

Education and New Developments

2021

Edited by
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Edited by Mafalda Carmo, World Institute for Advanced Research and Science (WIARS), Portugal

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BRIEF CONTENTS

Foreword	v
Organizing and Scientific Committee	vii
Keynote Lecture	xi
Special Talk	xii
Index of Contents	xiii

FOREWORD

This book contains the full text of papers and posters presented at the International Conference on Education and New Developments (END 2021), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.), that this year had to be transformed into a fully Virtual Conference as a result of the Coronavirus (COVID 19) pandemic.

Education, in our contemporary world, is a right since we are born. Every experience has a formative effect on the constitution of the human being, in the way one thinks, feels and acts. One of the most important contributions resides in what and how we learn through the improvement of educational processes, both in formal and informal settings.

The International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. The goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues. We take pride in having been able to connect and bring together academics, scholars, practitioners and others interested in a field that is fertile in new perspectives, ideas and knowledge.

We counted on an extensive variety of contributors and presenters, which can supplement our view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons we have many nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

END 2021 received 478 submissions, from more than 40 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters and Workshops. The conference accepted for presentation 160 submissions (34% acceptance rate), from which, 151 submissions are published in full text in this book.

The conference also includes:

- One Keynote presentation by Dr. Hava Vidergor (PhD, senior lecturer of curriculum and instruction in the Graduate School at Gordon Academic College of Education, Israel).
- One Special Talk by Prof. Dr. Nazario Zambaldi (PhD General Pedagogy, Social Pedagogy, General Education and Subject Didactics at the Free University of Bolzano/Bozen, Italy)

We would like to express our gratitude to our invitees.

This conference addressed different categories inside the Education area and papers are expected to fit broadly into one of the named themes and sub-themes. To develop the conference program, we have chosen four main broad-ranging categories, which also covers different interest areas:

- In **TEACHERS AND STUDENTS**: Teachers and Staff training and education; Educational quality and standards; *Curriculum* and Pedagogy; Vocational education and Counselling; Ubiquitous and lifelong learning; Training programs and professional guidance; Teaching and learning relationship; Student affairs (learning, experiences and diversity; Extra-curricular activities; Assessment and measurements in Education.
- In **PROJECTS AND TRENDS**: Pedagogic innovations; Challenges and transformations in Education; Technology in teaching and learning; Distance Education and eLearning; Global and sustainable developments for Education; New learning and teaching models; Multicultural and (inter)cultural communications; Inclusive and Special Education; Rural and indigenous Education; Educational projects.
- In **TEACHING AND LEARNING**: Critical, Thinking; Educational foundations; Research and development methodologies; Early childhood and Primary Education; Secondary Education; Higher Education; Science and technology Education; Literacy, languages and Linguistics (TESL/TEFL); Health Education; Religious Education; Sports Education.
- In **ORGANIZATIONAL ISSUES**: Educational policy and leadership; Human Resources development; Educational environment; Business, Administration, and Management in Education; Economics in Education; Institutional accreditations and rankings; International Education and Exchange programs; Equity, social justice and social change; Ethics and values; Organizational learning and change, Corporate Education.

This book contains the results of the research and developments conducted by authors who focused on what they are passionate about: to promote growth in research methods intimately related to teaching, learning and applications in Education nowadays. It includes an extensive variety of contributors and presenters, who will extend our view in exploring and giving their contribution in educational issues, by sharing with us their different personal, academic and cultural experiences.

