# END 2023 CONFERENCE PROGRAM

## Friday, June 23 (Only for conference check-in)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:30 – 18:30</td>
<td>Welcome Desk – Information and registration (Room Eduardo Viana IV)</td>
</tr>
</tbody>
</table>

## Saturday, June 24

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:15 – 19:25</td>
<td>Welcome Desk – Information and registration (Room Eduardo Viana IV)</td>
</tr>
<tr>
<td>09:45 – 10:00</td>
<td><strong>OPENING SESSION</strong> (Room Eduardo Viana)</td>
</tr>
<tr>
<td>10:00 – 11:00</td>
<td><strong>Keynote Session</strong> (Room Eduardo Viana)</td>
</tr>
<tr>
<td>10:00 – 11:00</td>
<td><strong>Towards transformation of education in the digital age</strong> by Omid Noroozi, Associate Professor of Educational Technology, Wageningen University and Research (WUR), The Netherlands</td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td><strong>Coffee Break</strong></td>
</tr>
</tbody>
</table>

### PROJECTS AND TRENDS

**Technology in teaching and learning**

- Oral Presentations
- Parallel Session
- **OPS_24.1 (Room Eduardo Viana I+II+III)**

**Chair:** Stephan Schmucker

- An approach to game-based learning, collaboration and design challenges for teaching the design of mechatronic systems [OP_187]
  - Michael Wendland
- Gamifying cybersecurity: a study of the effectiveness of a specific gamified tool [OP_541]
  - Giuseppe Trombino
- Scaffolding argumentative essay writing: An online scripted peer feedback and peer feedforward module [OP_190]
  - Saeed Latifi, Omid Noroozi, & Seyyed Kazem Banihashem
- An empirical analysis of BERT embedding for automated open ended response mathematics questions scoring [OP_443]
  - Huey Min Wu, Yu Ching Lin, & Hung Sheng Lin
- Understanding how the cyberculture has influenced learning strategies choices before and during the pandemic [OP_537]
  - Janaina Cardoso

### TEACHING AND LEARNING

**Critical Thinking // Educational foundations**

- Oral Presentations
- Parallel Session
- **OPS_24.2 (Room Almada Negreiros I)**

**Chair:** Gudrun Marci-Boehncke

- Rethinking learning potentials: The benefits of learning across the life span [OP_067]
  - Denise Calhoun, & Reyna García Ramos
- Microaggressions in higher education: Peace-building, safe space and hospitality [OP_143]
  - Nathalie Piquemal
- Can the analysis of the play the streetcar named desire by Tennessee Williams through the social model of disability encourage the development of critical thinking? [OP_576]
  - Izabela Potnar Mijic
- Enhancing critical thinking and communication skills of Black Male secondary students for successful STEM careers [OP_605]
  - Dwayne C. Joseph, Tiffany Bussey, Cynthia Trawick, Natasha Crosby, Shannon Jolly, & Melissa Demetrikopoulos
- Recomposition and photomontage as a stimulus for the development of creativity in teaching visual arts [OP_082]
  - Marija Brajčić, & Dubravka Kuščević
### TEACHERS AND STUDENTS
**Oral Presentations**
**Parallel Session**
**OPS_24.3**
(Room Almada Negreiros II)
**Chair:** Yvonne Knospe

- Developing competencies in supporting beginning teachers: Comparing the results of two studies in a mentoring context *(OP_041)*
  Nathalie Gagnon, Andréanne Gagné, & Julie Courcy
- Cooperation between the university and the ombudsperson for children in the education of teacher’s faculty students for the protection of children’s rights *(OP_270)*
  Ana Babić, & Helenca Pirnat Dragičević
- Capturing unique teaching experiences of first-year secondary mathematics teachers transitioning from virtual to in-person instruction *(OP_222)*
  Amélie Schinck-Mikel, Katie Paulding, & Elsa Medina
- Fear, misunderstanding and decoration as key aspects of child participation in schools *(OP_419)*
  Ivana Borić, & Andrea Ćosić
- Stimulation of practices with emergent literacy with students in the initial years of literacy *(OP_367)*
  Caroline Fernandes Brasil, Luana Baron Scolo, & Simone Aparecida Capellini

### ORGANIZATIONAL ISSUES
**Equity, social justice and social change**
**Oral Presentations**
**Parallel Session**
**OPS_24.4**
(Room Sousa Pinto)
**Chair:** Valerie Hill-Jackson

- Leading transformative change: Experiences of first Women of Color principal leaders in historically ‘White’ schools *(OP_066)*
  Samantha Kriger, & Sinobia Kenny
- Teachers’ roles in realising human rights in challenging contexts *(OP_449)*
  Dikeledi Emily Mogorosi, & Annamagriet de Wet
- The deconstruction of amateurism in American sports *(OP_486)*
  Rodney J. Blackman
- Necro-linguistics: Linguistically constructing expendable, disposable categories of being *(OP_345)*
  Sandra Kouritzin, & Satoru Nakagawa
- Integrating diversity, equity & inclusion in legal education: Teaching where it’s unexpected *(OP_055)*
  Todd Brower

**Lunch**

### TEACHERS AND STUDENTS
**Teaching and learning relationship**
**Oral Presentations**
**Parallel Session**
**OPS_24.5**
(Room Eduardo Viana I)
**Chair:** Ivana Borić

