



CONFERENCE PROGRAMME & ABSTRACT BOOK

The 6th Barcelona Conference on Education (BCE2025)

The 6th Barcelona Conference on Arts, Media & Culture (BAMC2025)

ISSN: 2433-7544 (Online) ISSN: 2433-7587 (Print)

September 30 – October 04, 2025 | Barcelona, Spain & Online

Organised by the International Academic Forum (IAFOR) in partnership with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at The University of Osaka, Japan, and IAFOR's Global Partners.

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Letter of Welcome



Dear Colleagues,

Benvinguts a Barcelona! Bienvenido a Barcelona! Welcome to Barcelona!

I am very happy to welcome you back to brilliant and bustling Barcelona, a city of great historic, cultural, and architectural importance. It is a great stage and setting for an International Academic Forum conference at the intersection of Education (BCE) and Arts, Media, and Culture (BAMC). As in previous years, I fully expect the international, intercultural, and interdisciplinary exchanges at the conference to reflect and be inspired by the vibrancy of the city.

An IAFOR conference offers a great comparative and contrastive intellectual laboratory for delegates to both learn from and inform, and we are pleased to welcome some 300 delegates from more than 62 countries to participate and co-create this event. IAFOR delegates come from around the world, and yet they are united through a common understanding that engagement across the lines of nation, culture, and discipline is central to not only their individual personal and professional lives, but also more widely to that of humanity. The problems we face individually and societally cannot be addressed alone, and requires cooperation within and outside our given communities.

I would like to thank the members of the Barcelona Conference Programme Committees for their work in putting together such a rich programme for us, as well as to the many reviewers whose work behind the scenes is so crucial. I would particularly like to acknowledge Barcelona University Professor Emerita Sue Ballyn for her continued strong support of this event.

IAFOR conferences are special as they are not only great standalone events, but also because they can and should be seen as part of an ongoing international body of work that brings together knowledge, insights, and research from around the world through our conferences, publications, and media. This Forum is driven continuously by the annual participation of some 5,000 individuals from more than 120 countries. And that includes you, so thank you!

We have an enormous amount to learn from each other, and especially in such uncertain times domestically and internationally. I look forward to your active participation throughout the conference.

I look forward to meeting you all.

Warmest regards,

A handwritten signature in blue ink, reading "Joseph L. Haldane", with a long horizontal flourish underneath.

Dr Joseph Haldane

Chairman & CEO, The International Academic Forum (IAFOR)

Professor, European Center for Peace and Development (ECPD), United Nations University for Peace

Guest Professor, Osaka School of International Public Policy, The University of Osaka, Japan

Visiting Professor, Doshisha University, Japan

Visiting Professor, The University of Belgrade, Serbia

Honorary Professor, University College London (UCL), United Kingdom

Member, Expert Network, World Economic Forum



Become an IAFOR Member

IAFOR provides an enriching personal and professional environment for academics and scholars of all ages and backgrounds to exchange and contribute to interdisciplinary and intercultural dialogue that informs and is informed by their own cultural and disciplinary background and experiences. We are able to do this thanks to our extraordinary network of individuals and institutions around the world who support our work and help shape our events globally. We particularly emphasise the nurturing and support for emerging academics from an array of different backgrounds, and aim to provide opportunities for them to seek advice, support and guidance, as well as offering mid-career and more established academics opportunities to forge working relationships beyond their traditional disciplinary ambitions.

In our current world where division and strife are often reinforced and played out in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together through dialogue. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens between individuals and institutions who share a commitment to listen, to reach out and bridge divides, and to contribute to good global citizenship, and to making the world a better place.

By becoming a member of IAFOR, you will become part of an extraordinary network and a stakeholder in shaping the IAFOR mission and facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit:

iafor.org/membership

BCE/BAMC2025

Key Statistics

Date of Creation: September 10, 2025

international
intercultural
interdisciplinary

iafor

267 DELEGATES
FROM 62 COUNTRIES



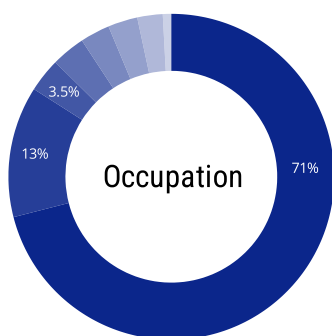
164
Onsite
Presentations



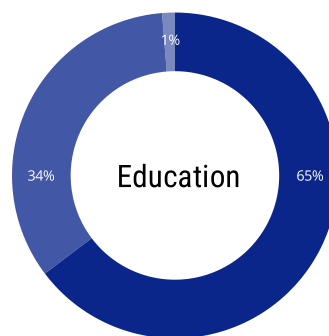
74
Online
Presentations



207
Institutions and
Organisations

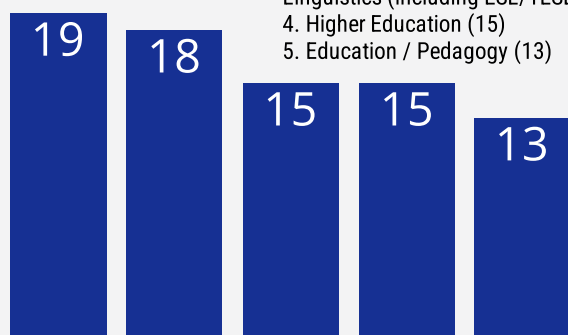


71% University Faculty
13% Doctoral Student
3.5% Postdoctoral Fellow/Instructor
3.5% Other
3% Independent Scholar
3% Postgraduate Student
2% Public Sector/Practitioner
1% Private Sector



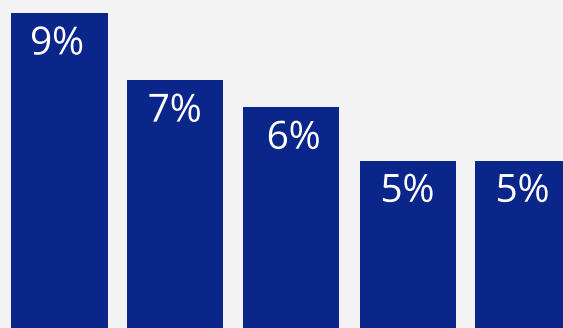
65% Doctoral Degree
34% Masters Degree
1% Bachelors Degree

Top Streams



1. Teaching Experiences, Pedagogy, Practice & Praxis (19)
2. Design, Implementation & Assessment of Innovative Technologies in Education (18)
3. Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL) (15)
4. Higher Education (15)
5. Education / Pedagogy (13)

Top Countries by Delegate Attendance



1. United States (9%)
2. South Africa (7%)
3. Philippines (6%)
4. United Kingdom (5%)
5. Canada (5%)



238
Total
Presentations



116
Hours of
Content

Multiple Authored vs. Single Authored Submissions



international | intercultural | interdisciplinary

Inspiring Global Collaborations

Date of Creation: September 10, 2025

**international
intercultural
interdisciplinary**

One of the greatest strengths of IAFOR's international conferences is their international and intercultural diversity.

BCE/BAMC2025 has attracted 267 delegates from 62 countries

United States	24	Saudi Arabia	6	Lithuania	3
South Africa	19	Indonesia	5	New Zealand	3
Philippines	17	Italy	5	Poland	3
Canada	13	Portugal	5	Taiwan	3
United Kingdom	13	Slovakia	5	Thailand	3
Brazil	10	Greece	4	Australia	2
Japan	10	Israel	4	Bulgaria	2
Georgia	9	Latvia	4	Chile	2
Turkey	9	Qatar	4	Egypt	2
United Arab Emirates	9	China	3	Hong Kong	2
India	8	Ghana	3	Hungary	2
Mexico	7	Kuwait	3	Kazakhstan	2
Germany	6	Lebanon	3	Malaysia	2



Morocco	2	Mauritius	1	Total Attendees	267
Pakistan	2	Nigeria	1	Total Onsite Presentations	164
Romania	2	Oman	1	Total Online Presentations	74
Russia	2	Paraguay	1	Total Countries	62
Vietnam	2	Peru	1		
Austria	1	Rwanda	1		
Bangladesh	1	Serbia	1		
Colombia	1	Spain	1		
Croatia	1	Sweden	1		
Denmark	1	Uruguay	1		
Finland	1				
France	1				
Malta	1				

Where Ideas Take Root

The 6th Southeast Asian Conference on Education (SEACE2026)
The Southeast Asian Conference on Arts & Humanities (SEACAH2026)

February 05-09, 2026 | Singapore and Online

Abstract Submission Deadline: October 31, 2025



Where will your ideas
take you next?

Visit iafor.org/conferences for more
information about our upcoming events

Held in:



Passion
Made
Possible

Supported by:



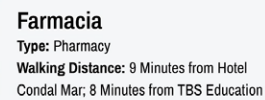
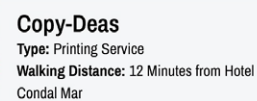
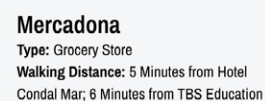
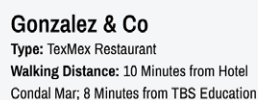
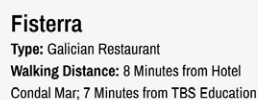
SINGAPORE EXHIBITION
& CONVENTION BUREAU

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Tuesday, September 30 to Friday, October 3

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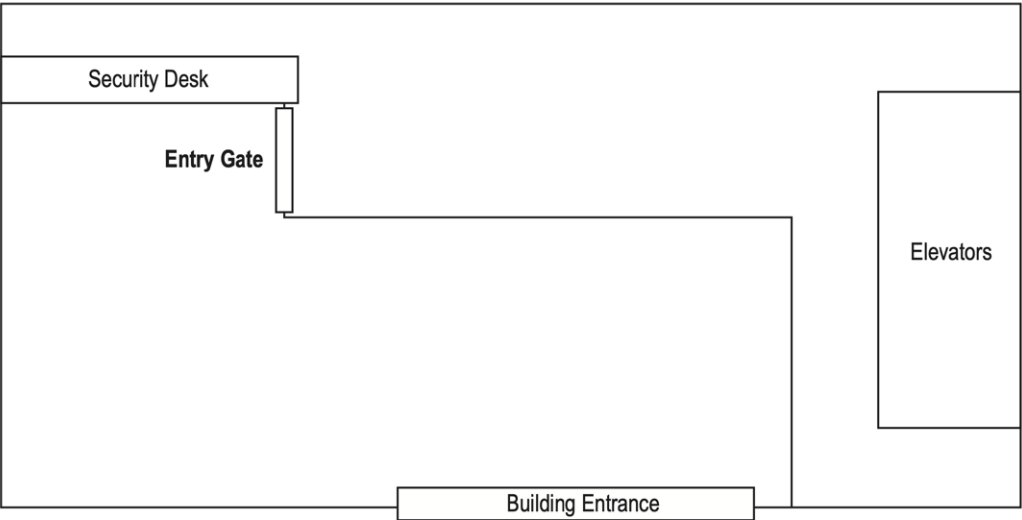
Amenities



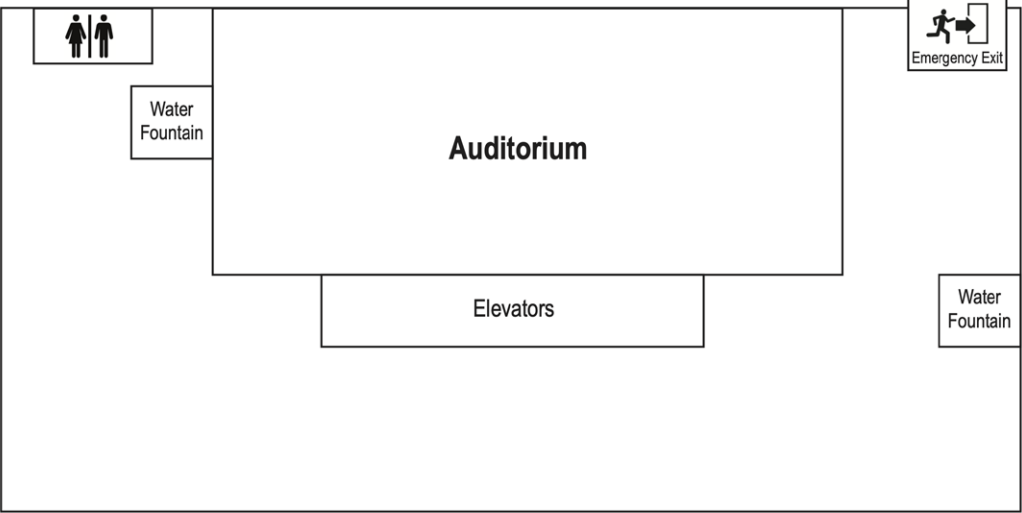
Conference Venue: Tuesday, September 30

TBS Education Barcelona

Address: Carrer de Veneçuela, 116 Barcelona

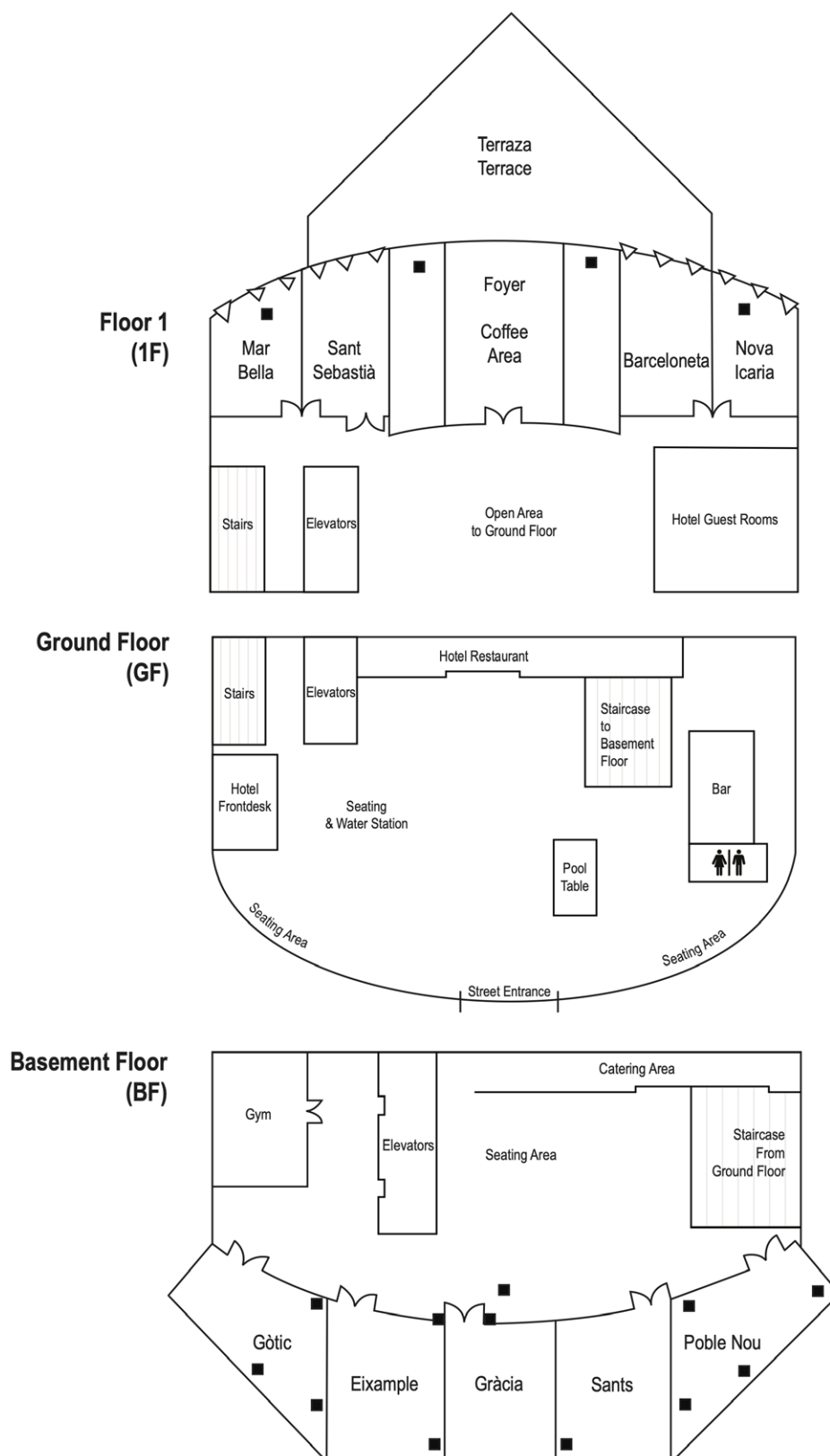


Ground Floor



7th Floor (7F)

Conference Venue: Wednesday, October 1 to Friday, October 3
Hotel Barcelona Condal Mar Affiliated by Meliá
Address: Cristobal de Moura, 138, Barcelona





September 30 | All times are Central European Summer Time (UTC+2) Tuesday at a Glance

Conference Venue: TBS Education Barcelona

- 09:00-10:00 Conference Check-in & Coffee | Auditorium (7F)
- 10:00-10:35 **Welcome Address & Recognition of IAFOR Scholarship Winners | Auditorium (7F) & Online**
Joseph Haldane, The International Academic Forum (IAFOR), Japan
- 10:40-11:05 **Keynote Presentation | Auditorium (7F) & Online**
AI-Assisted Instruction: Affordances and Issues
Carlos Delgado Kloos, Universidad Carlos III de Madrid, Spain
- 11:05-11:20 Q&A Session
- 11:25-12:25 **Panel Presentation | Auditorium (7F) & Online**
Black Box Revolutions: Unpacking the Dynamics Between Design, Technology, Arts and Education in 2025
Heitor Alvelos, University of Porto, Portugal
Susana Barreto, University of Porto, Portugal
Paula Casal, Universitat Pompeu Fabra, Spain
Carlos Alberto Scolari, Universitat Pompeu Fabra, Spain
Joseph Haldane, IAFOR, Japan (Moderator)
- 12:25-12:40 Conference Photograph
- 12:40-14:10 Extended Break
- 14:10-14:35 **Keynote Presentation | Auditorium (7F) & Online**
Circulation of Japanese Newsreels on the War in Asia (1931-1945) in Spain
Marcos Centeno-Martin, University of Valencia, Spain
- 14:35-14:50 Q&A Session



September 30 | All times are Central European Summer Time (UTC+2) Tuesday at a Glance

Conference Venue: TBS Education Barcelona

- 14:55-15:55** **Panel Presentation | Auditorium (7F) & Online**
Soft Power in Contested Spaces: Education and Arts for Peace
Brendan Howe, Ewha Womans University, South Korea
Maria Montserrat Rifà-Valls, Universitat Autònoma de Barcelona, Spain
Anne Boddington, IAFOR, Japan (Moderator)
- 16:00-17:00** **Rumba Catalana Performance and Workshop | Auditorium (7F)**
A Journey Through the History of the Catalan Rumba
Joan Delgado, The Raval's Band, Spain
Agustín Gálvez, The Raval's Band, Spain
- 17:00-18:00** **Welcome Reception | Foyer (7F)**
This is a free event open to all registered delegates
- 20:00** **Conference Dinner | Racó de la Vila**
This is a ticketed event



October 1 | All times are Central European Summer Time (UTC+2) Wednesday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

12:50-13:20 Conference Check-in | Lobby (Ground Floor)

13:20-14:10 Featured Roundtable | (B1) Gràcia
Senior Academic Leadership
Heitor Alvelos, University of Porto, Portugal
Anne Boddington, IAFOR, Japan
Joseph Haldane, IAFOR, Japan (Moderator)

14:15-15:15 Panel Presentation | (B1) Gràcia & Online
Embedding Social Responsibility: Service-Learning as a Tool for Knowledge Transfer in the New University Landscape
Marta Ortega Sáez, University of Barcelona, Spain
Catalina Ribas Segura, CESAG-Comillas Pontifical University, Spain
Dolors Ortega Arévalo, University of Barcelona, Spain (Moderator)

15:15-15:45 Networking Coffee Break

15:45-16:45 Forum Discussion | (B1) Gràcia
Global Citizenship: Education, Arts, Media, and the Rise of Extremism
Brendan Howe, Ewha Womans University, South Korea (Respondent)
Melina Neophytou, IAFOR, Japan (Moderator)

16:50-17:20 IAFOR Information Session | (B1) Gràcia
Matthew Chima, IAFOR, Japan
Melina Neophytou, IAFOR, Japan

17:20-17:50 Networking Coffee Break

17:50-18:50 Conference Poster Session | (B1) Poble Nou



October 2 | All times are Central European Summer Time (UTC+2) Thursday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

12:15-13:00 Conference Check-in & Coffee | Lobby (Ground Floor)

13:00-14:40 Onsite Parallel Session 1

(1F) Barceloneta: BCE | Curriculum Design and Development
(1F) Sant Sebastià: BCE | Educational Policy, Leadership, Management and Administration
(B1) Eixample: BCE | Teaching Experiences, Pedagogy, Practice and Praxis
(B1) Gòtic: BAMC | Linguistics, Language and Cultural Studies
(B1) Gràcia: BCE | Professional Training, Development and Concerns in Education
(B1) Poble Nou: BAMC | Architecture and Urban Studies
(B1) Sants: BCE | Foreign Languages Education and Applied Linguistics

14:40-14:55 Break

14:55-16:10 Onsite Parallel Session 2

(1F) Barceloneta: BCE | Teaching Experiences, Pedagogy, Practice and Praxis (Workshop and Presentation)
(1F) Sant Sebastià: BCE | Educational Policy, Leadership, Management and Administration
(B1) Eixample: BCE | Higher Education
(B1) Gòtic: BAMC | Education/Pedagogy (Workshop)
(B1) Gràcia: BCE | Primary and Secondary Education
(B1) Poble Nou: BAMC | Arts Practices
(B1) Sants: BCE | Foreign Languages and Higher Education

16:10-16:40 Networking Coffee Break

16:40-18:20 Onsite Parallel Session 3

(1F) Barceloneta: BCE | Teaching Experiences, Pedagogy, Practice and Praxis
(1F) Sant Sebastià: BCE | Interdisciplinary, Multidisciplinary and Transdisciplinary Education
(B1) Eixample: BCE | Innovative Technologies in Education
(B1) Gòtic: BAMC | Literature, Literary Studies and Theory
(B1) Gràcia: BCE | Education and Difference
(B1) Poble Nou: BAMC | Cultural Studies
(B1) Sants: BCE/BAMC | Foreign Languages Education and Applied Linguistics



October 3 | All times are Central European Summer Time (UTC+2) Friday at a Glance

Conference Venue: Hotel Barcelona Condal Mar

08:50-09:30 Conference Check-in & Coffee | Lobby (Ground Floor)

09:30-11:10 Onsite Parallel Session 1

(1F) Barceloneta: BAMC | Media Studies

(1F) Sant Sebastià: BAMC | History and Cultural Studies

(B1) Eixample: BCE | Learning Experiences, Student Learning and Learner Diversity

(B1) Gòtic: BAMC | Digital Humanities

(B1) Gràcia: BCE | Professional Training, Development and Concerns in Education

(B1) Sants: BCE | Education and Difference

11:10-11:25 Break

11:25-13:05 Onsite Parallel Session 2

(1F) Barceloneta: BCE/BAMC | Education/Pedagogy

(1F) Sant Sebastià: BAMC | Ethnicity, Literature, Literary Studies

(B1) Eixample: BCE | Education, Sustainability and Society

(B1) Gòtic: BCE/BAMC | Art, Technology, and Pedagogy

(B1) Gràcia: BCE | Teaching Experiences, Pedagogy, Practice and Praxis

(B1) Sants: BCE | Educational Policy, Leadership, Management and Administration

13:05-13:35 Networking Coffee Break

13:35-15:15 Onsite Parallel Session 3

(1F) Barceloneta: BCE/BAMC | Innovative Technologies in Education

(1F) Sant Sebastià: BAMC | Cultural Communication and Performance Studies

(B1) Eixample: BCE | Education, Sustainability and Society

(B1) Gòtic: BAMC | Visual Culture and Communication

(B1) Gràcia: BCE | Design, Implementation and Assessment of Innovative Technologies in Education

(B1) Sants: BCE | Educational Policy, Leadership, Management and Administration

15:15-15:30 Onsite Closing Session | (B1) Gràcia



October 4 | All times are Central European Summer Time (UTC+2) Saturday at a Glance

Conference Venue: Online via Zoom

08:55-09:00 Message from IAFOR

09:00-10:15 The Forum | Live-Stream Room 1

Global Citizenship: Education, Arts, Media, and the Rise of Extremism

Grant Black, Chuo University, Japan (Respondent)

Raul Fortes Guerrero, University of Valencia, Spain (Respondent)

Apipol Sae-Tung, IAFOR, Japan (Moderator)

10:20-12:00 Online Parallel Session 1

Live-Stream Room 1: BCE | Professional Training, Development and Concerns in Education

Live-Stream Room 2: BCE/BAMC | Psychology and Culture in Communication

Live-Stream Room 3: BAMC | Cultural Studies and Arts Practices

12:00-12:10 Break

12:10-13:50 Online Parallel Session 2

Live-Stream Room 1: BCE | Innovative Technologies in Education

Live-Stream Room 2: BCE/BAMC | Foreign Languages Education and Applied Linguistics

Live-Stream Room 3: BAMC | Visual Culture and Cultural Studies

13:50-14:00 Break

14:00-15:15 Online Parallel Session 3

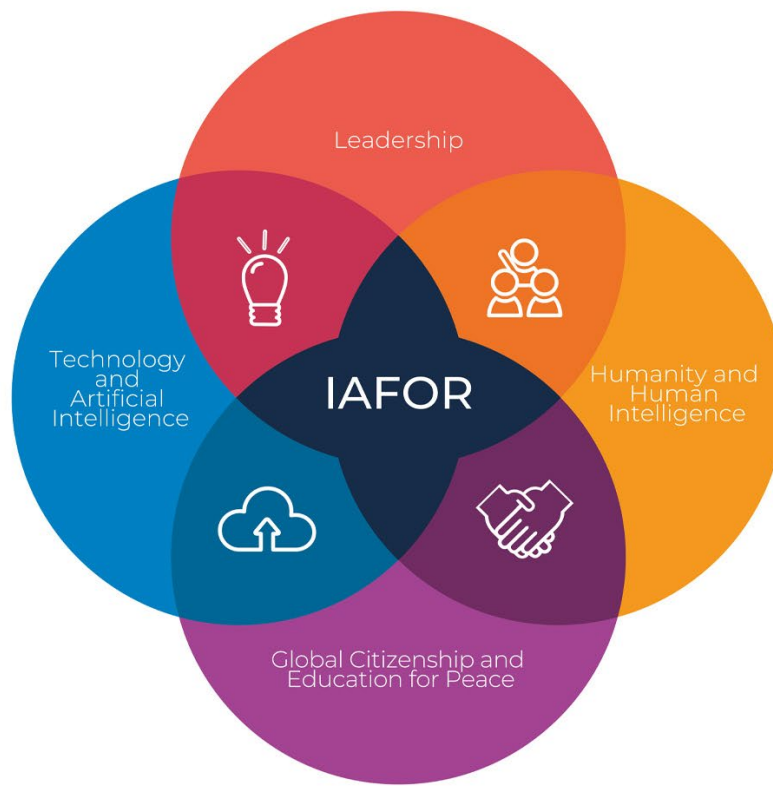
Live-Stream Room 1: BCE | Education Policy and Teaching Experiences

Live-Stream Room 2: BCE | Higher Education

15:15-15:20 Closing Message from IAFOR

IAFOR's Conference Themes for 2025-2029

International | Intercultural | Interdisciplinary



IAFOR's conference programme provides an essential comparative and contrastive space for people to engage in multidisciplinary research across borders of nation, culture, discipline, and professions. We encourage mixed approaches and methodologies, combining theory and practice between and across the disciplines, and we look to harness the collective intelligence of our International Academic Forum in addressing some of the most pressing issues of our time. Through the implementation of new formats in our conference programme over the last year, including Intelligence Briefings, Keynote Interviews, and The Forum, we gathered insights into what has been discussed at the theoretical and policy levels, identify the challenges, and the outlook for best practices in tackling global contemporary issues, which we have identified as the themes for 2025-2029. Our four themes can be seen as standalone themes, but they are also very much in conversation with each other. Themes may be seen as corollaries, complementary, or in opposition/juxtaposition with each other. The themes can be considered as widely as possible and are designed, in keeping with our mission, to encourage ideas across the disciplines.

1. Technology and Artificial Intelligence

Our first theme examines the rapid pace of technological advancements, aided most particularly by those driven by artificial intelligence and its enormous and growing impact in all fields.

2. Humanity and Human Intelligence

Our second theme asks us which principles, values, and attributes we wish to encourage, protect, and nurture and how we accomplish this. Technological advancements constantly ask us to reconsider and reimagine what it means to be human, including questions regarding communication, creativity, inclusivity, ethics, and care.

3. Global Citizenship and Education for Peace

This theme prompts us to consider our existence and coexistence with each other, within our communities and places of belonging, and with peoples of different countries, cultures, and backgrounds, as well as with our environment and our planet. It includes engagement with enormous issues facing us beyond borders, such as peace and human security, climate change, etc.

4. Leadership

The final theme recognises the continuing importance of leadership as a skill, particularly in light of difficult times, where recognising and encouraging best practices in leadership at all levels of society is critical. Encouraging leadership at the government level, in businesses, and within institutions of all sizes represents the engine of change.

Conference Themes in Theory, Policy, and Practice

Many theories are born and initially tested in the academy, informing discussions in the public sphere that influence policy. IAFOR represents a unique combination of engagement emerging from the collaborative efforts of senior policymakers, administrators, and individuals working on the ground or in the field. IAFOR has made this rare combination of equitable theoretical and practical exchanges the standard for our organisation and represents a valuable model for how science should be done.

We will develop conference and institutional programmes and publications around these themes as well as capacity building sessions for our conference programme over the next five years. It is our aim with the implementation of these themes, alongside the implementation and continuing refinement of new formats, to best harness the unique arena IAFOR and its network have built in regards to pressing issues of today and the future.

General Information

The QR code, as shown on the back of your name badge, contains the information you need to attend the conference, including:

- Full Conference Schedule
- The 'Find a Presentation' Feature
- Conference Survey
- Suggested Lunch Options
- Online and Virtual Presentations
- Presentation and Session Chair Guidelines, and more.



Check-in & Information Desk

You will be able to pick up your name badge at the Conference Check-in & Information Desk at the times listed below. If you have any questions or concerns, IAFOR staff will happily assist you in any way they can.

Tuesday, September 30 | 09:00-17:30 – TBS Education Barcelona, Auditorium Foyer (7F)
Wednesday, October 1 | 12:50-18:00 – Hotel Barcelona Condal Mar, Lobby (Ground Floor)
Thursday, October 2 | 12:15-18:00 – Hotel Barcelona Condal Mar, Lobby (Ground Floor)
Friday, October 3 | 08:50-14:30 – Hotel Barcelona Condal Mar, Lobby (Ground Floor)
Saturday, October 4 | No in-person check-in

Name Badges

Wearing your badge is required for entrance to the sessions. You must wear your badge at all times.

Connecting to WiFi

Free WiFi for light use like reading emails and web browsing is available at the conference venues. Streaming video will not be possible. If your presentation includes video, please bring it on a file that can be played without an internet connection.

TBS Education Barcelona
Login: TBS-GUESTS
Password: Vene5uela!

Hotel Barcelona Condal Mar Affiliated by Meliá
Login 1: MELIAEVENTS Login 2: BCN2025
Password 1: CONDALEVENTS Password 2: CONDAL

Refreshment Breaks

Complimentary coffee, tea, juice, water, and light snacks will be available during the scheduled coffee breaks. Please note that lunch is not provided.

General Information

Conference Schedule

The full conference schedule (including abstracts) and conference programme are available on the conference website.

Pre-recorded Virtual Presentations & Virtual Poster Presentations

A full list of pre-recorded virtual video presentations and virtual poster presentations will be on the conference website during and after the conference. We encourage you to watch these presentations and provide feedback through the video comments.

Conference Catch-up

All Keynote Presentations and live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference until **Tuesday, November 4, 2025**.

Certification

Corresponding authors will be able to download Certificates of Presentation for all presenters by logging in to the submission page. Certificates of Presentation will be available from **Tuesday, October 14, 2025**. Session Chair certification, Certificates of Attendance, as well as reviewer certification, will be sent out by email in a PDF format after the conference.

Photo/Recording Waiver

Human interaction through networking, and dissemination of this knowledge, is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy.

Read our full privacy policy – iafor.org/about/privacy-policy



Conference Networking Events

Welcome Reception

Join fellow delegates for a drink or two at the conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other.

Time & Date: Tuesday, September 30 | 17:00-18:00

Location: **TBS Education Barcelona, Auditorium Foyer (7F)**

Ticket Price: **Free to attend**

Admission is included in the conference registration and is only open to registered conference delegates.

Conference Dinner

Join us after the plenaries for the Conference Dinner at **Racó de la Vila**, where you can reconvene with fellow delegates and our keynote presenters to continue conversations from the conference over an authentic Spanish meal.

Time & Date: Tuesday, September 30, 2025 | 20:00

Location: **Racó de la Vila**

Ticket Price: **85 EUR**

Availability: 80 persons

This is an optional ticketed event. Only delegates with pre-purchased tickets are able to attend.

Networking: Connecting with Other Delegates

IAFOR conferences are designed to offer countless networking opportunities to make and consolidate personal and professional connections, reconnect with colleagues, and meet new friends in a spirit of convivial collegiality.

Whether in the plenaries, parallel sessions, workshops, information sessions, or cultural events, we encourage your active and open participation throughout the conference, remembering the importance of the spaces in-between; over a cup of coffee or a glass of wine, or the continuation of conversations and relationships outside the conference. We encourage you to network at the conference over the Networking Events, Networking Coffee, and Extended Breaks.

In addition, you are invited to join the **Online Presentation Sessions** and the **Online Forum** discussion to explore even more presentations and opportunities to make connections for future collaborations. While conferences serve as a platform to present your work and make connections, please be mindful of the other delegates' privacy and their consent to provide personal information.

Networking Spaces

The Hotel Barcelona Condal Mar features several comfortable spaces, such as the main lobby, coffee area, and the outdoor terrace, which serve as perfect locations for networking during the conference. These spaces provide an excellent opportunity to meet new people, connect with familiar faces, exchange ideas, and explore possible collaborations. We encourage you to make use of these spaces to connect with fellow attendees for a quick coffee or a longer chat to broaden your network and enhance your conference experience.

Missed the opportunity to make connections?

You can connect with other delegates by using our 'Find a Presentation' feature. This feature can be accessed by scanning the QR code provided on the back of your name badge, and is also available on the conference website. You can search by presentation title, submission number, the presenter's name, or the name of their affiliation. From there, you can look up the presenter's bio and connect with them through their preferred contact channel.

In addition to the '**Find a Presentation**' online feature, presentation schedules are also displayed in front of presentation rooms. Use the adjacent notes pages to write down the presentations that you plan to attend or any information you may need for the conference.

Notes

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Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published online in the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings. For further details of how to submit your paper, please visit the Conference website.

Please note that:

- 1) Papers published in the Conference Proceedings cannot be considered for publication in IAFOR journals.
- 2) IAFOR's Conference Proceedings are not peer-reviewed and are not "Scopus-indexed".

Full text submission is due by **Friday, October 31, 2025**, through the online system. The proceedings will be published on **Friday, December 12, 2025**.

Conference Reports and Intelligence Briefings (ISSN: 2759-4939)

IAFOR produces conference reports that provide concise and coherent overviews of the ideas, conversations, and areas of research presented at our conferences. These include key themes and takeaways, referencing programme(s), speakers and attendees, which are curated and archived for both those who attended the event, as well as those who did not. Readers can stay abreast of many of the developments and insights provided by the conference, and the collective intelligence of its participants. Links to video recordings of the presentations and interviews references are included where possible, encouraging readers to engage further with the conference material and presentations. Each report contains photos of the event, as well as key statistics pertaining to general attendance and demographics.

Read and download the Conference Reports and Intelligence Briefings, and access Conference Photo Galleries from the past conferences from the QR code on the back of your name badge. You will receive a notification email when the Conference Photos and the Conference Report and Intelligence Briefing of this conference are available.

THINK Magazine: The Academic Platform

THINK is an online magazine presenting the latest in interdisciplinary research and ideas from some of the world's foremost academics and thought leaders. As a publishing platform, THINK makes selected research presented at IAFOR's international, intercultural, interdisciplinary conferences freely available to a global academic audience. Content on THINK spans everything from the arts to psychology, politics to film, law to education and history to technology, presenting research, ideas and perspectives from every corner of the globe. The format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography and more. To learn more about THINK, please visit think.iafor.org or access the webpage from the QR code on the back of your name badge.

IAFOR's Open Access Journals

IAFOR publishes several editorially independent, Open Access journals across a variety of disciplines. They conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are papers submitted?

Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. All articles are submitted through the submission portal on the journal website and must conform to the journal submission guidelines.

How does IAFOR ensure academic integrity?

Once appointed by IAFOR's Publications Committee, the Journal Editor is free to appoint his or her own editorial team and advisory members, who help to rework and revise papers as appropriate, according to internationally accepted standards. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work.

Where are the journals indexed?

IAFOR Journals are indexed in Scopus, Web of Science, DOAJ, ERIC, MIAR, TROVE, CiteFactor and EBSCO, SHERPA/ROMEO and Google Scholar. DOIs are assigned to each published issue and article via Crossref. Please note that indexing varies from journal to journal.

What's the reach?

Each of our journal issues is viewed thousands of times a month and the articles are frequently cited by researchers worldwide, largely due to our dedicated marketing efforts. Each issue is promoted across our social media platforms and to our tailored email marketing lists. On average, each journal publishes biannually.

What's the cost?

IAFOR Journals are Open Access publications, available online completely free of charge and without delay or embargo. Authors are not required to pay charges of any sort towards the publication of IAFOR Journals and neither editors nor members of the editorial boards are remunerated for their work.

How are IAFOR Journals related to IAFOR Conferences and Conference Proceedings?

IAFOR Journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. A presenter can choose to publish either in Conference Proceedings or submit their manuscript to the corresponding IAFOR Journal for review.

Current IAFOR Journal titles include

IAFOR Journal of Cultural Studies (Scopus Indexed)
IAFOR Journal of Education (Scopus & Web of Science Indexed)
IAFOR Journal of Literature & Librarianship (Scopus Indexed)

If you would like more information about any of IAFOR's publications, please visit iafor.org/publications

Academic Grant & Scholarship Recipients

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Our warmest congratulations go to the following scholarship recipients who have been selected to receive grants and scholarships to present their research at the conference.

BCE2025 Scholarship Recipients

Leyla Jabbarzade (Oral Presentation)

96184 | *Ranking Pressures and Research Quality: Internationalisation Challenges in Azerbaijani Higher Education System*

Ms Leyla Jabbarzade is currently a PhD student at the School of Education of the University of Sheffield, United Kingdom.

Afzal Khan (Oral Presentation)

93490 | *Examining Writing Exercises in the Classroom and Their Effect on Sentence Production Among Saudi EFL Learners: An Error Analysis Case*

Dr Afzal Khan is a Member of the Scientific Research Committee (SRC) at the English Language Skills Department (ELSD), Common First Year, Al Khaleej Training and Education - King Saud University, Saudi Arabia.

Gabriel Obimuyiwa (Live-Stream Presentation)

96062 | *Disruption in the Academic Core: Testament of ASUU Strikes and the Crisis of Sustainable Higher Education in Nigeria*

Mr Gabriel Obimuyiwa is currently a PhD student at Kazan Federal University, Russia. His research interests include higher education, quality education, digital education, curriculum theory, educational assessment, and teaching methods.

Promise Gift Philip (Oral Presentation)

95986 | *Assessing Gender Dynamics in Nigerian Academic Research: A Data-Driven Approach Using Machine Learning*

Mr Promise Gift Philip is currently studying Mathematical Engineering in the RealMaths (Mathematics for Real World Applications) dual Master's degree programme at the University of L'Aquila, Italy.

Igor Rodrigues (Oral Presentation)

95646 | *Human Rights on Economic Development: An Empirical Analysis of Civil, Political and Educational Rights*

Dr Igor Rodrigues is currently an Administrator and Professor at the University of Brasilia, Brazil, as well as a part-time researcher. His area of study is Educational Economics.

BAMC2025 Scholarship Recipients

Babak Baharestani (Oral Presentation)

94797 | *Metamorphosis of an Archetype in the Heritage of Persian Architecture*

Mr Babak Baharestani is a PhD student in Area History and Theory of Architecture at the University of Lisbon, Portugal.

Sramana Banerjee (Live-Stream Presentation)

95531 | *Understanding and Performing Silence in Dance*

Ms Sramana Banerjee's research interests span classical and contemporary dance, performance studies, non-verbal communication, and movement-based healing methodologies.

Ayana Mukherjee (Virtual Presentation)

96199 | *From Artistic Performance to State Propaganda: The Politicization of Durga Puja in West Bengal*

Ms Ayana Mukherjee is currently pursuing her Master's in Sociology from the Delhi School of Economics at The University of Delhi, India.

Aidai Salmorbekova (Oral Presentation)

95424 | *Dance Pedagogy for Adults: A Pilot Study on Cognition and Social Aesthetics*

Ms Aidai Salmorbekova is a lecturer and PhD candidate at the University of Pécs, Hungary. She researches adult education, social aesthetics, and cognitive flexibility, and is currently developing a social aesthetic perception scale for adult learners.

Patricia Mariz Valencia (Oral Presentation)

95385 | *The FlipTop Phenomenon: Embodied Narratives and Cultural Resistance in Filipino Rap Battle League Performances*

Ms Patricia Mariz Valencia is an Assistant Professor at The University of the Philippines Los Baños, Philippines, where she earned her Master's degree in Public Affairs specialising in Education Management.

Introducing the IAFOR Research Centre at The University of Osaka, Japan

The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at the Osaka School of International Public Policy (OSIPP), at The University of Osaka in Japan, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with The University of Osaka's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:
www.osipp.osaka-u.ac.jp/iaforresearchcentre/

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The 16th Asian Conference on Psychology & the Behavioral Sciences (ACP2026)

The 12th Asian Conference on Aging & Gerontology (AGen2026)

**Abstract Submission Deadline:
December 12, 2025**

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"Towering genius disdains a beaten path.
It seeks regions hitherto unexplored."

ABRAHAM LINCOLN

The Washington DC Conference on Education (WCE2026)
The Washington DC Conference on the Social Sciences (WCSS2026)

April 15-20, 2026 | Washington DC, United States, and Online

Abstract Submission Deadline: January 16, 2026



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Plenary Speaker: Joseph Haldane

Welcome Address & Recognition of IAFOR Scholarship Winners

Tuesday, September 30, 2025 | 10:00-10:35 | TBS Auditorium (7F) & Online



Joseph Haldane

Joseph Haldane is the founder, chairman, and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's global business and academic operations.

Dr Haldane has a PhD from the University of London in nineteenth-century French studies (ULIP/RHUL), and has research interests in world history and politics; international education; and governance and decision making. Since 2015, he has been a Guest Professor at the University of Osaka's School of International Public Policy (OSIPP), and Co-Director of the OSIPP-IAFOR Research Centre since 2017.

In 2020, Dr Haldane was elected Honorary Professor of University College London (UCL) through the Bartlett School of Sustainable Construction, and full Professor in the United Nations Peace University's European Center for Peace and Development in 2022. A member of the World Economic Forum's Expert Network for global governance, he holds visiting professorships at Belgrade and Doshisha Universities where he teaches ethics and governance. He is a member of the International Advisory Council of the Department of Educational Foundations at the University of Hawai'i at Mānoa, United States.

Dr Haldane has had full-time faculty positions at the Université Paris-Est Créteil and Sciences Po Paris in France, and Nagoya University of Commerce and Business, Japan, as well as visiting positions at the French Press Institute (Université Paris-Panthéon-Assas), France, and the Schools of Journalism of Sciences Po Paris and Moscow State University, Russia.

Dr Haldane has been invited to speak at universities and conferences globally, including the UN HQ in New York, and advised universities, NGOs, and governments on issues relating to international education policy, public-private partnerships, and multi-stakeholder forums. He was the project lead on the 2019 Kansai Resilience Forum, held by the Japanese Government through the Prime Minister's Office and oversaw the 2021 Ministry of Foreign Affairs commissioned study on Infectious Diseases on Cruise Ships.

Keynote Presentation: Carlos Delgado Kloos

AI-Assisted Instruction: Affordances and Issues

Tuesday, September 30, 2025 | 10:40-11:05 | TBS Auditorium (7F) & Online

The use of generative artificial intelligence is no longer a choice: we already use it unintentionally, when we search the web or read email, where clients surface AI-generated summaries, and in AI-powered customer-support interactions and recommendation systems. Many countries are investing heavily in AI as a strategic priority. Adoption is accelerating across industries, and education is no exception. How can we as educators best harness AI in the classroom, and how can we avoid its potential pitfalls?

By analogy with the acronym CAI (Computer-Assisted Instruction), we as educators can use AIAI (AI-Assisted Instruction) to refer to AI in education. AI is more than typing a prompt to get an eloquent answer: today's systems are multimodal, exhibit emerging reasoning capabilities, and can be orchestrated in multi-agent setups. New affordances and use cases are appearing every day, bringing with them new opportunities as well as uncharted challenges and risks. In this talk, we will discuss the many educational use cases of AIAI both for teachers and students, and we will also highlight some of the problems and dangers that accompany them.



Carlos Delgado Kloos

Dr Carlos Delgado Kloos studied Telecommunications Engineering at the Universidad Politécnica de Madrid in Spain and Computer Science at the Technische Universität München in Germany. He is Full Professor of Telematics Engineering at Universidad Carlos III de Madrid, where he is also the Head of the Department of Telematics Engineering, Director of the GAST research group and Director of the UNESCO Chair on "Scalable Digital Education for All". He has been Rector's Delegate for Digital Microcredentials, Vice Rector for Strategy and Digital Education, Vice Rector for Infrastructures and Environment, and Associate Vice Rector for International Relations and Cooperation. He has carried out research stays at several

universities such as Harvard, MIT, Munich, Passau, and Naples.

His main research interests are in the field of Educational Technology. He has been involved in a large number of research projects and has published more than 600 papers (h-index 59 on Google Scholar). He has coordinated several MOOCs on edX, MiriadaX, Federica Weblearning, and Coursera with around 700,000 registrations. He has been promoting the adoption of digital micro-credentials in Spain through the CertiDigital project (certidigital.es) and has also recently recorded a MOOC about AI for Teaching and Learning, which can be followed on Coursera in Spanish (bit.ly/edu-ai-es) and English (bit.ly/edu-ai-en) and on Federica Weblearning in Italian (bit.ly/edu-ai-it).

Panel Presentation: Heitor Alvelos, Susana Barreto, Paula Casal, Carlos Alberto Scolari, Joseph Haldane (Moderator)

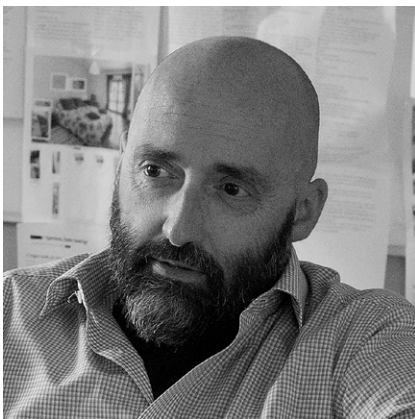
Black Box Revolutions: Unpacking the Dynamics Between Design, Technology, Arts and Education in 2025

Tuesday, September 30, 2025 | 11:25-12:25 | TBS Auditorium (7F) & Online

How do we prepare students for a future shaped by AI without giving in to either techno-euphoria or techno-doom? What creative skills should we as educators be nurturing today, and how do we redefine the role of educators, artists, and designers in a world where machines increasingly generate content? As education systems and creative industries adapt to new and rapidly changing technologies, we find ourselves caught between two extremes: the promise of innovation and the fear of obsolescence.

This panel explores how the swift development of artificial AI is transforming the ways we teach, learn, and practice in the fields of arts and design.

Panellists include practitioners and researchers working across design, arts, science, and industry, who will discuss how these changes affect the way we understand reality itself, especially as digital tools challenge the idea of visual and audiovisual media as stable sources of truth. Drawing on their hybrid experiences, they will offer diverse perspectives on how to navigate this shifting landscape, and invite participants to reflect critically, and creatively, on the future of creative education.



Heitor Alvelos

Heitor Alvelos is Full Professor of Design and Director of The ID+ Research Center at The University of Porto, Portugal, where he coordinates the Unexpected Media Lab. He currently serves as Vice-President of the European Academy of Design and is a Member of Academia Europaea and the European Science Foundation. Professor Alvelos has held prior posts in academic institutions throughout Portugal and internationally, including Course Director of the PhD in Design programme at The University of Porto from 2011 to 2024; Chairman of the Scientific Board (HSS) at The Foundation for Science and Technology from 2016 to 2022, Outreach Director for the Digital Media programme at The University of Austin Portugal from 2010 to 2014, and Senior Tutor

in the Drawing Studio at The Royal College of Art, United Kingdom, from 1999 to 2001. Heitor has coordinated a wide range of national and international research projects since 2007 and throughout his academic career, including curation of the *FuturePlaces Media Lab for Citizenship* from 2008 to 2017 with the University of Texas at Austin, United States, and the recent FCT/H2020 project *Anti-Amnesia: Design Research as an Agent for Narrative and Material Regeneration and Reinvention of Vanishing Portuguese Manufacturing Cultures and Techniques*.



Susana Barreto

Susana Barreto is a researcher at LUME, Unexpected Media Lab and Associate Professor of Design at the Faculty of Fine Arts, University of Porto, Portugal. In recent years, Professor Barreto has been involved in research projects focused on preserving specialised knowledge at risk of disappearance, specifically those embedded in the experiences of retired professors, artists, researchers, and practitioners in the arts, crafts, and design. Her research interests focus on the role of ethics in visual communication, design and crime, design culture, visual methodologies, and visual/history collections.



Paula Casal

Dr Paula Casal is a Professor in the Department of Law at Pompeu Fabra University (UPF), Spain. She has held teaching positions at Reading University and Keele University, United Kingdom. Professor Casal has completed fellowships at institutions across the globe, having served as Fellow in Ethics at Harvard University from 1999 to 2000; a Keele Junior Research Fellow, also at Harvard University, from 2000 to 2001; Hoover Fellow at Université Catholique de Louvain, Belgium from 2001 to 2002; Leverhulme Research Fellow at the University of Oxford, United Kingdom from 2002 to 2004; and Christopher Family Fellow at Stanford University, United States in 2018. Her work has appeared in a number of journals, including

Ethics, Economics & Philosophy, Journal of Medical Ethics, Journal of Moral Philosophy, Journal of Political Philosophy, Political Philosophy, Political Studies, and Utilitas. She is Associate Editor of Politics, Economics & Philosophy, and Law, Ethics and Philosophy. Professor Casal currently serves as Co-director of the UPF-Centre for Animal Ethics and as President of the Great Ape Project chapter in Spain. Her latest book, *Los derechos de los simios* (Trotta 2022) co-written with Professor Peter Singer, is forthcoming in English in 2025.



Carlos Alberto Scolari

Dr Carlos Alberto Scolari is Professor in Theory and Analysis of Interactive Digital Communication in the Department of Communication at Universitat Pompeu Fabra, Spain, where he coordinated the university's PhD Program in Communication from 2018 to 2023. His research has focused on the new media ecology and evolution, interfaces, and transmedia narratives. He has been Principal Investigator of several projects, including the EU H2020 TRANSLITERACY project and the TRANSALFABETISMOS project through the Spanish Ministry of Economy and Competitiveness (MINECO) from 2015 to 2018, and PLATCOM through the Spanish Ministry of Science and Innovation (MICINN) from 2020

to 2024. He is currently PI of the project LITERAC-ia with the Spanish Ministry of Science, Innovation & Universities (MCIU) from 2024 through 2027. His most recent books include *Las leyes de la interfaz* (Gedisa, 2018), *Media Evolution* with Fernando Rapa (La Marca, 2019), *Cultura Snack* (La Marca, 2020), *La guerra de las plataformas* (Anagrama, 2022), and *On the Evolution of Media* (Routledge, 2023), published in Spanish as *Sobre la evolución de los medios* (Ampersand, 2024). According to DIALNET, Professor Scolari is the most cited Spanish researcher in Media and Communication.

Joseph Haldane (Moderator)

See page 36 for full biography.

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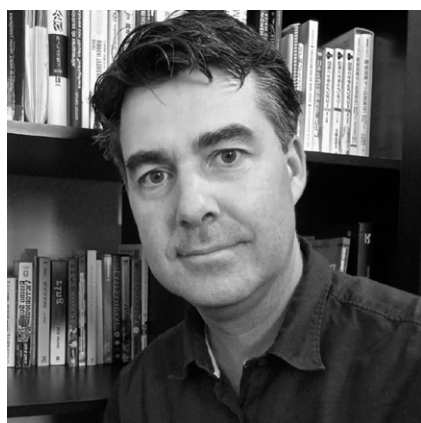
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Keynote Presentation: Marcos Centeno-Martín

Circulation of Japanese Newsreels on the War in Asia (1931-1945) in Spain

Tuesday, September 30, 2025 | 14:10-14:35 | TBS Auditorium (7F) & Online

During the so-called 'dark valley', or the fifteen-year war in Asia (1931-1945), the Japanese industry of newsreels experienced extraordinary growth, particularly fostered by war in China from 1937. This paper examines the international circulation of the footage shot by Japanese operators about the conflict in Asia, particularly focusing on their distribution in Spanish cinemas. On the one hand, this research will cast light into the global phenomenon of migration of images in a moment in which cinema was becoming a modern propaganda weapon. On the other hand, this presentation will trace the journey of images from the creation of the puppet state of Manchukuo to the end of the Pacific War, and how they eventually reached Spain. It will also assess how these images were appropriated along the way, and how their Spanish interpretations of the events in Asia shifted according to the changing interests in Spain.



