

END 2022 CONFERENCE PROGRAM

Friday, June 17 (Only for conference check-in)

16:30 – 18:00	Welcome Desk – Information and registration (Room Selvagens V)
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Saturday, June 18

08:15 – 19:25	Welcome Desk – Information and registration (Room Selvagens V)	
09:45 – 10:00	OPENING SESSION (Room Selvagens I)	
10:00 – 11:00	Invited Talk (Room Selvagens I)	<u>Learning by walking. Educational experiences in the outdoors to develop a (design for) sustainability mindset</u> By Dr. Elisa Bertolotti , Ph.D., Art & Design Department, University of Madeira; ID+ Research Unit; ITI/Larsys, Portugal & Dr. Valentina Vezzani , Ph.D., Art & Design Department, University of Madeira; ID+ Research Unit; Paco Design, Portugal
11:00 – 11:30	Coffee Break	
11:30 – 13:10	PROJECTS AND TRENDS Pedagogic innovations Oral Presentations Parallel Session OPS_18.1 (Room Selvagens I)	<p><u>A hybrid international co-teaching model: case study for biomedical engineering degree (OP_290)</u> Begonya Garcia-Zapirain, Amaia Mendez-Zorrilla, & Ana Belen Lago-Vilariño</p> <p><u>Integration of creativity principles and high impact practices to innovate global learning in higher education (OP_137)</u> Jay Woodward, Michelle Kwok, & Effrosyni Chatzistogianni</p> <p><u>Evaluation of continuous student feedback on a large computer science course (OP_322)</u> Erkki Kaila, & Erno Lokkila</p> <p><u>Choose your problems! A flexible learning methodology for engineering students based on PBL+ (OP_389)</u> Beatriz Urbano, Xiomar Gómez, Marta-Elena Sánchez, Raúl Mateos, Noemí Ortíz-Liébana, Camino Fernández, Elia-Judith Martínez, Olegario Martínez-Morán, Antonio Morán, & Fernando González-Andrés</p> <p><u>Competence assessment using rubrics and social networks and bringing your own device (BYOD) (OP_375)</u> Beatriz Urbano, Ana María Bartolomé, Deiyalí Carpio, & Fernando González-Andrés</p>
11:30 – 12:50	TEACHERS AND STUDENTS Teachers and Staff training and education Oral Presentations Parallel Session OPS_18.2 (Room Selvagens III)	<p><u>Reconfiguring teacher education in South African universities to address learner behavioural conducts in schools: changed reality (OP_230)</u> Newlin Marongwe, & Grasia Chisango</p> <p><u>The international perspectives on teaching and learning initiative: moving forward from lessons learned (OP_053)</u> Andrew Gillespie, James Groccia, Jennifer Mason, & Kalani Long</p> <p><u>More than meets the eye: thinking and learning multi-modally with blended texts, hybridity in action (OP_253)</u> Lisa Madara-Ciecierski</p> <p><u>Use of LinkedIn endorsements in recommender systems (OP_385)</u> María Cora Urdaneta Ponte, Amaia Méndez-Zorrilla, & Ibon Oleagordia Ruiz</p>

11:30 – 13:10	TEACHING AND LEARNING Secondary Education; Higher Education // Health Education // Literacy, languages and Linguistics (TESL/TEFL) Oral Presentations Parallel Session OPS_18.3 (Room Selvagens II)	<p><u>Evaluation of pre-pandemic and pandemic education from the perspective of a university institute students (OP_254)</u> Karel Němejč</p> <p><u>Professional identity and profession values transposed into nursing education (OP_099)</u> Crin Marcean, & Mihaela Alexandru</p> <p><u>Here and now: the lasting effects of mindfulness on study-abroad participants (OP_128)</u> Ana Fonseca Conboy, & Kevin Clancy</p> <p><u>Pronunciation evaluation criteria for EFL learners (OP_209)</u> Hana Vančová</p> <p><u>Delivering innovative, online TEFL courses to foster professional development and positively impact English learners (OP_314)</u> James Badger, & Juman Al Bukhari</p>
13:10 – 14:30	Lunch	
14:30 – 15:30	PROJECTS AND TRENDS Technology in teaching and learning Oral Presentations Parallel Session OPS_18.4 (Room Selvagens I)	<p><u>An analysis of student teachers' e-readiness for digital education environment in COVID -19 times (OP_102)</u> Paseka Patric Mollo</p> <p><u>Digital capital and safety in socialization process. An Italian case study (OP_335)</u> Ida Cortoni</p> <p><u>Supporting academic engagement through immersive technologies (OP_319)</u> Calkin Suero Montero, Naska Goagoses, Heike Winschiers-Theophilus, Nicolas Pope, Tomi Suovuo, Erkki Rötönen, & Erkki Sutinen</p>
14:30 – 15:30	ORGANIZATIONAL ISSUES Business, Administration, and Management Oral Presentations Parallel Session OPS_18.5 (Room Selvagens III)	<p><u>The postpandemic revitalization of a minority serving institution through structural and operational organizational changes (OP_147)</u> Ana Gil Garcia, Jennifer Talley, Judith Yturriago, & Rafael Torres</p> <p><u>CONECTA: a virtual showcase for solving problems requiring knowledge and technology. (OP_138)</u> Tatiane Alves Baptista, & Claudia Gonçalves Lima</p> <p><u>Expanding the role of universities to promote social and economic development of the territory: a new management paradigm at Rio de Janeiro State University (OP_045)</u> Tatiane Alves Baptista, & Claudia Gonçalves Lima</p>
14:30 – 15:30	TEACHERS AND STUDENTS Oral Presentations Parallel Session OPS_18.6 (Room Selvagens II)	<p><u>Why do a master's? Understanding the motivations of master's students in Ireland, North and South (OP_246)</u> Martin Hagan, & Rose Dolan</p> <p><u>The dual role of school mentors: how to establish teaching and supervision goals? (OP_433)</u> Krista Uibu, & Age Salo</p> <p><u>The contribution of learning sequences design for teacher professional development in high school vocational education (OP_415)</u> José Pablo Zatti, & Maria da Graça Nicoletti Mizukami</p>
15:35 – 16:35	Keynote Session (Room Selvagens I)	<p><u>"Welcome to the Anthropocene: teaching climate history –there is no planet B"</u> by Dr. Alan Singer, Ph.D., Department of Teaching, Learning and Technology, Hofstra University, Hempstead, NY, USA</p>
16:35 – 17:00	Coffee Break	