- The effect of teacher’s implemented strategies on students’ text comprehension *(OP_059)*
  Krista Ulbu, & Triniu Kárbla
- Teachers as students: duality as perceived by teachers and aspects of self-efficacy in an online environment *(OP_075)*
  Michal Nachshon, & Amira Rom
- Program notes: Educating musicians and audiences in professional music training—the TUT experience *(OP_092)*
  Hua Hui Tseng
- Physical education students’ intention of using the spectrum of teaching style in their future work *(OP_191)*
  María Espada
- Exploring the influence of career awareness on the uptake of STEM subjects by rural girl learners *(OP_201)*
  Magdeline Stephen, Nomfundo Radebe, Ngonidzashe Mushaikwa, & Emmanuel Mushayikwa
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:30 – 16:30</td>
<td><strong>PROJECTS AND TRENDS</strong>&lt;br&gt;Distance Education and eLearning&lt;br&gt;Oral Presentations&lt;br&gt;Parallel Session&lt;br&gt;OPS 24.6&lt;br&gt;(Room Eduardo Viana II)&lt;br&gt;<em>Chair: Peter Mtika</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A systematic literature review: A pragmatic model of online engagement and affordances to support adolescent learners <em>(OP_030)</em>&lt;br&gt;Jia Li</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Future teachers’ attitudes on e-teaching in native language classes and music classes <em>(OP_214)</em>&lt;br&gt;Tomislav Košta, &amp; Slavica Vrsaljko</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does identifying and addressing academic difficulties early on contribute to enhanced student success and higher retention rates for a distance learning course? <em>(OP_325)</em>&lt;br&gt;Neil Anderson, Aidan McGowan, Janak Adhikari, David Cutting, Leo Galway, &amp; Matthews Collins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A design of online learning materials for development of learner autonomy <em>(OP_372)</em>&lt;br&gt;Ryuichi Matsuba, Yusei Suzuki, Akiko Kai, Shin-Ichio Kubota, Yuriko Ishida, &amp; Makoto Miyazaki</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working toward an equitable and culturally responsive online exam proctoring environment <em>(OP_550)</em>&lt;br&gt;Daniel Woldeab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A living lab to counteract inequalities in education: First steps experienced by participants <em>(OP_218)</em>&lt;br&gt;Séverine Parent, Eve Pouliot, Sylvie Barma, Ann-Louise Davidson, Patrick Giroux, Michelle Deschénes, &amp; Rachel Berthiaume</td>
<td></td>
</tr>
<tr>
<td>14:30 – 16:30</td>
<td><strong>TEACHERS AND STUDENTS</strong>&lt;br&gt;Assessment and measurements in Education&lt;br&gt;Oral Presentations&lt;br&gt;Parallel Session&lt;br&gt;OPS 24.7&lt;br&gt;(Room Eduardo Viana III)&lt;br&gt;<em>Chair: Nava Shaked</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment from within – understanding the knock-on effect of teachers’ practices on classroom speaking assessments <em>(OP_404)</em>&lt;br&gt;Rúben Constantino Correia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moving high stakes assessments to digital platform in South Africa <em>(OP_183)</em>&lt;br&gt;Naziena Jappie, &amp; Ashley Niekerk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examining student teachers’ opportunities and barriers associated with formative online assessments at a university of technology <em>(OP_286)</em>&lt;br&gt;Paseka Patric Mollo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of a new metacognitive self-regulated model of competency <em>(OP_320)</em>&lt;br&gt;Margarita Auli Giráldo, &amp; Jean-François Herold</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenges – towards continuous peer assessment in undergraduate programming classes <em>(OP_365)</em>&lt;br&gt;Manfred Meyer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quality of online biodiversity summative assessments administered to student teachers at a South African university <em>(OP_422)</em>&lt;br&gt;Kholofelo Mankgopa, &amp; Monde Kazeni</td>
<td></td>
</tr>
<tr>
<td>14:30 – 16:30</td>
<td><strong>TEACHING AND LEARNING</strong>&lt;br&gt;Early childhood and Primary Education&lt;br&gt;Oral Presentations&lt;br&gt;Parallel Session&lt;br&gt;OPS 24.8&lt;br&gt;(Room Almada Negreiros I)&lt;br&gt;<em>Chair: Marcus Witt</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct and inductive approaches at primary school teaching and learning <em>(OP_366)</em>&lt;br&gt;Karel Starý, &amp; Jana Stará</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality-sensitive pedagogies: A mixed methods analysis of small group interactions among 9–10-year-olds <em>(OP_427)</em>&lt;br&gt;Marcus Witt, &amp; Ben Knight</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coding for children – a way to fulfill the aims of the OECD learning compass 2030? <em>(OP_361)</em>&lt;br&gt;Olaf Herden</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meaningful teacher child dialogue - responding to emotional needs of children in crisis situations <em>(OP_060)</em>&lt;br&gt;Teresa Lewin, Samar Aldinah, &amp; Barbara Shapir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher’s quality of work life in remote area elementary school during the Covid-19 pandemic in Taiwan <em>(OP_043)</em>&lt;br&gt;Chih-Wen Fan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing young children’s text processing skills by using detective board games and RWCT techniques <em>(OP_495)</em>&lt;br&gt;Barbara Zsiray</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14:30</td>
<td>WORKSHOP WS_24.9</td>
<td><strong>Geoguest TROPOMAG digital adventure path: when science is a game</strong> (W.119) Giovanna Lucia Piangiamore, Sabina Maraffi, Francesco Maria Sacerdoti, &amp; TROPOMAG WP3 Team</td>
</tr>
<tr>
<td>15:30</td>
<td>WORKSHOP WS_24.10</td>
<td><strong>Artificial intelligence (AI) in higher education: tool or trickery?</strong> (W.375) Jeroen Lievens</td>
</tr>
<tr>
<td>16:30</td>
<td>Coffee Break</td>
<td></td>
</tr>
<tr>
<td>17:00</td>
<td>TEACHERS AND STUDENTS</td>
<td><strong>Preserve life sciences teachers’ conceptualisation of gender equality in the classrooms</strong> (OP.171) Lydia Mavuru</td>
</tr>
<tr>
<td></td>
<td>Teachers and Staff training and education</td>
<td><strong>Who are you? Profile of early childhood caretakers and educators</strong> (OP.157) Aviva Dan, &amp; Eitan Simon</td>
</tr>
<tr>
<td></td>
<td>Oral Presentations</td>
<td><strong>University lecturers’ experiences with technology integration into teacher education post Covid-19 pandemic</strong> (OP.165) Sithulisiwe Bhebhe, Luzaan Schlebusch, &amp; Gawie Schlebusch</td>
</tr>
<tr>
<td></td>
<td>Parallel Session</td>
<td><strong>Student teachers’ perception on the use of mother tongue as medium of instruction in foundation phase</strong> (OP.155) Pule Phindane</td>
</tr>
<tr>
<td></td>
<td>OPS_24.11</td>
<td><strong>Exploring the integration level of information and communication technology (ICT) by Setswana student teachers at a university of technology in South Africa</strong> (OP.453) Bridget Kesaobaka Mangwegape, &amp; Paseka Patric Mollo</td>
</tr>
<tr>
<td></td>
<td>(Room Eduardo Viana I)</td>
<td><strong>Developing preservice science teachers’ pedagogical content knowledge through reflection on lesson planning</strong> (OP.172) Lydia Mavuru</td>
</tr>
<tr>
<td></td>
<td><strong>Chair: Kathy Fox</strong></td>
<td><strong>The role of students’ councils in child participation in schools</strong> (OP.446) Andrea Čosić, &amp; Ivana Borić</td>
</tr>
<tr>
<td>17:00</td>
<td>PROJECTS AND TRENDS</td>
<td><strong>Creative spaces to develop digital competence: Challenges in a university course</strong> (OP.104) Séverine Parent</td>
</tr>
<tr>
<td></td>
<td>Challenges and transformations in Education</td>
<td><strong>Good practices in cross-border education. Case study for educational internationalization Avant la Lettre</strong> (OP.129) Gina Aurora Necula</td>
</tr>
<tr>
<td></td>
<td>Oral Presentations</td>
<td><strong>Higher education digitalization - friend or foe?</strong> (OP.211) Pasi Hellsten, &amp; Erika Kallionpää</td>
</tr>
<tr>
<td></td>
<td>Parallel Session</td>
<td><strong>The evolution of teaching evolution</strong> (OP.220) María Martínez-Agüero, &amp; Carola Hernández</td>
</tr>
<tr>
<td></td>
<td>OPS_24.12</td>
<td><strong>Democratizing education: Pedagogical activism and technological futures</strong> (OP.381) Martin Laba</td>
</tr>
<tr>
<td></td>
<td>(Room Eduardo Viana II)</td>
<td><strong>Assisting learners with homework: Parental attitudes and culture, South African context</strong> (OP.319) Sephiri David Hlohlolo</td>
</tr>
<tr>
<td></td>
<td><strong>Chair: Irina Tzoneva</strong></td>
<td><strong>The socio-musical brain: Study of a music education experience</strong> (OP.254) José Lino Oliveira Bueno, &amp; Alexandre Moisés</td>
</tr>
<tr>
<td>17:00</td>
<td>WORKSHOP WS_24.13</td>
<td><strong>Critical reflexivity as a tool for addressing inequities in education and beyond</strong> (W.357) Eden Rivera, Langan Courtney, &amp; Heidi Bloom</td>
</tr>
</tbody>
</table>
TEACHING AND LEARNING

Oral Presentations
Parallel Session
OP5_24.14
(Room Almada Negreiros I)

Chair: Jo Badenhorst

Doubt in religious fundamentalism: Education between authority and rational autonomy (OP_091)
Rahel Kellich

Maximizing the efficiency of presence-distance education microcomputers systems (OP_281)
Robert Pšiščič, Peter Klčo, & Michal Praženica

Standard of final year student teachers’ main summative assessment papers at a university of technology (OP_260)
Mokete Letuka

Monitoring oral reading fluency in elementary school (OP_356)
Maira Anelli Martins, Noemi Del Bianco, Ilária D’Angelo, Catia Giaconi, & Simone Aparecida Capellini

Trends in learning group performance in problem-solving simulations (OP_330)
Alexander Pajorliev

Research on foreign languages teaching in Mexico: A decade of work (OP_203)
José Luis Ramírez-Romero, & Fabiola Gómez-Baldenegro

Exploring teachers’ conceptions of postpandemic pedagogies in the ESL classroom (OP_174)
Christine Savvidou, & Katarzyna Alexander

