

Education and New Developments 2026

Volume 1

**Edited by
Mafalda Carmo**

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

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BRIEF CONTENTS

Foreword	v
Organizing and Scientific Committee	vii
Sponsor	xiii
Keynote Lecture	xv
Index of Contents	xvii

FOREWORD

Dear Colleagues,

This book contains the full text of papers and posters presented at the International Conference on Education and New Developments (END 2026), 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 2026 received 883 submissions, from more than 48 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations and Workshops. For presentation, the conference accepted 344 submissions (39% acceptance rate).

The conference also includes one Keynote presentation by Prof. Pedro Isaias, Universidade Aberta (Portuguese Open University), Portugal. 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 book represents Volume 1 of Education and New Developments 2026. It showcases the outcomes of innovative research and development efforts undertaken by authors committed to advancing teaching, learning, and the practical applications of education in contemporary contexts. Within its pages, you will find a diverse array 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, TEACHING AND LEARNING and ORGANIZATIONAL ISSUES being the contributions of the remaining area 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

“AI AND THE DIGITAL TRANSFORMATION OF HIGHER EDUCATION ASSESSMENT”

Prof. Pedro Isaías

Universidade Aberta (Portuguese Open University), Portugal

Abstract

Artificial Intelligence (AI) is increasingly influencing how assessment is designed, delivered and interpreted in higher education. Its use extends beyond the automation of grading to areas such as formative assessment, personalised feedback, adaptive learning, learning analytics, academic integrity and student support. At the same time, the growing integration of AI into assessment raises important questions concerning transparency, accountability, privacy, bias, academic judgement and the credibility of evidence of student learning.

This keynote examines the adoption and non-adoption of AI-enabled assessment in higher education through a comparative study conducted in 2024 and 2026. It explores how university teachers' perceptions, practices and intentions regarding AI-supported assessment have evolved during a period of rapid technological and institutional change. Particular attention is given to the purposes for which AI is being used, the perceived benefits and barriers associated with its adoption, and the factors that continue to influence lecturers' willingness to incorporate AI into assessment practices.

The keynote also examines the distinctive capabilities of key categories of AI-enabled assessment technologies, illustrated through representative tools such as adaptive learning platforms, automated grading systems, intelligent tutoring systems, plagiarism-detection tools, learning analytics platforms, learning management systems and secure digital assessment environments.

The presentation concludes by addressing the institutional policies, professional development, transparency mechanisms and forms of human oversight required for responsible adoption. It invites participants to reflect on how higher education can redesign assessment while preserving academic integrity, teacher–student relationships and trust in qualifications in an environment where human and artificial intelligence increasingly interact.

Keywords: *Artificial Intelligence, higher education, assessment, Generative AI, academic integrity, digital transformation, teacher perceptions, educational innovation.*

Biography

Pedro Isaías is an associate professor with Habilitation at Universidade Aberta (Portuguese Open University) in Lisbon, Portugal. Previously, Pedro was an associate professor at the Information Systems & Technology Management School of The University of New South Wales (UNSW – Sydney), Australia, an associate professor at The University of Queensland, Brisbane, Australia, and an invited professor at ISEG-University of Lisbon, Portugal. At Universidade Aberta, he is currently responsible for several courses in the Information Systems areas and also a member of the coordination team of the postgraduation in Digital Innovation and Business Analytics. At Universidade Aberta, Pedro was director of the master degree program in Management / MBA and also director of the master degree program in Electronic Commerce and Internet for 10 years. He is co-founder and president of IADIS – International Association for Development of the Information Society, a scientific non-profit association. Author of several books, book chapters, papers and research reports, all in the information systems area, he has headed several conferences and workshops within the mentioned area. He has also been responsible for the scientific coordination of several EU funded research projects and has had participation as a principal investigator in various research projects. Currently he conducts research activity related to MIS in general, and more specifically Learning Technologies, Data Analytics, Business Intelligence, Digital Transformation, e-Business and WWW related areas. Pedro has more than 198 publications: 34 journal papers, 76 conference papers, 11 authored books, 33 edited books, 24 book chapters, and 21 journal special issues. Pedro has delivered 35 keynote/invited talks & workshop panels and has received over 4.793 citations, resulting in an h-index of 35 (Google Scholar, February 2026).