Marcos Centeno-Martín

Dr Marcos Centeno-Martín is Associate Professor in Film and Media at the University of Valencia, Spain, and a research associate at the School of Asian Studies (SOAS), University of London, United Kingdom. He was previously a Lecturer in Film Studies for the Department of Japan and Korea and convened the MA programme in Global Cinemas and the Transcultural at SOAS. After his appointment at SOAS, Dr Centeno-Martín was a Lecturer at Birkbeck College, United Kingdom, where he acted as the Director of the Japanese Programme. He has also been research associate at the Nissan Institute for Japanese Studies, Waseda University, and the University of Oxford, and a guest lecturer at Nanzan University, Japan.

Dr Centeno-Martín's research interests revolve around Japanese documentary film, war-time memory, image theory, transnationality, and representation of minorities. He is the PI for TRAMEVIC: Transnational War-time Memories in East Asian Visual Culture funded by Generalitat Valenciana, coordinator of TRADIASIA (Transculturality and Diversity in East Asia). He has received grants from the Council on East Asian Studies at Yale University, United States, and has led projects with funding from the Sasakawa Peace Foundation, Daiwa, the Japan Foundation, the Japanese Ministry of Education (MEXT).



**Panel Presentation: Brendan Howe, Maria Montserrat Rifà-Valls,
Anne Boddington (Moderator)**

Soft Power in Contested Spaces: Education and Arts for Peace

Tuesday, September 30, 2025 | 14:55-15:55 | TBS Auditorium (7F) & Online

Education is a normative human right, but it also serves the practical function of improving domestic and international governance performance. It serves the collective good and betterment of society, and defends humanity from non-traditional security threats such as the global climate crisis, humanitarian emergencies affecting refugees, stateless persons, internally displaced people, and forced migrants, as well as natural disasters, pandemics, and demographic shifts. However, education must compete for resources with other policy sectors, especially in a global climate where realpolitik and national interest dominate policy and budgetary agendas.

At IAFOR's Paris conference in June 2025, UNESCO Assistant Director General on Education, Dr Stefania Giannini, reminded us that hard power is ill-suited to communicate in today's polarised world. According to her, soft power, as exercised through education, culture, and the arts, can lead to innovative and peaceful solutions to conflict resolution. In this context, creative industries and the Arts emerge as unexpected but powerful allies, able to generate alternative funding streams and create impactful, awareness-building initiatives, from refugee storytelling to public murals and documentary films.

This panel looks at the importance of education and the arts in fostering peace in a contested space. Overall, while acknowledging the challenges posed to education funding and implementation by geopolitical contestation, this panel identifies opportunities for new actors, initiatives and avenues of innovation.



Brendan Howe

Dr Brendan Howe is Professor of the Graduate School of International Studies, Ewha Womans University, South Korea, where he has also served as Dean, Associate Dean, and Department Chair. He is the President of the Asian Political and International Studies Association (APISA), and has been elected to serve as the President of the World International Studies Committee from July, 2025. He is currently a Humboldt Foundation Research Fellow at Heidelberg University, Germany, from 2025 through 2026. He has held visiting professorships and research fellowships at the East-West Center as a POSCO Visiting Research Fellow (United States), the Freie Universität Berlin (Germany), De La Salle University

(Philippines), The University of Sydney (Australia), Korea National Defence University (South Korea), Georgetown University (United States), Universiti Malaysia Sarawak (Malaysia), and Beijing Foreign Studies University (China).

Educated at the University of Oxford, the University of Kent at Canterbury (United Kingdom), Trinity College Dublin (Ireland), and Georgetown University (United States), his research focuses on traditional and non-traditional security in East Asia, human security, middle powers, public diplomacy, post-crisis development, comprehensive peacebuilding, and conflict transformation. He has authored, co-authored, or edited around 150 related publications, including *Comprehensive Peacebuilding on the Korean Peninsula* (Springer, 2023), *Society and Democracy in South Korea and Indonesia* (Palgrave, 2022), *The Niche Diplomacy of Asian Middle Powers* (Lexington Books, 2021), *UN Governance: Peace and Human Security in Cambodia and Timor-Leste* (Springer, 2020), *Regional Cooperation for Peace and Development* (Routledge, 2018), *National Security, State Centricity, and Governance in East Asia* (Springer, 2017), *Peacekeeping and the Asia-Pacific* (Brill, 2016), and *Democratic Governance in East Asia* (Springer, 2015).



Maria Montserrat Rifà-Valls

Dr Maria Montserrat Rifà-Valls is Serra Húnter Fellow in Visual Arts Education at the Universitat Autònoma de Barcelona, Spain. She completed her PhD in Philosophy and Sciences of Education at the Universitat de Barcelona, Spain. Positioned in feminist and decolonial theories, she specialises in curriculum studies, children's subjectivities, and visual arts. She is currently a researcher in the group ATLAS - Critical Intersections in Education (SGR 01014), and she is also a member of the Institute of Women and Gender Studies (iiEDG). She is the current principal investigator of K Reporters: Reassembling politics across children's cultures to scale intersectional pedagogies (2024–2027, Horizon MSCA-SE).

Dr Rifà-Valls has published in *Critical Arts, Ethnography and Education, Visual Inquiry*, the *International Journal of Education through Art, Gender and Education*, and *Visual Arts Research*. She currently teaches in the Degrees of Early Childhood and Primary Education, in the Degree in Socio-Cultural Studies of Gender, and in the official Master's degree programme in Research in Education (MURE). She has been a visiting researcher at the Amsterdam School for Cultural Analysis (ASCA) at the University of Amsterdam, the Netherlands, among others.



Anne Boddington (Moderator)

Professor Anne Boddington is Executive Vice-President and Provost of IAFOR, and oversees the academic programs, research and policies of the forum.

Anne Boddington is Professor Emerita of Design Innovation and has held executive and senior leadership roles in Higher Education including as Dean of Arts & Humanities at the University of Brighton, Pro Vice Chancellor for Research, Business & Innovation at Kingston and Pro Vice Chancellor for Research and Knowledge Exchange at Middlesex University.

In 2022, she concluded chairing the Sub Panel (32) for Art & Design: History, Practice & Theory as part of the Research Excellence Framework (REF2021) and has extensive experience in the governance and conduct of peer review, research evaluation and assessment in REF2014 (Sub Panel Deputy Chair and Equality Diversity Advisory Panel [EDAP]) and RAE2008. A former member of AHRC's Advisory Board, she is the current Chair of the Advisory Board for the UKRI's National Interdisciplinary Circular Economy Research (NICER) programme (£30M), Deputy Chair and a Trustee of the Design Council, the government's strategic advisor for design, and a member of both the InnoHK Scientific Committee (Hong Kong) and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ).

Since the 1990's Anne has worked across the United Kingdom and internationally with a wide range of quality assurance, professional, statutory, and regulatory bodies in the United Kingdom, Europe, the Middle East, Hong Kong, and India.

As an independent consultant she now works as a strategic advisor and mentor and is committed to promoting equity, diversity, and inclusion in practice, developing effective governance, supporting career development, reducing bureaucracy, and improving organisational design, integrity, and productivity in the changing workplace.



Rumba Catalana Performance & Workshop: Joan Delgado, Agustín Gálvez

A Journey Through the History of the Catalan Rumba

Tuesday, September 30, 2025 | 16:00-17:00 | TBS Auditorium (7F)

In the 1950s, the rumba catalana or Catalan rumba developed within the gypsy community of Barcelona out of the fusion of flamenco and other international musical styles. Today, some 75 years later, UNESCO is being asked to declare this popular foot-stepping rhythm as part of the Intangible Cultural Heritage of Humanity.

As we prepare for the UNESCO declaration, key questions must be explored to truly understand the art form. Who really developed the Catalan rumba? In what neighbourhood of Barcelona did it develop? What are the basic elements that characterise it? What makes it different from the Cuban and Flamenco rumbas? What is the famous *ventilador*, an essential feature of the rumba catalana? Barcelona guitarist Joan Delgado and vocalist Agustín Gálvez address these questions as they lead the audience through the origin and history of the rumba catalana in a participatory musical exploration of this fascinating rhythm, ever present at any popular festival in the region.

With only a guitar and two palms to clap, you need nothing more to set up a great shindig like Peret himself might have done.

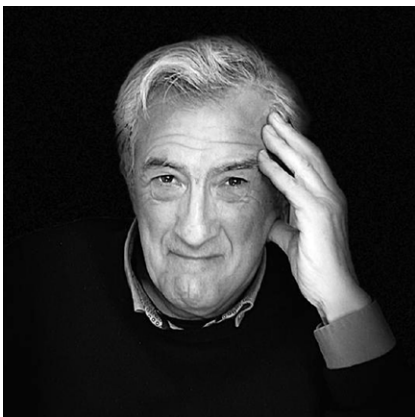


Joan Delgado

Guitarist Joan Delgado is an architect with a passion for music. He studied classical guitar from a young age, over time discovering the magic of the regional 'rumba catalana' sound and its 'ventilador', a rapid strumming rhythm reminiscent of fan blades. From this moment on, his interest in the guitar shifted to that of an accompanist, blending his background in flamenco with specialised training in the Andalusian guitar.

Mr Delgado has been a constant feature of Barcelona's musical scene since 2010, accompanying musicians in various styles (including flamenco, rumba, bossa nova) and combining the rhythmic base of the solo guitar with traditional latin rhythms. He is known for his collaborations with Swiss-Mexican singer Raissa Avilés and more recently with Argentinian singer Dominique Maucci and French-Tunisian percussionist Narjess Saad.

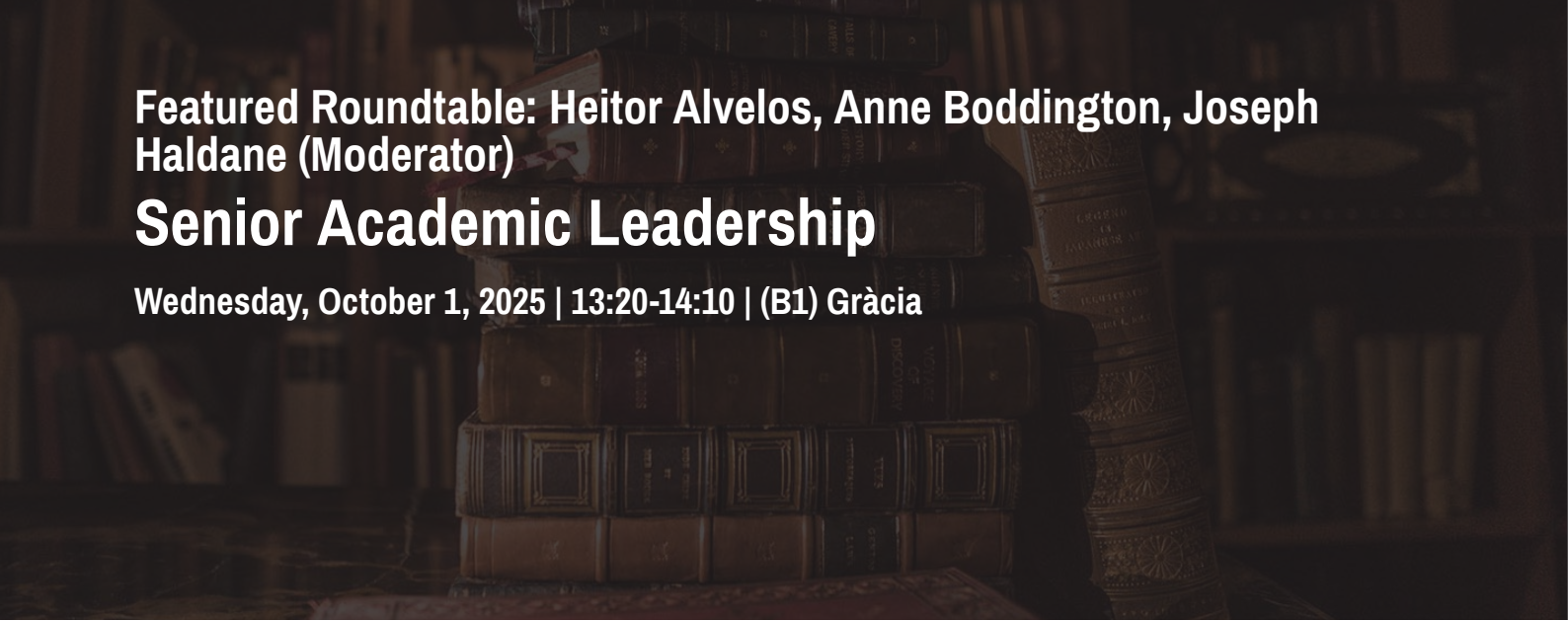
In addition to his work as a guitarist, composer, and arranger in his rumba catalana band, International del Raval, Mr Delgado has honed his skills as a musician with courses in percussion (including cajón flamenco and palmas) and has played as a trombonist in the Raval's Band and the Txaranga de la Prospe.



Agustín Gálvez

Although musician-singer Agustín Gálvez was born in Bilbao, his family came from the region of Aragon in northeastern Spain. Mr Gálvez learned to play the traditional Aragonese bandurria when he was seven years old, performing in local groups throughout his youth. Although music has always been a part of his life, he began studying it seriously after he moved to Barcelona and transitioned from a competitive athletic career. He bought himself a tenor saxophone and began taking classes at the then-recently established Taller de Musics in Barcelona. He gradually added classes in solfeo at the Conservatory of Music and, given the quality of his singing voice, was urged to study singing.

Although he trained as a lyric tenor, he always gravitated towards salsa – boleros, rumbas, huarache – while performing professionally with various bands. He is now part of three Big Jazz bands: The Raval's Band, L'EM Big Band, and the Bibandinou.



Featured Roundtable: Heitor Alvelos, Anne Boddington, Joseph Haldane (Moderator)

Senior Academic Leadership

Wednesday, October 1, 2025 | 13:20-14:10 | (B1) Gràcia

This roundtable and interactive session will explore the career paths of academic leaders and provide tips on the skills needed to succeed in leadership positions. Speaking from a variety of national and professional contexts, the session leaders will describe their individual paths to leadership roles and the trade-offs that often accompany a career in higher education leadership and administration. Following the brief presentations, audience members will be asked to provide their own thoughts and observations on successful and unsuccessful leadership styles, as well as engage in an active discussion of the potential for academic leaders to make positive changes within their institutions and professional organisations.

Heitor Alvelos

See page 38 for full biography.

Anne Boddington

See page 45 for full biography.

Joseph Haldane (Moderator)

See page 36 for full biography.

Aloha!



The 11th IAFOR International Conference on Education in Hawaii (IICE2026)
The 6th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2026)
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**Panel Presentation: Marta Ortega Sáez, Catalina Ribas Segura,
Dolors Ortega Arévalo (Moderator)**

Embedding Social Responsibility: Service-Learning as a Tool for Knowledge Transfer in the New University Landscape

Wednesday, October 1, 2025 | 14:15-15:15 | (B1) Gràcia & Online

This panel presents a comprehensive analysis of Service-Learning (SL) practices and methodologies in higher education, with a focus on their role as mechanisms for knowledge transfer and civic engagement. As a pedagogical model, SL integrates community service with academic learning objectives, promoting not only the development of academic competences but also social responsibility and community transformation. Increasingly recognized as a strategic tool, SL has been found to increase students' awareness of the UN's Sustainable Development Goals (SDGs) and supporting universities' knowledge transfer mission through socially engaged teaching and institutional collaboration with local stakeholders.

The panel will also present a comparative case study of the University of Barcelona and CESAG in Palma de Mallorca, illustrating how both large and small institutions have successfully embedded SL into their curricula through interdisciplinary projects and long-term community partnerships, demonstrating the model's adaptability and social impact. Through a review of international and national literature on SL, the panel will highlight SL's core components such as addressing real social needs, fostering reciprocal partnerships, and integrating structured reflection into the curriculum, while framing SL as both a pedagogical method and a philosophy of institutional responsibility and democratic participation.

An examination of how Spain's new Organic Law of the University System (LOSU) supports the institutionalisation of SL by promoting social responsibility and knowledge transfer will also be discussed, particularly how networks like ApS(U)CAT and regional policy frameworks in Catalonia position SL as a central pillar of university teaching and civic engagement.



Marta Ortega Sáez

Dr Marta Ortega Sáez is Serra Húnter Programme Lecturer in the Department of Modern Languages and Literatures and English Studies at the University of Barcelona, Spain, where she teaches courses in English Literature. Her research focuses on the reception of 19th- and 20th-century English-language women writers during the Franco dictatorship from 1939 to 1975. Dr Ortega Sáez studies the influence of censorship from a gender perspective, examining the Spanish translations of authors such as the Brontë sisters, George Eliot, Louisa May Alcott, Rosamond Lehmann, Vita Sackville-West, Virginia Woolf, Radclyffe Hall, and Margaret Mitchell. She also specialises in the life and work of Juan G. de Luaces, one of the most prolific translators of the first two decades of the Franco regime.



Catalina Ribas Segura

Dr Catalina 'Caty' Ribas Segura is a Lecturer in the Languages Department at Centro de Enseñanza Superior Alberta Giménez (CESAG), affiliated with Comillas Pontifical University, Spain. She holds a PhD in English Studies from the University of Barcelona, Spain. Her education also includes studies at La Trobe University and Southern Cross University, Australia.

Dr Ribas Segura began working at CESAG in 2006, teaching English for specific purposes in various degrees, including the school's Early Childhood Education, Primary Education, Audiovisual Communication, Advertising and Public Relations, and Sports

Science programmes. She has been invited to teach classes and masterclasses at a number of other universities, including the University of Barcelona, the University of the Balearic Islands, and Thammasat University, Thailand.

Her research focuses on immigrant literature and crime fiction in Australia, with an emphasis on the construction of identities and on Greek and Chinese migration in Australia. She was the coordinator of the Postcolonial and Decolonial Studies section of the Spanish Association for Anglo-American Studies (AEDEAN) from 2020 to 2024 and is currently a member of the TRANSLIT research group. She has published over 20 texts and participated in 40 conferences worldwide.



Dolors Ortega Arévalo (Moderator)

Dr Dolors Ortega Arévalo has been a Lecturer of Literature in English at the University of Barcelona, Spain since the year 2010, teaching courses focused on Contemporary Fiction in English, Modernist and Postmodernist Literature in English, Medieval Literature, North American Contemporary Fiction, Shakespeare and Postcolonial Literatures, both at undergraduate and postgraduate levels. She received her PhD from the University of Barcelona and she was awarded the European Doctorate Mention for her thesis "Deterritorialising Patriarchal Binary Oppositions: Deleuze, Woolf, Masculinities and Film Adaptation", after a year as a Visiting Doctoral Researcher under the supervision of Dr Humm

at the University of East London, United Kingdom. Her research has focused mainly on Modernist writers, Gender Studies, Contemporary British Fiction, Film Adaptations, Postcolonial Literatures and the Philosophy of Gilles Deleuze and Félix Guattari. She has most recently been working on transnationalisms and hybridity and has published the prologue and only authorised annotated Spanish translation of F.S. Fitzgerald's *The Last Tycoon* (2014) as well as the prologue of F.S. Fitzgerald's *Cuentos Rebeldes* (2018). She is a member of the consolidated research group Ratnakara with its current project "Rhizomatic Communities: Myths of Belonging in the Indian Ocean World," funded by the Spanish Ministry of Economy and Competitiveness (PGC2018-095648-B-I00). She has been a member of the academic committee of the MA "Construcció i Representació d'Estudis Anglesos" of "Facultat Filologia i Comunicació de la Universitat de Barcelona", and is currently a member of the executive committee of "Centre d'Estudis Australians i Transnacionals (CEAT)" and the Head of Studies of CFA Rius i Taulet School for Adults in Barcelona.

The Forum: Global Citizenship: Education, Arts, Media, and the Rise of Extremism

Brendan Howe (Respondent), Melina Neophytou (Moderator)

Wednesday, October 1, 2025 | 15:45-16:45 | (B1) Gràcia

Grant Black & Raúl Fortes-Guerrero (Online Respondents), Apipol Sae-Tung (Online Moderator)

Saturday, October 4, 2025 | 09:00-10:15 | Online via Zoom

We are living through a time of great global political and economic change, which is being played out in different ways across the world. Historically, in times of uncertainty and fear of the future, people have turned to political extremes for answers and reassuring, if unnuanced, narratives. Today is no different: in the context of rising global authoritarianism and nationalism, legitimate questions and grievances of the populace in any given country are deflected and misdirected. Scapegoats are sought as people rail against both the existing centres of power and their avatars (the government, the elites, the establishment, the deep state, etc), as well as the amorphous 'other' (the foreign, the immigrants, etc). The latter are often blamed by the former for reasons of political expediency and survival, and that is reflected in increasingly divisive and toxic public discourse today.

Culture, media, language, and education play an important role in instilling and fueling extremist ideologies, often subliminally. For example, in a study conducted by University College London (UCL) in 2021, teachers were concerned that students would mimic extremist behaviour seen on social media. They saw themselves as unprepared to deal with extremism at school due to limited training, curriculum constraints, and pressure to simply report at-risk students, rather than engage with them. However, education is often proposed as a solution to counter political polarisation, religious fundamentalism, and online radicalisation by fostering critical thinking and empathy. The Arts are also increasingly recognised as a powerful tool, creating spaces for dialogue that challenge politically delicate topics subtly and in a non-confrontational manner.

How can we disagree well in a polarised world that is increasingly using rhetoric of division and violent means to establish certain norms? What can educators, artists, and professionals do to establish spaces of dialogue and conviviality? What ways of thinking and acting do we need to change within educational institutions, media, and political discourse? Join us for The Forum session in Barcelona to discuss these topics and more with the wide array of international and intercultural perspectives present at the conference.

Brendan Howe (Respondent)

See page 44 for full biography.



Melina Neophytou (Moderator)

Dr Melina Neophytou is the Academic Operations Manager at IAFOR, where she works closely with academics, keynote speakers, and IAFOR partners to shape academic discussions within *The Forum*, bring conference programmes together, refine scholarship programmes, and build an interdisciplinary and international community. She is leading various projects within IAFOR, notably The Forum discussions and the authoring of Conference Reports and Intelligence Briefings, and she oversees the Global Fellows Programme.

Born in Germany and raised in Cyprus, Dr Neophytou received her PhD in International Development from Nagoya University, Japan, in 2023, specialising in political sociology, the welfare state, and contentious politics. She received an MA in International Development from Nagoya University, with a focus on Governance & Law, and a BA in European Studies from the University of Cyprus, Cyprus.

Dr Neophytou's research interests currently focus on how Artificial Intelligence (AI) is changing the relationship between state and society. Her current work examines technologies such as facial recognition (FRT) and biometric surveillance, and how these tools impact freedom of expression, protest, and social policy.



Grant Black (Online Respondent)

Professor Grant Black is a Professor in the Faculty of Commerce at Chuo University, Tokyo, Japan, where he has taught Global Skills and Global Issues since 2013. He is engaged in diverse roles as a global manager, systems builder, executive leader, and university professor. His research and teaching areas include global management skills, intercultural intelligence (CQ), and organisational management. He also has taught Japanese Management Theory at J. F. Oberlin University, Japan, and a continuing education course in the Foundations of Japanese Zen Buddhism at Temple University Japan. Previously, he was Chair of the English Section at the Center for Education of Global Communication at the University of Tsukuba, where he served in a six-year post in the Faculty of Humanities and

Social Sciences. He holds a BA Highest Honors in Religious Studies from the University of California, Santa Barbara; an MA in Japanese Buddhist Studies from the University of California, Los Angeles; and a Doctor of Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester. Professor Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the United Kingdom. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). Professor Black is President of Black Inc. Consulting (Japan), a Tokyo-based firm specialising in international and intercultural project management, communication projects, and executive leadership and training. He is the director of the Nippon Academic Management Institute (NAMI) and the author of *Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation* (Routledge, 2022). Professor Black serves as a Vice-President for the International Academic Forum (IAFOR).



Raúl Fortes-Guerrero (Online Respondent)

Professor Fortes-Guerrero combines his work as a researcher and lecturer of Japanese language and culture at the University of Valencia's Area of East Asian Studies with his task as coordinator of the Asia and Oceania Committees at the university's International Observatory of Intangible Culture and Global Village (UVObserver-Intangible Heritage), linked to the UNESCO Chair for Development Studies. He received his BA in Audiovisual Communication, his BA in History of Art with Special Distinction, and his PhD Cum Laude and International Doctor Mention in History of Art from the University of Valencia, Spain. To this can be added his duties as a member of scientific committees of congresses (XIV Congreso Nacional y V Congreso Internacional de la Asociación de Estudios

Japoneses en España), peer reviewer for scientific journals (*MIRAI. Estudios Japoneses*, *FOTOCINEMA. Revista Científica de Cine y Fotografía*), and exhibitions curator (*Hiroshige y su época. Visiones de la naturaleza en el arte japonés y chino del siglo XIX*).

His research achievements have awarded him two prestigious fellowships (Association of International Education, Japan; Spanish Ministry of Education and Science's National Teacher-Training Program) an Erasmus grant for teachers' mobility, and research posts at Waseda University, Japan; Birkbeck, University of London, United Kingdom; and the University of Ljubljana, Slovenia.

Professor Fortes-Guerrero has authored a number of articles, books, and book chapters, including , among them the most comprehensive monograph on Japanese filmmaker Hayao Miyazaki written in Spanish (*Hayao Miyazaki*, Akal, 2019) and a reference film guide for his praised movie *Spirited Away* (*"El viaje de Chihiro"*. Hayao Miyazaki (2001), Nau Llibres/Octaedro, 2011).

Professor Fortes-Guerrero has also served as a translator for the reference journals "*L'Atalante*". *Revista de Estudios Cinematográficos* and *Hojas en la acera. Gaceta trimestral de haiku*. He also publishes his tanka poems monthly in *Kokoro no Hana*, a renowned literary magazine published by the Japanese poetry society Chikuhaku-kai.



Apipol Sae-Tung (Online Moderator)

Apipol Sae-Tung is an Academic Coordinator at IAFOR, where he contributes to the development and execution of academic-related content and activities. He works closely with the Forum's partner institutions and coordinates IAFOR's Global Fellowship Programme. His recent activities include mediating conference reports for the Forum's international conference programme and facilitating the IAFOR Undergraduate Research Symposium (IURS).

Mr Sae-Tung began his career as a Program Coordinator for the Faculty of Political Science at Chulalongkorn University, Thailand. He was awarded the Japanese Government's MEXT Research Scholarship and is currently pursuing a PhD at the Graduate

School of International Development, Nagoya University, Japan. His research focuses on government and policy analysis, particularly on authoritarian regimes. Mr Sae-Tung holds an MA in International Relations and Diplomacy from Thammasat University, Thailand, where he studied foreign policy analysis and Thailand-China relations. He also holds a BA in History from the same institution.

Notes

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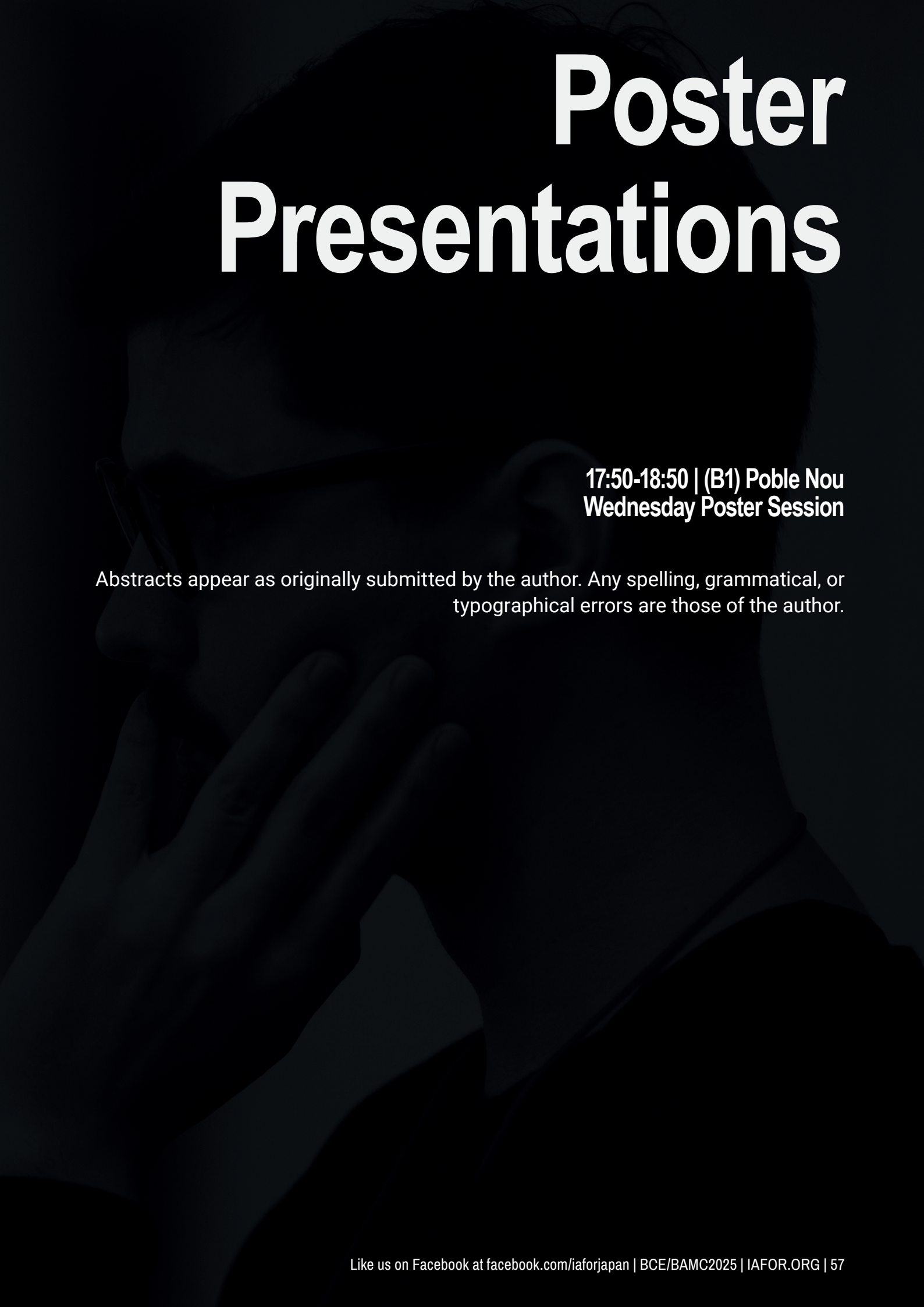
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Poster Presentations

**17:50-18:50 | (B1) Poble Nou
Wednesday Poster Session**

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

17:50-18:50 | (B1) Poble Nou

Wednesday Poster Session

Curriculum Design & Development

97584 | *Marketing Sustainability: Pedagogical Approaches for the Next Generation*
Gunta Grinberga-Zalite, Latvia University of Life Sciences and Technologies, Latvia
Andra Zvirbule, Latvia University of Life Sciences and Technologies, Latvia
Jan Žukovskis, Vytautas Magnus University, Lithuania
Joanna Hernik, West Pomeranian University of Technology, Poland

Marketing remains a demanded subject in higher education, especially within business and economics programs. In recent years, however, there has been a notable shift from traditional product and consumer oriented marketing towards sustainability-focused marketing. This evolution demands a revision of both curriculum content and pedagogical strategies. With Generation Z students increasingly seeking education that is meaningful, engaging, and directly applicable to real-world challenges, universities must adapt their teaching approaches to remain relevant and effective. This study explores the transformation of marketing education in response to these emerging demands. It employs a mixed-method research design, combining survey data with in-depth interviews, and incorporates graphical analysis of secondary data to trace the development of marketing pedagogy. The research identifies key gaps between conventional marketing education and the expectations of modern students, particularly in the context of sustainability and ethical responsibility. Based on practical case studies, the study proposes a revised teaching model that integrates environmental and social dimensions into core marketing concepts such as product development and corporate communication. This model encourages a more holistic understanding of marketing, aligning academic instruction with contemporary professional and societal needs. The findings offer new insights for educators aiming to re-design marketing courses to better reflect the values and learning styles of today's students, thus fostering a generation of marketers who are both competent and socially conscious.

Design, Implementation & Assessment of Innovative Technologies in Education

98068 | *Bridging Cultural Blind Spots: Prompt Engineering for Inclusive and Fair Generative AI in Education*
Syed Hur Abbas, TU Dresden, Germany
Sandra Hummel, TU Dresden, Germany
Gitanjali Wadhwa, TU Dresden, Germany
Mana-Teresa Donner, TU Dresden, Germany

While large language models (LLMs) are increasingly integrated into learning environments as writing assistants or question-answering companions, their outputs often reflect hidden cultural biases and linguistic blind spots, raising risks of epistemic injustice (Fricker, 2007) and educational inequity if left unexamined (UNESCO, 2021; Ahmed et al., 2025). One underexplored factor is prompt design: the linguistic instructions shaping what knowledge an LLM retrieves, how it responds, and whose perspectives it centers (Cain, 2023). This paper addresses this gap by empirically comparing three prompt types: generic, role-based, and optimized empathy-guided prompts across 56 authentic learner questions from diverse higher education contexts. Using both reference-based metrics (METEOR: Banerjee & Lavie, 2005; BERTScore: Zhang et al., 2020) and a GPT-4 meta-evaluation framework for clarity, tone, and pedagogical appropriateness (Zhong et al., 2023), we show that prompts that frame the LLM as a supportive, context-aware respondent outperform generic instructions in producing answers rated as clearer, more encouraging, and more culturally attuned. Our findings align with relational pedagogy (Noddings, 2012) and Freirean critical pedagogy (Freire, 1970), highlighting how careful prompting can reduce algorithmic bias (Zhou et al., 2024) and support more equitable learning interactions. We argue that prompt design is not a neutral step but a pedagogical and ethical act with implications for developing community-driven, multilingual prompt libraries that embed fairness and respect for diverse learner voices into everyday AI use.

98066 | *Multimodal Mentoring for Learning: GNN-RAG and AdalCL in Personalized AI*
Gitanjali Wadhwa, Dresden University of Technology, Germany
Sandra Hummel, Technische Universität Dresden, Germany
Mana-Teresa, Donner, Technische Universität Dresden, Germany
Syed Hur Abbas, Technische Universität Dresden, Germany

As online education scales globally, many learners still wrestle with disjointed feedback, limited emotional resonance, and scarce support for complex reasoning. This project presents an AI-based mentoring system integrating GNN-RAG (Graph Neural Network-enhanced Retrieval-Augmented Generation) and AdalCL (Adaptive Information-Centric Learning) within an emotionally responsive avatar, designed to enhance both cognitive and affective dimensions of learning. GNN-RAG combines structured reasoning via Graph Neural Networks with Large Language Models to enable multi-hop reasoning and generate context-rich answers. AdalCL dynamically selects diverse and uncertainty-rich examples to tailor learning paths to individual strengths and challenges in real time. The 2D avatar, rendered with OpenGL, interacts empathetically in real time. It detects emotional states through multimodal cues, including facial expressions and vocal signals, using transformer-based speech emotion recognition. By synchronizing adaptive reasoning with emotional responsiveness, the avatar fosters trust and collaborative learning. Learners are guided through a narrative-driven onboarding that builds a dynamic learner model combining biographical, cognitive, and affective inputs. This model informs personalized content delivery, tracks progress via a Learning Record Store (LRS), and protects privacy through federated learning. Rather than acting as a directive tutor, the avatar functions as a reflective companion supporting the co-construction of knowledge, anchored in socio-constructivist pedagogy. Concepts like epistemic inclusion and relational agency frame the project's theoretical foundation. A formative study with 20 university students will assess the system's impact on emotional resonance, trust, and learning satisfaction through surveys and interaction analysis. The study is hosted within the Junior Research Group "Situating AI-Based Mentoring" at ScaDS.AI Dresden/Leipzig.

17:50-18:50 | (B1) Poble Nou

Wednesday Poster Session

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

93772 | *Transforming Teaching and Learning in Special Education Through Generative Artificial Intelligence*
Yeunjoo Lee, California State University, Bakersfield, United States

The rapid emergence of generative artificial intelligence (AI) presents both opportunities and challenges in special education. While assistive and instructional technology has been widely adopted in special education to provide quality education, AI is relatively new in the area of special education, and the impacts have yet to be fully understood. The AI tools reportedly support special education teachers in focusing on teaching by reducing the time they spend on time-consuming paperwork and documentation. It also can assist special education teachers in delivering differentiated instruction and gathering assessment data. Existing research reports challenges and barriers, including ethical concerns about using AI. While researchers have published topics about using AI in public schools, limited studies have been published in the area of special education. The current study conducted a critical review of the literature on AI in special education, analyzing both the benefits and limitations of the new technological disruption. This presentation will present the major findings of the critical review, along with ethical considerations and their implications for inclusive education. This presentation will also offer valuable and practical recommendations for special education teachers, school administrators, and researchers and suggestions for future research.

97996 | *A Critical Discourse Analysis of Unenforced School Seclusion Policy in the Canadian Context*
Nadine Bartlett, University of Manitoba, Canada

The use of seclusion in schools is intended to be an emergency response procedure in situations where a student's actions pose an imminent physical threat to the safety of themselves or others. Despite its intended purpose, there is mounting concern that seclusion is being misused in school-based settings and students with disabilities are disproportionately subjected to these practices. In 2024, in the province of Ontario, Canada a student with disabilities died after being left alone in a seclusion room at school. This incident and others have fueled renewed concerns about the use of seclusion in Canadian schools. Despite the importance of this issue, only recently have educational policies emerged to provide regulatory guidance regarding the use of seclusion. This poster provides the results of a Faircloughian Critical Discourse Analysis (CDA) (Fairclough, 2003) of a government policy directive in the province of Manitoba, Canada entitled, *Safe and Caring Schools: A Policy Directive Enhancing Proactive Supports to Minimize the use of Seclusion* (Manitoba Education, 2021). Using Fairclough's 3 stages of description, interpretation, and explanation this analysis will interrogate the ways in which discourse is used in this policy document to reinforce social hierarchies and position students with disabilities as dangerous and in need of regulation by the state. The analysis also reveals that despite its claim to be a "policy directive" it lacks enforceability and accountability mechanisms to ensure implementation, exposing the ways in which students with disabilities remain vulnerable to the misuse of these procedures within this policy context.

96889 | *Reforming Special Education Teacher Preparation in Saudi Arabia: A Mixed-Model Proposal for Inclusive Practice*
Saeed Almalki, King Saud University, Saudi Arabia

This study presents a conceptual framework for reforming special education teacher (SET) preparation programs in Saudi Arabia, in response to the country's shifting educational priorities and global trends in inclusive education. The current model of SET preparation in Saudi universities emphasizes specialization in categorical disability areas, which increasingly conflicts with national efforts to promote inclusive learning environments. Employing a qualitative exploratory design, this study utilized a two-phase methodology: (1) a systematic review of international and local literature, and (2) consultations with stakeholders, including faculty members, policymakers, and school administrators. The findings informed the development of a revised, context-sensitive model for SET preparation that integrates both categorical and non-categorical paradigms, promotes interdisciplinary collaboration, and enhances teacher readiness for inclusive classrooms. The proposed model addresses structural, curricular, and pedagogical reform areas and includes strategies to overcome anticipated implementation challenges. This paper contributes to the ongoing policy dialogue in Saudi Arabia and provides guidance for aligning teacher education programs with inclusive education goals.

Educational Research, Development & Publishing

96140 | *The Dark Tetrad in Relation to Psychological Literacy of Future Teachers*
Andrea Juhászová, Constantine the Philosopher University in Nitra, Slovakia
Viktor Gatál, Constantine the Philosopher University in Nitra, Slovakia

The dark tetrad, encompassing narcissism, Machiavellianism, psychopathy and sadism, has been explored within a variety of professional and educational settings. However, its relations with the psychological literacy of preservice teachers remains under-researched. This article examines the relations between the individual traits of the dark tetrad and psychological literacy in teacher education, which consists of Psychological Misconceptions, Critical Openness, Reflective Skepticism, Trust in Science, and Integrity. The measures were administered to a sample of psychology teacher education students (N = 164) using the Dark Tetrad Questionnaire, the Psychological Knowledge Questionnaire, the Dispositions for Critical Thinking Scale, the Science Trustworthiness Scale, and the Integrity Scale. The following relations between the variables under study were found: The Dark Tetrad dimension Sadism was negatively correlated with Critical Openness, Reflective Skepticism, and Integrity, and weakly positively correlated with Trust in Science. The dark tetrad dimension Psychopathy correlated negatively with Reflective Skepticism and Integrity. The dark tetrad dimensions of Narcissism and Machiavellianism correlated negatively with Reflective Skepticism. On the basis of the above results, it is possible to recommend targeted selection of candidates for the teaching profession and systematic improvement of their psychological literacy in the sense of prevention of the occurrence of individual dimensions of the dark tetrad in the personality of future teachers.

17:50-18:50 | (B1) Poble Nou

Wednesday Poster Session

96935 | *Psychological Literacy of Teachers in Practice*

Lucia Rapsová, Constantine the Philosopher University in Nitra, Slovakia

Katarína Grznárová, Constantine the Philosopher University in Nitra, Slovakia

Psychological literacy can be considered as one of the most important literacies for the 21st century, which should be one of the major outcomes of undergradual teacher education. The main target of this study was to identify the level of psychological literacy among teachers working at various levels of education. The research sample consisted of 180 teachers working in preschool, primary and secondary schools in the Slovak Republic. In this study we focused on selected components of psychological literacy: psychological misconceptions, critical thinking disposition, critical openness, reflective skepticism, integrity and trust in science. Our analysis showed statistically significant differences between primary school teachers and secondary school teachers in two components: trust in science ($p = 0.014$) and integrity ($p = 0.009$). These results pointed out some important facts that should be reflected in differentiated development of psychological literacy based on teachers' professional focus. It also indicate the importance of psychological literacy into undergradual teacher education and continuing education for teachers in practise.

Education, Sustainability & Society: Social Justice, Development & Political Movements

95638 | *Identifying Causes and Community-Driven Solutions for School Traffic Congestion: A Mixed-method Study of Nakhon Pathom's Largest Demonstration School*

Saroj Pullteap, Silpakorn University, Thailand

Kanit Kheovichai, Silpakorn University, Thailand

Chinun Boonroungrut, Silpakorn University, Thailand

Akkachai Poomrarueng, Silpakorn University, Thailand

Phairin Thaisongkroh, Silpakorn University, Thailand

A well-designed school environment fosters educational sustainability by enhancing student well-being and supporting eco-friendly practices. It ensures safer, more accessible learning spaces following SDG 4 and improves school-based community mobility, aligning with SDG 11. However, in Nakhon Pathom, school traffic congestion disrupts daily life, causing delays, air pollution, and pedestrian risks. Unlike developed areas with structured infrastructure, limited road networks and concentrated drop-off times create bottlenecks. This study applies the Design Thinking (DT) framework using a mixed-method approach to examine congestion at the Demonstration School of Silpakorn University (DSU), the largest university demonstration school in the western region. Traffic count data, stakeholder interviews, and field observations identify four peak traffic periods, with the most severe congestion occurring in the morning and afternoon. Quantitative analysis reveals high vehicle volumes at key intersections, particularly Si Yaek 50 Pi and the rear exit gate. Qualitative findings highlighted issues such as parent parking behavior, poor coordination with traffic authorities, and delivery vehicle congestion. Proposed solutions include redesigning parking areas, implementing one-way traffic systems, increasing traffic personnel, encouraging responsible parent behavior, and using traffic alert technology. Long-term strategies involve traffic regulation training for parents and raising awareness to promote responsible driving. As DSU prepares to relocate, a rise in traffic is expected due to the approximately 800 students and the nearby commercial zones. Assessing traffic flow at the new site is crucial. This transition offers a chance to design efficient infrastructure and foster collaboration with local agencies, ensuring sustainable school mobility solutions.

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

94955 | *Using AI Technology to Enhance L2 Learners' Writing Ability*

Yuanshan Chen, National Chin-Yi University of Technology, Taiwan

Hsuan-Yu Jason Tai, National Kaohsiung University of Science and Technology, Taiwan

Ming-Fang Lin, Shih Chien University, Taiwan

Mastering argumentative writing is crucial for college students to succeed academically. One prevalent method is to implement genre-based instruction (GBI). In addition to GBI, another effective method is integrating technology such as ChatGPT into writing instruction. Although genre-based instruction and the utilization of ChatGPT have received great attention in writing instruction, there has been limited research integrating these two areas. Furthermore, while some empirical studies have explored ChatGPT's impacts, its effectiveness remains inconclusive, particularly regarding its influence on willingness to write (WtW). This study examined the effects of ChatGPT-integrated genre-based instruction on argumentative writing performance, WtW, and learners' perceptions. A total of 48 first-year EFL English majors participated in a six-week experiment, during which they received the instruction and completed pre- and post-writing tests as well as pre- and post-instructional WtW questionnaires. Additionally, nineteen participants participated in focus-group interviews. The results showed significant improvements in some moves after the instruction. Moreover, although WtW scores increased after the instruction, the enhancement was not significant, and was not correlated with writing performance. Regarding learners' perceptions, the participants generally recognized the value of the instruction, reporting the enhancement of organization and language knowledge. Moreover, while the majority highlighted the benefits of ChatGPT, such as idea generation, immediate and comprehensive feedback, and increased confidence and WtW, some raised concerns, including its potential to limit critical thinking and creativity as well as issues related to feedback quality. Based on these findings, this study proposes pedagogical implications, underscoring the potential and limitations of ChatGPT-integrated genre-based instruction.

17:50-18:50 | (B1) Poble Nou

Wednesday Poster Session

Higher Education

96071 | *From Crisis to Opportunity: Innovative Strategies for Higher Education in the 21st Century in the University of Cape Coast*
Esther Bema Nimo, University of Cape Coast, Ghana

Crises disrupt established systems but also offer opportunities for transformation. The COVID-19 pandemic has tested the resilience of higher education institutions globally, driving unprecedented innovation and adaptation. The University of Cape Coast (UCC) has emerged as a leader, redefining inclusive and impactful education in the 21st century. UCC's achievements include being ranked the top university in Ghana and West Africa and among Africa's top five universities (2022 Times Higher Education Rankings). This study employs a quantitative approach, surveying all 917 teaching staff to explore UCC's innovative strategies for navigating the challenges of a rapidly evolving educational landscape. It examines how UCC has leveraged technology, fostered collaborative learning environments, and implemented culturally responsive pedagogy to transform teaching and learning. The study highlights interventions such as hybrid courses and community-based projects, which have created flexible learning pathways, empowering students from diverse backgrounds. Findings underscore the positive impacts of these strategies on student engagement, success, and retention, while also addressing a critical gap in the literature by illustrating how UCC's innovations transcend pandemic-related challenges to serve as a model for sustainable educational reform. By presenting the University of Cape Coast's experience, this paper aims to inspire other institutions to adopt adaptive and inclusive strategies to meet the dynamic demands of global higher education.

98115 | *From Policy to Practice: Enabling Academic Engagement with the Sustainable Development Goals*
Nena Vukelić, University of Rijeka, Croatia

This study analyzed how universities can promote the individual contribution of academic staff to achieving the Sustainable Development Goals (SDGs). In the first phase, the strategy documents of various faculties of a Croatian university were analyzed to identify those that emphasize sustainable development as a key aspect of institutional activity in their strategy documents. Based on these results, the faculties that systematically integrate sustainability into their teaching, scientific and organizational practices were selected. In the second phase of the research, semi-structured interviews and focus groups were conducted with the academic staff from the above faculties to gain insight into the ways in which institutional policies and organizational cultures focused on sustainability are shaped. Motivating factors, institutional incentives and barriers that employees encounter when engaging in activities related to the SDGs were analyzed. The results show the importance of clear strategic guidelines, inclusive management practices and the recognition of individual contribution as key elements for strengthening the role of academic staff in achieving the Sustainable Development Goals at the university.

97145 | *Student Teachers and Generative AI: A Qualitative Study on Self-Regulated Learning, Autonomy, and Pedagogical Tensions*
Mana-Teresa Donner, TUD Dresden University of Technology, Germany
Sandra Hummel, TUD Dresden University of Technology, Germany
Syed Hur Abbas, TUD Dresden University of Technology, Germany
Gitanjali Wadhwa, TUD Dresden University of Technology, Germany

Viewed through the lens of self-regulated learning, the use of generative AI by students brings into focus tensions between autonomy, support, and educational judgment. This study examines how student teachers encounter and make sense of AI systems in their work. Their accounts reveal not only individual strategies but also deeper negotiations of educational meaning in the face of algorithmic assistance. Twelve semi-structured interviews were conducted with participants across a range of AI familiarity. Rather than focusing on tool efficacy, the analysis traces how students situate AI use within their evolving understanding of responsibility, agency, and learning. Building on SDT, the findings suggest three distinct modes of engagement: (1) pragmatic use aimed at efficiency and surface clarity, (2) reflective appropriation to support metacognitive processes, and (3) ambivalent distancing in response to uncertainty and normative friction. Participants describe tensions between the desire for immediacy and the pursuit of deeper engagement, as well as between externally structured guidance and internalized learning goals. These tensions are neither resolved nor passively endured; rather, they are actively negotiated within students' efforts to define meaningful learning. Drawing on Helsper's theory of educational antinomies, such contradictions are interpreted not as deficits or disorientation, but as constitutive moments of educational experience where pedagogical subjectivity emerges in the interplay of autonomy and heteronomy, personal sense-making and institutional norms. These accounts reveal not a stable or coherent pattern of AI use, but a dynamic reconfiguration of the normative expectations through which autonomy, responsibility, and agency are constituted in AI-mediated learning environments.

17:50-18:50 | (B1) Poble Nou Wednesday Poster Session

Professional Training, Development & Concerns in Education

96823 | *Impact of Affective-Reflective Skills, Teacher Efficacy, and Positive Mirror Effects in Training Special Education Teachers: A Serial Mediation Model*

Hoi Yan Lau, Hong Kong Metropolitan University, Hong Kong
Wing Yee Ho, Hong Kong Metropolitan University, Hong Kong
Yuk Ching Law, Hong Kong Metropolitan University, Hong Kong

This study aims to investigate the mediating effect of affective-reflective skills and teacher efficacy on the relationship between experiential learning and positive mirror effects. Experiential learning cultivates affective-reflective skills that enhance teacher efficacy and foster positive mirror effects, which are essential for developing adaptive teaching strategies and responsive instructional practices in special education teacher training. Affective-reflective skills provide teachers with cognitive and emotional insight, enhancing academic outcomes. Experiential learning boosts teacher efficacy by building confidence and practical skills, which are essential for effective teaching and enriching the learning experiences of children with special educational needs. Although previous research has largely focused on counseling education contexts, there remains a significant need for investigation within special education teacher training. Undergraduate students (N = 269, 91.1% female) are student teachers enrolled in an early childhood education program, specifically focusing on special educational needs, who completed an online survey including the Experiencing Scale, Affective-reflective Skills Scale, Teacher Efficacy for Inclusive Practice Scale, and Mirror Effects Inventory. The results demonstrated that affective-reflective skills and teacher efficacy act as serial mediators between experiential learning and positive mirror effects. The findings highlight the role of experiential special education teacher training in strengthening affective-reflective skills and teacher efficacy, which in turn foster positive mirror effects that support adaptive teaching strategies for children with special educational needs. This study underscores the vital role of cultivating rich affective experiences and strengthening teacher efficacy as foundational elements in preparing special education teachers to meet the complex needs of their students effectively.

96130 | *Psychological Literacy and Cognitive Dispositions in Pre-service Teachers*

Eva Ballová Mikušková, Constantine the Philosopher University in Nitra, Slovakia
Marcela Verešová, Constantine the Philosopher University in Nitra, Slovakia

The study examines the relationships between psychological literacy (critical thinking dispositions, psychological and pedagogical misinformation, trust in science, integrity) and cognitive dispositions (thinking styles and conspiracy beliefs) in 164 pre-service teachers from Slovakia (n = 90) and the Czech Republic (n = 74). Participants completed a series of psychological scales measuring dispositions to critical thinking, psychological and pedagogical misinformation, trust in science, integrity, thinking styles, and endorsement of conspiracy beliefs. Results showed that psychological and pedagogical misinformation were positively correlated with conspiracy mentality ($r = .196$), while higher trust in science was negatively associated with both conspiracy beliefs ($r = -.361$) and conspiracy mentality ($r = -.271$). In addition, critical thinking dispositions and the thinking style "preference for effortful thinking" showed a complex interaction ($r = .230$ and $r = .301$), and trust in science and integrity of pre-service teachers were associated with the thinking styles "actively open-minded thinking" ($r = .408$ and $r = .249$) and "preference for effortful thinking" ($r = .226$ and $r = .206$). These results suggest that fostering thinking styles such as actively open-minded thinking and preference for effortful thinking may promote prospective teachers' psychological literacy (and vice versa) and that supporting and developing trust in science may serve as a protective factor against conspiracy thinking.

