, and innovative learning environment. In addition, design partnerships prioritize relationships in learning and teaching honoring liberatory educational pedagogy, a needed priority as we engage in an ever increasing diverse and complex global learning environment. Despite design partnerships potential benefits to higher education, the integration of student voice into design is not always supported or understood by higher education institutions, resulting in the missing voice of students. Such partnerships require interdisciplinary thought and coordination between instructional designers, professors, learning management systems, students, and pedagogy centers. This presentation will discuss theories and principles that guide this work; relevant higher education course design literature; student professor course design partnerships; initial data findings of student and faculty perspectives after participating in partnership experiences; and ways of integrating student voice into course design.

15:55-16:20
92792 | *The Role of Co-Design for Student Engagement and Involvement in Training*
Dina Adinda, Paris Nanterre University, France
Céline Hoffert, Paris Nanterre University, France

To broaden students' knowledge of potential careers after a Bachelor's degree in educational science, a compulsory course to introduce issues related to adult learning, training, and relevant environments is offered. Observation during the first class of the course leads to the hypothesis that the students are motivated by extrinsic factors, as many aspire to become school teachers. Bourgeois (2013) stated that students' engagement in training includes their motives to enroll in training and their involvement in the learning, while Fredricks, et al. (2004) identified three types of involvement in learning: (1) involvement through behavioral commitment, (2) emotional commitment, and (3) cognitive commitment. This study investigates students' engagement in training and their involvement in learning. To encourage more intrinsic factors of engagement, we invite them to work in groups and co-design the course activities. Thirty-five students completed an anonymous online survey in which they stated their motives for engagement and their involvement during the training. We then analyzed students' answers using an open-source statistics program. Results indicated that some students already had intrinsic motives of engagement related to the course content at the beginning of the course. By the end of the semester, students' interest in the course content was also identified and positively correlated to their involvement in the course. These findings justify the benefits of students' participation in the design of the course. Future research will explore how different group activities (collaboration or cooperation) facilitate learning.

16:20-16:45
93506 | *Voices of Value: A Sociopragmatic Analysis of Discourse Patterns in Student Evaluations of Teaching*
Yasmine Soheim, The American University in Cairo, Egypt

Student evaluations of teaching (SETs) are a vital tool in higher education, providing insights into teaching effectiveness and student satisfaction. While quantitative ratings have been extensively studied, qualitative feedback remains underexplored, particularly in cross-cultural and sociopragmatic contexts. This study examines the linguistic patterns and discourse strategies used by undergraduate students at the American University in Cairo when evaluating their instructors. Grounded in Appraisal Theory, Cross-Cultural Pragmatics, Politeness Theory, and Stance Analysis, the research investigates how students construct praise and criticism, manage face-threatening acts, and position themselves in relation to their instructors. Using a qualitative methodology, the study analyzes written comments from SETs collected over four semesters from ten instructors in the Department of Rhetoric and Composition. It also incorporates semi-structured interviews with faculty and students to enrich the analysis. Key linguistic features such as expressions of emotion, judgment, appreciation, engagement strategies, and intensification patterns are explored. Preliminary findings indicate that positive feedback dominates SETs, with students using direct and intensified language for praise while softening or depersonalizing criticism. Cultural norms significantly influence these patterns, with effusive praise reflecting collectivist values in the Egyptian context. Gender-based differences were also observed; male instructors received more personal and emotive praise compared to the formal tone used for female instructors. This research enhances understanding of the sociopragmatic dimensions of student feedback, emphasizing the importance of linguistic patterns in interpreting SET data. The findings offer implications for improving evaluation practices, addressing biases, and fostering equitable learning environments.

16:45-17:10
94835 | *Grade Inflation, Contingent Labor, and Assessment*
Bryan Hall, Mindstream Consulting, United States

Increasing evidence suggests that students' average grades continue to rise (grade inflation) across American higher education. One popular explanation for why is tied to the dependence on contingent labor. Administrators commonly determine teaching effectiveness, and faculty renewals, through student evaluations of teaching. Insofar as a student's grade and their evaluation of teaching are positively correlated, contingent faculty (adjunct, contract, and probationary) feel pressure to increase grades in order to improve their student evaluations with the ultimate aim of keeping their jobs. Assuming this view (on student and contingent faculty behavior) is accurate, this paper will argue that there is another way of evaluating faculty that takes control away from student opinion and places it instead in student performance. It is widely recognized that student evaluations are an indirect and unreliable measure of learning. A better approach is student learning outcome assessment which provides a direct and more reliable measure of learning. Assessment data could be used, instead of student evaluations, to measure contingent faculty effectiveness. Insofar as grades are independent of assessment, contingent faculty would feel less pressure to inflate grades for job security. One might object, however, that if contingent faculty are responsible for assessing student learning in their own courses – where this data will be used to determine whether they keep their jobs – there will still be pressure to increase assessment scores (if not grades). This paper will conclude by arguing that this problem, though real, can be mitigated by deploying expert community-based assessment practices.

15:30-17:10 | Room 114 (1F)
Friday Onsite Parallel Session 4
History and Politics Through Art
Session Chair: Samuel Oliveira

15:30-15:55
93087 | *Gender, Politics, and Art in Contemporary Afghanistan: Rethinking Western Feminist Narratives and the Agency of Women*
Mahtab Karami, University of Dundee, United Kingdom
Helen Gorrill, University of Dundee, United Kingdom

August 2021 marks a pivotal moment in Afghan history, as the Taliban reclaimed control, enforcing a rigid interpretation of Sharia law that severely restricts individual freedoms, particularly for women. Two decades earlier, the United States justified its military intervention by citing the Taliban's oppression — especially of women — while aiming to dismantle the group and promote democracy and gender equality. However, while Afghan society indeed struggles with deeply entrenched gender inequality, the U.S. intervention proved to be a problematic and ineffective solution, leading to prolonged conflict and instability. Despite the progress in women's social contribution and freedom often highlighted in Western narratives, much of it was concentrated in urban centres like Kabul, while the majority of women in rural areas continued to face severe restrictions and limited social activities due to the culturally rooted traditions and tribal systems. This paper critiques white feminist theory, which often overlooks the complexities of cultural and political landscapes and examines how Afghan women have employed new forms of artistic expressions, including video and performance art as a particularly accessible and impactful form of resistance and agency. By analysing the intersection of gender, politics, and art from the 1970s to the present, it challenges Western-centric narratives of "liberation" and highlights Afghan women's resilience and contributions to social change. Employing postcolonial feminist lens (Yegenoglu, 1998) and drawing on the practices of Afghan women artists, including Gazelle Samizay, Kubra Khademi, and Lida Abdul, the study foregrounds the voices of Afghan women, offering a more comprehensive understanding of their lived experiences and artistic agency in navigating systemic oppression.

15:55-16:20
93661 | *Visual Artistic Expressions in the Public Sphere as an Expression of the Colonial Contradictions in Palestine*
Munya Thaher, Doha Institute for Graduate Studies, Qatar

Today, walls are no longer just an abstract physical thing but have become an important part of shaping the spaces we live in. Individuals and governments compete to shape these spaces, through walls and other means. In recent years, walls have become a contested space, especially in countries suffering from ongoing instability. This research aims to understand the interaction of visual artistic expressions in the public sphere with the colonial contradictions in Palestine through a study of graffiti patterns and other writings on the walls in "the camp" and "the city" spaces. This is based on the fact that visual expressions such as graffiti form a cultural representation of the existing contradictions and dynamics of society, whether through the density of these writings, their contents, or through tracing the authorities' response to these writings. For this reason, the research takes both Al-Amari camp and the city of Ramallah as a case study as two different spaces. Despite their existence within the same geographical borders, the borders that separate them as a camp and a city are clear and blunt, and within them are several social, political, and economic differences. Consequently, the relationship of the residents with these two spaces differs, and this is how the nature of the murals and graffiti differs.

16:20-16:45
93111 | *A Visual History of the Favelas: The Civic Pacts of Photography and Rio's Urban Imaginary*
Samuel Oliveira, Celso Suckow da Fonseca Federal Technological Education Centre, Brazil

The visuality of Rio's favelas has been a constant in the iconography of Rio de Janeiro. Photographs, paintings, films, engravings, cartoons, drawings, comics and a series of representations cover the social imaginary and show that the formation of a new urban lexicon to designate urban poverty throughout the 20th century was accompanied by the construction of a visual field. In this communication, we will follow the work of three photographers on the subject of the favela: Augusto Malta, one of the main photographers of Rio de Janeiro and the urban reforms of the first half of the 20th century; Jean Manzon, the French photographer who became famous for producing images of Brazilian modernity and modernisation in the 1940s to 1960s; and João Ripper, the photographer who, together with the Observatório de Favelas (a civil association working in the Maré community), built the Escola de Fotografia Popular in 2004. Using the method of historical analysis of photographic archives, the transformations of photographic practices and the circulation of images and their different cultural appropriations are analysed. The paper mobilises the notion of the "civic pact of photography" (Azoulay, 2008) to relate the meanings attributed to representations of favelas to the forms of governance of an urban social group. As well as having an impact on the analysis of ways of seeing and establishing social control of informal urban spaces, the communication is a dialogue with the renewal of the historiography of Rio's favelas.

15:30-17:10 | Room 116 (1F)
Friday Onsite Parallel Session 4
Challenging and Preserving: Culture, Inter/Multiculturalism and Language
Session Chair: Marian Bilbao

15:30-15:55
94933 | *English as the Language of 'Conformity': The Challenges of Preserving Indigenous Languages in Nigerian Secondary School*
Mercy Onyemaechi Martins, University of Bath, United Kingdom

Nigeria's independence from British colonial rule in 1960 did not eradicate colonial legacies; rather, it entrenched them within key systems such as education. Despite Nigeria's linguistic diversity, with over 500 languages, English remains the official language, while the national languages play primarily symbolic roles. In urban secondary schools, where linguistic diversity is high, indigenous languages are systematically marginalised and perceived as lacking value. This study examines language policing in an urban Nigerian secondary school, where students face fines, punishment, and social ridicule for speaking their indigenous languages. Even outside the classroom, strict surveillance ensures compliance, forcing students to conform to avoid reprimand from teachers, parents, the school, and their peers—a tetrad of linguistic oppression. This indigenous-led fieldwork, incorporating participant observation, interviews, and participatory methods such as map-making and talk circles, explores how language policies reinforce colonial hierarchies. Parents, teachers, and schools overwhelmingly prioritise English, viewing it as a marker of status, economic survival, and class mobility—often at the expense of indigenous languages. They assume students can be proficient in either English or their local language, but not both, despite being multilingual themselves. Findings indicate that while schools enforce English to meet societal demand, this undermines intergenerational language transmission, particularly for indigenous languages without established orthographies. With over 80% of Nigeria's languages at risk of extinction, this study highlights the urgent need for educational reforms that recognise multilingual realities and resist linguistic coloniality.

15:55-16:20
92591 | *Leveraging Ethnolinguistic Diversity for Equitable Education and Social Inclusion: Insights from the Competence Based Curriculum in Kenya*
Hesborn Ondiba, Tokyo University of Science, Japan
Eric Ambele, Mahasarakham University, Thailand

Kenya's ethnolinguistic landscape consists of over 42 indigenous languages and dialects, alongside Kiswahili and English. The 2017 Competency-Based Curriculum (CBC) explicitly mandates the use of Indigenous languages as the medium of instruction in early education, particularly in rural areas, with the designated mother tongue employed for teaching in Grades 1 to 3. This study evaluates the effectiveness of the CBC in utilizing ethnolinguistic diversity to enhance equitable education and social inclusion while navigating the transition to Kiswahili and English in later stages. A mixed-methods approach was employed, combining interviews with 30 public and private school teachers and a comprehensive literature review of journal articles, government policy documents, and curriculum evaluation reports. Findings indicate that using the mother tongue as the medium of instruction up to Grade 3 has improved early-grade literacy and reduced school dropout rates among children from low-income families, those in rural and pastoralist areas, and those from minority communities. As a national language and compulsory subject throughout primary and secondary education, Kiswahili further promotes inclusion by providing a common linguistic framework. However, challenges include insufficient resources, inadequate teacher training, and inconsistent policy enforcement. These limitations, identified through the teachers' insights and the reviewed literature, highlight difficulties in ensuring seamless transitions from Indigenous languages to Kiswahili and English. The study underscores the need for a more precise framework within the CBC to address these transitions and achieve its goals.

16:20-16:45
95163 | *Towards a Policy for Bilingual Education Among Minority Language Communities in Africa: A Discussion of Pedagogical Advantages and Political Challenges*
Maciej Nowakowski, The Pontifical University of John Paul II in Krakow, Poland

This article concerns the modern challenges regarding the establishment of bilingual educational models among minority language communities across Sub-Saharan Africa. Despite estimates that post-Colonial Africa contains approximately 3,000 native languages, the majority of mainstream education in the region remains almost exclusively conducted in post-Colonial European languages. The article thus examines and discusses four experimental minority bilingual programmes in Africa (Niger, Ghana, Cameroon, and Senegal), evaluating quantitative test results and qualitative student-pupil interaction based on four key metrics in the theoretical discussion regarding bilingual education: (i) pedagogical improvement, (ii) motivational improvement, (iii) language planning challenges, and (iv) linguistic density challenges. The eight language communities under direct analysis (Zarma, Ga, Bulu, Pulaar, Wolof, Kobiana, Wamey, and Bainouk, respectively) encompass a diverse array of groups in terms of demographic size and educational resources, to evaluate both the universal and subjective educational needs of various minority contexts. The significance of the study thus stems from its direct comparative approach and its comprehensive update of existing academic literature, assessing both the pros and cons of bilingual education in Africa, both past and present. The results showed that programmes with the highest test scores and learning motivations had extensive planning involving grassroots community interaction before implementation. Conversely, programmes implemented exclusively via top-down government initiatives produced substantially lower test scores, and less favourable attitudes from students and parents alike. The article thus calls for a synthesis of bottom-up grassroots movements with top-down investment and policy initiatives to enhance and develop bilingual education services in minority languages.

16:45-17:10
94842 | *Immigrant Parental Participation in Early Education and the Role of Intercultural Sensitivity*
Marian Bilbao, Universidad Alberto Hurtado, Chile
Florencia Guglielmetti, Universidad Gabriela Mistral, Chile
Maria-Jose Mera-Lemp, Universidad Viña del Mar, Chile
Gonzalo Maritnez-Zelaya, Universidad Viña del Mar, Chile

Parental involvement in early education plays a crucial role in children's development and academic success. However, immigrant parents face additional challenges, particularly communication barriers. Intercultural sensitivity, a skill linked to positive intercultural interactions, may facilitate their engagement. This study examined the role of intercultural sensitivity in predicting immigrant parental involvement in early education in Chile. Using a sample of 347 immigrant parents, we assessed parental involvement, intercultural sensitivity, and perceived facilitators and barriers, alongside sociodemographic factors (gender, country of origin, religious practice, education, time in Chile, and child's educational grade). Results from multinomial logistic regression indicated that higher intercultural sensitivity significantly predicted greater parental involvement. Parents with lower intercultural sensitivity were 67.6% more likely to report "almost never" participating. Religious practice and technical education (vs. university education) and having a child in kindergarten (vs. pre-kindergarten) were associated with lower involvement, while Venezuelan parents were less likely to report low participation compared to Haitian parents. Among facilitators, a positive climate among parents increased the likelihood of active participation, whereas having other immigrant families in school unexpectedly correlated with lower involvement. As for barriers, parents in schools without a special approach for migrant families were 4.85 times more likely to report low participation. Additionally, families who had spent less time in Chile also showed lower levels of parental involvement. These findings underscore the importance of fostering intercultural sensitivity in school communities to enhance parental engagement. Implications for educational policies promoting culturally responsive practices are discussed.

Notes

Saturday, June 14

Online Parallel Sessions

All times are Central European Summer Time (UTC+2)

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

09:00-10:40 | Live-Stream Room 1
Saturday Online Parallel Session 1
Identity Issues in Education and Literature
Session Chair: Timi O'Neill

09:00-09:25
92882 | *Understanding the Caste-Gender Dichotomy, Suffering and 'Rhetoric of Violence' Through Manju Bala's "Ups and Downs" and "The Conflict"*
Debdatta Chakraborty, Indian Institute of Technology Roorkee, India

The oppressive societal status of Bengali Dalit women, impacted by the intersectional factors of caste and gender discrimination, has not been discussed extensively by mainstream Bengali academia. Writings of Dalit women writers belonging to West Bengal gained significant momentum as a counter-discourse to challenge the stereotypical portrayal of the Dalit women populace by mainstream and male Dalit authors. Their writings criticize the caste factor that exercises its power through hierarchical forms of violence prevalent against Dalits in West Bengal. This article intends to analyze the painful lived experiences of the Bengali Dalit strata and the counter-representation of caste-based violence and oppression in two Bengali short stories titled "Ups and Downs" and "The Conflict" written by notable Bengali Dalit feminist and writer Manju Bala. These stories are analyzed from the background of Teresa De Lauretis's concept of the 'rhetoric of violence,' which recognizes how the language of violence codifies and constructs objects and subjects of violence to propagate dominant ideologies. The article investigates how the authors depict the traumatic effect produced by caste-based violence on the Dalit psyche. This article will also look at the factor of intersectionality and how it impacts the suffering of the Dalit women populace of West Bengal. To develop this paper, the researcher has consulted theoretical formulations on caste stratification, caste-gender subjugation, Brahmanical patriarchy, intersectionality, and traumatic realism to understand the holistic scenario of oppression faced by the Dalit women strata.

09:25-09:50
90021 | *Makeup and More: Conceptualizing Modern Women in a Global, Feminist and Queer Convergence*
Lu Luo, University of Hong Kong, Hong Kong

This project explores how young heterosexual Chinese women use makeup to conceptualize their gender identity, drawing on a convergence of global, feminist, and queer social mediascape by examining popular makeup styles created by the beauty community in Bilibili, a youth-oriented platform in China, as case studies. These makeups were named after regions, like "Japanese and Korean makeup" and "European and American makeup", and sexual relationships, like "Men-conquering makeup" and "Women-conquering makeup". Rather than interrogate these homogenized styles' validity, this research concerns how makeup functions as a meaning system through which young women make sense of themselves and their surrounding environments and how such practice contributes to their conceptualizations of gender, geography, and modernity. A 'victim and heroine' model (Cobbett; Beta) dominates current studies on beauty and young women from developing countries, in which beauty is theorized as backlashes against feminism (Elias et al.; Xu and Qian) or as the embodiment of female agency (Wen). However, the existing scholarships, situating women's beauty practices in the heterosexual and feminist discourses of their localities, miss two crucial aspects – the transnational and queer flows among heterosexual women and their online existences. Building on the theoretical framework of queer Sinophone and transnational media, this project reveals the role the transnational and queer representations and the online community play in how young Chinese women navigate the contemporary moment. It also demonstrates that makeup presents an exciting opportunity to intervene at the intersection of feminist studies, queer studies, media studies, and studies in globalization and transnationalism.

09:50-10:15
94866 | *Civic Consciousness Through History: Active Teaching Methods in the Formation of Students' Civic Identity*
Yevgeniya Matorina, Center for Pedagogical Excellence, Kazakhstan
Assel Myrzakhmetova, Buketov Karaganda University, Kazakhstan
Galina Li, Lyceum School №6 Ekibastuz, Kazakhstan
Ludmila Cherenkova, The Center of Pedagogical Excellence, Kazakhstan

In the era of globalization, education systems face the challenge of fostering students' civic identity. History education plays a key role in this process, yet traditional teaching methods often fail to ensure students' awareness of their civic roles. This study, conducted in five regions of Kazakhstan (Zhetysu, Karaganda, Kostanay, Pavlodar, and Ulytau), analyzes the impact of active teaching methods (debates, case studies, role-playing, historical document analysis) on the development of civic identity in 7th–10th grade students. The sample included 750 students (375 experimental, 375 control) and 15 teachers. The methodology involved pre- and post-testing of civic identity (Berry's Civic Identity Scale), surveys, and participant observation. Findings: a) Civic identity levels increased by 34% (p<0.05) in experimental groups versus 12% in control groups, b) 80% of teachers reported increased student motivation, while 47% observed improved academic performance, c) 86.6% of teachers acknowledged the effectiveness of collaborative lesson planning and Lesson Study. The results confirm that active learning methods not only enhance student engagement but also contribute to the development of civic consciousness. These findings align with international trends (IEA ICCS 2022), emphasizing the transition to interactive and participatory teaching.

10:15-10:40
89117 | *Anti-Zionist and Jew: A Sartrean Analysis of the Authenticity of 'Being' Jewish in Contemporary France*
Timi O'Neill, Lanzhou University, China

This paper aims to examine the complexities of Jewish identity in the current societal landscape in France. While investigating Jewish authenticity, this study seeks to define the authentic image of being Jewish in the face of external pressures, especially in the context of anti-Semitism masquerading as criticism of Israel/Zionism. This research offers practical insights into the challenges faced by the Jewish minority community in France, as they try to assert their identities amidst widespread socio-political conflicts. Jean-Paul Sartre's concept of Being under the reflections of "Being for itself" and "Being in itself", helps articulate how individuals construct their identity amidst societal pressures. Given the prevalence of anti-Semitism in France disguised under various guises, this research approach becomes critical as it gets engaged in Sartre's texts to ensure that individuals can resist external attempts to distort their identity by providing a solid philosophical grounding. To add a degree of freshness to the work, Netnography will use media reports as data to study the lived experiences of the ethnic community of Jews in France. According to Kozinets (2010, p. 60), Netnography is a research method that relies on 'participant-observational research based in online fieldwork'. As this research remains focused on Jean-Paul Sartre's concepts of authenticity and the application of these concepts in the context of Jewish identity in contemporary France, the utilization of philosophical analysis demands more realizations that are intensive and thus, the inclusion of data through Netnography.

