WCAI 2024


HOTEL AI DUE PRINCIPI, Convention Center
13TH- 15TH DECEMBER 2024
Castello 4972, F.ta de l'Osmarin, 30122 Venezia, Italy
VENICE ITALY
Program Book and Abstracts Books
WCAI-2024 PARTICIPANTS FLAGS

14th World Conference on Artificial Intelligence (WCAI-2024)

Main Theme: Shaping the Future with Artificial Intelligence

HOTEL AI DUE PRINCIPI, Convention Center

Venice – Italy

Venue Address: Castello 4972, F.ta de l'Osmarin, 30122 Venezia, Italy

December 13 - 15, 2024

Google Meeting Code

https://meet. google.com/hob-pcfr-njm

Online and Face to Face International Conference

Program Book

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Organized by
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The Academic Events Group (TAEG)

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Keynotes

Prof. Dr. Hasan Amca

Member of Higher Education Planning, Evaluation, Accreditation, and Coordination Board, North Cyprus

Keynote Title: Learning In the Artificial Intelligence (AI) Age

Biography: Prof. Dr. Hasan AMCA received his BSc. Degree in Electrical and Electronics. Engineering from Eastern Mediterranean University (EMU) in 1984. He received his M.Sc. degree from the University of Essex (England) in 1985 and his Ph.D. from the University of Bradford (England) in 1993. He was a faculty member in the Department of Electrical and Electronics Engineering at Eastern Mediterranean University from 1985 to 2023. He has served as the Vice President of the Higher Education Council since April 2023. He served as the School of Computer and Technology Director, Dean of Engineering Faculty and Vice Rector Responsible for International Relations and Student Recruitment at EMU. He served as a member of the Board of Directors of the EMU Distance Education Institute, a member of the board of directors of the EMU Technology Development Center, a member of the board of directors of the Information Technologies and Communication Authority (BTHK) of North Cyprus,

President of the EMU Continuing Education Center, President of the Board of Directors of the Atatürk Teachers Academy, and President of the Board of Directors of the Cyprus Turkish Electricity Authority. Prof. Dr. Hasan AMCA is a Senior Institute of Electrical and Electronics Engineers (IEEE) member. His current research interests are 3G/4G/5G/ Mobile Communication Systems, OFDM, LTE, Millimeter Wave Communication, Digital Video Broadcasting, and Intelligent Mobile Communication Systems.

Prof. Dr. Hüseyin Uzunboylu

University of Kyrenia, Cyprus

Keynote Title: Empowering Learning: The Transformative Impact of Artificial Intelligence on Educational Outcomes for Students with Special Needs

Biography: Prof. Dr. Huseyin Uzunboylu higher education career began by winning the Anatolia University, Department of Communication and Planning on Education in Turkey. And after he had completed his preparatory education in one year, and he completed his undergraduate degree in 1991. Prof. Dr. Huseyin Uzunboylu started his graduate education in Ankara University, the Department of Curriculum and Instruction in 1993 and graduated in 1995. He was accepted into the doctoral program in the same university, Educational Technology Department of Educational Sciences in 1995 and he completed his PhD degree in 2002. In 2003, he became an Assistant Professor in the Department of Computer Education and Instructional Technology at the Near East University. He was an Associate Professor in 2005 at Ataturk Faculty of Education, and in December 2010, with respect to the members. of juries he was appointed as a full professor. After doctoral studies he started working at the Near East University, Faculty of Arts and Sciences Department of Psychology in 1996 and he taught courses in educational sciences and research methods. He coordinated of 'Pedagogy Certificate Program which was conducted by the University from 1997 to 1999, and since he was Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he served as a Dean of Faculty of Education at Near East University.

Since 23 October 2019, he has been appointed as a member of Higher Education Planning, Supervision, Accreditation and Coordination Board by the President of North Cyprus (TRNC). Prof. Dr. Uzunboylu has five academic books published by Turkey's respected publishing firms; he has supervised 24 doctoral and 63 master's theses up to now. His 119 articles have indexing in Scopus and these articles took 1576. Citations for 1,278 documents. His H-Index 19 in Scopus. Until now, He was invited to many international conferences as keynote speaker.

He graduated with a second doctorate on "special education" in February in 2023.