97811 | *"In Their Words" – Pre-Service Teachers' Perceptions of Their Needs in Initial Teacher Education*

Helena Granziera, University of New South Wales, Australia

Enrolments in initial teacher education courses across a number of developed countries appear to be decreasing, amplifying the issues of teacher shortages. Given that enrolments in initial teacher education (ITE) cohorts are early indicators of the health of the teacher pipeline these declines are of both immediate and longer-term concern. However, attracting pre-service teachers (PSTs) appears to be only part of the problem; retaining ITE candidates has also emerged as a challenge. There is thus considerable impetus to examine how teacher education can better support the needs of PSTs. Accordingly, the present study sought to better understand pre-service teachers' experiences of teacher education through the collection of qualitative survey data. Analysis of data obtained from 128 revealed PSTs desires for more practical strategies to deal with disciplinary issues, more time assisting in classrooms, and the opportunity for microteaching experiences. The findings of this study bear implications for augmenting existing teacher education curriculums to meet the needs of PSTs.

97033 | *Training Methodology and Practice: Improving Business Competencies*

Andra Zvirbule, Latvia University of Life Sciences and Technologies, Latvia
Anita Auzina, Latvia University of Life Sciences and Technologies, Latvia
Natalja Sterhova, Latvia University of Life Sciences and Technologies, Latvia

In today's world, updating skills and competencies is essential for increasing competitiveness and facilitating integration into a changing labor market. It also promotes inclusion in the creation, start-up, and development of one's own business.

The research aim - to outline the experience and methodology of a training course designed to develop business skills for starting and operating a micro or small enterprise. The training has been specifically designed for long-term unemployed women with children belonging to the largest ethnic minorities in Latvia and Estonia, who are between 15 and 29 years old. The course is designed for a total of 60 participants, equally from Latvia and Estonia. The training methodology is based on a step-by-step approach with two training cycles. The first cycle focuses on developing self-competence and includes a conference to stimulate initiative. The second cycle rounds off the series of training sessions that specifically develop business competencies. This methodological approach is meticulously customized to the specific target audience. The research methods: the monographic method, semi-structured interviews, and participant observation for group dynamics and engagement level measurement. The results indicate that the initial phase – the first training cycle, comprising personal development, is the most valued by the participants. However, the observational method suggests that engagement in this activity was at the lowest level of enthusiasm and excitement. Conversely, the second cycle of activities exhibited a high level of engagement but received a lower rating from the participants.

17:50-18:50 | (B1) Poble Nou

Wednesday Poster Session

Education / Pedagogy

96158 | *Mindfulness and Ecological Intelligence in Design, Technology and Entrepreneurship Education*
Gergana Avramova-Todorova, Prof. Dr. Assen Zlatarov University, Bulgaria

The focus of the scientific paper is a concept for applying mindfulness practices in the process of forming ecological intelligence through training in construction, technology and entrepreneurship in children of preschool and primary school age. The possibility of integrating conscious presence in the present moment into the approach to improving children's ecological intelligence is investigated. The main emphasis is on forming a positive educational environment through useful practices that combine intellectual and emotional development through integration and interdisciplinary connections. The aim is to build transferable skills using informal methods. The possibility of forming ecological thinking in the earliest childhood is investigated using practices that combine emotional self-regulation, academic achievements and a conscious attitude towards the environment. The article explores the possible combination of mindfulness practices with active learning methods in ecological education through training in construction, technology and entrepreneurship. The aim is to provoke children's creative and non-standard thinking when solving environmental challenges in the technological process. The aim is to combine logical and technological thinking with emotional self-regulation, empathy and social skills. Examples of pedagogical practices aimed at forming ecological thinking through awareness and positive practical orientation of training in constructive-technological competencies are presented. The aim is to apply a value-oriented and holistic approach with interdisciplinary connections in the pedagogical process of teaching knowledge and skills for sustainable development.

96159 | *Contemporary Emphasis on Civic Education in the Process of Academic Preparation of Pedagogy Students*
Blaga Dimova, Prof. Dr. Assen Zlatarov University, Bulgaria

The article presents a study of the perspective of pedagogy students at the Faculty of Social Sciences of Burgas State University, Burgas - Republic of Bulgaria, regarding the process and content of the studied discipline "Civic Education" and more precisely - with a focus on topics related to global citizenship and education for peace during their university preparation. The subject of the study is an analysis of students' perceptions on basic issues oriented towards the topics, content and importance of global citizenship and education for peace within the framework of their pedagogical preparation. The study is based on survey method and it includes 73 students studying the discipline "Civic Education" from the specialties "Social Pedagogy" as a required discipline and students from the specialties "Preschool and Primary School Pedagogy", "Preschool Pedagogy with a Foreign Language" and "Special Pedagogy" as an elective discipline, undergraduate degree. The focus of the research is aimed at tracking the ideas of the students in the specific context and the opportunities for optimizing and improving their preparation in the discipline "Civic Education", based on and meeting the state requirements in the scientific field: Pedagogical Sciences, professional field: Pedagogy in the Republic of Bulgaria.

Gender, Sexuality and Culture

94821 | *The Connection Between Social Media Addiction and Masculine Depression: The Roles of Physical Appearance Comparison, Self-Esteem, and Emotional Control*
Maya Kagan, Ariel University, Israel
Uzi Ben Shalom, Ariel University, Israel
Michal Mahat-Shamir, Ariel University, Israel

Social media has become an integral part of daily life, shaping behaviors, self-perception, and emotional well-being. However, its addictive use raises concerns about its potential to aggravate psychological challenges, particularly in the context of societal expectations of masculinity. The current study explored the pathways through which social media addiction contributes to masculine depression, specifically examining the roles of physical appearance comparison, self-esteem, and emotional control among men. By investigating these relationships, it aims to provide insights into the psychological consequences of social media addiction for men. Structured questionnaires were administered to 849 Israeli men aged 18 and older. Employing a moderated sequential mediation model with social media addiction as the independent variable, physical appearance comparison and self-esteem as mediators, and masculine depression as the dependent variable, this study also investigates emotional control as a moderator in the associations between social media addiction, physical appearance comparison, self-esteem, and masculine depression. The analysis reveals that conforming to the masculine norm of emotional control intensifies men's vulnerability to distress resulting from maladaptive behaviors such as social media addiction, which can lead to masculine depression. Furthermore, addiction to social media can trigger masculine depression via psychosocial factors such as physical appearance comparison and low self-esteem, which have yet to be explored in the context of masculine depression. These findings underscore the importance of targeted interventions that address the societal pressures of masculinity and the psychological repercussions of excessive social media use among men.

Notes

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Thursday, October 2

Parallel Sessions

All times are Central European Summer Time (UTC+2)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

13:00-14:40 | (B1) Eixample Session 1

Thursday Onsite Parallel Session 1

BCE2025 | Teaching Experiences, Pedagogy, Practice and Praxis

Session Chair: Bulelwa Makena

13:00-13:25

98085 | *Different Teaching Approaches to the Research Methods Module for Various M.A. Art and Design Programs at UH*
Sahar Khajeh, University of Hertfordshire, United Kingdom

Understanding research methods and identifying appropriate approaches to data collection are essential components of postgraduate programs in Art and Design. However, due to the highly practical nature of these programs, students are often unfamiliar with literature reviews and quantitative methods, finding it difficult to apply them within the context of creative research. For fresh students, gathering and interpreting data through conventional academic channels and methods are particularly challenging. As a module leader and tutor for the Research Methods module for Post-graduate, and lead Level 6, Degree Essay module for Undergraduate across various programs – such as Graphic Design, Illustration, Architecture, and Art Therapies—at the University of Hertfordshire over the past four years, I developed a research cycle model to guide students in initiating self-directed researchable projects; which influenced by leading scholars in science and visual communication, including John W. and J. David Creswell, as well as Ian Noble and Russell Bestley. I have explored different teaching approaches tailored to each subject area and level of students, allowing me to identify strategies that work best for individual programs and lead to valid data collection that supports both creative and functional practical outcomes. This process also involved trialing diverse assessment briefs designed to meet the needs of varied student cohorts, ensuring a sustainable and consistent teaching approach across programs while facilitating internal cross-moderation. At the same time, flexible requirements were incorporated to accommodate subject-specific needs, enabling students to adopt research methods appropriate to their discipline.

13:25-13:50

97887 | *A Critical Analysis of Factors Impacting the Smooth Supervision of Dissertation – the Case of Mauritian Universities*
Preetamsingh Dookhun, Open University of Mauritius, Mauritius

This research paper investigates the predictors of smooth dissertation supervision at Mauritian Universities. Historically, supervisors have been confronted with a plethora of challenges during dissertation supervision. However, the problem is more serious in Open Universities environment. The situation is worse because there is lesser contact between students and supervisors in the ODL (Open and Distance Learning) context. The research design comprises a comprehensive literature review. Data were gathered from a stratified sample of 154 dissertation supervisors. Thus, this study took the form of a quantitative approach. Data were collected from primary sources using an online questionnaire and analysed with the help of the Statistical Package for the Social Sciences (SPSS). The findings were partially conclusive. Communication ($\beta = 0.608$; $t = 16.403$) and students' personal factors ($\beta = 0.589$; $t = 11.196$) are proved to be key predictors of smooth supervision of dissertations/theses at universities in Mauritius. This research will assist local universities in taking corrective measures to enhance their communication mechanisms and consider students' personal factors in decision-making. Since this study has been conducted solely in Mauritius within the context of a small island developing state, it may face external validity issues. To the best of the author's knowledge, no such study has been attempted in the Mauritian context to date, despite many local universities operating in the open and distance learning environment. There is a valid research gap in this area.

13:50-14:15

98148 | *An Error Analysis of Pronunciation in Technical Oral Presentations Among Malaysian Undergraduates*
Khairul Amri Abdul Aziz, Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia
Nazikussabah Zaharudin, Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia

This research looks into the pronunciation mistakes that keep appearing in Technical Oral Presentations by Malaysian undergraduates taking an English for Technical Communication class at a Malaysian technical university. Applying an Action Research approach based on the Error Analysis model, the study used rubric-based observation during live presentation evaluations to track words that were mispronounced, examples include "presentation", "hour", and "high"—without making audio recordings. The mistakes were sorted into two types: segmental ones (like silent letters, diphthongs) and suprasegmental ones (such as word stress patterns). Based on what was found initially, a specific pronunciation improvement activity including correction exercises and feedback was carried out. A second round of presentations showed a clear decrease in major pronunciation issues, especially in segmental accuracy and where the stress was placed in words. These findings indicate that immediate, rubric-guided feedback can be a successful way to improve learners' clear speaking in English for Specific Purposes (ESP) situations. The research offers both useful methods for teaching pronunciation and new ways of thinking about using error analysis in classroom tests to help ESP students with technical communication.

14:15-14:40

97055 | *Rural Realities: The Experience of University Students in Distance Learning Environments*
Bulelwa Makena, Walter Sisulu University, South Africa
Nomxolisi Mtsi, Walter Sisulu University, South Africa
Shakespeare Chiphambo, Walter Sisulu University, South Africa
Ntando Mpahla, Walter Sisulu University, South Africa
Neliswa Gqoli, Walter Sisulu University, South Africa

This study aims to explore university student experiences as they navigate distance learning environments, with specific focus on one rurally located institution of higher learning. Unique challenges faced by these students, not limited to technology access and inadequate infrastructure, underpin this investigation. This paper is premised on qualitative research methods. Semi-structured interviews were applied to gain a better understanding of the real lived experiences pertaining to the problem under investigation. Information was extracted from participants as the interview schedule contained open-ended question types, thus allowing for robust engagements between the researchers and the interviewees. Participants in this study were five (5) students who were purposively identified as the relevant cohort of being offered tuition through online learning platforms, distant as they were, due to the emergent eruption of the COVID-19 pandemic and going forward as most countries around the entire world are now threading towards the 5th Industrial Revolution. The study findings divulge that despite the flexibility offered by distance learning, there are underlying inequalities in educational access. Therefore, the findings accentuate targeted intervention needs for enhanced digital literacy and improved technological resources in the so-called rural settings. In conclusion, this paper underscores the importance of institutional support to foster inclusive learning environments, thereby curbing the digital divide within the so-called rurally located institutions of learning.

13:00-14:40 | (B1) Gòtic Session 1

Thursday Onsite Parallel Session 1

BAMC2025 | Linguistics, Language and Cultural Studies

Session Chair: Tibor M. Pinter

13:00-13:25

95250 | *Tibetan Linguistic and Cultural Identity*

Tenzin Tsephel, Central Institute of Himalayan Culture Studies, India

This study explores the dynamics of Tibetan linguistic and cultural identity within the context of sustained political pressure and assimilationist policies enacted by the Chinese Communist Party since the annexation of Tibet in 1951. It examines how Tibetans maintain their distinct cultural identity and resist state-sponsored sinicisation efforts. The research employs a mixed-methods approach. Qualitative data was gathered through in-depth interviews with Tibetan refugees, diaspora scholars, and activists based in India and Nepal, alongside textual analysis of Tibetan literature, songs, and digital media. It was derived from surveys conducted among Tibetan youth in exile communities and publicly available demographic and linguistic data from the Tibet Autonomous Region. Ethnographic fieldwork in Dharamshala, the headquarters of the Central Tibetan Administration, further contextualised the lived experiences of cultural preservation. Findings reveal that despite restrictive language education policies, censorship, and surveillance, Tibetans continue to assert their identity through covert education practices, religious devotion, and artistic expression. Digital resistance, including encrypted messaging apps and social media platforms, has emerged as a vital tool for transnational solidarity and cultural dissemination. Tibetan Buddhist monasteries in exile play a central role in language preservation and cultural education. This research contributes to the broader discourse on minority resistance under authoritarian regimes and highlights the resilience of Tibetan identity as both a cultural and political form of resistance. It calls for increased international attention to the plight of Tibetan cultural rights and the ongoing struggle for autonomy and preservation of indigenous identity in the face of state-led assimilation.

13:25-13:50

96335 | *Why Hallyu, Not Kollywood? Structural Dynamics and Identity Formation Through State-Led Representation in South Korea*

Seri Yoon, Waseda University, Japan

Korea's 2024 Global Hallyu Survey found that K-pop ranked as Korea's top image for seven years. While many global cultural industries like Bollywood derive their names from Hollywood and are genre-based, Korean popular culture evolved under a self-defined term, Hallyu. Though "K-pop" follows global naming patterns, the broader term Hallyu emerged as a state-led construct to symbolize national identity. This label symbolizes the Korean state beyond entertainment. Despite widespread global recognition, this phenomenon raises a key cultural question. Why did Korea promote its culture under a sovereign term like Hallyu rather than hybrid labels like Kollywood, and how this naming shaped national identity? Through a qualitative case study, it applies Wendy Griswold's Cultural Diamond framework to examine cultural objects (K-pop, K-drama), producers (entertainment agencies, state institutions), the social world (Korea's policy environment), and receivers (global audiences and diaspora communities). Stuart Hall's Representation Theory further explores how Hallyu operates as a strategy for constructing national identity on the global stage. Initiatives like the Ministry of Culture's K-Content strategies, Hallyu-focused diplomacy, and UNESCO-backed K-pop campaigns show how Korea shaped its image through cultural exports. Hallyu emerges not simply as entertainment but as a strategic convergence of culture and national identity, legitimized through policy and global media. By analyzing Hallyu through lenses of cultural structure and representational politics, the study shows how a mid-sized state institutionalizes symbolic authority through cultural branding. This contributes to discussions on how strategically mobilized culture is not only a vehicle for global recognition but central to state identity.

13:50-14:15

97652 | *The Impacts of Internships Abroad Offered by Ubuntu Cultures and Academics on International Students*

Blaise Munyengaju, Ubuntu Cultures & Academics, Rwanda

The study explores the impact of the UBUNTU CULTURES & ACADEMICS internship program on cultural exchange and academic knowledge through internships abroad. It involved semi-structured interviews with 34 former Erasmus trainees from two universities in the Netherlands. The findings indicate that agricultural and medical students view international internships as crucial for their specialization, contributing to increased open-mindedness and tolerance, which are vital in diverse fields. Participants noted differences in learning environments and teaching methods between their home and host institutions, which heightened their expectations for future studies abroad. Although they did not describe their return home as reverse culture shock, some faced challenges adapting to the different lifestyles between Romania and the Netherlands. The study suggests that institutions should provide more international internship opportunities and further investigate the adaptation process for returning students. This research is beneficial for students, educators, and university international offices to better support those experiencing cultural and academic transitions abroad.

14:15-14:40

94616 | *Dictionary Without Borders: A Hungarian Case Study*

Tibor M. Pintér, Károli Gáspár University of the Reformed Church in Hungary, Hungary

Katalin P. Márkus, Károli Gáspár University of the Reformed Church in Hungary, Hungary

The Termini Online Hungarian–Hungarian Dictionary and Database describes the lexicon of the Hungarian language as spoken in the countries surrounding Hungary. It is considered to be a general dictionary of Present-day Hungarian and stands as a resource for several linguistic research conducted on contact varieties of Hungarian. Each dictionary entry contains authentic example sentences to illustrate the use of the headword, making it possible to examine the special use of a word or construction in a grammatical and pragmatic context. The lexicographical database is edited online in eight countries. The dictionary was created as an online source for linguistic research and as a material to gain knowledge on the lexical system of contact varieties of the Hungarian language. The presentation demonstrates how to eliminate bottlenecks in the editing process and outlines the methodological aspects (best practices) that allow the dictionary to be integrated into the teaching process – since the National Core Curriculum includes the study of Hungarian language varieties spoken in the neighbouring countries. Online editing makes it possible for the dictionary to expand – even simultaneously – as a result of activity in eight countries, making it an up-to-date and inexhaustible resource for researchers and students alike. In the presentation, the novelties and peculiarities of the dictionary will be highlighted, touching on the following topics: dictionary structure, IT support, database character, multimedia elements, and finally, effective strategies and techniques to support the teaching of dictionary use.

13:00-14:40 | (B1) Gràcia

Thursday Onsite Parallel Session 1

BCE2025 | Professional Training, Development and Concerns in Education

Session Chair: Genevieve Audet

13:00-13:25

97088 | *Best Practices for Training Lecturers in Digital Pedagogies in Higher Education*

Neliswa Gqoli, Walter Sisulu University, South Africa

Chiphambo Shakespear, Walter Sisulu University, South Africa

Makena Bulelwa, Walter Sisulu University, South Africa

Mtsi Nomxolisi, Walter Sisulu University, South Africa

Mphahla Ntando, Walter Sisulu University, South Africa

The rapid digital transformation in higher education necessitates effective training for lecturers in digital pedagogies. This study examined best practices for equipping lecturers to integrate digital tools and pedagogical strategies into their teaching. Central to effective training is a blended approach combining technical proficiency with pedagogical innovation. Training should address multiple facets of quality teaching in the digital era, including technology-enhanced learning design, digital assessment, and reflective teaching practices. The study adopted the Technological Pedagogical Content Knowledge (TPACK) framework, which highlights the interplay between content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK) as essential for effective digital teaching. This was a qualitative study that adopted case study as a design. The purposeful sampling was adopted to select 10 lecturers in the Faculty of Education in one university. These participants were selected as the information-rich participants. Data was collected through semi-structured interviews and analysed thematically. The findings emphasize that training in digital pedagogies is vital for improving educational outcomes in higher education. The study recommends comprehensive digital pedagogy training to enable lecturers to effectively use digital platforms for assessing student engagement, progress, and learning outcomes. Additionally, the ongoing evaluation of training programs is necessary to ensure their relevance and effectiveness. Conclusively, empowering lecturers with digital competencies enhances student engagement, supports diverse learning needs, and sustains high-quality education in the digital age. This approach aligns with emerging best practices in higher education, ensuring that teaching evolves alongside technological advancements.

13:25-13:50

96234 | *Sustainability Starts with Teachers – Making the Slogan Real by Implementing It into Practice: A Case from Poland*

Aneta Rogalska-Marasinska, University of Lodz, Poland

The idea of common sustainability behaviours and attitudes, followed by effective activities towards a more balanced life, parallels the need for broad and collective education. The need has gradually emerged, highlighting the importance of ESD. The first visible acceleration occurred during the DESD (2005-2014). Since then, various programmes have taken place, mainly concentrating on students. Teachers have been "left in a shadow". There were no standard courses for teachers to prepare them to answer contemporary expectations for educating generations aware of the Anthropocene challenges and capable of combating them. Now, after the midterm of the SDGs plan, it is clearly understood that the visible achievement of the goals is impossible without education. Teachers have been shifted into the first row. It is clearly presented that humanity may get closer to sustainability changes only with broadly prepared teachers. Yet, practice doesn't follow collective expectations. A spectacular turn is needed. Concepts of re-imagining education, thinking afresh, anticipating futures of education and implementing ideas that would inspire people to re-create their local world, embracing the global perspective is pivotal. The presentation aims not only to present the process of raising the consciousness of teachers' importance but also to show practical examples of working with student-teachers in the endeavour for sustainability—the fight for sustainable literacy needs multileveled preparation. Examples of good practices from Poland involving future teachers in perceiving issues through "sustainability glasses", understanding core problems, and giving tools for how to react to them will constitute the second part of the speech.

13:50-14:15

95425 | *Enhancing Succession Planning Mechanisms Through the Retention of the Next Generation of Academics Lecturers in Kwazulu-Natal Higher Education Institutions*

Nkanyiso Nxumalo, Mangosuthu University of Technology, South Africa

This study examines the effectiveness of succession planning strategies in KwaZulu-Natal (KZN) public higher education institutions (HEIs) aimed at retaining the Next Generation of Academics Programme lecturers (nGAP) beyond the completion of their contractual obligations. Employing a qualitative exploratory case study research strategy, data was collected through in-depth interviews and focus groups at University of KwaZulu-Natal (UKZN), University of Zululand (UniZulu), and Mangosuthu University of Technology (MUT). The study uncovers that while the nGAP is pivotal for addressing workforce challenges related to retiring academics, several obstacles undermine its potential. Key findings indicate that inconsistent promotional policies, ambiguous career progression pathways, and varied interpretations of the nGAP Standard Operating Procedures (SOPs) contribute to the attrition of early-career academics (ECAs). Additionally, reliance on reactive improvements in working conditions rather than on systematic retention strategies exacerbates the challenge of maintaining academic continuity. The study advocates for the implementation of standardized promotional procedures and targeted leadership development initiatives as effective measures to bridge the gap between temporary contractual engagement and long-term academic careers. By integrating robust talent management practices with proactive succession planning, HEIs can transform the nGAP into a sustainable framework for academic staff development. The insights generated offer practical recommendations for policymakers and academic leaders, emphasizing the need for uniform guidelines and structured retention mechanisms. This research contributes to the broader discourse on academic workforce stability and provides a roadmap for enhancing institutional capacity across the higher education spectrum.

14:15-14:40

96151 | *Learning to Intervene in an Ethnoculturally Diverse Context: Potential of a Preservice Teachers' Intervention Training in Quebec, Canada*

Geneviève Audet, Université du Québec à Montréal, Canada

More than a third of Quebec students are either first-generation or second-generation immigrants (Ministère de l'Éducation du Québec, 2023). The heterogeneity that now characterizes most classes requires teachers to develop a more inclusive approach (Magnan & al., 2021) but their initial training regarding the consideration of ethnocultural diversity varies depending on the university they attend (Larochelle-Audet & al., 2013). In a research project conducted with pre-service teachers (Audet & al., 2022-2026), we tested an experiment using an intervention training system, based on stories of practice (Desgagné, 2005) from in-service teachers that feature a student from an immigrant background (Audet, 2022). The experiment's impact on future teachers' acquisition of professional know-how related to considering ethnocultural diversity was documented through focus groups (FG) (n=10 X 3FG) and individual interviews (n=14). The results tend to show that this training approach encouraged future teachers to reconsider their own responsibilities toward students from immigrant backgrounds. It also helped them to reflect on the value and legitimacy they attribute to students' home languages and cultures and to change how they perceive these students and their families. The potential and limitations of this type of training approach for implementing inclusive practices towards students from immigrant backgrounds will be discussed.

13:00-14:40 | (B1) Poble Nou

Thursday Onsite Parallel Session 1

BAMC2025 | Architecture and Urban Studies

Session Chair: Edmund Hoff

13:00-13:25

94701 | *Urban Narratives in Literature: Cultural Representation, Resistance, and the Reinterpretation of Cities in the Global South*
Manoela Massuchetto Jazar, Pontifical Catholic University of Paraná, Brazil

The article examines the role of literature in the construction and contestation of urban narratives, emphasizing how literary fiction engages with culture in the representation of cities. Taking an interdisciplinary approach, the study explores how literary texts from the Global South — such as Brazilian classic books like “Os Sertões” (1902) by Euclides da Cunha and “O Quinze” (1930) by Rachel de Queiroz — reshape discourses on urban space, challenge persistent colonial structures, and open pathways for new territorial interpretations. Literature is analyzed not merely as a mirror of the city but as an active agent in cultural production, influencing debates on identity, memory, and resistance. To broaden this perspective, the article fosters a dialogue between literature and urbanism, examining how these urban narratives circulate and evolve globally. The discussion also considers how literary narratives function as tools of resistance, giving visibility to marginalized voices and challenging dominant spatial ideologies. Furthermore, the article reflects on the historical role of literature in documenting urban transformations and social struggles, revealing how fictional accounts interact with official narratives of development, modernization, and exclusion. Literature serves as both an archive of memory and a site of speculation, allowing for critical engagements with past, present, and future urban realities. Thus, the study contributes to discussions on global citizenship, cultural representation, and the redefinition of cities in contemporary imagination.

13:25-13:50

94797 | *Metamorphosis of an Archetype in the Heritage of Persian Architecture*
Babak Baharestani, University of Lisbon, Portugal

The main pattern of Persian architecture is based on the central courtyard. This model was based on a geographical-historical structure as an archetype repeated since ancient times. In the harmonious of native architecture, history, and geography create a meaning and a result. This article examines the transformations of this architectural model along with social studies and presents it in three sections focusing on residential architecture. The first part is dedicated to introducing the central model in Iranian architecture. This model, which was used in the construction of many public buildings, religious buildings, schools, caravanserais, and houses, as well as in urban planning and gardening, was used for about three thousand years. In the second part, it focuses on social developments in Iranian society from around 1800 to 1980. These changes are the reasons and roots of the transformation that affect architectural and urban development events. In the third part, while presenting three case studies in three time periods between 1900 and 1980, the transformation of the settlement structure is examined. These structural changes have occurred in different aspects of residential architecture. The purpose of this article is to examine the question of how architectural structures are formed based on the cultural needs of the geography of transformation and how architectural models also change with changing socio-cultural conditions.

13:50-14:15

95252 | *Designing Cultural Identity: The Visual Representation of Indonesian Heritage in Government Institutions*
R.A. Dita Saraswati, Universitas Kristen Maranatha, Indonesia
Ritchie Ned Hansel, Indonesian Graphic Designer Association, Indonesia
Gema Semesta, Indonesian Graphic Designers Association, Indonesia

Indonesia's immense cultural diversity (shaped by over 17,000 islands and hundreds of ethnic groups) presents a complex challenge for constructing a cohesive national visual identity. This research focuses on the visual identity design of the Indonesian Heritage Agency (IHA), an institution under the Ministry of Culture tasked with managing museums and cultural heritage sites. The study addresses a gap in understanding how institutional identities can represent cultural multiplicity while appealing to both domestic and international audiences. Adopting a qualitative case study methodology, this research analyzes the IHA identity design process initiated by professional designers from the Indonesian Graphic Designers Association (ADGI). Data was collected through documentation review and visual analysis of design artefacts, selected for their integrative representation of cultural elements from diverse regions. The methodological approach was chosen to provide contextual depth to how visual design operates as a medium of cultural negotiation. Drawing on the theory of Cultural Hybridity, the analysis explores how traditional iconography is reinterpreted through contemporary design strategies. The findings reveal that the resulting visual identity offers a hybrid form (balancing cultural continuity with modern aesthetics) capable of enhancing Indonesia's cultural diplomacy and nation branding efforts. This work demonstrates the potential of graphic design to translate diverse cultural heritage into a unified yet nuanced visual representation.

14:15-14:40

98078 | *Fascinating Shops: The Position of Unique Stores in the Organic Development of Shotengai Shopping Areas in Japan*
Edmund Hoff, Kokushikan University, Japan

Societies the world over congregate around central market areas for the buying and selling of essential household goods. Over the last decades, these traditional ‘shotengai’ shopping areas in Japan have been dramatically dropping in number. Population decline, the popularity of convenience stores, and in the 2000s, the advent of the shopping mall all play a roll in this change. Within this, the development of fascinating shops or unique spaces stand out as a potential counter to this cultural shift. This presentation will examine the role of these fascinating stores. Through this, we can see how a highly organized society allows for a level of disorganization. In other words, permissible chaos within order. Shops in which there owners display items which are not necessarily sold, surrounding themselves with objects of self expression. Hundreds of Star Wars helmets and figures in a craft beer shop, extensive collections of cereal boxes imported from abroad merely for presentation purposes are examples of this creative characterization of space. Interactive places, art displays and mini-museum deconstruct our understanding of the market space. Owners create their personal ‘isekai’ for their own satisfaction and the curiosity of the visitor. These spaces stretch the meaning of decorative elements, standing out as a progressive development in the shotengai of Japan.

13:00-14:40 | (B1) Sants

Thursday Onsite Parallel Session 1

BCE2025 | Foreign Languages Education and Applied Linguistics

Session Chair: Gabriela Christie-Toletti

13:00-13:25

93490 | *Examining Writing Exercises in the Classroom and Their Effect on Sentence Production Among Saudi EFL Learners: An Error Analysis Case*

Afzal Khan, Al Khaleej Training and Education-King Saud University, Saudi Arabia

This research employs a quasi-experimental design to investigate the types and frequencies of errors in written sentences produced by Saudi undergraduate learners of English as a Foreign Language (EFL). Data were gathered from two groups: a control group (CG), which did not receive any special treatment, and an experimental group (EG) that participated in additional writing exercises. The EG benefited from three extra hours of writing instruction each week for two months, utilizing writing tasks from the coursebooks "Unlock 1" and "Unlock 2." Participants were aged between 18 and 25. The errors were classified according to the taxonomy established by Keshavarz (2015). Results indicated that the CG made 199 errors, while the EG made significantly fewer, at 116 errors. The CG exhibited errors across nine categories, including 'wrong word order' and 'incorrect article usage.' In contrast, the EG's errors were confined to seven categories, notably omitting 'wrong word order.' These findings underscore the effectiveness of structured writing exercises in reducing error frequency among EFL learners. The study highlights the need for educators to adapt their teaching strategies to incorporate more writing practice and for curriculum developers to enhance writing content, providing learners with diverse opportunities to improve their writing skills.

13:25-13:50

97042 | *Exploring Emirati Freshman's English Writing Proficiency Level: A Case Study*

Khuloud Alhammadi, Zayed University, United Arab Emirates

This study qualitatively investigated the English writing proficiency of Emirati female freshmen at a national university in the United Arab Emirates (UAE), focusing on common errors and missing principles in their essay writing. Content analysis of open-book assessments revealed significant deficiencies in following instructions, organizing essays (introduction, body, conclusion), constructing grammatically correct sentences, paraphrasing, using APA citations, and incorporating textual evidence. The findings highlight a gap between high school preparation and university expectations, emphasizing the need for improved writing instruction in secondary education, focusing on critical thinking, and exposure to varied writing tasks and styles, including extensive reading. This research contributes to understanding the challenges faced by Emirati students in transitioning to higher education and offers implications for curriculum design and EFL teaching practices.

13:50-14:15

97604 | *ZPD-Based Approach to Enhancing Kazakh High School Students' Writing Skills Through AI-Powered Language Learning Tools*

Assem Muslimova, Abai Kazakh National Pedagogical University, Kazakhstan

Perizat Yelubayeva, Al-Farabi Kazakh National University, Kazakhstan

This presentation examines how Vygotsky's concept of the Zone of Proximal Development (ZPD) can be effectively applied to improve the writing instruction of Kazakh high school students by integrating AI-based language learning tools. While writing in English presents ongoing challenges for students in non-native contexts, generative AI capabilities such as ChatGPT, Grammarly, and Wordtune offer new opportunities to provide personalized, structured support. Rooted in sociocultural theory, the study examines how AI tools can serve as dynamic facilitators in students' ZPD by providing timely feedback, language modeling, and opportunities for self-regulation. Drawing on data from classroom-level interventions conducted in urban schools in Kazakhstan, this study examines changes in students' writing fluency, coherence, and reflective engagement over six weeks. The study combines qualitative data from student samples and reflections with quantitative pre- and post-assessments. Results show that when integrated into a pedagogically driven framework, AI tools not only support language development but also promote learner autonomy and metacognitive awareness. The presentation will offer practical strategies for incorporating AI-based scaffolding into writing instruction while addressing ethical considerations and the importance of teacher agency. This study contributes to emerging conversations about AI in education by demonstrating how classical learning theory can inform the meaningful use of technology in local educational contexts.

14:15-14:40

95259 | *Transforming Foreign Language Education: The Power of a Transdisciplinary Approach*

Gabriela Christie-Toletti, Tidewater Community College, United States

This study examined the transformative effects of a transdisciplinary approach in two online Intermediate Spanish sections at Tidewater Community College, Norfolk, VA, U.S. Centered on a 'News Analysis Report' project, the course aligned language studies with contemporary issues relevant to Latinx communities, using a detailed rubric to track linguistic and cognitive progress. Although integrating academic research with language instruction presented challenges, the transdisciplinary methodology significantly improved learning outcomes. Strategic use of digital tools like Padlet and multimedia enriched this approach, enhancing its robustness and fostering greater communication and collaboration. This method elevated performance across the four core language skills—speaking, listening, reading, writing—and cultural integration. Quantitative data showed substantial improvements: 70% of students achieved A's, 20% B's, and 10% C's, with no failures, outperforming previous iterations of the course that focused on traditional language instruction and general cultural information with limited transdisciplinary integration. Qualitative feedback indicated that students gained confidence in using Spanish to address global issues and discovered new motivations and practical applications for learning the language, enhancing their civic responsibility. Many leveraged these insights in community initiatives and noted the course's influence on their career aspirations in social justice, environmental sustainability, and international relations. This case study demonstrates that a transdisciplinary approach significantly boosts language proficiency and prepares students to tackle academic research and global challenges. By integrating interdisciplinary methodologies into language instruction, the course effectively equipped students to navigate the complexities of an interconnected world, influencing their civic and professional futures.

13:00-14:40 | (1F) Barceloneta

Thursday Onsite Parallel Session 1

BCE2025 | Curriculum Design and Development

Session Chair: Mohammed Algarni

13:00-13:25

96157 | *The Model for Evaluating Scientific School Culture for Scientific Society*
Anžela Jurāne-Brēmane, Vidzeme University of Applied Sciences, Latvia

The model of theoretically and empirically grounded criteria was developed and tested in frame of the project "Scientific school culture for sustainable society" as one of its key outcomes. The project was based on the idea that schools play a crucial role in fostering scientific literacy and cultivating a culture of science in society. Scientific culture was examined across four interrelated domains: the individual level, situated activity, social settings, and contextual resources. Both qualitative and quantitative research strategies were used: empirical data were collected through semi-structured individual interviews with teachers, as well as a survey involving students, parents, and teachers. A citizen science approach was applied at both collaborative and co-creative levels. The self-assessment model of scientific school culture was piloted in five secondary schools, accompanied by focus group discussions about the model's concept, format, and application. As a result, the model was refined, specifying the statements to be included in the self-assessment tool. The main conclusion emerging from the piloting is that a self-assessment model based on theoretically and empirically grounded criteria can serve as a valuable tool for identifying areas for improvement in schools concerning the culture of science. The proposal to include a self-assessment model as an essential component in the preparation of each school's development plan was incorporated into the project's deliverable recommendations for educational administrators. This is expected to contribute to the sustainable development of a scientific culture in schools.

13:25-13:50

97461 | *First Year Students' Digital Readiness: Perceptions of Basic Computer Skills and Educational Technology*
Loquitur Maka, University of the Free State, South Africa

The digitalisation of higher education has made digital literacy central to students' academic readiness. This study investigates first-year education students' perceptions of their digital preparedness at the University of the Free State, focusing on basic computer skills and the use of educational technology. Guided by Van Dijk's Theory of the Digital Divide, the study examines how prior schooling and socio-geographic context shape students' transition into technology-enhanced classrooms. An online survey, distributed via EvaSys to 1,575 first-time entering students, generated 325 responses, ensuring statistical validity (95% confidence level, 5.5% margin of error). The instrument combined Likert-scale, categorical, and open-ended items to assess digital access, competency, and academic readiness. Quantitative analyses included t-tests, correlations, and regressions, while qualitative responses provided contextual insights. Findings revealed significant differences by school type ($p = 0.003$), with rural students self-reporting higher digital literacy but also expressing greater anxiety and disadvantage when adapting to university technologies. Students valued educational technology but cited limited prior exposure as a barrier, leading to reduced confidence and increased reliance on peers or lecturers. The study highlights persistent digital inequities and calls for targeted interventions such as compulsory digital skills training, peer-led support, and scaffolded learning strategies to promote equity and academic success.

13:50-14:15

96905 | *Informing Curriculum Design and Policy: Insights from Technology Integration in Circle Geometry Teaching at South African TVET Colleges for DHET*
Hlengiwe Mhlungu, North-West University, South Africa

This qualitative study investigates the experiences and challenges of mathematics lecturers at a selected Technical and Vocational Education and Training (TVET) College in KwaZulu-Natal, South Africa, concerning their integration of technology in teaching Level 4 circle geometry. Utilizing an interpretive paradigm and a case study approach, data was collected through open-ended questionnaires and semi-structured interviews with five lecturers. Guided by the Technological Pedagogical and Content Knowledge (TPACK) framework, the research explored the methods and rationales behind lecturers' technology use. Key findings indicate a notable deficit in relevant technological resources for teaching circle geometry within TVET Colleges, leading to significant pedagogical challenges for lecturers. While lecturers demonstrated proficiency in fundamental content, pedagogical, and technological knowledge (CK, PK, and TK), they often lacked the specialized competencies in Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and integrated TPACK essential for effective technology-enhanced geometry instruction. The study also highlighted disparities in technology access and the impact of students' foundational mathematical weaknesses on their geometry comprehension. These findings are crucial for informing curriculum planning and design initiatives by the Department of Higher Education and Training (DHET) and the Department of Basic Education (DBE) in South Africa. The research suggests that policies should be developed to facilitate access to appropriate technology and to provide targeted professional development for mathematics lecturers, thereby enhancing the effectiveness of technology integration in the national curriculum for mathematics education.

14:15-14:40

98132 | *From Lines to Layers: A Case Study on Fusing 3D Printing Skills into Engineering Drawing Course*
Mohammed Algarni, King Abdulaziz University, Saudi Arabia

The evolution of digital fabrication technologies has reshaped engineering education, and 3D printing, also known as Additive Manufacturing (AM), has emerged as a vital tool for enhancing conceptual understanding and design skills. Traditionally, Engineering Drawing courses have focused on two-dimensional sketching and orthographic projections, often limiting students' ability to mentally visualize and construct complex geometries. This study aims to explore the pedagogical impact of integrating 3D printing into an undergraduate Engineering Drawing curriculum, with the objective of bridging theoretical design with tangible creation. A mixed-method approach was employed at a technical university, involving 120 second-year mechanical engineering students divided into control (non-3D printing) and experimental (3D printing integrated) groups. The experimental group received additional training in CAD modeling and used Fused Deposition Modeling (FDM) printers to fabricate their designs. Pre- and post-assessments were conducted to evaluate spatial reasoning, technical drawing accuracy, and design comprehension. In addition, surveys and focus groups captured student perceptions. Results showed a 28% improvement in spatial visualization scores and a 34% increase in drawing accuracy for the experimental group. Students reported enhanced understanding of part geometry, tolerancing, and fit, alongside increased motivation and engagement. The ability to physically prototype designs encouraged iterative thinking and real-world problem-solving, which are often difficult to cultivate through conventional methods alone. This case study concludes that embedding emerging 3D printing technologies into Engineering Drawing not only enhances traditional learning outcomes but also prepares students for modern industry demands. The iterative design opportunities offered by 3D printing deepen comprehension of engineering principles.

13:00-14:40 | (1F) Sant Sebastia

Thursday Onsite Parallel Session 1

BCE2025 | Educational Policy, Leadership, Management and Administration

Session Chair: Xiaobin Li

13:00-13:25

95986 | *Assessing Gender Dynamics in Nigerian Academic Research: A Data-Driven Approach Using Machine Learning*

Promise Gift Philip, University of L'Aquila, Italy

Chibuikem Chrysogonus Nwagwu, SINTEF Manufacturing, Norway

Ogonna Angela Ndubuisi, University of L'Aquila, Italy

The fast-changing pace of the African workspace has been evident in several institutions as more women have risen through the rank-and-file meritoriously within the past decade. One of the easiest ways a society measures her progress is through academic institutions. This research uses Nigeria's academia as a cohort to examine how much female visibility has changed over the years, using academic research output as a yardstick. This research intends to enquire about the number of published peer-reviewed articles in Nigeria attributed to female researchers. The authors' names were obtained from the Web of Science using the address of the first author as the inclusion criterion. Preprocessing was performed to remove duplicates and correct spelling inconsistencies. We built two machine learning models (logistic regression and sequential LSTM) to predict the gender of the authors. After tokenization and vectorization at the character level, we performed sequential training on 70% of the dataset with logistic regression as the baseline model, followed by the LSTM model. Model performance was evaluated on test data using accuracy, precision, recall, and F1-score. The sequential LSTM model outperformed logistic regression on all metrics, indicating that it has a great capacity for learning complex representations of data through multiple layers. The results also indicate a steady rise in women's contributions to research, implying progress toward gender equality in Nigerian academia. This study provides insights into the strengths and limitations of each model for gender prediction, highlighting their value in uncovering societal and institutional trends based on gendered data.

13:25-13:50

95402 | *Meeting the School Challenges of a Francophone Minority Setting: Identifying Problems and Concentrating on Informal Training Centered on Shared Leadership*

Claudine Auger, University of Moncton, Canada

Lyne Chantal Boudreau, University of Moncton, Canada

The linguistic situation of Francophones in Canada faces several challenges which is why Francophone schools are challenged to support the identity as well as the linguistic development of all students through a cultural approach to teaching (MEDPE 2014). Despite the recognized challenges and efforts, the school fails in countering assimilation (Statistics Canada 2012); therefore, the challenges related to teaching persist (FCE 2014). With the objective to develop a more creative leadership as proposed by Boudreau (2014), Gélinas-Proulx (2014) recommends informal training to overcome these challenges. Interested in continuing education, the Forum Francophone sur l'Apprentissage, a Francophone conference on education and learning held every two years, allows for a collective reflection on the winning conditions that favour solutions. The Francophone population of New Brunswick welcomes this unifying event which is based on shared cultural leadership. This event aims at a broader understanding of linguistic and cultural issues, plus at the development of skills based on the commitment of those involved (Luc 2010). This presentation examines the desire to unite the strengths of people from schools, universities and communities by inviting them to take a critical look at their individual and collective power in societal and educational advancement to meet challenges by focusing on the mobilization of resources from these various partners (Lacroix 2018). The sharing of knowledge and skills promotes commitment to develop creative training initiatives intended specifically for professionals looking for innovative and hopeful solutions to enhance the influence of language and culture of French-speaking schools in a minority context.

13:50-14:15

96068 | *Federal Funding of Indigenous Schools in Ontario and Provincial Funding of Non-Indigenous Schools: A Comparison*

Xiaobin Li, Brock University, Canada

There is a gap in educational achievements between Indigenous peoples in Canada and non-Indigenous Canadians. Indigenous peoples' education attainment is lower than that of non-Indigenous Canadians, which is an issue that should be dealt with. In narrowing the education gap between Indigenous and non-Indigenous Canadians, we must first find out whether there is a gap in the funding of Indigenous and non-Indigenous schools. Indigenous schools are funded by the federal government, but non-Indigenous schools are funded by the provincial and municipal governments determined by the provincial government. The purpose of this study is to find out the differences between the funding of Indigenous schools and non-Indigenous schools in the province of Ontario, which has the largest Indigenous population in Canada. The methodology of the study is document analysis, which encompasses a systematic procedure for reviewing information to elicit meaning, gain understanding, and develop empirical knowledge. The author has reviewed federal documents related to the funding of Indigenous schools in Ontario and Ontario provincial documents related to the funding of non-Indigenous schools. One difference between the federal funding and the provincial funding (including municipal funding) is that the federal funding documents are not as well-known as provincial funding documents, which are published annually. The results of the study demonstrate other differences between the two funding approaches. The implications of these findings are discussed. So are the possible actions that can be taken to improve the provision of Indigenous education, making public services more effective.

14:15-14:40

97943 | *Researchers with Disabilities in Graduate Programs and University Inclusion Management Perspectives*

Joana Maria Moraes Costa, Universidade Comunitária da Região de Chapecó e Ulsboia, Brazil

Tania Mara Zancanaro Pieczkowski, Universidade Comunitária da Região de Chapecó, Brazil

This text presents a study that investigated the impact on university management practices resulting from the access of students with disabilities to higher education. Eight managers from four universities in the western region of Santa Catarina – Brazil were interviewed to understand the effects of the increasing enrollment of students with disabilities on institutional programs and policies. Through narrative interviews and Discourse Analysis based on Foucauldian references, we found that the presence of students with disabilities in universities drives managers to invest in accessibility and inclusive practices to address teaching and learning challenges, as well as to eliminate architectural, attitudinal, technological, communicational, and informational barriers, among others. Government policies and evaluation instruments from the Ministry of Education play a crucial role in mobilizing managers to implement inclusive practices. However, inclusive rationality requires recognition of human singularity as a way of being and having rights ensured. Therefore, understanding the presence of students with disabilities in higher education and the practices of managers to guarantee their rights and demands involves recognizing the multiplicity of events that constitute the inclusion process—beyond numbers—considering the need to acknowledge difference as a way of being and existing in the world. Inclusion is being constructed as a social and educational project in contemporary times, a multifaceted process whose responsibility is shared across different social spheres, limiting the possibility of quick and simplistic solutions in university management.

14:55-16:10 | (B1) Eixample

Thursday Onsite Parallel Session 2

BCE2025 | Higher Education

Session Chair: Lubna Siddiqi

14:55-15:20

96184 | *Ranking Pressures and Research Quality: Internationalisation Challenges in Azerbaijani Higher Education System*
Leyla Jabbarzade, University of Sheffield, United Kingdom

The internationalisation of higher education motivated developing and developed countries to pursue global recognition through research development. However, in resource-constrained contexts like Azerbaijan, internationalisation policies prioritise visibility in global rankings rather than investment in staff, infrastructure and student experience. This prioritisation raises ethical questions about what is being internationalised and at what cost. While performance metrics encourage higher education institutions (HEIs) to increase publication output, they often do it at the expense of research quality. This study explores how metric-driven approaches shape research development in Azerbaijan's teaching-oriented HEIs where attention is diverted from pedagogical improvement toward superficial compliance with global quality indicators. This study employs Steiner-Khamsi's (2014) policy borrowing framework and Vogel's (2012) model of research capacity building, analysing data collected through semi-structured interviews with academic and administrative staff at a public university and documentary analysis of policy papers (1992–2023). The study revealed a mismatch between national aspirations and what institutions can achieve. Unrealistic timelines, limited funding and external pressures result in ethically problematic practices, including prioritising quantity over quality in research publications and increased reliance on predatory journals. These challenges resonate with the concerns in other Global South contexts, such as the post-Soviet region, Sub-Saharan Africa and Latin America, where borrowed policies outpace local institutional capacity. This paper argues for context-sensitive internationalisation approaches and offers practical recommendations for policymakers, higher education leaders and international partners to address the consequences of metric-based policies. It supports the development of ethical, sustainable strategies that prioritise institutional growth and equitable global engagement.

15:20-15:45

98061 | *Transforming Assessment Design: Action-Based Research on Responsible AI Use in Higher Education*
Lubna Siddiqi, University of Bedfordshire, United Kingdom

The increasing use of AI by students in higher education prompted an action-based research project at the University of Bedfordshire, UK, in 2025. This study explored how Artificial Intelligence (AI) is reshaping student engagement with formative and summative assessments. Using a triangulated approach—surveys, classroom observations, and focus group interviews—the research examined how students interact with AI tools in real-time and how structured support can influence ethical and reflective use. Findings revealed that when students received guided training on responsible AI use while working on assignments, they were more likely to value AI as a support for human reasoning rather than as a shortcut or substitute. This shift in mindset also fostered greater awareness of academic integrity, particularly around transparency, authorship, and ethical boundaries. Educational strategies must now navigate the balance between embracing AI and maintaining academic integrity, requiring robust frameworks that manage the tension between innovation and ethical assessment design (Crompton & Burke, 2023; Rodrigues et al., 2023). This research contributes to that dialogue by offering practical insights into how AI literacy can be embedded within curriculum design and supported through authentic, process-driven assessments. The study presents clear implications for educators, curriculum developers, and policy-makers concerned with aligning AI integration with the values of higher education—offering a model for institutions seeking to uphold academic standards in an increasingly digitised learning environment.

15:45-16:10

97895 | *Harnessing the Power of Diversity in Higher Education*
William James Pelech, University of Calgary, Canada
Roshini Pillay, University of Witwatersrand, South Africa
David Nicholas, University of Calgary, Canada
Melissa Popiel, Wilfrid Laurier University, Canada
David Este, University of Calgary, Canada
Sarah LaRocque, University of Calgary, Canada

In this presentation, we will describe an empirically derived practice approach designed to honor and engage diversity in higher education. Utilizing a grounded theory analysis, this approach was generated from interviews and focus groups. This practice approach involves five phases including: (1) the initial presumptive stance of the worker (presumption of diversity, curiosity, reflexivity, critical self-reflection, trust in the group); (2) recognition and acknowledgement of diversity; (3) invitation of dialogue and shifting focus (from social identity to personal experiences); (4) validation, acceptance and negotiation of norms; and, (5) exploration of impact on students in the classroom and transfer to community. We will observe how power is inextricably linked to the expression of various forms of diversity and describe how particular diversity-related issues that emerge in a classroom often shifts in salience over time. We will also introduce critical realism and empowerment theory as theoretical foundations that inform for our approach to working with diversity and knowledge generation. This practice approach to engaging diversity in higher education serves to engage and empower marginalized voices, promote open dialogue and nurture student learning.

14:55-15:45 | (B1) Gòtic

Thursday Onsite Parallel Session 2

BAMC2025 | Education/Pedagogy (Workshop)

Session Chair: Marina Nabais

14:55-15:45

95728 | *Tracing the Contours: Interceptions Between Movement and Permaculture Practices*

Marina Nabais, University of Lisbon, Portugal

What are the contours of my body?

What delimits the contours of space?

How do I find the contours of encounters?

How do these contours generate action?

This workshop will explore, through movement and dance, the notion of the limits of our various boundaries: of the body, of space, of the environment and of others. The proposals are based on exercises in movement technique, exploration, improvisation, small composition, starting from a previous choreographic design. This proposal focuses on the intersection between movement practices and permaculture, where the principle of "using the limits and valuing the marginal" proposed by this practice in its social aspect will be present, due to its proximity to some methodologies of artistic processes. It is at the limits that the processes of transformation and change take place, in a personal and collective dynamic marked by the construction of new balances.

The training is open to everyone, with or without dance experience.

14:55-16:10 | (B1) Gràcia

Thursday Onsite Parallel Session 2

BCE2025 | Primary and Secondary Education

Session Chair: Nomxolisi Mtsi

14:55-15:20

94688 | *Challenges Encountered by Grade 10 Learners when Simplifying Algebraic Expressions*

Benjamin Tatira, Walter Sisulu University, South Africa

Someleze Dudula, Walter Sisulu University, South Africa

Algebra plays a crucial role in school mathematics worldwide, including in South Africa. It is widely applied in different areas of mathematics and science. Algebra uses letters and numbers to represent mathematical knowledge. Many grade 10 learners struggle with algebra because it requires abstract thinking, which can be difficult for those who do not see how it applies to real life. This study aimed to investigate the typical problems grade 10 learners face when simplifying algebraic expressions in a mathematics class. The study was qualitative, and a case study design was followed. Data were collected from 30 grade 10 learners in one high school and one mathematics teacher in OR Tambo Inland District using task-based interviews and questionnaires. This study revealed some common teaching and learning challenges in grade 10 mathematics related to simplifying algebraic expressions. These include the gap between algebra and arithmetic, difficulty in turning word problems into algebraic expressions, teachers not having adequate knowledge about teaching methods, teachers struggling to explain algebra concepts thoroughly and learners finding it hard to work with algebraic expressions. This study recommends instructional techniques to overcome some of the difficulties so teachers can successfully teach this topic.