We would like to express thanks to all the authors and participants, the members of the academic scientific committee, and of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future,

Respectfully,

Mafalda Carmo
World Institute for Advanced Research and Science (WIARS), Portugal
Conference and Program Chair

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KEYNOTE LECTURE

HYBRID LEARNING: KHAN ACADEMY PROMOTING PERSONALIZATION, INDEPENDENT LEARNING AND TEACHER-STUDENT RELATIONSHIP

Dr. Hava Vidergor

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Abstract

Khan Academy (KA) is a useful platform for hybrid learning and especially learning math. However, little research has been conducted on how learners perceive using KA. The case study presented here examined the effectiveness of KA used by students at home combined with traditional face-to face learning in the class. Twenty-seven secondary school students (N=27) studying math filled in a reflective diary twice, and 18 of them consented to be interviewed. Main categories emerging from content analysis were the teacher, the student, teacher-student relations, subject and content, and learning environment. Main findings show: a. students perceived themselves as independent learners, investing in and aware of their functions as learners, more committed to the subject of math. b. Teachers using KA were perceived as more professional, dedicated, connected to students' needs, and innovative. c. KA was perceived as encouraging independence, available, and more interesting than books. d. Learning math via KA was more motivating and enjoyable. e. The teacher-student relationship was stressed by students as the most important component, being more valuable than the innovative learning environment. The main conclusion is that KA is effective in promoting personalization, independence, and innovative teaching-learning processes. However, the teacher's mediation of cognitive and emotional learning is crucial. Hence, teachers should use KA in math and other subjects available, while creating and maintaining direct lines of teacher-student interaction.

Biography

Dr. Hava Vidergor, PhD, is a senior lecturer of curriculum and instruction in the Graduate School at Gordon Academic College of Education, Israel. She received an M.A. in educational leadership with distinction from University of Alabama at Birmingham, and a PhD in Education from Haifa University, Israel. Her research interests center on learning in hybrid environments, curriculum planning and design, innovative teaching-learning strategies, and gifted education. She has published numerous papers and presented widely in international conferences. She is the author or editor of several books: *Applied Practice for Educators of Gifted and Able Learners* (with Carole R. Harris), *Innovative Teaching Strategies and Methods Promoting Lifelong Learning in Higher Education: From Theory to Practice* (with Orly Sela) and *Enhancing the Gift of Leadership* (with Dorothy Sisk). She designed a new graduate program called *Innovation in Education* promoting teacher entrepreneurship in applying new pedagogies and creating and investigating blended learning environments. She serves on editorial board of reviewers of several international and local journals and experienced in editing special issues. Her *Multidimensional Curriculum Model (MdCM)* focusing on developing high order thinking and future thinking literacy in K-12 students was published in a book titled *Multidimensional Curriculum Enhancing Future Thinking Literacy*.

SPECIAL TALK

POLIS: ARTS-BASED RESEARCH IN EDUCATION

Prof. Dr. Nazario Zambaldi

*PhD General Pedagogy, Social Pedagogy, General Education and Subject Didactics,
Free University of Bolzano/Bozen (Italy)*

Abstract

Starting from the PhD research *Embodied Education through arts and theatre* and from more than twenty years of artistic and theatrical research applied to education, the presented projects focus on the city as a metaphor and laboratory of practices. Introduced by a research and training experiences (*LEA Languages Expression Arts* and *META Mediation Theatre Arts* - shortly after 2000), a research in the psychiatric field is described (with the *CRAT Centre of Research Art and Theatre* and the direction of the *CRATere festival, small review of arts, theatre and humanity* - since 2005). A further area of arts-based research is related to inclusion and citizenship in the context of migration with the *Theatre of Hospitality*. Starting from these more recent projects, the *Polis* project is outlined: after the “end of the city”, it affirms the need to re-establish communities through the re-appropriation of spaces and experiences – dialogue, ecology, memory – as well as through relationships and new alliances. The conclusions set out the developments of the *Polis* project, introducing an innovative methodological approach in the field of human rights, that is collocated between arts-based research and phenomenological videographic analysis.

Keywords: *Arts, Theatre, Embodied Education, Arts-based research, Phenomenology, Videographic analysis, Human Rights*

Biography

Nazario Zambaldi, PhD General Pedagogy, Social Pedagogy, General Education and Subject Didactics at the Free University of Bolzano/Bozen, Italy.

Theater director and visual artist, cultural operator, teacher of philosophy and human sciences in high school.

Topics of research and area of interest: Phenomenology, Arts-based research, Art, Theater, Embodiment, Ecology, Biopolitics, Human Rights.