INDEX OF CONTENTS

ORAL PRESENTATIONS

Teachers and Students

Enhancing university teaching and learning through a Python training course for educators and students	3
<i>Manuel Gil-Martín, Sergio Esteban-Romero, Iván Martín-Fernández, Juan Manuel Montero-Martínez, Rubén San-Segundo, & Fernando Fernández-Martínez</i>	
Rethinking algebra learning based on a psychological and transformative learning approach	8
<i>Natalia Karlsson, & Wiggo Kilborn</i>	
What professional music training does better than AI — the TUT experience	13
<i>Hua Hui Tseng</i>	
The association between perceived discrimination and educational expectations among high school students by racial minority status	17
<i>Sabrina Dorceus, & Tanya Joseph</i>	
From knowledge transfer to learning support: New roles for teachers in the age of AI	22
<i>Ursula Georgy</i>	
A model for assessing XXI century competencies in the context of problem-based learning	27
<i>Borislava Kirilova</i>	
Actual problems of modernization and internationalization of education in Qazaqstan	32
<i>Aigerim Kosherbayeva, Aziza Kosherbayeva, Gaziza Kosherbayeva, Ardak Alipbek, Albina Niyazova, & Zuaz Kantarbayev</i>	
Training qualified professionals in care provision in cross-border rural areas: The case of the proximity training project	37
<i>Elisa Figueiredo, Joaquim Mateus, Manuel Paulino, & Ermelinda Marques</i>	
Bridging education and labour-market data: Linking curriculum orientation with adult skills – a methodological framework	42
<i>Eva Staudegger</i>	
See Through My Eyes: A VR-based pedagogical tool for understanding sensory experiences in retail spaces for the neurodiverse population	46
<i>Annelies Gibson</i>	
Connecting with confidence in the ESL classroom: A longitudinal study on self-efficacy, relationships and classroom management in ESL teacher education – phase 1	50
<i>Karine Gauthier, & Mariane Gazaille</i>	
Enhancing digital literacy among teacher educators in Mozambique: A capacity-building program	53
<i>Bento Cavadas, & Neusa Branco</i>	
Reimagining curriculum in nursing education: A narrative inquiry into change and professional experience	58
<i>Rick Vanderlee, & Emma Vanderlee</i>	

Developing future teachers' intercultural competency: An experience "in context"	62
<i>Mariane Gazaille, & Egan Valentin</i>	
"I need to join the group, then I'll know everything" learning communities as a basis for mutual learning and social resilience	67
<i>Małgorzata Maria Osowska, & Helena Anna Jędrzejczak</i>	
Student competencies and teacher knowledge in mathematics: A comparison between Germany and Brazil	72
<i>Nicole Steib, Sophia Ehlers, Stefan Krauss, Marcelo Firer, & Rita Santos Guimarães</i>	
Practice oriented teacher training program in Hungary – results of the pilot year	77
<i>Ilona Teglasi, Reka Racsko, & Laszlo Revesz</i>	
Teacher social support in 4th-5th grade: Comparing pupil and teacher perspectives	82
<i>Viktorie Kovářová, Petra Šobánková, Adéla Žižlavská, & Jan Riško</i>	
Music education in Croatia: Perspectives of music pedagogy students on their future careers	86
<i>Amir Begić, & Jasna Šulentić Begić</i>	
Strategies for real-time feedback and individualized support in mathematics lectures	91
<i>Cristina Anton</i>	
Discursive algebraic skills and their impact on K–3 pre-service teachers' mathematical written efficiency	96
<i>Natalia Karlsson, & Wiggo Kilborn</i>	
The fashion curriculum as impasse: Ethical sourcing vs. the image economy	101
<i>Orit Freilich</i>	
Creating an effective security stream in a university computer science degree	105
<i>Calin Anton</i>	
Developing teachers' digital competences: Institutional approaches (29)	110
<i>Sandra Kučina Softić, & Tona Radobolja</i>	
From code writing to code judgment: A bloom-based redesign for learning programming with GenAI	115
<i>Cornelia Heinisch</i>	
Relationship between executive function and reading comprehension: A systematic review	120
<i>Sandi Gomes Neres, Gabriela dos Santos Franco Liporaci, Bianca Rodrigues dos Santos, & Simone Aparecida Capellini</i>	
Impact of speech sound disorders on predictive literacy skills in socially vulnerable context	125
<i>Ana Carolina Souza, Caroline Brasil, Isabella Xavier, Maria Clara Grecco, & Simone Aparecida Capellini</i>	
Integrating Bloomberg into accounting and finance teaching in a UK higher education institution	130
<i>Laura Muncey</i>	
The foundations of Portuguese studies at the university of Mexico	135
<i>Eréndira D. Camarena Ortiz</i>	