15:20-15:45

95430 | *Role of Career Discrepancy in Increasing Teacher Career Satisfaction: A Quantitative Study in Lahore's Public Primary Schools*

Tajammal Hussain Awan, Superior University Lahore, Pakistan

Muhammad Zia Aslam, Superior University Lahore, Pakistan

Muhammad Abubaker Malik, Superior University Lahore, Pakistan

Abdul Rauf Awan, Superior University Lahore, Pakistan

Adeel Ahmad, Virtual University of Pakistan, Pakistan

Waqar Sardar Alvi, Virtual University of Pakistan, Pakistan

The career satisfaction of the public primary teachers is essential in order to produce quality education. Punjab has a population of more than 123 million and includes 32,354 government schools with 174,520 primary school teachers having around 11 million students. In Lahore there are 522 schools and 15,551 public teachers responsible for 645,267 students. Positive career goal discrepancy, the difference between desired and actual career goals of teachers, impacts career satisfaction. The current study examines the mediating role of career engagement among positive career goal discrepancy and career satisfaction. A quantitative research design was utilized, with a multistage random sampling method to provide a representative sample of Lahore's public primary school teachers. Data was gathered through a structured questionnaire administered among teachers. Findings show that positive career goal discrepancy significantly increases career engagement, which results in greater career satisfaction. In addition, career outcome expectations moderate the association between career engagement and career satisfaction. Teachers with higher career outcome expectations are affected by a greater positive effect of engagement and satisfaction. To improve teacher satisfaction, policymakers would implement goal-setting strategies and professional development programs that help teachers eliminate career goal gaps. Career counselling and mentorship programs would also enhance career outcome expectations to encourage more participation and satisfaction. These relationships should be investigated in larger educational settings by future research.

15:45-16:10

97021 | *Information and Communication Technology (ICT) Usage Challenges Among Principals and Natural Science Teachers in South African Rural Schools*

Nomxolisi Mtsi, Walter Sisulu University, South Africa

Shakespear Chiphambo, Walter Sisulu University, South Africa

Bulelwa Makena, Walter Sisulu University, South Africa

Neliswa Gqoli, Walter Sisulu University, South Africa

Ntando Mpahla, Walter Sisulu University, South Africa

The integration of Information and Communication Technology (ICT) in teaching Natural Science has been marked by various challenges. The study investigates the challenges associated with the use of Information and Communication Technology (ICT) in enhancing the teaching and learning of Natural Science within rural schools in Eastern Cape Province. Guided by the theoretical framework of technological pedagogical content knowledge, the study follows an interpretivist paradigm, utilising a qualitative approach and a case study design. Six participants, comprising three teachers and three principals, were purposively selected. Data were collected through interviews with principals and teachers purposively selected within the Chris Hani district in the Eastern Cape Province. The data were analysed using a thematic approach. The findings reveal, among others, a notable lack of skills and knowledge among principals and teachers regarding utilising Information and Communication Technology tools in science teaching. This deficit highlights a critical issue, as the study concludes that the effective teaching and learning of Natural Science are impeded when Information and Communication Technology integration is overlooked or neglected. The paper recommends targeted training for both principals and teachers to develop their competencies in using Information and Communication Technology gadgets, emphasizing the need for customized solutions rather than a "one-size-fits-all" approach.

14:55-16:10 |(B1) Poble Nou

Thursday Onsite Parallel Session 2

BAMC2025 | Arts Practices

Session Chair: Jean Schmitt

14:55-15:20

97993 | *Evaluation of the Contribution of Indigenous Art Forms in Nigerian Broadcast Media on Climate Change Awareness and Mitigation Behaviour*

James Ashiekpe, University of Jos, Nigeria

Daniel Ngusha Chile, Rev. Fr. Moses Orshio Adasu University, Nigeria

Climate change poses significant challenges to environmental sustainability in Nigeria, threatening livelihoods and economic stability. While government and non-governmental organisations have initiated mitigation efforts, conventional strategies often fail to resonate culturally with grassroots communities. Anchored on Agenda-Setting and Cultural Theory, the study evaluates contribution of indigenous art forms utilised in the Nigerian broadcast as alternative and complementary tools for communicating climate change realities. The study adopts a mixed-method approach using qualitative content analysis and in-depth interview to evaluate selected programmes from Nigerian broadcast stations that incorporate indigenous artistic expressions related to environmental themes. A purposive sample of 20 programmes aired between 2020 and 2024 was analysed to identify patterns in message framing, symbolic representations, and calls to action. In-depth interviews with six broadcasters, climate advocates and cultural environmental communicators were also carried out to provide context, intent, design, and perceived impact of such content. Findings reveal that indigenous art forms adapted to modern broadcast formats not only simplify complex climate information but also engage audiences emotionally and symbolically, fostering greater connection to environmental issues than conventional scientific messaging. The study also found that the indigenous art forms bridge knowledge gaps, fosters environmental consciousness, and encourages sustainable livelihood practices. Furthermore, these artistic expressions often serve as communal archives of ecological wisdom, warning systems, and advocacy tools rooted in local cosmologies and sustainability ethics. The study concludes that integration of indigenous artistic expressions into climate communication efforts enhances awareness, education, local relevance, cultural ownership, behavioural change and participation in climate action.

15:20-15:45

96012 | *Geospatial Direct-Address Videos as Alternative Participatory Governance Device for Community Problem Identification and Decision-Making at a Subdivision in Laguna, Philippines*

Ivan Khalil Descartin, Mapua Malayan Colleges Laguna, Philippines

This study presents the perspectives of decision-makers and residents of a subdivision in a city in Laguna on geospatial direct-address videos as a participatory governance device for community problem identification and decision-making based on 'distinctions about power' and various 'participatory outcomes'. The videos fall under key ASEAN Socio Cultural Community goals, specifically a participative and resilient community with capacity to adapt to challenges. Additionally, they relate with Indonesia's system of village governance that encourages public participation in community affairs. Echoed also is Rajchagool's (1999) study into the Tambon Administration Organization in Thailand on governance in the village; that people have the right and inclination to participate in public affairs. Different forms of citizen participation in Vietnamese local governance, in a study by Binh and Giai (2021), are also represented in this study: through dialogue with citizens, and participation through their cooperation, leading to empowerment and autonomy. The problems identified by the residents in the videos were embedded in a digital map of the subdivision. From the results, "Power Over", "Power With", and "Power Within" were observed in the residents' insights, plus "Increased Feelings of Ownership" and notions that counter "Actual Influence on Institutions". These evoke the residents' efforts in resolving their own problems. But also, "Power Over", because of instances of their powerlessness. For the decision-makers' insights on the videos, most observed was "Power Over", which expresses their hierarchical thinking. For the participatory outcomes, it is "Improvement of Competencies and Capacities", suggesting the videos' potential in advancing community dialogue.

15:45-16:10

96203 | *Underground Commons: Rhizospheric Art Practices in Partnership with Soil Communities*

Jean Schmitt, University of Arkansas, United States

This presentation explores the subterranean rhizosphere—where roots, microbes, worms, and fungi work together to produce healthy soil—as both metaphor and methodology for partnership-based artistic practice. The rhizosphere provides a model for connection across perceived boundaries, drawing from my studio work with composting worms. My practice centers on cultivating relationships with the more-than-human, positioning these beings as co-creators rather than subjects. The work manifests through multiple streams: large-scale graphite drawings rendering worms at human scale; experimental "worm trails" created as worms move across paper with wheatgrass juice; and functional ceramic "worm tureens" merging historical decorative arts with contemporary vermicomposting. In land adjacent to my studio, the endangered Arkansas prairie includes root systems extending five meters under the ground. This expansive subterranean network offers a powerful extension of my studio investigations through collaborative engagement with the Prairie Pedagogy Research Group. Through partnerships with the Indigenous Arts and Knowledge Council—including representatives from Caddo, Quapaw, and Osage Nations whose ancestral connections to these landscapes remain vital—this work creates gathering places where soil becomes both material and metaphor for nurturing resilient communities. My role centers on creating contexts where multiple perspectives and ways of knowing can inform each other—facilitating partnerships between the School of Art, biological sciences, sustainability professionals, and Indigenous knowledge holders. By engaging with the invisible, interconnected networks beneath our feet, this practice offers pathways toward more relational ways of making that honor both ecological processes and cultural heritage while fostering sustainable connections between people and place.

14:55-16:10 | (B1) Sants Session

Thursday Onsite Parallel Session 2

BCE2025 | Foreign Languages and Higher Education

Session Chair: Nourreddine Menyani

14:55-15:20

96568 | *How to Optimize Resumes with AI Tools*

Najwa Saba 'Ayon, Rafik Hariri University, Lebanon

Artificial intelligence (AI) has become increasingly pervasive across multiple domains: Industry, tourism, healthcare, and educational among others. Recruitment is no different. In fact, Team IO (2023) states, "With AI becoming increasingly prevalent, it's essential for both job seekers and employers to harness its potential to achieve better results in the hiring process." In our AI-driven world, resumes are initially reviewed by AI-powered Applicant Tracking Systems (ATS), and only resumes that pass the initial AI screening in terms of keywords, formatting, and relevance to the job description are then considered by human recruiters. As a result, the most qualified candidates for the jobs cannot be considered unless their resume pass the initial AI screening. Hence, it becomes essential to help undergraduate students-particularly English as a Foreign Language (EFL) learners- prepare their resumes to meet the linguistic and technological criteria. To this end, the researcher implemented an instructional intervention in her professional English course. In more detail, she integrated AI tools, specifically ChatGPT 3.5 and Careerflow.ai to train her fifty EFL undergraduates in optimizing their resumes for ATS initial screening, meet specific job descriptions, and hence increase their employability in AI-mediated recruitment contexts. The purpose of this presentation is to share the instructional steps the researcher has followed, the outcomes of this intervention, and qualitative feedback from students. In this presentation, the researcher will also discuss the limitations of these AI tools in resume writing and emphasizes the importance of human feedback and personalization in creating resumes.

15:20-15:45

96594 | *Language Teaching in the Age of AI: Are Teachers Future-Proof?*

Esra Topaloğlu, Izmir Katip Çelebi University, Turkey

As artificial intelligence increasingly assumes prominent instructional roles, particularly in language learning, the future necessity of human teachers is being critically questioned. AI is often likened to a calculator—a powerful tool that supports but never replaces the teacher. Yet this analogy fails to account for modern AI's growing sophistication.

Drawing on John Searle's Chinese Room thought experiment, this inquiry scrutinizes what we consider to be genuine comprehension and emotion—and their necessity for effective language instruction—especially in light of the more sophisticated "new Chinese Room" we are collaboratively building. It also challenges the widespread assumption that teachers will remain future-proof due to their uniquely human traits and questions the belief that the need to learn languages will persist unchanged.

As we stand at the threshold of a seismic shift in education—perhaps the calm before the storm—this inquiry explores how we, perhaps the last generation of language teachers to be recorded in the archives of educational history, might adapt and reimagine our roles in this time of transition. It also considers how we might accompany our students on a gentler journey down the flower-lined path toward an educational future that may ultimately leave us behind.

15:45-16:10

98010 | *Bridging Minds and Cultures: the Impact of AI-Enhanced Language Learning on Cognitive Engagement and Intercultural Competence Among Moroccan EFL Undergraduate Students*

Nourreddine Menyani, Moulay Ismail University, Morocco

Ahlame Boumeihdi, Moulay Ismail University, Morocco

Oulaid Amzaourou, Moulay Ismail University, Morocco

In response to global shifts in education, fostering intercultural competence and sustaining learners' cognitive engagement have become vital goals in English as a Foreign Language (EFL) instruction. Artificial intelligence (AI), increasingly present in educational settings, offers new pathways for interactive, reflective, and culturally responsive learning. This study explores the impact of AI-enhanced language learning tools on the development of intercultural competence and cognitive engagement among Moroccan university EFL students. Employing a mixed-methods approach, data were collected from 140 undergraduates through structured questionnaires and follow-up interviews. Quantitative findings showed a significant association between the use of AI applications—such as chatbots, cultural simulations, and adaptive feedback systems—and higher levels of learner engagement and intercultural awareness. Surprisingly, while AI increased attention and motivation, it did not significantly improve students' behavioural adaptability in intercultural scenarios, as reported in interviews. Some participants also voiced concerns over the lack of emotional nuance in AI interactions. These findings indicate that AI can be a powerful tool for stimulating cognitive and cultural development, but its limitations must be addressed. The study recommends integrating AI with human-mediated discussions and culture-rich materials to provide balanced, socially grounded EFL experiences. Policymakers and educators should also consider ethical and cultural representation in AI content development.

14:55-16:10 | (1F) Barceloneta

Thursday Onsite Parallel Session 2

BCE2025 | Teaching Experiences, Pedagogy, Practice & Praxis (Workshop & Presentation)

Session Chair: Shakespear M Chiphambo

14:55-15:45

97602 | *Integrating Media Literacy and Language Learning as a Pathway to Leadership and Global Dialogue for High School Students*

Perizat Yelubayeva, Al-Farabi Kazakh National University, Kazakhstan

Raushangul Avakova, Al-Farabi Kazakh National University, Kazakhstan

Galiya Kulzhanbekova, Al-Farabi Kazakh National University, Kazakhstan

In an increasingly interconnected and media-saturated world, developing both media literacy and language competence is crucial for preparing young people to participate actively in global dialogue. This interactive workshop explores a practical pedagogical model for integrating media literacy into English language instruction to develop intercultural awareness, critical thinking, and youth leadership among high school students. Drawing on recent classroom experiences and research from Kazakhstan, the session introduces a range of adaptive teaching strategies that combine English language learning with analysis of authentic media texts, including news reports, social media posts, and video content. Participants will engage in practical activities that demonstrate how critical media literacy can be used to develop students' language competence while enhancing their ability to recognize bias, navigate misinformation, and communicate across cultural boundaries. The workshop is designed for educators, curriculum developers, and educational leaders interested in advancing transformative learning that connects local classrooms to global issues. By the end of the session, participants will have access to a set of ready-to-use learning activities, as well as practical tips for developing students' skills as ethical communicators and leaders in the digital age.

15:45-16:10

97020 | *A Social Cognitive Analysis of One South African University Students' Remote Learning Experiences and Home-Based Learning Effectiveness*

Shakespear M. Chiphambo, Walter Sisulu University, South Africa

Bulelwa Makena, Walter Sisulu University, South Africa

Nomxolisi Mtsi, Walter Sisulu University, South Africa

Neliswa Gqoli, Walter Sisulu University, South Africa

Ntando Mpahla, Walter Sisulu University, South Africa

This qualitative study explored students' remote learning experiences through the lens of Social Cognitive Theory at a South African University during the digital age, examining the complex interplay of personal, environmental, and behavioural factors that influence home-based learning effectiveness. Data was collected from 231 university students through open-ended questionnaire responses, explicitly focusing on their perceptions of remote learning worthiness and accompanying justifications. Utilising Braun and Clarke's thematic analysis approach, the study revealed that 87.4% (n=202) of students found remote learning challenging and not worthwhile, while 12.6% (n=29) reported positive experiences. The analysis, guided by Bandura's triadic reciprocal determinism model, identified key barriers, including inadequate internet connectivity in rural areas, limited physical learning spaces, competing family responsibilities, and socio-economic constraints. Conversely, successful remote learning experiences were associated with strong self-efficacy, effective adaptive strategies, and robust family support systems. The findings highlight the critical need for enhanced digital infrastructure, targeted student support mechanisms, and inclusive educational policies that acknowledge diverse learning environments. This research contributes to understanding remote learning dynamics in the South African higher education context, offering insights for institutional policy development and creating sustainable support systems that address both technological and socio-environmental challenges in the digital age.

14:55-16:10 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 2

BCE2025 | Educational Policy, Leadership, Management and Administration

Session Chair: Daiva Penkauskienė

14:55-15:20

95873 | *Leadership and Inclusion Education*

Mohamed Alhosani, The United Arab Emirates, United Arab Emirates

Ayman Massouti, Abu Dhabi University, United Arab Emirates

Mohammad Al-rashaida, The United Arab Emirates University, United Arab Emirates

Inclusive education recognizes the diverse needs of students and ensures that each student is provided with equal opportunities to learn and succeed. The Dubai government has implemented an inclusive education policy aimed at promoting equity and inclusivity in schools. This study aimed to investigate school leaders' understanding, implementation, and perspectives on the Dubai Inclusive Education Policy Framework (DIEPF). To gather data, a qualitative research study was conducted using semi-structured interviews with ten school leaders from private schools located in Dubai, United Arab Emirates (UAE). The findings show that school leaders have a strong understanding of the policy and deem it to be significant. The study also found evidence of effective strategies implemented by school leaders to promote inclusive education. However, there are challenges that resonate with those worldwide, such as inadequate funding, high student-teacher ratios, shortage of specialized staff, and limited training opportunities for teachers. These findings emphasize the significance of ongoing professional development and training of educators who are involved in inclusive education. Implications for practice and suggestions for future research are provided.

15:20-15:45

97781 | *Education and the Boundaries of Dissent*

Steven Jordan, McGill University, Canada

Shaheen Shariff, McGill University, Canada

Elizabeth Wood, McGill University, Canada

This paper draws on research that we have been conducting over the past six years exploring the social and cultural dimensions of sexual violence on Canadian campuses. As our project nears completion, one of its strands of inquiry has turned away from primarily empirical qualitative and quantitative studies focused on post-secondary education, to theorizing what might be termed the political economy of violence. This work has taken us into uncharted territory where we are attempting to draw-out the theoretical implications of our empirical research over the past six years. This has also allowed us to extend and explore its implications for analyzing, understanding and interrogating the historical, social and material circumstances of violence in its contemporary manifestations, particularly in relation to the genocide in Gaza. There are several theoretical threads guiding this work, including: i) the Tricontinental Institute's concept of "hyper-imperialism"; ii) David Harvey's concept of "accumulation by dispossession;" iii) and insights from the work of the Glasgow Media Group in exploring the different ways in which violence, as a conceptual practice of the "relations of ruling" (Dorothy Smith) has been operationalized by State/corporate media to suppress dissent and regulate acceptable forms of speech, public debate and protest, particularly in educational contexts over the past 2-3 years.

15:45-16:10

97273 | *All-Day School Models in the Context of the Implementation of Inclusive Education Principles*

Asta Railienė, Mykolas Romeris University, Lithuania

Daiva Penkauskienė, Mykolas Romeris University, Lithuania

Odeta Merfeldaitė, Mykolas Romeris University, Lithuania

Valdonė Indrašienė, Mykolas Romeris University, Lithuania

Jolanta Pivorienė, Mykolas Romeris University, Lithuania

Violeta Jegelevičienė, Mykolas Romeris University, Lithuania

The aim of the presentation is to introduce the existing models of all-day schools (ADS) in Lithuania within the framework of inclusive education implementation. Across Europe, ADS models are used to promote social equity (e.g., Portugal, Greece, Switzerland, Lithuania), improve academic performance (e.g., Germany, Cyprus, Lithuania), and ensure student safety (e.g., Finland). Today, the overarching aim of ADS is to create schools for all children, based on inclusive education principles—ensuring equal opportunities, recognizing individual strengths, and addressing diverse learning needs. Achieving this requires coordinated efforts from the education community, stakeholders' engagement, and effective use of resources. Analysis of ADS implementation in Lithuania shows potential in developing students' social-emotional competencies, enriching educational content, and coordinating services. However, schools often apply ADS in a limited way—focusing on after-school activities, and care taking during parents' work hours—without a systemic approach to inclusive education. No monitoring system is currently in place to assess how ADS models reflect inclusive education principles. To implement inclusive education effectively, ADS models must be redesigned to holistically incorporate these principles, address individual needs, utilize school-specific contexts, involve socialization agents, and foster safe, student-centered communities. The Lithuanian case is analyzed in comparison with other EU countries experiences and recent international research on education policy.

This research No. P_EDU-23-3 is co-funded by the European Union (the project „Breakthrough in Educational Research“ No 10-044-P-0001) under the 1st April 2025 Agreement with the Research Council of Lithuania RCOL) and the 2025-05-07 Joint Activity Agreement with Mykolas Romeris University.

16:40-18:20 | (B1) Eixample

Thursday Onsite Parallel Session 3

BCE2025 | Innovative Technologies in Education

Session Chair: Martine Peters

16:40-17:05

96261 | *Enhancing Teaching and Learning with Conversational AI Agents: Pilot Testing and Impact Assessment in Real Classroom Settings*

Anna Vacalopoulou, Athena Research Center, Greece

Spyridoula Stamouli, Athena Research Center, Greece

Georgios Paraskevopoulos, Athena Research Center, Greece

Dimitra Dimitrakopoulou, Ellinogermaniki Agogi, Greece

Gregory Milopoulos, Ellinogermaniki Agogi, Greece

Marios Papaevripidou, University of Cyprus, Cyprus

Theodoros Karafyllidis, University of Cyprus, Cyprus

Sofoklis Sotiriou, Ellinogermaniki Agogi, Greece

Vassilis Katsourou, Athena Research Center, Greece

This paper presents the evaluation of the educational impact of two conversational AI applications, one designed to support student self-study (Study Buddy) and the other to assist teachers in instructional planning (Teacher Mate) within the context of the AI4EDU project. The evaluation was conducted during the second piloting phase across four European countries in real classroom settings. In Greece, the evaluation involved 148 participants, 3 teachers and 145 students. The evaluation protocol included training workshops, pre- and post-intervention surveys, system interaction data analysis, and classroom-based implementation. Greek participants were assigned to experimental and control groups for comparative analysis. During a multi-week period, students used Study Buddy during self-study both at school and at home, while teachers integrated Teacher Mate in lesson planning and student monitoring tasks. Quantitative data from motivation and engagement questionnaires and interaction logs were triangulated with qualitative data from semi-structured interviews and classroom observations. The analysis provided insights into the impact of AI tools on users' educational performance, engagement and motivation and helped identify possible drawbacks and key aspects of AI implementation that can be exploited to demonstrate the issues of ethics, transparency and inclusive use of AI in real educational settings. In general, participants from both groups expressed favorable opinions of the AI-driven applications. The combination of our study's empirical results emphasizes the need to align AI tools with user needs, deliver customized training, and cultivate trust and openness of AI applications. These initiatives are critical for fostering inclusive, stimulating, and impactful AI-supported educational settings.

17:05-17:30

98234 | *Mapping a New Online Visual Arts Pedagogical Approach for Teacher Education in an Era of Global Learning*

Elizabeth Wood, McGill University, Canada

Steven Jordan, McGill University, Canada

This paper presents an emergent approach to teaching online visual arts studio classes in a university teacher education program in Quebec, Canada. Although originating during the Covid 19 pandemic in 2020, the pedagogical experimentation described and illustrated is ongoing.

During 'Covid', online teaching was globally widely imposed, often met with apprehension, and generating unsatisfactory learning outcomes. That said, the decision by McGill University to shift courses online in 2020 led in my case to unanticipated pedagogical innovation and success. The pedagogical approach of Drawing-EDEA-204 and of Sculpture-EDEA-496 is informed by two frameworks:

1. the flipped classroom, where the traditional classroom transforms from one of passive reception of information to one of active learning and sharing, and

2. A/R/Tography, a form of living inquiry where the researcher is simultaneously artist, researcher, and teacher, and whose complex positionality scaffolds and models student learning.

Both courses aimed to:

1. build a vibrant, engaged learning community characterized by student agency and participation

2. cultivate creative courage, where 'failure' is seen as rich with learning potential

3. model and foster clear, respectful, empathic and constructive peer critique

4. develop students' confidence, encouraging them to continue beyond our studio and our discipline.

Rather than "teaching a model", this approach strives to "model a teaching" – and even to model a learning – thus cultivating courageous, respectful, and confident life-long teacher-learner-teachers ready to navigate an unknown and challenging future.

17:30-17:55

97973 | *AI-Driven Framework for Academic Program Evaluation and Accreditation Standards*

Yasser Mansour, Prince Sultan University, Saudi Arabia

Ahmed Ibrahim, Prince Sultan University, Saudi Arabia

Academic accreditation plays a vital role in ensuring that educational programs meet high standards of quality, foster trust among stakeholders, and enhance institutional credibility. This research leverages artificial intelligence (AI) to develop a comprehensive framework for academic program evaluation and assessment to meet the accreditation standards and to provide data-driven recommendations for continuous quality improvement. To evaluate various aspects of an academic program, five key standards are considered: program management and quality assurance, teaching and learning, students, faculty, and learning resources, facilities, and equipment. Each standard is assessed using specific criteria and a clear rubric to categorize practices effectively. Following the evaluation, strength and weakness areas of the program are depicted and tailored recommendations are provided to enhance the quality of each standard based on program scores with emphasizing relevant key performance indicators (KPIs) for consideration to monitor progress within each standard. Finally, action plans on different levels are proposed to guide the leaders of the program and help them fulfill the set goals and be better prepared for the accreditation. This AI-driven framework facilitates the creation of a detailed report on the program's accreditation assessment, which can be utilized by the program leaders for self-assessment or by external evaluators to identify areas for improvement.

16:40-18:20 | (B1) Eixample

Thursday Onsite Parallel Session 3

BCE2025 | Innovative Technologies in Education

Session Chair: Martine Peters

17:55-18:20

94916 | *A New Assessment Paradigm in Higher Education: AI, Academic Integrity and Transparency*

Martine Peters, Université du Québec en Outaouais, Canada

Artificial intelligence (AI) is reshaping the landscape of higher education, especially when it comes to assessment practices. Various AI-powered tools, such as ChatGPT, Gemini, Claude, have become increasingly accessible and popular with students. This has brought instructors to worry about academic integrity as artificial intelligence plagiarism cases have been augmenting rapidly. Higher education institution must adapt to this new reality otherwise, diplomas will no longer have any worth. However, viewing AI as a threat is unproductive and so this presentation will argue that it presents an opportunity to rethink assessment design in meaningful and pedagogically sound ways. During this session, a model will be presented, highlighting how assignment instructions and criteria need to be modified to promote engagement and academic integrity in students while ensuring fairness and maintaining high standards as well as fostering critical thinking in students. The model proposes assessment strategies that embrace AI while prioritizing deep learning, such as process-oriented evaluations, authentic assessments, and multimodal tasks. Recommendations will be offered to participants on how to modify their assessments to ensure that students' skills and knowledge are evaluated, not AI's.

16:40-18:20 | (B1) Gòtic

Thursday Onsite Parallel Session 3

BAMC2025 | Literature, Literary Studies and Theory

Session Chair: Manana Gelasvhili

16:40-17:05

96104 | *"History as a Nightmare": From Modernist to Metamodernist Irish Drama (James Joyce, Flann O'Brien, Frank McGuinness and Owen McCafferty)*

Tamar Gelashvili, Ivane Javakhishvili Tbilisi State University, Georgia

James Joyce in Tom Stoppard's play *Travesties* declared that "As an artist, naturally I attach no importance to the swings and roundabout of political history". Nevertheless, political discourse in fiction has always been a complex and intricate issue. Perspectives regarding the boundaries to which political discourse should be apparent in literature vary widely among various writers. While some writers try to distance themselves from the political turmoil, others use literature as a means to convey the political problems that matter to them deeply. The present paper explores the interface between literature and politics over a span of a century, in modernist, post-modernist and metamodernist Irish drama, in particular the plays of James Joyce, Flann O'Brien, Frank McGuinness and Owen McCafferty (*Exiles* (1918), *Faustus Kelly* (1943), *Observing the Sons of Ulster Marching towards the Somme* (1986) and *Quietly* (1986)). These four English-language writers of Irish descent are all united by the concern of Irish History and Politics. A comparative study of these four authors allows to explore the variance in political discourse. Despite the similarities, the difference in the authors' position is apparent in the manner in which these issues are rendered: While Joyce and O'Brien tend to be ironic and sarcastic, McGuinness and McCafferty give a more personal outlook, which awakens some empathy towards their characters. Moreover, McGuinness and McCafferty are more deeply and openly involved in the history of Ireland.

The presented study is a part of the Fundamental Research project (FR-24-7246) funded and supported by the Shota Rustaveli National Science Foundation of Georgia.

17:05-17:30

97885 | *Exophonic Historical Writing About China: Shan Sa's Porte De La Paix Céleste as an Example*

Kin Pong James Au, Tama Art University, Japan

Exophonic writing has recently been regarded as an act by non-native speakers to challenge the notion of national literature. For instance, Japanese writer Tawada Yoko (b. 1960) chose to write in German, while Hideo Levy (b. 1950) and Li Kotomi (b. 1989), from the United States and Taiwan respectively, chiefly write in Japanese. However, this paper argues that writing in a second language also allows writers from less liberal regimes to address the history of their nation of origin. Early Chinese-born French writers include François Cheng (b. 1929) and Dai Shijie (b. 1940). As a case study, this paper looks at their second-generation successor, Shan Sa (b. 1972), who moved from China to France and made her novel debut in French with *Porte de la Paix céleste* (*Gate of Celestial Peace*), which won the Prix Goncourt du Premier Roman. I will examine the plot of the text through stylistic and linguistic means to unveil how the narrator (re)presents the Tiananmen crackdown in a lyrical way. Through close reading of the text, as well as comparison with earlier works by her predecessors, such as Dai Shijie's *Balzac et la petite tailleuse chinoise* (*Balzac and the Little Chinese Seamstress*), this paper aims to find a common ground in how French as a second language creates a mediating space for these exophonic writers to narrate this piece of modern Chinese history, untold or forbidden to be told in their country of origin.

17:30-17:55

96047 | *How to Stop a Train: Teaching Social Justice Through Children's Literature*

Kathryn Pillay, University of KwaZulu-Natal, South Africa

Social justice education is crucial for fostering a more equitable and inclusive society. This paper explores the use of children's literature as a powerful educational tool, focusing on Mahatma Gandhi's life and teachings as a lens for understanding racial injustice. It examines how Gandhi's early encounters with discrimination shaped his philosophy and advocacy for racial equality in South Africa. To this end, this paper details the development of the children's illustrated book "How to Stop a Train: The Story of How Mohandas Gandhi Became the Mahatma" addressing the need for accessible educational resources on social justice. It discusses the conceptualization and collaborative process of creating the book, highlighting the role of illustrators and writers in crafting narratives that resonate with both young and adult audiences. Lessons learned from teaching social justice through Gandhi's story are examined, including its impact on children's comprehension of racial injustice, as well as feedback from educators and parents, emphasizing the dual impact of children's literature in educating both children and adults. Furthermore, the paper explores strategies to extend the conversation on social justice beyond the book itself, such as the use of supplementary materials, community outreach, and empowering children to act against injustice. Ultimately, it argues for the transformative potential of children's literature in promoting intergenerational dialogue and fostering a deeper understanding of pressing societal issues like racial injustice.

17:55-18:20

96180 | *Poetry and Politics: Irish Poetry in Georgian Translation*

Manana Gelashvili, Ivane Javakhishvili Tbilisi State University, Georgia

Of all literary genres, poetry seems to be the most distant from everyday turmoil and current events. However, as Sir Maurice Bowra convincingly showed in his 'Poetry and Politics' (1966) politics is not at all alien to poetry. Moreover, even the non-political poetry often takes its source from political situation and can have a strong impact on the society. The present paper explores what role the translations of Irish poetry played in Georgian cultural and political life. For a small country, which had to struggle to keep its national identity as part of the Russian Empire and later under the Communist regime, translating European literature was not only a means to keep in touch with Europe where Georgia culturally belongs, but these texts often became a mouthpiece for reviving patriotic spirit. The Georgian interest in Irish literature may have been sparked by the struggles and resilience of the Irish people throughout history, and the fact that Ireland has contributed disproportionately to world literature despite being a relatively small country. The paper gives analyses of the history of translation started from Thomas Moore, the first Irish poet translated into Georgian, through William Butler Yeats, Seamus Heaney, Irish Sagas (with a forward by the first president of Georgia, Zviad Gamsakhurdia, a poet, translator, scholar, one of the first researchers of Irish Literature) and on to the most recent addition "Anthology of Irish Poetry in Georgian" (2021), which among other poets features poems by the ninth President of Ireland, Michael D. Higgins.

The presented study is a part of the Fundamental Research project (FR-24-7246) funded and supported by the Shota Rustaveli National Science Foundation of Georgia.

16:40-18:20 | (B1) Gràcia

Thursday Onsite Parallel Session 3

BCE2025 | Education and Difference

Session Chair: Ahmed Mohamed

16:40-17:05

96020 | *Assessment and Intervention Strategies for Exceptional Children: Successful Stories in Children Diagnosed with ASD in UAE*
Maria Efstratopoulou, UAEU-MBSCEC, United Arab Emirates
Ashraf Moustafa, UAEU-MBSCEC, United Arab Emirates

Autism spectrum disorder (ASD) can affect individuals from different backgrounds, cultures, and heritages. Many cultural factors may change the individuals' ASD experience in daily life and impacts how autism is tackled, interpreted, and acknowledged in various communities. The study explores the effectiveness of an especially designed Educational Robotics (ER)-based intervention program in enhancing social communication skills, and reducing repetitive behaviors in preschool-aged children with Autism Spectrum Disorder (ASD) in the United Arab Emirates (UAE). Despite the growing recognition of ER as a potential tool for supporting children with ASD, limited research exists on its application in early childhood settings within the UAE context. A mixed-methods explanatory sequential design was used, combining quantitative pre- and post-intervention assessments with qualitative interviews to provide a comprehensive evaluation of the intervention's impact. Participants are children aged 5–7 years with an official ASD diagnosis and their teachers. The intervention involves play-based activities using the Bee-Bot robot, delivered over a 10–12 weeks period at the new MBS Center for Exceptional Children in Abu Dhabi. The Motor Behavior Checklist for Children (MBC: Efstratopoulou et al, 2012) will be used by professionals to rate the children on the Social Interaction and Stereotyped Behavior Scales and Teacher's interviews will be used to explore their perceptions on the effectiveness of the Program. Findings will contribute to the development of tailored ER interventions in early childhood education for improving Social Skills in young children with ASD in UAE.

17:05-17:30

98101 | *Mental Health in Public Education: A Longitudinal Analysis of Depression, Anxiety, and Stress Among Brazilian Workers*
Matias Noll, Goiano Federal Institute of Education, Science and Technology, Brazil
Isabela Fernanda Rodrigues de Oliveira, Goiano Federal Institute of Education, Science and Technology, Brazil
Priscilla Rayanne e Silva, Goiano Federal Institute of Education, Science and Technology, Brazil
Suelen Marçal Nogueira, Goiano Federal Institute of Education, Science and Technology, Brazil

Mental health issues can directly impact the performance, satisfaction, and retention of workers, especially in sectors with high emotional demands, such as public education. This longitudinal study analyzed data from employees of the Federal Network of Public Education in Brazil from 2022 and 2023, aiming to analyze symptoms of depression, anxiety, and stress and their relationship with sociodemographic characteristics. The sample consisted of 600 employees who participated in both years and responded to the DASS-21 questionnaire, adopting as the outcome criterion the classification of scores above the median of the evaluated symptoms. Relative Risk was calculated, along with adjusted analyses using the Poisson regression model with robust variance. In addition, paired t-tests were performed to assess within-subject changes in depression, anxiety, and stress levels over time. The results revealed that women had a significantly higher risk for mental health symptoms, especially for anxiety (adjusted RR=1.28; $p<0.05$), followed by depression (adjusted RR=1.18; $p<0.05$) and stress (adjusted RR=1.14; $p<0.05$). Employees under 30 years old showed a higher risk of anxiety (RR=1.62; $p<0.05$). Although anxiety and stress levels remained stable during the period, a statistically significant increase was observed in depression levels ($p<0.05$), indicating a specific worsening of this symptom over time. These findings point to the existence of structural gender- and generation-related inequalities in the institutional environment, which enhance psychosocial risks at work. Strengthening institutional policies to promote mental health, focusing on actions sensitive to gender issues and generational demands, emerges as a fundamental strategy to face this scenario.

17:30-17:55

97928 | *Know Your Audience – What Does It Mean to Be a Neurodivergent Engineering Student?*
Vijesh Bhute, Imperial College London, United Kingdom

Teaching and learning have evolved from being teacher-centred to learner-centred and this change in mindset has transformed the design of delivery of content. This has led to a shift from forward design (content governs the learning objectives, delivery, and assessment) to backward design (learning objectives govern the assessment, delivery, and content). Since, the learner-centred approach puts students in the centre, it is paramount to acknowledge the diversity in student learning when designing the assessment and delivery. To best support the students, we need to be aware about our own biases and foster diversity, not just in colour or race or ethnicity but also neurological diversity. Neurodiversity is the umbrella term to represent distinct cognitive characteristics which are categorised as ADHD, autism, dyslexia, dyspraxia, and other learning differences. More than 10% of the university students are diagnosed with one of the neurodiversities and this number is an underestimate and the actual number of neurodiverse students (who may not be diagnosed due to societal and economic barriers) is expected to be much higher. So, how does being neurodiverse impact student learning? We interviewed neurodiverse university students and identified several themes which impacts student learning. These included all aspects of their university including learning environment (lecture theatres, learning spaces, etc.), social interactions (academic and non-academic), content format preferences, adjustments, and assessments. This study highlights challenges faced by neurodivergent students and discuss potential strategies and opportunities to improve student experience and learning.

17:55-18:20

97064 | *Deaf Students' Satisfaction in Higher Education Institutions in the UAE: A Qualitative Study*
Ahmed Mohamed, United Arab Emirates University, United Arab Emirates
Saleha AlKarbi, United Arab Emirates University, United Arab Emirates

Deaf and Hard-of-Hearing (DHH) students face unique challenges in higher education, particularly regarding accessibility, communication, and academic support. This study examines the levels of satisfaction among DHH students in UAE universities, focusing on key factors such as academic support, accessibility services, teaching methods, and inclusion efforts. Qualitative data was collected from interviews conducted with 18 DHH students from several universities in the UAE. The findings highlight key barriers, including the inconsistent availability of sign language interpreters, limited faculty awareness regarding the needs of Deaf and Hard-of-Hearing (DHH) students, and insufficient academic accommodations. Despite advancements in national policies promoting inclusive education, gaps persist in their implementation across universities, impacting students' experiences and learning outcomes. The study underscores the need for enhancing educational support services, improving the availability of qualified interpreters, increasing faculty training, and ensuring stronger implementation of inclusive education policies. The results provide valuable insights for policymakers, educators, and university administrators working to improve the educational experiences of DHH students in the United Arab Emirates.

16:40-18:20 | (B1) Poble Nou

Thursday Onsite Parallel Session 3

BAMC2025 | Cultural Studies

Session Chair: John Nguyet Erni

16:40-17:05

96160 | *How Art Communicates Social Change: A Case Study on Student Occupation of Student's Cultural Centre in Belgrade During the 2024/2025 Protests*

Nevena Novaković, Institute of Social Sciences, Serbia

Anthropologist David Leach (1983) defined every culture as communication, and thus, art is also communication. Art or exhibition is a message itself, and it has what every communication must: a sender, the content of the message, and a recipient. This research explores the cultural and political needs of young people, the articulation of those needs during times of social upheaval and change, as well as the content of cultural production by young artists and humanities students who shared their days and nights in the Student Cultural Center in Belgrade embracing innovative ideas of community and leadership and bringing to life, perhaps a new cultural wave in Serbia and Balkans, since their art programs are regional. This case study will analyze the political and social motives and objectives of the students who occupied the Student Cultural Center in Belgrade, as well as the content of their program inspired by the protests and propagating and leading change, with a special focus on the part they themselves authored – visual arts. The case study itself has interdisciplinary approach combining sociology of art, cultural studies and anthropology with the implementation of sociological method – content analysis and interview with the young people currently living in Student's Cultural Center in Belgrade.

17:05-17:30

96175 | *The In-depth Analysis of Philippine Cultural Heritage Law and Its Participation in the Global Preservation and Protection of Cultural Heritage*

Ailyn Kindipan, Integrated Bar of the Philippines, Philippines

This paper analyzes the two main laws – Republic Act No. 10066, known as the National Cultural Heritage Act of 2009, and Republic Act No. 11961 – An Act Strengthening the Conservation and Protection of Philippine Cultural Heritage through Cultural Mapping and Enhanced Cultural Education Program, concerning the preservation and protection of the cultural heritage of the Philippines. This study aimed to carry out a systematic inquiry and critical examination on the effectiveness of said laws on the sustainable guardianship of tangible and intangible cultural properties of the Philippines. Employing combined research methods such as qualitative research, observations, case studies and comparative analysis, data were extracted from documentary materials such as, laws, jurisprudence, news articles, commentaries and interviews. This study provided an in-depth analysis of the said laws with regard to its effectiveness and efficiency in safeguarding and promoting Philippine cultural heritage. It scrutinized every provision of the laws in terms of the proper management of cultural properties and the role of cultural agencies in the implementation of the said laws. This study provided an opportunity to share the Philippine experience to other nation regarding cultural preservation. The results of the study reveal that having laws on cultural heritage are crucial for the preservation of cultural properties and in the safeguarding of national identity to ensure that the present and future generations can understand, appreciate and give importance to the vital role of cultural heritage in shaping individual and collective identities, preserving historical narratives, fostering cultural diversity and promoting economic growth.

17:30-17:55

97717 | *Novel Writing: An Alternative Narrative in International Relations and a Tool for Fostering Cultural Diplomacy*

Lavinia Roxana Ghent, Independent Scholar, Denmark

Conventionally and conveniently, what is encompassed in the world of fiction belongs to the imagination and artistic subjectivity. However, the capacity of historical fiction to shed light on aspects left aside or marginalized in official and dominant discourses of international relations (IR) has begun to get recognition in the academia. Consistently, elements of real history appear as wrapped in fiction. Why does this narrative metamorphosis happen? Although it remains an imaginary space, it often brings to light features of societies and times, of the historical past, even risking questioning official discourses. Through applying a poststructuralist lens, enriched with elements of narrative theory, this research aims to answer the question: „how does fiction foster cultural diplomacy, by challenging dominant discourses in international relations?”. By employing qualitative methods, its structure follows two parts: (1) the first one, focusing on the analysis of the existing literature and (2) the second, consisting in textual analysis of two samples of fiction selected from the British-Turkish novelist and human rights activist, Elif Shafak. “The Island of Missing Trees” and “The Bastard of Istanbul” are both two novels which engage in deconstructing official discourses around historical past and cultural identity, by illustrating how meaning and language shape identities, truths, and power dynamics. The article concludes that narrative practices provided by historical fiction can deconstruct official and dominant discourse in international relations, by ultimately fostering cultural diplomacy, and encouraging intercultural understanding and empathy.

17:55-18:20

96211 | *Caring Commons: Youth Mobilization and Moral Engagement*

John Nguyet Erni, The Education University of Hong Kong, China

This paper examines youth social mobilization amid the polarized culture war affecting perceptions of young people's lives and abilities. Discussions about youth engagement often focus on the more “radical” individuals who participate in dramatic protests, leaving less attention on the quieter forms of participation exhibited by moderate youth and their strategic approaches. Drawing on a cultural-political analysis of youth engagement in Hong Kong over the past 15 years, along with ethnographic interviews from a civic leadership program conducted post-COVID, we explore the discursive conditions that foster a youth-driven “care commons.” We argue that this care commons emerges from moderate youth's involvement in local and transnational causes, oscillating between a liberal consciousness and a discourse of “conscience awakening.” This connection cultivates a change-maker mentality among youth, coupled with a moral conscience seeking redemption. We suggest that such a framework promotes a practice of care through “restorative commoning”, which encompasses collective actions centered on recovery, healing, and social stability. By investigating this interplay between consciousness and conscience, we aim to enhance our understanding of moderate youth's political identities and the leadership they can provide.

16:40-18:20 | (B1) Sants Session

Thursday Onsite Parallel Session 3

BCE/BAMC2025 | Foreign Languages Education and Applied Linguistics

Session Chair: Yulia Tregubova

16:40-17:05

93784 | *Debate Class: The Struggle Is Real Between Motivation, Critical Thinking and Going Against Social Norms in the Japanese EFL Classroom*

Lara Promnitz-Hayashi, Keiai University, Japan

Debate in the English as a Foreign Language (EFL) classroom involves a multitude of English skills, and skills such as stating opinions, reasoning, critical thinking, spontaneous speech, agreement/disagreement, and the formulation of follow-up questions, are often challenging for EFL students. In Japan it can be especially difficult due to their secondary education experience, which focuses on rote learning rather than these skills. Furthermore, Japan's collectivist cultural 'norms' can hinder students in this style class. Debate is an important educational tool for learning analytic and critical thinking skills, forcing students to reflect on the validity of their ideas (Nur, 2018) and how they support these clearly. It also requires questioning validity and evidence put forth by peers and producing counterarguments (Nur 2018). Debate activities engage students in not only cognitive skills but also linguistic skills, such as listening, speaking and writing, and developing argumentation skills for persuasive speech (Krieger, 2005). Debate class gives students opportunities to develop humility, autonomy and intellectual courage (Dunn, 2015), and devising a curriculum and activities that not only promote success in these skills, but also motivation is a challenging undertaking. This research focusses on an elective Debate course for 2nd – 4th years students at Keiai University in Chiba, Japan and investigates the reasons students selected the course, their main challenges throughout the course, and what changes can be made to the course to make it more aligned with students' interests. This presentation will discuss the findings from a student survey, discussions, and students reflection papers.

17:05-17:30

96637 | *Investigating the Impact of Feedback in EFL Speaking Class*

Santri Emilin Pingsaboi Djahimo, Nusa Cendana University, Indonesia

Elisabet Titik Murtisari, Satya Wacana Christian University, Indonesia

Helping students recognize both their strengths and weaknesses is a beneficial strategy for teachers to be implemented in the classroom, and feedback has been acknowledged as one of the effective tools to achieve this goal. Regular feedback will allow teachers to assess the students' progress, provide targeted support for them, and adjust both teaching and learning strategies. This current research has investigated the importance of feedback in EFL speaking class in East Nusa Tenggara Province, Indonesia. Through observation and interview as the instruments, the crucial roles of feedback during students' performances in the classroom has been explained, especially, in the context of developing oral communication or speaking skills. In addition, it has also examined students' responses to feedback from their teacher by grouping them based on their semester, scores (GPA), and gender. This study, which seeks to provide insights into how feedback practices can be optimized to maximize learning outcomes in the English-speaking classroom, has revealed that these groups of students have different level of needs for feedback, yet all prefer constructive feedback. Looking at the results, it is highly expected that this study can contribute to a deeper understanding of the correlation between feedback and English language learning outcomes, particularly, in terms of speaking proficiency.

17:30-17:55

97960 | *Real Estate and Construction Employees' Challenges and Needs of English Communication for Phuket's Growing Tourism Industry*

Netchanok Chantong, Phuket Rajabhat University, Thailand

Phuket's real estate and construction sectors have played a vital through tourism and foreign investment. As international stakeholders continue to influence the Phuket's development, English communication has become a critical skill for professionals in these industries. However, limited English proficiency has hindered effective workplace communication and career progression among local employees. Therefore, the purposes of this study were to investigate the challenges faced by real estate and construction employees in using English communication in the workplace and to identify their needs for English skill development. The study employed a qualitative approach, collecting data through open-ended questionnaires from 100 employees across 20 top-performing real estate and construction companies in Phuket. Data were analyzed using thematic analysis. The results revealed that major communication challenges included limited vocabulary, unfamiliar accents, and low speaking confidence. The most needed improvements were in listening, speaking, and real estate and construction terminology. The findings of this study can serve as a guideline for designing English training programs tailored to the real estate and construction employees. Training should emphasize adaptive learning approaches that address specific job functions and language needs. Such initiatives could enhance the global competitiveness of Phuket's employees and contribute to more inclusive economic development in tourism regions.

17:55-18:20

97745 | *Developing Inferential Thinking Through Academic Listening*

Yulia Tregubova, British University Vietnam, Vietnam

The globalisation of education has reinforced the dominance of English as the primary medium of instruction (EMI) in higher education across Asia. While such countries as Hong Kong, Malaysia, and Singapore have integrated English into both secondary and tertiary education, Vietnam continues to uphold a strong tradition of delivering its national curriculum in Vietnamese. However, the growing popularity of international universities within Vietnam, alongside the introduction of programmes with EMI in national institutions, has revealed a pronounced gap in students' linguistic and academic skills, particularly in their ability to critically engage with academic content and comprehend oral input in English, which are essential for academic success in western educational establishments. This presentation reports on application of strategies designed to develop inferential thinking -an essential component of both critical thinking and listening comprehension- in the context of teaching academic listening in English for Academic Purposes classes at British University Vietnam. Most of the students at this institution come from local educational backgrounds with limited previous exposure to EMI. These instructional strategies aim to scaffold students' critical engagement with academic listening content and to improve their overall listening comprehension, thus facilitating a smoother transition to an international academic environment. The study employed a combination of quantitative analysis of students' diagnostic, formative, and summative assessments with qualitative interpretation of students' reflections on their learning experience and progress. Findings indicate that focus on inferential thinking positively contributes to improvement in both students' academic listening proficiency and their ability to critically engage with academic content.

16:40-18:20 | (1F) Barceloneta Session

Thursday Onsite Parallel Session 3

BCE2025 | Teaching Experiences, Pedagogy, Practice and Praxis

Session Chair: Mukti Amini

16:40-17:05

94707 | *Drawing in Early Childhood Education and Teacher Mediation*

Karla Raquel Lima Pereira, Universidade Federal de São Carlos, Brazil

Fernando Donizete Alves, Unniversidade Federal de São Carlos, Brazil

Aline Sommerhalder, Universidade Federal de São Carlos, Brazil

Drawing, as a language, is a creative act developed from the child's dialogue with the elements of reality and the people around them. In early childhood education, it is also a representation, as well as being pre-written. The research aimed to discuss teacher mediation in early childhood education during children's interaction when drawing. It was based on theorists such as Lavelberg (2013), Rinaldi (2024), Vecchi (2017) and Vygotsky (2000, 2006; 2007). The focus group technique was used with seven teachers from an early childhood education school in São Luís do Maranhão/Brazil. The results were analysed from a qualitative point of view and it was found that in the act of drawing, the interaction between the children influences the choice and decision of what to draw, and that they imitate their classmates' images. This event was considered by the teachers to be detrimental to learning. Other results showed teacher intervention in the act of drawing through what they reported as 'making a lot of noise,' during child interaction, and also the act of holding the child's hand to draw. The reproduction of the children's drawings on the blackboard and the archiving of the productions in envelopes or portfolios as documents to be given to families were other scientific findings. The study concluded that the teachers mediated the interaction between children when they were drawing, but that they stereotyped the children's actions and mechanised their drawings, inhibiting creativity and the exchange of knowledge between the children.

17:05-17:30

93621 | *Teacher Support Plan: Favoring a Transition to a Competency-Based Education*

Zita Lopez, University of Monterrey, Mexico

Carolina Saenz, University of Monterrey, Mexico

Teresa Benavides, University of Monterrey, Mexico

Ma. Eugenia Solís, University of Monterrey, Mexico

Luis Manuel Ocegueda, University of Monterrey, Mexico

Diego Castillo, University of Monterrey, Mexico

The development of competencies in higher education is key to face current and future challenges, which has driven our university to move from an objective-based approach to a competency-based model. After listening to our professors and their needs, the Competence Monitoring and Support Plan (SAC Plan) was designed and implemented in 3 iterations from Fall 2023 to Fall 2024. Its goal, to be a comprehensive and enabling system that supports the teaching staff to strengthen the implementation of competency-based courses, aligned with the university's commitment to academic excellence. The methodology used was quantitative and descriptive. The objective of this work is to demonstrate the results and challenges of the SAC Plan which is structured in 5 Phases: In Phase 1 "Teacher preparation" a self diagnosis instrument was applied to explore how much professors understood about the competency model, it was answered by 770 professors. In Phase 2 "Continuous support", 833 professors were trained and 238 personalized advising sessions were provided. In Phase 3 "Peer Strengthening", 1,776 professors visited a peer in their classroom and had a conversation afterwards to exchange observations. In addition, 360 professors participated in self-assessments of recorded classes to evaluate their practices. In Phase 4 "Sharing in Academia", 70 Academy leaders, of 14 departments, established with their professors agreements for improving competency-based courses. The SAC Plan is positioned as a comprehensive strategy that helps professors transition to a competency-based model and that significantly contributes to the educational quality offered by the university.

17:30-17:55

96138 | *Using Tactile Imagery to Teach Geometry to Students with Visual Impairments in the United Arab Emirates*

Ashraf Moustafa, United Arab Emirates University, United Arab Emirates

Maria Efstratopoulou, United Arab Emirates University, United Arab Emirates

Maxwell Opoku, United Arab Emirates University, United Arab Emirates

Learning geometry is difficult for students with visual impairments (VIs). However, tactile imagery, the process of constructing mental images of physical objects with certain shapes, may help them make sense of geometrical shapes. Thus, discussions have centred on interventions to promote the participation of students with VIs in the learning of shapes. This study explored tactile imagery connecting physical touch to memory as an approach to teaching shapes to students with VIs. Eleven students, five with VIs and six sighted students took part in this experimental design study. A tactile imagery test and intervention lessons were developed for this study. Four tactile imagery domains (tactile discrimination, tactile memory 2D, tactile memory 3D and pattern recall), each made up of 10 tests, guided the design of the tests and training lessons. The students' scores from the pre-test and post-test were subjected to mean computations, Mann-Whitney U tests and the Wilcoxon signed-rank test. The post-test results revealed that students with VIs performed better than their sighted peers. The study concludes with a discussion of the need for teacher educators to consider using tactile imagery as a way of teaching geometry to students with VIs.