PROJECTS AND TRENDS

Global and sustainable developments for Education

Oral Presentations
Parallel Session
OP5_24.15
(Room Almada Negreiros II)

Chair: Seyyed Kazem Banihashem

Education for sustainable development. Perspectives on inequalities through a digital serious game in higher education for student teachers (OP_352)
Stephanie Spanu, Lena Tacke, & Vanessa Henke

Collaborative online international learning: A case study (OP_102)
Ann Gow

The impact of polychronicity on student performance in digital test situations (OP_142)
Stephan Schmucker, & Sönke Häseler

Critical thinking to embed sustainability in engineering courses activities. A systematic literature review (OP_235)
Zalao Aginako, & Teresa Guraya

The 2030 Agenda in higher education: Evidence from a university project (OP_243)
Inés López López, Longinos Marín Rives, Pedro Jesús Cuestas Díaz, & Marcos Bote Díaz

Collaborative learning and practical experiences in engineering studies: Working on sustainable development goals (OP_355)
María González Alriols, Eneritz Onaindia, José David Nuñez, Isaac Barrio, & Mirai Antxustegi

Advocating for paediatric palliative care needs through the development of social networking skills in South African higher education (OP_553)
Rika Swanzen

Poster Presentations

Parallel Session
PS_24.16
(Room Eduardo Viana III)

Chair: Omid Noroozi

Educational reforms adopted by Moldova as EU candidate and the transformations undergone by higher education institutions (P_135)
Gheorghe Braniste

Integrating visual arts into STEM education in Hong Kong (P_451)
Wong So Lan

Industry – university cooperation – a prerequisite for developing competencies 4.0 (P_208)
Valentina Haralanova, Géran Fafner, & Samir Khoshaba

The development of formal thinking (P_307)
Ghada Wattad, & David Chen

Elementary and secondary school geosciences hands on learning at Ria Formosa (South Portugal) (P_470)
Teresa Drago, Ana Ramos, Jacqueline Santos, João Afonso, & Ana Alberto
Social growth for children and older adults through intergenerational activity (P_048)
Teresa Lewin, Sofia Ben Yair, Barbara Shapir, & Dina Ben Yaish

Flipped learning – an innovative, pedagogic approach in education of mechanical engineering students (P_207)
Valentina Haralaxonova, & Göran Fafner

Mobile technologies – a key element in contemporary approaches to learning (P_353)
Elisaveta Tsvetkova, Irena Peteva, & Stoyan Denchev

Developing and evaluating a dialogue-based mathematical intelligent team tutoring system for learning number patterns (P_480)
Shu Chuan Shih, Lingyi Wang, & Yi Lun Hung

Intercultural competence in 21st century museums: Museum educators’ perspectives (P_327)
Senem Bas

The relation between parents’ characteristics/practices and children’s early literacy skills during the Covid-19 pandemics (P_121)
Jerusa Fumagalli de Salles, Gabriella Koltermann, & Érica Prates Krás Borges

Educational technology in problem-based learning (P_083)
Petra Pejić Papak, Jasminka Mezak, & Lidija Vujičić

Contribution of information design for the autonomy of the population in a health context (P_548)
Mónica Santos, & Suzana Dias

Implementing collaborative and differentiated instruction in middle school (P_113)
France Dubé, Maryse Gareau, & Sophie Lanoix

Leadership in the educational environment and its consequences on psychological health (P_018)
Carole Sénéchal, Luc Brunet, Denis Morin, Jean-Sébastien Boudrias, & Serge Larivée

Education and economic growth: a key relationship for Ukraine in the post-conflict period (P_093)
Ana Lúcia Luís, Natália Teixeira, Tetiana Korneieva, & Rui Braz
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair</th>
<th>Room</th>
</tr>
</thead>
</table>
| 9:00 – 11:00 | **PROJECTS AND TRENDS**  
Oral Presentations  
Parallel Session  
OPS_25.1  
(Room Eduardo Viana I)  
*Chair: Sumita Chakraborti-Ghost*  
*OP_053*  
*OP_197*  
*OP_525*  
*OP_284*  
*OP_435*  
*OP_374*  
*OP_526* | **Assessment of the different subject areas in an interdisciplinary project**  
Borislava Kirilova  
**Exploring alternative pedagogical spaces to support 21st century skills development**  
Judit Langer-Buchwald, & Zsolt Langer  
**What difference does a social practice approach to adult literacies education make to adult learners in Western Rwanda?**  
Peter David Mtika, Pamela Abbott, & Ismael K. Byaruhanga  
**A student’s journey in higher education: Positioning and repositioning within a new space**  
Emma Groenewald  
**Painting and musical composition: Structural correlation of two languages**  
Stjepko Rupčić  
**Recognising South African sign language: Implications for South African local municipalities**  
Sephiri David Hlohlolo | Sumita Chakraborti-Ghost | Room Eduardo Viana I |
| 9:00 – 11:00 | **PROJECTS AND TRENDS**  
Challenges and transformations in Education  
Oral Presentations  
Parallel Session  
OPS_25.2  
(Room Eduardo Viana II)  
*Chair: Pradeep (max) Dass*  
*OP_526* | **Data science and changing economic landscape as driving factors in higher education**  
Les Sztandera  
**Leadership and management in integrated Muslim schools: A complex environment**  
Aliesa H Hashim, Leentjie van Jaarsveld, & Branwen Challens  
**Effects of increased distance learning on expectations of using flexible teaching methods in higher education**  
Erika Kallionpää, & Pasi Hellsten  
**Inclusive projects in science and technology to secondary and higher education**  
Javier Pereira, Paula M. Castro, Adriana Dapena, & Manuel G. Penedo  
**Early intervention for improving student performance by detecting non-engagement**  
Esha Barlaskar, David Cutting, Andrew McDowell, Neil Anderson, Baharak Ahmaderaghi, & Matthew Collins  
**Education in times of need** | Pradeep (max) Dass | Room Eduardo Viana II |
| 9:00 – 11:00 | **Poster Presentations**  
Parallel Session  
OPS_25.3  
(Room Eduardo Viana III)  
*Chair: Mafalda Carmo*  
*P_036*  
*P_581*  
*P_563*  
*P_255*  
*P_612* | **Teaching components during traditional and distance learning – comparison of teacher’s and student’s perspective. Questionnaire survey**  
Jakub Miodawski, Anna Swiercz, Marta Mlodawska, Grzegorz Swiercz, & Barbara Gawdzik  
**How teachers’ values and epistemic beliefs guide their use of educational research for practice**  
Elana Joram, & Anthony J. Gabrielle  
**Harnessing the power of CHATGPT: Chrome extensions to simplify teacher tasks**  
Eun-Ok Baek, Jemma Kim, & YoungSuk Hwang  
**The schoolification of computer gaming – identifying the role of eSport in school Syllabi**  
Björn Sjödén, & Kalie Jonasson  
**Exploration of the teaching method of the course “circuit analysis and analog circuits”**  
Hua Fan, Tianchi Yang, Jianming Liu, Zonglin Li, Xinkai Guo, & Yan Sun  
**Embedding trauma-informed care practices into special education personnel preparation programs** | Mafalda Carmo | Room Eduardo Viana III |
Teachers’ stress as a moderator of the impact of POMPedaSens on preschool children’s social-emotional learning (P.462)
Maryam Zarra-Nezhad, Ali Moazami-Goodarzi, Joona Muotka, & Nina Sajaniemi

Online vs onsite: Less satisfaction, but similar effectiveness and academic integrity (P.023)
Łukasz Tanaś

Remote learning during the Covid-19 pandemic in the opinion of academic teachers. Survey research (P.035)
Marta Miodawska, Anna Świercz, Jakub Miodawski, Grzegorz Świercz, & Barbara Gawdzik

Interactive teaching of physics by video analysis methods (P.098)
Peter Hockicko

Pupils with hearing impairment and their position in the inclusive school (P.106)
Wanda Tureckiová