Fostering general competencies through interdisciplinary training: Teachers' perceptions of integrating home economics and STEAM <i>Eva Veeber-Kašan, & Tiina Vânt</i>	138
Modular, adaptive curriculum design for rapidly evolving digital disciplines: An interdisciplinary informatics and design approach <i>Katja Becker, Jens Gerken, & Tobias Held</i>	143
“I can achieve almost anything”: Higher education experiences of young adults with care experience in Ireland <i>Fiachra Ó Súilleabháin, Rebekah Brennan, Lyn Dorney, Sheila McGovern, & Olive Byrne</i>	147
Mentors as learners: Social competency development in reverse mentoring <i>Nijole Ciuciulkiene, & Rasa Didziulienė</i>	151
Participation, agency and well-being: Towards a democratic vision of schooling <i>Valentina Pagani, Giulia Pastori, Chiara Paganuzzi, Alessia Lambicchi, & Alessandra Anna Maiorano</i>	156
Initial joint qualification training: One path, two identities? <i>Adéríta Fernandes, & Fernando Correia</i>	161
The goal: Reflective practitioner – the path: Bumpy! Which personality traits should be considered and discussed? <i>Katja Meyer-Siever, & Anne Levin</i>	166
Well-being at work from the perspective of diverse generations (baby boomers, X, Y, Z) and occupational groups <i>Grażyna Bartkowiak, & Agnieszka Krugielka</i>	171
The impact a world café approach has on learning outcomes in a quantitative class <i>Ann Kirby</i>	176
Teachers' experiences with differentiated learning materials: Paper vs digital formats <i>Liina Malva, & Danial Hooshyar</i>	180
Maternal control and perceived support in childbirth: Perinatal mental health in nursing degree is mandatory <i>Sergio Martínez-Vázquez, Antonio Hernández-Martínez, Juan Miguel Martínez-Galiano, & Rocío Adriana Peinado-Molina</i>	185
Built environment education and project-based learning through collaboration between formal and non-formal educators <i>Vera Marin, Octavia Borș Georgescu, & Heba Safey Eldeen</i>	190
ACT-Sat1 <i>Harrison Auerbach, Winston Neville, & Kevin Simmons</i>	195
Home economics in European public school curricula: A comparative mapping and implications for END 2026 <i>Helen Maguire, Jaana Taar, Marit Nömmik, Päivi Palojoki, Janni Haapaniemi, & Kati Oikarinen</i>	200
Gaming: An effective approach for built environment education <i>Heba Safey Eldeen, & Vera Marin</i>	205