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INDEX OF CONTENTS

ORAL PRESENTATIONS

Teachers and Students

The basis for a learning view – Education, experience and practice <i>Joar Sande</i>	3
Designing teachers’ training on adopting OERS in their teaching <i>Maria Perifanou, & Anastasios A. Economides</i>	8
The relations between musicianship and core competencies in professional music training—The TUT experience <i>Hua Hui Tseng</i>	13
Early primary school teachers’ perceptions about science and science process skills: A case study in South Africa <i>Monde Kazeni</i>	18
A framework to analyse the quality of ECEC services according to the child-centred culture <i>Paolo Sorzio, & Caterina Bembich</i>	23
Life sciences teachers’ understanding, perceptions and adoption of inquiry-based science education in selected South African high schools <i>Monde Kazeni, & Nosipho Mkhwanazi</i>	27
Teaching life sciences using second language: How do teachers cope? <i>Amos Motloung, & Lydia Mavuru</i>	32
Cultural translation beyond an interdisciplinary exit, a meeting of knowledge <i>Ana Hernández Espino</i>	37
Life sciences teachers’ conceptions about socioscientific issues in the topic evolution <i>Mokgadi Relela, & Lydia Mavuru</i>	39
Spreadsheets and latex – A perfect union for the creation of testbanks for online assessment <i>Azam Beg, Manzoor Ahmed Khan, & Maqsood Sandhu</i>	44
Student mentor's ideal features: Peer choice <i>Madalena Cunha, & Nuno Campos</i>	49
The association between student engagement and creativity of undergraduates in China <i>Yanan Hu, & Xiaotian Han</i>	54
Using everyday language to support learners’ access to mathematical content knowledge <i>Azwidowi Emmanuel Libusha</i>	59
Free time and social relationships in a group of students from two high schools in Botosani County <i>Adriana Albu, Mihaela Vlada, Adina Nechita, & Florin Dima</i>	64

Teacher training for the prevention, reporting and addressing of violence against children	69
<i>Elisabetta Biffi, & Daniela Bianchi</i>	
Experiential learning processes using an e-diary in students' internship	74
<i>Ilona Tandzegolskienė, & Asta Lapėnienė</i>	
A study on using game-based method to improve learning efficiency of junior secondary school students	79
<i>Timothy T.K. Wong, & Yee Wan Kwan</i>	
Exploring South African preservice teachers' conceptual understanding of light phenomena	84
<i>Sam Ramaila</i>	
How relationships impact sense of belonging in schools amongst female adolescents from refugee backgrounds	88
<i>Sonja Aicha Van Der Putten</i>	
Pedagogical practices adopted by teachers when teaching learners taking English as first additional language in life sciences classrooms	93
<i>Portia Seloma, & Sam Ramaila</i>	
Building bridges: Bringing nonformal pedagogies into the classroom	97
<i>Maya Wizel</i>	
Technology integration in natural sciences teaching and learning in South African township schools	102
<i>Sam Ramaila</i>	
Pre-service teachers' preparedness and confidence in teaching life sciences topics: What do they lack?	106
<i>Lydia Mavuru, & Onicah Koketso Pila</i>	
A review of papers about block programming from the workshop on computing at school	111
<i>Gilberto Amado de Azevedo Cysneiros Filho, Neiton Carvalho da Silva, & Barbara Silva Morais</i>	
Greek and Portuguese mathematics education and performance, through the Prism of PISA	116
<i>Eleni Nolka, & Chryssa Sofianopoulou</i>	
Women faculty and scientific productivity in Latin American context: Evidence from Chile	121
<i>Gerald Sepúlveda-Páez, & Carmen Aráneda-Guirrman</i>	
Identifying the effective teacher: The conceptions of pre-service assistant nurses	126
<i>Katerina Kasimatis, Vasiliki Kontogianni, Andreas Moutsios-Rentzos, & Varvara Rozou</i>	
Exploring information communications technology (ICT) infused microteaching module at a university of technology in South Africa	131
<i>Paseka Patric Mollo</i>	
Perceptions and preferences of English student teachers on the assessment practices	136
<i>Pule Phindane</i>	
Transitioning architectural pedagogy into the virtual era via digital learning methods	141
<i>Tatiana Estrina, Alvin Huang, Vincent Hui, & Kristen Sarmiento</i>	