He is honorary of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves as the boards of many journals refereeing within the searching in the Social Sciences Citation Index. Since 2004, he has been on the list as founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu had a key role representing KEB-DER and put effort into being.
I am a full member of the European Educational Research Association and World Educational Research Association.

Dr. Alesandro Figus

International Institute of Management IMI-NOVA, Moldova and at University of Cassino and Southern Lazio, Italy

Keynote Title: Some ideas and new political approach of digital leadership training in the globalized educational system in the information society.

Biography: Born in Genova 22 July 1960 is PhD in Political Science (at University of Nice Sophia Antipolis), doctor Honoris causa in Azerbaijan (2015), Moldova (2005) and Ukraine (2015), he is expert of Political Sciences and International relations, especially regarding EU, Central Asia and Eastern Europe The last studies and research are about European union, Ukraine, Iran, ostalgie, multiculturalism and Immigration. Since 2005 he has been Professor and Vice Rector for the International Relations and European Integration at International Institute of Management, IMI-Nova, where he has the Chair of International Relations and European Studies. Marketing, Co-Director of the Double Diploma in Management with University of Nice (F). He
was for 7 years an Institutional Erasmus coordinator at Link Campus University, where, since 2004, he has taught several courses as European Political Systems (2004-2005) European Political Organisation (2007-2012), Diplomatic Sciences and European Union law since 2016. During the 2019-2020, He was for 13 academic year teacher of Paris I Sorbonne Pantheon at Cairo University (chair of Political Sciences 2006-2018), he was Pro Rector for Internationalisation and Professor of Political Sciences at Kozybayev North Kazakhstan State University. From 2005 to 2007, he was President of “Eurispiemonte”, former Eurispes Piemonte. He is Journalist publicist (member of the Italian order and member of Italian foreign

press), since 2000; he is/was coordinator of more than 30 EU and International projects on Eastern Europe, Africa, and Asia, as well as NATO SPS. Since 2006, he is member of Baku Humanitarian Forum; he is full member of International Political Science Association (IPSA) and Italian SISE; he is editor in chief of several scientific journal with Scopus accreditation. He participated in eight OSCE Odihr mission (Russia, Ukraine, Moldova and Belarus), and he has been visiting prof. in more than 20 University as Kuban State University, , Peoples University of Russia in Moscow, Koblenz University, Damascus University, Cairo University, Nice Sophia Antipolis, Caledonian Glasgow University and York University. He is the author of
23 Monographs and more than one hundred scientific articles. He was a member of the National Board of the Italian Republican Party.

Assoc. Prof. Dr. Levent Çetinkaya

Çanakkale Onsekiz Mart University, Turkey

Keynote Title: Shaping the Future of Medicine with Artificial Intelligence: Emphasizing Ethical and Responsible Awareness

Biography: Dr. Levent Çetinkaya is an Associate Professor in the Department of Computer and Educational Technology (also Adjunct Professor at the Medical School, focusing on technology integration and artificial intelligence) at Çanakkale Onsekiz Mart University, Çanakkale, Türkiye. Specializing in Instructional Technologies with a particular focus on Medical Education and Informatics, Dr. Çetinkaya is renowned for his contributions to technology integration in education, ICT literacy, and the use of mobile social networks in educational contexts. His research spans adaptive learning environments, telemedicine, e-health, and cybersecurity. In his teaching role, Dr. Çetinkaya focuses on telemedicine and health information security, enhancing technology-supported learning environments. He leads pioneering AI projects aimed at advancing data analysis in medicine, thereby significantly improving educational frameworks and patient care. His expertise includes supportive technologies in inclusive education, exploring how technology can support students with special needs through tailored adaptations, technology-based teaching strategies, and assistive technologies. Dr. Çetinkaya is dedicated to improving educational methodologies and outcomes through the strategic integration of artificial intelligence and innovative technologies.

