

Education and New Developments 2026

Volume 2

**Edited by
Mafalda Carmo**

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

Published by inScience Press, Rua Tomas Ribeiro, 45, 1º D, 1050-225 Lisboa, Portugal

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ISSN (electronic version): 2184-1489

ISSN (printed version): 2184-044X

ISBN: 978-989-36839-5-8

Legal Deposit: 428062/17

Printed in Lisbon, Portugal by GIMA - Gestão de Imagem Empresarial, Lda.

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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 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 2 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 second volume only focuses on the main area of PROJECTS AND TRENDS, being the contributions of the other three areas published in Volume 1.

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).

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