17:00 – 18:40	<p>TEACHERS AND STUDENTS Training programmes and professional guidance</p> <p>Oral Presentations Parallel Session OPS_18.7 (Room Selvagens I)</p>	<p><u><i>Empowering principals to lead and manage public schools effectively in the 21st century</i> (OP_173)</u> Raj Mestry, & Pierre du Plessis</p> <p><u><i>Reflection on the use of e-portfolios during teaching practicum at a university of technology in South Africa</i> (OP_256)</u> Paseka Patric Mollo, Ratokelo Willie Thabane, & Brigitte Lenong</p> <p><u><i>Training systemic family therapists related to psychosocial intervention</i> (OP_365)</u> Ofelia Desatnik-Miechimsky</p> <p><u><i>Student teachers' perceptions of the assessment of video-recorded lessons during teaching practice</i> (OP_244)</u> Mokete Letuka & Paseka Mollo</p> <p><u><i>The power of peer learning: group reflection as a model for universal design for learning (UDL)</i> (OP_185)</u> Nicola Duffy, Shaun Ferns, Irene McGinn, Nigel Vahey, & Helen Williams</p>
17:00 – 19:00	<p>PROJECTS AND TRENDS Challenges and transformations in Education</p> <p>Oral Presentations Parallel Session OPS_18.8 (Room Selvagens III)</p>	<p><u><i>Evaluating stakeholder designed interdisciplinary and intersectoral doctoral modules</i> (OP_141)</u> Tara Cusack, Jack Quinn, Ioanna Chouvarda, & Nicola Mountford</p> <p><u><i>Education for sustainable development: a common good for both now and the future</i> (OP_143)</u> Erika Quendler, Matthew James Lamb, & Nouredin Driouech</p> <p><u><i>Students' experiences on distance learning during the pandemic</i> (OP_293)</u> Matias Nevaranta, Katja Lempinen, & Erkki Kaila</p> <p><u><i>Interdisciplinary perspectives on an integrated approach to embedding wellbeing in higher education</i> (OP_352)</u> Ciara Duignan, Deirdre Byrne, Jessica Surdey, & Denise McGrath</p> <p><u><i>Supporting student success in higher education: what do students need?</i> (OP_361)</u> Gráinne Bannigan, Lucy Bryan, Alexandra Burgess, Lara Gillespie, Sinead Wylde, Ciara Duignan, & Denise McGrath</p> <p><u><i>Micro-credentials – improvement or fragmentation in higher education?</i> (OP_407)</u> Siniša Kušić, Sofija Vrcelj, & Anita Zovko</p>
17:00 – 19:00	<p>TEACHING AND LEARNING Early childhood and Primary Education // Secondary Education; Higher Education</p> <p>Oral Presentations Parallel Session OPS_18.9 (Room Selvagens II)</p>	<p><u><i>Examining parental involvement in children's primary education in rural Malawi: through ecological systems theory</i> (OP_118)</u> Gulla Erlendsdóttir, Allyson Macdonald, Svanborg Rannveig Jónsdóttir, & Peter Mtika</p> <p><u><i>Mentoring student teachers for self-directed professional learning through the use of e-portfolios during teaching practice</i> (OP_331)</u> Ratokelo Willie Thabane</p> <p><u><i>How Rory's story cubes can improve the ability of storytelling in writing and speaking</i> (OP_343)</u> Barbara Zsiray, & Ildikó Koós</p> <p><u><i>How to become political? Basic concepts for exploring early childhood understanding of politics</i> (OP_309)</u> Gudrun Marci-Boehncke, Matthias O. Rath, Thomas Goll, & Michael Steinbrecher</p> <p><u><i>Develop critical thinking from freehand drawing to digital processes</i> (OP_423)</u> Francesca M. Ugliotti, Sara Giaveno, Davide L. D. Aschieri, & Anna Osello</p> <p><u><i>Survival models for predicting student dropout at university across time</i> (OP_462)</u> Chiara Masci, Mirko Giovio, & Paola Mussida</p>
18:40 – 19:25	<p>WORKSHOP WS_18.10 (Room Selvagens I)</p>	<p><u><i>Capoeira's contribution to ethnic, cultural and educational issues</i> (WS_106)</u> Thiago Vieira de Souza</p>

Sunday, June 19

08:20 – 15:30	Welcome Desk – Information and registration (Room Selvagens V)	
09:20 – 11:00	PROJECTS AND TRENDS Parallel Session OPS_19.1 (Room Selvagens I)	<p><u><i>Building academic integrity through online assessment apps</i> (OP_231)</u> Elize du Plessis, & Gert van der Westhuizen</p> <p><u><i>The legal background and acceptance of learning communities based on international comparison</i> (OP_299)</u> Judit Langer-Buchwald, & Zsolt Langer</p> <p><u><i>Creps and the Streber-app an interactive method for competence-oriented assessment and its digital implementation</i> (OP_337)</u> Grischa Schmiedl, & Birgit Schmiedl</p> <p><u><i>A case of an assessment module in distance education at the university of Pretoria</i> (OP_318)</u> Maryke Mihai</p> <p><u><i>Covid-19: leading in challenging circumstances – challenges for school leaders</i> (OP_165)</u> Pierre du Plessis, Raj Mestry, & Johan Wiehahn</p>
09:00 – 11:00	PROJECTS AND TRENDS Inclusive and Special Education // Educational projects Oral Presentations Parallel Session OPS_19.2 (Room Selvagens III)	<p><u><i>Identifying the Ph.d. students' needs for career enhancement skills</i> (OP_332)</u> Alexandra Kosvyra, Dimitrios Filos, Tara Cusack, & Ioanna Chouvarda</p> <p><u><i>Implementing psychosocial support for children affected by the Beirut blast: providing a safe place in the middle of crisis</i> (OP_220)</u> Steffi Schenzle</p> <p><u><i>Assessing children at risk in UAE: pilot use of the MBC Arabic version in primary school settings</i> (OP_243)</u> Maria Efstratopoulou, Omniah AlQahtani, & Abeer Arafa Eldib</p> <p><u><i>IRDI - methodology: an educational program for children mental health promotion in nurseries</i> (OP_307)</u> Maria Cristina Kupfer, Leda Marisa Fischer Bernardino, & Oneli Gonçalves</p> <p><u><i>The game of learning! Approaching ecosystems through board game design</i> (OP_425)</u> Luana Silveri</p> <p><u><i>Learning by drawing. A conversation on hand drawing when education is going digital</i> (OP_428)</u> Flora Gaetani, & Valentina Vezzani</p>
09:20 – 10:05	WORKSHOP WS_19.3 (Room Selvagens II)	<p><u><i>Excessive entitlement: what is it? Why is it important to mirror it?</i> (WS_105)</u> Tara Ratnam</p>
10:15 – 11:00	WORKSHOP WS_19.4 (Room Selvagens II)	<p><u><i>How to develop digital citizenship education? – A workshop for foreign language educators</i> (WS_349)</u> Ana Raquel Simões, Christiane Lütge, Lavinia Bracci, Fiora Biaggi, Isabelle Thaler, & Mariana Corona</p>
11:00 – 11:30	Coffee Break	
11:30 – 13:10	TEACHERS AND STUDENTS Oral Presentations Parallel Session OPS_19.5 (Room Selvagens I)	<p><u><i>Comparison of burnout levels of educators/teachers in the pre-pandemic and pandemic periods of COVID-19</i> (OP_083)</u> Mónika Veronika Szigeti, & Barbara Di Blasio</p> <p><u><i>A human rights centred historical approach to teaching science for social change</i> (OP_255)</u> Lilian L. Pozzer</p> <p><u><i>The teaching identity of university professors: its importance in pedagogical practice</i> (OP_296)</u> Xochiquetzal Xanat Rodríguez Rivera, & Patricia Covarrubias-Papahiu</p> <p><u><i>The relevance of feedback messages in communicating quality in educational classroom settings</i> (OP_364)</u> Verónica Yáñez-Monje, Mariana Aillon-Neumann, & Cecilia Maldonado-Elevancini</p> <p><u><i>Changing the teaching methodology: how much does it cost?</i> (OP_416)</u> Alessandra Imperio</p>