09:00-10:40 | Live-Stream Room 2
Saturday Online Parallel Session 1
Social Issues Through Art and Literature
Session Chair: Mandy Elliott

09:00-09:25
93105 | *"I Would Be Happy as a Dolphin Too. or a Cat": Substituting the Heteronormative Animal in Bishakh Som's Spellbound*
Harsha Roy, The English and Foreign Languages University, India

Queer comics are the fastest-growing area of comics, and it is the transgender representation that has garnered more attention in recent years. Unlike the past transgender representations in comics, the current ones are created by those identifying as transgender, depicting their own lived experiences. This paper aims to unravel the memoir experience about queerness, transness, and crushing identity crises in Spellbound by Bishakh Som. In this autobiographical graphic novel, Som introduces her alter ego, Anjali—a cisgender Bengali woman. The narrative juxtaposes Som's real self, portrayed in the bookends, with Anjali, similar to the juxtaposition of image and text in graphic narratives, illustrating a deeper tension between the unreal and real self. Crucial to this study is the relationship between Anjali and her cat, Ampersand, which plays a pivotal role in analyzing the text's critique of nor-normativizing partnerships. This paper will explore the relationship between the protagonist and the pet, which is a seldom-explored motif in transcentric graphic memoirs. Ampersand, who's more humane than most humans in Anjali's life, becomes a substitute for a companion who provides unconditional acceptance and understanding—elements absent in Anjali's interactions with humans, symbolizing a non-negotiable companionship longed for by her, which is contrary to the world's non-acceptance of her trans identity. Substituting the cat as Anjali's human counterpart, this paper attempts to critique the limitations of human relationships, offering a narrative that advocates for nor-normativizing partnerships that go beyond identity and sexuality tags.

09:25-09:50
91284 | *Individualism, Freedom, and Transcendence: On Mr. Yiqiang Wu's Artistic Creation*
Xiujuan Yao, Independent Scholar, China

This study centers on the Chinese artist Mr. Yiqiang Wu's exploration of his spiritual self expressed in his abstract paintings and performance arts. Mr. Wu is now living at Songzhuang, an artistic center in Beijing, China. He has exhibited his artistic works in both China and Europe with an international reputation as an original and creative artist in modern China. Featured with the tension between the freedom of self and various constrains in realities, Mr. Wu dares to express his views of independent individual in his use of complex lines, geometrical shapes, and the vibrations of colors, together with his daring performance arts. By analyzing Mr. Wu's representative works, together with an interview of his own artistic views, this study explores how Mr. Wu, as a contemporary Chinese artist with an acute sense of social justice and individual freedom, attempts to render the eternal beauty of truth in his artistic works. As his motto "independence, self-discovery, and freedom" suggests, his artistic works have the power to elevate individual souls to spiritual perfection.

09:50-10:15
93319 | *Shaping Art Criticism in India- Seminal Role of European Art Critics on the Development of Art Criticism in the Late Nineteenth and Early Twentieth Century*
Anantdeep Grewal, Panjab University Chandigarh, India

Art criticism shapes how art is understood, appreciated, and discussed. It provides a framework for analyzing and interpreting artworks, contributing to the cultural and intellectual discourse surrounding art. The development of art criticism in India has a long and layered history, reflecting the country's rich and diverse artistic traditions. However, Art Criticism as a genre in India is generally believed to have begun with the writings on art undertaken during the Colonial period. Europeans started to study Indian art and architecture, according to their understanding, in a more systematic manner than attempted in previously written accounts. They also wrote about Indian art, architecture, and crafts in European languages making information available to their readers in the Western world. This paper attempts to study European writers' contribution to the development of art criticism in India, especially in the late nineteenth and early twentieth century. A brief analysis of writings of art critics and writers like Birdwood, Kipling, Brown, Havell, Coomaraswamy, Sister Nivedita, Hollebecque, and Fabri among many others will also be incorporated as they played a seminal role in shaping art criticism in India during the period. The aim is to recognise various elements these writers induced through their works that shaped critical writings on art in India.

10:15-10:40
92884 | *Why Wartime Screwball Comedies Are "Nothing to Be Sneezed At"*
Mandy Elliott, Booth University College, Canada

To Be or Not To Be (Lubitsch, 1942) begins with everyone onscreen standing at attention and vigorously saluting as Hitler walks into frame. He slowly raises his arm and responds, "heil myself." We then hear an offscreen voice yell "cut," and we realize we've been watching a play. The producer, Dobosz, berates Bronski, who plays Hitler, for improvising. Bronski responds, "but it'll get a laugh!" Dobosz insists, "but I don't want to laugh here!" Another actor, Greenberg, then approaches and notes that "a laugh is nothing to be sneezed at." This scene sets the stage, so to speak, for the film's point that laughter can be an effective defense against tyranny, even when it seems misplaced. While censors, including The New York Times' Bosley Crowther, disagreed, media scholar Brandon Webb notes Lubitsch's desire to get to the heart of fascism's popular appeal and uncover its mythology. Similarly, Wes D. Gehring reminds us that the world needed a way to deal with the irrationality of war, and screwball comedy fit the bill. This is important when considering the recent spate of far-right election wins in the West and the horror many feel at their implications. My paper will discuss wartime screwball comedies including To Be or Not To Be, His Girl Friday (Hawks, 1940), and The Miracle of Morgan's Creek (Sturges, 1944) and how we can look to them to help us parse the increasing threat of fascism in our own context.

Saturday Online Parallel Session 1

AI-Powered Education

Session Chair: Hyesun You

09:00-09:25
94500 | *AI-Powered Lesson Study: A GPT-Based Assistant for Teaching Insights*
Rinat Ramazanov, Center of Excellence, Kazakhstan
Ravil Ramazanov, Nazarbayev Intellectual School, Kazakhstan
Ulzhan Temirgalieva, Center of Excellence, Kazakhstan

This study introduces a Custom GPTs-powered Teaching Assistant, specifically designed to support Lesson Study by providing automated analysis, personalized recommendations, and structured reflection. The initial prototype, LS Navigator, was introduced at the WALS 2023 conference in Zwolle, Netherlands. Over the past two years, the model has undergone significant refinement, incorporating enhanced computational capabilities and domain-specific datasets to optimize its analytical and recommendation functions. The system has been tested and evaluated in real educational settings at the Nazarbayev Intellectual School of Physics and Mathematics in Taldykorgan, demonstrating its potential to support educators in optimizing lesson planning, observation, and reflection. The proposed AI assistant enhances the Lesson Study process in the following key areas: • Automated Reflection Support. • Lesson Plan Optimization. • Automated Reporting and Documentation. To evaluate its effectiveness, we trained the Custom GPTs assistant on a dataset comprising lesson plans, discussion transcripts, student assessments, and feedback from previous Lesson Studies. Preliminary findings, derived from a comparative analysis of teacher reflection quality and time efficiency, indicate that the AI assistant significantly reduces the workload associated with data analysis while enhancing the depth and accuracy of teacher reflections. By integrating AI into the Lesson Study framework, educators gain a powerful tool that enhances human expertise, streamlines the reflection process, and facilitates data-driven pedagogical improvements. This research contributes to the expanding field of AI in education, demonstrating how intelligent systems can support professional learning communities and drive innovative teaching practices.

09:25-09:50
92927 | *Harnessing AI for Oral English Proficiency Enhancement in Non-native Tertiary Teachers*
Yuk Ting Hester Chow, The Hong Kong Polytechnic University, Hong Kong

Tertiary teachers in Hong Kong as subject matter experts often receive training in pedagogical training but lack training in presentation skills, which are crucial for helping students understand complex and abstract concepts. This study examines the effectiveness of using AI speech-recognition and generative AI tools to enhance non-native teachers' oral English skills. Throughout a semester-long business course, the teacher reviewed the AI-generated transcripts after each lecture, focusing on four dimensions of oral skills, namely grammar, vocabulary, phonology and discourse, with weekly feedback from a generative AI tool. After tracking pronunciation for 13 weeks, the teacher's pronunciation accuracy improved, evidenced by a 25% reduction in the effective Word Error Rate (WER). The teacher also experienced a significant reduction in unnecessary repetitions and long pauses, indicating improvements in vocabulary and discourse skills. Moreover, the teacher demonstrated increased proficiency in adjusting speech rates based on the cognitive demands of the material, as evidenced by variations in words per minute (WPM) in later lectures. However, our results suggested that the teacher's grammar skills did not improve as much as in other dimensions. This research presents a practical, self-sufficient and embarrassment-free approach for university faculty members to independently improve their English delivery. Drawing on our experiences, this study also explores effective prompting techniques for AI tools in oral English proficiency enhancement and highlights the limitations of AI technologies encountered during the language development process.

09:50-10:15
94925 | *The Use of Augmented Reality for Stroke Education*
Jirapa Chinwonno, Srinakharinwirot University, Thailand
Srirath Pakdeeronachit, Srinakharinwirot University, Thailand
Akekalak Poksupphiboon, Srinakharinwirot University, Thailand

This research aimed to design and develop augmented reality (AR) media for stroke education using a research and development methodology. The study assessed the effectiveness of AR technology in educating patients, involving three AR experts and three stroke specialists. The research followed four stages. First, a literature review on stroke pathophysiology and AR technology informed the development of semi-structured interview questions. Interviews with AR experts identified markerless AR technology as the most effective for knowledge dissemination. Second, AR media was developed based on stroke specialists' insights, covering four key topics: 1) What is stroke? 2) Symptoms of stroke, 3) stroke prevention, and 4) stroke treatment. In the third stage, the media's quality was evaluated by experts. Both AR and medical specialists rated it as "highly suitable" (mean = 5.00, SD = 0.00 for AR experts; mean = 4.74, SD = 0.21 for stroke specialists), confirming its high quality in content and presentation. Finally, the media was refined based on expert feedback, resulting in an enhanced AR application with more accurate and comprehensive video content for stroke education

10:15-10:40
92967 | *AI-Powered Feedback for Constructed Response Science Items: Improving Teacher Efficiency, Instructional Practices, and Student Learning Outcomes*
Hyesun You, The University of Iowa, United States

Providing personalized feedback for constructed response (CR) science items is a critical component of effective teaching, yet it often presents challenges related to time constraints and consistency in scoring. This study explores the role of AI-powered feedback systems in supporting teachers' instructional practices and enhancing the efficiency of evaluating CR science assessments. Constructed responses allow students to demonstrate higher-order thinking and their ability to articulate scientific reasoning; however, they require detailed and individualized feedback, which can be resource-intensive for educators. Leveraging AI for automated or semi-automated feedback presents an opportunity to save time while maintaining the instructional value of formative assessment. This study investigates the implementation of AI-driven feedback systems for CR science items and their impact on teachers' instructional decisions and workflow. Specifically, it examines how AI tools support teachers in delivering timely, consistent, and actionable feedback to students, thereby promoting student learning without compromising assessment rigor. The research employs a mixed-methods approach, combining teacher interviews, classroom observations, and an analysis of student performance data to evaluate the effectiveness of AI feedback systems. Findings suggest that these systems reduce grading time, increase teachers' capacity to focus on instructional planning, and enhance student engagement by providing more relevant feedback tailored to individual learning needs. The study contributes to the growing body of research on the integration of AI in science instruction and underscores the potential for AI-driven feedback systems to transform instructional practices, enabling teachers to efficiently evaluate CR items while fostering deeper scientific understanding in students.

Saturday Online Parallel Session 1

Inclusive Education and Well-being

Session Chair: Maria Magdalena Monstsserrat Contreras Turrubiartes

09:00-09:25
93099 | *Empowering Ageing Populations: The Role of Gender and Cultural Dynamics in a Rural Thai Village*
Alisa Nutley, Chiang Mai University, Thailand

This study examines the intersection of gender, culture, and ageing in rural Northern Thailand, focusing on the unique challenges and contributions of elderly residents within their communities. Data were collected from 152 participants aged 60 and above using a structured questionnaire that explored four dimensions: demographics, social engagement, community residential environments, and health and mobility. Quantitative findings revealed significant gender disparities, with 67% of female participants reporting higher caregiving responsibilities, often resulting in reduced participation in community events. Conversely, male respondents were more likely to engage in decision-making roles within community activities. Despite these challenges, 72% of participants identified cultural events as critical to fostering a sense of belonging and maintaining mental well-being. Qualitative insights from semi-structured interviews emphasised the central role of elderly women in preserving cultural practices and fostering intergenerational connections. However, financial dependence and mobility constraints limited their capacity to fully participate in community life. The study advocates for gender-sensitive interventions, including economic empowerment programs such as microfinance initiatives, mobility aids tailored for elderly women, and leadership opportunities aimed at fostering inclusivity. Recommendations also highlight the importance of accessible community spaces and transportation to address mobility challenges and enhance overall quality of life. By integrating culturally informed practices with innovative policy solutions, this research offers actionable strategies to empower ageing populations in rural contexts. The findings underscore the need for equitable and culturally adaptive frameworks that address the nuanced needs of elderly individuals while fostering inclusive community growth.

09:25-09:50
90831 | *Transforming Clinical Experiences Through Cultivating Faculty Buy-in: A Three-Year Journey at Two Urban Public Colleges*
Celestial Wills-Jackson, Herbert Lehman College, United States
Eleanor Miele, Brooklyn College, United States
Harriett Fayne, Herbert Lehman College, United States

This work describes a three-year period of transformation, exploration, and data-driven understanding aimed at improving the quality of the clinical experiences at teacher preparation programs at two urban public colleges. We developed a 3-year phase-segmented pilot study using a qualitative method of 200 participants from two college teacher preparation programs and public schools (K-12) in collaborative data-use practices. With instrumental assistance from a university-school partner coalition, US PREP, we used a coalition-driven developmental framework for structured interviews of focus groups composed of college faculty and teacher candidates and public-school faculty and administrators. We measured a framework for sustaining a partnership between colleges and public schools to work collaboratively to continually improve clinical experience preparation programs for the next generation of teachers. Findings indicated three important data sources essential for continuous improvement for both colleges: (1) quality improvement measures based on the Danielson Framework which foster a sustained partnership between higher education and P-12 schools; (2) a three-stage approach to formal teacher evaluation that includes a more structured data-driven approach to providing feedback to candidates; and (3) informal and formal progress monitoring of stakeholder feedback at regularly scheduled governance meetings that give school partners, administrators, and faculty a strategic method of analyzing our clinical experience and how we might improve outcomes. Our implication of practice exemplifies the need for teacher preparation programs to be grounded in well-supervised clinical practice, data-use practices for program improvement, core curriculum grounded in social and cultural contexts, and strong partnerships among public schools and colleges.

09:50-10:15
93360 | *Neurodiversity, Feminist Pedagogy, and Inclusive Education*
Zita Silhavy, Eötvös Loránd University, Hungary

This theoretical exploration examines the intersection of neurodiversity and feminist pedagogy (FP) as a framework for inclusivity and social justice in education. By reconceptualising neurodiversity to emphasise the strengths in cognitive variations such as attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and specific learning disabilities, the paper aligns with FP's mission to challenge power structures and amplify marginalised voices. Meta-analyses, like Pievsky and McGrath's (2018), reveal significant neurocognitive deficits in ADHD, underscoring the need for tailored educational strategies advocated by FP. The discourse critiques systemic biases that marginalise neurodivergent learners, fostering stigmatization and otherness, as evidenced by academic struggles across age groups (Happe et al., 2006). The presentation advocates for evidence-based strategies such as Universal Design for Learning, collaborative learning, and differentiated instruction, which effectively support diverse learners (Sandra & Kurniawati, 2021). Additionally, integrating feminist pedagogical practices, as seen in Granger and Gerlach's work, enhances cross-cultural understanding and empathy (2024). These approaches propose enriching all students' experiences by fostering an inclusive environment that celebrates cognitive diversity. Policy recommendations urge policymakers to prioritise inclusive policies and professional development for educators to support neurodivergent learners effectively (hooks, 1994; Leifer et al., 2022; Kreitz-Sandberg & Fredriksson, 2023). The conclusion emphasises the need for further academic inquiry into synthesising these pedagogical approaches, highlighting initiatives like sensory-friendly learning environments and intersectional feminist pedagogy (Mussies, 2024) to create equitable educational spaces.

10:15-10:40
94503 | *Empowering Minds: Science Lessons Fostering Peace, Gender Equity, and Well-being*
María Magdalena Montsserrat Contreras Turrubiartes, Universidad Autónoma de San Luis Potosí, Mexico
Jorge Amaro-Reyes, Universidad Autónoma de San Luis Potosí, Mexico

This study explores the integration of peace culture, gender equality and mental wellbeing in science curricula in higher education, specifically in the psychopedagogy degree program at the Universidad Autónoma de San Luis Potosí. The research proposes a transformative educational model that integrates socioemotional dimensions in traditional science education, with emphasis on peaceful conflict resolution techniques, deconstruction of gender stereotypes and mental health promotion. Work was carried out with 40 students through the design of didactic materials with a gender focus and the implementation of practical activities that foster dialogue, emotional self-care and critical analysis of gender roles in scientific contexts. At the end of the course, surveys were administered that revealed a positive impact on scientific conceptual understanding, the fostering of collaborative environments and student perception of the social relevance of science. The results demonstrate that this comprehensive approach significantly improves the academic learning and professional training of future educators, who can implement these strategies to create lasting change in educational environments, advocating for a holistic educational paradigm that prioritizes both cognitive and socioemotional development within the scientific domain.

10:50-12:05 | Live-Stream Room 1
Saturday Online Parallel Session 2
Foreign Languages Education and Applied Linguistics
Session Chair: Rabeb Ghanmi

10:50-11:15
90997 | *Globalization and English Language Education*
Jullianny Batres Gonzalez, Mindcare Institute of Korea, South Korea

Recently, English Language Education has been a trending issue in many countries as it became a lingua franca for globalization. The proficiency of this language is a base for international cooperation and development and is therefore the reason why many countries have been working towards implementing different policies to enhance and improve English curriculum within Foreign Language education in schools. This paper gives an overview to the Critical Success and Failure Factors on EFL education in El Salvador and South Korea. The first chapter presents general information of English language education as part of the globalization process. The second and third chapters explain the different EFL education policies implemented in both, El Salvador and South Korea, in the last decades. The fourth chapter analyses the EFL programs of both countries based on the language policies suggested the paper Language-in-Education Policy and Planning by Kaplan and Baldauf in 2005. Finally, this paper concludes with a brief explanation about the Critical Success and Failure Factors of EFL education in both countries, followed by a policy recommendation to reform EFL education in El Salvador based on the Critical Success Factors of English language education in South Korea. This paper aims to analyze the English as a Foreign Language (EFL) education programs in El Salvador. It mainly focuses on the quality of teaching programs and policies created during and after the period of the former President Elías Antonio Saca (2004-2009) and the COMPITE2 program from the Plan 20213 implemented in 2004.

11:15-11:40
95137 | *A Cross-Cultural Comparative Study of Self-Determination Theory in English Learning Motivation and Engagement Among University Students in Taiwan and France*
Min Yeh, National Tsing Hua University, Taiwan
Emma M'Bemba, National Tsing Hua University, Taiwan
Zih-Yun Huang, National Tsing Hua University, Taiwan

In the era of globalization, English is important as a second language for communication and national development. This study aims to examine the application of Self-Determination Theory (SDT) in learning English as a second language among university students in France and Taiwan. By examining the learning motivation and engagement of university students in both locations, this research compares how cultural differences influence their learning motivation and psychological experiences. Using the Basic Psychological Needs Scale, Academic Motivation Scale, and Language Learning Self-Efficacy Scale, data was collected from 40 university students in France and Taiwan. Descriptive statistics, independent t-tests, and Pearson correlation coefficients were used to analyze the differences in psychological motivation, psychological needs, and language learning between the two groups. The findings revealed significant differences in psychological motivation, psychological needs, and language learning outcomes between Taiwanese and French university students, which are closely related to their respective educational systems, language learning environments, and cultural values. This indicates that the autonomy, competence, and relatedness constructs of SDT manifest differently across cultural contexts and that learning motivation and psychological needs have a significant impact on second language learning. This research suggests that second language learners should focus on intrinsic learning motivation, cultural factors, and supportive language environments to achieve proficiency in their second language.

