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Volume 1

Edited by

Mafalda Carmo

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

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FOREWORD

Dear Colleagues,

This book contains the full text of papers and posters presented at the International Conference on Education and New Developments (END 2025), organized by the World Institute for Advanced Research and Science (WIARS).

Education is a fundamental right that accompanies us from the very beginning of our lives. It encompasses every experience we encounter, influencing and shaping our thoughts, emotions, and actions. Whether we engage in formal education within classrooms or learn from the world around us, the process of acquiring knowledge plays a vital role in our personal growth and development. It equips us with the tools to navigate the complexities of life, broadens our perspectives, and empowers us to make informed decisions. This International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. Our goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues.

We are delighted to have successfully facilitated connections among academics, scholars, practitioners, and individuals who share a common interest in a field abundant with fresh perspectives, ideas, and knowledge. Our event has attracted a diverse range of contributors and presenters, enriching our understanding of human nature and behavior by showcasing the influence of their unique personal, academic, and cultural backgrounds. This diversity is a testament to the international reach of our conference, fostering multi-disciplinary collaborations and fostering intellectual growth and exchange.

END 2025 received 704 submissions, from more than 45 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations and Workshops. The conference accepted for oral presentation 264 submissions (38% acceptance rate).

The conference also includes one Keynote presentation by Dr. Diane Boothe, Boise State University, USA. We would like to express our gratitude to our invitee.

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

• In **TEACHERS AND STUDENTS**: Teachers and Staff training and education; Educational quality and standards; *Curriculum* and Pedagogy; Vocational education and Counselling; Ubiquitous and lifelong learning; Training programs and professional guidance; Teaching and learning relationship; Student affairs (learning, experiences and diversity; Extra-curricular activities; Assessment and measurements in Education.

• In **PROJECTS AND TRENDS**: Pedagogic innovations; Challenges and transformations in Education; Technology in teaching and learning; Distance Education and eLearning; Global and sustainable developments for Education; New learning and teaching models; Multicultural and (inter)cultural communications; Inclusive and Special Education; Rural and indigenous Education; Educational projects.

• In **TEACHING AND LEARNING**: Critical, Thinking; Educational foundations; Research and development methodologies; Early childhood and Primary Education; Secondary Education; Higher Education; Science and technology Education; Literacy, languages and Linguistics (TESL/TEFL); Health Education; Religious Education; Sports Education.

• In **ORGANIZATIONAL ISSUES**: Educational policy and leadership; Human Resources development; Educational environment; Business, Administration, and Management in Education; Economics in Education; Institutional accreditations and rankings; International Education and Exchange programs; Equity, social justice and social change; Ethics and values; Organizational learning and change, Corporate Education.

The contributions were published across two volumes, and this is the Volume 1 of the book titled Education and New Developments 2025, that showcases the outcomes of dedicated research and developments undertaken by authors who are driven by their passion to enhance research methods that directly relate to teaching, learning, and the practical applications of education in the present day. Within its pages, you will find a diverse array of contributors and presenters of contributors and presenters who expand our understanding of educational matters by sharing their unique personal, academic, and cultural perspectives. Through their valuable insights and experiences, they enrich our exploration and contribute to the growth of educational discourse in our contemporary world.

This first volume only focuses on the main areas of TEACHERS AND STUDENTS and TEACHING AND LEARNING, being the contributions of the other two areas published in Volume 2.

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

Hoping to continue the collaboration in the future.

Respectfully,

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

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KEYNOTE LECTURE

"REIMAGINING CROSS-DISCIPLINARY ACTIVE LEARNING METHODOLOGIES TO ENGAGE EFL STUDENTS"

Dr. Diane Boothe
Director of P-20 Outreach and Professor, Department of Literacy, Language and Culture, College of Education, Boise State University, USA

Abstract

The continued demand and unique learning environment for English as a Foreign Language (EFL) learners is ever changing as educators focus on best practices to promote optimal learning for 21st century students and meet the needs of our complex interdisciplinary globalized world. Central to the demand for revitalizing the classroom experience is to prepare students to enter the evolving workforce. Cutting-edge EFL skills are often tantamount to achieving success in this endeavor and keeping up with the rapid pace of learning. Not only are EFL students expected to demonstrate observable and measurable English skills, but there is a growing interest and stipulation to demonstrate strengths critical to cross-disciplinary fields as well as collaborative active learning methods. This address investigates student-centered instructional methods that focus on the multidimensional perspectives of active learning environments. Experiences from a variety of disciplines will be highlighted including Science, Technology, Engineering and Mathematics (STEM), emphasizing direct EFL preparation to ensure success and promote purposeful collaboration and engaged English learning. Dynamic teaching strategies and methodologies focusing on active, hands-on learning will be discussed. Challenging student-centered activities will be suggested that can be adjusted for a variety of abilities across age groups featuring key transferable English language competencies. Exploration of best practices that build a culture of innovation and prepare students for EFL content areas will be addressed.

Keywords: *Cross-disciplinary, student-centered, interdisciplinary, multidimensional, competencies.*

Biography

Diane Boothe is Professor of Literacy, Language and Culture at Boise State University, and served as Dean of the College of Education from 2005-2014. Prior to coming to Boise State University, she was the Department Chair of Curriculum and Instruction and Professor at the University of West Georgia. She served as a bilingual teacher, and elementary and middle school principal. Diane has worked consistently with multilingual populations to bring about change and support the development of innovative educational programs and policies. She creates collaborative partnerships and fosters positive relationships with the community, schools, and agencies that she serves. She received her Doctor of Public Administration degree from the University of Southern California. Her primary research efforts have been in the areas of English Language Learning, Multilingual Education, Diversity and Comparative Education Systems. She coauthored a book titled In the Eyes of the Beholder: Critical Issues for Diversity in Gifted Education, focusing a chapter on gender and gifted females when identifying the multidimensional perspectives of giftedness. Diane has served in leadership positions as the President of Georgia Teachers of English to Speakers of Other Languages (TESOL), the TESOL International Higher Education Chair, the TESOL International Nominating Committee, and, for ten years, as the editor of the TESOL in Action Journal. She has been selected as the keynote or featured speaker and delivered the plenary session for international and national conferences.

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