11:30 – 12:50	<p>PROJECTS AND TRENDS</p> <p>Multicultural and (inter)cultural communications</p> <p>Oral Presentations Parallel Session OPS_19.6 (Room Selvagens III)</p>	<p><u><i>Understanding students' experiences after incorporating indigenous perspectives in a postgraduate science communication</i> (OP_148)</u> Vanessa Crump, & Yvonne C Davila</p> <p><u><i>On the importance of telecollaboration for the development of students' intercultural communicative competence</i> (OP_180)</u> Loreta Chodzkiéné, Yaneth Eugenia Villarroel Ojeda, Felipe Martinez Corona, & Vita Kalnberzina</p> <p><u><i>Promoting teachers' intercultural competences for teaching in the diverse classroom</i> (OP_439)</u> Krista Uibu, & Eda Tagamets</p> <p><u><i>Traumatized refugee children and youth at school: Resources and conditions of success</i> (OP_403)</u> Ewald Kiel, Verena Scheuerer, & Sabine Weiss</p>
11:30 – 13:00	<p>Poster Presentations</p> <p>Parallel Session PS_19.7 (Room Selvagens II)</p>	<p><u><i>Application in the educational context of informative and instructional intervention programs for the reading comprehension of schoolchildren from the 3rd to the 5th of elementary school</i> (P_061)</u> Vera Lúcia Orlandi Cunha, & Simone Aparecida Capellini</p> <p><u><i>Implementation of an Objective Structured Clinical Examination (OSCE) in a kinesiology bachelor degree</i> (P_064)</u> Sarah-Caroline Poitras, Sara Bélanger, Philippe Corbeil, Andréane Lambert-Roy, & Adrien Cantat</p> <p><u><i>Pandemic impact on the cognitive-linguistic skills of 1st and 2nd grade Brazilian schoolchildren</i> (P_124)</u> Caroline Fernandes Brasil, Mariana Taborda Stolf, & Simone Aparecida Capellini</p> <p><u><i>Visualization of creative thinking through STEAM teaching</i> (P_236)</u> Wong So Lan</p> <p><u><i>The powerful and controversial strategy of using students' first language knowledge in foreign language teaching</i> (P_242)</u> Alexandra-Monica Toma</p> <p><u><i>'Kids these days!' a meta-analysis of changes of attention problems in representative samples of children</i> (P_265)</u> Boglarka Vekety, Alexander Logemann, John Protzko, & Zsafia K. Takacs</p> <p><u><i>The excessive workload caused by the COVID-19 pandemic – the consequences for school principals in Poland</i> (P_266)</u> Karina Leksy, & Katarzyna Borzucka-Sitkiewicz</p> <p><u><i>Remote learning as assessed by students of Collegium Medicum of the Jan Kochanowski University in Kielce (survey questionnaire research)</i> (P_273)</u> Jakub Młodawski, Grzegorz Swiercz, & Marta Młodawska</p> <p><u><i>Teachers' understanding of critical thinking definition</i> (P_281)</u> Ján Kaliský</p> <p><u><i>Ethical outcomes of ecological values implementation into moral education analyzed by animal respect questionnaire (ANIRE-QUE)</i> (P_282)</u> Ján Kaliský</p> <p><u><i>Training in open science for PhD students: the students' perspective</i> (P_362)</u> Denise McGrath, Eleni G. Makri, Tara Cusack, & Nicola Mountford</p> <p><u><i>Updating the tale of going green for two institutions of higher education</i> (P_368)</u> Alice Stephens, & Kelli Stephens</p> <p><u><i>Integrated model of mathematics problem solving adapted to a student with Autism Spectrum Disorder</i> (P_369)</u> Ana Caballero-Carrasco, Lina Melo-Niño, Luis Manuel Soto-Ardila, & Luis Maya-Jaramillo</p>