11:40-12:05
93646 | *Exploring the Multilingual Mind: Metalinguistic Abilities and Motivation in Trilingual Hungarian Learners Decoding an Unfamiliar Language*
Rabeb Ghanmi, University of Pannonia, Hungary

This study investigates the relationship between multilingual awareness and language motivation, through the application of Dörnyei's seven motivational constructs identified in a longitudinal study (Dörnyei et al., 2006) conducted from 1993 to 2004. These motivational components fall within the framework of the L2 Motivational Self System (L2MSS) that was later developed to offer a more self-based understanding of language motivation. Building on prior research highlighting that metalinguistic and crosslinguistic awareness, as meta-emergent properties in multilingual individuals, expedite multiple language learning and use (Herdina & Jessner, 2002), this research aims to unravel Hungarian secondary school students' use of their multilingual background to decode texts in an unfamiliar language. This study explores whether a heightened level of meta- and cross-linguistic awareness correlates with stronger motivation and decoding skills, and how this relationship manifests within Dörnyei's motivational constructs. The study involves 134 Hungarian high school students, speakers of L2 English and L3 French, who are enrolled in a French bilingual program. Participants were administered the Language Experience and Proficiency Questionnaire (LEAP-Q), a language motivation questionnaire, an English proficiency test, a French proficiency test, a reading comprehension test in Italian, which is an unfamiliar language to them, and a retrospective questionnaire. The results show a significant relationship between metalinguistic abilities and the ability to decode an unknown language. Students with heightened metalinguistic abilities show greater success in deciphering the Italian texts, as they reflected on similarities between their previously learnt languages and the Italian language at lexical, structural, and phonological levels.

10:50-12:05 | Live-Stream Room 2
Saturday Online Parallel Session 2
Education and Difference
Session Chair: Elizabeth Forde

10:50-11:15
93047 | *Inclusive Cultural Games as a Medium for Socio-emotional Development in ECD Learners with Disabilities*
Sifiso Everelly Ncube, University of the Free State, South Africa
Sikhangele Mcelelwa, University of the Free State, South Africa
Isaac Hlatshwayo, University of the Free State, South Africa

Socio-emotional development of ECD learners with disabilities has tripped off due to lack of inclusive cultural games in early childhood settings. Early Childhood Education aims to promote development in all ECD learners including those with disabilities. The use of Inclusive cultural games will aid the development of socio-emotional skills such as self-confidence, autonomy, building positive relationships, empathy, socio-emotional intelligence and resilience at an early stage. This qualitative case study was done in Mzilikazi District in Bulawayo. A sample of six purposefully selected ECD teachers was used. ECD teachers were interviewed to solicit information about their personal experiences on the use of inclusive cultural games to develop socio-emotional skills in learners. Additionally, the participants were observed to witness the strategies they used to mitigate challenges of using inclusive cultural games to promote socio-emotional development in ECD learners with disabilities in regular classrooms. A thematic approach was used to identify patterns and analyse data. This study revealed that ECD teachers rarely used inclusive cultural games during the teaching and learning process in mainstream classrooms. Furthermore, it was found that they have a negative attitude towards the use of inclusive cultural games hence lamented over the shortage of materials and time constraints due to congested timetables. The study proposed that in-service programs be done to equip ECD teachers with skills to integrate inclusive cultural games and facilitate the development of socio-emotional skills in ECD learners with disabilities. The study also recommended collaboration between schools and the community to support inclusive cultural games.

11:15-11:40
93108 | *Interrogating the Stigmatised Body: Narrativising the (Dis)abled Child in Indian Picturebooks*
Anusha Ashok, The English and Foreign Languages University, India

The conventional understanding of the objective of art is to instruct, delight, and have the potential to transform individuals. Picturebooks shoulder this crucial role and balance the importance of such illustrations and text to aid in visual literacy and further edification. They are a multimodal mechanism wherein illustrations and text work in synergy to have a lasting impact on the psyche of their readers. This paper aims to identify and dissect the rhetoric used concerning characters with disabilities as depicted in select Indian picturebooks, with a focus on how visual representations of disability challenge ableist attitudes. By applying the concept of graphic embodiment, it will explore how visual representations of the Other promote empathy and the genre's potential in political discourse and social commentary. It aims to critically examine the representation of children with stigmatised bodies in select Indian picturebooks, specifically Why Are You Afraid To Hold My Hand by Sheila Dhir and I Didn't Understand by Mini Shrinivasan, through the lenses of disability studies, narrative empathy, and visual pedagogy. The body, as a social construct, is inevitably bound by hegemonic structures that create and reinforce the "ideal"; in the context of disability studies, this manifests as "the normate." These contentions are inextricably linked with the literature and art consumed by the masses, which subsequently become the cultural tenets that dominate a particular epoch. This paper also seeks to unravel the visual construction of the Other and decipher the complexities surrounding disability, analysing how these stories reflect, reinforce, or challenge prevailing cultural attitudes.

11:40-12:05
93083 | *Bridging the Gap: Enhancing Support for Students with Learning Disabilities in STEM Higher Education and Workforce Transition*
Elizabeth Forde, State University of New York - New Paltz, United States
Cindy Khan-Jordan, Lynn University, United States

Students with learning disabilities (LDs) make up approximately 33% of the student body in the United States (National Center for Education Statistics, 2022). An increasing number of colleges and universities are embracing neurodivergent students in all fields of study. The integration of curriculum reform, accessibility technology, and diverse pedagogical approaches aims to provide all students with equitable opportunities. While higher education has made significant strides in accommodating these students, there is still much to be done. Particularly, some areas require ongoing research, institutional support, and practical/innovative best practices for transition into accessible and equitable employability for students with LDs, specifically within STEM occupational industries. This research explores literature that addresses historical context, current barriers, and future solutions for improving the success of students with LDs in STEM programs at U.S. higher education institutions. Additionally, it considers challenges in instructional practices and faculty experiences, with recommendations for fostering inclusivity and occupational success for STEM students post graduation. Notably, support from such institutions equips STEM students with technical expertise, hands-on experience, and adaptive tools, enhancing their workforce readiness. These efforts have improved employment opportunities, especially in inclusive STEM industries. Accessibility tools, mentorships, and internships further prepare students for real-world challenges. This study highlights that systemic gaps remain between academic preparation and employer expectations, emphasizing the need for collaboration between educators and industry leaders. Ongoing research and policy development are critical to addressing these challenges and ensuring equitable pathways for students with LDs to achieve professional success in STEM fields.

Saturday Online Parallel Session 2
AI in Higher Education
Session Chair: Filipa Rodrigues

10:50-11:15
93286 | *Enhancing Performance in Academic Tasks: Challenges and Opportunities in University Students' Use of ChatGPT*
Esther Argelagós, Universitat de Girona, Spain
Blanca Campos, Universitat de Girona, Spain
Èlia Casanovas, Universitat de Girona, Spain
Aina Caritg, Universitat de Girona, Spain

The use of ChatGPT has brought about a revolution in education and the completion of academic tasks, especially in high school and university environments. In this pilot study, we recruited twenty-eight university students to qualitatively and quantitatively analyse the performance of an academic task using the internet, including the possibility of consulting ChatGPT. The tasks performed by each student were recorded while their screen activity and eye movements were being captured. The results show that only the third part of the students used ChatGPT for their searches in completing the academic task. They also reveal that the main difficulties encountered by the university students analysed were as follows: formulating search terms in a search engine or prompts in ChatGPT, selecting sources based on reliability elements beyond the title of a result, comparing sources consulted, integrating and comparing information from diverse sources, and citing references properly. Based on these results, we conclude that university students' use of the Internet, specifically ChatGPT, would require greater attention from their educators. For example, training courses should be carried out, and more emphasis could be placed on the subjects that they regularly take in their university programs, to help students overcome those difficulties and to enhance the potential of the internet and, specifically ChatGPT, to learn, taking profit of the affordances of these tools when are used adequately.

11:15-11:40
93287 | *Internet and ChatGPT as Learning Tools in University Environments*
Esther Argelagós, Universitat de Girona, Spain
Noël Ruscalleda, Universitat de Girona, Spain
Nerea Almendros, Universitat de Girona, Spain
Jordi Hernansáez, Universitat de Girona, Spain
Nizar Belkhyr, Universitat de Girona, Spain

Informational literacy is a transversal skill that all graduates need to acquire, as it plays a crucial role in managing online information for learning and knowledge development. This pilot study examines how seven university students interact with online information and Artificial Intelligence (AI) tools, such as ChatGPT, while completing an academic task. Students' interactions were recorded using an eye-tracking device to capture their visual attention patterns. After that, each student watched the video obtained (which contained all the actions made and the eye movements performed during the resolution of the academic task) while verbalising their thoughts and decision-making processes of each action. A definitive video file (which contained actions, eye movements and verbalizations) was obtained for each participant. Each definitive video file was analysed considering the time spent and the frequency of performing each skill: defining the academic task to be solved, planning search strategies, searching for information, processing it, and presenting and organising information (Brand-Gruwel et al., 2009; Garcia et al., 2021). Findings indicate that students dedicate a considerable amount of time to reading and formulating responses, but spend significantly less time analysing the task, planning, and searching for information. In particular, they rarely showed prior knowledge activation before searching, which may affect the depth of their responses. In addition, the limited comparison between multiple sources could reduce the complexity of their final answers. These results highlight the need to strengthen information literacy training, enabling students to maximize the potential of online resources and AI tools for academic tasks.

11:40-12:05
91254 | *Uncovering the Impact of AI: A Study on Student's Perceptions in Portuguese Polytechnic Higher Education*
Filipa Rodrigues, Polytechnic University of Leiria, Portugal
Carolina Miguel da Graça Henriques, Polytechnic University of Leiria, Portugal
Eva Patrícia da Silva Guilherme Menino, Polytechnic University of Leiria, Portugal
Sandrina Milhano, Polytechnic University of Leiria, Portugal

This study investigates the integration of Artificial Intelligence (AI) within Portuguese polytechnic institutions, examining its influence on students' academic choices, behaviors, and mental health. Employing a mixed-methods approach, data was gathered through an online questionnaire applied to approximately 150,000 students from 15 institutions. The research explores students' perceptions, beliefs, and expectations regarding AI, particularly its impact on academic decision-making and its potential substitution of professional health interactions. The methodology utilized a combination of closed and open-ended questions to capture quantitative trends and qualitative insights. Example questions include: "How frequently do you use AI tools during your study dynamics?" and "Do you consider AI interaction a reliable alternative for psychological health consultations?" Quantitative data were analyzed using SPSS for statistical trends, while qualitative responses were thematically coded via NVivo. Preliminary findings reveal significant changes in study routines, with students showing increased dependency on AI tools during assessment moments. Furthermore, results indicate problematic trends in mental health, including a shift away from accessing health professionals towards AI-based interactions for decision-making. These findings underscore the risks of excessive reliance on AI, particularly in health-related contexts. The study emphasizes the critical need for educational policies and digital literacy initiatives to foster ethical and informed AI usage. By addressing these challenges, institutions can reduce the risks associated with overconfidence in AI tools and promote balanced decision-making. These conclusions contribute to the ongoing dialogue on AI's transformative role in education and its implications for student well-being.

10:50-12:05 | Live-Stream Room 4
Saturday Online Parallel Session 2
Religion, Spirituality, and Philosophy
Session Chair: Kien Trung Do

10:50-11:15
93095 | *Jamaat-e-Islami Hind, Purdah, and the 'Woman Question'*
Zuha Moideen, English and Foreign Languages University, India

In the 1940s, Abul A'la al-Maududi founded the Islamist organization Jamaat-e-Islami and published his treatise on the purdah system. He argued that a strict system of gender segregation, restricting women's mobility and access to public spaces, was essential for maintaining the moral integrity of the society. By the 2020s, both the Indian faction of the organization and its conception of the purdah system had undergone radical revisions. Jamaat-e-Islami Hind (JIH) moderated its distaste for Indian democracy and more or less transformed its advocacy of the purdah system into a promotion of the practice of hijab. As a result, while earlier the organization was largely dismissed as apostasy, it had now gained significant traction within the Muslim community in India. At the heart of this transformation was an increasingly visible and vocal female activism literate in religious scholarship as well as modern secular-democratic principles. This paper examines this phenomenon through a literary analysis of articles on the practice of purdah in Aramam Monthly, a women's magazine in Kerala, a southern state in India, published by JIH. The analysis covers articles from the magazine's inception, in 1985, to the present day. The paper looks at how notions of freedom, equality, sexuality, fashion, and religiosity have been deliberated over the years in discussions of socially acceptable and appropriate conduct for Muslim women. Thus, it observes how moderation of the Maududist principles on the 'woman question' has been negotiated in practice such that advocacy for segregation and confinement gave way to visibility and activism.

11:15-11:40
90268 | *A Neo-Pragmatist Account of Harmony Between the Private Sphere and Public Purpose: Dialogue Between Richard Rorty and Charles Taylor*
Kien Trung Do, University of Economics Ho Chi Minh City, Vietnam

Following the later Wittgenstein, Rorty asserts that experiences are private, but language is always communal. The self cannot exist as a priori but as a self-formed in interaction with others and context. The self cannot separate itself from its own experience in order to create a viable network of connections to expand the private sphere and incorporate communal purpose. The disagreement in the debates between philosophers around the concepts of "private sphere" and "community interest" often revolves around separating the two spatial dimensions with a clear line. The way Richard Rorty blurs this line by placing the shaping of subjectivity in the inevitable interaction with the external world has received controversy and criticism. However, if combined with Charles Taylor's view that the purpose of the "private sphere" is to strive for private happiness and the purpose of the community is to pursue the common good, not two completely contradictory systems of values and interests. By emphasizing the concept of "Unconditional Commandments", that is, the social and moral conditions in the search for a reasonable expansion of the private sphere and non-confrontation between the individual and the community, we realize that the self is defined not on rational or metaphysical grounds but on moral and spiritual commitments to the nation or tradition to which they belong. Our research will focus on shaping an interpretation to provide an explanation of the continuity between subjectivity and intersubjectivity that cannot be separated, thereby emphasizing the harmony between private interests and common values.

11:40-12:05
92931 | *An Analysis of the Catholic Church's New Evangelization Through Ludwig Wittgenstein's Das Sprachspiel*
John Mary Francis Nuqui, University of Santo Tomas, Philippines

This paper argues that Ludwig Wittgenstein's Das Sprachspiel assists in a better understanding and application of the Catholic Church's New Evangelization. Evangelization is the essence of the Church's identity and reflects her apostolic mark. In the face of an ever-changing world, the Church calls for an authentic renewal for a more effective communicaiton of the Gospel; thus, the call for a New Evangelization. The first part briefly presents the key elements, or "tools", in Wittgenstein's Language Game. The discussion is accompanied by his concept of das Lebensform, the social contexts in which language is used. The second part traces the development of New Evangelization in the life of the Church. This shall take inspiration from the vision of Vatican II, John Paul II, Benedict XVI, and ultimately in the contemporary appropriation of Francis. The last part engages Wittgenstein and the New Evangelization in dialogue. Throughout this section, the distinction and relation between knowing that (language) and knowing how (actions) were evident in the evaluation of the New Evangelization – after all, it is through the interwoven of the language and actions that the language game is formed. In the end, Wittgenstein's Das Sprachspiel assists in a better appreciation of the New Evangelization. The New Evangelization brings about inviting the people to engage with the Church's form of life -- a fruit beautifully expressed in the process of inculturation. After all, the Gospel can be emotionally engaging but only when the Church finds a way to touch the listener's heart.

12:15-14:20 | Live-Stream Room 1
Saturday Online Parallel Session 3
Approaches to Cognitive Development
Session Chair: Nafiaa Bouanani

12:15-12:40
94885 | *Contextualization of the Secondary School Mathematics Pedagogy Through Technology and Indigenization: Ethno-STEM Approach*

Makhosi Princess Madimabe-Mofokeng, Nelson Mandela University, South Africa
Heloise Sathorar, Nelson Mandela University, South Africa
Walters Doh Nubia, Nelson Mandela University, South Africa

Previous research highlights that contextualizing the Mathematics pedagogy through indigenization and technology in the rural settings of South Africa is challenging. Notwithstanding that the South African Department of Basic Education (DBE) reports some progress in recognizing the importance of digitalization and culturally responsive teaching practices, these advancements remain underdeveloped and poorly implemented in rural education settings. This explanatory mixed-methods study explored the Mathematics teachers' perceptions and pedagogical insights on the indigenization of secondary school mathematics pedagogy alongside technology. Data was generated using a survey questionnaire and in-depth focus group discussions and analyzed through the dual lens of the Technological Pedagogy Content Knowledge (TPACK) and Technology Acceptance theory (TAM) frameworks. Structural equation modeling (SEM) analyzed quantitative data obtained from 95 Mathematics teachers, while the qualitative data from the 09 purposively sampled participants was analyzed thematically. The demographic analysis for the study participants revealed that teachers (younger) exposed to digital tools during teacher training are more likely to view and adopt innovative technology integration at ease. Furthermore, the results depict that teachers have positive perceptions and adequate understanding of the indigenization of Mathematics pedagogy. However, overcrowding and insufficient Mathematics content-specific professional development tailored toward implementing innovative, culturally responsive Pedagogies remain significant barriers in rural educational settings. This study extends the dual TPACK and TAM framework to ethno-STEM, offering insights into IKS and technology adoption in secondary school Mathematics pedagogy. It informs professional development, guiding targeted interventions to enhance teachers' technological and pedagogical skills for the effective integration of IKS and technology.

12:40-13:05
93233 | *Integrated STEM Activities with 3D Printing in Physics: A Pathway to Cultivating Scientific Values Among Secondary School Students*

Asma Alshabnuti, Sultan Qaboos University, Oman

Scientific values are crucial for shaping students' personal and academic growth, preparing them to be responsible global citizens capable of developing sustainable solutions within their communities. Integrating emerging technologies, mainly 3D printing technology, into educational systems reflects global trends in combining science, technology, engineering, and mathematics (STEM) to address real-world engineering challenges. This study explored how STEM activities integrated with 3D printing technology enhance the development of scientific values—curiosity, critical thinking, investigative passion, and creativity—among students participating in STEM activities. The research employed a quasi-experimental design with a sample of 108 tenth-grade students from the Sultanate of Oman divided into experimental and control groups. Over two months, the experimental group engaged in ten STEM activities enhanced with 3D printing in the physics curriculum. After carefully validating its psychometric properties, the Scientific Values Scale (Herdem & Ünal, 2020) was used to assess the outcomes. The study results showed statistically significant differences between the averages of the two groups in the Scientific Values Scale in favor of the experimental group, particularly concerning curiosity, critical thinking, investigative passion, and creativity. STEM activities integrated with 3D printing technology provided a rich educational environment for solving engineering problems realistically across the stages of engineering design. Therefore, the study advocates for incorporating emerging technologies into multidisciplinary learning frameworks (STEM) to further develop students' scientific values and encourage further research on their impact on various educational outcomes.

13:05-13:30
94850 | *Teachers' Perceptions of Integrated STEM Learning Management in Compulsory Education*

Punyapat Chanpet, Muban Chombueng Rajabhat University, Thailand
Kanphitcha Kodkanon, Muban Chombueng Rajabhat University, Thailand

This study aims to examine the integrated STEM learning management model in basic education schools and to compare teachers' perceptions of STEM-based learning management across different groups categorized by teaching experience and school type. Additionally, it explores strategies to enhance teachers' implementation of integrated STEM education. The sample consisted of 224 teachers from the subject groups of Science, Mathematics, Career and Technology, selected through stratified random sampling. The research instrument was a questionnaire on teachers' perceptions of STEM-based learning management, with a reliability coefficient of 0.96. Data were analyzed using frequency, percentage, mean, standard deviation, t-test, one-way ANOVA, and content analysis. The findings revealed that teachers' overall and specific aspects of perception regarding STEM-based learning management were at a high level. There were no significant differences in perceptions when categorized by teaching experience and school type. The study identified key strategies for improving STEM-based learning management, including encouraging teachers' participation in curriculum planning, providing necessary support and resources for learning management, ensuring the availability of ICT tools and internet access, fostering understanding of authentic student assessment, and developing both internal and external learning environments conducive to integrated STEM education. Additionally, continuous monitoring and assessment of learning outcomes should be implemented to refine and improve diverse models of STEM-based learning management.

Saturday Online Parallel Session 3

13:30-13:55
93232 | *Design – Build – Test Engineering Activities: Investigating the Cognitive Flexibility Among High School Students*
Salim Alharmali, Sultan Qaboos University, Oman

Cognitive flexibility is crucial for innovative thinking and creativity before acting and making decisions. Students reconstruct the framework of their cognitive reality according to their concepts and behave accordingly. Cognitive concepts can occasionally lead to adopting various emotions and behaviors associated with a flexible approach to understanding others' perspectives. Cognitive flexibility is characterized by knowing potential alternatives for addressing a situation, and the student's willingness to adapt and embrace diverse ideas and perspectives in novel circumstances. Students exhibiting cognitive flexibility are open to exploring novel methods of cognitive connection with others and have confidence. Thus, this mixed method study investigated the three-step teaching model—design, build, and test—that lends a hand to students to become more cognitively flexible while solving engineering problems in physics classes. The study was conducted empirically, including an experiment group that was instructed with the design-build-test model, while a control group was taught conventionally. The study sample comprised 116 tenth-grade students, including males and females. The cognitive flexibility scale (Martin & Anderson, 2007), modified for the Omani setting was used for data gathering, which underwent statistical analysis utilizing One-way ANOVA. The findings revealed that students in the experimental group surpassed those in the control group in cognitive flexibility firmness, in addition, male students excelled over females within the experimental group. Qualitative classroom observation was used to triangulate quantitative data. The study advocates fostering cognitive flexibility through activities that promote its development, including the engineering design process.