Teaching and Learning

Implementing SMART goal-driven, integrated health improvement projects in college students <i>Karen L. Butler</i>	210
Informal learning environments in the development of adolescents' entrepreneurship competence <i>Anu Raappana</i>	214
The Artificial Intelligence impact on students' competencies and critical thinking in higher education <i>Taina Lintilä, & Suvi Sivén</i>	219
Design thinking in science teaching - experiences from two approaches to integrating a new learning concept <i>Martin Gröger, Karina Souza de Oliveira, & Petra Wolthaus</i>	224
The importance of personal skills as the basis for a successful dual career at elite sports schools <i>Sebastian Schröder, & Johannes Frenkel</i>	229
How pre-service student teachers collaborate in working with a hybrid mystery game containing multiple texts: An observational study <i>Wenke Mork Rogne, Marit Brekke, & Ingrid Saure</i>	234
Case study of developing sustainability knowledge in the textile and fashion industry pilot training: Sources of sustainability information and shifts in information-seeking behaviour <i>Heidi Salokangas</i>	238
Understandings, expectations and experience of parents in terms of using baby sign language as a means of supporting a child's early communication <i>Tiiu Tammemäe, & Katrin Kõiv</i>	243
A digital mapping approach to literary analysis: Promoting metacognition among Gen-Z students <i>Ana Conboy</i>	247
Undergraduate employment, academic performance and debt across universities in the American Northeast: An exploratory study <i>Golan Mandel, & Ipek Kocoglu</i>	252
Force measurement for demonstration of non-linear aspects of hydrodynamics for elementary and secondary school students <i>Daniel Duda, Vitalii Yanovych, Tetjana Tomášková, Anna Mrázová, Vojtěch Janský, Rostislav Vinškovský, Adela Dudová, Václav Uruba, & Kateryna Kovalova</i>	257
Mechanisms, patterns, processes: Assessing visual Generative AI and human creativities at once <i>Carlo Turri</i>	262
Children's body posture screening protocol – a new diagnostic tool for paediatricians, physiotherapists and PE teachers <i>Katarzyna Wódka, & Agnieszka Jankowicz-Szymańska</i>	267
Interactive robotics and maker culture in engineering education: A case study <i>Raysson Cavalcante Vieira, Eduardo Araújo de Oliveira, Caio Daniel Desidério da Silva Chaves, Mateus Castro Iacavino, Silvio Romero Adjar Marques, & Almir Kimura Junior</i>	272

Bridging theory and practice: Using Predicate Logic and Lambda Calculus to fortify computing education for the AI era	277
<i>Mathias Fonkam, Carl Cotner, & Narasimha Vajjhala</i>	
Handling conditional calculation algorithms in spreadsheet environments	281
<i>Mária Csernoch, & Piroska Biró</i>	
Supporting transformative learning for sustainability through blended intensive programme	286
<i>Jaana Taar, Helene Uppin, & Erkki Soika</i>	
Empowering educators: A training module to promote civic media literacy in early childhood	291
<i>Charlotte Marie Diderich, Johanna Lategahn, Gudrun Marci-Boehncke, Nele Henrike Textoris, & Raphaela Tkotzyk</i>	
Assessing non-cognitive competencies for student employability in psychology internships	296
<i>Juan F. Luesia, Milagrosa-Sánchez Martín, Ana Rodríguez-Meirinhos, F. Javier García-Castro, & Irene Gómez-Gómez</i>	
The role of social educators in preventing elder abuse	301
<i>Veronika Pavlíková, Šárka Kopřivová, & Barbora Kuchtová</i>	
Light pollution in Slovenian curricula: Opportunities for integration in physics teacher education	306
<i>Eva Klemenčič, Mitja Slavinec, & Petra Cajnko</i>	
Learning beyond walls: How nature-based fieldwork shapes student well-being, engagement and learning	311
<i>Judita Tomaskinova, & Jan Tomaskin</i>	
Between aspirations and barriers: Migrant-background students navigating access to higher education in Italy	316
<i>Valentina Pagani, & Federica Ines Palladini</i>	
Creative pedagogy as an intervention tool to enhance reading comprehension of hyperactive learners in language teaching	321
<i>Silvia Hvozdková</i>	
Mathematical literacy and AI literacy: A conceptual bridge for interpreting algorithmic models	326
<i>Eleni Nolka, & Chryssa Sofianopoulou</i>	
One mark for choice and two for journey to choice: Enhancing fairness with MCQS	331
<i>Anne D'Arcy-Warmington</i>	
 <u>Organizational Issues</u>	
Cross-cultural learning as catalyst: A phenomenological examination of teacher growth in Belize	335
<i>Laura M. Kennedy, Bethney Bergh, & Kristen White</i>	
Forging the future of higher education in the age of AI, green transition and geopolitical fragmentation	340
<i>Justo García-Navarro, Jan Cornelis, & Zhiwei Song</i>	
Leading (and learning) with compassion: A leadership model for turbulent times	345
<i>Dawn M. Shinew, & Jennifer Waldron</i>	