		<p><u><i>Didactics for statistical development in primary education</i> (P_ 370)</u> Luis Maya Jaramillo, & Ana Caballero-Carrasco</p> <p><u><i>Slovak university students´ health in the context of trait emotional intelligence</i> (P_ 372)</u> Lada Kaliská</p> <p><u><i>Nomophobia and primary school children´s emotional and personal factors</i> (P_ 373)</u> Lada Kaliská</p> <p><u><i>Developing an anti-oppressive professional voice as a pre-service teacher</i> (P_ 400)</u> Jacquelyn Baker Sennett</p>
13:00 – 14:30	Lunch	
14:30 – 15:30	<p>ORGANIZATIONAL ISSUES Educational policy and leadership</p> <p>Oral Presentations Parallel Session OPS_19.8 (Room Selvagens I)</p>	<p><u><i>Finnish early childhood education and care leaders´ perceptions of their role in supporting staff´s well-being</i> (OP_ 174)</u> Tiina Kuutti, Nina Sajaniemi, & Piia Maria Björn</p> <p><u><i>Pedagogy and governance: a perfect match</i> (OP_ 221)</u> Ann Gow, & Jenny Hutcheson</p> <p><u><i>Obstacles to the advancement of women´s academic careers at higher education institutions in South Africa</i> (OP_ 259)</u> Kariena Strydom, & Ifeanyi Mbukanma</p>
14:30 – 15:30	<p>TEACHERS AND STUDENTS Extra-curricular activities</p> <p>Oral Presentations Parallel Session OPS_19.9 (Room Selvagens III)</p>	<p><u><i>Extracurricular activities in teaching Romanian language as a foreign language</i> (OP_164)</u> Georgiana Ciobotaru, & Nicoară Aurica</p> <p><u><i>Subjectivity and social recognition: theoretical and empirical perspectives on the value of non formal education from the perspective of young people</i> (OP_ 223)</u> Sandra Biewers Grimm, Daniel Weis, & Anita Latz</p> <p><u><i>Community building activities in higher education during early times of COVID-19 – a case study from Hungary</i> (OP_ 291)</u> Gabriella Velics</p>
15:45	Social Event (Tour and Dinner)	

Monday, June 20

08:30 – 13:00	Welcome Desk – Information and registration (Room Selvagens V)	
09:00 – 11:00	<p align="center">PROJECTS AND TRENDS Distance Education and eLearning // New learning and teaching models</p> <p align="center">Oral Presentations Parallel Session OPS_20.1 (Room Selvagens I)</p>	<p><u><i>Accelerated virtualization of higher education in times of pandemic: the case of an Ecuadorian university</i> (OP_188)</u> Adriana Ornellas, & Miguel Herrera Pavo</p> <p><u><i>Facilitation techniques and tools for online project-based learning with primary school students</i> (OP_297)</u> Naska Goagoses, Erkki Rötönen, Heike Winschiers-Theophilus, Tariq Zaman, Helvi Itenge, & Daniel Yong Wen Tan</p> <p><u><i>Collaborative online learning – a culture approach between Denmark and Greenland</i> (OP_357)</u> Katrine Løth, & Mette Nystrup Stilling</p> <p><u><i>Erasmus project virstem interactive tools for education</i> (OP_078)</u> Edgaras Timinskas, Daiva Makuteniene, & Olga Ovtšarenko</p> <p><u><i>Teaching with tiny articles as an approach to stimulate trustful and cooperative learning</i> (OP_351)</u> André Seyfarth, & Miriam Hilgner</p> <p><u><i>Feedback given during mathematics test while in the thinking zone and not afterwards?</i> (OP_441)</u> Anne D'Arcy-Warmington</p>
09:00 – 11:00	<p align="center">TEACHERS AND STUDENTS Teaching and learning relationship // Educational quality and standards</p> <p align="center">Oral Presentations Parallel Session OPS_20.2 (Room Selvagens III)</p>	<p><u><i>New perspectives on the acquisition of language skills</i> (OP_021)</u> Gina Aurora Necula</p> <p><u><i>Teachers' mathematical content knowledge and students' progression in learning of fraction and proportion</i> (OP_039)</u> Natalia Karlsson, & Wiggo Kilborn</p> <p><u><i>Exploring selected Setswana drama texts as the principle of ubuntu/botho in educational context</i> (OP_136)</u> Bridget Mangwegape</p> <p><u><i>Teaching and learning the multiplication table by using multiplicative structures: variation and crucial patterns</i> (OP_233)</u> Natalia Karlsson, & Wiggo Kilborn</p> <p><u><i>Dealing with multiculturalism and social justice in divers social science classrooms: perceptions and experiences of intermediate phase students' teachers</i> (OP_276)</u> Titus Williams</p> <p><u><i>Digital media and inclusive education in home-schooling</i> (OP_334)</u> Ida Cortoni</p>
09:00 – 11:00	<p align="center">PROJECTS AND TRENDS Technology in teaching and learning</p> <p align="center">Oral Presentations Parallel Session OPS_20.3 (Room Selvagens II)</p>	<p><u><i>The challenges of teaching methodologies, post-COVID; hybrid vs. Hi-flex models</i> (OP_295)</u> Lynann Butler</p> <p><u><i>Perception of online machine translators by non-native students of English philology and future teachers of English</i> (OP_239)</u> Silvia Pokrivcakova</p> <p><u><i>Exploration of pre-service English first additional language students' technological readiness to teach during teaching practice</i> (OP_229)</u> Grasia Chisango, & Newlin Marongwe</p> <p><u><i>EFL teacher trainees' attitudes toward integrating artificial intelligence into language learning</i> (OP_201)</u> Silvia Pokrivcakova</p> <p><u><i>Sustainable computer architectures: use of grid, virtualized, and cloud computing in addressing COVID-19 pandemic</i> (OP_391)</u> Les Mark Sztandera</p> <p><u><i>A quality assurance framework for OERS based on quality seals and the Photodentro seals repository</i> (OP_421)</u> Elina Megalou, Kostis Alexandris, Eugenia Oikonomidou, & Christos Kaklamanis</p>