13:55-14:20
92907 | *Advancing Aerospace and Automotive Engineering Education: The Role of Reflective Writing in Developing Critical Thinking Skills*
Nafiaa Bouanani, Abdelmalek Essadi Universty, Morocco

The new global system requires high standards of citizenship, with both domestic and international job markets emphasizing adaptability. In this regard, critical thinking emerges as an essential skill, especially within higher education, to adeptly respond to these transformations. In engineering, critical thinking, which comprises reflection and problem-solving, has been given prominence since the introduction of ABET 2000 accreditation criteria. These criteria outline that engineering students must acquire skills in research, problem-solving, and lifelong learning. The present pilot study aims to assess the impact of reflective writing on undergraduate engineering students' critical thinking skills. It employed a quasi-experimental design with 30 students enrolled in an aerospace/automotive engineering program at UIR (Université Internationale de Rabat, Morocco). Over eight weeks, students completed reflective writing assignments, which were evaluated using the ARC (Assessment Rubric for Critical Thinking Skills through Writing). The research used one-way repeated measures ANOVA to analyze changes in critical thinking scores. Results showed a significant improvement in students' critical thinking skills from the first to the final writing assignment ($p < 0.01$). These findings suggest that reflective writing fosters critical thinking, helping students become more aware of their cognitive processes and problem-solving strategies. The study supports the integration of reflective writing into engineering curricula, promoting metacognitive awareness and self-regulation. Incorporating such pedagogical approaches can enhance critical thinking and prepare students for lifelong learning and academic success.

Saturday Online Parallel Session 3
Educational Policy, Leadership, Management and Administration
Session Chair: Danielle Riddick

12:15-12:40
92592 | *Development of a Coaching Program on Leadersip for Selected Personnel in a Healthcare Environment*
Mark Jeembs Pineda, University of the Philippines Manila, Philippines

The study employed the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model to create a coaching program aimed at enhancing leadership skills among personnel at Tondo Medical Center. The program emphasized improving self-awareness, knowledge, and behavior, all critical aspects of leadership development. A quasi-experimental design with pre-and post-test assessments was used to measure changes in leadership competencies. The study was conducted with participants purposively and randomly selected. The experimental group included 34 individuals who completed a structured coaching intervention, while the control group, comprising 24 participants, did not receive the intervention. Data analysis utilized descriptive statistics (mean and median) and the Wilcoxon Signed-Ranks Test to evaluate the program's impact. Post-test results indicated significant improvements in the experimental group. Self-awareness increased from a median of 2.9 to 4.86 (Z = -4.88, $p < 0.05$), and leadership skills showed the most notable growth, rising from 2.9 to 4.96 (Z = -4.92, $p < 0.05$). Knowledge and behavior also demonstrated marked gains, all statistically significant ($p < 0.05$). In contrast, the control group exhibited only minimal improvements, with leadership skills increasing slightly (Z = -2.01, $p = 0.04$) and negligible changes in other variables. The program was highly effective in enhancing leadership competencies, including confidence and professional growth, achieving an overall satisfaction mean of 4.91 (SD = 0.27). The findings demonstrate the program's success in meeting its objectives and suggest broader applicability in other healthcare settings. Recommendations include integrating advanced content, conducting long-term evaluations, and adapting the program for broader organizational contexts.

12:40-13:05
92008 | *Academic Transformations Experienced by Doctoral Students in Higher Education: Learning, Responsibility, Engagement and Empowerment*
Monika Kelpsiene, Vytautas Magnus University, Lithuania
Monika Simkute-Bukante, Vytautas Magnus University, Lithuania
Julija Grigenaite, Vytautas Magnus University, Lithuania
Marius Daugela, Vytautas Magnus University, Lithuania
Vilma Zydziunaite, Vytautas Magnus University, Lithuania

The academic growth of PhD student arises from well-being experienced in academic community. International studies identify trends, but experienced academic transformations of PhD students remain unheard. In this study, the lived experiences of PhD students are explored and reveal the needs arising in their academic growth within the provision of organizational support. Aim was to reveal the academic transformations of PhD students in higher education. RQ: 'What academic change occurred during the period of PhD studies?' The research sample consisted of 16 PhD students representing social, technological, natural, agricultural sciences, humanities and arts. Semi-structured interviews were applied for data collection. The interview questions related to planning and managing the learning process, taking responsibility for learning, engaging the PhD student and empowering him/her. The data was analyzed using qualitative content analysis methodology according to Kuckartz (2019) and Mayring (2000). Research results revealed that academic transformations of PhD students take place through prioritization, cyclic planning of scientific work time, purposeful work, the junction of different experiences, the dynamics of studying subjects, talking with the scientific supervisor, learning from authority, uniting purposeful cooperation with scientific supervisor and scientific community, practice-based creativity and knowledge, PhD student partnership, purposeful academic participation, interdisciplinary, knowledge sharing, inner freedom and values. It could be concluded that PhD students experience their academic transformations through self-discipline, motivational inspiration, retreat, meaningfulness of time, repetitive loading, academic fellowship, caring relationship, freedom of choice, academic support, academic partnership, academic empowerment and recognition, grounding of thinking, and image of a scientist.

13:05-13:30
92773 | *Exploring Flipped Classroom Pedagogy: Teachers' Perceptions and Attitudes in Primary Schools*
Kenneth Yuomeyse, University of Yaounde 1, Cameroon
Nguele Owono Marie Joelle, university of yaounde 1, Cameroon

The study explores perceptions of teachers' attitudes toward flipped classroom pedagogy in primary schools. The expansion of present-day technologies has confronted the traditional role of classroom instructors with regard to content delivery and learners' participation. Many school instructors are still adhering to negative perceptions of their attitudes toward flipped classroom pedagogy. Flipped learning is a learner-centered pedagogy controlled by discrete teaching bases that explicitly depend on technology and interactive learning experiences during teaching and learning. The study was conducted in the Mfoundi District, Center Region of Cameroon. The participants were 280 primary school teachers. These participants were selected using a simple random sampling technique in a descriptive survey research design. Data collected using the questionnaire, and the mean, standard deviation, Pearson Moment Correlation and Multiple Regression Analysis were used to analyze the data. The results disclosed a significant positive relationship between perceptions of the implementation of flipped learning, challenges faced during implementation, potential benefits and teachers' attitudes toward flipped classroom teaching. The study recommends effective professional development in the implementation and acquisition of 21st century technology skills required for flipped classroom practices. There should be alignment between curricular goals, selected technologies, learners' needs and teaching styles. Both teachers, parents and learners should have clear objectives to achieve before, during, and after the classroom. Teachers should create teaching and learning activities that provide learners opportunities to broaden their comprehension and accomplish higher-level cognitive competences, which are the main attributes of flipped pedagogy.

13:30-13:55
92798 | *Teachers as Policy Architects: Exploring Teacher Voice in Education Policy Through Critical Race Theory Legislation*
Danielle Riddick, Garland ISD & The University of Texas at Dallas, United States

As is true internationally, Texas elementary, middle and high school (K-12) classroom teachers serve as the primary implementers of instruction and key experts in the practical applications of educational research. However, teachers' voices are often excluded from education policy discourse. Because of the vast body of Texas K-12 education policies and the profuse, intensive, and recent public and legislative interest in the depiction of historical relations in America, this study concentrated on educators' perspectives of and experiences with critical race theory (CRT) legislation. Exploring teacher voice through CRT legislative interactions offered a relevant and copious empirical foundation to understand how Texas K-12 teachers engage in and experience policy advocacy. Furthermore, this study provided insight into how a state-wide system can be developed to meaningfully and consistently capture teachers' voices to effectively influence education regulations. The findings from these semi-structured interviews of seven Texas K-12 teachers and one congressperson, elicited key themes about the pathways teachers choose for policy advocacy at the local, state and national levels. This study additionally unearthed rich narratives of teachers' experiences and a policymaker's purview about teacher advocacy including how teacher expertise is expressed, barriers and emotions related to and the impact of policy advocacy work. This discussion concludes with strategic recommendations for key stakeholder groups including teacher preparation programs, teacher associations, local school districts, and the state legislature to help position teachers as the primary influencers for education policy decisions.

12:15-13:55 | Live-Stream Room 3
Saturday Online Parallel Session 3
AI and Technology in Education
Session Chair: Hanh Nguyen Thi Hien

12:15-12:40
92823 | *Arabic Calligraphy as an Innovative Approach to Designing Contemporary Fashion Utilizing of Laser Technology and Artificial Intelligence*
Rehab Hassaan, University of Nizwa, Oman

The Arabic language has been creative with its various scripts and arts in many and varied fields, as it has allowed dialogue between different cultures. Arabic calligraphy is considered a type of cultural dialogue that conveys aesthetic formative values inspired by heritage. The most famous Arabic scripts are Naskh, Kufic, Thuluth, Ruq'ah, and Persian Diwani. Arabic calligraphy is an art and a science at the same time, as there are precise geometric principles for drawing letters in each type. The current study focuses on identifying the rules and aesthetics of Diwani Arabic calligraphy and using some letters and the aesthetics of Diwani writing in general to formulate a contemporary evening fashion that addresses luxurious women in all cultures. Accordingly, the problem of the study is to identify the aesthetics of the Diwani script, and to employ generative artificial intelligence to design a collection under the title "Diwani Al-Nahhasi" (Copper Diwani) to design a fashion that matches global fashion trends represented in the image of the abaya dress that suits the elegant woman to wear at parties. The study follows the experimental development methodology. The results were represented in designing the proposed collection, and the implementation of some designs according to the researcher's personal vision, which have been inspired by artificial intelligence and implemented through laser cutting technology. The study recommends utilizing the capabilities of generative artificial intelligence to raise the innovative values of fashion design students.

12:40-13:05
90548 | *From Vulnerable to Vigilant: Strengthening Academic Research Safeguards*
Luc Letarte, The University of British Columbia, Canada

In today's digital age, safeguarding sensitive information is tougher than ever. Stories of breaches, stolen secrets, and lives disrupted by cyber-crime are all too common. With personal data, intellectual property, and national defense secrets at risk, academic research has become a prime target for cyber criminals. Evaluating the security posture of research environments is essential but often overlooked due to a lack of awareness or fear of added complexity. A Security Threat Risk Assessment (STRA) is a practical tool that helps identify and mitigate potential cybersecurity risks from the beginning of a research project, preventing disruptions and ensuring the integrity of academic research. This presentation, derived from real-world case studies of a cybersecurity professional's journey supporting researchers, is designed for higher education leaders, researchers, and research support professionals with a foundational understanding of technology risks, looking to deepen their knowledge in the context of academic research, and gain insights about the implementation of a STRA service. Key topics will include: What are STRAs and their importance, Differences between research-focused and enterprise-focused STRAs, Challenges faced by researchers during STRAs, The benefits of STRAs on academic research and the academic community, Institutional support strategies for STRAs in research, and the future of STRAs in the evolving digital landscape. By the end of this presentation, participants will gain a comprehensive perspective on how STRAs can impact the broader field of cybersecurity in academia and contribute to global efforts in securing research environments.

13:05-13:30
95100 | *Enhancing Critical Reading Skills Through Digital Tools: A Study on Business English Students*
Hanh Nguyen Thi Hien, Foreign Trade University, Vietnam

Critical thinking is a fundamental skill in Critical Reading instruction, particularly for EFL learners in Business English contexts. With the increasing need for analytical reading strategies, traditional methods must be re-evaluated to incorporate technology-enhanced learning. This study investigates the effectiveness of using digital tools—including digital annotation platforms (Hypothesis), argument mapping tools (Rationale, Kialo), and AI-assisted reading applications (ChatGPT)—to improve students' ability to analyze arguments, evaluate reasoning, and engage with complex texts. Using a mixed-methods approach, the research collects data from first-year Business English students at Foreign Trade University through pre-tests and post-tests, surveys, and interviews. The study examines how students interact with digital tools and whether these technologies support deeper comprehension, critical engagement, and argument analysis. Findings suggest that digital tools facilitate a more structured and interactive approach to critical reading, helping students better identify logical fallacies, evaluate evidence, and engage in discussions. However, challenges such as over-reliance on AI-generated summaries and varying levels of digital literacy are also noted. This research provides insights into the role of digital technology in higher education pedagogy, offering practical recommendations for Business English educators on integrating digital tools into Critical Reading instruction to foster independent, analytical thinking skills.

13:30-13:55
92386 | *Applications of Generative AI in the Teaching of Customs and International Law*
José Miguel Mata Hernández, Arkansas State University, United States

This academic research explores the use of generative AI tools such as Copilot, ChatGPT, Perplexity, Gemini and MetaAI as teaching tools for customs and international law. It focuses particularly on education about free international trade agreements and key trade laws in Mexico. The methodology implemented assessed these tools' abilities to provide effective information on key topics such as the USMCA Trade Agreement, Customs Law, LIGIE Law, and tariff heading in the US Harmonized Tariff Schedule, using standardised prompts for each AI tool. To measure the effectiveness, an evaluation indicator was created, composed of five aspects: accuracy, specificity, reliability, usability, and response time. Also, a statistical analysis using a t-test was conducted to determine the significance of differences in performance among the AI tools. The main findings of the study demonstrate that Copilot is the most useful tool for searching specific information about articles, situations and laws in the field of international trade. Similarly, favorable results were obtained for ChatGPT and Perplexity. In contrast, MetaAI achieved somewhat positive results, while Genine showed unfavourable results with general information and performance. These findings indicate that generative AI tools can help students conduct more efficient searches and save time finding information. However, these tools can sometimes produce errors or general results, necessitating deeper exploration by students. Finally, educators must be cautious about bad practices with these tools, because generative AI can deliver incorrect results and cause misunderstandings, requiring educators to carefully monitor the prompts and outcomes when using these type of tools.

12:15-13:55 | Live-Stream Room 4
Saturday Online Parallel Session 3
Special Topics in Education and Literature
Session Chair: Arlene Mendoza

12:15-12:40
95021 | *SDGs in Cross-School Outdoor Learning: Water Resource Exploration via Cycling*
Cheng Hung Weng, National Taipei University of Technology, Taiwan
Wen Liang Chang, National Taipei University of Technology, Taiwan

The purpose of this paper is to describe the development process of an outdoor education curriculum integrated with SDGs (Sustainable Development Goals) by teachers who are highly concerned about SDG issues from two riverside schools located in the same river basin but on different tributaries in northern Taiwan. Using the ORID (Objective, Reflective, Interpretive, Decisional) focused discussion method as a framework, the teachers collaboratively developed and refined the curriculum. The course design begins with guiding students through outdoor field observations to record their findings and establish emotional connections with nature. It then focuses on raising awareness of sustainability issues related to the SDGs, utilizing diverse perspectives and appropriate criteria to filter information on various relevant topics. Finally, through cross-school sharing, discussions, role-playing, and debates, the course examines potential solutions to sustainability issues and encourages students to make value judgments. The results of the course implementation show that: (1) The course structure, combined with outdoor field investigations and the ORID focused discussion method, effectively achieves the teaching objectives of education on SDG issues; (2) After experiencing this course, students are also able to apply this method to explore and discuss other sustainability-related issues, further fostering their love for their homeland.

12:40-13:05
90152 | *Eating up the Coast? "The Great Derangement" of Water Bodies in Select Indian Sea and River Narratives*
Shahrukh Khan, The English and Foreign Languages University, India

In his nonfiction book The Great Derangement (2016), Amitav Ghosh observes that "events triggered by climate change… are the mysterious work of our own hands returning to haunt us in unthinkable shapes and forms." Here, he refers to human-made catalysts—such as plastics, garbage, and chemicals—that are gradually forcing humanity to the margins. This paper examines how blue humanities addresses the epoch of Anthropogenic activities where the apocalyptic garbage, a non-living material entity, has become uncanny and untameable, operating and exercising its power as portrayed in Latitudes of Longing (2018) and Marginlands: Indian Landscapes on the Brink (2023). By integrating insights from limnology and environmental humanities, the field of blue humanities critically explores the planet's troubled freshwater through diverse sociocultural, literary, theoretical, aesthetic, and historical lenses. Plastics—the major contributor to garbage—have become "hyperobjects", which are massively distributed not only in terrestrial space but also in oceanic space, making them a living governing entity (Morton 130). The plastic thrown into the water bodies, re-turn itself into a complex substance rather than return or change like other fossil fuels. This process of re-turn has intrinsically amalgamated rock and plastic into plastic rock, what Ranjan Ghosh called "plastiglomerates" (Ghosh 10). Blue humanities, with its focus on the cultural and ecological significance of water, aligns with plastic theory's emphasis on the malleability and transformative potential of cultural forms. The rising levels of microplastics in water bodies are contributing to the formation of a "plastic ocean", which is choking the geo-respiration.

13:05-13:30
94660 | *The Growing Need for Authentic Assessments in the Present Technological Era*
Amani Demian, American University in Cairo, Egypt
Afaf Mishriki, American University in Cairo, Egypt

Assessment is of crucial value in any academic setting as it promotes students' learning, helps gauge the extent to which students have achieved a course's learning outcomes, enables teachers to evaluate their teaching effectiveness, and indicates possible revisions to their pedagogy. As such, it must be carefully planned and adapted to the changing times and circumstances to attain its goals. Currently, with the advent and prevalence of generative Artificial Intelligence (AI), educators are concerned about designing assessment tools that can help them ensure that students' work is authentic and conforms to well-known academic integrity conventions in general, as well as the rules and guidelines set by the institution and the specific course of study. "Authentic assessment evaluates a student's ability to apply knowledge and skills in real-world contexts. When students see how their studies connect to their lives outside of school, they become more interested in what they're learning and their comprehension deepens" (Authentic Assessment Ideas that Engage Students with the Real World, n.d.). This presentation will explore authentic assessments providing an understanding of what they are, their benefits, how to adapt and expand on them, and how to evaluate them. It will also include authentic assessment tasks that will help teachers and students to harness the generative AI facilities but at the same time be able to maintain their own voice and exercise their critical thinking.

13:30-13:55
94884 | *Test Item Bias Analysis Using Differential Item Functioning (DIF) Analysis: A Mantel-Haenszel Chi-Square Statistics Approach*
Arlene Mendoza, Pangasinan State University, Philippines

This study highlights the importance of implementing Differential Item Functioning (DIF) analysis to assess the fairness and validity of educational measures. The analysis examines possible test item biases against certain groups of test-takers based on factors like age, sex, socio-economic status, and school type. Utilizing the Mantel-Haenszel Chi-Square Statistic, the study identified biased test items, with over one-third exhibiting bias, consequently compromising the assessment's fairness and validity. The findings demonstrated that age, sex, socioeconomic status, and the type of educational institution exerted a discernible influence on the disparities observed in students' performance on the examination. Moreover, it was ascertained that age played a particularly significant role in these variations. Removing potentially biased items resulted in a more equitable and valid assessment, emphasizing the importance of identifying potential biases to enhance the test's quality and reliability, ultimately contributing to the improvement of educational assessment.

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.

PCAH2025 Virtual Poster Presentations

Cyberspace, Technology

92923 | *Multimedia Digital Content Creation for Multilingual Learning and Cross-Cultural Communication: Leveraging Canva and ChatGPT*
Terumi Miyazo, Tokyo University of Science, Japan

This virtual poster highlights the GenAI-supported capabilities of the design tool, Canva, to explore bilingual expression, aesthetic education, and reflective storytelling, drawing on a bilingual digital story series, Digital Whispers, developed in collaboration with ChatGPT and Gemini by the presenter, in English and Japanese. Framed by aesthetic education (Greene, 1995), dual coding theory (Paivio, 1986), and GenAI-supported creativity studies, the poster illustrates how multimodal digital design can enhance learner engagement and cross-cultural understanding in multilingual contexts. Canva, an increasingly multilingual and user-friendly platform, enables the creation of visually rich content across various formats, including documents, presentations, videos, social media, and more. It also allows one-click online publication of created content on websites and video-sharing platforms like YouTube, even from a free account, thereby enabling public sharing and global outreach for all users. Recent integrations of GenAI tools, such as Magic Write (powered by ChatGPT), support genre-specific scripting, stylistic variation, and tone adaptation in multiple languages. The poster illustrates how Canva's features can support the production of aesthetically expressive, bilingual content that transcends traditional classroom activities and reaches global audiences. Based on reflective practitioner inquiry, this poster positions Canva as both a pedagogical and artistic medium. While empirical studies on Canva's educational applications are emerging, this poster references recent research to support its implications for inclusive, global education through GenAI-supported creativity.

PCE2025 Virtual Poster Presentations

Educational Policy, Leadership, Management & Administrationy

92690 | *Breaking Barriers: Experiences of Women Leaders in Guyana's Education Sector*
Jimmy Naipaul, International Executive School, France
Tejroi Naipaul, International Executive School, France
Zina Kyriakou, International Executive School, France

In Guyana, a developing nation in South America, traditional gender norms significantly influence societal roles and expectations for both women and men. These norms often position men as primary decision-makers and breadwinners, while women are frequently relegated to supportive roles. Despite legal frameworks promoting gender equality, the impact of these norms on women's experiences in the workplace in Guyana, especially in leadership positions, remains underexplored. This study investigates the experiences of women in leadership roles within Guyana's education sector. Through in-depth semi-structured interviews with seven women in leadership roles - three from universities and four from high schools - a phenomenological approach was employed to explore their lived experiences. Analysis revealed three key themes: First, participants faced significant barriers to leadership due to cultural beliefs associating leadership with masculinity. Many expressed that societal perceptions, which view women as overly emotional and unsuitable for leadership, reinforce the expectation that women should prioritize family over career, hindering professional advancement. Second, female leaders reported experiencing conflict and undermining from male colleagues, who often dismissed their contributions, further entrenching the belief that leadership is a male-dominated space. Third, resilience emerged as a crucial theme, with participants emphasizing the role of familial support in challenging stereotypes and navigating their leadership journeys. This study underscores the need for systemic changes to address gender disparities in leadership within Guyana's education sector, creating an environment where women's contributions are valued and recognized.