Interplay of inclusive practices in compulsory schools, teacher education and educational research in Iceland <i>Anna Katarzyna Wozniczka</i>	349
Mentoring as a transformative educational practice: Gender processes, inclusive leadership and institutional change at INFN <i>Sabina Pellizzoni, Giulia De Bonis, Maria Rosaria Masullo, & Angelina Gargano</i>	354
Identifying predictors of school violence: Lessons from seven incidents using a structured warning-sign typology <i>Tibor A. Brečka, & Vojtěch Zwettler</i>	359
Critical reflection and ethical awareness in study abroad: High impact practices for intercultural competence <i>Jennifer Lang-Rigal, & Ekaterina Koubek</i>	364
Educational marketing as a leadership and policy tool in school organizations <i>Paraskevi Chatzipanagiotou</i>	369
“Saying the quiet part out loud”: Students’ perceptions of the implicit curriculum in the U.S. <i>Dee A. Sherwood, Kemmel Palmer, Karen M. VanDeusen, Marian Tripplett, & Anna Yelick</i>	374
Reframing leadership and policy in immersion education: Governance challenges and strategic directions for Irish-medium post-primary provision <i>T. J. Ó Ceallaigh, Muiris Ó Laoire, & Máire Uí Chonghaile</i>	378
Peer tutoring as a strategy for preventing academic failure and supporting student persistence <i>Zuzana Václavíková, & Pavel Smolka</i>	382
Safe schools in the digital age – child rights-based digital policies in education <i>Boróka Luca Balla</i>	387
Towards learning organizations - digital competence development in SMEs <i>Jaana Lerssi-Uskelin</i>	391
Mapping student pathways in Extended Curriculum Programmes: A Sankey flow analysis (2016–2025) <i>Jeanine N. Mwambakana-Mutombo</i>	396

POSTERS

Teachers and Students

- Perceived social support in high-ability, learning disabilities and regular students: Three group comparative analysis** 403
Natalia Silva, Carolina Tinajero, M^a Emma Mayo, Zeltia Martínez-López, & Eulogio Real
- Application and assessment of learning outcomes in the course communication in sport through case studies** 406
Kresimir Lackovic
- Investigating the impact of ChatGPT in facilitating K-12 pre-service teachers' development of individual teacher resource websites** 409
Lih-Ching Chen Wang
- Risk identification and proposal of preventive measures in the management of student projects in an academic environment** 412
Tejvana Tomášková, Jan Krotký, & Jarmila Honzíkova
- Perceptual visual motor performance of 5 years old Brazilian preschoolers: Preliminary study** 415
Cláudia de Freitas Oliveira Bannwart, Natália Lemes dos Santos, Denise Corrêa Barreto Tirapelli, & Simone Aparecida Capellini
- From spheres of activities to learning and work tasks for VET students** 418
Vivian Harberts, & Nataša Papić-Blagojević
- Differences in motivational self-regulation strategies across high-ability, learning disabilities and regular students** 421
Carolina Tinajero, Natalia Silva, M^a Emma Mayo, Zeltia Martínez-López, & Eulogio Real
- The interplay of teachers' soft skills: Creative and intercultural expression, critical thinking and emotional intelligence** 424
Rasa Didziuliene, Nijole Ciuciulkiene, Egidijus Stancikas, & Rita Miciuliene
- Educator escape rooms: Play, assessment and social emotional learning** 427
Rachael Schuetz, Dennis DeBay, & Lina Darwich
- Slovak vocational instructors' self-concept** 430
Adriana Wiegerová, & Monika Mikulcová

Teaching and Learning

- The perception of plants by elementary school pupils: Preliminary results** 433
Romana Adamkova, & Milan Kubiato
- An Estonian (L2) online course for university applicants: Rationale and methodological framework** 436
Maarika Teral, & Raili Pool
- Enhancing vocabulary retention in civil engineering English using context-based quizzes** 439
Anamarija Stefic