11:00 – 11:30	Coffee Break	
11:30-12:50	TEACHING AND LEARNING Science and technology Education Oral Presentations Parallel Session OPS_20.4 (Room Selvagens I)	<p><u><i>The lost art of listening</i> (OP_098)</u> Shoshan Shmuelof, & Michal Hefer</p> <p><u><i>Teacher-gender: experiences of male teachers in the foundation phase in South African schools</i> (OP_103)</u> Jaysveree Louw, & Molaodi Tshelane</p> <p><u><i>Challenges in teaching programming</i> (OP_196)</u> Marcin Fojcik, Martyna Katarzyna Fojcik, Sven-Olai Høyland, & Jon Øivind Hoem</p> <p><u><i>The impact of COVID-19 on communication practices in the engineering workplace: a student-driven survey and an exploration of potential curricular ramifications</i> (OP_257)</u> Jeroen Lievens</p>
11:30 – 12:50	ORGANIZATIONAL ISSUES Educational environment Oral Presentations Parallel Session OPS_20.5 (Room Selvagens III)	<p><u><i>Relationship between school climate and South African grade 9 learner achievement in mathematics and science</i> (OP_077)</u> Marien Alet Graham</p> <p><u><i>Perceived realities of rural primary school teachers in Malawi: through Bronfenbrenner's ecological systems theory</i> (OP_117)</u> Gulla Erlendsdóttir, Allyson Macdonald, Svanborg Rannveig Jónsdóttir, & Peter Mtika</p> <p><u><i>Correlations between governmental financial contributions to education and the autonomy of alternative schools in Hungary</i> (OP_300)</u> Judit Langer-Buchwald, & Zsolt Langer</p> <p><u><i>A practice perspective on doctoral education – employer, policy, and industry views</i> (OP_028)</u> Niamh Leniston, Joseph Coughlan, Tara Cusack, & Nicola Mountford</p>
11:30 – 12:50	Poster Presentations Parallel Session PS_20.6 (Room Selvagens II)	<p><u><i>Readiness of future primary-school teachers to solve non-standard mathematical problems</i> (P_112)</u> Martina Uhlířová, Jitka Laitochová, & Eliška Kočařová</p> <p><u><i>Possibilities of development of pupils' mathematical literacy</i> (P_114)</u> Jitka Laitochová, Martina Uhlířová, & Eliška Kočařová</p> <p><u><i>Developing mathematical pre-literacy and robotic toys from the perspective of school practice</i> (P_115)</u> Martina Uhlířová, Jitka Laitochová, & Dana Adedokun</p> <p><u><i>School mathematics and digital literacy</i> (P_116)</u> Jitka Laitochová, Martina Uhlířová, & Jiří Vaško</p> <p><u><i>A call for diversity training for children in Japan</i> (P_159)</u> Michelle Henault Morrone, & Yumi Matsuyama</p> <p><u><i>Attitudes toward pair programming for students with disabilities in undergraduate technology courses</i> (P_200)</u> Silvana Watson, Shana Pribesh, Ling Li, He Wu, Li Xu, & Debbie Major</p> <p><u><i>Professional development for teams of educators to address the needs of multilingual learners</i> (P_202)</u> Silvana Watson, Alla Zareva, Tara Donahue, & Maria Serpa</p> <p><u><i>Methods to improve the quality of design cad teaching for technical specialist</i> (P_217)</u> Olga Ovtšarenko, & Agu Eensaar</p> <p><u><i>Outcomes of slam writing workshops for Haitian students at the end of elementary school</i> (P_232)</u> Chantal Ouellet, Amal Boultif, & Pierre Jonas Romain</p>

		<p><u><i>Mixed reality tools for education in the Metaverse</i> (P_ 268)</u> Gheorghe Daniel Voinea, Răzvan Gabriel Boboc, & Csaba Antonya</p> <p><u><i>Creative writing in context of universities</i> (P_ 288)</u> Angelika Weirauch</p> <p><u><i>Psychological and social risks of digitalization in adolescents</i> (P_ 402)</u> Blandina Šramová, & Anežka Hamranová</p> <p><u><i>Differences in preferred value structure between adolescent boys and girls</i> (P_ 404)</u> Anežka Hamranová, & Blandina Šramová</p> <p><u><i>Emotional intelligence at the beginning of initial teacher education: relations to motivation for teaching career</i> (P_ 429)</u> Myrto Kyriazopoulou, & Riitta-Leena Metsäpelto</p> <p><u><i>Successfully navigating digital storms in Croatian education system</i> (P_ 448)</u> Antonela Czwik</p> <p><u><i>Teaching and learning centers: a STEM perspective on the impact for an institution of higher education</i> (P_ 461)</u> Maryam Foroozesh</p>
12:50	CLOSING SESSION (Room Selvagens I)	

In parallel with the in-person sessions, all participants can follow the virtual presentations available below.

Virtual Presentations	
<p>All Areas</p> <p>Virtual Presentations</p>	<p><u><i>Educating for modern cloud technologies in a platform-agnostic fashion</i> (VP_ 020)</u> David Cutting, Andrew McDowell, Esha Barlasakar, Neil Anderson, Moira Watson, & Matthew Collins</p> <p><u><i>The effects of asynchronous online peer-teacher feedback in a Thai EFL public speaking class</i> (VP_ 022)</u> Thanakorn Weerathai</p> <p><u><i>Family involvement in ECE through the FIQ (family involvement questionnaire) in Spain</i> (VP_ 025)</u> Andrea Otero-Mayer, Consuelo Vélaz-de-Medrano, & Eva Expósito-Casas</p> <p><u><i>Program notes: Educating musicians and audiences in professional music training—The TUT experience</i> (VP_ 026)</u> Hua Hui Tseng</p> <p><u><i>An innovative approach in the evaluation of service quality in a pedagogical training program</i> (VP_ 030)</u> Anastasios Athanasiadis, & Katerina Kasimatis</p> <p><u><i>Literacy, language and linguistics: Structuring English teaching programs in rural communities</i> (VP_ 031)</u> Diane Boothe</p> <p><u><i>Development of a lesson observation schedule to document pedagogical content knowledge for nature of science</i> (VP_ 035)</u> Tarisai Chanetsa, & Umesh Ramnarain</p> <p><u><i>Research girls – A joint project of the technical university of Dortmund and the Otto- Friedrich- University of Bamberg, Germany</i> (VP_ 040)</u> Stephanie Spanu</p>

[*A pedagogical approach for socio-cultural inclusion: A study on immigrant entrepreneurs in Finland* \(VP_046\)](#)

Zahra Hosseini, & Kimmo Hytönen

[*Engaging undergraduates in higher education through the use of music and film drama* \(VP_049\)](#)

Gavin Jinks

[*The role of motivation and job satisfaction in the use of modern teaching models* \(VP_052\)](#)

Anna Alajbeg, Sonja Kovačević, & Joško Barbir

[*Academic and social challenges encountered by Iranian students in Finland: A phenomenographic study* \(VP_054\)](#)

Zahra Hosseini

[*Knowledge nuggets instructional design V2.0 and testing strategy* \(VP_057\)](#)

Christian Ploder, Christoph Hazy, Laura Gamper, & Lisa Ehrhardt

[*Teaching English language and culture through PBL at the tertiary level* \(VP_060\)](#)