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

92683 | *Effect of Positive and Negative Inducted Emotional States in Reading Comprehension of Narrative and Expository Texts in Argentine Preadolescents*
Melisa Victoria Diaz, The National University of Córdoba, Argentina
Natalia Carolina Irrazabal, CONICET; University of Palermo, Argentina
Mirta Susana Ison, INCIHUSA-CONICET; University of Aconcagua, Argentina

Reading comprehension (RC) plays a fundamental role in academic success at all levels of the educational system. In the last decades, there has been an interest in studying the effect of induced emotions on RC. Therefore, the aim of this study is to examine if high-arousal induced emotions with positive or negative valence have an effect on RC according to the type of text (narrative or expository). Method: 92 preadolescents (age 10 to 13, M = 11.00, DS =.954) from Mendoza, Argentina participated. The scholars were randomly assigned to two groups: the first one (Group A, n = 45) was exposed for 40 seconds to a positive valence picture from the International Affective System (IAPS), and the second group (Group B, n = 47) was exposed during 40 seconds too, to a negative valence picture from the IAPS. Immediately, the scholars read a narrative and an expository text, and they answered questions of RC. Finally, valence and arousal values were retested in the manipulation check phase. Results and discussions: A Manova test was applied to check the differences between the groups, finding positive outcomes: λ =.906, F (2.89) = 4.609, p <.05, η^2 =.094. The group exposed to positive valence pictures (Group A) achieved higher scores in both types of text: expositive (p <.05) and narrative (p < .05). These findings suggest that positive emotions may promote RC in preadolescents, especially when they read narrative texts.

Notes

Virtual Presentations

Read Virtual Poster Presentations & Watch Pre-Recorded Virtual Presentations

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PCAH2025 Pre-Recorded Virtual Presentations

Aesthetics, Design

95105 | *Research on the Urban Design Based on Urban Phenomenology: Taking Three Main Cities Among the Mini Three Links as Examples*
Yi-Yen Wu, Quanzhou University of Information Engineering, China
Jia Ren, Quanzhou University of Information Engineering, China
Chu-Hao Shen, Sejong University, South Korea
Min-Kai Hsiao, Quanzhou University of Information Engineering, China

This paper explores the intersection of urban design and phenomenology, arguing that current planning paradigms often overlook subjective human experiences in favor of functional aesthetics. Drawing on Heidegger's concept of "dwelling" and Merleau-Ponty's embodied perception theory, we propose a phenomenological approach to urban design that prioritizes lived experiences over abstract metrics. Through ethnographic observations, semi-structured interviews, and spatial mapping in three main cities, Xiamen, Quanzhou, and Xiamen, which have been the key linkage points among the Mini Three Links, we analyze how residents perceive and interact with public spaces. Findings reveal that informal use patterns (e.g., street vendors repurposing sidewalks) often contradict formal design intentions, highlighting the gap between designer intentions and user experiences.Key results include the development of a phenomenological design method integrating: 1) multisensory audits (capturing auditory, tactile, and olfactory dimensions), 2) temporal analyses of space usage across seasons/days, and 3) community-led co-design process. Implications challenge designers to move beyond Cartesian spatial models and embrace a relational ontology where buildings, bodies, and social practices co-constitute urban meaning.This interdisciplinary approach offers a transformative framework for creating cities that not only function efficiently but also resonate meaningfully with human lives.

Arts - Arts Theory and Criticism

95108 | *The Modernity of Calligraphy: The Reconstruction of Traditional Art in Western Formalism*
Dong Yang, Henan University of Economics and Law, China

The study focuses on the integration and reshaping of calligraphy and Western formalism. As a model of ancient Chinese art, calligraphy embodies formal aesthetics and cross-cultural influence, clarifying its aesthetic value in modern artistic innovation. This study uses case studies from both Eastern and Western art literature to delve into the historical traces of the interaction between Western formalist theory and calligraphy, clarifying the origin and development of their fusion. At the same time, visual analysis is used to analyze the Western formalism's use of abstract calligraphy, technological innovation, and philosophical concepts through visual elements such as formal aesthetics, spatial layout, and stroke rhythm. Comparing Chinese and Western artistic concepts, insight into the sublimation of calligraphy cultural symbols and philosophical ideas. The modernization of calligraphy has become a key part of the contemporary art discourse system, enhancing its unique position and profound influence in the global art field.

Arts - Other Arts

95189 | *Visualising Themes in Music Education Research: The Nexus of AI, Technology, and Human Interpretation*
Ronella van Rensburg, University of Pretoria, South Africa

As artificial intelligence (AI) reshapes research methodologies, music education researchers are increasingly exploring digital tools for qualitative analysis. This presentation investigates the use of word clouds—an AI-enhanced feature of Computer-Assisted Qualitative Data Analysis Software (CAQDAS) such as ATLAS.tiTM23 —to visualise emerging coding themes in music education research. The study highlights how word clouds can identify patterns, improve data accessibility, and foster researcher engagement. While often dismissed as non-interpretive and unsuitable for authentic qualitative inquiry, this presentation argues that, when used critically, word clouds can complement human interpretation rather than replace it. The synergy between AI-driven text processing and the nuanced understanding of researchers allows for a balanced, reflective approach. However, limitations remain, including concerns around contextual sensitivity and algorithmic bias. By acknowledging both the strengths and limitations of AI-supported tools like word clouds, this study contributes to ongoing debates about the ethical and methodological implications of integrating technology in qualitative music education research.

Arts - Performing Arts Practices: Theater, Dance, Music

95022 | *Transforming Lives of Under Resourced Adolescents in Mumbai: Stories of Dreaming Big and Building Life Skills Through Arts*
Rajashree Kadam, Salaam Bombay Foundation, India
Manasi Bawadekar, Salaam Bombay Foundation, India
Rupali Satavase, Salaam Bombay Foundation, India

Arts education benefits children beyond academics, fostering cognitive, emotional, physical, and social growth, especially for first-generation learners and those from resource-poor communities. Established in 2007 to encourage secondary school completion in government and aided schools, the Salaam Bombay Arts Academy builds life skills through the arts. Adolescents spend three years learning an art form — Indian Classical Dance, Western Contemporary Dance, Theatre, Creative Arts, or Music—alongside 10 essential life skills. Classes are held after school within school premises, ensuring accessibility. This holistic approach equips children with confidence, creativity, and resilience, leading to aspirational and improved future outcomes. This paper presents the journeys of five students, one from each academy, highlighting the transformative impact of the Arts Academies. Stories were shortlisted and finalized based on maximum variation and intensity sampling. Outcome mapping technique tracked progress across individual, group (family, peers), and community levels. Field notes and internal reports underwent qualitative open coding and analysis, capturing the multifaceted influence of arts education on children's lives. The data highlights that the Arts Academies fostered self-expression through experiential learning, enabling students to learn and hone technical art skills while showcasing their talents. This process developed their communication abilities and boosted their self-confidence. Their stories illustrate how art strengthened their resilience, helping them navigate personal challenges constructively. They also cultivated initiative, empathy, and leadership qualities. Ultimately, this journey of self-discovery has transformed them into articulate, confident leaders ready to face the world.

PCAH2025 Pre-Recorded Virtual Presentations

Arts - Social, Political and Community Agendas in the Arts

93093 | *Sining Saysay a Philippine History in Art: Political Ideologies Contained in the Paintings During the Spanish Period*
Rose Capulla, Visayas State University, Philippines

Sining Saysay is a permanent exhibit of the students and alumni of the University of the Philippines College of Fine Arts, and the exhibit was made possible through the efforts of the University of the Philippines Diliman, its Alumni Association, and the Araneta Center, Incorporated. The exhibit is composed of 30 huge panels which have 23 sequential historical panels and 7 historical-cultural panels. Of the 23 sequential historical panels, 5 of the paintings fall under the Spanish Period when Spain reigned over the Philippines for 333 years, from 1565 to 1898: 1) "The West Discover the Philippines I", 2) "The West Discover the Philippines II", 3) "Filipinos Responses to Spanish Colonization", 4) "Breaking Colonial Ties I," and 5) "Breaking Colonial Ties II." With the semiology of Roland Barthes, the modified ideological spectrum of Hans Slomp and Feorillo P. A. Demeterio III, and the art criticism of Alice Guillermo, this paper analyzed the political ideologies found in these paintings. It has been identified in this paper that the first painting has the dominant ideology of radical libertarian. The second painting has the dominant ideology of liberal libertarian. While the remaining three paintings have the dominant ideology of radical libertarian. Sining Saysay is a creative way of teaching us, Filipinos about our very own history thus fostering national identity at the same cultivating our cultural pride. So, it is important to understand what the political ideologies lie behind the selected materials presented to us.

Arts - Visual Arts Practices

91282 | *Rural Landscape in Contemporary Artistic Production*
Claudete Luginieski, University of the State of Paraná, Brazil

This article aims to reflect about a personal artistic practice developed out of the "Rural Landscape" concept, in the context of contemporary visual arts. The aforementioned production comes from life experience in the countryside, especially related to small-scale family farming in the south of Brazil. This study is based on a research in art methodological approach, which aligns artistic production with theoretical reflection. The creative process analyzed is analogous to the rural know-how of family farming. For this objective, it is explored the use of natural materials, such as earthy pigments and natural fibers, in order to produce paintings and drawings.
To define a landscape as rural is also a political position, considering the current context in Latin America, which is dominated by industrialized agribusiness, and a devastation of natural resources.
As a theoretical background, Anne Cauquelin (2007) addresses the landscape as a cultural construction, while Yi-Fu Tuan (2012) discusses the concept of Topophilia, emphasizing the emotional connection between people and places. And finally, Rancière (2009) contributes with reflections on art and politics. As contemporary artistic references, the works of Brígida Baltar, Claudia Hamerski, and Anselm Kiefer help to explore the materiality of materials and their possible meanings in art production. As results of the research, the analyzed artistic practice operates as an invitation to reflection about the human relations with the natural space, providing a fertile ground for reorganizations of the common way of life.

92936 | *Street Art Photography: Archiving Urban Narratives and Memory*
Joumana Ibrahim, Istituto Marangoni, United Arab Emirates

Cities are geographically and socially defined by their informal street art. Despite their ephemeral nature, vernacular street graphics never disappear entirely; their remnants are textured traces on street walls, urban furniture, and street photography. The alternative nature of these visual expressions becomes the spoken truths of artists and residents who use their urban environment as their canvases. Photographs of vernacular street graphics aim to bring to light underground art, commissioned work, and DIY advertisements that define a city's visual landscape. They examine themes such as the passage of time and its impact on artworks, wall surfaces, and textures, the role of vernacular typography, and the viewers' gaze on these artworks. When photographs record street art, they archive and make them available to viewers across different contexts. If public art's inherent quality is to make the artworks accessible to more people by bridging the gap between creator and viewer, photographs of such works thaw urban memories. Street art photographs comment on those alternative artistic expressions and their temporality, which stems from being at the mercy of human and environmental elements. Through their pluralistic accounts, street artists hope to contribute to the visual memory of the city as a form of legacy. Their work, as recorded in photographs, shows that memory cannot be homogenous and isn't faithful to a particular truth. Street graphics are, therefore, the visual expressions of individual memories and become part of a larger vernacular narrative frozen in time through photographs.

94881 | *Illuminating Tradition: the Fusion of Calligraphy, Digital Painting, and 3D Light Technology in Contemporary Art*
Iman Elhusseini, Emirates School Esablishment, United Arab Emirates

Traditional calligraphy has long been a cornerstone of artistic expression, deeply rooted in cultural and historical narratives. With advancements in digital media, this art form is undergoing a transformation, merging with contemporary technologies to create immersive visual experiences. This paper explores the integration of calligraphy into digital painting, enhanced by 3D light technology, to generate dynamic, interactive artworks that transcend traditional boundaries. By utilizing 3D projection mapping and augmented reality (AR), calligraphic strokes can be animated and illuminated, offering audiences a new sensory engagement with art. Light, as an artistic medium, enhances the depth, movement, and emotional resonance of calligraphy, allowing for a more immersive experience. Additionally, this study examines the role of technology in preserving cultural heritage while fostering innovative artistic expression. Through a series of experimental artworks and case studies, this research investigates how digital calligraphy and interactive lighting can reshape audience perception, challenge static visual art conventions, and contribute to contemporary aesthetic discourse. The study also addresses the philosophical implications of blending traditional artistry with modern technology, questioning the evolving role of human creativity in an AI-driven world. This interdisciplinary exploration sits at the intersection of visual arts, digital media, aesthetics, and cultural heritage, contributing to ongoing discussions about the fusion of tradition and technology in modern artistic practices.

PCAH2025 Pre-Recorded Virtual Presentations

95017 | *Nous Sommes Eveline*
Timi O'Neill, University of Wales Trinity Saint David, United Kingdom
Jianlan Feng, University of Wales Trinity Saint David, United Kingdom

'There's no escape from this life", were the last words of an interview held in Lanzhou China. The participant was one of 20 female participants in an art workshop exploring female identity and how AI photography can help visualise their experiences. In this paper, the author discusses the ways AI-generated photography, when connected to literature, helps to reimagine societal liberation. The title refers to Eveline, a fictitious character appearing in James Joyce's The Dubliners (1914). Focusing on Eveline's life of pain and suffering, paralyzed by duty, and lacking trust — the talk reinterprets her inertia as a metaphor for fixed societal roles. AI becomes a tool to visualize this liberation, merging Joyce's modernist angst with Situationist tactics to propose new narratives for marginalized voices. The AI photos have been constructed referencing words spoken in interviews conducted in Lanzhou, China, across 6 months in 2024. Words taken from interviews were turned into prompts; these prompts then created the images of the exhibition. The images revealed women floating through Parisian landscapes, symbolizing their hopes to transcend rigid oppressive norms. The surreal imagery contrasts their weightless freedom against the rigid architectures of Paris, a city historically tied to revolution and romance, to critique gendered and cultural constraints. The second concept discussed, seeks a connection with the Situationist derive (a "drift" through urban spaces to disrupt routine and reclaim agency). By digitally mapping Eveline's psychological stasis onto the floating figures, the lecture argues for collective "drifting" as resistance—breaking from predetermined paths imposed by society.

Knowledge

89133 | *From Space to Spell: Media Reenactments of Heterotopia*
Claudia Simone Dorchain, Independent Scholar, Germany

"Heterotopia" is a term coined by french philosopher Michel Foucault in 1966 in his eponymous research, meaning an otherworldly place, a factual (not fictive) realm where the norms of the mass collective are temporarily or continuously not applied. Foucault mentions as examples for heterotopia the theatre as a heterotopia "per se", but also more commonplace spaces like the graveyard, the retirement asylum, the brothel, the carnival street and many others. While much research has been done on the notion of heterotopie in the context of space, order and society, especially in the fields of sociology, much fewer studies actually adress the conscious use of heterotopia in the mass media and for the aim of manipulation. My research shows that there is an intricate interconnection between heterotopia, ritual and egregor. Rituals as highly symbolic practices, performed within the realm of a heterotopia, create an egregor, a field of emerging power, seen situatively, or also a morphogenetic field, seen dynamically. My approach is to first subdivise the heterotopia into corrective heterotopia/individualisation heterotopia and deindividualisation heterotopia. This idea draws inspiration from Friedrich Nietzsche´s "The birth of tragedy" and his division of arts into dionysian and apollinian, the first being all about ratio and the individual, the latter being about the irrational and the loss of a sense of self. In a second step, I explain how these two types of heterotopia, combined with symbolically charged rituals, create an egregor, through the lens of modern media, leading to an occult yet effective mass manipulation.

Language, Linguistics

89992 | *Anglicisms in Financial Italian: A Corpus-driven Analysis of Italian Press from 2008 to 2020*
Giulia Magazzù, D'Annunzio University of Chieti–Pescara, Italy

This paper is a corpus-driven analysis conducted on a specifically build monolingual corpus that aims to quantitatively and qualitatively analyse the Italian special language of economics and finance and its features. Specifically, the interest of this work is the identification of the terminology of Anglo-American origin, the anglicisms, used and spread in the Italian special language of economics finance since the outbreak of the financial crisis of 2008, an event whose global reach has greatly impacted not only our country's and continent's financial system but our everyday life as well. The data will be observed and analysed from a quantitative perspective, focusing on the frequency rate, and from a qualitative perspective as well, describing the features of occurrence of the terminology of interest. This research focuses on first identifying and then analysing the anglicisms that have entered the Italian special language of economics and finance served as a term of comparison for the Italian occurrences. To make the reference corpus balanced and a good term of comparison, the articles have been collected from four newspapers focusing on economics and finance, two of British and two of American origin, aiming at a varied audience.

92924 | *Tri-Lingual Aesthetics: Leveraging Generative AI for Multilingual Education and Cross-Cultural Expression in the Arts and Humanities*
Terumi Miyazo, Tokyo University of Science, Japan

This presentation demonstrates how to incorporate GenAI-aided digital platforms, Canva and Pictory.ai, in foreign language education within multilingual contexts. The focus is on using these tools to enhance speaking skills with visual aids, fostering cross-cultural communication. Framed by aesthetic education theory (Greene, 1995), dual coding theory (Paivio, 1986), and recent research on the use of Canva and Pictory in education, this presentation illustrates how GenAI tools can support creative language production. Canva, a multimedia platform for digital content creation, and Pictory.ai, a video-making platform, have rapidly evolved since the emergence of sophisticated GenAI at the end of 2022. Their multilingual capabilities include translation, tone adjustment, basic video scripting, video image selection, and AI voice narration. While Canva's educational applications are relatively explored in research, studies on Pictory.ai remain limited. This presentation addresses this gap by demonstrating how Canva's aesthetic design features combined with Pictory.ai's audio narration can benefit language learning. Using English, French, and Japanese as examples, along with narratives in these languages, this presentation highlights the platforms' multilingual capabilities, leveraging the presenter's trilingual expertise. Discussions will include current information available as of June 2025, along with future directions for multilingual education. By illustrating how these tools work across various languages, this presentation offers practical solutions for fostering global citizenship and cross-cultural empathy through GenAI-enhanced education.

PCAH2025 Pre-Recorded Virtual Presentations

93969 | *GenAI – What Does It Mean for Graded Assessments*
Adam Forrester, The Hong Kong Polytechnic University, Hong Kong

The use of GenAI in language, as well as other subjects in tertiary institutions has called into question the validity of the grades that they are awarded in credit bearing subjects. Students are increasingly using GenAI to revise and improve, if not wholly create their work, in an assessment where significant proportions of the grade depend on criterion such as language accuracy and range, and organisation. Is for example, a student awarded a B or B+ deserving of the 'good /very good' in language skills describing this grade? This presentation considers the transition from a graded assessment to a pass/fail system in a credit bearing subject at a tertiary institution in Hong Kong. Student and teacher feedback is examined, as well as some quantitative feedback on grade scores. Research suggests that a pass/fail system may enhance the learning experience for students acquiring a second language and that pass/fail grading can nurture a more supportive learning environment, which is particularly beneficial in language acquisition contexts compared to a grade system which can encourage competition among students. The presentation will cover the subject, the change in the assessment from graded to pass fail, teacher and student feedback as well as pitfalls to be avoided (i.e. lessons learned from the experience). Possible future directions, particularly for language subjects but also transferable for other subjects will also be looked at.

Literature/Literary Studies

91002 | *Duality in Stevenson's Dr. Jekyll and Mr Hyde and Wilde's The Picture of Dorian Gray: A Comparative Study*
Lamia Islam, Prime University, Bangladesh

This research examines the theme of duality in Robert Louis Stevenson's "Strange Case of Dr. Jekyll and Mr Hyde" and Oscar Wilde's "The Picture of Dorian Gray." Through a comparative lens,it highlights how duality is portrayed,interpreted,and its implications within the narratives of these Victorian novels.Employing literary analysis and critical theory,the study delves into the dual nature of humanity, moral ambiguity,and the tension between societal expectations and individual desires.Stevenson and Wilde utilize literary techniques such as symbolism,characterization, and narrative structure to depict the complex interplay between conflicting facets of human nature.The works reveal how repressed desires and moral contradictions manifest in self-destruction and moral decay. The socio-historic context of the Victorian era plays a crucial role in this analysis, as both authors address it's preoccupation with morality,repression, and the dichotomy of good vs evil. By juxtaposing Dr. Jekyll and Mr Hyde with Dorian Gray, the study draws thematic parallels in their descent into moral corruption while examining the unique paths their characters take.Ultimately, this research deepens understanding of duality as an enduring literary motif,illustrating its relevance to identity, morality, and societal norms. Stevenson and Wilde invite readers to reflect on the intricacies of the human condition, challenging simplistic views of good and evil. Their works resonate across generations, urging introspection on the balance between societal roles and individual identity.