Support for language skills of students in physical education teaching <i>Maude Boulanger, Antoine Dumaine, & Marie-Claude Rivard</i>	442
Emotion behind the mask: A neurohumanities educational approach to Japanese Noh Theater <i>Foteini-Maria Mastroefthymiou, Alexandra Miari, Eleftheria Katsarou, & Lefkothea-Vasiliki Andreou</i>	445
Artificial Intelligence in the everyday life of younger school-age children <i>Helena Lazarová, & Pavel Zíkl</i>	448
Experience with evaluation of the isosteric adsorption heats by students using Clausius-Clapeyron approach <i>Roman Maršálek, & Boleslav Taraba</i>	451
A didactic approach to back-end data validation in web application development <i>Moisés Bastos, Gabriel Nazaré, Afonso Garcia, Almir Kimura Junior, & Silvio Romero Adjar Marques</i>	454
Application of research-based learning to understanding the colors of biotechnology <i>María del Mar Contreras, Irene Gómez-Cruz, Cristóbal Cara, Minerva C. García-Vargas, & Juan Miguel Romero-García</i>	457
Practical work and the improvement of scientific knowledge in initial secondary teacher training through curriculum design <i>Juan José Marrero-Galván</i>	460
Applying the learning effect through a classroom manufacturing simulation <i>Jose Felipe Jiménez-Guerrero, Irene Navarro-del Águila, & Jerónimo de Burgos-Jiménez</i>	463
The skin we live in: A micro-scenario on the biology and politics of the epidermis <i>Alexandra Miari, Eleftheria Katsarou, Aikaterini Skandali, & Lefkothea-Vasiliki Andreou</i>	466
Comparison of two university research centers and transfer of their results and new knowledge into teaching <i>Miloslav Kepka, Petr Kavaliř, & Tetjana Tomášková</i>	469
 <u>Organizational Issues</u>	
Researching student perceptions of practices and artifacts at universities using the Critical Incident Technique <i>Magdalena Kaufmann, & Annina Böhm-Fischer</i>	472
Conspiracy theories in the educational environment by the university students' opinions <i>Veronika Michvocíková, & Mariana Sirotová</i>	475
Artificial Intelligence and the future of work in Slovenia: An expert survey on competences, education and perceived impacts of AI <i>Petra Cajnko, Robert Repnik, Eva Klemenčič, & Matej Mencinger</i>	478
Plagiarism in ChatGPT era <i>Monalisa-Andreea Gheorghe</i>	481
TeachYourWorld: The evaluation of a training program for entrepreneurs <i>Luca Scacchi, Marina Cariello, & Mariagrazia Monaci</i>	484

Perception of alternative interpretations of social phenomena among pre-service teacher education students	487
<i>Mariana Sirotová, & Veronika Michvociková</i>	
Perspectives on K-12 and postsecondary partnerships to support underrepresented students in health sciences	490
<i>Lachmi Singh, Sandra Bjelajac Mejia, Leanne M. Perry, Jada D'Sa, & Joy Cheng</i>	
Becoming a teacher in Lithuania: Professional satisfaction among novice teachers	493
<i>Rasa Didziuliene, & Nijole Ciuciulkiene</i>	

VIRTUAL PRESENTATIONS

Teachers and Students

Maths anxiety in the last 10 years: Measurement scales <i>Laura Barrera-Romero, Carlos Fresneda-Portillo, & Salvador Reyes-de-Cózar</i>	499
Advancing the educational perspective on trilingualism in grade 11 dramatic arts <i>Limkani Sincuba</i>	504
Integration of digital tutorship for academic support: Lessons from a university in the Eastern Cape <i>Olwethu Solundwana, & Baseza Totobayo</i>	509
Teacher's capacity to support neurodiverse learners in rural South African schools: Support interventions <i>Omphile Tshepo Cooperate Madiba, Appolonia Masunungure, & Thabo Makhalemele</i>	514
Augmented pedagogy: Integrating Generative AI in creative education <i>Clara Giaquinto</i>	519
Challenges faced by teachers in implementing reading interventions for Sesotho learners <i>Leetwane Anna Ntlhare, & Sello Martin Mohlaloka</i>	524
Five levels of teaching - five methods of teaching <i>Eran Gur</i>	529
Integrating technology and trilingual strategies in grade 10 dramatic arts education <i>Limkani Sincuba</i>	533
Gamification and AI in professional development for teachers and trainers <i>Vladimir Trajkovik, & Maja Videnovik</i>	538
The role of experiential learning in enhancing TVET college students' entrepreneurial intention in South Africa <i>Alucia Mabunda, & Celestin Mayombe</i>	543
Teacher-learner blame game: A barrier to physical sciences success in rural schools <i>Magdeline Stephen, & Mapula Molomo</i>	548
Training demands and commitment in the university-business binomial: A model of strategic synchronization at the UPV <i>M^a Elena Caballero Romero, Ester Sanchis Sanchis, & Elena de la Poza Plaza</i>	553
European policy on teacher professional development: Objectives, convergences and divergences <i>Petros Trantas, Dionysis Kouloumpis, & Katerina Kasimati</i>	558
Digital tools and didactic competence in informatics: A qualitative analysis of pre-service teachers' reflections <i>Maria Anna Jedina, Lilla Korenova, & Katarina Zilkova</i>	563
Livelihood skills curricula and humanities graduates' access to employment opportunities in South Africa <i>Dominion Iwe Agunowei, Celestin Mayombe, & Salphinah Vuloyimuni Ubisi</i>	567
Comics' didactic potential – an educational tool or a means of pupils' development? <i>Monika Mikulcová</i>	572