Madalina Armie, María Enriqueta Cortés de los Ríos, María del Mar Sánchez Pérez, & Nuria del Mar Torres López

[*The future and sustainability of meaningful education lies in the ability of seasoned teachers to cultivate novice teachers through strength-based-mentoring* \(VP_063\)](#)

Shaun Peens

[*Elaboration of an interactive electronic book of measures of central tendency* \(VP_070\)](#)

Miguel Pineda, Omar García, Armando Aguilar, & Frida León

[*Development of a course for e-learning to the teaching of the subject analysis of variance* \(VP_071\)](#)

Miguel Pineda, Omar García, Armando Aguilar, & Frida León

[*Critical thinking within the informatics textbook of the second class of the Greek lyceum* \(VP_075\)](#)

Ioannis Oikonomidis, & Chryssa Sofianopoulou

[*From face to face to remote learning: A primary education teaching scenario in digital class* \(VP_076\)](#)

Aikaterini Goltsiou, & Chrysa Sofianopoulou

[*What about “the” scientific method? A survey applied to middle and secondary geoscience teachers* \(VP_079\)](#)

Clara Vasconcelos, & Tiago Ribeiro

[*Sustainable development goals & violence prevention in hospitals: Contributions from psychology students* \(VP_081\)](#)

Rute F. Meneses, Ana Sani, & Carla Barros

[*The needs of women-mothers with chronic mental illness in the field of shared childcare – A health literacy research study* \(VP_082\)](#)

Petra Hájková, Lea Květoňová, & Vanda Hájková

[*Lifelong learning and the safe use of complementary and alternative medicine* \(VP_088\)](#)

Rute F. Meneses, Anna Rita Giovagnoli, & Maria Cristina Miyazaki

[*Saropas: A competency-based performance task design model* \(VP_092\)](#)

Hsiu-Lien Lu, & Daniel Chia-En Teng

[*Teaching basic quality control tools by analyzing the electricity sector* \(VP_093\)](#)

Nicolas Dominguez-Vergara

[*Education-to-go in the future in developing countries?* \(VP_095\)](#)

Nicolas Dominguez-Vergara, Daniel Nicolas Dominguez-Perez, & Adriana Berenice Dominguez-Perez

[*A study on the interdependent experience of college students participating in role play-centered cooperative learning* \(VP_096\)](#)

Kim YoungSoon, & Kin Eun Hui

[*Narrative inquiry on the subjectivity change process of lifelong learners in psychology* \(VP_097\)](#)

Joseph Kwon

[*Alternative educational activities to enhance youth's participation in social innovation in higher education: the case study of "active citizens" program by British council in a Vietnamese university*](#) (VP 100)

Tran Thi Nga

[*How meaningful work and sources of meaning changed during the pandemic: An exploratory study*](#) (VP 101)

Francesco Tommasi, Andrea Ceschi, Riccardo Sartori, Giorgia Giusto, Sofia Morandini, Beniamino Caputo, & Marija Gostimir

[*A narrative inquiry into the solidarity experienced by Myanmar students in Korea*](#) (VP 107)

Kim Hyemi, & Kim Youngsoon

[*A study on development of Korean national policies focused on multicultural youth's mental health*](#) (VP 109)

Youngsub Oh

[*And then I ask the community - nursing professional identity development in virtual communities of practice*](#) (P 110)

Linda Hommel

[*Utilising ICT to address language challenges in life sciences classrooms*](#) (VP 111)

Melody Nomthandazo Tshabalala, & Lydia Mavuru

[*English second language learners' challenges in comprehending physical sciences concepts*](#) (VP 113)

Maletsatsi Shubani, & Lydia Mavuru

[*Higher education students' knowledge and opinion about geoeconomics and sustainable development*](#) (VP 120)

Alexandra Cardoso, & Clara Vasconcelos

[*"Material demo lab" process - training process for business model & design methods for material scientists*](#) (VP 121)

Jasmin Schöne, Florian Sägebrecht, Lenard Opeskin, Anne-Katrin Leopold, Jens Krzywinski, Stefan Schwurack, Martin Kunath, & Peter Schmiedgen

[*Use of assessment forms to embed social justice principles through digital platforms in higher education in South Africa*](#) (VP 123)

Pulane Molomo

[*Teachers' opinions regarding the learning skills of Brazilian dyslexic schoolchildren*](#) (P 125)

Bianca Rodrigues dos Santos, Giseli Donadon Germano, & Simone Aparecida Capellini

[*Fostering young agronomists' competencies through experiential learning: A pilot research in the Agricultural University of Athens, Greece*](#) (VP 127)

Ioanna G. Skaltsa, Katerina Kasimatis, & Alex Koutsouris

[*Relationship between oral reading fluency measures and visual attention span in Brazilian's schoolchildren in pandemic context*](#) (P 132)

Lavinia Micaela Moreira, Ana Karolina Silva Deolindo, Giseli Donadon Germano, & Simone Aparecida Capellini

[*Teaching English with a chilly format: the graphic novel!*](#) (VP 133)

Rosanna Tammaro, Anna D'Alessio, Anna Iannuzzo & Alessia Notti

[*Descriptive judgment in Italian primary school evaluation*](#) (VP 134)

Rosanna Tammaro, Isabella Stasio, Roberta Scarano, & Deborah Gragnaniello

[*Training of education professionals within the framework of the sustainable development goals \(SDG\)*](#) (P 142)

M. Pilar Martínez-Agut, & Anna Monzó-Martínez

[*Professional practices of school social workers in promoting equity in times of COVID 19 pandemic*](#) (VP 144)

Sidalina Almeida

[*Excavating layers of colonial stratigraphy in educational foundations*](#) (VP 149)

Shannon Leddy, & Amber Shilling

[*Secondary school students' study ambitions and prerequisites for the study*](#) (VP 151)

Josef Malach, Dana Vicherková, Martin Kolář, & Kateřina Malachová

[*Influence of parents' education and profession on self-assessment of secondary school students' prerequisites for studying*](#) (VP_152)
Dana Vicherková, Josef Malach, & Martin Kolář

[*Initial training of teachers of sociocultural services and the community: street art and sustainable development goals \(ODS\)*](#) (P_154)
M. Pilar Martínez-Agut, & Anna Monzó-Martínez