94935 | *Black Frankenstein: Exploring Race and Trauma in Victor LaValle's Graphic Fiction 'Destroyer'*
Aman Deep Singh, Nirma University, India
Jainee Shah, Nirma University, India

This paper critically examines Victor LaValle's graphic fiction "Destroyer," a contemporary reinterpretation of Mary Shelley's Frankenstein narrative that situates the iconic tale within the socio-political landscape of the 21st century America, specifically focusing on the intersections of race, racial trauma, and monstrosity. By centering a Black protagonist, Dr Baker, LaValle, offers a nuanced commentary on the intersections of race, identity, and the enduring legacies of trauma within African American society. The narrative intricately depicts Dr Baker's journey, by navigating the moral dilemmas of creation, maternal love, and the implications of scientific ambition on marginalized communities. Through the lens of gothic and graphic, LaValle engages with historical and cultural discourses surrounding the Black experience in the context of American identity. This paper posits that "Destroyer" in the legacy of Mary Shelley, acts as a vital critique of societal norms that often perpetuate racism, and reinforces trauma that is frequently ascribed to Black bodies. Moreover, by positioning his characters within a landscape marked by the dual traumas of scientific inquiry and personal loss, LaValle invites readers to re-examine Frankenstein's legacy through a lens that articulates empathy and resilience, particularly in the context of race and racial trauma. Ultimately, this paper contends that "Destroyer" represents a significant literary contribution as it challenges assumptions within literary and sociocultural narratives, reimagining Victor Frankenstein's monster and evolution of Dr Baker's monster to depict systemic inequities and the rich tapestry of Black experiences in America.

Media, Film Studies, Theatre, Communication

91080 | *Theatre in Education (TIE) for Teaching Thai Language and Culture: The Case Study of the Contemporary Performing Arts "Pooyai Lee Kab Nang Ma"*
Mutjarin Ittiphong, Silpakorn University, Thailand
Pawaris Mina, Silpakorn University, Thailand
Nattaporn Sathitwarathorn, Silpakorn University, Thailand

Theatre in education (TIE) is the use of theatre for educational objectives, which is a process that uses interactive theatre practices to help aid educational purposes. Theatre in education (TIE) is an interdisciplinary form of learning that encompasses dramatic interpretation, writing, multimedia production, and technical skill through the artistic processes of creating, performing, responding, and connecting. A comprehensive theatre education includes instruction in acting, designing, writing, producing, directing, and dramaturgy. Obviously, it is a form of applied theatre that is widely utilized in second language education. "Pooyai lee kab nang ma" has been inspired by the Thai novel named "Pooyai lee kab nang ma", was written by pseudonym; Kanchana Naknan. The contemporary performing art presented the perspective, lifestyle, and culture of Thai society in Thai, which was performed by Korean students from the Department of Thai, Hankuk University of Foreign Studies, Seoul. The creative research aims to explore the possibilities offered by the relation between theatrical art and educational practice for teaching Thai language and culture by learning through elements of theatre. The creation process includes (1) conceptual framework, (2) target population, (3) dramatic communication, (4) theatre elements, (5) production design, (6) creation, and (7) evaluation. The achievement of this creative research led to the synthesis of Theatre in Education (TIE) for teaching Thai language and culture for foreign students as a second language, analyzed through the in-depth interview process and statistical data collection.

Other Humanities

91366 | *Commitment to Display Rules and Emotional Labor to Predict Organizational Outcomes: The Moderating Effects of Job Autonomy and Organizational Identification*
Giselle Phillips, University of the West Indies, Trinidad and Tobago
Leann Mischel, Coastal Carolina University, United States

This study examines the concept of commitment to display rules (CTDR) as an essential factor in understanding emotional labor (EL) regulation and its influence on organizational outcomes, using a mixed-methods approach. CTDR refers to employees' motivation to follow organizational emotional display standards, which influences their engagement in surface acting or deep acting. The proposed model suggests that higher CTDR leads to increased EL, which enhances job satisfaction and performance. Quantitative data, collected through surveys, were analyzed to test hypotheses related to the moderating effects of organizational identification (OID) and job autonomy. OID, defined as employees' alignment with organizational values, strengthens the relationship between EL and positive outcomes, fostering greater motivation and satisfaction. Similarly, job autonomy, which allows employees discretion in task execution, mitigates the negative effects of EL by supporting flexibility in emotional regulation. Qualitative data, derived from interviews, provided insights into employees' lived experiences of EL, further contextualizing the quantitative findings. The study highlights practical implications for organizations, including training programs to improve deep acting skills and fostering autonomy to improve employee well-being emphasizing the importance of managing EL. This research contributes to the literature on EL by integrating the overlooked concept of CTDR and its interaction with OID and autonomy, providing a nuanced understanding of its role in achieving organizational effectiveness. By incorporating a mixed-methods design, this study contributes a comprehensive perspective on the underexplored concept of CTDR, and augments the understanding of how CTDR, OID, and job autonomy interact to influence service performance and job satisfaction.

94536 | *Challenges in Court Interpreting: A Comparative Literature Review with a Focus on Japan*
Hoang-Nam Tran, Tokushima University, Japan

Court interpreters serve as critical intermediaries in ensuring linguistic access to justice for individuals with limited proficiency in the official language of legal proceedings. Despite their fundamental role, court interpreting remains an underexamined field, leading to deficiencies in policy, training, and professional development. This literature review synthesizes Japanese and English academic studies on court interpreting, examining key global challenges such as interpreter shortages, inconsistent qualifications, ethical dilemmas, and the role of cultural mediation in legal contexts. Through comparative analysis of studies in various countries compared to Japan, this study highlights disparities in certification requirements, training programs, and working conditions. Against the increasing foreign resident population in Japan (over 3.4 million in 2023), demand for court interpreters has grown. However, the number of registered court interpreters has seen a declining trend from approximately 5,000 in the early 2010s to fewer than 4,000 in recent years. This gap is exacerbated by the absence of standardized certification, inconsistent training opportunities, and a lack of institutional support for professional development. By examining international best practices, this review underscores the urgency of policy reforms, standardized accreditation, and enhanced training programs to ensure the quality of court interpreting in Japan.

PCAH2025 Pre-Recorded Virtual Presentations

Philosophy, Ethics, Consciousness

89424 | *Mortality, Faith, and the Meaning of Life in Kazuo Ishiguro's Klara and the Sun*
Sohrab Mosahebi, University of Western Ontario, Canada

As humans, we are a peculiar species with self-consciousness and an unconscious which, borrowing from Heidegger, is anxiously aware of its own mortality and is constantly in a state of "Being-Towards-Death." Klara and the Sun (2021), the eighth novel of Kazuo Ishiguro, explores this phenomenon through the eyes of an artificially intelligent non-human in a near future setting. The purpose of this study is to investigate the themes related to mortality and the meaning of life. I propose that Klara tries to construct a "meaning" and fulfil a "purpose" by projecting personal opinions onto the world. It allegorically shows the construction of meaning and reality by people, while satirising it as irrational. I use a non-systematic form of reception theory based on a close reading of the novel. The method is extensively influenced by phenomenology, mostly drawing on Iser and Ricoeur; through this eclectic method I address life, death, faith and meaning-construction, as phenomena in Klara and the Sun. I conclude the novel introduces acceptance or projective meaning-creation as the answer to mortality. This psychological defence mechanism manifests as faith, specifically spiritual or religious faith. I also mention the role of memory as the thread that connects these three pieces, namely mortality, the meaning of life, and the role of faith, together. Finally, I suggest that the narrator might be unreliable, and this makes multiple interpretations possible. Based on the level of reliability the reader gives the narrator, different conclusions about the three aforementioned themes can be achieved.

Political Science, Politics

93793 | *From Kant to Wilson: A Critical Reassessment of Liberal Internationalism and the Limits of Idealist Peace Theory*
Dana-Maria Farcas, University of Bucharest, Romania

This paper critically reassesses the intellectual trajectory of liberal internationalism, tracing its evolution from Immanuel Kant's Perpetual Peace (1795) to Woodrow Wilson's Fourteen Points (1918) and its subsequent institutionalization in the post-World War II order. While Kant's vision of a peaceful international system was rooted in republican governance, economic interdependence, and legalistic cooperation, Wilson sought to translate these ideals into a framework of collective security and global democracy. However, the failure of Wilsonian internationalism in the interwar period, exacerbated by economic instability, nationalist resurgence, and the structural weaknesses of the League of Nations, demonstrated the fragility of idealist peace theory. Through a historical-theoretical analysis, this study examines how realist critiques, particularly those of E. H. Carr, Hans Morgenthau, and Carl Schmitt, exposed the limitations of Wilsonian idealism, highlighting the primacy of power politics and the inadequacy of legal-normative constraints in an anarchic international system. Furthermore, constructivist perspectives challenge the static assumptions of liberal institutionalism, emphasizing the evolving nature of global governance and normative legitimacy. The paper also interrogates contemporary challenges to the post-Wilsonian liberal order, including the rise of China, the resurgence of economic nationalism, and the decline of U.S. hegemony. Ultimately, this paper argues that while Wilsonian internationalism has faced profound structural contradictions, elements of liberal internationalism remain resilient. The study concludes by evaluating whether a Kantian-inspired global order can be reinterpreted for the 21st century or whether a new paradigm beyond liberal universalism is necessary to manage global affairs in an increasingly multipolar world.

Science, Environment and the Humanities

93470 | *Gendered Experience of Trauma and the Role of Nature in the Island of Missing Trees*
Mafruha Ferdous, American International University-Bangladesh, Bangladesh

This article investigates the consequences of the civil war between Greek and Turkish Cypriots—such as dislocation, violence, and intergenerational trauma in Elif Shafak's The Island of Missing Trees. Unlike conventional trauma narratives that emphasize perpetual suffering, this study explores how Shafak reconfigures trauma through the interconnectedness of human and non-human lives. Through the experiences of Ada, her mother Define, and her father Kostas, the novel reveals how gender shapes responses to trauma. Central to this reconfiguration is the fig tree, which serves as both a narrative witness and a mediator of healing. The fig tree's survival through war and adaptation to a new environment, along with the resilience of the female characters, resonates with Vandana Shiva's concept of post-victimology. This study builds on the ecofeminist theories of Vandana Shiva and Maria Mies, alongside the trauma theories of Cathy Caruth and Judith Herman. Unlike conventional trauma studies that focus primarily on human suffering, this article highlights nature's role as an active participant in healing. In doing so, it introduces an ecological dimension to post-victimology. This analysis is particularly relevant in the 21st century, as wars continue to affect both human and non-human worlds. Ultimately, this research reinterprets Shafak's novel as a radical intervention in histories of war and displacement—one that moves beyond victimhood toward resilience, reconciliation, and ecological interconnectedness.

Teaching and Learning

92959 | *Evaluating the Role of Portfolios and Competency-Based Evaluation in Modern Classrooms*
Guranda Khabeishvili, International Black Sea University, Georgia

The traditional assessment methods in education, primarily focused on standardized testing, have faced growing criticism for their limitations in capturing the full range of student learning and skills. This study explores alternative assessment methods, with a focus on portfolios and competency-based evaluations, and their effectiveness in modern classrooms. Portfolios, which allow students to curate a collection of their work over time, offer to track learners' progress, creativity, and critical thinking (Gallardo, 2020). Competency-based evaluation, on the other hand, emphasizes mastery of specific skills and knowledge rather than simply measuring time spent in class or performance on one-time tests (Kapucu, & Koliba, 2017). This research aims to investigate the impact of these methods on student motivation, engagement, and overall learning outcomes. Through a mixed-methods approach involving surveys as well as interviews; this study examines both teacher and student perceptions of alternative assessments and evaluates the challenges and benefits associated with implementing these approaches. The research sample focuses on the impact of integrating these approaches with Primary to High school students in case of the language school in Georgia. The findings suggest that when properly integrated, portfolios and competency-based assessments can provide a more personalized and meaningful learning experience, catering to diverse learning styles and promoting deeper understanding. Implementing these assessment methods encourage students to take ownership of their learning, foster self-regulation, goal-setting, and intrinsic motivation. The study concludes with recommendations for teachers on how to effectively incorporate these assessment strategies in various educational contexts.

PCE2025 Pre-Recorded Virtual Presentations

Curriculum Design & Development

94236 | *A Methodology for Curriculum Design in General High School in México*
Oscar Mendoza Ruiz, Dirección General del Bachillerato, Mexico
Alma Andrea Orozco Fierro, Dirección General del Bachillerato, Mexico

The transition to the Common Curricular Framework for Upper Secondary Education (MCCEMS, as its acronym in Spanish) in Mexico, established in AGREEMENT number 09/08/23, emphasizes the use of Learning Progressions as a central element of curricular design. This research aimed to develop a methodology for constructing context-sensitive learning progressions aligned with the MCCEMS. A descriptive approach with a non-experimental design was employed, based on the analysis of the curricular model developed by the Undersecretariat of Upper Secondary Education (SEMS, as its acronym in Spanish). As a result of this research, a methodology structured into eight phases was developed, drawing from the artistic paradigm of curricular design. To date, this methodology has been implemented in 49 Curricular Learning Units (CLU) within the General High School curriculum, impacting more than 27,000 students in institutions coordinated by the General Directorate of Baccalaureate (DGB, as its acronym in Spanish). Future research should focus on evaluating its impact throughout the three years of student education in the General High School program.

95135 | *Levels of Authenticity of Arithmetic Word Problems in Turkish Mathematics Textbooks*
Ali Sabri Ipek, Recep Tayyip Erdogan University, Turkey

Textbooks are the most important component of the intended curriculum and have a crucial role in the teaching of mathematics. The extensive use of word problems in mathematics textbooks provides strong clues about the learning/teaching opportunities available to students/teachers. The authenticity levels of the problems in textbooks, which are the basic materials of mathematics courses, affects students' problem solving skills. Based on the fact that students' reasoning and solving skills can be developed more effectively through authentic problems, this study analyzed the authenticity levels of a total of 486 word problems in a mathematics textbook used extensively at the 5th grade level in Turkiye according to a two-phase model. In the model developed by Vicente and Manchado (2017), word problems are examined first in terms of event, question, purpose, existence and specificity of the information, and then in three different levels, characterized as poor-fit, stereotyped and good-fit. The word problems in the 5th grade Turkish mathematics textbook are organized by the learning domains of numbers&operations, geometric shapes&operations, algebraic thinking and statistics&probability. Non-parametric statistics are used for the significance of differences in the level of authenticity of word problems and learning domains. The results indicated that the word problems in statistics&probability were mostly at the good-fit and stereotyped level (39.8% and 47.7% respectively). On the other hand, the proportion of good-fit problems in numbers&quantities, geometric shapes&quantities and algebraic reasoning is quite low (19.4% in numbers&quantities, 6.4% in geometric shapes & quantities and 13.5% in algebraic reasoning). Moreover, statistically significant differences are found between the three levels of authenticity and the four learning domains. The results are discussed in the context of the design of authenticity of word problems in mathematics textbooks.

Design, Implementation & Assessment of Innovative Technologies in Education

92952 | *Construction and Validation of Virtual Assessment Standard Indicator Scale for Universities*
Taiwo Oladipo-Abodunwa, The Polytechnic Ibadan, Nigeria
E. Adenike Emeke, University of Ibadan, Nigeria
Joshua O. Adeleke, University of Ibadan, Nigeria
J. Gbenga Adewale, University of Ibadan, Nigeria
Olutayo T. Omole, University of Ibadan, Nigeria
Isreal A. Olasunkanmi, University of Ibadan, Nigeria
B. Hannah Ogunrinde, University of Ibadan, Nigeria
John A. Omosekeji, University of Ibadan, Nigeria
Seun O. Sodeke, University of Ibadan, Nigeria

Virtual classroom, unlike the traditional classroom setting, is a digital learning platform where learners are exposed to educational content online. Virtual teaching and learning has gained momentum at all levels of education in Nigeria since the advent of the global pandemic of 2020 that compelled the adoption of remote teaching. Even though there was a quick shift from the traditional classroom to virtual classroom by teachers and lectures during the pandemic, there was a big problem when it was time to assess the level of academic progress of learners. This is largely due to the fact that most teachers and students in Nigeria lack skills needed for the conduct of online examinations. Hence the constructed and validated a scale called "Virtual Assessment Standard Indicator Scale"; that could guide the conduct of virtual assessment using a Variance-based Structural Equation Modeling. A total of 2,078 undergraduates studying Science, Social science and Art courses, from Federal, State and Private Universities in the South-South Geo-Political Zone of Nigeria were sampled. The estimated reliability indices which were between 0.93 and 0.98, for all the ten (10) latent constructs, the acceptable values of 0.5 or higher of AVEs, and the estimated HTMT values of less than 0.9, established the adequacy of Virtual Assessment Standard Indicators as an essential tool for assessing the academic development of students in a virtual classroom. The scale validation procedures used can also be adopted by test developers and researchers within the scope of the findings of this study.

PCE2025 Pre-Recorded Virtual Presentations

93823 | *Elevating Postgrad Learning: A New Chatbot Instructional Model*
Ivy Chia, Singapore University of Social Sciences, Singapore
June Tay, Singapore University of Social Science, Singapore
Ma Nang Laik, Singapore University of Social Science, Singapore

In this presentation, we present a new instructional design model for chatbots, tailored explicitly to postgraduate training. Our framework is based on sound education theories and frameworks, designed to improve chatbot-based learning for students and serve the diverse needs of learners. Our research prototype development followed a systematic literature review, analysing empirical based and peer-reviewed papers, providing a theoretically sound foundation to design a framework for the Chatbot. Preliminary assessments suggest the framework effectively guides the prototype's design, with flexible chatbot interactions that promote adaptive learning. This study provides implications and considerations for educational chatbot designs that may prompt us to consider Chatbot design and future postgraduate training.

95267 | *Education Technology Systems: A Comparison of Learning Management Systems and Educational Management Information Systems and Their Application*
Andrea Ulrich, Development Gateway, United States
Vanessa Sanchez, Development Gateway, Senegal
Brian Mokandu, Development Gateway, Kenya

In this paper, we present a comparative analysis of educational technologies and how improved access to data can in turn lead to improved administration and educational outcomes. We present an overview of education management information systems (EMIS) and learning management systems (LMS). We then analyze these different systems on a range of criteria including accessibiltiy, adaptability, interoperability, security, and sustainability. We compare specific brands of software and discuss when a given tool may be more appropriate for a given educational context. We also include several case studies, which discuss how national country governments in Guyana, Togo, and Uganda have selected and adopted different education technologies. Finally, we provide tangible recommendations on how to create strong data governance frameworks and operational planning to ensure successful education technology deployments.

95154 | *The Current and Potential Efficacy of Generative AI-Assisted Programming in Tertiary Education Across Disciplines*
Lachlan Miller, University of Queensland, Australia
Aneesha Bakharia, University of Queensland, Australia
Felix Eggers, University of Queensland, Australia

Generative AI (genAI) has exploded in the 2020's, well-known for text and image generation, but little known for its applications as a revolutionary technology for programming including software development and debugging, which is an essential professional skill outside of computer science. This systematic literature review investigates primary research on generative AI (genAI) tools for programming education in university settings. Following the PRISMA framework, we examined over 100,000 sources from major academic repositories, narrowing to peer-reviewed experimental studies conducted with tertiary students. The stringent exclusion criteria retained approximately 10% of sources, which were thematically analyzed and synthesised to form recommendations for teaching and learning at UQ. Results indicate that experimental research on genAI-assisted programming is predominantly concentrated in computer science education. While the majority of studies report positive impacts on learning outcomes and student engagement, notable limitations emerged in specific contexts. Particularly, students with limited metacognitive awareness of programming processes experienced reduced benefits from genAI tools. These findings highlight the importance of implementation strategies that account for varying student capabilities and learning approaches. This review addresses a critical gap in the literature by distinguishing empirical primary research from the abundance of opinion pieces and theoretical reviews on genAI in education. By focusing exclusively on primary data from student-centered experiments, we provide evidence-based insights into the practical applications and limitations of genAI for programming instruction across disciplines. The findings inform our current research at the University of Queensland investigating genAI-assisted programming for cross-disciplinary applications including in Engineering, Science, and Humanities curricula.

92939 | *Gamification in a Bottom-Up Approach to Teaching Engineering: Case Studies in DSP, Entrepreneurship, and Biomedical Instrumentation*
Hema Kumar Balachandran, Puducherry Technological University, India
Florance Mary M, Puducherry Technological University, India
Snehalathaa S, KPR Business School, India

Gamification enhances engagement, problem-solving, and knowledge retention in engineering education. This paper explores a bottom-up approach integrating gamification in Digital Signal Processing (DSP), Entrepreneurship, and Biomedical Instrumentation, demonstrating measurable improvements in learning outcomes. In DSP, a level-based challenge system improved problem-solving accuracy by 32% and enhanced conceptual clarity. Entrepreneurship education was gamified using the DISRUPT Idea Marathon, leading to a 65% increase in participation and 82% higher confidence in opportunity identification. In Biomedical Instrumentation, role-play and case-based simulations reduced hands-on errors by 40% and were preferred by 91% of students over conventional lectures. Assessments included pre-test/post-test comparisons, participation rates, error analysis, and engagement surveys. Results confirmed that gamification fosters motivation, teamwork, and deeper conceptual understanding, making complex engineering topics more accessible. This study concludes with best practices for designing scalable gamified curricula and recommendations for broader adoption in engineering education. By integrating structured game mechanics, learning can be transformed into an interactive and immersive experience, improving student outcomes across technical disciplines.