Women living alone and vocational training in Germany: Results of a systematic secondary analysis <i>Burcu Köse, & Stefan Kohlhof</i>	577
Educating for equality and respect: A systemic intervention model for Italian schools towards cultural change <i>Maria Teresa Sagri, Daniela Bagattini, Virginia Stefania Bettanin, & Mario Venturella</i>	582
Pre-service life sciences teachers' perceived practices in addressing gender issues common in classrooms <i>Lydia Mavuru</i>	587
Rethinking assessment and measurement in the age of Generative AI <i>Ronald J. Glotzbach</i>	592
Professional development data Hub: Innovating and promoting staff professional development outcomes in Ireland <i>Ekaterina Kozina</i>	597
Asynchronous online discussions as replacement tasks in higher education <i>Maija Lampu</i>	601
Evaluating a board game intervention for parental involvement in teacher education <i>Zsófia Kocsis</i>	606
Business studies teachers' perspectives on entrepreneurship skills development in South African high schools <i>Tiisetso Perseverance Khasuli, Rhulani Maluleka, & Abelwe Mahuleka</i>	611
From abstraction to interaction: A cross-national study on student expectations from virtual reality-based quantum mechanics education <i>Athanasios Christopoulos, Stylianos Mystakidis, Tomislav Stipančić, Andria Michael, Alexandros Tampakis, & Mikko-Jussi Laakso</i>	616
Supervising at scale: A cohort-based model integrating peer and self-assessment in postgraduate education <i>Belinda Rindai Musodza</i>	621
 <u>Teaching and Learning</u>	
The syllable knowledge vacuum: Establishing baseline syllable awareness among Japanese university EFL learners <i>Brian G. Rubrecht</i>	626
Beyond sustainability: Designing a reflective self-assessment framework for higher education <i>Sanna-Maaria Siintoharju, Jari Jussila, Assaf Krebs, & Nina Helander</i>	631
Mental health during doctoral studies <i>Natalie Banek</i>	636
Enhancing STEM education: Evaluating effective teaching strategies in pre-service teacher education <i>Yovita Gwekwerere, & Nahid Golafshani</i>	641

Reinventing STEM pathways in Mexican universities <i>Beatriz Merchand-Hernandez, & Nicolas Dominguez-Vergara</i>	646
Bridging theory and practice for equipping student teachers for multigrade classroom <i>Rachel Rirhandzu Mayimele, & Une De Lange</i>	649
Developing inclusive praxis among teacher trainees on inclusive practices through engagement professional learning communities <i>Pateka Pamela Jama</i>	652
Reflective writing in nursing students' clinical internship and learning: A literature review <i>Giulia Maragna, Giorgia Conti, & Paola Corsano</i>	657
Disability and early childhood educational services: A study on future educators' perceptions of inclusive design <i>Umberto Veneruso, & Diana Carmela Di Gennaro</i>	662
Student voices: An exploration of African-student agency to inform teaching and learning practices <i>Desiree Pearl Larey</i>	667
Comparing flipped and traditional classrooms for gender equity in chemistry achievement: A South African context <i>Josphine Munyaradzi Chakawodza</i>	672
Humanistic education today: Literary interpretation as a path to authenticity and independent thinking <i>Veronika Simanová</i>	677
Agile methodologies to foster transversal competencies in agricultural mechanization education: A pilot experience <i>Angela Melado-Herreros, Adolfo Moya, & Belen Diezma</i>	682
Navigating learning in the midst of polycrisis: Exploring the implementation of resilience-building strategies to reduce science anxiety, improve self-efficacy and enhance long-term STEM performance for sustainability <i>Sakyiwaa Boateng</i>	687
Intensive participatory action loop with youth <i>Elise Levin-Güracar, & Ken Rafanan</i>	691
Innovating biology education in physiotherapy: A multicultural, inclusive, project-based workshop <i>Encarnación Amusquivar Arias, Miriam Agúndez Llaca, Elena Fauste Alonso, & Aurora Hernández González</i>	696
Reasoning through representation: The role of drawing in model construction in primary physics <i>Valentina Bologna, & Caterina Bembich</i>	701
AI and internet use and their association with memory and cognitive autonomy in pre-university education in Romania <i>Diana-Elena Chivu</i>	706
A qualitative inquiry into transgressive pedagogical practices and their role in addressing anxiety and social inequality in STEM education <i>Sakyiwaa Boateng</i>	711
Evaluation of the tunnel engineering course learning and teaching with AI application <i>Jianqin Ma</i>	715