[*Fostering the development of 21st-century competencies through technology in young children: Perceptions of early childhood educators*](#) (VP_155)
Ayodele Abosede Ogegbo, & Adebunmi Yetunde Aina

[*Peculiar nutritional habits in Roald Dahl works: A storytelling intervention on promoting preschoolers' dietary self-regulation*](#) (VP_158)
Christina Kalaitzi

[*Sport and performance psychology in secondary education*](#) (VP_167)
Austin Rickels, & Matthew Montebello

[*A tentative proposal for inclusivity education training for Japanese school teachers based on the needs of migrants and returnees*](#) (VP_172)
Julian Chapple

[*Correlation between passive rest and the appearance of fatigue in a group of pupils from botany county*](#) (VP_176)
Adriana Albu, Alexandra Ioana Crăcană, & Florin Dima

[*Education in pre-school and primary education in Lithuania*](#) (VP_177)
Inesa Vietienė, & Zita Malcienė

[*Using a learner-based activity approach in developing science teachers' readiness in inquiry-based learning*](#) (VP_179)
Nomzamo Xaba, & Aviwe Sondlo

[*Effects of involvement load in extensive reading on lexical relations among already known L2 words*](#) (VP_181)
Noriko Aotani, & Shin'ya Takahashi

[*A study on student agency of college students who participated in non-face-to-face classes*](#) (VP_182)
Choi SooAn, & Kim YoungSoon

[*Natural sciences teachers' perceived cognitive academic language proficiency \(CALP\) needs*](#) (VP_191)
Onicah Koketso Pila, & Lydia Mavuru

[*Use of research evidence to improve teaching practices. Results from Catalonia \(Spain\)*](#) (VP_193)
Anna Díaz-Vicario, Cecilia Inés Suárez, Georgeta Ion & Saida López

[*Genius loci: The right concept for elementary education?*](#) (VP_199)
Jan Musil

[*Promoting self-regulated learning in natural sciences teaching through technology integration*](#) (VP_206)
Sam Ramaila

[*The use of improvised resources in science classrooms in South African township schools*](#) (VP_207)
Sam Ramaila

[*Harnessing pedagogical affordances of improvised resources in geography teaching and learning in township schools*](#) (VP_208)
Sam Ramaila

[*Educational output of indigenous education in Taiwan through epistemic network analysis*](#) (VP_214)
Kuo Bor-Chen, & Chen Heng-Hsien

[*The effects of teacher education on technical vocational education and training college lecturers*](#) (VP_218)
Molefi Motsoeneng

[*The impact of the pandemic on social-emotional life of young adults: An exploratory study*](#) (VP_219)
Varvara Vamvoura, Lekothea Kartasidou, Georgia Diamantopoulou, & Eleni Kyriakidou

[*Emotional awareness of elementary students. Analysis of needs and intervention proposals* \(VP_222\)](#)

Gemma Filella, Felicidad Barreiro, Jon Berastegui, Maria José Méndez, María Priego-Ojeda, & Agnès Ros-Morente

[*Towards an eclectic approach in autism spectrum disorder \(ASD\)-smarts \(sequential multiple assignment randomized trials-smarts\)* \(VP_224\)](#)

Carolina Bodea Hațegan, Dorina Talaș, & Raluca Trifu

[*Managers' strategies for inclusive implementation in technical vocational and training colleges in South Africa* \(OP_225\)](#)

Nosiphiwo Ethel Delubom, & Newlin Marongwe

[*The impact of scientific language on the teaching and learning of grade 7 natural sciences* \(VP_227\)](#)

Mzwakhe Msipha, & Lydia Mavuru

[*Technology in teaching and learning in romania* \(VP_234\)](#)

Florentina Alina Pîrvu

[*The sensory processing and integration in ASD: impact on educational outcomes* \(VP_238\)](#)

Raluca Trifu, Carolina Bodea Hațegan, Dorina Talaș, & Tania Tușe

[*Reflections by pre-service economic and management sciences teachers on their experiences of remote learning in curriculum practice* \(VP_250\)](#)

Mochina Mphuthi, & Molaodi Tshelane

[*Development of an automatic assessment in Pisa creative thinking- an example of the diversity and originality in writing expression* \(VP_262\)](#)

Ju-Lan Tsai, Cheng-Hsuan Li, & Chang-Jing Lin

[*Secondary teachers perspectives on free online programs to promote student engagement* \(VP_269\)](#)

Samantha F. Junkin

[*The impacts of mentorship on dual enrollment high school students* \(VP_271\)](#)

Dave Young, Bill Young, Lisa Young, & Bing Wei

[*Extending natural sciences learning in pre-service teacher education using augmented reality-enhanced inquiry* \(VP_280\)](#)

Mafor Penn, & Umesh Ramnarain

[*The impact of the COVID pandemic on online education for diverse English language learners* \(VP_284\)](#)

Diane Boothe

[*Reconfiguring & reshaping work integrated learning \(WIL\) for employability beyond COVID* \(VP_285\)](#)

Naziema Jappie

[*Designing dialogue based intelligent team tutoring for supporting mathematical augmentation activity* \(VP_303\)](#)

HueyMin Wu, ChiaNi Chang, & YuJung Chan

[*Computer supported conjecture procedure in learning mathematics - Taking triangle congruence and similarity as an example* \(VP_304\)](#)

HueyMin Wu, JiunYi Li, & ChungLin Lee

[*Assessment of the problems that arose in the distance education during the pandemic for the students at the Greek public vocational training institutes* \(VP_305\)](#)

Anagnostou Panagiotis, & Nikolina Nikolova

[*Digital education in higher education institutions in Portugal and Brazil – challenges and transformations* \(VP_306\)](#)

Ana Carvalho, Luísa Cerdeira, & Tomás Patrocínio

[*Assessing e-portfolio acceptability in an online course* \(VP_310\)](#)

Nihal Ouherrou, Margarita Auli-Giraldo, & Stéphanie Mailles Viard Metz

[*Win-win: Community-higher education collaboration for youth with autism spectrum disorders and their families* \(VP_312\)](#)

Susan DeLuke

[*Renewing the curriculum to promote epistemic cognition in the knowledge society: Some procedural principles* \(VP_313\)](#)

Monica Tombolato

[**Pedagogical evaluation phases – Lesson study survey \(VP 316\)**](#)

Rita Sápiné Bényei, & Mária Csernoch

[**Transference of teachers' emotional intelligence to students during adolescence \(VP 317\)**](#)