Analysis of university students’ needs for inclusive education (P.245)
Mariana Sirotová, & Veronika Michvocíková

What is important for me? Analysis of university students’ answers as tool of well-being research (P.247)
Veronika Michvocíková, & Mariana Sirotová

Educational projects an adequate resource for considering oral and written expression skills (P.184)
Georgiana Ciobotaru

Analysis, modeling and control of power electronic systems and their simulation as an educational support (P.096)
Juraj Šimko, Michal Praženica, & Roman Koňarik

Entrepreneurship competencies in high school students: Effects of age and gender (P.037)
Eric Yergeau, & Marcelle Gingras

Courses in academic teaching - an example from Slovakia (P.338)
Tímea Šeben Zaťková

Design of power electronic system with variable topology of the main circuit for educational support of laboratory exercises of power semiconductor converters (P.051)
Michal Frivaldsky

Integrating STEM in compulsory secondary education: A look at high schools in the Valencian region (Spain) (P.575)
Enrique García Tort

Blended intensive programmes: Promoting internationalization in higher education (P.028)
Sonja Gögele, & Petra Kletzenbauer

Education and training as competitiveness enhancers: The Portuguese case (P.077)
Natália Teixeira, Ana Lúcia Luís, Rui Braz, & Tatiana Kornieieva

Planting seeds and bearing fruit: Swedish and Japanese educator participation in a symposium of pedagogy discussions regarding SDG-inspired curriculum (P.440)
Michelle Henault Morrone, Yumi Matsuyama, Erik Andersson, Inger Björklund, Gunilla Essen, & Evelina Samuelsson

Benefits and challenges in using AI-powered educational tools (OP.552)
Irina Tzoneva

Motivation of second- and sixth-grade students regarding individual and collaborative writing (P.202)
Joane Deneault, Jessy Marin, & Natalie Lavoie

Revolutionizing MSI to R1 graduate pathways through distributed teaching (P.604)
Dwayne C. Joseph
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40 – 11:00</td>
<td><strong>TEACHERS AND STUDENTS</strong>&lt;br&gt;Educational quality and standards&lt;br&gt;Oral Presentations&lt;br&gt;Parallel Session&lt;br&gt;OPS_25.4&lt;br&gt;(Room Almada Negreiros I)&lt;br&gt;&lt;b&gt;Chair: Lydia Mavuru**&lt;br&gt;**Pedagogical model for social transformation with a common good perspective (OP_343)&lt;br&gt;Mariano Sánchez Cuevas&lt;br&gt;Arithmetic and algebraic knowledge in student learning of concepts (OP_049)&lt;br&gt;Natalia Karlsson, &amp; Wiggo Kilborn&lt;br&gt;Bullying as driver of low mathematics achievement: South African no-fee-paying schools in a challenged context (OP_085)&lt;br&gt;Marien Alet Graham&lt;br&gt;Synergy between the lesson plan and lesson presentation: Practice what you plan! (OP_287)&lt;br&gt;Mokete Letuka, &amp; Paseka Mollo&lt;br&gt;TLM (three layers methodology) model facing multidisciplinary education (OP_561)&lt;br&gt;Limor Sahar-Inbar, &amp; Nava Shaked&lt;br&gt;Pre-service teachers’ knowledge of mathematics: A framework for sustainable development of student knowledge (OP_395)&lt;br&gt;Natalia Karlsson, &amp; Wiggo Kilborn&lt;br&gt;A meta-analysis: The association between relational parental involvement and student and parent outcome variables (OP_179)&lt;br&gt;William Jeynes</td>
</tr>
<tr>
<td>9:10 – 10:10</td>
<td><strong>PROJECTS AND TRENDS</strong>&lt;br&gt;Inclusive and Special Education&lt;br&gt;Oral Presentations&lt;br&gt;Parallel Session&lt;br&gt;OPS_25.5&lt;br&gt;(Room Almada Negreiros II)&lt;br&gt;&lt;b&gt;Chair: Rika Swanzen**&lt;br&gt;**Exploring inclusive culture and practice: the perspectives of Macao teachers in informing inclusive teacher education programmes in higher education (OP_265)&lt;br&gt;Elisa Monteiro, &amp; Kiko Ikegami&lt;br&gt;Acceptance of children with special needs – the key to universal elementary education (OP_267)&lt;br&gt;Pradipta Kanungo, &amp; Shankar K. Nath&lt;br&gt;A case study of psychoeducational intervention for language learning (OP_331)&lt;br&gt;Fabio Corsi, &amp; Ivan Traina</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td><strong>WORKSHOP</strong>&lt;br&gt;WS_25.6&lt;br&gt;(Room Almada Negreiros II)&lt;br&gt;**Teaching and serving students of hidden and apparent diversity: Third culture kids and cross culture kids (W_418)&lt;br&gt;Patricia A. Stokke&lt;br&gt;<strong>Coffee Break</strong></td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td><strong>TEACHERS AND STUDENTS</strong>&lt;br&gt;Curriculum and Pedagogy // Vocational education and Counseling&lt;br&gt;Oral Presentations&lt;br&gt;Parallel Session&lt;br&gt;OPS_25.7&lt;br&gt;(Room Eduardo Viana I)&lt;br&gt;&lt;b&gt;Chair: Noam Topelberg**&lt;br&gt;**Bridging the gap: From classroom to clinic (OP_161)&lt;br&gt;Dinh Paritzky, Rachel Eichler, &amp; Ravid Rodan-Doron&lt;br&gt;What influence did a design thinking, creative problem-solving workshop have on beginner student teachers? (OP_494)&lt;br&gt;Karen McGivern&lt;br&gt;Lived experiences and concerns of individualized degree students: Implications for policy, curriculum, and pedagogy (OP_549)&lt;br&gt;Daniel Woldeab&lt;br&gt;Inequalities faced by indigenous peoples in vocational education and training (OP_022)&lt;br&gt;Jo Anni Joncas, &amp; Kara Edward&lt;br&gt;Innovative work-based learning and employability skills training for learners with special needs (OP_416)&lt;br&gt;Dalun Zhang</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11:30 – 13:10</td>
<td>Early childhood and Primary Education</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 13:10</td>
<td>Secondary Education; Higher Education</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 13:10</td>
<td>Educational policy and leadership</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>WORKSHOP</td>
</tr>
<tr>
<td>12:20 – 13:05</td>
<td>WORKSHOP</td>
</tr>
<tr>
<td>13:10 – 14:30</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 14:30 – 15:30| **TEACHERS AND STUDENTS**  
Training programmes and professional guidance // Teachers and Staff training and education  
Oral Presentations  
Parallel Session  
OPS_25.13  
(Room Eduardo Viana I)  
*Chair:* Patricia Stokke  
*“The visual code”: Educating in an age of visual culture* (OP_291)  
Noam Topelberg, & Jonathan Ventura  
*The practices of how pre-service ELT teachers integrate digital technologies in materials development online course* (OP_341)  
Aylin Sevimel-Sahin  
*An analysis of the use of simulation centers in the training of pre-service and novice English teachers in Israel. What makes them work well?* (OP_152)  
Nicole Broder |
| 14:30 – 15:30| **PROJECTS AND TRENDS**  
Pedagogic innovations  
Oral Presentations  
Parallel Session  
OPS_25.14  
(Room Eduardo Viana II)  
*Chair:* Les Sztandera  
*Motivation, learning and emotions: Engaging students with science flipped classroom* (OP_302)  
Isabel Ribau  
*An educational escape room for computational thinking - defining the requirements* (OP_406)  
Peter Mozelius, Lisa Sällvin, & Niklas Humble  
*Partnerships between higher education and industry: Experiential learning to build a diverse STEM workforce* (OP_531)  
Catherine Amelink |
| 14:30 – 15:30| **TEACHING AND LEARNING**  
Literacy, languages and Linguistics (TESL/TEFL)  
Oral Presentations  
Parallel Session  
OPS_25.15  
(Room Eduardo Viana III)  
*Chair:* Dawn Thomas  
*Online discussion forum tasks in ESP courses: space for development of intralinguistic mediation skills* (OP_193)  
Pavel Brebera, & Zuzana Bezdickova  
*Sentence comprehension in children with developmental language disorders* (OP_547)  
Barbora Červenková, & Gabriela Solná  
*Developing an effective mobile app for improving English speaking skills* (OP_562)  
Eun-Ok Baek, Qi’ Eyda Guo, Tong Feng, & Lu Jia |
| 14:30 – 15:30| **PROJECTS AND TRENDS**  
Rural and indigenous Education  
Oral Presentations  
Parallel Session  
OPS_25.16  
(Room Almada Negreiros I)  
*Chair:* Spencer Clark  
*Enhancing STEM education in indigenous serving schools using culturally responsive pedagogy* (OP_114)  
Pradeep Dass, Angelina Castagnò, Darold Joseph, Chesleigh Keene, & Crystal Macias  
*Rethinking rural educational contexts as sites for teacher education to innovate teaching and learning* (OP_370)  
Spencer Clark, Eileen Wertzberger, & Nooshin Darvishinia  
*Youth cyberbullying – understanding contextual paths to prevention and resilience* (OP_592)  
Helen Liu |
| 14:30 – 15:30| **TEACHING AND LEARNING**  
Secondary Education; Higher Education  
Oral Presentations  
Parallel Session  
OPS_25.17  
(Room Almada Negreiros II)  
*Chair:* Jelena Blaskovic Galekovic  
*How academics perceived their participation in applied projects in mainland China* (OP_045)  
Manhong Lai  
*Early identification of academic failure on higher education: Predicting students’ performance using AI* (OP_160)  
Fidel Cacheda, Manuel F. López-Vizcaíno, Diego Fernández, & Víctor Carneiro  
*Types of formative feedback that technology teachers give to learners during problem structuring* (OP_465)  
Willem Rauscher, & Nelé Loubser |
<p>| 15:45        | Social Event (Tour and Dinner)                                                                                                           |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair</th>
<th>Talks</th>
</tr>
</thead>
</table>
| 9:00 – 11:00 | **TEACHERS AND STUDENTS**  
Teachers and Staff training and education  
Oral Presentations  
Parallel Session  
OPS_26.1  
(Room Eduardo Viana I)  
*Chair:* Natalia Karlsson |  
Examining the mental health status of Hungarian teachers *(OP_108)*  
Monika Veronika Szigeti  
Tutored praxis-shock: Teacher candidates’ opinion on the mental effects of school mentoring *(OP_111)*  
Magdolina Chrappán, & Rita Bencze  
Mentoring in teacher training practice: The interpretation of mentors’ role in the triadic relationship *(OP_112)*  
Rita Bencze, & Magdolina Chrappán  
Learning to teach: An evaluation of the preparation of doctoral students to lead their own teaching *(OP_264)*  
Karel Nêmejc  
The effects of the middle layer on Chinese college teachers’ competence model: A meta-analysis *(OP_583)*  
Lei You, Pei-Hua Tsai, & Lung-Hsing Kuo  
Teacher training on fundamental programming for mathematics and technology – what are the course takeaways? *(OP_407)*  
Peter Mozelius |  