Let's talk! Promoting meaningful communication through authentic teacher child dialogue	146
<i>Barbara Shapir, Teresa Lewin, & Samar Aldinah</i>	
Higher education institutions' need to initiate change to the accounting curriculum during the fourth industrial revolution (4IR)	150
<i>Shaun Peens</i>	
A reflection on gender achievement in sciences' rural school settings of multicultural South Africa	155
<i>Alice Mokoena, & Gregory Alexander</i>	
Intercultural partnerships that foster cultural competence	159
<i>Elizabeth J. Sandell, Katie Archer Olson, & Maria-Renee Leonhardt Grigsby</i>	
The complexity of identity formation of black learners attending historically white schools	163
<i>Anthony Mpisi, & Gregory Alexander</i>	
The portfolio of evidence in the competency-based educational model of the university of Guanajuato	167
<i>María Guadalupe Arredondo-Hidalgo, & Diana del Consuelo Caldera González</i>	
Social science student teachers' awareness of the intertwinness of social science and social justice in multicultural school settings	172
<i>Titus Williams, Gregory Alexander, & Wendy Setlalentoa</i>	
Comparison of the first year learning outcomes of dual and nondual students in the light of the input competence survey	177
<i>Róbert Pap-Szigeti, & Erika Török</i>	
Ascertaining the use of extracurricular activities in promoting learners' holistic development in multicultural school settings	182
<i>Gregory Alexander, Sheila Matoti, & Pieter Van Zyl</i>	
Initial and in-service training for secondary school teachers to implement project-based learning (PBL)	187
<i>Ana María Ortiz-Colón, Rafael Castellano-Almagro, Javier Rodríguez-Moreno, & Miriam Agreda Montoro</i>	
The interdisciplinarity of forensic sciences in the educational sphere: An analysis of this context in secondary school	192
<i>Shirlene Carmo, Luís Souto, & Carlos Silva</i>	
School-based in-service teacher training in literacy	197
<i>Abha Gupta, & Guang Lea Lee</i>	
Distance teaching and presence teaching towards a possible and useful integration	201
<i>Andrea Tarantino</i>	
Burnout prevention with psychoeducation in teachers	205
<i>Mónika Veronika Szigeti</i>	
Investigating the use action learning approaches in civil engineering and construction studies: A case of skills centre	210
<i>Khojane Geoffrey Mokhothu, Charles S Masoabi, & Alfred H Makura</i>	
Pedagogical interactions in primary school reintegration processes: A case study in Chile	214
<i>José Manuel Medina, Tatiana Herreros, Pamela De Barca, & Carolina Crovetto</i>	