Padmashree G S, & Mamatha H K

[**Science teachers' perceptions on using mobile-based formative assessment for inquiry-based teaching: benefits and constraints \(VP 321\)**](#)

Noluthando Mdlalose, Umesh Ramnarain, & Mafor Penn

[**Personal experiences and suggestions for creating highly attractive MOOCs about artificial intelligence \(VP 324\)**](#)

Xing Zhou, Xin Xu, Qiang Fang, Haibin Xie, Xinglong Zhang, & Yujun Zeng

[**Data-driven differentiation \(VP 327\)**](#)

Jussi-Pekka Järvinen, Einari Kurvinen, & Erkki Kaila

[**Artificial intelligence in education – Where are we now? \(VP 328\)**](#)

Einari Kurvinen, Jussi-Pekka Järvinen, & Erkki Kaila

[**Exploring the role of technological process in civil engineering and construction studies at technical vocational education and training \(TVET\) \(VP 329\)**](#)

Khojane Geoffrey Mokhothu, Charles S Masoabi, & Alfred H Makura

[**The impact of "role play" as a teaching approach in civil technology: a case study \(VP 330\)**](#)

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[**Intelligent tutor using peripheral artificial intelligence: opportunities and limits \(VP 339\)**](#)

Clément Aubeuf

[**Creativity, culture, and construction: Bringing design thinking to indigenous preschools \(VP 340\)**](#)

Brady Mills, & Paul Lane

[**Young children and screen-time: Spanish research gap and future investigations proposals \(VP 347\)**](#)

Ana Lucia Conde Gómez, Ignasi de Bofarull Torrents, & María Cerrato Lara

[**The challenge of the initial training of mathematics teachers: knowledge, practice, and identity \(VP 348\)**](#)

M^ª Isabel Pascual, & Juan Pedro Martín

[**The influence of online formative assessment in Euclidean geometry on the attitudes of grade 11 learners \(VP 355\)**](#)

Janine Alexandra Bouwer, & Nokuthula Nkosi

[**Student-centered projects: rural high school students leading projects in technology, identity, and social justice \(VP 359\)**](#)

Sabrina De Los Santos Rodríguez, Anya Carbonell, Michael Cassidy, & Maria Ong

[**Pre-service teachers' conceptions of the integration of socioscientific issues in life sciences teaching \(VP 383\)**](#)

Lydia Mavuru

[**Culturally responsive teaching: A bridge over the diversity divide in historically white multicultural schools of South Africa \(VP 390\)**](#)

Anthony Mpisi, & Gregory Alexander

[**Preparing African language student teachers for the workplace in schools: A study in South Africa \(VP 392\)**](#)

Seabata A. Mohatle

[**Investigation of the efficacy of the new degree programme in mechanical engineering \(VP 399\)**](#)

Mark Walker, Shoreek Sheoratan, & Bruce Graham

[**The evaluation of technology-assisted self-regulated learning integrated with cps through learning outcome \(VP 417\)**](#)

Fang-Chi Chuang, Yi-Jin Ju, Cheng-Hsuan Li, Man-Chou Kuo, Chun-Chieh Shih, & Pei-Jyun Hsieh

[**Research on online programming educational tool: Case study on a three-in-one environment \(VP 420\)**](#)

Yu-Wen Pu, Po-Hsun Cheng, & Li-Wei Chen

[*Philosophical games in primary education: An interdisciplinary approach*](#) (VP_424)

Maria Anagnostou, Anna Lazou, Enea Mele, & Aphrodite Ktena

[*Investigating self-determination aspects in students with vision disability through dramatic play*](#) (VP_426)

Paraskevas Thymakis, & Vassilios Argyropoulos

[*The pre-service teachers understanding of fraction and how future instructions can be improved to optimise learning*](#) (VP_427)

Azwidowi Emmanuel Libusha

[*Speaking in a language versus speaking a language in communicative competence attainment*](#) (VP_432)

Motsamai Edward Qhobosheane, & Pule Phindane

[*Investigating challenges faced by intermediate phase educators in the teaching of reading in English FAL. A case study of selected primary schools in Nylstroom circuit*](#) (VP_434)

Zodwa Kodi & Pule Phindane

[*Cultivation of innovative ability of talents in job training courses from the perspective of education ecosystem*](#) (VP_435)

Xiaojun Guo, Wei Jiang, Huajie Hong, Yifeng Niu

[*School leadership during covid-19: emotionally intelligent crisis management*](#) (VP_437)

Stella Jackman-Ryan, Lisa Bass, Mario Jackson, Kirsten Hoeflaken, & Jose Picart

[*Relationship between autonomy support and students' school well-being: the mediating role of need for competence*](#) (VP_438)

Sara Germani, & Tommaso Palombi

[*Opinions of future teachers on competencies for working with students with developmental disabilities*](#) (VP_440)

Esmeralda Sunko, & Andriana Marušić

[*Cognitive load and question asking – The case of prospective mathematics teachers coping with historical texts*](#) (VP_442)

Ilana Lavy, & Atara Shriki

[*An overview of Spanish students' psychological adjustment during COVID pandemic*](#) (VP_446)

Renata Sarmiento-Henrique, Laura Quintanilla, Marta Fernández Sánchez, & Marta Giménez-Dasí

[*Contexts of activity perceived by Chilean novice homeroom teachers where they potentially learn their profession*](#) (VP_445)

Karina Moreno Díaz, Teresa Mauri Majós, & Rosa Colomina Álvarez

[*Digital transformation of Universidade de São Paulo: From face-to-face to virtual lesson*](#) (VP_450)

Regina Silveira, Rodrigo Moreira, & Edmund Baracat

[*Qualifying mathematics teachers to design interdisciplinary learning activities of mathematics and music*](#) (VP_454)

Atara Shriki, & Ilana Lavy

[*Research on the formation of translators' competence in universities from the perspective of knowledge management*](#) (VP_456)

Shiyang Liu

[*Intentional school leadership in uncertain times*](#) (VP_457)

Janice Filer

[*International collaborative project-based learning: Design of urban wind turbines*](#) (VP_460)

Christophe Marechal, Yannick Dordain, Rui Ruben, Jorge Siopa, & Marcelo Gaspar

[*Professional development needs of foundation phase teachers in identifying learners with learning barriers at primary schools*](#) (VP_463)

Leetwane Anna Ntlhare, & Kananga Robert Mukuna