9:00 – 11:00 | **PROJECTS AND TRENDS**  
Pedagogic innovations  
Oral Presentations  
Parallel Session  
OPS_26.2  
(Room Eduardo Viana II)  
*Chair:* David Maree |  
The development of a method for teaching extended cello techniques using free improvisation *(OP_599)*  
Luisa Russi Guzmán  
Innovative writing practices as learning opportunities in a vulnerable school context. A social design inquiry title *(OP_411)*  
Paolo Sorzio, & Caterina Bembich  
Success stories of Strengths Based Instructional (SBI) approach for children with exceptional needs *(OP_385)*  
Sumita Chakraborti-Ghosh  
Wondering and grading in higher education – a tension ratio? *(OP_046)*  
Marlien Schönert  
Identity-based activities carried out through engraving and stamping exercises. Art mediation workshops based on local engravers’ works and aimed for students from the city of Tomé in Chile *(OP_439)*  
Jessica Castillo Inostroza |  

9:00 – 11:00 | **TEACHING AND LEARNING**  
Early childhood and Primary Education  
Oral Presentations  
Parallel Session  
OPS_26.3  
(Room Eduardo Viana III)  
*Chair:* Pavel Brebera |  
Arts education in combined primary classes in the Republic of Croatia *(OP_209)*  
Jelena Blašković Gialeković, Svetlana Novaković, & Zlata Tomljenović  
How to be political? Exploring early childhood understanding of politics ecologically and philosophically *(OP_088)*  
Gudrun Marci-Boehncke, Matthias Rath, & Madeleine Rusch  
Use of technology in supporting ECD centres’ pedagogy and management functions to provide quality education *(OP_399)*  
Adebunmi Yetunde Aina  
Exploring early childhood understanding of politics and the impact of (digital) media education *(OP_089)*  
Raphaëla Tkozyk, Johanna Lategahn, & Gudrun Marci-Boehncke  
Designing with multiple tools - supporting young children agency in early childhood education *(OP_241)*  
Calkin Suero Montero, Kaisa Pihlainen, Niina Leppänen, Sanna Ikonen, & Eija Kärnä  
Demographic characteristics of teachers’ perceptions towards the use of technology in early childhood education *(OP_145)*  
Baliqs Oladele Adẹyinka, Adebunmi Yetunde Aina, & Ayodele Abosede Ogegbọ  
Practicing social-emotional and cognitive teaching strategies and STEAM activities in early childhood education *(OP_329)*  
Ona Monkevičienė, Birutė Vitytė, & Birutė Autukevičienė |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>PROJECTS AND TRENDS</td>
<td>Technology in teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parallel Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Room Almada Negreiros I)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair: Sephiri Hlohlolo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>TEACHERS AND STUDENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parallel Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Room Eduardo Viana I)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair: Bridget Mangwegapé</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>PROJECTS AND TRENDS</td>
<td>Educational projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parallel Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Room Eduardo Viana II)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair: Giuseppe Trombino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**9:00 – 11:00:**

**PROJECTS AND TRENDS**

**Technology in teaching and learning**

- Oral Presentations
- Parallel Session
- (Room Almada Negreiros I)
- **Chair:** Sephiri Hlohlolo

**Towards future education: How do teachers and students perceive blended education?** (OP_306)
Seyyed Kazem Banhashem, Perry den Brok, Omid Noroozi, & Harm Biemans

**Digital technologies, mental health challenges and academic language development of indigenous youth: A retrospective** (OP_031)
Jia Li

**Predicting student performance from MOODLE logs in higher education: A course-agnostic approach** (OP_192)
Jia Li

**Pedagogical & technological knowledge and use of digital technologies by faculty before and during pandemic times** (OP_204)
Martín Omar Ruíz, José Luis Ramírez-Romero, & José Ángel Vera Noriega

**Radio navigation aids learning, from virtual to real with the Kolb’s experiential learning cycle** (OP_570)
Carlos Rubio, Deíbi López, Adrián Delgado, Adrián García, Diego Domínguez, & Jesús Gonzalo

**The experiences of foreign language teacher candidates during the emergency remote teaching** (OP_342)
Hamdullah Sahin

**11:00 – 11:30:**

**Coffee Break**

**11:30-13:10:**

**TEACHERS AND STUDENTS**

- Oral Presentations
- Parallel Session
- (Room Eduardo Viana I)
- **Chair:** Bridget Mangwegapé

**Teaching in higher education with eye-tracking: An international and interdisciplinary research** (OP_200)
Filomena Faëlla, Giuseppina Albano, Paola Attollino, Maria Chiara Castaldi, Marco Giordano, Maria Grazia Lombardi, Emiliana Mannese, Valentina Mascolo, Maria Ricciardi, & Giulia Savarese