Reflective observations on the design and studio art programme at a university of technology	217
<i>Lebogang Nthejane</i>	
The importance of reflection-based strategies in training professionals working with MDVI children	221
<i>Andrea Hathazi, & Ioana-Letitia Serban</i>	
 <u>Projects and Trends</u>	
Game-based training: An effective method for reducing behavioral-finance biases	226
<i>Francesco Tommasi, Andrea Ceschi, Marija Gostimir, Marco Perini, & Riccardo Sartori</i>	
Digitally changing teaching practice environments: An exploration of concepts and implications	231
<i>Marloes de Munnik, & Osama Al-Mahdi</i>	
Distance education and learning processes. A survey at university of Catania during the COVID-19 pandemic	236
<i>Valeria Di Martino, & Raffaella C. Strongoli</i>	
The plight of first-year teachers in public primary schools	241
<i>Xiaotian Han</i>	
Instructional design of knowledge nuggets	245
<i>Christian Ploder, Lisa Ehrhardt, Laura Gamper, & Christoph Hazy</i>	
Change management: Experiences of private TVET college educators regarding virtual learning during COVID-19	250
<i>Adebunmi Yetunde Aina, & Ayodele Ogegbo</i>	
Impact of identity-oriented literature education on adolescents' insight into the self and the other	255
<i>Peter Grandits</i>	
"Mind the gap": The transformative learning process of second language practitioners when becoming scholars	260
<i>Dana Kaplan, & Maya Wizel</i>	
University students' struggles with online learning during the COVID-19 pandemic lockdown	265
<i>Esther Chiner, Marcos Gómez-Puerta, Victoria E. García-Vera, & M. Cristina Cardona-Moltó</i>	
Escape room as a motivating tool in the English literature classroom at tertiary education	270
<i>Madalina Armie, José Francisco Fernández Sánchez, & Verónica Membrive Pérez</i>	
Teaching in digital surroundings – Students opinion on digital tools and digital lectures	275
<i>Marcin Fojcik, Martyna K. Fojcik, Lars Kyte, Bjarte Pollen, & Jan Ove Rogde Mjånes</i>	
Students experiences on the use of google classroom: Case study of a university in Rwanda	280
<i>Ayodele Ogegbo, & Oyebimpe Adegoke</i>	
Teachers' attitudes in application of technology and effective teaching planning in primary school	285
<i>Arjana Zhubi</i>	

Identification of factors affecting elementary teachers' attitudes towards inclusion in Kosovo: The role of demographic variables <i>Donika Koliqi, & Naser Zabeli</i>	290
Verification of affordance effect of HMI in the VR environment <i>Maki Arame, Junko Handa, Yoshiko Goda, Masashi Toda, Ryuichi Matsuba, & Tatsuru Daimon</i>	294
A life-history case study on self-reliance experience of divorced migrant women <i>SooAn Choi, & YoungSoon Kim</i>	299
Digital storytelling and lifelong learning education in informal contexts: The MEMEX project <i>Elisabetta Falchetti, Pascuala Migone, Cristina Da Milano, & Maria Francesca Guida</i>	304
An exploratory study on the research tendency of school counselors in South Korea <i>Sumin Kim, & YoungSoon Kim</i>	309
The impact of online activities on students' health and the importance of time management <i>Carolina Bodea Hațegan, Dorina Talaș, & Raluca Trifu</i>	314
Use of social networks for the training of future teachers in early childhood education <i>Mercedes Llorent-Vaquero, África M. Cámara-Estrella, Elena M. Díaz-Pareja, & Juana M. Ortega-Tudela</i>	319
Participation to empower children and strengthen the community <i>Sabina Langer</i>	324
Design thinking in future teachers training <i>Juana M. Ortega-Tudela, Elena M. Díaz-Pareja, África M. Cámara-Estrella, & Mercedes Llorent-Vaquero</i>	329
The impact of COVID-19 on the school world <i>Rosanna Tammaro, Anna D'Alessio, Annamaria Petolicchio, & Anna Iannuzzo</i>	334
Massive open online courses camps: Before and during the pandemic <i>Janaina Cardoso</i>	339
Storytelling and digital art as a means to improve multilingual skills <i>Véronique Delplancq, Ana Maria Costa, Cristina Amaro Costa, Emilia Coutinho, Isabel Oliveira, José Pereira, Patricia Lopez Garcia, Romain Gillain, Susana Amante, Susana Fidalgo, & Susana Relvas</i>	344
4TH IR – Implications for higher education by looking at the use of mobile teaching devices <i>Johannes Andreas Gerhardus Beukes</i>	348
Reflections on offers and use of digital media for transferring knowledge in teacher education <i>Susanne Schumacher, & Ulrike Stadler-Altmann</i>	353
Distributed intercultural project-based learning - A novel approach - Experiences from a quadrilateral interdisciplinary collaboration <i>Manfred Meyer, Agung Nugroho, José Ochoa-Luna, Colin Stanley, & Heike Winschiers-Theophilus</i>	358
The effect of a one-on-one dialogue-based mathematical intelligent tutoring system for learning equivalent fraction <i>Shu Chuan Shih, Hao Yu Tsai, & Mei Ling Chen</i>	363