16:40-18:20 | (1F) Barceloneta Session

Thursday Onsite Parallel Session 3

BCE2025 | Teaching Experiences, Pedagogy, Practice and Praxis

Session Chair: Mukti Amini

17:55-18:20

98020 | *Professional and Pedagogical Competency Profile of Kindergarten Teachers in Indonesia*

Mukti Amini, Universitas Terbuka, Indonesia

Ernayanti Nur Widhi, Universitas Terbuka, Indonesia

St. Maria Ulfah, Universitas Terbuka, Indonesia

Esti Kurniawati Mahardika, Universitas Terbuka, Indonesia

Hadiqotul Luluk, Universitas Terbuka, Indonesia

Most students in the Early Childhood Education (ECE) study program at the Universitas Terbuka (UT) are kindergarten teachers in various regions of Indonesia. Their lecture pattern includes an in-service teacher training component. UT is one of the universities that implements the Open and Distance Learning (ODL) system. The purpose of this study is to gain an overview of the professional and pedagogical competence of kindergarten teachers who graduated from the ECE-UT study program, as assessed by kindergarten principals. The study was conducted in 2024 on 40 kindergarten principals as supervisors of ECE-UT graduate teachers spread across various large islands in Indonesia (Java, Sumatra, Kalimantan, and Sulawesi). This study employs a qualitative descriptive method, utilizing questionnaires and in-depth interviews with kindergarten principals. The results of the study indicate that, based on the perception of kindergarten principals as supervisors, kindergarten teachers who graduated from ECE-UT possess good professional and pedagogical competence; however, several aspects still require improvement. In terms of professional competence, the aspect that still needs improvement for ECE teachers is the continuous development of professionalism through reflective actions. In pedagogical competence, ECE teachers need to hone their abilities in: utilizing technology, information and communication for the benefit of organizing educational development activities; determining the scope of targets for assessing the process and results of learning in early childhood; and carrying out reflective, corrective and innovative actions in improving the quality of the process and results of early childhood development.

16:40-18:20 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 3

BCE2025 | Interdisciplinary, Multidisciplinary and Transdisciplinary Education

Session Chair: Kevin O'Connor

16:40-17:05

96197 | *'How Did this Weed Get into Our Garden?' Explorations and Connections Between Nature and Digital*

Camilla Maria Aviles, University of Modena and Reggio Emilia, Italy

Eléna Sofia Paoli, Fondazione Reggio Children, Italy

In outdoor learning, children have the opportunity to make visible their curiosities, interests, glances, but also to demonstrate specific skills and creativity in providing hypotheses and finding solutions (Schenetti, 2022). Nevertheless, education in nature is not to be considered in opposition to Media Education, as both are characterised by their "ecological" aims in promoting balance and awareness, both in the biosphere and in culture, triggering a possible dialogue between technology and nature (Di Bari, 2022). This contribution highlights the results of a didactic and educational pathway, aimed at the study of spontaneous grasses in a school garden, with the objective of problematising the concept of "nature", co-designed with the Reggio Children Foundation and the teachers of the primary school "M.M. Boiardo I.C. Einstein" in Reggio Emilia, Italy. Qualitative analysis of the collected data (pedagogical documentation, drawings, writings, student presentations, final questionnaires) shows how direct experiences with the natural environment and the use of digital technologies offer possibilities for meaningful learning, which can facilitate, support and promote understanding and knowledge construction. The experience also returns an image of a competent, capable, curious child (Edwards, Gandini, Forman, 2017), who asks legitimate questions, seeks answers, makes attempts, exercises the right to make mistakes. The research offers reflective insights to promote a critical and aware approach to technology, combining it with a projectual and effective use of outdoor and indoor environments, in order to create a continuous connection between contexts and knowledge that encourages different modes, tools and languages in learning processes.

17:05-17:30

96202 | *Prairie Pedagogy: Weaving Educational Connections Across Cultural and Ecological Landscapes*

Jean Schmitt, University of Arkansas, United States

At the University of Arkansas, the Prairie Pedagogy Research Group has transformed a 15-acre remnant tallgrass prairie and oak savannah—representing less than 0.03% of Northwest Arkansas's original ecosystem—into a vibrant cross-disciplinary learning laboratory. This presentation examines our collaboration between the School of Art, Biological Sciences, Office for Sustainability, and Indigenous knowledge holders that challenges conventional educational paradigms while preserving endangered biological and cultural heritage. Our work positions the arts as a vital bridge between scientific understanding and cultural knowledge. Through drawing, photography, sculpture, and video, students and community members develop intimate connections with prairie ecosystems that transcend conventional classroom experiences. Art becomes both methodology and outcome—a way of knowing the prairie and expressing its significance. We'll share our process of creating Living/Learning Land Connection workshops, including how artistic practices create accessible entry points for diverse participants to engage with both botanical knowledge and Indigenous perspectives. We'll discuss our process of building relationships with tribal partners (Caddo, Quawpaw, and Osage) and how decision-making structures lead by a majority Indigenous team (Lakota, Cherokee, Shawnee) ensure cultural protocols guiding creative expression while fostering authentic representation. While comprehensive assessment is ongoing, we'll share examples of prairie-inspired artwork alongside practical frameworks for arts-based environmental education. By integrating artistic exploration with scientific inquiry and Indigenous land ethics, Prairie Pedagogy offers a transformative model for addressing complex challenges through interconnected ways of knowing and creating.

17:30-17:55

93763 | *Incorporating a Transformative Experience Through Beauty and Aesthetics in Science Education*

Sharon Pelech, University of Lethbridge, Canada

This research investigates a class project titled, "Beauty and Aesthetics in Science", and how it impacted preservice teachers' understanding of the nature of science (NOS) through exploring the beauty of the natural world. Preservice teachers often have limited understanding of the NOS (Lederman, 2002) yet it is one of the main goals of science education (Blades, 2015). Participants were tasked to choose something in nature that sparked their curiosity, research the science behind the topic, maintain a journal that documented both their findings and their emotional response to the research, and finally, to prepare an aesthetic expression of their discovery. Assignments (n=150), plus 15 interviews were analyzed for this research. Employing a hermeneutic framework, the results revealed that the preservice teachers' post-definition of science reflected a more complex understanding of science education. Five main themes emerged from the data demonstrating preservice teachers' recognizing the necessity for science education to encompass the nature of science, creativity, and opportunities for their future students to be able to engage in topics meaningful to them. Preservice teachers described that having choice and freedom in their topic was a powerful way to foster their engagement with nature specifically, and with science in general. Furthermore, the process of creating aesthetic representations and sharing these works in class facilitated a greater emotional connection to their topics and a heightened sense of stewardship towards the natural phenomena explored. The findings indicate that preservice teachers were eager to incorporate similar open-ended inquiries into their future classrooms.

16:40-18:20 | (1F) Sant Sebastià

Thursday Onsite Parallel Session 3

BCE2025 | Interdisciplinary, Multidisciplinary and Transdisciplinary Education

Session Chair: Kevin O'Connor

17:55-18:20

96146 | *How Studying Hybrid Spaces Impacts a Research Team's Outlook on Teacher Education*

Kevin O'Connor, Mount Royal University, Canada

This paper investigates the influence of theory-practice hybrid spaces (Zeichner, 2018) on the practices, theories, and relationships of teacher candidates. The context is a Professional Development School (PDS) setting within a four-year teacher education program. The research team includes two teacher candidates, one faculty, a staff member and a critical friend who share a passion for addressing the theory-practice dilemma that has been a perennial problem of teacher education (Korthagen, 2010). This paper investigates our experiences of grappling with the research question: How does the implementation of a PDS model impact the relationships, practices, and theories of teacher candidates and of ourselves?

Through self-study methodologies (2023-25), multiple data sources were used to examine our professional practice which include transcripts of five individual interviews with alumni, six alumni focus groups (18 alumni: 1-9 years of teaching experience), three focus groups (13 mentor teachers), and one focus group (5 school administrators). Data sources for investigating personal experiences include meeting notes from collaborative research conversations and individual reflections about our experiences. The researchers met monthly with a critical friend to reflect on the experience conducting research into PDS and how it impacts our professional identity. Data was first coded individually according to emerging themes that relate to our research question (Strauss, 1987). We then reviewed our analysis, collaboratively adjust the codes, and write findings together.

The following themes emerged: Supporting Professional Development through Curriculum and Programming; Relational Program Design and the Importance of Alumni in the PDS Model; Strengthening Our Understanding Through Research.

Notes

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Friday, October 3

Parallel Sessions

All times are Central European Summer Time (UTC+2)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:30-11:10 | (B1) Eixample

Friday Onsite Parallel Session 1

BCE2025 | Learning Experiences, Student Learning and Learner Diversity

Session Chair: Laura Helena Porras-Hernandez

09:30-09:55

95540 | *Developing Oral Communication Skills in English for Medical Presentations on Chilean Diseases*
Roxana Orrego, University of Santiago of Chile, Chile

This study presents an innovative course aimed at improving the oral communication skills of Chilean medical students in English, with a focus on preparing them for academic and professional exchanges in international settings. The course guided students in delivering academic presentations on common Chilean diseases, simulating contexts such as medical conferences and health fairs. Grounded in Content and Language Integrated Learning (CLIL) and intercultural communication, the course emphasized scientific accuracy, discourse clarity, and public speaking fluency. CLIL-trained instructors supported students in structuring medical content logically, using precise terminology, and adapting their discourse to international and culturally diverse audiences. Key learning outcomes included students' ability to present complex medical content professionally, increased intercultural awareness, and a deeper understanding of English as a tool for global health communication. By integrating medical knowledge, language proficiency, and intercultural competence, the course contributed to shaping students' graduate profiles and readiness for international collaboration. Findings highlight the transformative role of targeted oral communication training and validate CLIL as an effective pedagogical approach to integrate content and language learning in medical education. However, the main challenges identified during the implementation were students' limited English proficiency and difficulties in mastering communicative functions essential for academic oral presentations. These challenges suggest the need for further pedagogical support and curricular adjustments to optimize outcomes.

09:55-10:20

97062 | *The Effect of Using Scenario-Based Learning on Improving Students' Speaking Proficiency in Oman*
Husam Al-Balushi, Oman College of Health Sciences, Oman

This study investigates the impact of Scenario-Based Learning (SBL) on enhancing the English-speaking proficiency of foundation students at Oman College of Health Sciences. Motivated by the persistent challenges Omani students face in developing effective spoken communication skills despite extensive English instruction, the study aims to evaluate SBL as a viable alternative to traditional teaching methods such as textbook-driven presentations and question-answer techniques. Adopting a quasi-experimental design, the research involved two groups of 20 students each: an experimental group receiving SBL instruction and a control group taught using conventional methods. Data were collected through pre- and post-speaking proficiency tests and a student perception questionnaire, with the experimental group also undergoing a four-week intervention involving role-based and skill-based SBL activities designed around realistic scenarios aligned with Situated Learning Theory (SLT). Quantitative analysis revealed statistically significant improvement in the speaking performance of the experimental group, especially in areas such as fluency, pronunciation, and strategic competence. Qualitative data from the questionnaire indicated that students found SBL engaging, authentic, and conducive to enhancing self-confidence and communicative competence. The study recommends integrating SBL into English language curricula at the foundation level, training teachers in scenario design and facilitation, and extending research to other branches and levels of education. This approach not only improves linguistic output but also fosters autonomous, real-world communication skills crucial for academic and professional success.

10:20-10:45

96901 | *The Role of Soft Skills as an Assessment Tool in a Culturally Diverse Learning Environment in Higher Education Institutions*
Tina Gelashvili, Samtskhe Javakheti State University, Georgia
Izabella Petriashvili, Ivane Javakhishvili Tbilisi State University, Georgia
Teona Diasamidze, Ivane Javakhishvili Tbilisi State University, Georgia
Ina Baratashvili, Ivane Javakhishvili Tbilisi State University, Georgia

Soft Skills, or Social-Emotional Intelligence (SEI) as it is often referred to, is closely related to the assessment of Higher Education (HE) students (Cohen & Sandy, 2007; Bradshaw, 2008; Low & Nelson, 2004; Nazir & Masrur, 2010; Vela, 2003). Research evidence suggests that applying soft skills in the assessment of HE students leads to improved academic performance and quality of learning (Brackett et al., 2009). It is revealed in the high indicators of students' emotional sustainability and their ability to overcome negative emotions easily, which is particularly evident among ethnically and culturally diverse students. The study was conducted with culturally diverse groups of students at three higher education institutions of Georgia, using quantitative and qualitative methods. 200 ethnically Armenian and Azerbaijani students were surveyed. The analysis of study results revealed that the existing programs in Georgian as the State Language mainly develop communication skills; however, after being admitted to the major academic programs at Bachelor's level, they find it difficult to socialize with Georgian students, to work in mixed groups, to cope with the stress, etc. The study suggests the methodology in the assessment of social-emotional skills, developed together with Israeli and European partner higher education institutions within Erasmus+ project ASSET (Assessment Tools for New Learning Environments in Higher Education Institutions). The implementation of this methodology in academic courses enables students to develop their social-emotional skills in ethnically and culturally diverse learning environment, to be able to integrate rapidly in the multicultural society and to get employed successfully.

09:30-11:10 | (B1) Eixample

Friday Onsite Parallel Session 1

BCE2025 | Learning Experiences, Student Learning and Learner Diversity

Session Chair: Laura Helena Porras-Hernandez

10:45-11:10

98002 | *An In-depth Qualitative Analysis of the Development of Active Listening Skills of Students Being Trained in Visual Thinking Strategies (VTS)*

Laura Helena Porras-Hernández, Universidad de las Américas Puebla, Mexico

Armida De La Garza, University College Cork, Ireland

Carolina Sacristán, Instituto Tecnológico de Estudios Superiores de Monterrey, Mexico

María de Lourdes Solís, Escuela Nacional Preparatoria- Universidad Nacional Autónoma de México, Mexico

As technology becomes more sophisticated, education faces the need to develop non-technical skills that may facilitate harmonious, constructive, and tolerant interactions in a diverse and complex world. Several researchers in European and North American higher-education institutions highlight the contributions of Visual Thinking Strategies (VTS) to address this challenge. Results report improvements in skills, such as critical thinking, observation, and communication, after its implementation. This methodology, originally developed by museum educators, uses visual pieces of art and a set of questions that facilitates discussions. Little research has been conducted in other contexts, both geographically and in virtual environments; besides, most publications focusing on communication skills report improvements in listening skills in general. The present study was conducted in a virtual platform with six students of three different Mexican institutions, who were trained by a lecturer in an Irish institution as VTS facilitators to collaborate with teachers as partners. Participants reported that a major challenge was to develop their own listening skills. Further analyses were conducted with the objective of understanding possible changes in their listening skills throughout the ten training sessions. Transcribed interactions of those students who completed the training programme were analysed identifying categories of active listening skills and finding patterns; listening skills in initial, intermediate, and final sessions were compared. Outcomes provide insights on how specific skills of active listening evolved and identify challenges of their practice in virtual environments. Results, discussed considering conceptual frameworks, enrich our understanding on how VTS relates to the development of these particular skills.

09:30-11:10 | (B1) Gòtic

Friday Onsite Parallel Session 1

BAMC2025 | Digital Humanities

Session Chair: Aamena Bulhoon

09:30-09:55

96831 | *Opposing Social Media Movement on Sexual Violence: A Case Study on Female University Students' Abduction and Rape in Ethiopia*
Muluken Asegidew Chekol, Northumbria University, United Kingdom

This study highlights the implication of social media movement as a public sphere for defending sexual violence under the context of ethnic-oriented politics in which the rapist and the victim are affiliated with different ethnic groups. The study considers opposing social media movements following a speak-up abduction and rape story in Ethiopia. Adhering to a mixed research approach explanatory sequential design is employed to survey social media content producers' online engagements and review instances of opposing and competing social media posts. The social media movement turned the public voice from the spiral of silence to massive active engagement against sexual violence. Meanwhile, the anti-sexual violence social media movement was distracted by the government-led countering social media movement. The countermovement mingled the sexual violence with the country's ethnic politics. Consequently, a social media movement started to defend women's rights distorted to supporting and opposing ethnic political forces.

09:55-10:20

96193 | *Stance-Taking and Language Choice in #StopEnslavingSaudiWomen: Critical Discourse Analysis of Campaigning Discourse on Twitter*
Bdrea Alswais, Prince Sattam bin Abdulaziz University, Saudi Arabia

The study explores Twitter campaigning hashtag #StopEnslavingSaudiWomen to examine the discursive strategies used in constructing stances towards the guardianship system in Saudi Arabia, and in creating in-group and out-group representations of self and other. It also investigates the role of the discursive strategies and of language choice in the process of stance-taking, and in revealing indexes and meanings and ideologies these stances carry. It draws on critical discourse analysis (CDA), Computer Mediated Discourse Analysis models (CMDA), and theories related to stance, language choice, discursive strategies, and self and other representation. The findings show that different groups deployed several discursive strategies in the three linguistic codes found in the data (English, Arabic, mixed). The results show that the linguistic code (E, A, m) plays a significant role in the process of stance-taking and in the alignment or dis-alignment with different groups. The construction of the in group and the out-group is a discursive strategy through which a positive representation of the in-group and a negative representation of the out-group was achieved. Representation of self and other in the current study is achieved through language and other resources available on Twitter. The findings, when placed within the wider sociocultural context, reflect social and religious ideologies regarding women in Saudi Arabia that have long been legitimised under the umbrella of religion, and social norms.

10:20-10:45

95228 | *Beyond the Product-centered Design Culture*
Stefano Caggiano, Istituto Marangoni, Italy

Artificial Intelligence is ushering in a new era of design culture, redefining the traditional pursuit of harmonizing form and function. Historically, design has been constrained by structural necessities and usability requirements, negotiating aesthetics with functionality. However, as AI promises to liberate function from its physical embodiment, aesthetics itself becomes a new kind of function. Design evolves into "functional art," drifting away from the historical concept of "applied art" that originally paved the way for the later rise of design as a discipline. This evolution is so profound that the very disciplinary status of design may need to be radically rethought. This paper explores the shift from functional design to functional art, where the aesthetic definition of the designed object, freed from traditional functional constraints, acquires a new cultural mission — one that, following Arthur C. Clarke's principle that "any sufficiently advanced technology is indistinguishable from magic," also reclaims to retrieve the ancestral, mystical relationship between humans and their environment. AI may mark the end of the first history of design and inaugurate its second history, where function and aesthetics merge into an immaterial yet "dense" (simultaneously aesthetic and functional) experience. This transition calls for moving beyond a product-centered design culture toward an era of 'living' objects, endowed with AI-driven, magic-like capabilities, thus reminiscent of ancient magical metaphors that once helped humans navigate a seemingly supernatural world. Whereas design once managed objects' bodies, it must now manage their souls.

10:45-11:10

95745 | *Adolescent Safety on Social Media Risks, Challenges, and Strategies for a Secure Online Environment*
Aamena Bulhoon, Zayed University, United Arab Emirates

Social media has become an integral part of adolescent life, offering opportunities for social interaction, self-expression, and digital learning. However, it also exposes adolescents to significant risks, including cyberbullying, privacy violations, exposure to harmful content, and social media addiction. This study systematically reviews 50 peer-reviewed articles published between 2020 and 2024 to critically evaluate current safety measures on social media platforms. Using thematic and comparative analysis, the study assesses the effectiveness of existing strategies such as AI-driven content moderation, privacy controls, reporting mechanisms, and educational interventions. Findings reveal that AI moderation remains inconsistent due to algorithmic bias and contextual misclassification, while privacy policies are often inaccessible and vague, leaving adolescents vulnerable to data exploitation. Cyberbullying prevention tools are underutilized due to adolescents' reluctance to report abuse, and platform designs that promote user engagement often reinforce addictive behaviors. The study argues that a hybrid approach—combining regulatory oversight, ethical platform design, algorithmic transparency, and user education—is essential to creating safer digital spaces for adolescents. The analysis is grounded in Social Learning Theory, Social Cognitive Theory, and Ecological Systems Theory, providing a comprehensive theoretical framework. The findings have significant implications for platform developers, policymakers, educators, and parents. Future research should explore the long-term effectiveness of intervention strategies and the role of emerging technologies in enhancing adolescent online safety.

Notes

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09:30-11:10 | (B1) Gràcia

Friday Onsite Parallel Session 1

BCE2025 | Professional Training, Development and Concerns in Education

Session Chair: Gudrun Marci-Boehncke

09:30-09:55

97620 | *Investigating Mature Learners' Experiences of Social Inequality Stemming from Digitalisation in Higher Education*
Eleni Meletiadiou, London Metropolitan University, United Kingdom

Globalization, digitalization, and technological advancements have been widely acknowledged as key drivers of profound changes in both the labor market and Higher Education Institutions. This study aims to explore how mature learning workers can be better supported in cultivating a sense of belonging within an increasingly digitalized industry. The research focuses on critical concerns for mature students, including their perceptions of how well their education prepares them for the future, the employment inequalities they face due to digitalization, and the approaches Higher Education Institutions can take to help them develop essential digital skills. This area remains underexplored, and this study seeks to build on previous research dedicated to supporting mature learners throughout their educational journeys, career development, and successful academic completion. An exploratory methodology was employed, collecting data through anonymous online surveys, interviews, and focus groups involving 83 mature students from three Higher Education Institutions in Cyprus, Albania, and the United Kingdom. Quantitative data were analyzed using SPSS, while qualitative data underwent content analysis. The findings offer valuable insights and practical recommendations for educators, policymakers, employers, and other stakeholders to collaboratively enhance digital skill development among mature learners and support their smooth transition into the workforce. The study also highlights the need for further research addressing the intersections of gender, age, and digital literacy development.

09:55-10:20

98090 | *Entrepreneurial Drive: Key Factors Motivating Peruvian University Students to Start Businesses*
Alejandro Valencia-Arias, Universidad Ricardo Palma, Peru
Ada Gallegos, Universidad Ricardo Palma, Peru
Jackeline Valencia, Universidad Ricardo Palma, Peru
Ledy Gómez-Bayona, Insititución Universitaria Marco Fidel Suarez, Colombia
Rutsmey Gallegos Pacheco, SENAJU, Peru
Wilmer Londoño-Celis, Universidad Ricardo Palma, peru

Entrepreneurial intention among Peruvian university students has become a significant topic due to its potential impact on the economy and the empowerment of young women. This study aims to identify the factors influencing entrepreneurial intention, focusing on variables such as business education, socioeconomic background, and prior entrepreneurial experiences. The methodology is quantitative and uses a self-administered questionnaire. A total of 948 surveys were collected between January and June 2025 at various meetings in Peru. The descriptive analysis of the data reveals several notable patterns. 65% of participants come from a middle socioeconomic background, while 47% are between 22 and 24 years old. Furthermore, 60% have received business education, indicating a high level of preparedness for entrepreneurship. Additionally, 55% of respondents have parents who have run a business, which could influence their inclination to venture into entrepreneurship. 70% of participants are currently employed, reflecting a proactive attitude toward the labor market. Regarding perceptions of entrepreneurship, 45% of respondents strongly agree that they have the ability to start a business, while 30% agree. These results suggest that business education and work experience are key factors that enhance entrepreneurial intention. The implications of these findings emphasize the need to design policies and programs that support female entrepreneurship in Peru, focusing on business training and strengthening the work environment to foster entrepreneurial intentions among young women.

10:20-10:45

97915 | *Student Teachers' Learning Profiles: Associations with Different Modes of Online Learning*
Marita Heyns, North-West University, South Africa
Michael Heyns, AROS, South Africa

This study aimed to delineate the learning profiles of student teachers engaged in an online educational environment within South Africa. Employing a person-centered methodology, the research identified distinct response patterns related to engaged learning and academic determination across latent student groups. Additionally, the study explored variations among these profiles concerning synchronous and asynchronous lecture attendance, sense of community, and the quality of interactions with instructors. The sample comprised 326 undergraduate teacher students from a private higher education institution that exclusively utilizes online instruction. Data collection involved administering selected items from the Student Thriving Quotient within a cross-sectional survey framework. Analysis revealed four discrete learning profiles characterized by differing levels of engaged learning and academic determination: "Work-Life" (42%), "Academically Thriving" (38%), "Superficial Learner" (12%), and "Persistent Learners" (8%). Notably, sense of community emerged as a significant differentiator among these profiles. Furthermore, the profiles exhibited differential associations with synchronous online lecture attendance and personal contact with lecturers. The findings offer a nuanced understanding of undergraduate students' academic behaviors in an online context by uncovering interaction patterns between engaged learning and academic determination that might otherwise remain obscured. The variation in these constructs across profiles has important implications for pedagogical strategies and student success initiatives. Insights into how online instructional modes influence student learning behaviors can inform the development of more effective teaching practices, ultimately enhancing student engagement and academic achievement in digital learning environments.

09:30-11:10 | (B1) Gràcia

Friday Onsite Parallel Session 1

BCE2025 | Professional Training, Development and Concerns in Education

Session Chair: Gudrun Marci-Boehncke

10:45-11:10

96129 | *What Pre-school Children Can Better Learn from Their Grandparents: News, Digital Citizenship, and the Present Mediatization*

Gudrun Marci-Boehncke, TU Dortmund University, Germany

Raphaela Tkotzyk, TU Dortmund University, Germany

Johanna Lategahn, TU Dortmund University, Germany

Thomas Goll, TU Dortmund University, Germany

Michael Steinbrecher, TU Dortmund University, Germany

Digital mediatization is leading to many disruptive changes. Even for young families, the use of individual media offerings via streaming services and pay TV has increased significantly. Furthermore, the ability to choose individual offerings has been accompanied by a change in previous media reception situations. Newspapers are being read online, or people rely on free information in browser windows or social media channels. News from professional channels and newspapers - subject to ethical self-regulation - are losing attention, especially among young people. Traditional shared media consumption – reading the daily newspaper at the breakfast table or watching the evening news together – is becoming less common, and communicative exchange between parents and children about what is happening in the world is losing an important trigger. The interdisciplinary research project PoJoMeC at TU Dortmund University investigates how preschool children recognize and perceive news media. In child-friendly interviews, we obtained insights into family news consumption across different generations, which were evaluated using qualitative content analysis and researcher triangulation. We will present selected results and discuss the consequences for early civic literacy development and educational responsibility. By the 17 SDGs, social responsibility has increasingly become the focus of educational institutions' attention. Media play an important role in shaping public opinion across all generations. However, there has been a lack of research on the connection between educationally guided news reception in family and public educational contexts, particularly in early childhood preschool settings. Our project results clarify this connection and present recommendations for practice.

09:30-11:10 | (B1) Sants

Friday Onsite Parallel Session 1

BCE2025 | Education and Difference

Session Chair: Fida Sanjakdar

09:30-09:55

97019 | *Inclusive Education Development Trends and Challenges in Georgian Higher Education Institutions*

Gvantisa Tchanturia, Ivane Javakhishvili Tbilisi State University, Georgia

Lia Kalinnikova-Magnusson, Uppsala University, Sweden

Khatia Khatiaishvili, Tbilisi State University Ivane Javakhishvili, Georgia

Kakhaber Kordzaia, Caucasus International University, Georgia

This article provides a comprehensive overview of the evolution and current status of inclusive higher education for students with special educational needs and disabilities in post-Soviet Georgia. The Bologna Process in Georgia has strengthened the democratization of higher education and expanded its accessibility. Accordingly, the inclusion of persons with disabilities in the higher education process is a completely new approach in our country. The study aimed to identify the evolution and current situation of persons with disabilities in higher educational institutions in post-Soviet Georgia. The article was written based on the results of the research conducted within the framework of the project. The research was carried out in 19 Georgian universities, using as a main method of data collection a validated survey with the participation of university professors and administrative staff. During the research process, a mass survey (professors and representatives of the higher education administration) and focus groups were conducted among specialists and experts of Georgian higher education institutions, as well as persons with disabilities, which clearly showed us the need to improve the current situation in higher education institutions. The study revealed existing barriers, which were manifested in outdated methodological approaches and a lack of awareness and effective mechanisms for disseminating information, as well as the need for policy changes at all levels to create a truly inclusive environment. In Georgia, contemporary researchers, theorists and scientists are actively trying to transfer the inclusive education model from Western countries, but this attempt is still fragmentary.

09:55-10:20

94523 | *Educational Accessibility in Higher Education: UNESP's Experience with the Virtual Learning Environment*

Ana Carolina Alves Batista da Silva, Universidade Estadual Paulista Júlio Mesquita Filho, Brazil

Education is a right guaranteed to all people by the Federal Constitution, including people with disabilities (PWD). However, in order to make this right effective for PWDs, it is necessary not only to guarantee access, but also to ensure technical and pedagogical accessibility to the content taught in courses, i.e. to eliminate access barriers in order to provide the conditions to safely and autonomously use spaces and technologies, including the Virtual Learning Environment (VLE). With this in mind, this paper aims to demonstrate the accessible strategies adopted by the postgraduate distance learning courses of the Coordination of Professional Development and Pedagogical Practices (CDeP3) of the São Paulo State University "Júlio de Mesquita Filho" (UNESP), in order to provide permanence for university students with disabilities, learning disorders and neurodiversity. To this end, the main legislation guiding inclusive education and digital accessibility will be covered, as well as looking at the difference between the concepts of access, accessibility and inclusion. Finally, this project aims not only to demonstrate an example of educational inclusion in higher education, but also to reflect pedagogical practices that embrace all students and their diversity.

10:20-10:45

96354 | *A Comparative Study of Sex Education Policies in Muslim-Majority Countries: Lessons for Pakistan*

Shahid Rafiq, Emerson University Multan, Pakistan

This study explores the varying approaches to sexuality education in seven Muslim-majority countries, Malaysia, Indonesia, Turkey, Tunisia, Iran, Saudi Arabia, and the United Arab Emirates, and compares them with Pakistan's developing Life Skills Based Education (LSBE) efforts. Comprehensive sexuality education (CSE) is understood as a rights-based, age-appropriate curriculum addressing the biological, social, and emotional aspects of sexuality. Guided by a constructivist paradigm and using qualitative document analysis, we examined official policy documents, national curricula, government publications, NGO reports, and scholarly literature to analyze policy presence, curricular content, cultural framing, and implementation strategies. Among the countries studied, Tunisia stands out for its nationwide CSE framework, integrated across subjects for learners aged 5 to 18 and aligned with international standards. In contrast, Malaysia and Indonesia include limited reproductive health topics within broader subjects like health and science, emphasizing moral and religious values, but do not offer standalone CSE courses. Turkey, Iran, Saudi Arabia, and the UAE lack formal CSE policies altogether, leaving adolescents to rely on peers or digital media for information. Pakistan similarly lacks a national CSE policy, with only the province of Sindh implementing LSBE through partnerships between government and NGOs, focusing on puberty, hygiene, and abuse prevention. To bridge this gap, Pakistan should consider developing a phased, culturally appropriate national CSE framework. This would involve integrating age-specific objectives into existing curricula, ensuring policy support, training teachers, and engaging parents, religious leaders, and youth to align educational efforts with both local values and global health standards.

10:45-11:10

94953 | *New Pedagogies in RSE: Addressing the Needs of Australian Muslim Youth*

Fida Sanjakdar, Monash University, Australia

Teacher pedagogy has long been a defining feature of effective education. In the context of Relationships and Sexuality Education (RSE), many youth prefer to learn about these topics at school rather than at home, yet schools often remain less effective in delivering this education. Cultural and religious factors play a significant role in shaping curriculum priorities and pedagogical practices in RSE, requiring educators to navigate discomfort and responsibility in addressing these sensitive topics. However, to date, cultural and religious perspectives do not feature in RSE across Australian schools. This paper presents findings from a study on curriculum and pedagogical development for RSE tailored to Australian Muslim youth. While core RSE topics remain important to many Muslim parents and students, the defining factor for success was pedagogy; how the subject is taught and presented to the students. Drawing on theories of intercultural pedagogies and communities of practice, this paper proposes a pedagogical framework on how to engage Australian Muslim youth in RSE with a focus on cultural and religious understandings. This paper emphasises how collaborative, reflective, and inquiry-based approaches to pedagogy can integrate cultural and religious differences in a curriculum area that is yet to acknowledge the diverse needs and perspectives of all students. The framework presented, developed from the findings of the study, challenges the current homogenised approach to pedagogy and advocates for more personalised, context-sensitive methods that respect diversity in RSE.

09:30-11:10 | (1F) Barceloneta

Friday Onsite Parallel Session 1

BAMC2025 | Media Studies

Session Chair: Nagwa Fahmy

09:30-09:55

98139 | *The 'Invisible Gatekeepers': Arab Users' Perceptions of the Algorithmic Impacts on News Consumption About the Gaza War*
Maha Abdulmajeed, Ajman University, United Arab Emirates
Nagwa Fahmy, Zayed University, United Arab Emirates

The rise of social media platforms has provided unprecedented communication avenues for the public, notably benefiting marginalized voices in authoritarian regimes. This perception leads users in authoritarian nations to believe they possess enhanced communicative opportunities. Social media algorithms influence news access, thereby shaping users' political perspectives. Nonetheless, during and post-Gaza war, Arab social media users became aware of the control exerted by algorithms, referred to as 'invisible gatekeepers.' These algorithms significantly influence public opinion by promoting certain narratives while suppressing others, particularly those sympathetic to Palestinian causes. Research suggests that algorithms favor content according to user engagement, fostering echo chambers that entrench pre-existing beliefs. This situation raises ethical issues concerning the transparency and accountability of algorithmic operations amid misinformation and political manipulation during conflicts. While algorithms are crucial in shaping public opinion, the associated risks of bias and polarization complicate the formation of a balanced digital public sphere. This paper investigates Arab users' perceptions of algorithmic impacts on public opinion during the Gaza War and their effect on their news consumption. The study analyses how algorithmic gatekeeping alters Arab users' communication habits on social media, including news source interactions, avoidance strategies, and content engagement techniques. The research employed qualitative methods through in-depth interviews with a targeted sample of Arab social media users, characterized by their extensive engagement with various platforms during and after the Gaza conflict. The findings illuminate shifts in Arab users' views of social media as alternative media during and following the Gaza War.

09:55-10:20

95253 | *Source Credibility and News Commentary Impact on News-Sharing via Social Media in the UAE*
Azza Ahmed, Zayed University, United Arab Emirates

Sharing news over social media has become an everyday practice among social media users worldwide. Literature has shown that many factors affect news-sharing behavior in many Western countries. Little is known about this phenomenon among youth in the Arab region. This research investigates the factors that predict the news-sharing tendency among youth in the United Arab Emirates. This study examines three variables concerning news-sharing behavior based on the news-sharing literature: news credibility, fact-checking, and commentary on social media news posts. Using a convenience sample of 324 Arabs (Emiratis and Expats), males and females with a mean age of 25.6, the results showed no significant differences between Emiratis and other Arab nationalities in news sharing, commentary news sharing, and news credibility-checking. There is a substantial difference between Emiratis and Arab ex-pats in news-sharing patterns, fact-checking abilities, news source credibility checking, and news-sharing patterns. There is a significant positive correlation between fact-checking abilities and news-sharing patterns, while the correlation is negative and non-significant regarding news credibility. Commentary news sharing correlates positively with fact-checking and negatively with news credibility.

10:20-10:45

93936 | *Moral Frames in the Media: How Lakoff Explains Political Narratives in the Face of Contemporary Crises*
Martyna Bieniek, Kazimierz Wielki University, Poland

Political narratives shape public opinion and influence global decision-making, particularly in times of crisis. This presentation applies George Lakoff's moral politics framework to examine how media outlets construct and disseminate ideological perspectives through framing strategies, metaphors, and cognitive biases. While Lakoff's model provides a valuable lens for understanding conservative and liberal moral worldviews, this analysis also considers additional factors shaping media coverage, including economic interests, institutional biases, and social media dynamics. By analyzing recent global events, we investigate how different moral frames contribute to media polarization and reinforce ideological divisions. Rather than adhering to a strict binary framework, this study acknowledges the complexity of political beliefs and highlights the role of journalistic language in shaping public perceptions. Additionally, we explore how cognitive biases influence both media producers and audiences, affecting news consumption and engagement. The findings underscore the importance of media literacy in navigating contemporary information ecosystems and mitigating the effects of political polarization. By critically examining the interplay of moral framing, discourse strategies, and broader structural influences, this research aims to foster a more nuanced understanding of media narratives and encourage informed democratic participation.

10:45-11:10

98082 | *The Transformative Power and Evolving Dynamics of Social Media Activism in Egypt: A Scoping Review*
Nagwa Fahmy, Zayed University, United Arab Emirates
Maha Attia, Ajman University, United Arab Emirates

The importance of social media activism in Egypt was far-reaching and multifaceted. The rise of social media activism marked a significant shift in Egypt's political engagement landscape. It paved the way for the unprecedented mobilization witnessed during the 2011 revolution and continues to shape the country's political and social discourse today. This paper examines the transformative role of social media in Egyptian activism, focusing on its impact on communication strategies, government responses, traditional media dynamics, and long-term societal implications. The scoping review of relevant research about social media Egyptian activism examines the diverse communication strategies employed by activists across different platforms, analyses the impact of social media on traditional media and public opinion, and explores the long-term implications of online activism for Egyptian society and politics. The focus of this paper is to analyze the contributions of previous research about Activism in Egypt to identify the main areas of interest, and then to propose a research agenda about Activism in authoritarian countries. This paper applied a thematic and quantitative descriptive analysis to analyze the key features of a purposive sample of academic contributions, which are extracted from the EBSCOhost, JSTOR, Web of Science, and Google Scholar electronic databases, using keywords based on the concepts represented in the research question. The results provide researchers with a good understanding of the main debates about the potentials and challenges dominating this research area, and present suggestions for future research about the evolving dynamics of Social Media Activism in a repressive regime.

09:30-11:10 | (1F) Sant Sebastià Friday Onsite Parallel Session 1

BAMC2025 | History and Cultural Studies

Session Chair: Priyadarsini Parimadathil

09:30-09:55

95385 | *Documenting Dissent: The Role of Online Platforms in Archiving Filipino Rap Performances*
Patricia Mariz Valencia, University of the Philippines Los Baños, Philippines

The FlipTop Rap Battle League emerged as a grassroots platform for local rap artists in the Philippines. For over 14 years, it has showcased a dynamic fusion of artistry, cultural identity, and innovation. With raw energy, this modern-day balagtasan or rap battles allow performances that challenge societal norms and amplify marginalized voices. This paper explores the League as a site for digital archiving, where cultural performances—the art of spoken words—become enduring records of dissent, identity, and community resistance. Focusing on a selection of seminal rap battles archived on YouTube, I analyze how online platforms function as repositories of liveness and community discourse. Through performance analysis and digital ethnography, I examine the embodied narratives, linguistic virtuosity, and theatrical elements that characterize FlipTop's aesthetics. In these performances, emcees and audiences co-create a virtual arena. The satire, parody, and personal critique then operate as modes of social commentary and the regional identities are dramatized and, more interestingly, preserved, thus providing prototypes for creative forms of subversion. This essay puts forward FlipTop as a redefined digital performance archive where pre-conceived notions of liveness are revisited at a time where online presence is cardinal. As more battles get uploaded, reshared and circulated, FlipTop democratizes access to Filipino hip-hop practices and expands YouTube archiving as a participatory, evolving space. This further allows for collective memory and expressions of dissent to converge and marks FlipTop as a critical intersection of performance studies, digital media, and cultural preservation.

09:55-10:20

97877 | *Musical Identity and Cultural Resilience: An Analysis of Nasep Music in Thai Muslim Communities*
Chanaporn Sangngam, Phuket Rajabhat University, Thailand

This study examines nasep music as a crucial cultural mechanism for identity construction and preservation within Muslim communities in southern Thailand. Through ethnomusicological analysis combining structural musical examination with cultural studies methodology, this research reveals how nasep functions as both artistic expression and social cohesion tool in multicultural Thai society. The investigation focuses on the intricate melodic structures and rhythmic patterns that distinguish nasep from mainstream Thai music, demonstrating how Malay musical influences have been adapted and integrated within local Islamic religious contexts. Analysis of representative songs reveals sophisticated techniques including ornamental vocal styling, multilingual textual composition spanning Malay, Arabic, and Thai languages, and innovative instrumental arrangements that blend traditional percussion instruments like ramana drums with contemporary accordions and bongos. Findings indicate that nasep serves multiple sociocultural functions beyond entertainment, operating as a medium for religious instruction, community solidarity building, and cultural boundary maintenance. The music's adaptability to various ceremonial contexts, from nikah weddings to religious festivals, demonstrates remarkable cultural flexibility while preserving core Islamic values and Malay aesthetic sensibilities. The study contributes to broader understanding of how minority musical traditions navigate globalization pressures while maintaining authenticity. Nasep exemplifies successful cultural adaptation strategies that enable traditional arts to remain relevant for younger generations without compromising fundamental identity markers. This research offers valuable insights into music's role as cultural capital in multicultural societies, particularly regarding how peripheral communities employ artistic practices to assert identity and resist cultural homogenization.

10:20-10:45

97976 | *Melodies of Memory: Exploring Culture and Tradition Through Local Folksongs*
Maria Andrea Jane Aranas, Bicol University, Philippines

Melodies of Memory: Exploring Culture and Tradition Through Local Folksongs is a descriptive ethno-literary research in the study of folksongs transmitted orally through generations. Ethnographic methods of data collection and Russian formalism informed the structural and textual analysis of the folksongs. The study aims to analyze the various types of existing folksongs of Ligao City which were initially recited or sung in Bikol and performed by key informants. Specifically, it attempts to look into form and content; to draw out themes, beliefs, traits, values, cultural practices, and traditions; and to determine which influences are modern and traditional from said folklore texts. Bikol folksongs reveal a relatively strong sense of form. However, this sense of creating patterns of sound exhibit an inherent and keen sense for sound rather than a conscious creation of end sounds or rhythmic patterns. Most often, the result is a loose rhyme structure and a unique rhythmic pattern that does not conform with traditional metered poetry, or if it does, only very rarely. Folksongs are also rich in images from the use of figures of speech like metaphor, apostrophe, and the like. Utilizing comparisons also lead to symbols and images from an observant use of sights and sounds from everyday life. These folksongs reveal both literary and cultural artifacts—from the use of poetic devices in both its form and content as well as Bikol beliefs, values, and traits. Some are still strongly adhered to, but with a few slowly slipping away with the passage of time.

10:45-11:10

95879 | *A Study on the Early Historic Society of Kerala, its Society, Trade and Burial Practices Through the Megaliths (1000BCE to 500CE)*
Priyadarsini Parimadathil, University of Calicut, India

Megaliths are undressed burial stones belonging to pre-historic Kerala, in India during 1000BCE to 500CE. Originally excavated by J. Babington, in Kerala, the term megaliths derives its origin from the Greek words 'Mega' (big) and 'Lithos' (stone). In this period, Kerala was inhabited by agro-pastoral communities skilled in iron metallurgy. The objective of the paper is to study the cultural and sepulchral practices of the society with the help of the material vestiges left by them. It also intends to explore the nature of the exchange/trade economy boosted by their skill in iron metallurgy. Further, it analyses burial practices adopted by these communities to understand how they commemorated their ancestors. This qualitative study adopts a critical and descriptive approach in analysing both primary and secondary data along with the author's personal observations and inferences. The primary data are the Archaeological Survey of India's excavation reports and the secondary data include the classical literature belonging to the period. The key research questions of this study are 'Whether these structures evidences settlements in these areas?' and 'Were these sepulchral practices evidences of social stratification?'. The study found that are nine types of megaliths-Urn burials, Cap Stones, Hat Stones, Dolmens, Menhirs, Stone Circles, Cists, Rock Cut Chambers and Sarcophagus. They were made of locally available granite, laterite and terracotta. Grave goods found in assemblages inside or beneath these structures consisted of pottery, metal implements, beads and bones. These findings evidences agro-pastoral communities attempting to settle with their diverse skills and proficiency in myriad occupations.

11:25-13:05 | (B1) Eixample

Friday Onsite Parallel Session 2

BCE2025 | Education, Sustainability and Society

Session Chair: Igor Rodrigues

11:25-11:50

96219 | *The Right to Education in Angola: Observations from Teachers in Bocoio – a Town in Benguela Province, Angola*
Dalva de Oliveira, Federal University of Pará, Brazil

This study aims to analyze the aspects observed during a meeting with primary school teachers held in January 2019, in the city of Bocoio, Benguela province, Angola. The event was organized by OMUNGA, a non-governmental organization focused on promoting and protecting the rights of children and youth. The objective is to reflect on the difficulties reported during the meeting, promote new discussions, and support the development of educational actions and solutions. The 47 participating teachers shared their experiences and challenges faced in their professional routine, including lack of continued education, poor school infrastructure, low salaries, food insecurity, and weak public policies supporting school retention. A qualitative methodology was adopted, based on meeting notes, teacher reports, and critical analysis of public education policies. The theoretical framework draws on perspectives from Saviani on education and democracy, Freire on the subject as a holder of rights and knowledge, and Bobbio on education as a fundamental right. Although not definitive, the results point to the urgent need for more effective and contextualized public policies. The study concludes that valuing teachers and actively listening to their experiences are essential to ensure children's right to education and continued school attendance, especially in socially vulnerable contexts.

11:50-12:15

96196 | *Animal Figures, Children's Media, and the SDGs – Political Learning Between Empirical Insights and Didactic Potential*
Raphaela Tkotzyk, TU University Dortmund, Germany
Johanna Lategahn, TU University Dortmund, Germany
Gudrun Marci-Boehncke, TU Dortmund University, Germany

Animals accompany children from birth-as plush toys, clothing motifs, in books, or as empathetic, speaking characters in children's TV shows. Consequently, animals and human-animal relationships have become integral to children's mediated everyday worlds (Schluchter 2023; Nibert 2016). Animated animals such as Peppa Pig, the companions in *Pets*, the inhabitants of *Zootopia*, or the dog team in *Paw Patrol* are especially prominent in contemporary children's culture (Millis 2023). These characters not only shape children's self-understanding but also teach them how to relate to the world and others (Myers Jr. & Sauder 2002). This is evident in qualitative interviews from the PoJoMeC project (Politics, Journalism, and Media Competence), which revealed a close link between environmental and justice concerns and animal protection, especially regarding small, seemingly vulnerable creatures. Some children drew on narratives from popular series like *Paw Patrol*, recognizing themes of environmental issues or power dynamics and applying them to their own interpretations. These findings prompt further questions: What role do animal figures in children's media play in fostering children's engagement with political and ethical issues? And how can these mediated experiences be used in education? This contribution reflects on these questions in light of current theoretical discourses on human-animal relationships and the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 15 (Life on Land). The focus is on the potential of mediated animal representations to address empathy, responsibility, and justice in early political education, and to stimulate consideration of animal-centered narratives as catalysts for political and sustainability-oriented learning.

12:15-12:40

97975 | *Lawyers' Practical Knowledge and Sustainable Children's Rights Practices*
Milena Banic, Södertörn University, Sweden

Child-friendly justice requires legal professionals to possess practical knowledge, skills, and attitudes necessary for applying a child-rights-centered, individualized, and holistic approach in any case concerning children. However, many of these essential competencies are not sufficiently covered in higher legal education. Recent research highlights the lack of lawyers' capacities as one of the key challenges in establishing sustainable children's rights practices. This paper explores the scope of lawyers' practical knowledge relevant to children's rights and identifies the knowledge, skills and attributes that lawyers need to support sustainable children's rights practices. The study applies Aristotle's concept of *phronesis* (practical wisdom) and Gadamer's hermeneutics of legal interpretation as its theoretical framework. It is grounded in ongoing research, including interviews with children's rights professionals in Sweden and Serbia. The preliminary findings indicate a pressing need to strengthen lawyers' practical knowledge in legal education to promote sustainable children's rights practices.

This paper is part of a postdoctoral research project titled "Lawyer's Practical Knowledge of Children's Rights Principles towards Sustainable Society – Experiences of Sweden and Serbia", funded by The Foundation for Baltic and East European Studies.'

12:40-13:05

95646 | *Human Rights on Economic Development: An Empirical Analysis of Civil, Political and Educational Rights*
Igor Rodrigues, National School of Public Administration, Brazil

This study investigates the instrumental role of human rights in promoting economic development, with a focus on civil and political liberties and the right to education. While economic growth is widely recognized as a driver of improved social conditions, the inverse relationship – how human rights contribute to economic development – remains underexplored. The central question guiding this research is whether a causal relationship exists between the protection of individual freedoms and economic growth. It further examines whether these rights influence intermediary variables, such as institutional quality or human capital, and whether their effects vary across regions. Additionally, the study incorporates the right to education as a critical dimension of human rights. It explores how access to quality education enhances the impact of civil and political rights by fostering informed participation, innovation, and long-term productivity. Questions addressed include: Can universal access to education amplify the developmental effects of human rights? To what extent do educational inequalities limit broader socioeconomic progress? Using a dynamic panel dataset covering 143 countries between 1923 and 2023, and applying standard estimation techniques along with the generalized method of moments (GMM), the analysis finds a positive causal relationship between individual freedoms and economic development. This effect is more pronounced in developing countries. However, cultural, political, and institutional barriers – including limited educational access – may weaken these benefits. The findings highlight the need for integrated policies that promote both rights protection and inclusive education to unlock the full economic potential of human rights.

11:25-13:05 | (B1) Götik

Friday Onsite Parallel Session 2

BCE/BAMC | Art, Technology, and Pedagogy

Session Chair: Ecem Şen

11:25-11:50

94815 | *Examining Individuals' NFT Purchase Intentions*

Kemal Elciyar, Anadolu University, Turkey

Gamze Satılmış, Bilecik Şeyh Edebali University, Turkey

Blockchain is defined as the next generation of the internet. Although it is a newly developing technology, it also creates different new developments, technologies or asset types in parallel with its development. NFTs are assets that emerged with the development of blockchain technologies. NFT technology, which is abbreviated as "non-fungible token" and the concept of "qualified intellectual title deed" was used when adapting to Turkish, is built on blockchain. Features such as immutability, security and decentralization provided by blockchain technologies also guide NFT technologies and develop a new type of digital asset and asset infrastructure. The digitalization that has been going on for a long time has created transformations such as "creation, storage, use, sharing and consumption" along with the structure of the content. NFTs that emerged with this transformation carry the digitalization process and the transformation of digital assets further. Therefore, it is important to address individuals' views on this new technology and their purchasing behaviors/intentions to purchase these products. This research aims to address the variables that affect individuals' views on NFTs and their purchases/intentions to purchase NFTs. The effects of NFTs, which are defined by their characteristics such as scarcity and rarity, on the values that individuals attribute to them and the effects of these values on their intentions will be examined. In the process to be created with the relational scanning model, the necessary validity and reliability analyzes will be made and the data will be processed, evaluated and reported.

11:50-12:15

96457 | *Elevating Creativity: The Rise of Digital Design in Art Education Classrooms*

Jane Montero, Eastern Michigan University, United States

In today's educational landscape, integrating digital design into the art classroom has become an important tool for engaging upper elementary and middle school students. Adding digital design to a traditional art curriculum opens the door to a deeper understanding of digital literacy, visual communication, and problem-solving. Digital tools such as Google Draw, Canva, and Adobe Express are reshaping the way students approach creativity and artistic expression. These tools not only enhance artistic abilities but promote critical thinking as students manipulate digital elements to create visually compelling art. The interactive nature of digital design captures students' attention, making art more accessible and engaging for those who might otherwise struggle with conventional materials. This study employs a mixed-methods approach, drawing on classroom observations, student digital portfolios, and teacher feedback to examine the implementation and impact of digital design in art education. Teacher observation of multiple classrooms highlights how students engage with digital platforms and the varied outcomes of integrating such tools. While the findings illustrate increased student motivation and deeper engagement with the creative process, the research also acknowledges challenges, including varying levels of digital proficiency among students, and the need for ongoing professional development for art educators. By combining qualitative insights with practical classroom examples, this paper showcases best practices for incorporating digital design into upper elementary and middle school art education—enhancing students' enjoyment of the artistic process while building confidence to thrive in a technology-driven world.

12:15-12:40

96647 | *From Immersion to Efficiency: Pragmatic Spectatorship in the Digital Era*

Ecem Şen, Marmara Üniversitesi, Turkey

The rise of digital streaming platforms has profoundly altered contemporary modes of spectatorship. Traditionally, art cinema and independent films have demanded slow, attentive, and contemplative viewing processes, inviting the audience into affective and interpretive engagement. However, digital affordances such as playback acceleration (1.5x or 2x speed), multitasking interfaces, and algorithmically driven content exposure have given way to a new viewing modality centered on speed, efficiency, and information extraction. This paper introduces the concept of pragmatic viewing to define a mode of engagement where viewers prioritize narrative comprehension and discursive participation over immersive aesthetic experience. The study adopts a conceptual construction approach, grounded in critical media theory, to investigate how digital temporality reconfigures the relationship between viewers and slow cinema. Drawing on the works of Jonathan Crary, Paul Virilio, Thomas Elsaesser, and Laura Mulvey, the research interrogates the cultural logic of acceleration and its implications for contemporary film culture. By situating pragmatic viewing within broader debates on attention economies, platform capitalism, and media temporality, the paper seeks to contribute a new theoretical framework for understanding how the digital spectator redefines what it means to "watch" a film in the age of hyper-efficiency.