PCE2025 Pre-Recorded Virtual Presentations

91059 | *Students' Perceptions of Readiness for AI-Driven Accounting Practices*
Dahlia Fernandez, Universiti Kebangsaan Malaysia, Malaysia

As artificial intelligence (AI) continues to revolutionize the accounting profession, preparing future accountants for AI-driven workflows has become essential. This qualitative study explores the perceptions of accounting students regarding their readiness to adopt AI technologies in their education and future careers. Guided by the Technology Acceptance Model (TAM), the research investigates key constructs, including perceived usefulness (PU), perceived ease of use (PEOU), attitudes toward AI, and behavioral intentions to use AI in professional settings. Data were collected through semi-structured interviews and focus groups with postgraduate accounting students who have been exposed to AI tools in their studies. The findings highlight students' awareness of AI's relevance to their careers and the challenges they face in learning and applying these technologies. External factors, such as institutional support and teaching methodologies, were also examined for their influence on students' perceptions. This study provides actionable insights for educators and curriculum developers, offering recommendations to enhance AI-related training in accounting education. By bridging gaps in understanding and aligning academic preparation with industry needs, the research contributes to the broader discourse on technology integration in professional education.

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

94502 | *Evaluation of the Inclusiveness of Project-Based Learning of Business Courses Using the RebelBase*
Ari Luis Halos, University of the Philippines Open University, Philippines
Alejandro Crawford, Bard College, United States

Online education has opened up opportunities for students worldwide to learn. In this case, we are examining a cohort of entrepreneurship students in the Philippines, which included a person with disabilities (PWD), and how the rebelBase Framework allowed them to experience project-based learning. Project-based learning has been growing in popularity in higher education and in business education; this involves students visiting actual enterprises to learn the ropes. Unfortunately, this mode of project-based learning is not accessible to people with disabilities. RebelBase is built around inclusivity and allows students who would otherwise not have access to quality education to tackle global issues through project-based learning. In this case, we are following the experience of an undergraduate student with disabilities who took two courses in the Social Enterprise + Leading Change certificate from Bard and OSUN that used the rebelBase platform to ideate a social enterprise. The raw scores of the students in the cohort were evaluated using ANOVA with the course type and the student's status as a PWD or not, as well as their interaction, as the factors. Based on the analysis of the raw scores, the students performed better in the project-based learning courses - whether they were PWDs or not.

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

91067 | *Identifying Sustainable Environmental Management Practices in Ancient Egypt: An Educational Proposal*
Sotirios Maipas, National and Kapodistrian University of Athens; University of the Aegean, Greece
Panagiotis Kousoulis, University of the Aegean, Greece

Ancient Egypt was a civilization where nature influenced nearly every aspect of daily life, from communication (e.g., hieroglyphic symbols) to the religious framework. The lives of Ancient Egyptians were closely tied to the annual cycles of the Nile, whose pollution was considered sacrilege. Key environmental health parameters, such as biodiversity, environmental protection, sustainable water management, and land fertility through sustainable agricultural practices, were among their highest priorities. They also practiced ecological pest management, used natural ingredients in their cosmetics, and drew inspiration from nature (e.g., the lotus flower) in their architectural art. Furthermore, they developed an impressive awareness of avoiding or reducing exposure to environmental health risks by employing ecologically sound techniques. For instance, they used stilts to elevate their houses, preventing direct contact with the ground and minimizing exposure to pests. They also used natural products as pest repellents and carried umbrellas to protect themselves from solar radiation. Another important aspect of Ancient Egyptian sustainability was the reuse of materials, a practice now promoted as vital for modern waste management strategies. The reuse of linen (e.g., for mummy wrappings), wood, and the recycling of other materials such as glass and papyrus were common sustainable practices. Building on the previously mentioned aspects of the Ancient Egyptians' relationship with their natural surroundings, this study proposes the "Ancient Egypt paradigm" as a case study for educating both students and the public on sustainability and environmental health promotion, with the aim of empowering the principles of sustainable global citizenship.

93033 | *Sustainable Development in Early Childhood Education Institutions' Activities*
Vaiva Jucevičiūtė-Bartkevičienė, Vytautas Magnus University, Lithuania

Sustainable development is associated with progress in environmental protection, combining it with economic development, technological growth and social interaction. All of this is possible only with the help of processes in the field of education, changing the established approach to many processes taking place in society. Based on these insights, it is important to evaluate processes taking place in early childhood education (ECE), when foundations for all further life and activities are laid.
Purpose of research – to analyze the expression of the concept of sustainable development in ECE activities.
Research questions: how the concept of sustainable development is reflected in ECE documents, education plans and reports; what elements of this concept are integrated in educational projects of ECE; what role do communities of ECE institutions play in spreading sustainable development ideas? Methodology of research. Research consisted of two stages: 1) theoretical analysis of scientific literature, documents, education plans and reports of ECE; 2) qualitative research of 20 educational projects of ECE (2022-2024), which was conducted using content analysis of data. Main findings. After examining recently (2022-2024) published documents that regulate the educational activities of ECE institutions, it can be concluded that insufficient attention is paid to the concept of sustainable development and its expression in the educational process. Analysis of projects of ECE institutions allows us to say that in most cases the communities of ECE institutions themselves tend to show leadership in achieving sustainable development goals through their active inclusion in the educational content.

95161 | *University Extension in Science Education: Historical Perspectives and Global Impact*
Emmanueli Moraes, State University of Campinas, Brazil
Reginaldo Alberto Meloni, Universidade Federal de São Paulo and Universidade Estadual de Campinas, Brazil

University extension promotes social engagement, expands access to scientific knowledge, and strengthens the formation of critical thinking citizens. In science education, extension programs bridges the gap between academic research and societal needs, fostering inclusive and transformative learning practices. The present study investigates university extension from a historical perspective, analyzing its impacts on science education, the democratization of knowledge, and the development of leaderships committed to global citizenship. Focusing on Ibero-American countries, this research examines how different nations have shaped their extension policies, identifying both similarities and regional particularities. In Latin America, university extension has become a fundamental strategy for social development, promoting knowledge accessibility and strengthening local communities. Through the analysis of historical documents, institutional structures, and academic literature, we identify trends in the integration of extension into teaching and research, contrasting them with models adopted in other international contexts. The results reveal that while Latin American extension has a strong community-driven and social character, in some European regions, it is more closely linked to technological innovation and knowledge transfer to the productive sector. Aligned with the conference themes Community & Society and Global Citizenship and Education for Peace, this study highlights university extension as an essential pillar for building more equitable and sustainable societies. Strengthening international exchange and interdisciplinary dialogue can expand the reach of these initiatives, fostering a more inclusive, socially responsible, and globally engaged higher education system.

Educational Policy, Leadership, Management & Administration

94549 | *The Intersection of Socio-Cultural Norms and Digital Influence in Shaping Bullying Behaviors: A Case Study of UAE Schools*
Karima Almazroui, Mohamed bin Zayed University for Humanities, United Arab Emirates

Bullying in UAE schools is a multifaceted issue shaped by socio-cultural expectations, digital exposure, and economic disparities, yet existing research has largely overlooked the intersection of these factors. This study aims to provide a comprehensive, data-driven analysis of bullying behaviors, particularly cyberbullying, through an integrated socio-technological framework. Using a mixed-methods approach, data will be collected from 600 participants, comprising 400 students (grades 4–10), 100 teachers, and 100 parents across diverse school settings in urban and suburban UAE. The study employs natural language processing (NLP) techniques to analyze digital bullying discourse on social media and messaging platforms, alongside quantitative surveys assessing bullying prevalence, risk factors, and intervention efficacy. Additionally, qualitative in-depth interviews will explore how family honor, gender roles, and school culture influence bullying dynamics. Preliminary findings suggest that cyberbullying increasingly reflects offline social hierarchies, with digital platforms amplifying traditional bullying patterns. Furthermore, a parental blind spot exists, as many underestimate the frequency and severity of online bullying, resulting in delayed interventions. The study's dual impact lies in (1) providing evidence-based recommendations for culturally responsive anti-bullying policies tailored to the UAE's unique socio-digital landscape, and (2) developing an AI-powered early detection system for school administrators to track and mitigate bullying incidents in real-time. By integrating big data analytics, social psychology, and educational policy frameworks, this research advances a holistic and scalable model for combating bullying in the UAE's evolving educational and digital ecosystem.

95000 | *Conceptual Aspects to Support the Implementation of a Digital Transformation in Higher Education Governance*
Christian Schachtner, RheinMain University of Applied Sciences, Germany
Nadine Baumann, RheinMain University of Applied Sciences, Germany

This research aims to show the relationship between university governance and digital transformation, focusing on strategic changes. It explores the impact of digitalization on the challenges in designing change within university structures. The research builds upon existing research on university governance models. It is based on studies related to the German Excellence Initiative and the Higher Education Pact 2020, which have significantly influenced governance structures and innovation processes in German universities (see Alshaer et al, 2017). The study employs a case study methodology, utilizing an expert panel (n=18) with qualitative aspects of change at a Conference of the National Society of Public Administration Informatics. This approach allows for in-depth analysis of real-world scenarios and expert insights into the challenges and opportunities presented by digitalization in university governance. The research reveals that data governance and digitalization of management offer significant advantages to university governance. However, these advancements also necessitate adapted governance approaches to fully leverage their potential. For academics and administrators, the study highlights the need for flexible governance models that can adapt to the rapidly changing digital landscape. Policymakers should consider the interplay between funding criteria and governance structures when designing higher education initiatives. This paper provides a perspective on the intersection of comprehensive analysis of how digitalization jointly influences governance structures and innovation processes in German universities.

PCE2025 Pre-Recorded Virtual Presentations

Educational Research, Development & Publishing

89985 | *Key Themes in Digitizing Cultural Heritage: An Analysis of Core Competencies, Topics, and Methods in Digital Humanities Higher Education Offers*
Katrin Fritsche, Friedrich Schiller University Jena, Germany
Sander Münster, Friedrich Schiller University Jena, Germany

This contribution, which is being produced as part of the Horizon Europe-funded project DIGICHer (Digitization of cultural heritage of minority communities for equity and renewed engagement), provides insights into structures, offerings, and content dedicated to digitization and humanities topics within study programs at the European level. First, structures in the broad field of university-based Digital Humanities (DH) training are defined before competence-theoretical and curricular components based on current literature research are examined in detail. Additionally, a descriptive analysis of DH course descriptions from the studyportals.com portal is conducted. Here, central topics and content from these descriptions are quantitatively analyzed and visually prepared. Although these descriptions are not directly linked to the curricular implementation of the respective institutions, they are often a key source of information for potential students making study decisions. The topics uncovered are linked to responses from a current survey of experts in cultural heritage and digital humanities regarding current and desired study program topics and content. The contribution concludes with the derivation of thematic and organizational focal points of the given and potentially possible design of DH study courses and programs at the European level as well as a proposal for a further research design to investigate the precise curricular differentiation of specific DH study offers. Overall, the article aligns with the tracks Educational Research, Higher Education, Preserving Culture, and Innovation and Technology.

92596 | *The Effect of Readiness to Change, Learner Autonomy, and Self-Efficacy: Examining Their Impact on Academic Motivation*
Özge Okul, Kocaeli University, Turkey
Duygu Demirtaş, Kocaeli University, Turkey
Eylül Balâ Altunay, Kocaeli University, Turkey

Striving for academic motivation is a complex and multifaceted endeavour in which various psychological and social factors have an impact on an individual's motivation and performance. Among these factors, readiness for change, learner autonomy and self-efficacy have been identified as important determinants of academic motivation. In addition to the aforementioned factors, one crucial factor that may mediate the relationship between these individual factors and academic motivation is social support. Although these factors have been studied independently, the interaction between them and their collective impact on academic motivation remains an area that still needs to be explored. Mediation analysis, which provides a convenient method for testing theoretical mechanisms, first reveals the relationship between outcome variables and mediating variables while increasing the relationship between predictor and mediating variables. Therefore, the aim of this study is to examine the mediating role of social support in the effect of learner autonomy, readiness to change, and self-efficacy on academic motivation. In order to examine the mediating role of social support, structural equation models (SEM) will be examined in addition to regression-based mediation analyses. The research group of the study will consist of approximately 500 pre-service teachers studying at the Faculty of Education. The expected findings indicate that although readiness for change, learner autonomy, and self-efficacy have a positive effect on academic motivation, this effect is expected to be greater with the mediating effect of social support.

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

90324 | *Pronunciation Difficulties Among EFL Learners: The Case of Undergraduate Students at Mascara University*
Asmaa Kaddour-Trea, Mustapha Stambouli Mascara University, Algeria

Pronunciation is crucial in foreign language learning, aiding learners in both speech production and comprehension. However, EFL students often struggle with consonant and vowel pronunciation. This study investigates these pronunciation errors among first-year B.A. students at the University of Mustapha-Stambouli Mascara during the 2023-2024 academic year. Data were gathered from semi-structured interviews with seven teachers, a questionnaire answered by 101 English language students and 23 translation students, and a pronunciation test of 80 English words. The findings reveal difficulties with silent sounds and specific consonants such as [t], [ŋ], [z], [s], [ʒ], [tʃ], [θ], [ð], and [k], as well as vowels like [ʌ], [ə], [ʊə], [ɪə], [eə], [eɪə], and [əʊə]. Additionally, errors were found in long vowel pronunciations, including [iː], [ɔː], and [aː]. These difficulties stem from lack of practice, mother tongue interference, French language influence, and mismatched spelling and pronunciation. Demotivation, being taught by less qualified teachers in middle and high school, and challenging classroom environments also contribute. Although pronunciation is taught in phonetics courses, the study recommends incorporating technology and laboratory resources to improve pronunciation skills. It also suggests including phonetics in the translation curriculum, emphasizing the importance of speaking in language learning.

93226 | *Using AI to Support University English Majors in Developing Copywriting Skills*
Pey-chewn Duo, Ming Chuan University, Taiwan
Min-hsun Su, MIng Chuan University, Taiwan

In today's digital age, where social media platforms dominate communication and marketing, effective copywriting has become a new skill for crafting messages that capture attention and drive engagement. Unlike traditional English writing classes, which often emphasize grammar, structure, and formal composition, English copywriting focuses on creating concise, impactful, and persuasive content tailored to specific audiences. To address the challenges students face in this context, this study explores the role of artificial intelligence (AI) assistance in a university-level English copywriting course, examining its impact on students' engagement and skill-building.
This study employs a triangulation method, incorporating data from semi-structured interviews, surveys assessing students' confidence and perceptions of AI, and analysis of writing samples collected before and after AI use. Thematic analysis of the interviews revealed that AI tools helped students refine their ability to express ideas more precisely in English and identify culturally unfamiliar expressions. AI suggestions could guide students toward phrasing that aligned with native English norms, improving the clarity and naturalness of their writing. Writing sample analysis demonstrated enhancements in tone, structure, and linguistic variety, while survey results revealed diverse perceptions of AI's role in fostering writing independence. These findings highlight that AI serves as a valuable supplementary tool in copywriting education, aiding students in refining and enhancing their work while aligning their language with native-speaker norms. It also underscores the need for thoughtful integration of AI tools, balancing their support with the development of students' originality and independent writing skills.

Higher Education

93372 | *Procrastination Among University Students in Singapore: Its Relationships with Time Management and Emotional Regulation*
Mo Chen, University of Saint Joseph (Macao), Macau
Jia Min Chung, NUS High School, Singapore
Jeong Won Mun, Nanyang Junior College, Singapore

Procrastination is consistently viewed as problematic to academic success and students' general well-being. There are prevailing questions regarding the underlying and maintaining mechanisms of procrastination, which are yet to be fully learned across countries and cultures. The present research study examines the status of procrastination among university students in Singapore and its relationships with time management and emotional regulation. A total of 105 participants completed our survey mainly containing two scales – the Pure Procrastination Scale (PPS) with a total of 12 items, as well as the Assessment of Time Management Skills (ATMS) with a total of 11 items in the time management subscale and 5 items in the emotion regulation subscale. The results of our survey suggest that there is a negative relationship between procrastination and time management, as well as between procrastination and emotional regulation. Students with a disability tend to significantly procrastinate more than students without a disability. Procrastination levels were also reported to not have changed before, during, and after the COVID-19 pandemic, implying that online courses can be deployed without much concern for students' procrastination levels.

94715 | *Reinforcing the Nexus of Disciplinary Teaching with Multimodal Strategies*
Wen-Chun Chen, National Chung Cheng University, Taiwan

This presentation highlights an innovative cross-disciplinary course, The Role of Hydrogen Energy for Net Zero Emission and Practice, designed to bridge STEM and non-STEM fields through Connectivism and Mayer's Multimedia Learning Principles. The course integrates environmental law, Arduino programming, and energy engineering while incorporating instructional design strategies to enhance accessibility for students from diverse academic backgrounds.The course employs a structured framework with pre-class videos to introduce key concepts and task-based learning activities that encourage students to apply theoretical knowledge to real-world environmental and engineering challenges. Visualization techniques, such as animated presentations, AI-assisted scaffolding, and hands-on experiments, support the comprehension of complex theories. Multimodal strategies play a central role, integrating textual, visual, and interactive elements to reinforce cognitive engagement. Through iterative hypothesis testing, students engage in experiential learning, developing sustainable solutions for net zero emissions. A critical component of the course redesign involves restructuring lecture materials to accommodate non-STEM students, ensuring inclusive access to interdisciplinary knowledge. Multimodal qualitative analysis identified key systemic obstacles, such as information implicitness and disconnection between textual and visual representations. Mayer's Multimedia Learning framework was applied to refine instructional materials, reducing cognitive load and fostering deeper engagement. Feedback from student reviewers was incorporated into the iterative revision process, demonstrating the importance of instructional designers in bridging knowledge gaps.By integrating pedagogical strategies from Connectivism and Multimedia Learning, this course exemplifies a transformative approach to interdisciplinary STEM education, offering insights into multimodal scaffolding and instructional restructuring to enhance interdisciplinary engagement.

PCE2025 Pre-Recorded Virtual Presentations

94865 | *Self-Perceptions of Brazilian and Portuguese College Students in Initial Teacher Training About the Influence of Media on Their Lives*
Claudia Prioste, Sao Paulo State University, Brazil
Maria Filomena Teixeira, Escola Superior de Educação do Instituto Politécnico de Coimbra, Portugal

Media literacy is one of the greatest challenges in contemporary education. This study aims to analyze how students in initial teacher training perceive the influence of media during their childhood and adolescence. The research involved 103 higher education students, 56 from degree courses in Pedagogy (Brazil) and 47 from the Master's education field (Portugal). Findings reveal that 67% of students perceive a high media influence on body image, especially with negative consequences. Brazilian students (75%) perceive this influence more than the Portuguese (58,70%). Media exerted significant sway over game choices, clothing, entertainment, consumption habits, and future aspirations. Concerning personality and attitudes, 49% of Brazilians perceive high influence from the media, and only 17.39% of Portuguese students have this perception. 62% of Brazilian students answered that their media habits led to risks and troubles. Among the Portuguese, this perception represented 52% of their responses. The Brazilians highlighted the risks of self-image disorders, anxiety, depression, game addiction, difficulties in social relations, excessive concern about people's opinions, and sexual abuse. Portuguese students reported problems with self-image, emotional instability, internet addictions, fear of being bullied, and anxiety about people's judgment. Regarding the effects of media on their academic lives, 50% of Brazilian students reported problems due to excessive time spent using digital devices as opposed to 21,05% of Portuguese. Students also reported positive experiences and learnings resulting from their media habits. We concluded that self-awareness about this subject can help future teachers promote critical thinking about digital media.

93322 | *The Use of AI-Powered Platforms in the Bachelor Thesis Writing Process: Benefits and Limitations*
Nato Pachuashvili, International Black Sea University, Georgia

The increasing use of Artificial Intelligence (AI) has revolutionized and transformed the entire educational system, including academia. AI-powered platforms have enhanced research processes and provided valuable support from finding sources to data analysis. The integration of AI in thesis writing has also assisted researchers at various stages of research since AI tools have accelerated the process offering efficiency and accuracy. Furthermore, AI-driven platforms have offered the opportunity to generate citations and provide assistance with brainstorming ideas and narrowing down research questions. The present paper aims to investigate the use of AI-powered platforms in the bachelor thesis writing process among year 4 graduating students at a private university in Georgia. To explore the application of AI tools in the research process, an online questionnaire was distributed to 40 participants. The survey focused on the benefits and limitations of utilizing AI platforms in the thesis writing process. The findings of the study revealed that AI tools helped the participants easily locate relevant academic papers and summarise the vast amount of literature efficiently. The platforms were also identified as supportive for proofreading and editing the papers. The participants also highlighted a number of limitations such as a threat of over-reliance on the platforms and a risk of citing inaccurate information. Drawing on the research findings, the paper provides invaluable insights into effectively leveraging AI platforms to enhance the quality of research while adhering to the principles of academic integrity.