**The praxis of mentoring from a social learning perspective: The case of practising trainee teachers at a teacher training college in Midlands** (OP_323)
Richard Niyaka, Motalenyane Alfred Modise, & Konyana Shoorai

**Navigating fear: African American doctoral students in the academy** (OP_607)
Deniece Dorch

**The decision tree analysis model on a remote popular science learning system for in-services education of teachers** (OP_582)
Lung-Hsing Kuo, Pei-Hua Tsai, Tzuchau Yeh, Chenyu Chiang, & Kuo-Ming Tu

**Lessons learned from teaching during the Covid-19 pandemic: Operationalizing the what if’s** (OP_292)
Kathy R. Fox, Tracy Y. Hargrove, & Kathleen Roney

**11:30-13:10:**

**PROJECTS AND TRENDS**

**Educational projects**

- Oral Presentations
- Parallel Session
- (Room Eduardo Viana II)
- **Chair:** Giuseppe Trombino

**A comparison of goal achievement of students in a social research methods class during Covid** (OP_564)
David Maree, & Marinda Maree

**Teachers’ perceptions on international online teamwork and how it can be improved** (OP_246)
Tanja Vesala-Varttala, & Margarida Morgado

**EDUCOAST – nature-based education in coastal geosciences: A field station in southern Portugal** (OP_468)
Teresa Drago, Tanya Silveira, Rui Taborda, João Cascalho, M.Conceição Freitas, Francisco Fatela, Ana Ramos, Jacqueline Santos, Ana Isabel Rodrigues, João Afonso, Sebastião Teixeira, Marcos Rosa, Pedro Brito, Mafalda Carapuço, Ana Alberto, Marta Nogueira, Emanuel Surducan, & Paulo Oliveira

**Critical computational pedagogy: An approach to expanding biopolitical literacies for the digital subject** (OP_484)
Michael Lithgow

**Game-based learning in higher education: A comparative study in tourism degrees** (OP_532)
Sónia Pais, Laura Chagas, & Ana Pires
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30-13:10</td>
<td><strong>TEACHING AND LEARNING</strong> Science and technology Education</td>
<td><strong>Analysis of theoretical and methodological aspects in research works with scientific dissemination</strong> (OP_257)</td>
</tr>
<tr>
<td></td>
<td>Oral Presentations</td>
<td><strong>Immersive virtual reality and artificial intelligence for enhancing student preparedness for clinical exams</strong> (OP_492)</td>
</tr>
<tr>
<td></td>
<td>Parallel Session</td>
<td><strong>Teaching the periodic table as the evolution of matter from energy to life, using poetry</strong> (OP_475)</td>
</tr>
<tr>
<td></td>
<td>(Room Eduardo Viana III)</td>
<td><strong>Education model for future</strong> (OP_479)</td>
</tr>
<tr>
<td></td>
<td>Chair: Ana Conboy</td>
<td><strong>Adapting architectural design education for the AI era: Preliminary findings and future directions</strong> (OP_567)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30 – 13:10</td>
<td><strong>ORGANIZATIONAL ISSUES</strong> Equity, social justice and social change // International Education and Exchange programmes</td>
<td><strong>Institutional measures to prevent and fight against sexual violence in universities - the case of Quebec, Canada</strong> (OP_500)</td>
</tr>
<tr>
<td></td>
<td>Oral Presentations</td>
<td><strong>Women working at universities in South Africa – a gender equality perspective</strong> (OP_448)</td>
</tr>
<tr>
<td></td>
<td>Parallel Session</td>
<td><strong>The social assistance office at the University of Murcia</strong> (OP_240)</td>
</tr>
<tr>
<td></td>
<td>(Room Almada Negreiros I)</td>
<td><strong>Barriers to reporting sexual violence in higher education: Power dynamics and anticipated costs</strong> (OP_498)</td>
</tr>
<tr>
<td></td>
<td>Chair: Devorah Eden</td>
<td><strong>Immigrant teachers in South Africa: Professional needs and advice to their compatriots</strong> (OP_042)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Closing Session</strong> (Room Eduardo Viana III)</td>
</tr>
</tbody>
</table>

13:10
In parallel with the in-person sessions, all participants can follow the virtual presentations available below.

<table>
<thead>
<tr>
<th>Virtual Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Representations of consumption at the chocolate factory: A creative writing teaching proposal on positive consumerism</strong> (VP_017) Christina Kalaitzi</td>
</tr>
<tr>
<td><strong>Learning styles, technostress &amp; blended learning – implications for the educational model of the future</strong> (VP_033) Iris Stocker, Teresa Spieß, &amp; Christian Ploder</td>
</tr>
<tr>
<td><strong>Innovative student-centred strategies in higher education: An experience of active foreign language learning</strong> (VP_040) Véronique Delplanq, Ana Maria Costa Lopes, José Pereira, &amp; Susana Fidalgo</td>
</tr>
<tr>
<td><strong>The effect of integrating ga’s into the curriculum on the design of a new 3-year mechanical engineering degree at DUT</strong> (VP_050) Mark Walker, Bruce Graham, &amp; Shereek Sheoratan</td>
</tr>
<tr>
<td><strong>Pre-service science teachers’ emotional profile designing IBSE activities: The gender perspective</strong> (VP_062) Cristina García-Ruiz, Jorge Luque-Jiménez, Teresa Lupiñ-Cobos, &amp; Ángel Blanco-López</td>
</tr>
<tr>
<td><strong>English in Algerian primary schools: Prospects and realities</strong> (VP_064) Radia Guerza, &amp; Mohammed-Salah Nedjai</td>
</tr>
<tr>
<td><strong>Experiences of teachers in the enactment of simulations in 5E inquiry-based science teaching</strong> (VP_069) Gloria Makamu, &amp; Umesh Ramnarin</td>
</tr>
<tr>
<td><strong>Assessment of the sub-competences of entrepreneurial competence in the basic school</strong> (VP_072) Külli Hliemäe-Metsar, Krista Ulbu, &amp; Mervi Raudsaa</td>
</tr>
<tr>
<td><strong>Life sciences teachers’ planning of lessons for formative assessment in inquiry-based teaching</strong> (VP_073) Thandiwé Diamini, &amp; Umesh Ramnarin</td>
</tr>
<tr>
<td><strong>Digital creativity abilities for designing sustainable and fair futures. Reflecting on the results from the DM Learning Lab Madeira</strong> (VP_087) Valentina Vezzani</td>
</tr>
<tr>
<td><strong>Comparison of the learning process of high school students before, during and after the pandemic</strong> (VP_090) Fiorentina Alina Grigorescu (Pîrvu)</td>
</tr>
<tr>
<td><strong>Game for didactic innovation. Classcraft in Italian secondary school</strong> (VP_094) Andrea Brambilla, Francesca Antonacci, &amp; Stephen E. Moore</td>
</tr>
<tr>
<td><strong>Analysis of the initial acceptance of the bee-bot robot in students with autism spectrum disorder</strong> (VP_095) Elena Pérez Vázquez, Gonzalo Lorenzo Lledó, Asunción Lledó Carreres, Alejandro Lorenzo Lledó, &amp; Alba Gilabert Cerdá</td>
</tr>
<tr>
<td><strong>The role of peace education in post-conflict zones of Cyprus’ foreign language education policy</strong> (VP_097) Merve Uysal, &amp; Çagda Küvanç Çağanağğ</td>
</tr>
<tr>
<td><strong>E-Kine: Education for online rehabilitation skills</strong> (VP_105) Nurgül Arıncı İncel, Orhan Güvenir, Figen Dağ, Yanislaw Zhelev, &amp; Taina Avramescu</td>
</tr>
<tr>
<td><strong>Augmented reality promotes social responses in autism spectrum disorder subjects</strong> (VP_107) Alba Gilabert-Cerdá, Gonzalo Lorenzo Lledó, Alejandro Lorenzo Lledó, Asunción Lledó Carreres, &amp; Elena Pérez-Vázquez</td>
</tr>
<tr>
<td><strong>What if students had learning bricks to “build” music and theater performances?</strong> (VP_109) Annamaria Savona</td>
</tr>
<tr>
<td><strong>The Melarète Project: Theory and practice of a kindergarten and primary school program for ethical education</strong> (OP_110) Luigina Mortari, Federica Valbusa, &amp; Marco Ubbiali</td>
</tr>
</tbody>
</table>
Dialoguing on friendship as political virtue: An experience of citizenship education for primary school children (VP_115)
Luigina Mortari, Marco Ubbiali, & Rosi Bombieri