The good, the bad and the future – The challenges, positives and future strategies for higher education blended teaching	366
<i>Monica Ward</i>	
Assessing the academic writing skills of final year English second language (ESL) educations students to determine their preparedness as language teachers: A practical approach at a university of technology	371
<i>Atrimecia Hass, & Brigitte Lenong</i>	
Experiment D‘ – Serious game for the development of intercultural competences. Concept, content, and experiences	376
<i>Gala Rebane, & Maik Arnold</i>	
Attitudes of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo schools	381
<i>Nomvuyo Joyce Mantshiyane, Wendy Setlalentoa, & Pule Phindane</i>	
Challenges with the implementation of the admission policy for grades R and 1 in the Motheo district in the Free State province of South Africa	386
<i>Jaysveree M Louw</i>	
The role of communication as the drive for immigration: A case study in Finland	391
<i>Zahra Hosseini, & Sirkku Kotilainen</i>	
Education and technology during COVID-19 times	396
<i>Daniel Nicolas Dominguez-Perez, & Nicolas Dominguez-Vergara</i>	
Flipping a 700 student classroom	401
<i>Peter Purgathofer, & Kay Kender</i>	
Integration of pedagogy into technology: A practical paradigm	406
<i>Zahra Hosseini, & Jani Kinnunen</i>	
Development of health-promoting behaviour of a child as an educational goal in families of handicapped mothers with mental health disorders	411
<i>Petra Hájková, & Lea Květoňová</i>	
Online speech and language therapy. Focus-group based study	415
<i>Carolina Bodea Hațegan, Dorina Talaș, & Raluca Trifu</i>	
Upgrading MOOC students' engagement and participation in humanities-oriented online courses: The example of the MOOC based on the project “DETECT”	420
<i>Jan Baetens, Roberta Pireddu, & Frederik Truyen</i>	
Digital engineering: Competence acquisition and program development as an open co-creation process	424
<i>Vanessa Mai, Susanne Wolf, Paul Varney, Martin Bonnet, & Anja Richert</i>	
Analyzing indigeneity in academic and architectural frameworks	429
<i>Tatiana Estrina, Shengnan Gao, Vivian Kinuthia, Sophie Twarog, Liane Werdina, & Gloria Zhou</i>	
Social skills teaching procedures in ASD-HF	434
<i>Maria Carla Ricci, Francesca Di Carmine, Antonia Bosco, Agnese Lombardi, & Alessandro Frolli</i>	
Ensuring success in the flipped classroom when teaching on- line	439
<i>Marie J. Myers</i>	

Virtual learning applying educational strategies in times of COVID-19; case of technology in military sciences	444
<i>Flor Emperatriz Garcés Mancero, Magaly Margarita Narváez Ríos, Luis Germánico Gutiérrez Albán, & Víctor Danilo Lazo Alvarado</i>	
Service learning integrated with foreign languages learning: Promoting transversal competencies	447
<i>Dana Hanesová</i>	
 <u>Teaching and Learning</u>	
View of secondary technical school students on the paths and barriers to their professional development	452
<i>Dana Vicherková, & Josef Malach</i>	
Exploring the relationships between constructivist learning environment and critical thinking ability of secondary school students	457
<i>Yee Wan Kwan</i>	
Online learning questionnaires based on renewable energy research equipment	462
<i>F. Javier Maseda Rego, Itziar Martija López, Patxi Alkorta Egiguren, Izaskun Garrido Hernández, & Aitor J. Garrido Hernández</i>	
Educational initiatives to develop transversal skills in the management subject of master's degree in industrial engineering at Universitat Politècnica de València	467
<i>Mónica Martínez-Gómez, José Jabaloyes, & Andrea Conchado Peiró</i>	
Analysing lesson-based interviews using the lesson activities map (LAMAP) as a visual tool	472
<i>Annamaria Savona</i>	
Pre-service teachers' critical reflection on the knowledge and skills learned in life sciences methodology module	477
<i>Lydia Mavuru</i>	
Sleep quality and sleep habits in students	482
<i>Beatriz Almeida, Carlos Albuquerque, Madalena Cunha, & Anabela Antunes</i>	
A questionnaire for evaluating pupils' cognitive path about symmetry at primary school	486
<i>Simone Brasili, & Riccardo Piergallini</i>	
Teachers experience with introducing programming in different courses for non-computer science students	491
<i>Martyna K. Fojcik, & Marcin Fojcik</i>	
Quality control tools in the analysis of COVID-19 caused problems	496
<i>Nicolas Dominguez-Vergara, & Daniel Nicolas Dominguez-Perez</i>	
The factors influencing the pedagogical orientations of the final year physical sciences pre-service teachers	501
<i>Aviwe Sondlo, & Umesh Ramnarain</i>	
Action research - Approach focused on the development of educational practice	506
<i>Maja Domazet, & Siniša Opić</i>	
Students' attitudes towards science: Where do we go from here	511
<i>Elena Elliniadou, & Chryssa Sofianopoulou</i>	