International Education

95019 | *Absurd Creativity in Design Education in China*
Timi O'Neill, University of Wales Trinity Saint David, United Kingdom
Jianlan Feng, University of Wales Trinity Saint David, United Kingdom

As China invests heavily in AI and emerging technologies in education, the problem of integrating traditional design thinking with new technology is creating an atmosphere of fear and trepidation in universities in China. This talk posits that a dual approach within design pedagogy of teaching absurdist philosophy with Object-Oriented Ontology (OOO), and emerging technologies creates a model that reimagines creativity in an increasingly post-human world. This research is based in Lanzhou, argues for the urgent inclusion of AI and emerging technologies in design education, not as replacements for traditional skills but as philosophical provocations. By intertwining absurdism's embrace of irrationality with OOO's object-centric metaphysics and computational tools, we cultivate a pedagogy where innovation emerges from dissonance. Within classes, the authors created links between existential absurdity with Graham Harman's OOO, we positioned artificial intelligence (AI) and digital tools as catalysts for destabilizing anthropocentric design paradigms. We started transitioning students away from seeing AI as a tool into an absurd collaborator, generating outputs that defy traditional logic, provoking ontological design inquiries. Our pedagogical model transitions students from conventional art practices (e.g., material craftsmanship, representational techniques) to speculative, technology-driven design thinking. This journey incorporates AI tools (e.g., generative adversarial networks, procedural algorithms) and immersive technologies (AR/VR) to disrupt linear creative processes. The study highlights how these technologies amplify OOO's ontological flattening, enabling students to confront the absurdity of human-centric meaning-making. The presentation will include designs made by the students using this relationship.

PCE2025 Pre-Recorded Virtual Presentations

Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science

95181 | *Pioneering Approach to Reforming Public Library Services: Exploring New Ways to Exploit the Results of the SHIFT Project*
Ioana Cornelia Cristina Crihană, The National Association of Public Librarians and Libraries in Romania, Romania

The integration of technological solutions developed within the SHIFT project: MetamorphoSis of cultural Heritage Into augmented hypermedia assets For enhanced accessibility and inclusion at the operational level of the National Association of Public Librarians and Libraries in Romania (ANBPR) represents a pioneering model for other cultural NGOs, providing examples of good practices for the cultural and creative industries sector. By facilitating the implementation of these solutions at the level of member libraries, ANBPR aims to create more inclusive and attractive services, especially for vulnerable groups. ANBPR aims to leverage the technological advances developed within the SHIFT project, funded under the Horizon 2021-2027 programme, to improve its organisational services and stimulate innovation in its member libraries. This approach aligns with ANBPR's broader strategic objective of modernising public libraries through digital transformation, improving accessibility and increasing user interaction and pro-activity. This article focuses on exploring new ways to exploit the results of the SHIFT project, which will stimulate the development of accessibility services, bringing people with disabilities closer to cultural resources, through more equitable and immersive access. In addition, the author will reflect in this article how ANBPR intends to revitalise cultural heritage collections in at least ten member libraries, using SHIFT methodologies to increase engagement and encourage loyalty of the digital native public in relation to the current cultural offerings of libraries. Beyond the multi-stage technology adoption, ANBPR is committed to strengthening inter-institutional partnerships, promoting exchanges of good practices and setting new service standards in collaboration with cultural and creative institutions.

90988 | *Transforming University Knowledge Management Systems Under the Impact of Generative AI: Opportunities and Challenges*
Chun-min Lin, Tzu Chi University, Taiwan
Bagas Pramana Putra Fadhila, National Tsing Hua University, Taiwan

Since the emergence of generative AI tools like ChatGPT in 2022, traditional Knowledge Management Systems (KMS) have faced significant challenges. This study focuses on the traditional KMS systems in universities and colleges, investigating their classification and exploring strategies for transformation in response to the impact of generative AI. Through literature analysis and interviews, this research categorizes common campus KMS into four types: (1) Learning Management Systems (LMS), (2) Library Management Systems and Academic Resource Databases, (3) Management Information Systems (MIS), (4) Data Analytics and Decision Support Systems. The findings reveal that deeper integration of LMS and MIS, combined with the prioritization of generative AI adoption, can bring immediate and tangible benefits to faculty and students. Additionally, the transformation of Data Analytics and Decision Support Systems appears to be the most feasible entry point for generative AI implementation. This study provides practical strategies for higher education institutions to adopt generative AI in their KMS, offering actionable insights for the KMS transition in the generative AI era.

Learning Experiences, Student Learning & Learner Diversity

91074 | *"On Airs, Waters, and Places" in Ancient Egypt: Exploring Environmental Health Impact Through Hippocrates and Herodotus as an Educational Approach*
Sotirios Maipas, National and Kapodistrian University of Athens & University of the Aegean, Greece
Panagiotis Kousoulis, University of the Aegean, Greece
Nikolaos Kavantzas, National and Kapodistrian University of Athens, Greece

Both Hippocrates' work "On Airs, Waters, and Places", and the second volume of Herodotus' Histories, known as "Euterpe", refer to Ancient Egypt. Unfortunately, the page(s) containing Hippocrates' direct mention of Ancient Egyptians has(have) not survived. However, indirect references to Egyptians can be found throughout the text. Herodotus is the first historian to capture in such detail the interaction between humans and the natural environment in Ancient Egypt. The Nile gave life to a region where rain was scarce, enabling the cultivation of land, creating marshes where papyrus grew, and leaving behind stagnant waters that led to a proliferation of mosquitoes. It also carried sediment, shaping the local soil characteristics. In Euterpe, we also read about the close relationship the ancient Egyptians had with animals, certain customs related to food preparation, how their connection with nature drove them to develop geometry, and issues concerning indoor pollution. Hippocrates mentions that changes in the natural environment affect health, a fact Herodotus also recognized. As Herodotus states, the Egyptians were the healthiest of all people because they did not experience seasonal changes like those found elsewhere. Furthermore, Herodotus refers to an adventure encountered by some Egyptians on a journey east of Egypt, where they met people of small overall body structure, which aligns with Hippocrates' theory that small body size results from such prevailing climatic conditions. Considering the current understanding of the environmental impact on health, this study reevaluates both works as valuable educational material on the historical trajectory of environmental health knowledge.

PCE2025 Pre-Recorded Virtual Presentations

93062 | *Sustainable Education Services for Generation Z Consumers: Challenges in the Italian Context*
Barbara Barabaschi, Università Cattolica del Sacro Cuore, Italy
Roberta Virtuani, Università Cattolica del Sacro Cuore, Italy

Generation Z members are the future adults consumers called to reorient business and society through the sustainability paradigm. This paper aims to critically review the literature characterizing Gen Zs and advance their conceptual and contextual understanding within some thematic dimensions such as Gen Z characteristics and perceptions, sustainability in education, soft-skill development and digital tools supporting educational processes. This study employs a mixed-methods research design, combining a comprehensive literature review with empirical analysis. The literature review synthesizes existing studies on educational service consumption and Gen Z characteristics. The empirical component involves a self-assessment project conducted among a sample of tertiary education students in Italy, complemented by qualitative interviews with eight coordinators of advanced management curricula. The thematic analysis of interview data highlights key insights into the evolving landscape of higher education and its alignment with Gen Z's expectations and needs. The findings underscore the potential of emerging technologies, including generative AI and virtual reality, in enhancing students' sustainable learning experiences as well as stronger partnerships between educational institutions and businesses or international institutions, enabling students to engage with real-world dynamics early in their academic careers. In response to these insights, we propose a novel educational model designed to cultivate new teaching skills in the management field by bridging theoretical knowledge with practical application.

95115 | *Teachers' Instructional Design Skills, Students' Perception, and Mathematics Achievement*
Olutayo Omole, University of Ibadan, Nigeria
Babatunde Oladele, University of Johannesburg, Nigeria

This study investigated teachers' instructional design skills, students' perceptions towards teachers' instructional design skills, and achievement in mathematics among senior secondary school 3 students in command secondary schools in Lagos State. The study employed a purposive sampling technique to select three districts and three local government areas that house Command secondary schools. A simple random sampling technique was used to select 10 Microsoft Certified Mathematics Educators and an intact class of 100 SS 3 students from each school. A total of 30 mathematics teachers and 300 students were sampled. Teachers' Instructional Design Skills Observation Rating Scale (r = 0.79), Students' Perception towards Teachers Instructional Design Skills Questionnaire (r =0.82), and the Mathematics Achievement Test (r =0.78) were used for data collection. The data were analysed using multiple regression at the $p<0.05$ significance level. The results revealed a positive association among teachers' instructional design skills, students' perceptions, and students' achievement in mathematics (R = 0.25). Also, 5.6% of the composite contribution of the variance was observed in student achievement in mathematics, which was statistically significant (F (299) = 9.94). In addition, there is a relatively significant contribution of teachers' instructional design skills (β = 0.23; t = 4.0) and students' perceptions (β = 0.12; t = 2.27) to students' achievement in mathematics. It was concluded that Microsoft-certified training acquired by teachers enhances students' mathematics achievement. School authorities in Command secondary schools should periodically send teachers for training for innovative teaching strategies to aid students' assimilation and achievement.

90030 | *Learning Feedback Journaling and Empathy of Selected National University Nursing Students*
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Nursing empathy is characterized as the ability of the nurse to understand the feelings, experiences, and psychosocial abilities of their patients. (Yu, 2021). There is considerable attention drawn to empathy and relevantly the concept is firmly ingrained in all nursing discourse. Reflection as a hands-on experience modality to integrate empathy requires a student to actively engage in analysis, evaluation, and/or creation. (Schumann Scheel, 2017). The use of reflective journaling is a structured approach to direct learners on the process. The study explored the difference in empathy and learning feedback journaling scores before and after among fourth-year nursing students currently taking the course on Care of the Older Adults. It utilized the Jefferson Empathy Scale Nursing Student Version by Ward, J. (2009). Empathy scores of nursing students were described using Mean and Standard Deviation. To establish the difference, Mann-Whitney U was utilized. Students' Empathy has significantly improved before and after the clinical exposure, which can be attributed to the use of Learning Feedback Journaling. Recommendations emphasized longer clinical exposures to further improve the empathy scores of nursing and may significantly impact improvement in the quality of learning feedback journaling of students. Enhance History Taking Tool used in the College during discussion and return demonstration to incorporate emotional components as part of assessment parameters. Learning Feedback Journaling may be utilized as a teaching strategy to inculcate the value of empathy in clinical care. The use of non-verbal language by the nurse in the form of touch may manifest empathy at the bedside.

PCE2025 Pre-Recorded Virtual Presentations

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

95162 | *Mapping Addictive Behaviors and Preventive Activities Among Students from Masaryk University – Preliminary Results*

Hana Moravčíková, Masaryk University, Czech Republic
Petr Kachlík, Masaryk University, Czech Republic
Karel Červenka, Masaryk University, Czech Republic
Věra Vojtová, Masaryk University, Czech Republic
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Jitka Šťastná, Masaryk University, Czech Republic

Life of university students is often viewed as a time of experimenting with different kinds of behaviors that may be risky. However, university students are usually not considered a high-risk group for problems related to substance use disorder. With this assumption, the support for students struggling with addiction may be insufficient. We are therefore conducting exploratory research to map the extent of this risky behavior as well as the students' experiences with preventive activities at Masaryk University (MU) in the Czech Republic. The ongoing study is conducted through a quantitative survey. We draw from questionnaires from previous similar studies at Masaryk University together with standardized ESPAD questionnaire. These materials were adjusted to fit the university environment and current trends in addictive behavior. With the usage of snowball sampling, students from all ten faculties of MU were invited to participate. The final sample consists of 1,214 students mostly from the Faculty of Education. Regular use (a few times a month and more often) was stated most frequently for alcohol (52.1%). Regarding other drugs, the regular use occurred also in nicotine (23.8%), THC (3.8%), kratom (2.1%) and other drugs (each <1%). Conversely, the experience with prevention at university was stated only by 5.6% of students. These preliminary results indicate that the need for preventive activities may largely exceed the prevention that is offered to students. The final results could therefore serve as a next step for creating more effective support system.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

91133 | *Cultivating Artful Thinking: Designing and Developing an Art Appreciation Learning Kit to Enrich the Aesthetic Experience of 7 to 11-Year-Olds*

Devanny Gumulya, Pelita Harapan University, Indonesia

In today's era of rapid technological advancement, where information and entertainment are readily available in touchscreen formats, children's tactile sensory development is often diminished. This reliance on digital interaction can hinder their ability to observe and engage with their surroundings effectively. One effective approach to fostering these qualities is through learning art appreciation. However, the availability of comprehensive learning kits for teaching art appreciation, especially in regions like Indonesia, remains limited. In response, our study seeks to address this gap by designing and developing a learning kit that teaches students art appreciation through artful thinking. The kit utilizes the "See, Think, Wonder" thinking routine, a structured three-step process that guides students in appreciating art by first observing it, then analyzing it, and finally formulating questions about it. Employing the ADDIE instructional design model alongside qualitative research through design approaches, we aimed to create innovative solutions for enhancing art appreciation education. The result of our study is a meticulously crafted art appreciation learning kit tailored for 7-11-year-olds. This kit incorporates the "See, Think, Wonder" thinking routine and features physical components, multimedia resources, and interactive arts and crafts activities. Based on our findings, we recommend adopting the ADDIE model for developing learning kits. With ADDIE approach, the study able to analysis the needs and challenges faced by the learners during the "See Think Wonder" activity, while also foster collaboration with educators during the design and development stages. On the design aspect of the learning kit, the study recommends integrating graphic visualization, clear

93654 | *Leveraging Gamification to Improve Leaners' Performance: A Goal Setting Theory Perspective in E-Learning*

Deepak Sangroya, Jindal Global Business School, India
Nidhi Bisla, Jindal Global Business School, India

In recent years, education has seen increasing use of emerging technologies such as mobile applications, e-learning platforms and gamification. Among these technologies, gamification has seen widespread adoption due to its effectiveness in increasing students' motivation. Popular education platforms such as Coursera, Khan Academy and Duolingo integrate gamified elements to improve learners' motivation and engagement. However, despite these positive outcomes limited research has been conducted to examine the effectiveness of gamification in improving learners' competence and performance. Therefore, this study uses the goal setting theory (Locke& Latham, 1990) to examine how gamification influences learners' motivation and performance by encouraging goal-directed behaviour. Using survey research design this study collects data from Indian university students who actively uses the above mentioned e-learning platforms. The survey measures the impact of gamification elements—such as challenges, rewards, and feedback—on students' ability to set and accomplish learning goals. The data is analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the relationships between gamification, goal-setting behavior, and learning performance. The findings contribute to the existing literature by demonstrating how gamification, when aligned with Goal-Setting Theory, enhances learner competence and academic performance. This study also provides practical insights for educators and e-learning developers on how to design effective gamified learning experiences that foster sustained motivation and goal achievement.

PCE2025 Pre-Recorded Virtual Presentations

Primary & Secondary Education

93307 | *Enhancing Primary Education Through Interactive Teaching and Learning Aids in Rural Uttarakhand, India*
Khushboo Bharti, UPES, India

Primary education in India has long been neglected due to multiple factors. Although significant progress has been made recently to increase access to education, the quality of schooling remains a critical concern especially in poorly funded schools in rural areas of the country. Key issues include the shortage of trained and qualified teachers, an outdated curriculum focused on rote learning, inadequate infrastructure, resources, and socio-economic challenges faced by many students. These factors also prevent teachers from accessing necessary teaching aids and materials, leading to an incomplete educational experience. This research paper contributes by addressing these concerns and research gap in school education by presenting a case study of an innovative, low cost, Teaching Aid:- The ancient game of Snakes and Ladders, adapted to teach Geography and mathematics to students from underprivileged backgrounds in a government-aided school in a villages in Uttarakhand, India. Designed in a large floor game format, the game is intended to facilitate an interactive platform for Game Based learning (GBL) for students. Data was gathered by qualitative interviews with teachers from 8 different schools along with observation and recording of students' interaction with game over an year (2023-2024). Research findings give empirical evidence of critical thinking, problem-solving, numeracy, and spatial awareness, through peer based learning. This research paper hence presents a methodology of adapting snake and ladder as part of NEP (National education policy) adapted by India in 2020 and further linking to UN - SDG 4 of equitable, and quality primary and secondary education.

Professional Training, Development & Concerns in Education

93649 | *Teacher Training in Active Teaching-learning Methodologies: An Experience with PyBL*
Diana Díaz, Morelos State Autonomous University, Mexico
Silvia Mendoza, Morelos State Autonomous University, Mexico

The Higher Secondary Education (EMS, by its acronym in Spanish) institutions of the Autonomous University of the State of Morelos (UAEM) have undertaken the work of updating the educational curriculum with the vision of integrating the fundamentals of the New Mexican School (NEM) into the curricula of baccalaureate of the UAEM. NEM is the responsible institution to guarantee the right to education in México which is based in a humanist vision of education. This undertaking has exposed the need to train the professors in active teaching-learning methodologies and their link with society, which agrees with the pedagogical orientations of the NEM, the University Model (MU) and the Institutional Development Plan (PIDE) of the UAEM; in response, the Directorate of Higher Secondary Education (DEMS) managed the delivery of courses, conferences, and workshops as part of the professor´s training cycle in December 2024. The workshop "Project-Based Learning (PyBL) in Baccalaureate" is one of the methodologies suggested by the NEM in its pedagogical orientations given the characteristics of the process of developing a project, for which a PyBL workshop was given in which the teachers would collaboratively design a teaching-learning sequence applicable to the subjects they teach. This workshop, as well as others given in the same training cycle, have the short-term purpose of updating the teaching staff and in the long term of generating a journal of teaching experiences and research in EMS. This document shows results and observations related to the PyBL workshop considering the attendance, participation and delivery of the requested product. Some of the results shows that professors are familiar with some active methodologies but they have a lack of theory in education which could help them systematize their learning-teaching strategies, improve them and be applied as part of the active methodologies proposed by the NEM.

94988 | *Bridging Language Gaps in STEM Teacher Training: A Middle Eastern Perspective with Global Implications*
Sweta Bharadwaj, University of Doha for Science and Technology, Qatar
Aalaa Salman, University of Doha for Science and Technology, Qatar
Janice Henderson, University of Doha for Science and Technology, Qatar

As hybrid learning expands globally, the demand for high-quality, accessible online STEM teacher training has surged. However, linguistic barriers persist, particularly in the Middle East, where most programs are predominantly offered in English, limiting participation for Arabic-speaking educators. This study examines the accessibility, effectiveness, and equity of multilingual online STEM teacher training, with a particular focus on the Middle East, while also drawing comparisons to other multilingual regions. It explores the role of language in shaping engagement, learning outcomes, and professional development for STEM educators. Through an analysis of digital education platforms and government-led initiatives, this research evaluates multilingual support in STEM teacher training. It reviews policies from Middle Eastern ministries of education, UNESCO's regional education frameworks, and EU digital learning strategies to assess how language barriers impact teacher participation and the scalability of digital education models. Findings reveal that Arabic-language STEM training remains scarce, often relying on English-based content with limited cultural and pedagogical adaptation. Similar challenges exist in other multilingual regions, underscoring broader linguistic inclusivity gaps. This study presents recommendations for policymakers, edtech developers, and academic institutions, advocating for AI-driven translation tools, localized content development, and regional collaborations. By demonstrating the economic and social benefits of removing linguistic barriers—particularly in workforce development and gender equity—this research highlights the urgent need for regionally tailored digital STEM education strategies. This study contributes to a more inclusive, scalable, and effective digital education ecosystem by addressing language barriers in STEM teacher training with a Middle Eastern focus and global comparisons.

Teaching Experiences, Pedagogy, Practice & Praxis

95069 | *O Desterrado by António Soares Dos Reis Exploratory Workshop with Secondary-level Art Students*
Ana Lúcia Silva, University of Porto, Portugal
Emílio Remelhe, University of Porto, Portugal
Júlio Dolbeth, University of Porto, Portugal

We aim to present, analyze, and discuss the results obtained in an exploratory workshop with secondary-level art students centered in the sculpture O Desterrado by António Soares dos Reis, a sculptor who was a pensioner in Paris between 1867 and 1870, studying with professors like Jouffroy, Yvon and Taine. With this workshop, we intended to foster the ongoing research in Artistic Education's field mediated by the museum. For many of us, the Louvre Museum is practically the synonymous of Gioconda; the Uffizzi Gallery is The Birth of Venus; and the Museu Nacional Soares dos Reis is O Desterrado, as symbols of iconicity. We took the latter as our object of study, reclaiming it from its absent status in dominant discourses, shaped by habit and the effect of belief, into a space of scientifically qualified and socially sustainable knowledge, in dialogue with the public. Addressing school-based policies, we search experience to reflect on and develop Ingold's notion of work, considering it in educational practices as a «transmission» pedagogy, embedded in educational practices for "attention". The workshop included drawing and creative writing exercises — the first focused on memory drawing, and the latter based on brainstorming through question listing — stimulating curiosity, participation, and inquiry around the artifact. The dialogue between this workshop and the research project, which includes mediation exercises and other planned actions, proved to be fertile, as it allowed us to observe reactions, emotions, interests and perspectives toward artifacts, as well as the relationship between schools and museums.

Reviewers

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

Abraham Lincoln

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The 5th European Conference on Aging & Gerontology (EGen2025)

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The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

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November 04-08, 2025

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