Analysis of the examination methods of Gardner’s intelligences in the digital environment (VP_117)
Gréta Abraham

Between expectations and generative uncertainties: An action study in higher secondary school (VP_139)
Aet Raudsep

The role of school management in mentoring novice teachers’ transition into the teaching profession (VP_144)
Anthony Mpsi, & Westlee Kieser

Sustainable fashion design practice in the studio-based classroom (VP_148)
Xiaozhu Lin, & Matteo Oreste Ingaramo

A fictitious vehicle manufacturing company at a university as interdisciplinary framework to combine study programs (VP_156)
Tobias Peuschke-Bischof, & Stefan Kubica

A proposal for teaching and learning in primary school post-Covid-19 (VP_182)
Carlos Alberto Ferreira, & Ana Maria Bastos

Online teaching, learning, and assessment: Lessons in affective education and skill development during the pandemic (VP_195)
Tara K. Hammar, & Patrick Griswold

Teachers’ perceptions and intentions about integrating computational thinking into science instruction (VP_196)
Ayodele Abosede Ogegbo

“Soil” in basic education in São Paulo, Brazil: Strategies for skill development and construction of geoethical values (VP_198)
Hermom Reis Silva, Rosely Aparecida Liguori Imbernon, & Clara Vasconcelos

Storytelling as an interdisciplinary strategy in geoscience education (VP_199)
Isabel Teixeira, Dulce Lima, & Clara Vasconcelos

Primary school teachers’ perceptions of their self-directed learning skills and use of practices that promote self-regulated learning (VP_206)
Bernadette Geduld, & Lindie Ehlers

School engagement of youths exposed to cumulative disasters in a pandemic context (P_210)
Eve Pouliot, Pascal Gauthier, Kristel Tardif-Grenier, Danielle Maltais, Christine Gervais, & Ann-Sophie Simard

Could I be more satisfied? The relationship between online learning activities, satisfaction, and agreeableness personality type (VP_217)
Orit Baruth, & Anat Cohen

Considering teachers’ identity, well-being, and professional development in Croatian cultural context (VP_227)
Sanja Tatulović Vorkapić, Dunja Andić, Renata Čepić, Sanja Skočić Mihić, & Aleksandra Smolić Batelić

Transitional objects in early childhood: What parents’ think about their importance? (VP_233)
Sanja Tatulović Vorkapić

Creative thinking of children with ADHD and their performance in language and mathematics (VP_239)
Kalliopi Trouli, & Antonia Gousiou

Factors influencing the comprehension of non-literary texts by Czech pupils of secondary technical schools (VP_250)
Dana Vicherková, & Nela Nováková

Reviewing the literature on the interplay of creativity and critical thinking in education (VP_256)
Maria Gkouzioni, Erini Kleidara, Zafiria-Sabrina Shehu, Panagiota Koulouri, & Lefkothea-Vasiliki Andreou
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>“That’s just something I was playing with.” Math talk and avoidance in an art museum</td>
<td>Nuria Jaumot-Pascual</td>
</tr>
<tr>
<td>A systematic literature review on multicultural mentoring research for students with migrant backgrounds</td>
<td>Kim EunHui, &amp; Kim YoungSoon</td>
</tr>
<tr>
<td>Written reflection as a “movement” in a quality service-learning process</td>
<td>Federica Martino</td>
</tr>
<tr>
<td>Language challenges grade 11 learners encounter in life sciences instructional materials and assessments</td>
<td>Nuria Wilson, &amp; Lydia Mavuru</td>
</tr>
<tr>
<td>Multilingual learners’ perceptions of the role of English and scientific language on natural sciences learning</td>
<td>Nishana Wilson, &amp; Lydia Mavuru</td>
</tr>
<tr>
<td>Reconstructing teachers’ discourse to build inclusive interactions using positive discourse analysis and formative intervention</td>
<td>Paula Garcia, Keila Barreto, &amp; Ginary Acosta</td>
</tr>
<tr>
<td>Abeplana: As how TI teach with videogames in kindergarten class</td>
<td>Verónica Marín, Begoña E. Sampedro, Ana B. López, &amp; Esther Veja</td>
</tr>
<tr>
<td>Divemix: Perceptions of mixed reality in secondary education in Spain</td>
<td>Verónica Marín, Begoña E. Sampedro, Esther Vega, &amp; Ana B. López</td>
</tr>
<tr>
<td>Attempts towards alleviation of social injustices within South African universities</td>
<td>Thasmai Dhurumraj, &amp; Sam Ramalia</td>
</tr>
<tr>
<td>Implementation of Matlab guide templates for chemical engineering students to solve complex material and energy balances</td>
<td>Ivan Domínguez-Candelas, Salvador Cayetano Cardona, Maria Fernanda López-Pérez, Jaime Lora, &amp; Vicent Fombuena</td>
</tr>
<tr>
<td>Emotions linked to certainty-based self-assessment: A multidiscipline experience</td>
<td>Ana Remesal, María José Corral, Iria SanMiguel, Patricio García-Minguez, Tomas Macsotay, &amp; Ernesto Suárez</td>
</tr>
<tr>
<td>Ordinary differential equations in a mathematical modeling context</td>
<td>Amálía Mesquita, &amp; Celina Abar</td>
</tr>
<tr>
<td>Mixed reality in secondary education</td>
<td>Verónica Marín, Ignacio González, Belen Quintero, &amp; Eloísa Reche</td>
</tr>
<tr>
<td>Cultivating collaborative online international learning (COIL) experiences for undergraduate health educators in the classroom</td>
<td>Jessica Maureen Harris, &amp; Minjung Seo</td>
</tr>
<tr>
<td>Teachers’ perception of digital game-based learning in early childhood education in rural schools in Ghana</td>
<td>Prince Kelvin Owusu, &amp; Irene Govender</td>
</tr>
<tr>
<td>MOOCs creation and management methods: Exploring the design approach of a MOOC on European history and culture</td>
<td>Roberta Pireddu</td>
</tr>
<tr>
<td>Analysis of Burton’s male characters: Confronting gender stereotypes in foreign language learning</td>
<td>Manuel Jesús Cardoso-Pulido, &amp; Leopoldo Medina Sánchez</td>
</tr>
<tr>
<td>Innovative teaching of philosophy through drama: Socrates</td>
<td>Anna Lazou, &amp; Giannis Spyridis</td>
</tr>
<tr>
<td>Response to intervention (RTI) program for the development of executive functions in first-year elementary school</td>
<td>Graziele Kerges-Alcantara, &amp; Simone Aparecida Capellini</td>
</tr>
</tbody>
</table>
Ecodidactics: An ecological educational perspective (VP_354)
Raffaella C. Strongoli

Corporate university the light of the educational psychology in organizations: An experience report (VP_368)
Victoria Mabilí Cavalin, Victoria Trezza Cosenza Oliveira, Caroline de Windsor Gonçalves, & Lucas Cavalin

A heterogeneous ability grouping model for cooperative learning based on nonparametric weighted skill diagnosis (OP_377)
Yi-Jin Ju, Tai-Ming Chen, Pei-Jyun Hsieh, & Cheng-Hsuan Li

Teach industrial design students how to make physical products (VP_386)
Miguel Terroso

The amphibious life of South African schools departmental heads: A straddle between leading and teaching (VP_394)
Tshepo T. Tapala