Educational utilization of narrative medicine in Korean medical schools <i>Youngsub Oh</i>	516
Rethinking the other for multicultural education – Focused on the philosophy of Buber and Levinas <i>Seungeun Choi</i>	521
The teacher training during COVID-19 pandemic: An exploratory study about online laboratories quality <i>Rosanna Tammaro, Iolanda Sara Iannotta, & Concetta Ferrantino</i>	525
Theory and practice of storytelling with ScratchJr to develop early maths skills <i>Annarosa Serpe</i>	529
Motivation in foreign language learning: The dynamic interactions of many factors <i>Christine Besnard</i>	534
The development and piloting of an instrument to measure nature of science (NOS) understanding <i>Tarisai Chanetsa, & Umesh Ramnarain</i>	539
Processability approaches to receptive third language acquisition: Implications for multilingual classrooms <i>Helen Forsyth</i>	544
Cognitive and linguistic skills assessment protocol: Adaptation and validation for European Portuguese <i>Inês Martins, Cristiane Lima Nunes, Simone Aparecida Capellini, & Graça S. Carvalho</i>	549
Motivational power of gamification: The effect of playful learning on psychological needs of self-determination theory <i>Bahar Kutun, Alke Martens, & Werner Schmidt</i>	554
Teaching Setswana proverbs at the institution of higher learning in South Africa <i>Bridget Mangwegape</i>	559
Faculty & student retention: Keeping our HBCU-UDC alive during the COVID-19 pandemic <i>Arlene King-Berry, & Carolene Eslyn Charles</i>	563
Student teachers' opinions about using authentic materials and tasks for acquiring Estonian cultural history <i>Kristel Ruutmets, Evi Saluveer, & Mari Niitra</i>	568
Transfer effect of N-Back training: Mathematical implications in school-age children <i>Selma Boz</i>	573
 <u>Organizational Issues</u>	
Smart CV for lifelong qualifications certification based on blockchain <i>Anastasios A. Economides, & Maria Perifanou</i>	578
Knowing to empower: Study of the difficulties of the informal caregiver <i>Rosa Martins, Francisco Almeida, Susana Batista, & Nélia Carvalho</i>	583
Women in engineering, faculty of engineering in Bilbao <i>F. Javier Maseda Rego, Itziar Martija López, Patxi Alkorta Egiguren, Izaskun Garrido Hernández, & Aitor J. Garrido Hernández</i>	588