12:40-13:05

98076 | *Creating Music-Centered Aesthetic Learning Spaces in Preschool: A Case Study of Arts Integration in Public Areas*

Mei-Ying Liao, Chaoyang University of Technology, Taiwan

Lee-Chen Chen, National Taipei University of Education, Taiwan

This study investigates how a public preschool in Taiwan designed and implemented an aesthetic learning environment in shared public spaces, using music as the central medium to integrate multiple art domains. Employing a case study methodology, the eight-month initiative involved 54 children from three mixed-age classes, six teachers, and one director. Although the school had no prior experience with aesthetic education in public spaces, it built on strengths in thematic curriculum and learning centers. Teachers were confident in visual arts but less familiar with music and dramatic play. A professional development workshop supported their efforts to integrate the arts through music. The project unfolded through the co-construction of four thematic public learning areas inspired by children's songs. A rotating leadership model fostered collaboration and leveraged individual strengths. Teachers worked across classrooms through planning, dialogue, and shared reflection. Data collection included interviews, focus groups, classroom videos, and children's creative work. Findings show expanded pedagogical boundaries, inquiry-based teaching, and dynamic spatial use. Children demonstrated strong engagement, creativity, and ownership. A task force model supported collaborative planning and design. Leadership, reflective practice, and experimentation helped teachers overcome hesitations. The project also fostered a shared professional language, strengthening team cohesion. While early teaching leaned toward didactic methods, coaching and reflection supported a shift to child-centered approaches. This study highlights the transformative potential of public space aesthetic education in promoting collaboration, innovation, and children's expressive agency.

11:25-13:05 | (B1) Gràcia

Friday Onsite Parallel Session 2

BCE2025 | Teaching Experiences, Pedagogy, Practice and Praxis

Session Chair: Rola Koubeissy

11:25-11:50

97858 | *Promoting Pre-service Teachers' Respect for the Humanity of Others*

Laura Arnold, Sol Plaatje, South Africa

Ubuntu can be translated as "I am because you are", meaning that each social encounter provides a person with an opportunity to realise and recognise the other and thereby respect their own humanity. While Ubuntu is associated with values that may improve teacher-learner relationships, it is not well understood how student teachers understand this term and how it influences their conduct during school visits. In this narrative study, three student teachers at a South African university described how Ubuntu informed their developing professional identities during a school visit. The student teachers were motivated to develop relationships with learners and teachers based on values associated with Ubuntu, such as care, forgiveness, harmony, hospitality, humility, friendliness, dignity and respect. Since the student teachers overcame challenges while continuing to act professionally in various schooling contexts, the author recommends ways in which teacher educators could encourage student teachers to espouse the values associated with Ubuntu as part of their practice.

11:50-12:15

97692 | *Teacher Protagonism in the Continuing Education of School Managers: Democracy, Dialogicity and Ethics in the Pioneer North of Paraná, Brazil-2025*

David da Silva Pereira, Federal Technological University of Paraná, Brazil

Aline de Souza Sanches, Federal Technological University of Paraná, Brazil

Isabella Fernanda Souza Alves, Federal Technological University of Paraná, Brazil

Mara Peixoto Pessôa, State University of Northern Paraná, Brazil

Renata Aparecida Rossieri, State University of Northern Paraná, Brazil

Silvana Dias Cardoso Pereira, Federal Technological University of Paraná, Brazil

This is a training experience developed within the scope of a technical cooperation agreement between UTFPR and the Municipal Government of Cornélio Procopio (PMCP), a city in the northern pioneer region of Paraná, Paraná, Brazil, regarding the training of managers for basic education from the professionals of this education network themselves linked to a research group from a federal public university. The dialogic process began before the actual offering of the training meetings based on democratic, dialogic and ethical training, in addition to being centered on the care of oneself as care for others. This notion was revived in the last three Michel Foucault Courses at the Collège de France in Paris (between 1982 and 1984) and inspires a welcoming approach, empathy and deep respect for professionals in activity and in continuing education. As a result, the appreciation of education professionals, through attentive listening and analysis of everyday situations in school units. The principles of human dignity, citizenship and the appreciation of teaching work underpinned the training practice, which was organized into five fronts or modules, each with eight hours distributed across four face-to-face meetings and another equal amount of time for readings, activities and prior preparation for all: fundamentals of educational policies and legislation, strategic management, pedagogical aspects, organizational leadership and development of the action plan, the latter module being taught by the SEMED-CP pedagogical team. The authors-trainers would like to thank UTFPR and PMCP, through their authorities.

12:15-12:40

95466 | *Teachers' Perceptions and Practices of School Inclusion in a Multiethnic Context: Insights from Schools in Quebec*

Rola Koubeissy, University of Montréal, Canada

This communication is based on a research project conducted in Quebec, Canada (Koubeissy, 2023–2026). The project aims to analyze and understand teachers' perceptions of school inclusion and their teaching practices in a multiethnic context in Quebec. The concept of inclusion has evolved from primarily focusing on the integration of students with disabilities to addressing broader issues such as discrimination, social exclusion, and barriers to participation and learning for all students (Ainscow, 2024, 2005). In this context, teachers' work has become increasingly multifaceted and complex (Koubeissy, 2019). Moreover, they often lack adequate professional development in this area (CSE, 2017). Building on this, this communication examines how 20 teachers in primary regular classrooms across different regions of Quebec perceive inclusion and reflect on their inclusive teaching practices. Data was collected in 2023–2024 through comprehensive individual interviews (Kauffman, 2007) conducted via Zoom, followed by five teacher discussion groups (Robo, 2007). Each discussion group lasted 180 minutes and included five teachers. The interviews and discussion groups were recorded, transcribed, and analyzed using an inductive approach by theorization (Paillé, 1996). The analysis reveals that teachers' inclusive practices depend on three key factors: their perceptions of inclusion, their school and class context, and the challenges they encounter. Another key finding is that these group discussions facilitate negotiations focused on practice development, fostering critical reflection and empowering teachers to share their concerns about inclusion.

12:40-13:05

96274 | *Infusing Artificial Intelligence for Knowledge Retention and Transfer in the Fifth Industrial Revolution in South Africa: Establishment of a Knowledge Portal*

Modiba Mashilo, University of South Africa, South Africa

Artificial Intelligence can serve as a solution for knowledge retention and transfer in the Fifth Industrial Revolution in South Africa. Organisations such as UNESCO, Stanford, oxford university, world health organizations, the world bank, international monetary fund, McKinsey and company, Siemens and Unilever utilise AI knowledge portals for information and knowledge management. The purpose of this study is to investigate the application of AI for knowledge retention and transfer in the 5IR, with the aim of establishing AI aided knowledge portal. This qualitative study employs a literature review methodology and incorporates insights from researchers' experiences with using AI for knowledge retention and transfer in the 5IR. The literature review was guided by thematic considerations and keywords, including "Artificial Intelligence", "Knowledge Retention", "Knowledge Transfer", "Knowledge Portal", and "Fifth Industrial Revolution". The findings suggest that AI can facilitate effective knowledge retention and transfer through the creation and use of an AI-powered knowledge portal in the 5IR. The AI knowledge portal can be integrated with knowledge management systems to safeguard organisational knowledge. It allows for anytime access to this knowledge, regardless of location. The portal connects users with knowledge resources and experts within the organisation, ensuring the accurate sharing and exchange of knowledge. The study proposes a framework to incorporate AI in the establishment of AI-powered knowledge portal, thereby enhancing the retention and transfer of knowledge. The study adds value in the body of knowledge by allowing the knowledge management schools to embed 5IR technologies such as AI in the knowledge management curriculum.

11:25-13:05 | (B1) Sants

Friday Onsite Parallel Session 2

BCE2025 | Educational Policy, Leadership, Management and Administration

Session Chair: Belgin Elmas

11:25-11:50

96172 | *Exploring the Appropriateness of Instructional Coaching for Teacher Professional Development in Latvia*

Ieva Usca, Daugavpils University, Latvia

Sandra Zarina, Daugavpils University, Latvia

Anita Pipere, Daugavpils University, Latvia

Both theoretical literature and empirical research agree that instructional coaching is an effective form of teacher professional development. Most available evidence comes from the United States, the United Kingdom, and Australia, where instructional coaching has been implemented for several decades. However, there is a limited body of literature on how to introduce instructional coaching in contexts where traditional, lecture-based approaches to professional development are predominant. This study explores the potential of instructional coaching as a form of professional development in Latvia. A literature review of the instructional coaching cycle is conducted to summarize how different approaches conceptualize each step of the coaching process and to highlight diverse views on the implementation of each step. Key considerations for establishing instructional coaching in a new context are also identified. Semi-structured interviews with four experts in teacher professional development are being conducted to address two research questions: (1) What are experts' views of the appropriateness of instructional coaching for teacher professional development in Latvia? (2) What are experts' views on the suitability of a directive versus a facilitative instructional coaching approach in the local educational context? A thematic analysis of the interviews is being carried out. Preliminary results indicate that experts perceive instructional coaching as appropriate for the Latvian educational context. All experts recognize the value of core coaching components – observation and feedback. Some also highlight the potential of additional elements such as modelling, deliberate practice, and goal setting.

11:50-12:15

95180 | *The Six Minds for Whole Learner Development*

Meng Zhang, New York University Shanghai, China

This presentation will discuss methods of designing and executing college-level English courses in reflection of Howard Gardner's (2009) five minds framework in preparing learners to become self-disciplined learners, "good workers and good citizens of a complex, ever-changing society". Specifically, students' five minds are expected to be exponentially developed through exposure to the authentic English language learning environments, in- and out-of-class practices that help internalize knowledge and skills, and transfer of learning across contexts. By taking the English courses in ESL/EFL/EAP settings, students also gradually adopt a "resilient mindset" which is considered to be the 6th dimension of whole learner development.

12:15-12:40

95255 | *Student Teachers' Identity Formation from a Post Structural Perspective*

Hale Ülkü Aydın, TED University, Turkey

The study aims to explore the factors influencing student teachers' identity formation during their teacher education program and examines the role of the program in shaping their professional identities. Conducted with 14 third-year and 8 fourth-year student teachers from an English Language Teaching Program at a university in Ankara, Turkey, the research also includes insights from 5 graduates and 3 teacher educators. Data was collected through focus group interviews, individual interviews, and weekly reflections from the student teachers. The study identifies five key factors impacting teacher identity development: personal biography, educational story, contextual dynamics, instrumental dynamics, and motivational factors. The findings indicate that while the teacher education program is effective in supporting professional identity construction, more attention should be given to personal aspects of teacher identity. The results highlight the complex and multifaceted nature of teacher identity formation and suggest that teacher education programs should focus on a more holistic approach to better support student teachers in navigating both personal and professional dimensions of their identity.

11:25-13:05 | (1F) Barceloneta

Friday Onsite Parallel Session 2

BCE/BAMC2025 | Education/Pedagogy

Session Chair: Stefano Caggiano

11:25-11:50

95088 | *Reflective Learning for Students with Low Motivation to Learn: Focusing on Self-efficacy*
Masaki Makino, Kindai University, Japan

The present study aimed to enhance the self-efficacy (defined as the belief in one's capabilities to execute a task successfully) of students with low motivation to learn. These students often lack confidence in their own learning because they have not yet experienced success in class. This phenomenon can be attributed to students' low self-efficacy. Consequently, if these students can successfully grasp their learning, address their deficiencies, and perceive an enhancement in their learning abilities, their self-efficacy will concomitantly improve. Self-reflection is a useful method for increasing confidence in learning because it can enhance students' comprehension of what they are capable of understanding and allow them to consider how to improve their weaknesses. In this study, self-reflective learning was used in a developmental English class to enhance students' self-efficacy. Specifically, the students wrote a reflection paper during the last 15 min of each class. The reflection points included the topic of the day, topics where students found difficult or did not understand, and students' newly gained knowledge and thoughts regarding the class. The instructor read the papers, commented if they were too short or unclear, and returned them to the students. Self-efficacy was measured before and after this practice. The results revealed that students' self-efficacy was significantly enhanced. Moreover, some students realized that writing reflections helped them to concentrate on the class.

11:50-12:15

95081 | *Peer Feedback Through Self-controlled Video: A Cooperative Learning Strategy for the Development of Motor Skills in Physical Education*

Juan Fraile, Universidad Francisco de Vitoria, Spain
Christian Jiménez-Alonso, Universidad Francisco de Vitoria, Spain
Alejandra Balbi, Universidad Católica del Uruguay, Uruguay
Eloisa Lorente-Catalán, Universitat de Lleida, Spain

Peer assessment is defined as "a mechanism in which individuals evaluate the quantity, level, value, worth, quality, or success of learning products or outcomes of peers of similar status" (Topping, 1998, p. 250). Among the different approaches to peer assessment, peer feedback stands out as an effective learning strategy that promotes both academic performance and self-regulated learning (Alqassab et al., 2023; Panadero & Broadbent, 2018). Recent technological advances have facilitated its implementation, particularly in motor skills learning, through self-controlled video feedback. This method enables students to record, watch, and analyze their performance, deciding when to receive feedback and discussing their execution with peers (Ste-Marie et al., 2013, 2016). This study examines the effects of peer feedback through self-controlled video on the development of motor skills in Physical Education (PE). A quasi-experimental study was conducted with 87 secondary school students, divided into experimental and control groups. The experimental group utilized mobile devices to record their performance and provide self-managed peer feedback, while the control group relied solely on oral feedback. Results showed that the experimental group obtained significantly higher academic performance scores and demonstrated increased self-efficacy, although no significant changes were found in self-regulated learning. Findings align with previous research (Kok & van der Kamp, 2018; Ste-Marie et al., 2013) and highlight the potential of self-controlled video feedback to enhance motor skill acquisition while fostering student autonomy and engagement in PE. Further research is needed to optimize its application in educational settings.

12:15-12:40

96533 | *Enhancing Student Engagement in Online Higher Education in Bangladesh Through Gamification*

Md Atikuzzaman Limon, Eastern University, Bangladesh

As online learning becomes integral to higher education in Bangladesh, keeping students engaged in virtual classrooms remains a pressing challenge, especially amid issues such as limited internet access and diverse learner needs. This study examines the effectiveness of gamification, which incorporates game-like elements such as points, badges, leaderboards, and challenges, in boosting student engagement in undergraduate online courses. Using a mixed-methods approach, we assess the impact of gamified elements on student participation, motivation, and academic performance in Bangladeshi universities. Quantitative data from students' learning analytics and grades are enriched by qualitative insights from student surveys and interviews, which reflect local perspectives. The findings reveal that gamification significantly enhances engagement. It increases interaction with course content, improves completion rates, and fosters a better learning outcome, even in resource-constrained settings. The study also outlines culturally relevant best practices for designing gamified learning experiences that are accessible, motivating, and enjoyable for Bangladeshi students. These results contribute to innovative pedagogical approaches in online education and offer practical strategies for educators in Bangladesh to create dynamic and inclusive virtual learning environments.

12:40-13:05

95227 | *Engineered Not to Learn: The Four Digital-Induced Cognitive Impairments Hindering Learning Process in Digital Natives*

Stefano Caggiano, Istituto Marangoni, Italy

The business model of social media maximizes screen time by exploiting dopamine-driven mechanisms, engaging attention and short-term memory to process constant interruptions. Over time, users develop an addiction to distraction, fostering dependency on shallow engagement and undermining deep focus. Due to neural plasticity, the brain rewires itself to prioritize fleeting stimuli, especially harmful when exposure begins early, as developing brains are more malleable. Digital natives, immersed in digitally pervasive, distraction-filled environments, struggle with traditional learning models requiring resilience and delayed gratification. The constant use of digital devices shapes cognitive strategies, modifying the brain through plasticity. This passive engagement contrasts with the "generation effect," where active problem-solving enhances memory retention. The blurring of entertainment and education exacerbates challenges, as digital natives apply shallow, dopamine-driven patterns to learning, undermining deep education. This shift has led to a rise in psychological and cognitive issues, including Specific Learning Disorders (SLD), social anxiety, and low self-esteem. More specifically, it has resulted in four key cognitive impairments: Addiction to Distraction, Long-Term Memory Disruption, Setback Handling Dysfunction, and Inferential Reasoning Deficit. These impairments arise from digital technologies prioritizing instant gratification, fragmented attention, and passive information consumption. By identifying these four impairments, the paper provides a framework for updating learning methods to align with the cognitive needs of digital natives, emphasizing cognitive resilience, sustained attention, and active inferential thinking for meaningful learning in a digital world.

11:25-13:05 | (1F) Sant Sebastià

Friday Onsite Parallel Session 2

BAMC2025 | Ethnicity, Literature, Literary Studies

Session Chair: Frieda Joy Angelica Olay Ruiz

11:25-11:50

96624 | *Listening to Literature: Intermedial Forms and the Reconfiguration of Textuality*
Maria Szczepańska, University of Silesia in Katowice, Poland

Literature, traditionally shaped by visual dominance and ocularcentric discourse, has increasingly embraced intermedial forms in response to cultural and technological shifts. Since the 1960s, efforts to democratize sensory perception and challenge the hegemony of visuality has led to the development of sound studies, now exerting a growing influence across the humanities. In today's media-saturated society, auditory analysis has gained renewed relevance, as writers and artistes experiment with new communication channels, notably in contemporary intermedial literature. This presentation investigates contemporary music-literary works that resist classification within established generic categories. Recently, intermedial forms integrating word and sound have become a dynamic space for collaboration between writers and musicians, creating new modes of coexistence between text and sound. These works often take the form of performative events or phonographic realizations, frequently presented in acousmatic settings. Over the years, notable examples include collaborations between Wisława Szymborska and Tomasz Stańko, Adam Zagajewski and Włodek Pawlik, as well as projects by Laurie Anderson and Robert Ashley. The paper explores the interpretive and theoretical potential of hybrid forms, drawing on literary studies, musicology, performance theory, and voice studies. Focusing on contemporary intermedial works that combine music and spoken word, I examine how these artistic configurations respond to the audial turn in the humanities and challenge traditional notions of textuality, embodiment, and media specificity. These works redefine orality within today's media environment. Based on my dual perspective as a literary scholar and performing musician, I propose an analytical approach that synthesises literary interpretation, musical analysis, and close listening.

11:50-12:15

96189 | *Migration, Identity, and the Symbolic Weight of Place in Colm Tóibín's Brooklyn*
Lizi Dzagnidze, Caucasus University, Georgia

The paper analyzes *Brooklyn* (2009) by Colm Tóibín using the lens of migration, identity, and urban symbolism, while placing it in a larger context of Irish literature's preoccupation with the themes of exile and belonging. *Brooklyn*, a celebrated work of Irish fiction, carries on the literary tradition of depicting the emigrant experience, which is a defining narrative arc in Irish literary and cultural memory that dates back, most famously, to Joyce and in this paper's case to Tóibín. Following the journey of Eilis Lacey from a small Irish town Enniscorthy to Brooklyn, New York, the novel is the best illustration of the psychological dislocation that accompanies migration, a theme that the paper will consider extensively as it remains especially relevant in today's globalized world, marked by economic displacement and the problem of belonging. Particular attention is given to the dual city-symbolism: Enniscorthy, the town of origin, and Brooklyn, the space of economic opportunity, cultural confrontation, and personal transformation. Tóibín uses contrasting, liminal spaces as emotional and moral landscapes as a result of which, the city in Brooklyn acquires an agency of mediating identity, as a site of loss and transformation and a threshold that shapes identity. The Georgian translation of *Brooklyn* (2021) adds special significance to the novel's resonance in a Georgian context, where questions of emigration, return, and cultural hybridity are more relevant than ever in shaping the national psyche. The study examines how Tóibín's nuanced, emotionally restrained prose conveys the diasporic experience to readers around the world. *The presented study is a part of the Fundamental Research project (FR-24-7246) funded and supported by the Shota Rustaveli National Science Foundation of Georgia.*

12:15-12:40

95251 | *Beyond Authenticity: Understanding Adaptation and Survival Through Mimicry Among Filipinos in Japan*
Frieda Joy Angelica Olay Ruiz, The University of Osaka, Japan

Relationship formation in the Philippines can be characterized as created by adoption and adaptation. This can be observed in how Filipinos managed different groups who they encountered. This paper explores how mimicry functions as a tool for communication among migrants in different cultural contexts, and the role it plays in the adaptation process of Filipinos in Japan. Based on participant-observation and in-depth interviews with Filipinos in Japan since 2015, I examine cross-cultural differences of mimicry and its interconnection with communication and migrant identity. While mirroring and reproducing behaviors, speech patterns, or mannerisms, culture, and so on, are pervasive, Filipinos also employed this for survival and resistance. The nuances of mimicry in language, social relationships, and identity among migrant groups in Japan have not received enough scholarly attention. In most studies related to culture, a premium is given to heritage preservation and legitimacy. However, in locations where people of various cultural backgrounds meet, cultural interactions and negotiations occur. Mimicry and imitation usually come with negative connotations because it is perceived as lacking authenticity and lazy. It is also thought as inferior to the one being copied and compliance to those in power. This paper aims to clarify this by exploring the various facets of imitation, including its utility for migrant learning, adaptation, and survival. Focusing on human agency in the midst of formalization and regularization of cultural practices, this paper aims to challenge and redefine what we know of cultural continuity and how cultural values and practices are transmitted across generations.

12:40-13:05

98096 | *Etuaupmu'k T'an Telo'itmk: Exploring Ways to Develop Cultural Identity and Wellness for Two-Spirit People Through Two-Eyed Seeing*
John R. Sylliboy, McGill University, Canada

Etuaupmumk / Two-Eyed Seeing (E/TES) forms the foundation for researching Two-Spirit identity in relation to gender, sexuality, and sex. This paper explores how positive social identity is fostered to support Etuijiaqmiujuinu'k, the term for Two-Spirit in Mi'kmaw, through language and culture, using Etuaupmumk. The research highlights the importance of integrating cultural, social, and ceremonial activities to enhance mental health and well-being among Two-Spirit individuals in Atlantic Canada, including the identification of effective strategies for mental health support. One of the study's outcomes is the creation of diagrams illustrating male and female sexual anatomies in Lnu'su'ti (Mi'kmaw language), which have not been published before. The purpose of this study is to decolonise the way we examine Two-Spirit gender, sexuality, and sex. The study confirms the use of Etuaupmumk/Two-Eyed Seeing as a foundation in decolonising Two-Spirit research. The diagrams of sexual anatomy can be reintroduced into curriculum development and sexual health education. The study is a community-led initiative by a Two-Spirit individual for the Two-Spirit community, addressing needs previously identified by the Two-Spirit people in Mi'kma'ki (Atlantic Canada).

13:35-15:15 | (B1) Eixample

Friday Onsite Parallel Session 3

BCE2025 | Education, Sustainability and Society

Session Chair: David Michael San Juan

13:35-14:00

95793 | *Education, Sustainability, and Community Impact on Poverty Reduction Within the United Nations' Global Goals Framework*
Elvin T. Ramos, Prescott College, United States

This study critically examines the evolution of Global Tassels, a nonprofit organization dedicated to addressing poverty through access to education and leadership development. Over the past decade, Global Tassels has worked across several countries, aiming to align its mission with the United Nations Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education. This research investigates how the organization's strategies and impact have developed within the broader framework of global poverty reduction initiatives. The study is structured in three key segments. The first segment provides a contextual analysis of the SDG ecosystem, tracing its inception in 2015 and its global influence. Through a SWOT analysis, the study explores how organizations—including grassroots movements, NGOs, and governmental bodies—have responded to the SDGs, highlighting the challenges and opportunities encountered when aligning missions with global development agendas. The second segment presents case studies of Global Tassels' work in Kenya, Haiti, and the Philippines. These countries were selected for their unique socio-economic conditions and educational challenges, offering insight into how Global Tassels engages with local communities. The analysis includes interviews with educators, community leaders, and program participants to evaluate the relevance and effectiveness of its model. The final segment evaluates the organization's overall impact and strategic evolution. It addresses the core research question: how has Global Tassels contributed to poverty reduction through the SDG framework? By assessing outcomes in education and leadership, and comparing similar initiatives globally, the study offers a nuanced understanding of the role nonprofits play in advancing sustainable development.

14:00-14:25

97200 | *The Paradox of Economic Inclusion and Political Exclusion: Palestinian Citizens in Israel Amid Change and Crisis*
Dor Gilboa, University of Ben Gurion in the Negev, Israel

This paper examines the paradox of Israel's education policies that promote economic integration for Palestinian citizens while simultaneously deepening their political exclusion, using the examples of the May 2021 uprising and the coalitionary participation of during 2021–2022. Over the past two decades, Israeli governments have expanded higher education access and vocational training programs aimed at increasing the participation of PCI in the skilled labor market. Within a neoliberal framework, this strategy seeks to harness human capital from the Palestinian population to serve the broader Israeli economy. Yet this paper argues that persistent inequalities in educational resources, institutional discrimination, and limited political power have created a paradoxical model of impeded integration. Drawing on interviews with Palestinian students, educators, and policymakers, as well as analysis of education and employment policies, the research highlights how the state leverages educational inclusion as an economic asset while sustaining patterns of political marginalization.

14:25-14:50

95458 | *Inclusion and Equity in Israeli Education: The Mizrahi Perspective*
Nissim Avissar, Kibbutzim College of Education, Israel

Narratives related to Mizrahi Israelis (Jews with origins in Arab and Muslim countries) provide a valuable lens through which to reexamine existing, predominantly Western, educational processes. These narratives offer an opportunity to reconceptualize intercultural education and to adapt its concepts and practices to contemporary needs. This qualitative study analyzed 23 in-depth, semi-structured interviews using structural content analysis, yielding six major thematic categories: Israeliness; Stereotypes; Identity; Society and Politics; Pride and Multiplicity; and Educational Roles. Drawing on these findings and a comprehensive literature review, this presentation proposes an educational rationale aimed at reducing educational and social disparities between ethnic groups.

The presentation will begin by examining various definitions of Mizrahi (and to some extent Ashkenazi) identity, followed by empirical data documenting ethnic disparities in Israeli education. The general educational rationale will then be described, encompassing six distinct educational principles (Collectivity, Dialogue, Tradition, Identity, Diversity and Life), arranged into three interconnected layers: Foundation, Cultural Bridge and Implementation layers. This rationale can help create more inclusive learning environments and address long-standing educational disparities in the Israeli context. The presentation concludes by outlining four strategic courses of action for promoting inclusive and equitable education, alongside recommendations for future research.

14:50-15:15

95778 | *"Why Socialism?" as a Text for Global Citizenship: Albert Einstein's Insights in the Time of AI and Extreme Climate Change*
David Michael San Juan, De La Salle University, Philippines

Albert Einstein's 1949 essay "Why Socialism?" remains a provocative text for rethinking education in an era defined by artificial intelligence (AI) and extreme climate change. This paper argues that Einstein's critique of capitalism's inequities and his call for a planned, cooperative society offer a vital framework for fostering global citizenship among diverse learners. As AI reshapes work and climate crises exacerbate emotional and social vulnerabilities, traditional educational models often fail to address the psychological and ethical demands of these challenges. Drawing on Marxist critical pedagogy, this study reinterprets Einstein's insights as a pedagogical tool to cultivate collective resilience, solidarity, and critical consciousness among higher education students worldwide. The paper explores how "Why Socialism?" can be integrated into curricula to bridge learner diversity—spanning cultural, economic, and technological divides—while addressing the emotional and cognitive impacts of AI-driven automation and environmental collapse. By analyzing Einstein's emphasis on collective responsibility, it proposes experiential learning strategies that encourage students to confront systemic injustices and imagine sustainable futures. This approach not only enhances cognitive development through critical thinking but also nurtures emotional growth by connecting personal agency to global crises. In an age where AI amplifies both opportunity and alienation, and climate change tests human adaptability, Einstein's socialist vision offers a timeless yet urgent lens for education. Hence, this paper intends to demonstrate how historical texts can inspire innovative, inclusive learning experiences that prepare students for a radically uncertain world.

13:35-15:15 | (B1) Gòtic

Friday Onsite Parallel Session 3

BAMC2025 | Visual Culture and Communication

Session Chair: Tuğba Güral

13:35-14:00

93962 | *Surveillance in Contemporary Art: Power Shifts, Visibility, and Gender*
Ausra Kaziliunaite, Vilnius Academy of Fine Arts, Lithuania

Building on Andrea Mubi Brighenti's perspective, the term 'surveillance art' encompasses a diverse array of artistic endeavors that engage with the 'topics, concerns, and procedures' central to the critical examination of surveillance in society (Brighenti, 2010). This study places particular emphasis on contemporary art practices in which surveillance and the asymmetry of gaze function not only as thematic concerns but also as strategic tools. John Berger and Laura Mulvey revolutionized visual studies by introducing the concept of the 'male gaze', raising critical questions about power, agency, and representation. The primary aim of this paper is to examine contemporary art practices that engage with surveillance, focusing on exploitation and gender while drawing on the theoretical insights of Joan Copjec, Laura Mulvey, and Judith Butler. Building on this theoretical foundation, the paper explores the role of gender in contemporary surveillance art - considering how artists, curators, spectators, and other agents navigate digital surveillance, data profiling, CCTV, and other forms of technological observation. Through an analysis of surveillance-based artworks by Hito Steyerl, Julia Scher, Martine Syms, Heather Dewey-Hagborg, and others, this study investigates how artists critically engage with systems of control and visibility, questioning who watches, who is watched, and what is at stake in these asymmetrical dynamics.

14:00-14:25

No presentation

14:25-14:50

94952 | *Seriousness, Banter, and Vulgarization: The Shift in the Meaning of Sex and Violence in Audio-visual Works of the Northeastern Renaissance*
Yu Yang, Zhengzhou University, China

The term "Northeastern Renaissance" carries a dual meaning: on the one hand, it represents an artistic movement that emerged in the late 2010s in the three Northeastern provinces of the People's Republic of China (as well as the eastern regions of Inner Mongolia), bearing a manifesto-like quality; on the other hand, it is also ironic, as the Northeastern provinces have long been perceived as a region that was historically beyond the reach of China's traditional elite culture, thus having little to revive or restore. This duality is reflected in the audiovisual works of Northeastern post-industrial culture, particularly in their depiction of sex and violence. These works exhibit an ambiguous attitude toward sex and violence—both critical and humorous. Building upon the absurdist foundation of Northeastern post-industrial culture, as discussed in the author's 2024 academic presentation, this paper further explores the dual nature of sex and violence. The structure of the paper is as follows: The first section reviews my 2024 discussion on the absurdity in Northeastern post-industrial audiovisual works. The subsequent chapters focus on *Drifting Away*, a crime drama that aired in 2025, whose narrative elicited polarized reactions from the audience—some fervently idolized the four butcher-like serial killers, while others found the moral implications deeply unsettling. Finally, the author will analyze this contrast through the lens of the duality in Northeastern post-industrial culture, demonstrating how the intersection of Northeastern migrant culture and post-industrial conditions has given rise to a satirical art form that challenges traditional Chinese moral values.

14:50-15:15

97031 | *Social Evolution of Order Observation in Art*
Tuğba Güral, Istanbul Aydın University, Turkey

Orientation outlines three key dimensions for examining the evolution of social dynamics, as described by Moeller and D'Ambrosio (2023). The first dimension, sincerity, reflects a commitment to traditional social roles tied to one's country, family, and religion. Proficiency, the second dimension, explores how individuals curate their online identities to seek validation from digital platforms. The third dimension, authenticity, emphasizes genuine self-reflection and the honest presentation of one's true self amidst complex identity formation. This essay focuses on authenticity, highlighting the process of revealing individual identities while navigating the challenges of self-conception today. Luhmann's (2000) concept of second-order observation is essential for understanding how observers interpret the actions of those they watch, adding depth to our social interactions. Moeller and D'Ambrosio (2023) also emphasize the "existential difference" between pre-digital and post-digital paradigms, reflecting shifts in how we engage with social dynamics. To illustrate these concepts in art, I will analyze three works. Osman Hamdi Bey's "The Tortoise Trainer" (1906) and Casper David Friedrich's "The Wanderer above the Sea of Fog" (1818) represent first-order observation, offering an interpretive view of cultural scenes. In contrast, Claude Monet's "Camille Monet on a Garden Bench" (1873) and La Rabotte's "Janvier L'attente" (2001) exemplify second-order observation, enriched with interpretation and social context. Monet's work also highlights authenticity and the complexities of third-order observation. In conclusion, I advocate for an authenticity-oriented approach to communication and connection, encouraging meaningful interactions that promote genuine social evolution and infinite character of algorithms in observation and art.

Notes

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13:35-15:15 | (B1) Gràcia

Friday Onsite Parallel Session 3

BCE2025 | Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Tamas Laufer

13:35-14:00

96148 | *Implementation of AI Tutor Instruction in Math and Health Science Undergraduate Courses Using the VXR Labs Platform*

Ramona Baima, Aurora University, United States

Mariem Hathout, Aurora University, United States

Regina Rahn, Aurora University, United States

This presentation showcases the use of AI tutors from the VXR Labs platform in two higher education academic disciplines: Mathematics Calculus and Health Science Pathophysiology courses. In the Mathematics course, the AI tutor was designed to reinforce key concepts—such as limits, continuity, derivatives, and integration—while enhancing problem-solving skills through responsive and adaptive feedback personalized to each learner's progress. In the Health Science course, students engaged in an interactive activity with the AI tutor exploring blood types, inheritance patterns, and transfusion compatibility. The AI tutor provided foundational explanations such as ABO and Rh systems, red blood cell function, and clinical relevance like hemolytic disease of the newborn. An assignment needed to be completed guiding students through question-based activities and validation of AI tutor responses using external resources. These classroom implementations demonstrate how AI tutors can support concept mastery, foster critical inquiry, and enhance student engagement through personalized, latest technology-driven learning.

14:00-14:25

97931 | *Adoption of AI Chatbots in Accounting Education: A Quantitative Study Using the Technology Acceptance Model and Human Capital Theory*

Ruth Carlos, Polytechnic University of the Philippines, Philippines

Mary Louise Evasco, Polytechnic University of the Philippines, Philippines

The rapid advancement of Artificial Intelligence (AI) has significantly transformed the landscape of education and the workplace, particularly in the accounting profession. Among the emerging technologies, AI-powered chatbots have gained attention as tools that support learning, offer instant feedback, and simulate real-world decision-making scenarios. In the context of accounting education, these chatbots present an opportunity to enhance student engagement, develop critical thinking, and foster self-directed learning, all of which are essential for career readiness in an increasingly digitalized workforce (Chen et al., 2020). AI chatbots can be seen as digital learning aids that support the acquisition of both technical and soft skills, such as communication, problem-solving, and adaptability—competencies highly valued in the accounting profession (IFAC, 2021). By integrating chatbot technology into accounting curricula, educators can provide experiential learning opportunities that simulate real-world tasks, thereby fostering the growth of human capital. This study examines the adoption of AI chatbots among accounting students in the top universities in Manila through the lens of the Technology Acceptance Model (TAM) and Human Capital Theory. A quantitative research design was employed, using survey data to analyze the relationships between AI chatbot knowledge, PU, PEOU, and perceived effectiveness in Accounting Education. Structural Equation Modeling (SEM) and regression analysis was used in testing hypothesis, relationships, supported by descriptive and inferential statistical techniques. The knowledge on AI chatbot is positively associated with the development of both technical skills (e.g., accounting knowledge, problem-solving) and soft skills (e.g., communication, adaptability), contributing to the learners development of essential technology skills in accounting education. This will encourage academic institutions to periodically review and update curricula in accounting educations to reflect technological advancements, including the integration of AI for real-time feedback, assessment and student engagement.

14:25-14:50

96922 | *Applying AI in Higher Education: Some Pedagogical and Ethical Issues*

Izabella Petriashvili, Ivane Javakhishvili Tbilisi State University, Georgia

Ina Baratashvili, Ivane Javakhishvili Tbilisi State University, Georgia

Tina Gelashvili, Samtskhe-Javakheti State University, Georgia

Teona Diasamidze, Ivane Javakhishvili Tbilisi State University, Georgia

The emergence and widespread use of modern tools utilizing artificial intelligence (AI) have led to a multitude of challenges across diverse aspects of Higher Education (HE), yet we still seem to be in the initial stages of the evolution and application of AI. Thus, with the further advance of AI it requires immense effort to keep up with the pace of its development. The study explores the pedagogical impact of AI on teaching and learning, and the ethical challenges it presents to HE, as well as students' and professors' perceptions of using AI tools in an academic environment. The study was conducted in six Georgian universities using an online survey of two target groups: the academic staff (N: 47) and students (N:165) with a semi-structured questionnaire. The findings highlight that AI can significantly personalize learning experiences, increase engagement through interactive and adaptive content, and assist instructors in assessment. However, these benefits are accompanied by growing concerns regarding maintaining academic integrity, ensuring fair and unbiased learning environments. It is of particular significance that the results of the study revealed the lack of awareness of AI's potential and its limitations within a pedagogical context of applying AI in the Georgian Universities. The study emphasizes the need for a balanced approach to both the educational advantages and the academic integrity associated with utilizing AI. It concludes that universities must offer frameworks for applying AI in teaching, learning and assessment, offer staff training, and engage in ongoing evaluation of AI's impact on learning outcomes.

13:35-15:15 | (B1) Gràcia

Friday Onsite Parallel Session 3

BCE2025 | Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Tamas Laufer

14:50-15:15

97872 | *Exploring the Feasibility of Integrating Personalised AI in Project Work and Its Impact on Student Learning and Staff Load*

Mauryn Chika Nweke, University College London, United Kingdom

Rana Khalife, University College London, United Kingdom

Tamas Laufer, University College London, United Kingdom

Collaborative project-based learning can require increased staff support compared to other learning techniques but where there are limitations in staffing and staff capacity, tailored AI tools may become a solution. The aim of this work is to assess whether the emergence of more personalised AI tools could both reduce staff load and enhance student learning and experience in project work, as a means of assessing whether these tools could be more permanently integrated into the curriculum. Student learning was assessed via the use of surveys to students enrolled on the Regenerative Medicine module who partook in a team-based Design Project and impact on staff load was assessed via interviews with module staff. 100% of the students on this module partook in this study (17 students -10 male, 7 female). These students evaluated the personalised tool 'Vitafluence AI', with findings indicating its positive impact on learning. Over half (53%) reported increased academic confidence, and more than half recommended its integration into formal academic support. While 47% believed it could partially substitute an educator's assistance, none viewed it as a full replacement. The data also showed that 70% of the students felt encouraged to ask more questions but this had an impact on staff workload as 88% of students still needed to ask further questions to the module leader. Whilst there was no significant difference between male and female responses, one thing of note was that female participants felt less confident in the AI tool's impact on their academic performance.

13:35-15:15 | (B1) Sants

Friday Onsite Parallel Session 3

BCE2025 | Educational Policy, Leadership, Management and Administration

Session Chair: Yasar G. Sahin

13:35-14:00

97212 | *Change Management in Education*

Talar Oumoudian, University St Joseph, Lebanon

This research presents a comparative analysis of six school-based projects that successfully integrated change management principles with quality assurance strategies to achieve sustainable educational improvement. In response to evolving technological, pedagogical, and social demands, schools must adopt change not only as innovation but as a structured, measurable process. The projects analyzed in this study applied key change management models—Kotter's 8-Step Process, Lewin's 3-Phase Model, and the ADKAR model—alongside quality tools such as diagnostic assessments, performance indicators, and stakeholder feedback mechanisms. Each project tackled a different theme, including critical thinking, bullying prevention, formative assessment, and communication reform. Despite varied contexts, they shared common success factors: clear diagnostic phases, early stakeholder engagement, the use of structured change models, and continuous monitoring. Challenges included time limitations and varying degrees of staff commitment. The research highlights key recommendations: integrating change management training into professional development, fostering reflective practices through quality tools, and promoting shared leadership and accountability. It concludes that sustainable change in education requires coherence between innovation and evaluation, supported by a culture of collaboration. These six case studies offer a practical roadmap for educational leaders seeking to implement effective, lasting reforms.

14:00-14:25

96060 | *Design, Development, and Validation of the Bicol University College Entrance Test: Ensuring Fair and Reliable Student Evaluation*

Hennie Lomibao, Bicol University, Philippines

Ray Artimus Hinlo, Bicol University, Philippines

Dennis Pama, Bicol University, Philippines

This study presents the design, development, and validation of the Bicol University College Entrance Test (BUCET) for incoming first-year students for the academic year 2024-2025 in Legazpi City, Philippines. Acknowledging the critical role of entrance examinations in promoting equitable access to quality higher education, this research aims to establish a standardized assessment tool that embodies academic rigor, equity and inclusivity. Employing a structured methodology that integrates both qualitative and quantitative approaches, we developed a comprehensive test blueprint, crafted high-quality test items, and conducted extensive pilot testing using a nationwide sample. The results indicate that the BUCET adheres to established psychometric standards for reliability and validity, thereby facilitating fair admissions processes. Future research should focus on longitudinal studies and the potential incorporation of adaptive testing methodologies.

14:25-14:50

96236 | *Twenty Years Researching in Psychology and Education: The Master Degree Psychology and Education Case*

Esther Angeriz, University of Republic, Uruguay

Darío De León, University of Republic, Uruguay

There is a long-standing tradition of studying the links between psychology and education that allows us to identify tensions and answers to education problems. according to the socio historical context. The Master Degree in Psychology and Education from Faculty of Psychology, University of the Republic, Uruguay was created in 2004 to train researchers in the following lines: working with children and adolescents; special education; higher education. The proposal provided an answer to a formation need in these areas, and the call was addressed to psychologists, educators, and other graduates, seeking to reflect on educational practices. After twenty years of this beginning, there is a vast academic literature created by numerous thesis developed for postgraduate students all these years that shows several actors, scenes, situations, theoretical approaches and practices where psychology and education can interact. This paper aims to identify research lines and thematics developed in the Master Degree between from its founding to the presente, through a documental research and systematization of thesis presented. The goal is to analyze the variations that have been processed in the research lines in accordance with educational problematics from dialogues between psychology and education.

14:50-15:15

98221 | *The Accreditation Journey in Engineering Education: Insights from a Dean's Perspective*

Yasar G. Sahin, Izmir University of Economics, Turkey

Accreditation in engineering education serves as a rigorous quality assurance process, verifying that academic programs are systematically designed to equip graduates with clearly defined professional competencies. These programs must align with recognized standards and be evaluated by independent accrediting bodies. At its core, accreditation establishes a consistent and transparent framework, ensuring that institutions—regardless of location or context—deliver education of comparable quality. While accreditation offers substantial value, it also poses significant challenges. These include securing commitment from diverse stakeholders, ensuring active participation, meeting human resource needs, and managing increased academic and administrative workload. Whether pursued voluntarily or mandated, accreditation often requires considerable institutional effort to foster engagement and shared ownership. Despite these challenges, the benefits of accreditation are far-reaching. It provides international recognition, validates graduate competence, and enhances the professional standing of graduates in both industry and academia. Moreover, it promotes transparency, fairness, and accountability in educational practices, contributing to improved institutional credibility and student outcomes. This paper draws on the insights and experiences of a faculty dean who has led multiple successful accreditation efforts over a 12-year period. It offers a practical perspective on the end-to-end process—from initial planning and stakeholder alignment to site visits and evidence collection. The discussion further explores how accreditation results can be used as a strategic tool to foster continuous improvement, curricular innovation, and long-term educational impact within engineering programs.

13:35-15:15 | (1F) Barceloneta

Friday Onsite Parallel Session 3

BCE/BAMC2025 | Innovative Technologies in Education

Session Chair: Matthew Brooks

13:35-14:00

96217 | *From Textbook to Talkbot: A Case Study of a Greek-Language RAG-Based Chatbot in Higher Education*

Maria Eleni Koutsaki, International Hellenic University, Greece

Marina Delianidi, International Hellenic University, Greece

Chaido Mizeli, International Hellenic University, Greece

Konstantinos Diamantaras, International Hellenic University, Greece

Iraklis Grigoropoulos, International Hellenic University, Greece

Nikolaos Koutlianos, Aristotle University of Thessaloniki, Greece

The integration of AI chatbots into educational settings has opened new pathways for transforming teaching and learning, offering enhanced support to both educators and learners. This study investigates the design and application of an AI chatbot as an educational tool in higher education. The chatbot was developed utilizing instructional materials from the course Family Psychology offered by the Department of Early Childhood Education and Care at the International Hellenic University, in conjunction with curricular resources from Sports Medicine courses by the School of Physical Education and Sports Science at the Aristotle University of Thessaloniki. Designed to operate in the Greek language, the chatbot addresses linguistic challenges unique to Greek while delivering accurate, context-grounded support aligned with the curriculum. The AI chatbot is built on the Retrieval Augmented Generation (RAG) framework by grounding its responses in specific course content. RAG architecture significantly enhances the chatbot's reliability by providing accurate, context-aware responses while mitigating common challenges associated with large language models (LLMs), such as hallucinations and misinformation. The AI chatbot serves a dual purpose: it enables students to access accurate, on-demand academic support, and assists educators in the rapid creation of relevant educational materials. This dual functionality promotes learner autonomy and streamlines the instructional design process. The study aims to evaluate the effectiveness, reliability, and perceived usability of RAG-based chatbots in higher education, exploring their potential to enhance educational practices and outcomes as well as supporting the broader adoption of AI technologies in language-specific educational contexts. Findings from this research are expected to contribute to the emerging field of AI-driven education by demonstrating how intelligent systems can be effectively aligned with pedagogical goals.

14:00-14:25

97321 | *Using ChatGPT 4o Feedback to Enhance ESL Students' Writing*

Mira Alameddine, Rafik Hariri University, Lebanon

AI is advancing fast, and with it, it is affecting all sectors, especially the educational sector. Educators have just started embracing the use of AI in their classrooms. The use of AI in teaching and learning has proven its success (Alameddine, 2025), and now teachers can use it to support ESL learning, particularly through the use of automated and adaptive feedback. The present study investigated the effectiveness of ChatGPT 4o in improving ESL learners' writing skills to determine if this strategy would be adopted as a future pedagogical method. The main research question was, "How does ChatGPT-4o-generated feedback influence ESL students' writing proficiency?". We collected data from 28 students enrolled in an advanced ESL writing course to address the research question. A survey, semi-structured interviews, and an analysis of students' writing drafts comprised the collected data. The analysis of the data indicated that ChatGPT 4o feedback positively contributed to the students' writing and gave them more confidence in their writing abilities. The study concludes with the researcher recommending the use of ChatGPT 4o as part of the writing process because it provides students with more personalized feedback that leads to a better learning experience.

14:25-14:50

95428 | *The Use of Virtual Reality (VR) of Future Teachers at Kuwait University*

Laila Alkhayat, Kuwait University, Kuwait

The aim of this study is to identify the use of virtual reality (VR) from the perspective of future teachers at Kuwait University. The researcher used a descriptive-analytical approach, and the study tool was a questionnaire that included different dimensions: how the preservice teachers know about (VR), when they started using the (VR), the reasons that they used the (VR), how efficient they are in (VR) tools, and with whom they used it. The study population consisted of future teachers, i.e., students of the College of Education at Kuwait University, and a simple random sample of 1,015 individuals was selected. The results showed that 50.7% of the sample know about the (VR) from their friends and colleagues from their age. Most of the sample 75.3% know about the meaning of (VR). 21.2% of the sample never use the (VR) and 23.9% of the sample started using the (VR) between 16-20 years. Third of the sample (34.2%) the reason of using the (VR) was for fun. The majority of the sample they are moderate efficiency of using the (VR) tools. Therefore, the study recommends training future teachers on the use of (VR) during their preparation for teaching.

14:50-15:15

98009 | *Globalisation, AI, and Cultural Intelligence: Reimagining Classrooms Practices for Fostering Moroccan EFL University Students' 21st Century Skills*

Nourreddine Menyani, Moulay Ismail University, Morocco

Yassine Benhadj, Moulay Ismail University of Meknès, Morocco

With the increasing prominence of intercultural competence in the context of globalised language education, this cross-sectional study investigates how Moroccan EFL university students experience the role of artificial intelligence (AI) in supporting the development of cultural intelligence (CQ). Focusing specifically on learners' perceptions, the study employed a CQ questionnaire and semi-structured interviews to gather data from a sample of 200 undergraduate students. The questionnaire assessed students' self-reported competence across four CQ domains, while interviews provided deeper insight into their engagement with AI-driven educational technologies such as conversational agents, adaptive feedback systems, and culturally nuanced simulations. Quantitative analysis indicated that students generally exhibited moderate CQ, with notable strength in cognitive and behavioural dimensions. Interview responses suggested that students valued the opportunities AI provided for exposure to diverse cultural content and real-time interaction with global perspectives, which helped them to reflect critically on their communication strategies and cultural assumptions. The findings underscore the relevance of AI in facilitating culturally responsive learning, even when assessed at a single point in time. The study advocates for the strategic incorporation of culturally intelligent AI applications into EFL curricula and encourages teacher training in leveraging these tools for intercultural development. Limitations of the cross-sectional approach are acknowledged, and longitudinal inquiry may yield significant outcomes.

13:35-15:15 | (1F) Sant Sebastià

Friday Onsite Parallel Session 3

BCE/BAMC2025 | Innovative Technologies in Education

Session Chair: Nourreddine Menyani

13:35-14:00

96192 | *What Was that Brand? Exploring and Expanding Vampire Effect Theory in Digital Advertising*

Merna Soliman, Bee Group, Egypt

Ahmed Taher, The American University in Cairo, Egypt

The vampire effect occurs when creative elements overshadow brand and message recall in advertising. This study advances the vampire effect theory by examining four creative elements in digital environments: panoramic views, celebrity endorsements, creative concepts, and jingles. Through experimental design (n=35) and expert interviews (n=8), we demonstrate that all elements significantly impact brand recall, with celebrity endorsements and creative concepts also affecting message recall. Drawing on attention theory and the concept of awe, we show how spectacular elements trigger cognitive processes that interfere with brand information encoding in digital contexts. Our findings extend vampire effect research beyond traditional media and identify three previously unexplored causes. Results suggest integrating brand elements throughout advertisements, rather than treating them as separate components, can help mitigate this effect. This research provides both theoretical insights and practical guidelines for managing creative elements in digital advertising.

14:00-14:25

96186 | *#influenced to Care: Comparing Human and Virtual Influencers in Promoting Eco-friendly Fashion*

Mennatallah Elkishif, Forum Euroméditerranéen des Instituts de Sciences Économiques, Egypt

Yousra Bakr, The American University in Cairo, Egypt

Ahmed Taher, The American University in Cairo, Egypt

In the era of digital media and rapid advancements in artificial intelligence, a new type of influencer—virtual or AI influencer—has emerged as a key player in shaping consumer behavior. Recently, these influencers have gained popularity, prompting major brands to adopt them in their marketing strategies. As consumer demand for sustainability and eco-friendly products rises, and as brands seek credible channels to communicate these values, the intersection of virtual influencers and sustainable messaging presents an intriguing research gap, particularly in the fashion industry. Fashion brands, often accused of greenwashing, strive to identify trustworthy channels to promote their eco-labeled products. Influencers, with engaged follower bases, are seen as valuable message sources. This study explores the effectiveness of human versus virtual influencers in promoting sustainable fashion, investigating which type yields better outcomes. The research examines how influencer-message congruence affects consumer engagement and purchase intentions, and whether source credibility—trustworthiness and expertise—mediates these relationships. A 2x2 experimental design was used, manipulating Influencer Type (Human vs. Virtual) and Influencer-Message Congruence (Congruent vs. Incongruent), targeting Generation Z. Data were collected through an online survey (N = 311) and analyzed using PLS-SEM. Findings reveal significant differences in post-engagement outcomes between influencer types, with marginal effects on purchase intentions depending on congruence. Trustworthiness mediates the relationship between influencer type and consumer responses, while expertise does not significantly affect purchase intentions. However, both dimensions mediate the effect on post-engagement. Message congruence moderates the link between influencer type and source credibility.

14:25-14:50

95424 | *Dance Pedagogy for Adults: A Pilot Study on Cognition and Social Aesthetics*

Aidai Salmorbekova, University of Pecs, Hungary

This pilot study examines the impact of dance pedagogy on cognitive flexibility and social aesthetic perception in adults eighteen and older with no prior dance training. Social aesthetics explores how aesthetic experiences in social contexts shape moral judgments and interpersonal interactions (McMahon, 2020; Martin & Merriman, 2020; Cross, 2023). Focusing on how dance engagement influences social perceptions and interactions (Berleant, 2023), the study integrates insights from adult learning (Boateng, 2022; Weinberg, 1999) and cognitive flexibility (Yi Zhu, 2020) to explore dance's role in enhancing cognitive and social learning outcomes. This study uses a mixed-methods approach, with the Stroop Test assessing cognitive flexibility and a newly developed Social Aesthetics Perception Scale (SAPS) measuring participants' subjective aesthetic experiences in social contexts. The key aims are to pilot-test SAPS and assess its preliminary validity and reliability in capturing social aesthetic perception within dance pedagogy. The study addresses (1) the effect of dance pedagogy on cognitive flexibility, (2) the relationship between cognitive flexibility and social aesthetic perception within dance pedagogy, and (3) the validity and reliability of SAPS. This study involves N=10 adult beginners in dance courses over six months. Preliminary findings suggest that improved cognitive flexibility enhances participants' adaptation to social aesthetic experiences in dance. Early feedback highlights a growing recognition of the relationship between social interactions and aesthetic judgments. These findings may inform future refinements of SAPS, enhancing its applicability in dance pedagogy research and contributing to a deeper understanding of how communal practices influence cognitive and social development in adult learners.

14:50-15:15

96958 | *The Hidden Costs of Musical Excellence: Interventions for a Healthier Path in Music*

Matthew Brooks, University of Nebraska at Omaha, United States

While music is widely recognized for its potential to enhance mental well-being among hobbyist musicians and listeners, research indicates that professional musicians and pre-professional student musicians experience disproportionately higher rates of mental health challenges compared to the general population. This disparity is attributed to a range of profession-specific stressors endemic to both professional music careers and highly selective and competitive music school environments. Contributing factors include compulsive practice habits, performance anxiety, peer comparison, harmful pedagogical practices, negative self-talk, and pervasive maladaptive perfectionism. Drawing on combined expertise as an orchestral conductor, music professor, and clinical therapist, this presentation will synthesize current research on mental health concerns within the music profession and offer practical, evidence-based interventions from Cognitive Behavior Therapy (CBT) and Dialectical Behavior Therapy (DBT) tailored for musicians. Topics will encompass the development of psychological resilience and adaptive coping strategies, the implementation of efficient and sustainable practice routines, critical reflection on perfectionistic tendencies, and the evaluation of personal and organizational expectations within the music profession.