Students perceptions about the influence of school environment on their academic performance in physics (VP_401)
Ayodele Abosede Ogegbo

The contribution of project based-learning in the development of students’ skills in senior high school (VP_402)
Katerina Kasimatis, Eleni Bekiari, & Vivi Delikari

Using immersive technologies to enhance student learning outcomes in clinical sciences education and training (VP_415)
Richard Kalunga, & Fatma Elshobosky

Assumptions about learning that underpin teachers’ feedback practices (VP_417)
Verónica Yáñez-Monje

Designing rubrics to assess pedagogical knowledge of prospective teachers (VP_421)
Verónica Yáñez-Monje, Marian Allón-Neumann, Marcela Palma-Troncoso, & Cecilia Maldonado-Elevancini

Virtual reality in speech sound disorders therapy (VP_429)
Carolina Bodea Haţegan, Dorina Talaş, & Raluca Trifu

Dramatic play as a developmental means of preschool children’s motor creativity (VP_431)
Aspasia Panagiotaki, Kalliopi Trouli, & Michalis Linardakis

Multicultural perspectives of L2 learning (VP_433)
Gaetano Di Napoli, Massimiliano Schirinzi, & Maria Garro

Measuring inquiry abilities of young learners using a performance-based assessment (VP_434)
Cinthya Kayser, Mafor Penn, Umesh Ramnarain, & Hsin Kai Wu

Significance and attitude of teaching applied mechanics calculations in civil technology: Students analogy (VP_436)
Khojane Geoffrey Mokhotlu

Performing small project assessment in civil technology through heutagogy approach teaching and learning process (VP_437)
Khojane Geoffrey Mokhotlu

Harnessing pedagogical affordances of online tools to enhance grade 11 physical sciences learners’ conceptual understanding of electromagnetism (VP_441)
Sam Ramaila

Technology integration in grade 10 life sciences teaching and learning (VP_442)
Sam Ramaila

Valid but not (too) reliable? Discriminating the potential of ChatGPT within higher education (VP_444)
José L. González-Geraldo, & Letícia Ortega López
Behavioural disorders and the law: The legal situation of pupils with behavioural problems in the international context - with particular reference to disciplinary issues (VP_455)
Tamas Remenyi

Experiential pedagogical model for teaching management and leadership in higher education (VP_460)
Jonna Käpylä, & Miikka Palvalin

A strength-based mentorship programme for novice teachers illuminated by acquired strengths (VP_466)
Shaun Peens

Artificial intelligence chatbots – a help or hindrance to computer science education (VP_469)
Paul Sage

Jumping out of the comfort zone: Promoting collaborative learning through music and movement course in higher education (VP_472)
Katy Ieong Cheng Ho Weatherly

An evaluation of flipped classroom pedagogy in natural sciences learning using mobile virtual reality (VP_473)
Mafor Penn

Technostress in distance learning: the positive learn project (VP_477)
Dimitra Pappa, Jan Pawlowski, Kati Clements, & Sofoklis Sotiriou

COVID-19: Rethinking the skills required of 21st century educators (VP_478)
Jan Pawlowski, Dimitra Pappa, Kati Clements, & Sofoklis Sotiriou

The power of higher education curriculum in shaping character and perception: A social change dimension (VP_482)
Pulane Adelaide Molomo

Gamification in the Portuguese language subject: A review of two e-learning platforms (VP_483)
Madalena Gomes, Ana Catarina Silva, & Jorge Pereira

Development of critical thinking - wishful thinking or reality in elementary schools (VP_490)
Dana Hanesová, & Katarína Vančíková

Ability grouping and inclusive practice in foreign language teaching (VP_491)
Katarína Vančíková, & Dana Hanesová

Integrating sustainability into information and knowledge management curriculum (VP_501)
Jonna Käpylä

Song-leading: An overview on contrasting didactics (VP_506)
Gabriella Cavasinio

Changes of teacher-student/students communication in study process: Context of remote teaching/learning (VP_519)
Rasa Pocevičienė

Multicultural and intercultural communication: New learning and teaching models (VP_520)
Rasa Pocevičienė

What we talk about when we talk about innovation and vocational education? A scientometric analysis of the research framework (VP_521)
Felipe Guevara-Pezoa

The ugly side of teaching practice: Teachers’ perceptions of student teachers’ immoral and unprofessional behaviour during teaching practice (VP_534)
Jaysveree M. Louw

Lecturers’ perspectives on the internationalised teacher education curriculum: South Africa (VP_535)
Nosihle Veronica Sithole
<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing access barriers, hiding learning barriers: An ethical (Kantian) critique of the open admissions model used in MOOCS</td>
<td>Louai Rahal</td>
</tr>
<tr>
<td>Investigating the implementation and administering of assessment policy at technical vocational education and training (TVET) college in the Free State</td>
<td>Paseka Ndleleni, Paseka Mollo, &amp; Khojane Mokhothu</td>
</tr>
<tr>
<td>Measuring self-regulated learning in students with/without care-responsibilities to push gender equity</td>
<td>Luzi M. Beyer, &amp; Anniina Böhm-Fischer</td>
</tr>
<tr>
<td>Implementation of organizational models that promote pupil attendance and create social value? An interdisciplinary process study</td>
<td>Katharina Jacobsson</td>
</tr>
<tr>
<td>Music teaching and learning community service program – teaching music to elders</td>
<td>Pui Kei Lau</td>
</tr>
<tr>
<td>Gamification app “exprésate con ciencia” boosts utility and acceptance for health science students</td>
<td>Lorenzo Rivas-Garcia, Lara Crespo-Antolín, Cristina Moreno Amezcua, Juan Llopis, &amp; Cristina Sánchez-González</td>
</tr>
<tr>
<td>Hieroglyph and the foundation of children's teaching - Cosmic Language -- Cosmic Language = world general type universal language, hieroglyph encoding language for spell characters</td>
<td>Ma Wen Bin, Ma Jin Sheng, Ma Ran, &amp; Dong Yu Ping</td>
</tr>
<tr>
<td>Research paths and future trends of online teaching quality in higher education: A bibliometric and content analysis</td>
<td>Xinzhu Wu, &amp; Yan Xu</td>
</tr>
<tr>
<td>Do gender differences affect in admission and final grades correlation?</td>
<td>Rubén Martín-Cabezuelo, Ana Vidaurre, Isabel Tort-Ausina, Maria-Antonia Serrano, Jaime Riera, Susana Quiles Casado, Nina Navajas-Pertegás, José Molina-Mateo, José María Meseguer-Dueñas, &amp; José Antonio Gómez-Tejedor</td>
</tr>
<tr>
<td>Generational intelligence as an integral aspect of pre-service teachers’ interpersonal communication competence</td>
<td>Tai-Fen Chen, Daniel Chia-En Teng, &amp; Ho-Yuan Chen</td>
</tr>
<tr>
<td>Game-based learning technology integrated cooperative learning in Geography in junior high school</td>
<td>Ho-Yuan Chen, Daniel Chia-En Teng, &amp; Tai-Fen Chen</td>
</tr>
<tr>
<td>Effects of life education on attitudes toward well-being</td>
<td>Yi-Mei Wang, Ho-Yuan Chen, &amp; Tai-Fen Chen</td>
</tr>
<tr>
<td>Uncovering a presumptive learning progression on electricity and magnetism: A case study of meaningful science teaching and learning in South African high schools</td>
<td>Sakyiwaa Boateng</td>
</tr>
<tr>
<td>Exploring the change to remote learning in Nepal</td>
<td>Paul Sparks, &amp; Jeff Lee</td>
</tr>
<tr>
<td>Improving STEM access with a collaborative 3D/VR design lab</td>
<td>Paul Sparks, &amp; Valerie Schmitz</td>
</tr>
<tr>
<td>Identifying patterns of tactile exploratory behaviors in children with vision impairment and multiple disabilities</td>
<td>Maria Papazafiri, &amp; Vassilis Argyropoulos</td>
</tr>
</tbody>
</table>