Ubuntu-informed mentorship model: Africa perspectives <i>Joseph Baidoo</i>	720
Where light meets shadow: Comparative analysis of holocaust education in Israeli and American children's literature <i>Yaakova Sacerdoti</i>	725
Integrating multicultural perspectives when teaching human impact on the environment in grade 11 life sciences <i>Tsatsawani Trophie Mahuleke, & Lydia Mavuru</i>	730
Integration of indigenous knowledge in the teaching of 'anaerobic respiration' in grade 11 life sciences <i>Yolanda Sonyoka, & Lydia Mavuru</i>	735
Housing as a laboratory of social design: Spatial approaches and narratives in higher education <i>Georgia Valtzaki, Zoe Georgiadou, Dionysia Fragkou, Maria Moira, & Dionysis Kouloumpis</i>	740
Student-led health workshops: A longitudinal service-learning model for health education in homeless shelters <i>Joe Young, Amy Young, & Marina Oljaca</i>	745
Differences in oral motivation among junior high school students in the digital age <i>Yulan Xing, & Jelena Davidova</i>	750
Bridging CAPS policy and assessment practice for critical thinking in Ekurhuleni North economics <i>Kgadi Sephure Masweneng, Abelwe Maluleka, & Rhulani Mahuleka</i>	755
 <u>Organizational Issues</u>	
Why is environmental education important in preschool in the 21st century? <i>Snezana Stavreva Veselivovska, Despina Sivevska, & Sonja Petrovska</i>	760
Institutional inequality and governance challenges in Mexican public universities <i>Nicolas Dominguez-Vergara, & Beatriz Merchand-Hernandez</i>	765
Education as a double-edged weapon – significance and challenges of education in rural and tribal girls' lives <i>Sakhi Nitin Anita</i>	769
Scaling persistence through structured governance: Integrating AI-enabled diagnostics in a high-enrollment gateway course <i>Marilyn Carroll</i>	774
Institutional self-evaluation and continuous improvement in a public technological institute: Progress and challenges within the SEAES framework <i>Minerva Cristina García, Miriam Yolanda García, Daniel Hernández, & Juan Miguel Romero-García</i>	779
The predicament of middle leadership in schools-navigating the tensions between pedagogy and administration <i>Tshepo T. Tapala</i>	783
Case studies as a tool for developing entrepreneurial skills: Collaboration between universities and industry <i>Rasa Poceviciene</i>	787

Security, structure and learner variability: Core determinants of teaching processes in correctional education <i>Márta Miklósi</i>	792
Transformative leadership praxes for African indigenous language revitalization through policy initiatives <i>Edwin Darrell De Klerk</i>	797
Governing transnational quality and research partnerships in transdisciplinary programs: China-Italy insights <i>Flora Gaetani, & Xue Pei</i>	802
Caring for those who care: Professional well-being and burnout among educators in the LEPS program in Italy <i>Giorgia Coppola</i>	807
Monitoring and control processes influencing social sciences learner performance in South African primary schools <i>Mondli Shezi, & Branwen Challens</i>	810
Navigating unknown academic expectations - seen through first year students' lenses <i>Pasi Hellsten, & Mathilde Bredero</i>	815

WORKSHOP

Teachers and Students

Preparing teachers to achieve educational equity: Learning for all students 823
Clay M. Starlin, & Sue F. Foo

AUTHOR INDEX 827