Notes

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Saturday, October 4

Online Parallel Sessions

All times are Central European Summer Time (UTC+2)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

10:20-12:00 | Live-Stream Room 1

Saturday Online Parallel Session 1

BCE2025 | Professional Training, Development and Concerns in Education

Session Chair: Lynn Besa

10:20-10:45

98093 | *Elicitation of Teachers' Mind Frames: An Approach to Optimize Teaching Effectiveness*

Laura Menichetti, University of Florence, Italy

Silvia Micheletta, University of Florence, Italy

Educational research highlights how teachers' characteristics and competencies can significantly impact student outcomes and motivation. International evidence highlights the effectiveness of specific teaching strategies. However, the widespread adoption of these strategies faces several challenges. On the one hand, there is cultural resistance to making classroom behaviors visible through practices such as lesson study and microteaching, as well as to accepting peer feedback. On the other, teachers' mental frameworks and deeply rooted beliefs often shape their teaching decisions, operating implicitly and hindering the application of evidence-based practices. The present study is based on the administration of a validated scenario-based questionnaire designed to identify teachers' behaviors in relation to competencies and strategies recognized as effective. The sample comprised more than 850 teachers, either currently employed in the profession or undergoing training. Data analysis revealed that many teachers do not align their practices with scientifically supported teaching strategies. Despite years of experience and university-level training, teachers' mental frameworks often remain resistant to change and, in some cases, even strengthen over time. Although minor improvements were observed with increased experience, substantial shifts in teaching practice were rare. This finding underscores the urgent need for professional development programs that are not only informative, but also foster reflection, enabling the achievement of tangible outcomes. Such programs should aim to promote knowledge of evidence-based strategies while also addressing and transforming teachers' implicit beliefs. Ultimately, the research emphasizes the importance of integrating both research-backed teaching strategies and a deeper exploration of teachers' mental frameworks into professional development initiatives.

10:45-11:10

97927 | *The Issue of Contribution of Universities to Society: The Case of Higher Education in Türkiye as an Example of Ambiguity*

Umut Sanem Citci Türküstün, İzmir Bakircay University, Turkey

Ümit Kuvvetli, İzmir Bakircay University, Turkey

The social contribution performance of universities is a crucial and multidimensional issue that cannot be measured solely by academic success or the number of graduates. This performance reflects the quality of the connections that universities establish with society, their level of sensitivity to societal issues, and the extent to which they actively contribute to finding solutions. This study focuses on the ambiguity in how higher education institutions define their social contributions today, as global pressure to align with the Sustainable Development Goals (SDGs) increases. Using Türkiye as a case study, qualitative content analysis and statistical comparisons were conducted on a sample of 42 universities (N=208), which were selected based on differences between universities (public/foundation, university history, accreditation status, geographical region). The main findings of the study are: i) the alignment of social activities with the SDG goals varies according to the status of the university; ii) being accredited diversifies what is seen as social contributions; iii) having a medical faculty increases the number of community-oriented activities, which may lead to questionable rankings; iv) universities generally contribute to raising awareness and partially improving negative outcomes rather than playing a role in solving social problems. Based on these findings, it can be said that universities in Turkey do not see the political context, but the economic and environmental context as the field of social contribution, and that they interpret the concept of social contribution differently from their international counterparts.

11:10-11:35

96270 | *Team Teaching in Higher Education: A Study of Student Feedback on Collaborative Instruction*

Febbie Faith Ramos, Mapua Malayan Colleges Mindanao, Philippines

Jovaira Mangubat, Mapua Malayan Colleges Mindanao, Philippines

Alma Rose Marquez, Mapua Malayan Colleges Mindanao, Philippines

Matthew Mark Obregon, Mapua Malayan Colleges Mindanao, Philippines

The evolution of teaching in higher education is evolving with collaborative instructional models such as team teaching. In this study, team teaching in higher education was examined through student feedback. Through the analysis of these perspectives, this study aimed to provide consolidated feedback from students to potentially provide insights for instructors and institutions to boost team teaching practices. This study employed a cross-sectional nonexperimental quantitative descriptive design to determine the perspectives of students on team teaching in higher education, specifically utilizing survey methods. The survey's findings point out both team teaching's advantages and disadvantages. Specifically, the study highlighted five areas: teaching quality with an overall mean rating of 4.22, classroom interaction with an overall mean rating of 4.24, student learning with a mean value of 4.26, communication and feedback with the mean rating of 4.08, and overall satisfaction with overall mean rating, 4.47. The overwhelmingly positive responses indicate that team teaching is an excellent strategy that improves learning, interaction, and engagement, despite a few small issues. Although students value the clarity, involvement, and variety of viewpoints provided by several teachers, issues including different teaching philosophies, information overload, and feedback monitoring need to be addressed. Team teaching can further improve the whole learning process and make it more dynamic, interesting, and productive for students if instructional alignment and communication techniques are continuously improved.

10:20-12:00 | Live-Stream Room 1

Saturday Online Parallel Session 1

BCE2025 | Professional Training, Development and Concerns in Education

Session Chair: Lynn Besa

11:35-12:00

96006 | *Literary Teaching and Learning: The Teachers' and Learners' Standpoints*

Lynn Besa, Rizal Technological University, Philippines

Marah Jane Reyes, Rizal Technological University, Philippines

Literature is a tool for improving most aspects of a learner's capabilities. It plays a vital role in the academic curriculum. However, some concerns about teaching and learning have been raised, such as the notable decline in interest in literature studies among secondary school students. The question "Where are the teachers and learners coming from in the teaching and learning of literature" led the researchers to conduct this study. This study aims to explore the perspectives and foundations of teachers and learners in the teaching and learning literature. Specifically, the study aims to explore the approaches employed by teachers, students' preferences for approaches to teaching and learning literature, the factors that contribute to the teaching and learning of literature, and the impacts of the participants' standpoints on literature teaching. The study employed a descriptive-qualitative approach, involving interviews and document analysis conducted among participants during the 2024-2025 school year. Findings disclose that personal growth and language models emerged as the teaching approaches, while learning modalities, instructional techniques, and learning environment are the students' preferences for learning literature. Teaching strategies, instructional materials, nature of learners, assessment, and students' feedback are the factors that influence the teaching literature. On the other hand, engaging and content-rich approaches, supportive learning environments, and effective teacher-student interaction all positively impact literature learning. Notably, engagement and interest, comprehension, alignment with students' preferences, and success factors are found to be the impacts of the participants' standpoints on the teaching and learning of literature.

10:20-12:00 | Live-Stream Room 2

Saturday Online Parallel Session 1

BCE/BAMC2025 | Psychology and Culture in Communication

Session Chair: Lei Huang

10:20-10:45

98058 | *The Algorithmic Chimera: Between the Dialectics of AI Pathologies and the Monstrosities of Enlightenment*
So Yin Tam, University of Oxford, United Kingdom

This essay examines the emergence of AI image-generating technology through Maria Loh's lens of reproductive Baroque pastiche. It argues that the appearance of chimeric, anatomical composites in AI-generated images are not mere computational errors but a critical node between statistical representation and embodied vision. By comparing algorithmic image-making to Baroque pastiche, the study identifies AI-generated images as a critical node for negotiating the dialectics between cultural anxieties and ethical dilemmas. Through visual analysis of emblematic AI-generated works such as "Edmond de Belamy" alongside the Etruscan Chimaera of Arezzo, mediaeval bestiaries, East Asian pseudo-human creatures, Bosch's "The Garden of Earthly Delights", and other historical representations of hybridity, the essay traces the continuities and departures in how monstrosity has been visualised. Hito Steyerl's "mean images" and Amy Adler's "artificial authenticity" supplement the consideration of how algorithmic pathologies in AI-generated images interrogate traditional notions of authorship and authenticity, revealing a legal substratum ill-equipped to address the ontological ambiguities and accountability of machine creativity vis-à-vis the negotiating boundaries between human and algorithm agency in contemporary visual culture. The potentially numbing and essentialising effect of AI-generated visual material widens the gap between visually literate and lay audiences. As such, the visually monstrous emerges as a site of both peril and possibility in interrogating art history's methodological assumptions for the advocacy of an interdisciplinary, reflexive governance. The historicisation of algorithmic monstrosity thus advances a historically grounded but technically attuned framework for the consideration of machine creativity as a human endeavour.

10:45-11:10

95400 | *Computational Propaganda in the WEIRD Context: What Democracies Can Learn from the Netherlands Case*
Onurcan Güden, Galatasaray University, Turkey

Computational propaganda refers to the deliberate use of algorithms, automation, and human curation to spread deceptive information through social networks. This study examines computational propaganda in the WEIRD context, using the Netherlands as a case study. It focuses on the roles of state and non-state actors, the strategies they employ, and the effectiveness of current policy measures. The research aims to identify key actors, analyze their tactics, evaluate policy responses, and offer recommendations for enhancing resilience against digital manipulation. A mixed-method approach, combining a systematic literature review, critical policy analysis, and semi-structured interviews, was used to achieve the study's objectives. The findings reveal that state-sponsored actors, particularly from Russia, China, and Iran, are the primary drivers of computational propaganda in the Dutch context, alongside political groups and private organizations. The main motivations behind these efforts include influencing elections, shaping public opinion, deepening societal polarization, and gaining economic advantages. Despite ongoing efforts to combat disinformation, several challenges remain, such as the rapid development of generative AI technologies, difficulties in addressing actors from outside Dutch jurisdiction, and the underdevelopment of policies aimed at holding social media platforms accountable. The study suggests a multi-faceted approach, including stronger legal frameworks, technological advancements, and international collaboration to mitigate the growing threat of computational propaganda.

11:10-11:35

97715 | *Competencies of Third Culture Kids as an Example to Reshape the Education System for Industry 5.0*
Narmadha Kamalakannan, Ecole Des Ponts Business School, France
Cezi Cevik Onar, Ecole Des Ponts Business School, France

Third Culture Kids (TCKs) are individuals who spent significant formative years outside their passport country due to a parent's international work. In contrast, non-TCKs experienced static, monocultural education and upbringing. As globalization intensified in Industry 5.0, the demand for culturally intelligent, human-centered leadership increased. This study investigated the development of intercultural competence in both TCKs and non-TCKs and its role in global leadership readiness. Using qualitative methods, the study conducted semi-structured interviews with ten adult professionals five TCKs and five non-TCKs working in international organizations. Participants reflected on their educational experiences during formative years, leadership development, and intercultural skills, including adaptability, inclusion, and cross-cultural communication during professional life. Thematic analysis revealed key contrasts: TCKs often demonstrated early multilingualism (the ability to communicate fluently in more than one language), flexibility (the capacity to adjust to diverse cultural and professional contexts), and cultural intelligence (the capability to relate and work effectively across cultures). In contrast, non-TCKs typically acquired these traits later through corporate training or global exposure. These preliminary findings highlighted the limitations of static education systems in organically fostering such competencies. The objective of the study was to define the competencies of TCKs in contrast to non-TCKs who experienced a static education system. The study aimed to examine how differing educational exposures influenced professional preparedness in the context of Industry 5.0. Recommendations were provided for integrating cultural intelligence, multilingualism, and flexibility into formal education to reshape curricula toward human-centered, globally aware leadership development.

11:35-12:00

96171 | *The Role of AI in Culturally Moderated Psychological Counseling: Opportunities, Challenges, and Human Limitations*
Lei Huang, University of Turin, Italy

The growing integration of artificial intelligence (AI) into mental health services has introduced new possibilities for support, particularly for international students navigating emotional and cultural challenges. This study explores the role of AI in culturally moderated psychological counseling through five narrative case studies from the PASSI@Unito project at the University of Turin. The students, from diverse cultural backgrounds, initially engaged with AI-based tools—such as conversational agents and mental health applications—to manage feelings of anxiety, academic stress, and cultural adjustment. While these tools provided convenient access to general guidance and emotional check-ins, the students reported that the interactions often felt limited in terms of personal relevance, cultural attunement, and emotional depth. In some cases, this led to a sense of uncertainty and increased cognitive rumination. Ultimately, each student opted to seek support from human professionals, where they experienced more nuanced engagement through culturally informed communication and empathetic understanding. Grounded in clinical ethnographic methods, this study examines both the potential and the limitations of AI-assisted counseling within multicultural settings. Drawing on narrative case studies, it highlights how AI tools can serve as useful complements for delivering information and facilitating initial engagement. However, the findings suggest that current AI systems have limited capacity to interpret culturally embedded expressions of distress or navigate the complex emotional landscapes shaped by diverse cultural norms. As such, the paper emphasizes the ongoing necessity of culturally responsive, human-centered approaches in mental health care—particularly for international student populations navigating identity, belonging, and emotional well-being across cultural boundaries.

10:20-12:00 | Live-Stream Room 3

Saturday Online Parallel Session 1

BAMC2025 | Cultural Studies and Arts Practices

Session Chair: Anantdeep Grewal

10:20-10:45

98032 | *The Perception of Nature – Paul Cézanne's El Greco*

Ling Sayuri Chen, Independent Scholar, Japan

El Greco's (1541-1614) work shows the deformation-proportions of the figures, colors and lights. As art historians already pointed out, Greco's work is often associated with the Mannerist style, which transformed the common sense of Renaissance, such as stable composition and the expression of depth. In addition to the above mentioned features, the fact that in El Greco's works, nature is more important than God, despite religious motives being prominent in his paintings, influenced the assessment of his work during his lifetime. This affected El Greco's reputation during his lifetime in a time in which Catholicism was dominant in Italy and Spain, the two countries by where he spent most of his life. After 300 years of relative oblivion, Paul Cézanne (1838-1906) contributed decisively to the re-appraisal of El Greco's. His influence on Cézanne is especially visible in the latter's painting "Mont Sainte-Victoire", in which plants, mountains and deformed elements contained in El Greco's works were superimposed. Thus, through his influence in modern artists such as Cézanne and Picasso, El Greco has had a lasting influence in contemporary art. 300 years later, Cézanne (1838-1906) was the painter who discovered the value of Greco. The plants, mountains and deformed elements expressed in Greco's works were later superimposed on Cézanne's works, "St Mountain victor"-the birth of new composition of "collage". Greco's spirit as seen in Cézanne and Impressionist and Cubist painters such as Picasso has strong influence in 20th artist' activities until today. This study aims to explore how El Greco's original expressive vision—both in its spirit and form has lasting influence on contemporary art, particularly through Cézanne's oeuvre.

10:45-11:10

95531 | *Understanding and Performing Silence in Dance*

Sramana Banerjee, Independent Scholar, India

Silence in performance has often been explored in theatre, yet its role in dance remains an under-examined study area. While theatre can exist as a standalone medium, dance, and music often rely on additional elements to create meaning. This paper investigates silence as an active choreographic element in dance, examining how movement, stillness, and the absence of sound contribute to performance dynamics. By questioning how silence is embodied in movement, this study explores whether silence in dance functions merely as an absence of sound or if it extends beyond that, shaping the performer's expression and the audience's perception. In this paper, we examine a few productions, such as Peter Brook's concept of "The empty space" and the works of choreographers such as Chandralekha, Akram Khan, and Astad Daboo; their modern approaches and use of the element of silence in the way they have perceived, observed and analyzed in the performance space. Additionally, this paper will also try to cover the influence of culture and context of a region in using elements in productions, the style of dance(whether classical or folk), and of course the treatment of the space and techniques. Methodologically, this study employs performance analysis, choreographic case studies, and audience reception studies to understand how silence is choreographed and received. Through this lens, the paper aims to reveal how dance can speak through silence, creating an immersive experience beyond verbal or musical articulation.

11:10-11:35

97924 | *Tradition in Transition: Contemporary Miniature Painting and Global Cross-cultural Flows*

Anantdeep Grewal, Panjab University, India

Jagtej Kaur Grewal, Panjab University, India

The Indian subcontinent has been home to very rich artistic traditions, among which some of the finest examples are in the schools of miniature painting that flourished here in the medieval period. Generally, the miniature painting tradition is perceived as rooted in cultural traditions and yet an examination of the practice suggests global cross-cultural influences. And interestingly, this has always been the case, as seen in the different schools of miniature paintings in India. Persian and Sieneese arts' influences are seen in Mughal and Deccani miniature paintings, respectively, whereas miniature paintings in Rajasthan and Punjab Hills draw upon Mughal art while indigenizing it. Contemporary times have allowed this cross-cultural aspect to become trans-cultural with artists who are working in the miniature genre spread across the subcontinent and further across the globe. This has imparted a vibrant contemporaneity to their expression. Some Indian artists are practicing an expression that is closely aligned to the traditions of this painting style, be it in symbols, themes, or motifs, whereas some have employed the painterly style to envision a modern visual and thematic oeuvre. Diasporic artists, situated in a different cultural milieu, employ a somewhat transformed miniature style to reflect on the contemporary and topical in the country of their residence and of India, where they trace their roots. This paper seeks to examine the continuations, elisions, and transformations that continue to enrich the visual vocabulary and thematic richness of the miniature tradition in contemporary times, thus situating the 'tradition' within a globalized art.

11:35-12:00

97170 | *Indigenous Imagination Dance as a Healing Modality*

Tebogo Kgobokoe, North West University, South Africa

Motheo T. Koitsiwe, North West University, South Africa

In Sub Saharan countries, South Africa and Botswana, indigenous dance possesses a unique ability to transcend social divide, physical constraints, mental limitations, emotional emptiness, ancestral and spiritual dogma and ignite a sense of deep connection with self, and understanding of others and the world. Batswana indigenous dance called Mmino was Setswana or Borankana, when danced alone, with others or imagined, offers healing and coping mechanism for many indigenous people young and old. This paper explores Setswana indigenous dance and the healing power thereof. Using an ethnographic and phenomenological approach, audio, WhatsApp interviews, visits, discussions and interviews with indigenous dance masters and dancers, the study illustrates how Borankana provides healing and support through Indigenous Imagination Dancing (IID). The concept of Indigenous Imagination Dancing (IID) is referred to as visualization by some dance teachers and choreographers. It is used by many elderly indigenous Batswana people, including people living with disability, who are unable to dance. IID does not require feet to move, it allows the person to stretch one's thinking, and imagine themselves dancing awake or asleep, ultimately experiencing the same feeling as in actual physical movement. This exudes the same psychological and emotional effects for the dancer moving physically and one imagined. Interpretive phenomenological analysis is employed to reveal the authentic interpreted perspectives and experiences of the participants. There is certainty that indigenous imagination dancing is both a form of visualization technique and dance therapy; it builds confidence, enhances cognitive ability, supports emotional stability, grows creativity and allows inner freedom and self-acceptance.

12:10-13:50 | Live-Stream Room 1

Saturday Online Parallel Session 2

BCE2025 | Innovative Technologies in Education

Session Chair: Timothy Mattison

12:10-12:35

95559 | *Artificial Intelligence in Primary Education: Teacher Readiness, Learning Theories, and Strategic Implementation*

Heramb Kulkarni, University of Jyväskylä, Finland

Tommi Kärkkäinen, University of Jyväskylä, Finland

The integration of Artificial Intelligence (AI) in primary education is reshaping teaching methodologies, yet many educators face challenges in adopting AI tools. This study examines teacher readiness for AI adoption by analyzing self-reported and training data on AI familiarity, confidence levels, challenges, and strategies. The findings indicate a significant gap in AI-specific knowledge, despite strong pedagogical and content competencies. 44 teachers reported low AI familiarity, 41 had some knowledge, and 10 were entirely unfamiliar. Confidence levels varied, with many expressing the need for structured training and professional development. The study connects these findings to Vygotsky's Zone of Proximal Development (ZPD) and emphasizes the need for scaffolding and mentorship in AI adoption. Challenges such as infrastructure limitations, digital divides, and ethical concerns align with Sweller's Cognitive Load Theory and Maslow's Hierarchy of Needs, which highlight the necessity of proper infrastructure for AI implementation. To bridge this gap, the study recommends AI training programs, institutional investment, adaptive AI learning platforms, and ethical AI guidelines. Further research should explore AI-specific pedagogical frameworks to enhance teacher readiness and optimize AI-driven learning.

12:35-13:00

96188 | *Faculty Perspectives on Adopting an AI-Based One-Click Attendance System: A Technology Adoption Study*

Samia Kort, Prince Mohammad Bin Fahd University, Saudi Arabia

Khaled Fawagreh, Prince Mohammad Bin Fahd University, Saudi Arabia

Samer Al-Imamy, Prince Mohammad Bin Fahd University, Saudi Arabia

Sani Isah Abba, Prince Mohammad Bin Fahd University, Saudi Arabia

Md. Aminul Islam, Prince Mohammad Bin Fahd University, Saudi Arabia

AbuMuhammad Moinuddeen, Prince Mohammad Bin Fahd University, Saudi Arabia

Taking attendance is one of the many responsibilities handled by teachers. It is often regarded as an essential part of a teacher's duties. Previous studies have shown that better attendance is strongly linked to student engagement, motivation, improved performance in assessments, and class participation. All these Classroom Key Performance Indicators (CKPIs) are influenced by how effective the attendance system is. Simply recording attendance is not enough to enhance performance. Most institutions still rely on basic attendance: present or absent. More advanced analytics are rarely conducted due to time and complexity. Other issues include the 5–10 minutes it can take to mark attendance, especially in large classes, and managing late arrivals. We introduce an innovative One-Click Attendance System (OCAS) that eliminates the burden on teachers by capturing attendance with a single click. It automatically captures attendance, even for late arrivals, and operates in real time with reporting, notifications, and AI-based feedback. This paper focuses on faculty feedback, which explores system readiness, operational burdens, perceived benefits of real-time analytics, and institutional requirements. Five hypotheses guide the analysis, mapped to the faculty survey to capture institutional challenges and opportunities.

13:00-13:25

93761 | *Using Generative AI with Elementary School Students to Create Stories that Reflect Their Racial and Socioeconomic Experiences*

Timothy Mattison, University of Southern Indiana, United States

Jill Raisor, University of Southern Indiana, United States

The purpose of this paper presentation is to share findings from a qualitative study on the use of GenAI by elementary school teachers. The research question was, "how do elementary teachers use their knowledge of their students' diverse racial and economic backgrounds to create stories that reflect children's unique racial and socioeconomic experiences?" The researchers in this study presented scenarios involving elementary students to three groups of teacher candidates, each with 5 participants. Teacher candidates followed a standard list of instructions to simulate the use of GenAI to create stories that reflect many children's unique racial and socioeconomic experiences. Each group then used a template to create a plan for modeling for students how to use GenAI to create these stories. Finally, the researchers conducted a 30-minute semi-structured interview with each participant to learn more about their thought processes while completing the simulation. Using observation notes and interview transcripts, the researchers identified and interpreted themes, which constitute the findings of this study. The study findings in this paper presentation will help elementary educators begin to develop schema for the use of GenAI to create stories that reflect their students' unique racial and socioeconomic experiences. These types of stories are often unavailable to children in the U.S. due to book bans, even though they could strengthen students' desire to read. Moreover, the study findings will help other researchers of elementary education to develop working hypotheses to test in their own empirical research on the impacts of GenAI on children's reading abilities.

13:25-13:50

97873 | *Enhancing AI Literacy in English Language Teacher Education: Strategies, Implementation, and Perceptions of UNESCO's AI Competency Framework*

Belgin Elmas, TED University, Turkey

This study investigates strategies for enhancing AI literacy in English language teacher education by drawing on UNESCO's AI Competency Framework (2024). As artificial intelligence increasingly reshapes language teaching and learning, both teacher educators and pre-service teachers must develop the technological, pedagogical, and ethical competencies needed to navigate this evolving landscape. Using an action research design, this qualitative case study explores how a teacher educator with 35 years of experience integrated AI into an undergraduate "Teaching Reading" course for second-year pre-service English teachers. The 14-week intervention focused on two goals: strengthening the educator's own AI integration skills and equipping pre-service teachers with practical AI competencies. Data were collected through reflective journals and in-depth interviews to examine participants' experiences and perceptions. Findings reveal actionable strategies for developing AI competencies and highlight the challenges and opportunities pre-service teachers foresee when implementing AI in future classrooms. This research contributes to ongoing discussions on preparing language educators for AI-enhanced teaching contexts and offers practical insights for teacher education programs aiming to align with global frameworks for AI readiness.

12:10-13:50 | Live-Stream Room 2

Saturday Online Parallel Session 2

BCE/BAMC2025 | Foreign Languages Education and Applied Linguistics

Session Chair: Yung-Huei Chen

12:10-12:35

98122 | *Implementing English in Paraguayan Public Education: Policy, Practice, and Teacher Preparation*

Valentina Canese, Universidad Nacional de Asunción, Paraguay

Maura Zalimben, Universidad Nacional de Asuncion, Paraguay

Cynthia Rolon, Universidad Nacional de Asuncion, Paraguay

Ignacio Gimenez, Universidad Nacional de Asuncion, Paraguay

Fernando Esquivel, Universidad Nacional de Asuncion, Paraguay

The enactment of Law No. 5031/2013 in Paraguay, which mandates the teaching of English from preschool to the final year of secondary education in public institutions, represents a significant milestone in national language policy. This study explores the scope and effectiveness of public measures taken to implement this law, with a particular focus on teacher education. Using a mixed-methods approach, the research draws on official policy documents, curricular guidelines, and interviews with key informants from teacher training institutions and government agencies. Findings reveal significant efforts, including curricular reforms and training programs under initiatives such as the in-service teacher education program named PROCEMA. However, the study also identifies critical limitations: insufficient numbers of qualified English teachers, inconsistent implementation across teacher training institutes, and heavy reliance on digital platforms where face-to-face instruction is unavailable. Interview data underscore that while English has been formally introduced into teacher education since 2019, its implementation is hampered by structural gaps such as lack of materials, insufficient institutional support, and minimal prioritization within the broader bilingual education agenda. This research contributes to a growing body of work on foreign language education in Paraguay, highlighting both achievements and persistent challenges. The results aim to inform policymakers, educators, and institutions seeking to align language education policy with Sustainable Development Goal 4, promoting equitable access to quality education and enhancing the capacity of future teachers in an increasingly globalized world.

12:35-13:00

96063 | *Negotiating Authority, Identity, and Gender: Stories of Female Pre-Service English Teachers Challenging Stereotypes in Chilean Classrooms*

Erika De la Barra, Universidad de Santiago de Chile, Chile

Soffia Carbone, Universidad Mayor, Chile

Sylvia Veloso, Universidad de Santiago de Chile, Chile

This study explores the impact of gender stereotypes on the evolving professional identity of female pre-service English language teachers in Chile. The main objective was to understand how entrenched stereotypes influence identity construction, self-perception, and classroom authority during professional teaching practice. Data was collected from March to December 2024 through two semi-structured interviews and one focus group. Using a qualitative research design, six fifth-year female pre-service English teachers shared their experiences regarding the influence of gender stereotypes on their professional identity. Data was analyzed through thematic coding with the assistance of Atlas.ti software. This analysis identified three main categories: "professional competencies and identity formation," "gender stereotypes and social expectations," and "authority and classroom dynamics," along with several subcategories that enabled a comprehensive understanding of gendered influences on identity development. Findings show participants experienced significant identity shifts. Initially, they reported insecurity and challenges in asserting authority due to gender-based biases. Over time, reflective practice and classroom experience contributed to increased self-confidence and a more defined professional identity. However, challenges remain, particularly students' tendency to respect male figures more readily than female teachers, undermining classroom management and authority. The study contributes empirical insight into the intersection of gender, language teaching, and identity in the Chilean ELT context. It highlights the need for gender-sensitive strategies and curricular reforms to support female English language teachers' professional development and foster more equitable teaching environments.

13:00-13:25

95249 | *Individual Differences in Active Learning: The Role of Language Background in the Production Effect*

Brian Mathias, University of Aberdeen, United Kingdom

Rebecca Bridle, University of Aberdeen, United Kingdom

Abdul Manaf Mumuni, University of Aberdeen, United Kingdom

Active learning strategies play a crucial role in memory retention in education. One such strategy, verbalizing information aloud, leads to superior recall of words spoken aloud compared to those read silently—a phenomenon known as the production effect. Despite its well-documented benefits, little research has explored how differences in language background influence the PE as an active learning strategy. This study examined individual differences in PE-based learning outcomes among 128 monolingual and bilingual English speakers across two experiments. In Experiment 1, participants articulated or silently read English words before completing a memory test. Both groups exhibited a recall advantage for spoken words, but bilinguals demonstrated higher overall memory accuracy. In Experiment 2, participants completed the same task with pseudowords, simulating novel vocabulary acquisition. Again, both groups exhibited a PE, but bilinguals were significantly faster in recognizing articulated pseudowords. These findings suggest that both bilingual and monolingual learners benefit from verbal production in learning, but that bilinguals show a greater overall advantage in word learning. Given the increasing emphasis on personalized education, these results underscore the importance of tailoring learning strategies to individual linguistic backgrounds. Educators may consider integrating verbal production techniques into language and literacy instruction to optimize learning outcomes for diverse student populations.

13:25-13:50

95474 | *Metaphors Without Borders: Universal Grammar's Role in English-Mandarin Figurative Parallels*

Yung-Huei Chen, National Chung Cheng University, Taiwan

Speakers of different languages interpret their experiences through their physical environment, expressing events or emotions either faithfully or symbolically through idioms. These expressions are drawn from users' observations of material objects, sentiment, imagery, or cognition, and they vary across cultures due to geography, history, philosophy, or society. However, universal grammar highlights the consistency of languages, as they share traits and influence one another over time. Therefore, this study examines English and Mandarin idioms to explain the influence of universal grammar on figurative language. The analysis reveals that most idioms function at both metaphorical and linguistic levels, reinforcing shared human experiences. While metaphorical and lexical commonalities exist in both languages, they do not align perfectly; however, many of them overlap.

12:10-14:15 | Live-Stream Room 3

Saturday Online Parallel Session 2

BAMC2025 | Visual Culture and Cultural Studies

Session Chair: Paulo Batista

12:10-12:35

98103 | *Reverberant Tribal Manoeuvres: Delineating Graphic Tranquillities of Autochthonic History*
Ranjini G, Ethiraj College For Women, India

Indigenous communities in India have perpetually experienced deafening silence to their evolutionary movements in the past and the present era to retain life-places. The Adivasi movements evoking a sense of belonging has been manipulated to create dubious efficacy and psychic numbing of the 'Affects'. Emotional forms of affects such as anxiety, fear and sorrow birthed geological epoch characterized by significant human impact on the environment. Grounding Bio-politics and psychoterratic disorders Adivasi existence is enforced in a cognitive apparatus than socially existential apparatus. Gradually these insurgent wars were conditioned to speechless terror and prosthetic memories. Thus, the Adivasi communities exhibit their struggle through the digital medium to question, resist and condemn the climate grief, socio-horrors and Global weirding through their own art dexterity mediated in graphic forms. This paper interrogates the way the wars has transitioned to digital protest to express compassion fatigue enforced on the Adivasi communities. The archived graphic medium becomes the residual tribal community in sustenance. The chosen works such as *Our Forest Dreams* (2020) by The Nilgiris Particularly Vulnerable Tribal Groups Federation and *Tribal Leaders of the Freedom Struggle* by Reena Ittyerah Puri (2023) delineate tribal history by using 'Affect eco-criticism' as a theoretical compass to identify Adivasi histories, emotions, embodiments embedded in a life-place which is invasively raided by industrio-scientific paradigms leading to climate emergency and ecocide of a life-place.

12:35-13:00

98059 | *Rebirthing Decay: Renaissance Intarsia and the Aesthetics of Impermanence in the Medical Humanities' Material Turn*
So Yin Tam, University of Oxford, United Kingdom

This paper theorises the use of spalted wood in Renaissance intarsia as a dialectical site mediating between decay, transformation, and the aesthetic of impermanence within the medical humanities. While the Renaissance is often framed as a period of humanistic revival and classical stability, intarsia's reliance on fungal-decayed wood not as subjects of representation but as an agentic artistic medium presents an aesthetic counter-narrative of decay as a dynamic process of renewal. By considering the spalted wood inlays in Studiolo di Guidobaldo da Montefeltro (c. 1478–82), this paper argues that intarsia artisans galvanised decay as a material visual metaphor for the entangled cycles of life and death. As distinct from static representations of decay, fungal stains, fissures, and discolouration in intarsia materially embody death and dying as a continuous and vital process, thereby confronting the purported binary between growth and decline and the anthropocentric narratives of the Renaissance. The lens bridges art history and medical humanities by reframing decay as a generative force capable of shaping both artistic and bodily narratives rather than a threat to be eradicated; in an increasingly geriatric landscape, it opens up possibilities for more patient-centric interventions and ethical reflection on living with chronic illnesses. By linking Renaissance material practices to contemporary medical humanities debates about embodiment, mortality, and the "afterlives" of the body, the paper concludes by suggesting how modern medical visual culture, such as pathological specimens and hospice photography, can simultaneously represent the dying body as a site of loss and a locus of meaning-making.

13:00-13:25

96558 | *Archiving the Intangible: Inputs from Project InMAP*
Paulo Batista, University of Évora, Portugal
Ana Carvalho, University of Évora, Portugal

In the last decades, there has been a growing number of new archives and repositories created by memory institutions (museums, libraries and archives) and other organisations (universities, schools, communities). At least three intertwined aspects have contributed to this state of the art: 1) oral history development has reinforced the need to document the memories of people, communities, and participants in past events; 2) the impact of the 2003 UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, urged for the need to record traditional silks and practices, e.g., Intangible Cultural Heritage (ICH) for a sustainable future; 3) the need to enrich and complement official archives with community experiences and participation. Many of these recent memory archives contain collections of sound and video recordings, photographs or other documentary materials related to memory preservation and to ICH documentation, either in analogue or in digital form. Project InMAP-Memories and Archives: Mapping the (In) tangible (2024-2025) analysed the situation of Portuguese memory archives that have been created in the last two decades by heritage organisations (museums, libraries, archives, universities, associations). Besides a characterisation of these memory archives that document Intangible Cultural Heritage (ICH) and oral history, it was essential to understand the scale and extent of barriers to documentation, preservation and access. This diagnosis contributes to informing public policies in this field. The study combined a set of analysis tools, which included a survey, fieldwork (in-depth interviews and focus groups) and literature review. This paper presentation will discuss the main findings of the project.

13:25-13:50

96125 | *Sankofa Reading of S.E.K. Mqhayi's Two IsiXhosa Poems: Lessons for South African Leadership Crisis*
Lukhanyo Elvis Makhenyane, University of Johannesburg, South Africa

South Africa is faced, among other things, by a leadership crisis. This has been the legacy of African states that gained independence from foreign rule since the late 1950s. Corruption, money laundering, lack of service delivery, and embezzlement are all synonymous with leadership in South Africa. The country is falling in the pitfalls predicted by Fanon and is trapped in what Marwala calls politicism, a system that is crippling a country with an immense potential. As Sankofa encourages people to go back to their origins and get what can be useful for today, this paper goes back and draws leadership lessons from two poems written by S.E.K. Mqhayi, a prominent isiXhosa writer of the 20th century. The two poems, 'UMafukuzela' and 'Umfikazi uCharlotte Manyi Maxeke', offer rich data on Mqhayi's leadership philosophy, which today's leaders can draw significant lessons from. The first one is about Dr J.L. Dube, the founding member of the African National Congress in South Africa, a party that has been at the helm of leadership since independence in 1994. The second one is eulogising the first black woman in South Africa to graduate with a university degree and the founder of the Bantu Women's League, which later became the African National Congress Women's League, Charlotte Manyi-Maxeke. South African leaders can draw valuable lessons on issues of servicing people, building societies and the nation, establishing institutions of influence, and being a breadbasket for its citizens by creating opportunities for people to sustain themselves.

12:10-14:15 | Live-Stream Room 3

Saturday Online Parallel Session 2

BAMC2025 | Visual Culture and Cultural Studies

Session Chair: Paulo Batista

13:25-13:50

96125 | *Sankofa Reading of S.E.K. Mqhayi's Two isiXhosa Poems: Lessons for South African Leadership Crisis*
Lukhanyo Elvis Makhenyane, University of Johannesburg, South Africa

South Africa is faced, among other things, by a leadership crisis. This has been the legacy of African states that gained independence from foreign rule since the late 1950s. Corruption, money laundering, lack of service delivery, and embezzlement are all synonymous with leadership in South Africa. The country is falling in the pitfalls predicted by Fanon and is trapped in what Marwala calls politicism, a system that is crippling a country with an immense potential. As Sankofa encourages people to go back to their origins and get what can be useful for today, this paper goes back and draws leadership lessons from two poems written by S.E.K. Mqhayi, a prominent isiXhosa writer of the 20th century. The two poems, 'UMafukuzela' and 'Umfikazi uCharlotte Manyi Maxeke', offer rich data on Mqhayi's leadership philosophy, which today's leaders can draw significant lessons from. The first one is about Dr J.L. Dube, the founding member of the African National Congress in South Africa, a party that has been at the helm of leadership since independence in 1994. The second one is eulogising the first black woman in South Africa to graduate with a university degree and the founder of the Bantu Women's League, which later became the African National Congress Women's League, Charlotte Manna-Maxeke. South African leaders can draw valuable lessons on issues of servicing people, building societies and the nation, establishing institutions of influence, and being a breadbasket for its citizens by creating opportunities for people to sustain themselves.

13:50-14:15

98019 | *Contemporary Authorial Glass Design in Portugal: Between Craft and Technology*
Cláudia Pedro Santos, University of Beira Interior, Portugal

This study presents an exploratory and descriptive mapping of contemporary authorial glass design in Portugal, focusing on domestic utilitarian products. While the Portuguese glass industry expanded during the 1950s–60s, until the mid-70s, and the authorial design emerged in the 1980s, inspired by the international Glass Studio movement and driven by the lack of industrial commissions, prompting designers to self-edit and produce their own small series. In the 1990s, a short-lived attempt to re-industrialize the sector led to the creation of the Glass Region Cluster in Marinha Grande, but by the early 21st century, many semi-industrial factories had closed. Today, a dual reality persists on one hand, large-scale automatic glass production oriented toward packaging and hospitality; on the other, limited series of authorial design produced in small studios, where designers are also makers. This research adopts a human-centered approach, combining direct observation, semi-structured interviews, and analysis of complementary documentation (catalogues, books, exhibitions, studios, glass factories or museums). It highlights design practices that integrate hand craft-based knowledge with digital modelling, CNC prototyping, and industrial technologies (automatic blowing, pressing, thermoforming), revealing intelligent material thinking. Institutions like CENCAL, Glass Museum of Marinha Grande, MUDE-Design Museum or design events like Lisbon Design Week play key roles in preserving and promoting this endangered heritage. Case studies include glass design works of Vítor Agostinho, Samuel Reis, João Xará, Martinho Pita, and Emmanuel Babled. The article develops the context, objectives, and methodology, focusing case studies to reflect on how humanist creation emerges between craft and technology.

14:00-15:15 | Live-Stream Room 1

Saturday Online Parallel Session 3

BCE2025 | Education Policy and Teaching Experiences

Session Chair: Tainá Guimarães de Souza

14:00-14:25

97942 | *The Role of AI-Powered Tools in Enhancing Creative and Critical Thinking Skills*
Guranda Khabeishvili, International Black Sea University, Georgia

As artificial intelligence (AI) becomes increasingly embedded in educational settings, questions arise about its true impact on the development of students' creative and critical thinking skills. This paper explores how the integration of AI-powered tools in education can support the development of essential soft skills, such as creativity and critical thinking. There is a strong consensus that these are core 21st-century skills, and AI has the potential to spark and enhance creative thinking (Marrone, Taddeo, & Hill, 2022).

With AI rapidly reshaping the world, the education system is being urged to embrace AI tools in classrooms. Accordingly, this paper addresses how AI can be effectively incorporated into education while preserving the essential human elements of teaching and learning. It analyzes various platforms, such as Kialo Edu, Curipod, and Canva Magic write that can act as catalysts rather than crutches for students' creative and critical thinking development. The paper proposes practical applications of these tools in classroom settings aiming at promoting those generic skills. The results of the quantitative research conducted among students at a private university in Georgia provide valuable insights into their experiences and attitudes toward AI-powered tools in education. The findings suggest a generally positive perception of AI integration, with students recognizing its potential to enhance the learning process. Specifically, the results indicate that AI tools can contribute to more interactive, engaging, and personalized educational experiences.

14:25-14:50

97997 | *Institutional Response to Artificial Intelligence (AI): From Practice to Regulation*
Nato Pachuashvili, European University, Georgia

The surge in Artificial Intelligence (AI) tools has prompted higher education institutions to reconsider academic integrity principles. AI has become a commonplace in educational practices, both for students and teachers, compelling universities to address both challenges and ethical issues associated with its use. While AI tools can offer a number of benefits, their unregulated use poses a serious threat to academic honesty. Although international universities embrace the use of AI in academic contexts, its unregulated practice may compromise its benefits. This has necessitated formalising of AI policy at universities, however, AI policies vary across departments and faculties, often assigning full responsibility to instructors. Some universities require students to disclose the use of AI tools in academic papers, whereas others allow AI to be cited as a co-author. The objective of this paper is to review current institutional policies on AI integration in the academic context and investigate the fundamental components of the regulatory framework. Through a comparative analysis of AI ethical policies in international universities, the research aims to identify the emerging practice, focusing on academic integrity, transparency, students' and teachers' responsibility and restrictions. The findings of this study will lead to determining the factors that contribute to building an ethical AI policy, as well as finding ways for its implementation at universities. The outcomes of this study will significantly contribute to a broader discussion on the responsible use of AI in academia and its successful integration in educational practices.

14:50-15:15

97834 | *Inclusive Education and Personalized Neurological Stimuli: Psychogenetics Applied to the Development of Digital Tools*
Waldir Moura, Federal University of Rio de Janeiro, Brazil
Edgar Delbem, Federal University of Rio de Janeiro, Brazil
Angélica Fonseca da Silva Dias, Federal University of Rio de Janeiro, Brazil
Juliana Baptista dos Santos França, Federal University of Rio de Janeiro, Brazil
Tainá Guimarães de Souza, Fluminense Federal University, Brazil

This article presents an investigation into the application of the Educational Psychogenetics theory developed by Fr. Joaquim Ferreira Xavier Júnior, sjr, through technologies aimed at supporting the development of neurodivergent students. The research contextualizes Psychogenetics as a theoretical framework that promotes a holistic understanding of human development, grounded in neuroplasticity, respect for individual cognitive, emotional, and motor differences, and the implementation of personalized educational interventions. Based on these principles, high school students developed a digital tool focused on educational inclusion, specifically designed for children and adolescents with conditions such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), cerebral palsy, among others. The application integrates educational games, sensory exercises, musical activities, and adaptive challenges, and has been tested with inclusion students from the school itself. Results demonstrated improvements in attention, participation, motor coordination, and autonomy. The tool's structure was built around the "dynamic steps" of Psychogenetics, allowing for continuous adaptation in response to user progress. Partial findings indicate that technologies grounded in robust educational theories, such as Fr. Xavier's Psychogenetics, significantly contribute to student engagement, personalized learning, and the promotion of diversity in school settings. This experience underscores the importance of integrating theory, practice, and student leadership in interdisciplinary projects that connect science, education, and inclusion.

14:00-15:15 | Live-Stream Room 2

Saturday Online Parallel Session 3

BCE2025 | Higher Education

Session Chair: Hyacinth Anucha

14:00-14:25

96062 | *Disruption in the Academic Core: Testament of ASUU Strikes and the Crisis of Sustainable Higher Education in Nigeria*

Gabriel Obimuyiwa, Kazan Federal University, Russia

Salehova Lyalya, Kazan Federal University, Russia

Dorcas Daramola, University of Ilorin, Nigeria

The prolonged lack of consensus between the Academic Staff Union of Universities (ASUU) and the Nigerian governments has led to frequent strikes, intensifying systemic disruptions inside academia. These strikes, indicative of profound institutional crises, highlight the vulnerable condition of higher education (HE) in Nigeria, with significant consequences for students, societal advancement, and the viability of the educational sector amidst global transition. This study investigates the influence of ASUU strikes on Nigerian students and the larger society, and enhances the discourse on sustainable HE in Nigeria by proposing for institutional reforms that reduce disruption risks and address structural disparities. The study employs qualitative documentary analysis, utilising secondary data from scholarly journals, institutional reports, and media archives, framed within Weberian action theory, to examine the dynamics of agency, institutional limitations, and reached interests in ASUU-government conflicts and their effects on students and society as a whole. The study indicates that repeated strikes adversely affect public university students, creating psychosocial weaknesses, exacerbating disparities with private-sector counterparts, and hindering society progress by diminishing graduation quality. The study recommends the immediate revision of government-ASUU agreements and enhanced budgetary allocations to rejuvenate Nigeria's public HE sector. The study advocates a multifaceted intervention comprising incremental budget increases to 20% by 2030, the establishment of a Tripartite Education Council for mediation, diversified revenue via Public-Private Partnerships (PPPs), and compensatory support programs for students, aimed at reconciling ASUU demands with fiscal limitations while alleviating the risks of strike-induced brain drain, youth radicalisation, and threats to national development.

14:25-14:50

96059 | *Educational Leadership: Reimagining Democratic Education in Nigeria, West Africa Amid the Boko Haram Insurgency*

Hyacinth Anucha, Bowie State University, United States

Nigeria's democratic framework faces severe challenges stemming from extremist insurgency. Central to this crisis is the Boko Haram insurgency, which actively opposes Western education and democratic institutions, targeting schools and government structures as symbols of perceived moral corruption. The resulting violence has led to widespread displacement, infrastructure destruction, and a systemic disruption of education. This disruption threatens to leave an entire generation without access to quality schooling, exacerbating poverty, unemployment, and vulnerability to radicalization. This study investigates the potential of democratic education to counteract the socio-political impacts of insurgency. It explores how educational practices rooted in democratic values can build civic resilience, resist extremist ideologies, and foster youth engagement in participatory governance. Anchored in Correspondence Theory and structural models, the study emphasizes the interplay between agency and structure within conflict-affected educational environments. Methodologically, it adopts a meta-analytic approach, guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) standards, incorporating data from sources such as UNICEF's Multiple Indicator Cluster Surveys (MICS). Supplementary univariate analysis and an innovative conceptual framework strengthen the examination of power dynamics, inequality, and social justice within the education system. The research advocates for transforming schools into democratic spaces that cultivate creativity, civic responsibility, and empowerment. Findings highlight the insurgency's devastating toll on Nigeria's educational sector, particularly for girls, whose access to schooling is increasingly limited by violence and fear. The study concludes that reimagining democratic education is essential not only for educational recovery but also for long-term democratic stability, justice, and inclusive national development.

14:50-15:15

98297 | *Developing Leadership Competencies in Medical Education: A Study of Challenges and Strategies in the Georgian Context*

Nino Gomurashvili, Georgian National University, Georgia

Nana Nikolaishvili, Georgian National University, Georgia

The role of leadership in medical education is increasingly critical in developing well-rounded healthcare professionals who can navigate complex clinical, administrative, and ethical challenges. In Georgia, where the healthcare and education systems are undergoing substantial reform, leadership training in medical education remains underdeveloped and inconsistently applied across institutions. The purpose of this research is to examine the current state of leadership education within Georgian medical universities and identify opportunities for its systematic integration into medical curricula. The central research question guiding this study is: How can leadership education be effectively incorporated into Georgian medical education to better prepare future healthcare leaders? The hypothesis is that leadership is widely recognized as a valuable skill by both educators and students, but lacks structured implementation, clear objectives, and formal evaluation in most Georgian medical programs. A mixed-methods approach is used, combining qualitative interviews with medical faculty and policymakers, and quantitative surveys distributed to medical students across several universities in Georgia. The study's findings aim to contribute to evidence-based strategies for embedding leadership development in medical education, in line with international best practices and national education reform goals.

Notes

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Virtual Poster Presentations

Read Virtual Poster Presentations & Watch Pre-Recorded Virtual Presentations

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

BAMC2025 Virtual Poster Presentations

Ageing Studies

94662 | *"Gen Jones" and Elder Latinxs: Shining Light on Unique Digital Tech Gaps Impacting Health, Lifeways*
Diana Rios, University of Connecticut, United States

There is a US Latinx population segment with overlapping challenges with older "baby boomers" regarding "grey gaps", and that straddles the era of fast technological innovation with their knowledge and praxis. At 19% of US people, Latinxs of all ages live across the nation, and elderly Latinxs will be more numerous. Such a trend is important for ethnic/racial/age population profiles of the future. "Gen Jones" is an age group wedged between boomer and X generations, and has lived under different monikers. Gen Jones can be easily forgotten when only conceptualized as the tail-end of the baby boomer generation. We highlight complementary generations using trend data from the US Census, Pew Research, National Institute on Aging, and other relevant sources. We further illustrate practical technological challenges connected to society's aging bias with auto/biographical examples. We authors-scholars are advancing in our aging journeys, facing hard lessons, and welcoming inspirations about becoming old. We offer thought questions for companies, agencies, organizations, programs who may/may not yet offer specialized services for ethnic group, language minority elders. Some private/public entities may not yet consider elder clients who have different abilities and needs regarding technology hardware and applications. As well, entities may not have adequate resources to address a complicated matrix of cosmopolitan elders or far-flung, rural, aging communities. As Gen Jones Latinxs, we aspire to be affirming with our aging peers, to respect forward-thinking ideals, and encourage more pro-elder policies, advising, small group care-shops, and workshops.

Gender, Sexuality and Culture

94864 | *Zoe Saldaña as Confounding Heroine in the Film Emilia Pérez: Motifs of Exclusion, Unexpected Mothering of Attorney Mora Castro*
Graciela Quinones-Rodriguez, Quinones Consulting and Psychotherapy, United States
Diana Rios, University of Connecticut, United States

This poster presents select archetypal and motif analysis of a controversial film. The complex drama of a male criminal transitioning to female defies genres as a dramatic, narco, musical collage, but can be examined through specific quests (Frankel;Inness;Brownstein) or (sub)narratives (Aristotle). Also, archetypal facets of "the mother" (Jung; Frankel) and exclusion motifs are some defining qualities of the supporting character's journey, or descent to hell (Jung; Goethe; Hesiod). Anita Mora is Dominican-Mexican attorney in Mexico, overwrought by plagiarizing males. Revealing a mother archetype weakness, Anita's maternal care of others opens them to suck her milk dry. Life exclusion means no traditional motherhood. Anita's toxic environment resonates with women (spectators, viewers) who see identifiable pieces of workplace abuse and thanklessness. In Mephisto style (Mann), a crime leader buys her, and the heroine's transplantation from cesspool courthouse to male underworld triggers her dark, shadow self (Jung). After taking dangerous risks in "hades", mother-Persephone-Faustus surfaces, only to be trapped again. In dramatic novela style, "Emilia" locates her, to latch on (baby-suckling-milk.) The anti-heroine Anita dives inside a contradictory life of dangerous rescue and violence (taking care of, retrieving), even mothering orphans. Choices could root her permanently as a dark antiheroine, as is typical in narco-novelas, or for people visiting hades. Overall, patriarchal realms perpetually locate Anita as caretaker but no kingdom respects her womanhood. This intricate story can be partially interpreted by tracing character paths, and identifying select archetype(s) and motifs found in media and literature.

BCE2025 Virtual Poster Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

98006 | *Developing Oral Speech Skills Using Artificial Intelligence in High School Students*
Lidia Fabián Acevedo, Instituto Tecnológico y de Estudios Superiores de Monterrey, México
Miriam Cossio Vallejo, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico

The incorporation of artificial intelligence (AI) in education has generated both positive and negative changes. During the period January-May 2025, a study was conducted with the objective of investigating how AI can positively impact the development of oral skills and contribute to adaptive and differentiated learning in a safe environment. Fifty-seven upper-secondary school students participated, aged between 15 and 16 years old (35 women and 22 men). As part of the participatory action methodology, the Microsoft Teams Speaker Progress tool was used. This facilitated fair feedback: kind, accurate, and timely feedback on tone, volume, pronunciation, use of inclusive and varied language, and body language. This allowed for personalized teaching due to adaptation to the individual needs of each student, promoting more effective learning and citizens with a global and ethical vision in the use of technology. As a result, a notable improvement in students' oral skills was observed; 80.70% obtained a grade between 90 and 95, and 83% showed motivation in completing the activities. In short, immediate feedback helped students identify specific areas for improvement and work on them more efficiently. In conclusion, AI, used ethically and responsibly, can be a valuable tool for aligning learning with the individual abilities, strengths, and interests of each student.