Creating lovemarks through students of public universities in Ireland <i>Javier Casanoves-Boix, Ana Cruz-García, & Maurice Murphy</i>	593
The impact of COVID-19 on residential care services for children: A call for family-based approach in alternative care <i>Lucia Carriera, Chiara Carla Montà, & Daniela Bianchi</i>	597
Considerations of talent management in retention of academics in the National University of Lesotho <i>Theresa Madzingsu Zengeya, Gregory Alexander, & Desiree Pearl Larey</i>	601
Higher education: Sustaining the future of students during a pandemic <i>Naziema Jappie</i>	605
Enabling transformative inclusive learning pedagogies of preservice teachers in multicultural higher learning contexts <i>June Palmer, Rantsie Kgothule, Gregg Alexander, & Edwin de Klerk</i>	610
Branding in private universities at El Salvador: Brands that the public fall in love with <i>Javier Casanoves-Boix, Ana Cruz-García, Pablo Pinazo-Dallenbach, & José Ricardo Flores-Pérez</i>	615
Transformative leadership in multicultural schooling contexts: A critical reflection of in-service teachers' practices and school managers' roles <i>Rantsie Kgothule, June Palmer, Gregg Alexander, & Edwin De Klerk</i>	620
Enhancing educators' credibility in intelligent learning environments <i>Mario Mallia Milanes, & Matthew Montebello</i>	625
Exploring the implementation of teacher leadership in Lesotho high schools <i>Lieketseng Lethole, June Palmer, & Edwin de Klerk</i>	630

POSTERS

Teachers and Students

- The learnings of the basic education teacher** 637
Joana Paulin Romanowski
- What does a student of a teaching degree learn apart from subjects?** 640
Carolina Falcón Linares
- Interdisciplinary and intersectoral doctoral education designed to improve graduate employability** 643
Tara Cusack, Nicola Mountford, Minna Isomursu, Guido Giunti Garcia, Dimitris Filos, & Ioanna Chouvarda

Projects and Trends

- Importance of digital competences and attitudes toward research in Mexican teachers** 646
Pedro José Canto Herrera, Hugo Salvador Flores Castro, & Sergio Humberto Quiñonez Pech
- Self- and peer-assessment to enhance student engagement in undergraduate group projects** 649
Dermot Kerr, & Sonya Coleman
- MOOCS as a tool for virtual university orientation** 652
Ilaria Merciai, & Ruth Kerr
- Heritage and art education through the screen. Filling the space by performative methodologies** 655
Alessandra De Nicola
- Creating a virtual study abroad experience to Russia** 658
Jay Woodward, & Michelle Kwok
- New active methodologies for critical learning in the field of biochemistry of human nutrition** 661
Catharina Merchante, David Posé, Fernando Gallardo, Mar Quiñones, Juan Antonio Gálvez, & Beatriz Martínez-Poveda
- Blueprints for change: What multicultural experience offers instructors of pre-service early education teachers** 664
Michelle Henault Morrone, & Yumi Matsuyama
- School leadership and teachers' implementation of curriculum reform in Taiwan: Mediating effect of teachers' orientation** 667
Chun-Hung Cheng, & Mei-Ju Chen

Teaching and Learning

- A motor intervention to prepare learning to write** 670
Natalie Lavoie, & Émile Lebel
- Organ donation: An educational pack for high school students** 673
Styliani Kapsali, Vasiliki Sapountzi, Alexandra Nestora, & Lefkothea-Vasiliki Andreou

Personal perspectives that matter 676
Stephanie Kamai

**Co-constructing a learning experience to approach mental illness in the classroom:
A teaching micro-scenario** 679
*Anastasia Karamolegkou, Christina Diamantopoulou, Georgia Koutentaki,
& Lefkothea-Vasiliki Andreou*

Organizational Issues

**Telecareer: Antecedents and consequences of strategic career behaviours
on Iberian teleworkers** 682
Joana Carneiro Pinto

WORKSHOPS

Teachers and Students

- Radical present and reflexive connections. Didactical approaches to alienated spaces** 687
Nushin Hosseini-Eckhardt, & Leicy Esperanza Valenzuela Retamal

Organizational Issues

- Principles for how we treat each other: Equitable conversations in our educational and personal spaces** 690
Jennifer Sanguiliano Lonski, Laurinda Lott, & Hank Van Putten

- AUTHOR INDEX** 693