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

96356 | *Transforming Inclusive Pedagogy: A Cultural-Historical Approach to Early Childhood Education for Learners with Disabilities in Ghana*
David Kwame Kumador, University of Ghana, Ghana

The pedagogy of learners with disabilities in inclusive early childhood education (ECE) refers to how material, cultural, and historical artefacts of regular schooling are adapted to accommodate and develop learners with disabilities in line with Ghana's Inclusive Education Policy 2015 and the United Nations Sustainable Development Goal 4, which promotes inclusive, equitable education. The study presents a situated pedagogy of learners with disabilities in early childhood education settings within selected communities in Accra-Ghana, using Vygotsky's cultural-historical activity theory (CHAT) as a theory-method. Data was gathered from eighteen ECE teachers through focus group discussions and individual teacher interviews. A thematic analysis revealed that teachers employ culturally sensitive and developmentally appropriate pedagogical practices that match the needs of learners with disabilities in their classrooms. However, inadequate teaching and learning resources, insufficient training in special education and socio-cultural and political influences create contradictions that entrap teachers and foster resistance to learning among young learners with disabilities. Using a transformative activist stance (TAS) approach, the study recommends a socio-political non-neutral position of transformation in ECE that embodies the notion of respect, social justice, and equity for teachers and learners with disabilities in early childhood education. The study has implications for the future of education in Ghana and Africa, where negative perceptions about disabilities and violence against children with disabilities persist and evolve within communities and institutions.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

97203 | *Shifting Boundaries: The Impact of Perceived Competence of ChatGPT on the Plagiarism Threshold in Academia*
Ștefania Cihodaru-Ștefanache, Bucharest University, Romania
Matei Popovici, National University of Science and Technology Politehnica Bucharest, Romania
Ioana Podina, Bucharest University, Romania

Traditional norms of academic integrity are challenged by generative Artificial Intelligence (AI) tools such as ChatGPT, which are increasingly integrated into higher education. A cross-sectional study was conducted with 235 Computer Science students. The objective of the present study was to examine the indirect effects of Perceived Competence of ChatGPT on the Plagiarism Threshold. Results revealed that higher Perceived Competence was linked to higher Task Efficiency, which in turn predicted higher levels of both Moral Disengagement and Plagiarism Threshold ($\beta = 1.469, p < .001$). Moreover, perceived Competence of ChatGPT also predicted stronger levels of Academic Engagement, which in turn predicted lower levels of Moral Disengagement and lower levels of Plagiarism Threshold ($\beta = -.574, p = .007$). These findings suggest that ChatGPT can have dual effects: while it may promote learning through increased engagement, it can also legitimize potentially unethical behavior by fostering moral disengagement. The study demonstrates that both the Theory of Planned Behaviour and Moral Disengagement Theory offer valuable frameworks for understanding students' intentions to misuse AI tools in academic contexts.

BCE2025 Virtual Poster Presentations

Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

97449 | *Prioritizing Form over Substance: Exploring the Predictors of Academic Formalism, Professional Image, and Mechanistic Learning Approaches Among Indonesian Teacher Education Students*
Anita Deka, Universitas Pendidikan Indonesia, Indonesia
Dasim Budimansyah, Universitas Pendidikan Indonesia, Indonesia
Mupid Hidayat, Universitas Pendidikan Indonesia, Indonesia
Momod Abdul Somad, Universitas Pendidikan Indonesia, Indonesia

The primary goal of higher education is to produce graduates who not only possess academic credentials and grades but also demonstrate substantive mastery of their field and the practical competencies necessary for professional practice. Meaningful learning serves as a crucial foundation for achieving this objective, where students are expected to go beyond pursuing graduation or formal symbolic achievements such as grades and certificates, and instead engage deeply with conceptual understanding and its application in real-world contexts. However, this study identifies a tendency among students, particularly those enrolled in teacher education programs, to prioritize formal academic appearances over substantive learning — a phenomenon referred to in this research as Perceived Form Over Substance (PFOS). PFOS is operationalized into three dimensions: Prioritization of Academic Formalities (PFOS_FRM), Preference for Professional Image over Competence (PFOS_IMG), and Focus on Formal Outcomes over Learning Process (PFOS_HSL). Data were collected from 347 student respondents across semesters 4, 6, 8, and 10, representing four different faculties of education — FIP, FPIPS, FPMIPA, and FPTK. Using multiple linear regression analysis with predictors derived from the Personality Trait (PTRAIT) and Systemic Pressure (PSIST) scales, the findings reveal that orientation toward formal academic outcomes is more strongly influenced by systemic pressures — such as the need for external validation and procedural learning strategies — than by individual personality traits alone. Although variations exist based on semester level and faculty background, all three dimensions of PFOS consistently show significant tendencies among students, underscoring the need for further investigation into the interplay between institutional pressures and students' motivation to foster deeper, more meaningful learning approaches.

Teaching Experiences, Pedagogy, Practice & Praxis

96179 | *Reverse the Way of Doing Homework: A Critical Exploration of the Flipped Classrooms in Science Education*
Charitha Samarawickrama, University of Gloucestershire, United Kingdom

The flipped classroom is a pedagogical approach that reverses the traditional arrangement of face-to-face classroom activities and homework assignments. Therefore, flipped classrooms can be utilised to enhance science knowledge and scientific thinking through both outside and inside classroom activities. This paper aims to review existing research on homework, particularly emphasizing how it is incorporated into science education. The study involves a critical exploration of fifteen (15) research articles involving flipped classrooms in science education. The results indicated that study materials, such as video presentations and multimedia tools used in flipped classrooms, serve as effective stimuli to engage students, thereby enhancing their scientific thinking skills and knowledge acquisition in science. Moreover, the flipped classrooms promote greater flexibility, encourage critical thinking, and facilitate meaningful social interactions among students, contributing to a more innovative and autonomous learning environment. While flipped classrooms offer numerous benefits, potential drawbacks such as students' lack of background knowledge in science subjects, diverse learning styles and social skills, limited support for independent learning at home, and low levels of motivation and interest can hinder the development of scientific thinking skills and the enhancement of science knowledge. Therefore, creating a supportive home environment and ensuring close monitoring by parents/family members are crucial for achieving successful outcomes. However, longitudinal research with more extensive participant groups is essential to thoroughly evaluate the sustained impact of flipped classroom models in science education.



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Aesthetics and Design

97047 | *Global Threads: The Influence of British Calicos on Traditional Kalamkari Textile*

Lasya Aji Silpa, Appalachian State University, United States

Manikya Sai Tejaswini Vallabhajosyula, University of North Texas, United States

Barbara Trippeer, University of North Texas, United States

This study examines the historical evolution of Indian Kalamkari, a traditional hand-painted and dyed textile art, under the influence of British colonial trade. Originally, Kalamkari was deeply rooted in religious and cultural narratives, portraying intricate mythological and spiritual themes from Hindu epics like the Ramayana and Mahabharata. However, the demands of European markets during colonial rule led to a significant transformation of its motifs, favoring floral and geometric patterns aligned with Western tastes. This shift marked the emergence of "calicos", a term widely associated with printed cotton fabrics exported to Europe. To trace these transformations, this research employs a qualitative approach. Extensive fabric observation was conducted to analyze historical and contemporary Kalamkari textiles, identifying visual and technical alterations over time. Findings reveal that colonial intervention diluted the spiritual and cultural essence of Kalamkari, shifting its narrative-driven artistry into a commodified decorative fabric. Many artisans today, often unaware of these historical changes, continue to produce designs influenced by colonial-era calicos rather than traditional mythological themes. This ongoing transformation reflects a broader pattern of cultural erasure, where historical influences continue to shape contemporary artistic practices—often unconsciously. By shedding light on this trajectory, the study underscores the necessity of uplifting Kalamkari's original identity and fostering awareness among artisans and consumers alike. Recognizing its colonial legacy is crucial for revitalizing authentic Kalamkari craftsmanship, ensuring its survival not just as a decorative textile, but as a cultural artifact with deep historical and artistic significance.

Ageing Studies

98014 | *Images and Narratives of Sexual Desire and Desirability of Older Filipinas in Films*

Maria Rhodora Salazar, Enderun Colleges, Philippines

The media, such as films, play a significant role in establishing and reinforcing gender stereotypes, objectification and sexualization of women; and the constant exposure to objectifying and sexualizing representations in media appears to be associated with the internalization of cultural ideals of appearance and sexist attitudes and behaviors. This qualitative study aims to explore how Filipino films portray older women's sexualities by analyzing images and narratives (plot) that focus on their desire and desirability. Filipino films rarely showcase female lead characters in their senior years due to traditional gender stereotypes and ageism that paints a dominant image of aging women as undesirable and asexual beings. Using content analysis, this study investigates five Filipino films (i.e., *When I Met You in Tokyo*, *Love Me Tomorrow*, *Revirginized*, *The Love Affair*, and *Unexpectedly Yours*). Based on the interpretive approach, the analysis of the images and narratives is anchored in Roland Barthes' Semiotic Theory and Fredrickson and Robert's Objectification Theory. Initial results indicate that the films communicate messages that both challenge and reinforce dominant narratives of sexuality in aging Filipinas. Moreover, the films reveal that the need for love and sexual intimacy does not diminish with age, and that sexual desirability is in the eye of the beholder.

Arts Practices

95612 | *When Imagination Becomes Intelligent: Unlocking Creativity Through Concept Building Exercises*

Diana Avoke, University of Education, Ghana

The concept of imagination has been a subject of diverse meanings, debates and interpretations, as some philosophers and theorists over the years have argued on its relevance to reasoning and logic. Historically, children's imaginative responses, such as in drawing, have often been dismissed as mere wishful thinking. However, John Dewey's philosophy of imagination negates and challenges such narrowed views, emphasizing its potential power as a vehicle for learning and knowledge creation. Indeed, Dewey's notion on imagination underscores its integral role in all aspects of human reasoning. Therefore, children especially should have the opportunity and advantage of exploring their imagination in areas that require learning and creativity. In the field of art education and creative arts, the idea of 'intelligent imagination' can be harnessed and encouraged through diverse forms of approaches, instructions or themes, to stimulate or trigger critical and creative thinking, as well as to promote the production of unique ideas in learners through mediums such as drawing. The study investigates the relevance of intelligent imagination and how it can be utilised and nurtured within the context of art education and creative arts. By exploring concept building exercises as a classroom intervention, the research examines how imaginative drawing can serve as a catalyst for generating unique ideas and enhancing creativity among learners through critical thinking and innovation. The findings aim to demonstrate the transformative potential of intelligent imagination in education, by merging theory and creative practice to promote artistic expression in children.

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Digital Humanities

96312 | *Braking Barriers: Art and Technology for Neurodivergent Inclusion in the Whitney Museum of American Art*
Mariana Zardain Buganza, Independent Scholar, Mexico

This study examines how technology can enhance accessibility for neurodiverse audiences in museum environments, with a focus on the Whitney Museum of American Art. As museums embrace the digital age, the need for inclusive practices for neurodivergent visitors has become increasingly critical. Using qualitative methods, including interviews and observations, this research explores current initiatives at the Whitney Museum and assesses how digital tools, such as interactive exhibits and virtual programs, can bridge accessibility gaps. The study identifies key strategies that improve engagement and participation for neurodiverse individuals, with particular attention to sensory, cognitive, and physical accessibility. By analyzing these approaches, the study proposes a model where technology amplifies museum inclusivity, offering practical insights for other cultural institutions. The findings suggest that a shift toward comprehensive digital strategies can ensure that all visitors, regardless of neurocognitive profiles, have the opportunity to engage fully with museum offerings. This research contributes to the broader discourse on art education and accessibility, urging museums to adopt proactive, technology-driven policies to support neurodiverse communities.

Education / Pedagogy

94050 | *Influence of International Posture on Motivation and Engagement for Japanese Junior High School Students*
Rieko Nishida, The University of Osaka, Japan

International posture is known to be one of the influential factors to motivate students in language learning (e.g., Yashima, 2002; Yashima et al., 2004). In this regard, the present study will explore Japanese junior high school students' international posture (approach, vocation, topics and news), English motivation and engagement (behavioural, cognitive, emotional and social) to identify some profiles of learner characteristics and also to investigate the inter-relationship between for international posture, motivation and engagement for Japanese junior high school students. In January 2024, 328 students participated aged between 13 and 15 years old, including 126 students from the 1st grade, 101 students from the 2nd grade, and 101 students from the 3rd grade. The research questions were to identify some profiles of learner characteristics in relation to international posture, engagement, and motivation for Japanese junior high school students (RQ1), 2) to investigate the inter-relationship for international posture, engagement and motivation (RQ2). For the first research question, descriptive statistics showed that behavioural engagement was the highest, followed by social engagement. Then, cluster analysis was conducted to see the learner profiles, and two clusters were identified. Cluster 1 with 216 students showed higher engagement, motivation and international posture than Cluster 2 with 112 students, and statistical significance was observed between Cluster 1 and Cluster 2. To answer to the second research question, correlation analyses and Structural Equation Modeling (SEM) were conducted. In this presentation, an overall summary of the result will be described.

96050 | *Collaborative Leadership in Design Education: Transforming Writing Pedagogies Through Feminist Methodologies*
Andrea Lioy, University of the Arts London - Central Saint Martins, United Kingdom

This presentation examines the transformation of a writing curriculum through collaborative leadership approaches in a large design course. Drawing on three years of curriculum development at Central Saint Martins' BA Graphic Communication Design program, it demonstrates how writing can be repositioned as a creative practice through methodological innovation. The research addresses two questions: How can collaborative leadership models effectively transform established curriculum units? And how can data feminist principles inform more inclusive writing pedagogies in design education? The study documents interventions including facilitated collaborative planning workshops with teaching teams, implementation of innovative hybrid technologies for cross-classroom engagement, and the deliberate introduction of data feminist principles to counter traditional approaches. Methodologically, the research combines participatory action research with reflexive practice evaluation. Findings reveal that collaborative leadership approaches yield greater teaching team commitment and curricular coherence while creating more diverse, inclusive learning experiences. The research demonstrates how technical innovations can enable collaborative learning across previously isolated classroom spaces. Furthermore, the deliberate application of data feminist principles significantly diversified both teaching content and student outputs. This case study contributes to emerging scholarship on decolonizing design curricula and feminist pedagogies in art and design education. It offers practical strategies for educational leaders seeking to transform writing curricula through collaborative approaches while addressing diversity and inclusion challenges within design education.

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Gender, Sexuality and Culture

96271 | *HA HA HA!: Malaysian Muslims' Perspectives on Humorous Non-normative Performance and Expression*
Nur Atirah Kamaruzaman, Universiti Putra Malaysia, Malaysia

This article explores how Malaysian Muslims perceive gender nonconforming expression and performance of non-normative identities among influential figures on Instagram. These individuals face challenges as they assert a subverted Malay Muslim identity through their gender expression in Instagram videos. The strong association between religion and gender nonconformity creates a complex conflict within the framework of deep-rooted Malay identity and adherence to Islamic principles. To navigate this conflict, nonconforming influencers on Instagram employ humorous identity to construct powerful cultural lenses that embrace gender nonconformity alongside religious values, providing a possible safeguard from punishment. The article contributes to the study of Malaysian Muslim cultural identity by highlighting the significance of viewers' perspectives on non-normative performance and expression, suggesting the acceptance of nonconforming discourses within the broader context of Malayness and Muslimness. This cyborgian nature of humorous gendered performance and expression presents a promising future where diverse identities can coexist in a shared space, playing a powerful role in the formation of identity among non-normative Malaysian Muslims.

97827 | *Suggestive Ties, Unspoken Desires: Queerbaiting and Audience Meaning-Making in Song Lang and a Balloon's Landing*
Liem Bui Quoc, RMIT University Vietnam, Vietnam

This study analyzes the queerbaiting phenomenon that expresses an ambiguous queer relationship without confirmation in two films, *Song Lang* (Vietnam) and *A Balloon's Landing* (Taiwan). Combining narrative analysis, visual discourse, and fan community feedback, the research indicates that elements (light, dialogues, and character motivations) are used to evoke romantic emotions between male characters. In a different sociopolitical context, *Song Lang* reflects the reticence of a conservative environment through *cái lương*, dim lighting, and silence. *A Balloon's Landing* represents freer expression after Taiwan's legalization of same-sex marriage but still maintains ambiguity to appeal to wider audiences. Findings show queerbaiting is not simply a narrative device, but a cultural strategy influenced by law, censorship, market expectations, and active viewer interpretation. The study expands the queerbaiting framework into East and Southeast Asian context, emphasizing the role of meaning-making by the audience community in shaping a contemporary Asian queer cinema space.

Linguistics, Language and Cultural Studies

96204 | *Automated Detection of Hate Speech and Toxic Comments Using Machine Learning and Natural Language Processing*
Aman Deep Singh, Nirma University, India
Dhruv Vaghasiya, Nirma University, India
Dev Detroja, Nirma University, India
Vedant Vaghasiya, Nirma University, India

Hate speech and toxic comments have become a big difficulty in online communication, leading to societal issues such as cyberbullying, discrimination, and misinformation. This study offers an automated approach for detecting hate speech and poisonous comments using Natural Language Processing (NLP) and Machine Learning (ML). The proposed approach makes use of transformer-based models like BERT and RoBERTa, which have been tested on the Jigsaw Toxic Comment dataset. The study compares classical ML models (logistic regression, naïve Bayes) against deep learning-based approaches to assess their effectiveness. The results reveal that transformer-based models beat typical ML models in terms of precision, recall, and F1 score, indicating their usefulness in detecting context-aware hate speech. The research also explores the ethical concerns of hate speech identification, as well as the issues of bias in dataset categorization.

Media Studies

97068 | *Gilded Screens: The Cultural Politics of Wealth Representation in Contemporary Television (2020-2025)*
Margaret Tally, State University of New York and Empire State University, United States

Contemporary television demonstrates an unprecedented proliferation of wealthy characters across all genres, from prestige dramas like *"Succession"* and *"The White Lotus"* to reality programming like *"Selling Sunset"* and *"The Real Housewives"* franchise. This phenomenon coincides with historic levels of economic inequality, raising critical questions about how media both reflects and shapes cultural attitudes toward wealth and class. This paper examines the emergence of the "eat the rich" genre in television, analyzing how contemporary shows navigate the tension between critique and consumption of extreme wealth. Drawing on theoretical frameworks from Gramsci's cultural hegemony, Bourdieu's cultural capital theory, and Stuart Hall's encoding/decoding model, this research conducts content analysis of twenty television series produced between 2020-2025, examining narrative patterns, character development, and audience reception. The study reveals three dominant modes of wealth representation: aspirational voyeurism (reality TV), critical satire (prestige drama), and moral punishment narratives (dark comedy). Preliminary findings suggest that while many contemporary shows appear to critique wealth inequality through dark humor and moral complexity, they simultaneously reinforce existing power structures by transforming economic anxiety into entertainment commodity. The research demonstrates how "hate-watching" wealthy characters provides cathartic release while potentially depoliticizing real structural inequalities. Emily Nussbaum's concept of "empathy manipulation" proves particularly relevant, as shows like *"Succession"* create viewer investment in morally reprehensible wealthy families. This analysis contributes to media studies scholarship on class representation while offering insights into how cultural texts process economic trauma.

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Sociology

96199 | *From Artistic Performance to State Propaganda: The Politicization of Durga Puja in West Bengal*
Ayana Mukherjee, University of Delhi, India

Durga Puja, a five-day ritualistic tradition turned urban spectacle, lies at the heart of Kolkata's cultural heritage and collective identity. Besides having its religious justifications, the festival has now evolved into a complex web of social relationships interwoven with art, architecture, and performance. Owing its origin to the urban elites of the city, the festival has always acted as an exhibition of wealth and grandeur. In contemporary times, the construction of elaborate, temporary built environments (pandals) has served not only as a platform for artistic expression but also as a medium for disseminating social messages. However, what remains highly underexplored is the influence of urban political dynamics that have now appropriated the festival as a site of narrative-building and identity formation. Starting from the government of West Bengal providing financial aid to local clubs to extending the festival as a tourist attraction through themed carnivals and parades, there has been a gradual politicization of the very essence of the festival. The pandals are not only inaugurated by the chief minister, but also the government policies introduced by her become the very theme of the pandals themselves. Moreover, both the visual and the sonic landscape of the city get dominated with banners of accomplishments along with targeted audio messages. This paper tries to explore how the festival of Durga Puja, apart from being a tradition vested with artistic, cultural, and religious significance, eventually functions as a state-sponsored spectacle, thereby advancing the government's political propaganda.

Visual Culture

98024 | *Negotiating Female Subjectivity and Transnational Experiences in the Works of Eileen Gray (1878-1976) and Pan Yuliang (1895-1977)*
Sandy Ng, The Hong Kong Polytechnic University, Hong Kong

This presentation examines how creative women mediated transnational experiences and asserted their identities through the feminization of craftsmanship in the twentieth century. Eileen Gray (1878-1976) solidified her professional status with her inventive designs and craftsmanship, particularly in her application of Japanese lacquer techniques to her furniture and interior design. Pan Yuliang (1895-1977) professed her identity through her artistic work. She was a prolific painter, creating numerous works that depict women from different social and cultural backgrounds. Her bronze sculptures are considered unusual as they are not a traditional form of artistic expression in Chinese culture. Rather, it belongs to Western artistic tradition that requires labour and strength, typically associated with masculinity. Both women established themselves through living and working in Paris in a period when the city thrived artistically. A comparative visual analysis of their works, including Pan's Self-Portrait (1951) and Gray's Screen (1923), alongside historical texts, will be scrutinized closely to contextualize the epoch in which they lived and worked. What roles did transnational artistic practices play in their works? How did their works reconcile transnational knowledge and cultural appropriation in an era of gender and racial inequality? Did the self-imposed exile lead to displacement, generating new perspectives in their works and contesting identity formation? This discussion will elucidate the transnational experiences embodied and mediated through the feminization of craftsmanship that allowed them to assert new forms of female authorship.

BCE2025 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

92836 | *Using Sketch Notes in Higher Education Classrooms: Creating Visual Roadmaps to Foster Understanding and Critical Perspectives*
Jo Perry, Manukau Institute of Technology, New Zealand

This research investigated the use of sketch notes – non-linear, content-rich maps - in supporting understanding and critical analysis among higher education students. This research project was focused on moving from traditional text-based, time bound lesson plans to creating visual maps of the content for each class and the discussions etc that ensued. Instead of being a guide for the teacher alone, they were developed into a map of the full session for the students as well. The research involved 2 small cohorts of early childhood student teachers in the third year of their B.Ed (Early Childhood Teaching) degree in Aotearoa New Zealand. The methodology took a qualitative approach through a survey of students about the impact of using sketch notes in class. The project also used a self-study-autoethnographic lens employing a reflective journal kept by the lecturer. The feedback from the students in the survey showed that they found that the non-linearity of the maps made the content easier to understand. The deconstruction of each part of the content facilitated new connections to be made by the students. These two points had impact on the cognitive load of the class as they found the content easier to understand in the deconstructed form. This research shows that the use of a mixture of the text and visuals included in sketch notes is an important pedagogical tool that helps students retain information and explore the topic from a range of critical perspectives.

Assessment Theories & Methodologies

96506 | *Exploring Conceptual Structure: Network Analysis of Abstraction Levels Through Centrality Metrics*
Ekaterina Andronova, HSE University, Russia
Anastasiia Kapuza, HSE University, Russia

Educational research has long explored the organisation of knowledge through conceptual structures, focusing on its features such as hierarchy and interconnections. The role of individual concept properties, such as their level of abstraction, remains underexplored despite its importance for developing a coherent understanding of a subject and constructing well-structured conceptual knowledge. However, assessing levels of abstraction empirically remains a challenge due to the lack of validated tools. This study applies network analysis to examine whether centrality metrics can differentiate levels of abstraction in conceptual maps. Drawing on Vygotsky's view of concepts as dynamic elements within systems of meaning, we investigated whether a concept's structural position reflects its abstraction level. A dataset of 242 concepts from concept maps of experts and students in data analysis was analysed. Concepts were categorised as superordinate, basic, or subordinate using formal definitions and expert judgement. Network metrics, including betweenness centrality, normalised betweenness centrality, and degree centrality, were calculated and tested using ANOVA and Tukey's post-hoc comparisons. Superordinate concepts consistently showed higher betweenness and normalised betweenness centrality, indicating their bridging role within the conceptual structure. Degree centrality differentiated all abstraction levels when based on formal classifications but only distinguished subordinate concepts when based on participant maps. Superordinate concepts showed the highest overall connectivity. Network analysis, particularly the use of centrality metrics, provides a promising method for identifying abstraction levels in conceptual structures. These findings support new approaches to tracking conceptual development and designing tools that help learners build more coherent and abstract knowledge.

98197 | *How Do Indonesian Civil Society Organisations Perceive the Success of Their Counter- and Alternative Narrative Programmes for Peace Education?*
Arum Ningsih, Coventry University, United Kingdom

Indonesia, home to the world's largest Muslim population, continues to face the challenges of violent extremism. Despite national values of Pancasila and Bhinneka Tunggal Ika, extremist groups exploit social divisions and inequalities to recruit followers and undermine peace. In response, civil society organisations (CSOs) have implemented counter- and alternative-narrative programmes aimed at promoting tolerance and preventing violent extremism. Yet, limited research has explored how these CSOs define and assess the success of such initiatives. This study addresses this gap by examining three case studies: the Centre for the Study of Religion and Culture (CSRC), Muhammadiyah, and Peace Generation. CSRC explicitly adopted the terms 'counter-narratives' and 'alternative narratives' in its capacity-building programme by engaging pesantren educators as credible grassroots actors. Muhammadiyah, while not using this terminology, embedded human rights and inclusive values into its civic education as a form of peace education. Peace Generation trained schoolteachers to deliver its Basic Values of Peace using alternative narratives. Drawing on document reviews, observations, and thirty-five semi-structured interviews, this research employed thematic analysis to examine organisational perceptions. The findings show that the success of these programmes lies not only in their capacity to change knowledge, attitude, and behaviour, but also in their ability to build community trust and policy influence. This research contributes to the peace education field by proposing a context-sensitive and relational understanding of programme success, highlighting the centrality of community trust, long-term engagement, and adaptive evaluation in countering violent extremism through education.

BCE2025 Pre-Recorded Virtual Presentations

Curriculum Design & Development

96694 | *Language Programme Evaluation for English First Additional Language Teaching in Quintile 1 Schools of Motheo District*
Ndhivhuwo Ndou, University of the Free State, South Africa

Despite the efforts of the national Curriculum and Assessment Policy Statement (CAPS) in terms of endeavouring to meet the diverse needs of learners, learners' limited exposure to the English language, Teacher's Pedagogical Content Knowledge (TCPK) and teacher's level and kind of English used in the English First Additional Language (EFAL) classroom remains questioned especially in diverse and multilingual schools located in farm and township areas. The study, based on Lynch's Context Adaptive Model, used classroom observations and interviewed seven participants to assess the effectiveness, quality and impact of the EFAL/ESL teaching programme in quintile 1 schools of Motheo district in the Free State province. The sample included one Free State Department of Education EFAL subject advisor, two principals, two HODs and two EFAL teachers. Using the qualitative method to collect and analyse data, the findings revealed a misalignment between the national curriculum and the EFAL needs of learners in farm and township schools. Hence, it is concluded that language programmes for the EFAL teaching in both farm and township schools may be designed without fully considering the socio-economic realities of these learners, leading to a gap in effective EFAL instruction. Based on these findings, it is recommended that the language programme for the EFAL should be reviewed continuously involving ongoing feedback from teachers to ensure that it aligns with the evolving needs of learners. By addressing inequalities in EFAL facilitation, such efforts could ultimately establish a more unified and equitable approach to language teaching across schools, regardless of their background.

96216 | *Appraising the Use of Organisational "Soft Skills" in the Application of Method and Process Techniques: An Educational Case Study Approach*

Steve Barker, Cranfield University, United Kingdom

Kieran Holling, Cranfield University, United Kingdom

The application of new ideas, methods and process techniques to product and service development projects can be challenging for a number of reasons. These include the inherent complexity of the problem situation, the assumptions being made, the level of resource available, an over-reliance on past experience and knowledge, and a difficulty in scaling application of the concept in question to the problem situation or project construct. These difficulties can then hinder the effectiveness of the application, leading to either undesirable emergent properties or even in extreme cases, project failure. Research has indicated that a possible contributory factor in experiencing such difficulties is that organisational "soft skills" are not taken into account sufficiently when planning and implementing the use of concepts. Such skills include knowledge and experience of participants in applying the concepts, the involvement of necessary stakeholders, the 'psychological safety' of project participants and the creation of an organisational culture conducive to supporting the use of new and more exploratory techniques. This paper considers ongoing research into this area and provides a case study approach demonstrating the application of an example method to gauge the potential effectiveness of considering organisational "soft skill" factors upon improving application and implementation of concepts. Conclusions will be drawn, and the andragogical implications will then be considered in order to identify a means of enhancing existing educational practice in the teaching of methods, techniques and processes. Recommendations will be made suggesting how these improvements can be realised in an educational context.

98149 | *The Impacts of Academic Development Programmes on Lecturers' Effectiveness and Students' Performance in Higher Education Institutions*

Nosihle Veronica Sithole, Central University of Technology, South Africa

The main purpose of this study was to explore the impacts of academic developments programmes on lecturers' effectiveness and students' performance in higher education institutions. Additionally, the study aimed at identifying measures to enhance the effectiveness of these programmes. South African universities bear the responsibility of developing academic support programmes aimed at enhancing the effectiveness of lecturers and improving students' academic performance. Consequently, there is a growing number of academic development initiatives targeting both lecturers and students in higher learning institutions. However, the programmes' impacts and potential avenues for improvement of these programmes have not been sufficiently explored. This inquiry raised two questions to be researched in this study, what are the impacts of academic development programmes for lecturers and students in higher education institutions and how can these programmes be improved? This research was foregrounded by Critical Emancipatory Research since it concentrates on critiquing, empowering, transforming, creating freedom and making voices of the voiceless heard. Further, we adopted Transformative Paradigm, Case Study Research Design and purposively sampled 12 participants to participate Participatory Action Research. Thereafter, thematic analysis strategy was used to analyse the data collected. Findings revealed that academic development programmes enhance lecturers' pedagogical skills and practices, improve lecturers' innovation in academic activities and develop lecturers' culture of advanced research. While for students, the programmes create a sense of belonging, improve academic performance and increase students' success. Interventions to improve these programmes included creating a strong culture of attendance, reinforcement of mentorship and peer support systems, and formation of Community of Practice (CoP).

BCE2025 Pre-Recorded Virtual Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

96107 | *Postdigital Images as an Interface in Art Education*

Charlotte Schwarz, Mozarteum University Salzburg, Austria

Jan Guido Grünwald, Mozarteum University Salzburg, Austria

In the context of 21st-century learning, the STEAM disciplines play a crucial role in digital education, imparting a wide range of skills such as creative and critical thinking, as well as the development of new solutions (Belbase et al., 2019). The integration of art into STEAM helps incorporate creative and aesthetic perspectives into the technological domain. In a world saturated with images and confronted with social and ecological challenges, a future-oriented education is needed, where technology plays a key role in shaping design (Graham, 2021). The exploration of postdigital images—blending the digital and the analog worlds—provides a valuable opportunity in art education to foster creative inquiry and visionary design among students. Postdigital images represent a dynamic field of negotiation, where students move and actively contribute to the process (Grünwald, 2017). Postdigital images and their relevance to everyday life can be seen as a bridge between teachers and students, enabling the rethinking of the knowledge transfer process. Both educators and students are shaped by these images and are familiar with them. This creates the possibility of questioning traditional power relations between teachers and students, promoting knowledge exchange on an equal footing (Sternfeld, 2009; Rancière, 2005). Potential disorientation on the part of teachers in dealing with digital content (Stalder, 2018) can be seen as a productive element of this process. This paper explores how postdigital images, as interface between teachers and students in art education, can be used to stimulate creative research and promote the reconfiguration of knowledge transfer.

96691 | *Co-Creating AI Policy in the Classroom: A Participatory Approach to Critical Digital Literacy and Disinformation Education*

Allison Lester, Arizona State University, United States

As generative AI tools like ChatGPT become increasingly embedded in how people consume, create, and share information, educators face an urgent challenge: how to support students in navigating a media landscape where disinformation functions as design, not deviation. In this context, ethical, inclusive, and participatory approaches to media education are essential. AI systems now influence not only how news is produced and circulated, but also how public trust and civic life are shaped. This presentation shares a participatory model of AI education from an undergraduate action research course at a large public university in the southwestern United States, serving a diverse student body including many first-generation college students. In this setting, students co-created our classroom's AI use policy; an entry point into broader inquiry around algorithmic power, surveillance, misinformation, and authorship. Students critically examined how generative AI shapes public discourse and contributes to distorted realities. Their reflections, informed by lived experience, led to student-designed AI literacy toolkits, media justice campaigns, and ethical critiques of dominant narratives. This session bridges journalism and education by positioning the classroom as a civic space. Participants will explore student-generated artifacts and consider how co-created policies can cultivate more critical, participatory, and justice-oriented approaches to AI and media education.

97783 | *Critical Thinking Engagement in Online Environments: A Proposal of a Test for Young Mexicans*

Cecilia Chávez Aguilera, UTEL, Mexico

The use of critical thinking abilities constitutes a key competence in today's societies. However, it has been pointed out that when it comes the turn to analyse the data we have available by means of new technologies of information, it may be necessary to reshape these abilities. In this talk, I present my work in conducting a research about applied critical thinking skills in online environments among young Mexicans aged 18-24. I translate into Spanish the free version of the Watson and Glasser critical thinking assessment, and proposed a new assessment to test critical thinking abilities applied in the context of the use of new technologies of information. My proposal is based on the structure of the Watson and Glasser test. However, its reshape includes, among others, the following aspects: items to test reasoning based on images and videos, reasoning made in belief revision, reasoning in testing different sources of information (like X, TikTok, or regular newscasts), reasoning that may hide common misconceptions about the AI. The support of these changes is based on international guidelines for the use of AI in education, existent legislation and academic studies in the topic. I administered both assessments in a pilot sample of the target population. My experiment had two random groups: one solved the standard test, the other my proposed test. I found good support for the validity of my proposal as well as information for further research in the factors that may interfere in a critical engagement in online environments.

97810 | *University Students' Perceptions of AI Integration in Educational Content Creation and Its Impact on Their Learning*

Nour Menzhi, Mohammed V University, Morocco

Amina Aomari, Mohammed V University, Morocco

Artificial intelligence is revolutionizing many fields, including higher education. However, its integration into the creation of educational content raises several questions regarding acceptance and perception on the part of students, even though they widely use AI in their daily lives. The objective of this research is to understand how university students perceive the integration of AI in the creation of educational content, and to identify their expectations regarding its impact on their learning. The study aims to identify the perceived advantages, as well as the concerns of students regarding the use of AI in their academic journey, in order to better understand how it could transform pedagogical practices and the learning experience in higher education. The empirical study is based on a quantitative approach, using an online questionnaire distributed via Google Forms. The sample consists of Moroccan university students from various disciplines and levels of study. The questionnaire is structured around three main areas: students' perceptions of using AI to create educational content, their expectations regarding improved learning and content personalization, and their concerns or perceived limitations. It also explores perceptions related to personalized learning, ethical risks, the reduction of the role of teachers, as well as the actual use of AI tools. The perceived effects on understanding, efficiency, autonomy, and engagement are analyzed using IBM SPSS Statistics, in order to formulate concrete recommendations on the uses of AI in higher education.

BCE2025 Pre-Recorded Virtual Presentations

Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

93522 | *Children Acquiring German Under Unfavorable Sociodemographic Conditions Show the Best Progress in the German Language Acquisition Short Before School Enrolment*

Eugen Zaretsky, Marburg University, Germany

Benjamin P. Lange, IU International University Berlin, Germany

Christiane Hey, Marburg University, Germany

Usually, sociodemographic factors related to the limited quality and quantity of the language input as well as the presence of language impairments are associated with a comparatively slow first or second language acquisition. However, if a follow-up study design is used instead of a cross-sectional one, such negative correlations with the pace of the language acquisition can be turned into positive ones, that is, children who acquire their first or second language under unfavorable conditions can show the best progress in the language acquisition. Up to now, this phenomenon was shown only in one study. In the current follow-up study, another sample was utilized to scrutinize the same phenomenon. For this purpose, sociodemographic and medical factors associated with the improvement in four- to five-year-old kindergarten children's German language competence were analyzed. All children (N = 1,022) were tested with German language screenings KiSS.2 and SSV as well as with "quasi-universal" non-words in the first test session and re-tested with the school enrolment test at least six months later. Factors that contributed to a considerable improvement of German language skills were related to limited quality and quantity of the German language input (e.g., late age of German language acquisition onset) and to language(-related) impairments. This finding reflects the quick pace of the German language acquisition in children with weak German language skills due to the German language input and language courses in kindergartens. Short before school enrolment they were catching up with peers who had acquired German under favorable conditions earlier.

Education, Sustainability & Society: Social Justice, Development & Political Movements

96636 | *Social Pedagogy in Children Living in the Colombian Armed Conflict*

Mariana Tezon, Universidad de Cartagena, Colombia

This paper presents an analysis of social pedagogy experiences as a comprehensive intervention strategy for children who are victims of the armed conflict in the Caribbean region of Colombia. Using a qualitative and participatory approach, it examines pedagogical experiences developed in communities affected by forced displacement, systematic violence, and the breakdown of family and community ties. The study identifies how social pedagogy—focused on non-formal education, psychosocial support, historical memory, and the promotion of rights—significantly contributes to processes of resilience, inclusion, identity reconstruction, and child empowerment. Local cases are analyzed where children have participated in artistic, narrative, and community-based activities that strengthen positive emotions toward and for others. This study is relevant as it highlights social pedagogy as a key tool for sustainable human development, by fostering environments of peace, equity, and social justice from early childhood. The research concludes that investing in social pedagogy for children affected by conflict is an effective pathway to break cycles of violence, restore rights, and build a more just and resilient society in Colombia's post-conflict context.

97082 | *Development and Validation of a Scale for the Sustainability of Community Extension Initiatives in Philippine State Universities and Colleges*

Rizza Rhea Ringconada, Cotabato Foundation College of Science and Technology, Philippines

Rec Eguia, University of Southeastern Philippines, Philippines

The sustainability of community extension programs is a critical but often neglected function of higher education institutions (HEIs) in the Philippines. While the importance of such initiatives is recognized, a standardized and validated scale to measure their long-term sustainability is lacking, particularly in regions like SOCCSKSARGEN (Region XII). This study aimed to develop and validate a scale to measure the sustainability of community extension initiatives of State Universities and Colleges (SUCs) in Region XII. A quantitative, cross-sectional survey design was employed, with data collected from 226 faculty members directly involved in extension projects. The scale development process involved item generation based on literature and key informant interviews, followed by a pilot test. The study utilized both Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to establish the scale's dimensions and validate its structure. EFA initially suggested a four-factor structure. However, after model refinement to enhance clarity and validity, CFA results demonstrated that a more parsimonious three-factor model provided a superior fit to the data (CFI = .967, TLI = .960, GFI = .905, RMSEA = .065). The final validated scale comprises Economic Impact, Community Empowerment and Development, and Community-driven Environmental Sustainability. This study provides a reliable and valid scale for SUCs, policymakers, and development practitioners to assess, design, and improve the long-term effectiveness of community extension programs.

97679 | *Refugee Women's and Children's Voices: Lives in Transition*

Leila Kajee, University of Johannesburg, South Africa

This paper presents findings from the international research project "Refugee Women's and Children's Voices: Lives in Transition", which explores the lived experiences of refugee women and children as they navigate resettlement in host countries. Central to the project are questions concerning the challenges faced during the transition process, access to education, engagement with school and community spaces, and the ways in which language and literacy mediate their everyday lives. The study also investigates the participants' life narratives, their funds of knowledge, and the factors they associate with success or struggle in adapting to their new environments. While the primary focus is on education, the research recognises that a nuanced understanding of cultural backgrounds and prior experiences is essential for addressing the complex needs of refugee populations. Drawing on qualitative data from the South African context, the paper illustrates how partnerships with refugee communities and local organisations enhance the relevance and impact of educational research. Such collaborations not only inform policy and practice but also support refugee agency by amplifying their voices and fostering greater inclusion. Ultimately, the study contributes to a broader discourse on refugee integration and proposes practical recommendations for strengthening the capabilities of refugee women and children in urban settings.

BCE2025 Pre-Recorded Virtual Presentations

Educational Policy, Leadership, Management & Administration

97841 | *From the School Inspection Report to Inclusive Impacts: Challenges and Leadership Perspectives in Portugal*

Jennifer Silva, University of Aveiro, Portugal

Alexandre Ventura, University of Aveiro, Portugal

Diana Oliveira, University of Aveiro, Portugal

In Portugal, within the context of New Public Management, school autonomy has been reinforced, placing greater responsibility on school leadership to implement inclusive responses tailored to student diversity. Since 2018, the third cycle of the External School Evaluation Programme, conducted by the Inspectorate-General for Education and Science (IGEC), has prioritised equitable and inclusive practices, aligning with the Sustainable Development Goals of the 2030 Agenda. This study is part of a doctoral research project and aims to understand how the Headteacher and the Coordinator of the Multidisciplinary Team for Inclusive Education implement the principles of inclusive education within a school cluster in Portugal, in line with IGEC recommendations. A qualitative approach was adopted, combining document analysis (IGEC report and key strategic documents of the school cluster) with semi-structured interviews with the two leadership figures. Thematic analysis, supported by MaxQDA software, was organised into three interconnected dimensions: i) planning and internal policies; ii) pedagogical and support practices; iii) monitoring and continuous improvement. Findings reveal that, despite investment in innovative projects, the integration of IGEC recommendations into strategic planning is sporadic and lacks sustainability. Challenges such as insufficient staff and overcrowded classrooms, mainly due to a significant increase in foreign students, were identified. Although the IGEC's "critical lens" fosters self-reflection among leaders, mechanisms to ensure effective and sustained progress are lacking. The study recommends strengthening human resources and school infrastructure, as well as establishing regular follow-up committees to monitor the implementation of IGEC guidelines, to ensure the impact and sustainability of inclusive policies.

96076 | *From Soviet Legacy to Asian Integration: Transitioning Medical Education in Mongolia Compared to Russia and Japan*

Hoang-Nam Tran, Tokushima University, Japan

Orgil Jargalsaikhan, Mongolian National University of Medical Sciences, Mongolia

Dolgorsuren Aldartsogt, Mongolian National University of Medical Sciences, Mongolia

Mongolia's medical education system stands at a unique crossroads, shaped by its Soviet-era foundations and increasingly influenced by modern East Asian models. This comparative study explores the evolution of Mongolia's medical education in relation to the enduring legacy of Russian pedagogical frameworks and the emerging impact of Japan's integrative, patient-centered, and internationally oriented approaches. Using a qualitative approach including policy analysis and document review, the research investigates curriculum structures, clinical training models, accreditation standards, and international cooperation strategies across the three countries. The analysis reveals how Mongolia is navigating a gradual transition from rigid, centrally planned systems toward more competency-based and globally aligned frameworks. While deep-rooted institutional legacies continue to anchor Mongolia to Russian educational philosophies, increasing regional cooperation and modernization efforts inspired by Japan signal a shift toward hybridized models. The study offers critical insights into how post-socialist education systems can modernize medical training while preserving national identity and strategic autonomy.

Higher Education

94516 | *Investigating the Influence of Instructional Methods on First-Year Course Progression*

Hazar Shehadeh, The University of Arizona Global Campus, United States

Nathan Pritts, The University of Arizona Global Campus, United States

This presentation reviews an ongoing study examining the impact of instructional techniques on student progression rates in two General Education courses, ENG121 and ENG122, to identify effective teaching strategies that support student progression. Using a mixed-method approach, the study analyzes quantitative differences in progression rates across instructors while gathering qualitative insights into pedagogical practices that enhance student engagement and persistence. First, statistical analyses will examine differences in progression rates among instructors teaching ENG121 and ENG122 over the past two academic years, using appropriate tests to ensure methodological rigor. Then using a purposive sample, instructors with the highest 20% of progression rates will be interviewed to analyze qualitative data and identify effective teaching strategies. Grounded in Tinto's Theory of Student Retention, this research explores how instructional strategies, faculty presence, and student-faculty interactions contribute to student progression and retention during the critical first year of enrollment. Preliminary findings suggest that faculty presence, timely and constructive feedback, and active engagement strategies correlate with higher progression rates. The study remains in progress, with ongoing data collection and analysis. Final recommendations will provide actionable, evidence-based teaching practices to inform institutional retention and progression efforts. The study will contribute valuable insights into practices that enhance student success by identifying and analyzing effective instructional techniques and strategies used by instructors with high student progression rates.

BCE2025 Pre-Recorded Virtual Presentations

97181 | *Leading from the Front: A Higher Education Model for AI Workforce Innovation and Global Engagement*
Phyllis King, Waukesha County Technical College, United States

As artificial intelligence transforms the global economy, higher education institutions are being called to lead, not only in developing talent, but in shaping the ethical behavior and economic development. Learn how Waukesha County Technical College (WCTC) is answering this call with a series of firsts in innovations that position it as a bold leader in AI education and workforce development. The institution created the role of Chief Strategist for AI Advancement, a senior leadership position that integrates AI across academics, industry engagement, and community innovation, the first such titled position created in the U.S. Along with this strategic vision, WCTC launched the state of Wisconsin's first Associate of Applied Science in Artificial Intelligence, comprised of stackable certificates in data science and foundations in AI. Their Applied AI Lab serves as an interdisciplinary hub for hands-on learning, research, and collaboration with industry partners, delivers workshops and customized corporate training to upskill the workforce, and hosts Global AI Meetups that foster international dialogue and responsible AI discourse. Further amplifying its impact, the College partners with gener8tor to foster national and international student-led AI startups with proven success. This presentation identifies the benefits of an embedded strategist model to drive institutional AI strategy, ways to bridge education and entrepreneurship through applied labs and accelerator partnerships, and actionable strategies to replicate this model in other academic institutions and regions.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

96390 | *Fostering Interdisciplinary Talent Through Cross-Disciplinary Project-Based Learning: A Case Study from a Japanese National University*

Xixi Zhang, The University of Osaka, Japan
Natsuki Tsujita, The University of Osaka, Japan
Toshiya Tsujita, The University of Osaka, Japan
Yosuke Otani, The University of Osaka, Japan
Goro Yamazaki, The University of Osaka, Japan

This study examines a cross-disciplinary education model implemented at a Japanese national university, targeting graduate students through Project-Based Learning (PBL). The program emphasizes addressing diverse social issues and exploring diverse career pathways in academia, industry, and government. This presentation outlines the program's background and design, reviews implementation outcomes over the past 12 years, and evaluates its impact on cultivating interdisciplinary talent within Japan's higher education context. The program offers original courses, long-term project-based learning opportunities, and both group and independent practical activities. Drawing on expertise from all graduate schools and involving faculty members from diverse fields in both program management and teaching, the curriculum equips students with essential skills in problem identification, problem-solving, and social engagement. It encourages students to play active roles across disciplines beyond their own specialization, fostering innovative thinking and responsiveness to complex societal challenges. Over the past 12 years, more than 170 graduate students - including many from international backgrounds - have participated in the program. Follow-up surveys indicate that most graduates secured employment across a wide variety of fields, often beyond the direct scope of their graduate research. Many alumni have launched unconventional career paths for PhD holders, highlighting the program's success in enhancing the employability of doctoral graduates and fostering interdisciplinary talents who can adapt to the rapidly evolving demands of society and industry.

Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science

97880 | *Resilient Users, Inclusive Innovation: The SHIFT Project's Vision for Co-Created Cultural Services*
Ioana Cornelia Cristina Crihană, The National Association of Public Librarians and Libraries, Romania

In the context of accelerating digital transformation, the SHIFT: Metamorphosis of cultural Heritage Into augmented hypermedia assets For enhanced accessibility and inclusion project proposes a novel paradigm for cultural service design - one centred on co-creation, technological accessibility, and user resilience. This article explores how SHIFT leverages advanced digital tools (AI, machine learning, multimodal data processing, and haptic interfaces) to foster inclusive innovation within cultural institutions. Grounded in Service-Dominant Logic and user-centred design principles, the article explores empowering library and museum users to become active co-creators in developing meaningful and accessible cultural heritage experiences. The current paper analyses the project's methodological framework, which integrates semantic enrichment, AI-assisted content transformation, and participatory engagement to increase the relevance and reach of cultural services for diverse audiences, including vulnerable groups. Drawing from both empirical contributions within the SHIFT consortium and current scholarly literature on inclusive service innovation (Polese et al., 2021; Spohrer & Vargo, 2010; Mora et al., 2023), this study highlights the strategic importance of building user resilience—not only as a response to digital inequities, but as a catalyst for long-term systemic transformation. By presenting preliminary findings and use cases from pilot implementations in Romania, the paper demonstrates how technology-enabled co-creation can strengthen user agency, cultural participation, and service sustainability. SHIFT Pilot in Romania offers a scalable and transferable approach for creative industries seeking to navigate the complexities of heritage accessibility in this age infused by emerging technologies and the digital supremacy under all aspects of the co-creation of cultural value.

BCE2025 Pre-Recorded Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

95595 | *Teaching 10th Graders Physics in a Classroom Versus a Laboratory: A Comparison*
Eran Gur, Azrieli College of Engineering, Israel

Although we are 25 years into the 21st century, most high school science classes are given in standard classrooms, when rows of tables are facing a whiteboard and only a few sessions take place at the laboratory for specific demonstrations, a traditional method that can use only a few of the modern teaching schemes. In this work the author compares two 10th grade classes studying the same material in physics (kinematics on a straight line) in a small high school, where each class contains approximately 30 pupils. One class is studying in their classroom as described above, two pupils behind each desk, and the other class is taking all of their physics classes in the laboratory, where they sit in groups of six and can experience physics at any given moment. The author, teaching these two groups, compares the two groups in terms of ability to study new material, teaching capacity in a given time slot, noise levels in class, grades and overall satisfaction expressed by the pupils. The comparison shows that there're advantages and disadvantages to both teaching techniques, and that teaching in a laboratory must be preplanned in order to obtain the desirable learning outputs.

97897 | *Innovative Pastoral Strategies for Pasifika Learners: Enhancing Student Learning and Embracing Learner Diversity*
Anamua Lole, Manukau Institute of Technology, New Zealand
Krishan Mani, Manukau Institute of Technology, New Zealand

New Zealand Pacific peoples make up the third largest ethnic group in New Zealand, representing a significant and growing demographic playing a crucial role in the nation's future. The study highlighted that there is a lack of consistency in high-quality teaching and learning necessary for all Pasifika learners to succeed. This research project aims to identify effective pastoral care strategies to support Pasifika students to complete their studies in a culturally responsive context. The research team used a pragmatic methodology combining Pasifika and Western perspectives, starting with a literature review and beginning talanoa (conversations) through an online survey. The aim is to foster meaningful conversations to understand and improve pastoral care for Pasifika learners. The overall project phases include firstly defining pastoral care, secondly identifying best practices, and thirdly outlining its core components, this study will be reporting on the first phase of the project. Findings from the first phase identified initial key elements in effective pastoral care for Pasifika learners that included: inclusivity, cultural respect, community collaboration and staff training. Additionally, the findings indicate the need for the education sector to recognize and address historical and structural inequities affecting Pasifika students and to provide additional resources and support as necessary. This study could have a significant impact, especially if it leads to culturally responsive changes to policy/practice.

Teaching Experiences, Pedagogy, Practice & Praxis

97981 | *Reimagining Design Education: Integrating Generative AI Through the Bloom's Taxonomy for Cognitive Growth in Fashion and Interior Design*
Jeannine Vail, University of North Texas, United States
Chanjuan Chen, University of North Texas, United States

As generative artificial intelligence (GAI) technology continues to transform the design industry, traditional design processes are being reshaped by the integration of digital tools, leading to new opportunities for creativity, efficiency, and accessibility. Educators are recognizing the urgent need to integrate GAI into the design curriculum to better prepare students for this rapidly evolving industry. This research examines a pedagogical model structured around the Revised Bloom's Taxonomy (2001) framework to support fashion and interior design students in cognitive progression in learning while applying emergent technologies, aligning educational activities with assessment methods. A multidisciplinary project was developed in the United States, beginning with an industry expert-led workshop that included guided instruction and interactive discussions with students and faculty, fostering knowledge and understanding of GAI platforms. A design project followed, providing a staged learning experience for students to create discipline-specific design outcomes. Through pre- and post-surveys, the findings revealed that prior to this learning experience, only 11% of students felt confident in using GAI in their creative process, compared with 92% after completing the project. Primarily driven by increased creativity through ideation support from GAI, the majority of students expressed intentions to continue using it in future projects. Building on this framework, the study offers effective instructional strategies for the integration of GAI in design pedagogy, enabling graduates to transfer these skills to professional practice.

Notes

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The 16th Asian Conference on Media, Communication & Film (MediAsia2025)

Tokyo

November 23-28, 2025

The 17th Asian Conference on Education (ACE2025)

The IAFOR Undergraduate Research Symposium 2025 in Tokyo (IURS2025)

Honolulu

January 03-07, 2026

The 11th IAFOR International Conference on Education in Hawaii (IICE2026)

The 6th IAFOR International Conference on Arts & Humanities in Hawaii (IICAH2026)

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February 05-09, 2026

The 6th Southeast Asian Conference on Education (SEACE2026)

The Southeast Asian Conference on Arts & Humanities (SEACAH2026)

Tokyo

March 22-27, 2026

The 12th Conference on Education & International Development (ACEID2026)

The 16th Asian Conference on

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The 12th Asian Conference on Aging & Gerontology (AGen2026)

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April 15-20, 2026

The Washington DC Conference on Education (WCE2026)

The Washington DC Conference on the Social Sciences (WCSS2026)

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May 09-13, 2026

The 17th Asian Conference on Arts & Humanities (ACAH2026)

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The 17th Asian Conference on the Social Sciences (ACSS2026)

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