Prof. Dr. Özcan Asilkan

Senior Lecturer, Business Analytics Department, Higher Colleges of Technology Abu Dhabi, United Arab Emirates

Keynote Title: AI-Powered Personalized Learning Pathways

Biography: Professor Özcan Asilkan is an experienced Academician and Computer Science Engineer with a demonstrated experience at universities as well as in industries of software development, manufacturing, tourism, and health. His research interests focus on Computer Science, Management Information Systems, Business Analytics, Database Systems, Data Mining, Artificial Intelligence, CRM, and Tourism. With almost 30 years of academic and industry experience, he has held many professional engagements and teaching activities throughout the world, such as Turkey, North Cyprus, Germany Albania, North Macedonia, Kosovo, Kazakhstan, Nigeria, United Arab Emirates, etc. As an Academician, he founded and chaired the departments of Computer Engineering and Management Information Systems at various universities. Among the major courses he has taught over the years are Database Systems, Data Mining, Artificial Intelligence, MIS, Algorithms, Programming, Statistics, Business Strategies, etc. He worked in Dean, Chair and Lecturer positions at various universities throughout the world. He served as Chair and Keynote Speaker at international conferences. As a Computer Science Engineer, he worked at various professional positions like System Analyst, Database Administrator, Application Developer and took part in professional IT and Business Development projects. Since July 2024, he has been working as a Senior Lecturer at Higher Colleges of Technology (HCT) in Abu Dhabi, United Arab Emirates.

IMPORTANT EVENTS

10:00 - 10:10	**Opening Ceremony**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 1 10:10 - 10:50 Friday	Learning In Artificial Intelligence (AI) Age	**Hasan Amca** Higher Education Planning, Evaluation, Accreditation, and Coordination Board, North Cyprus	**1**

10:50 - 11:10	**Coffee Break**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 2 11:10 - 11:50 Friday	Some ideas and new political approach of digital leadership training in the globalized educational system in the information society	**Alesandro Figus** University of Cassino and Southern Lazio, Italy	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 3 11:50 - 12:30 Friday	Shaping the Future of Medicine with Artificial Intelligence: Emphasizing Ethical and Responsible Awareness	**Levent Çetinkaya** Çanakkale Onsekiz Mart University, Turkey	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 4 09:30 - 10:10 Saturday	Empowering Learning: The Transformative Impact of Artificial Intelligence on Educational Outcomes for Students with Special Needs	**Huseyin Uzunboylu** University of Kyrenia, Cyprus	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 5 10:10 - 10:50 Saturday	AI-Powered Personalized Learning Pathways	**Özcan Asilkan** Higher Colleges of Technology Abu Dhabi, United Arab Emirates	**1**

13/12/2024, Friday
PROGRAM

10:00 - 10:30	**Opening Ceremony**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 1 10:10 - 10:50 Friday	Learning In the Artificial Intelligence (AI) Age	**Hasan Amca** Higher Education Planning, Evaluation, Accreditation, and Coordination Board, North Cyprus	**1**

10:50 - 11:10	**Coffee Break**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 2 11:10 - 11:50 Friday	Some ideas and new political approach of digital leadership training in the globalized educational system in the information society	**Alesandro Figus** University of Cassino and Southern Lazio, Italy	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 3 11:50 - 12:30 Friday	Shaping the Future of Medicine with Artificial Intelligence: Emphasizing Ethical and Responsible Awareness	**Levent Çetinkaya** Çanakkale Onsekiz Mart University, Turkey	**1**

12:30 - 13:30	**Lunch**

Session – 1
Oral Presentation
13:30 – 14:30

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Immigrant Parents' Child-Rearing Experiences: The Cultural Assimilation Effect on Parents	Imran Çağlayan - Early Childhood Education, Turkey
2.	Developing a Lecturer Ranking System based on Student Evaluations: An Application Example at a University in Vietnam	Uyen Vo Thi Nhu - Hanoi University of Industry, Vietnam

3.	Proposing a Framework to Integrate Artificial Intelligence in Higher Education	Bariaa Ghazi Shatila, Jeremy Fei Wang - Flagler College, United States
4.	Effective Interventions for Reverse Reading Disorder: A Comprehensive Case Study	Paywand Jalal Hassan - Cambridge International School, Erbil, Iraq, Rawand Sabah Ahmad - Faculty of Education, Tishk International University, Erbil, Iraq
5.	AI - Chatbot for Physiotherapy Education	Sai Pradeep Srinivasa - MBA international Healthcare Management, Germany
6.	Search Engines and Databases: Google Scholar, PubMed, web of science, Scopus, ProQuest, Cochrane	Farzaneh Ghaleh Golab- Department of Health Management and Information Sciences, Iran

Session – 2
Oral Presentation
14:30 - 15:30

ORDER	TITLE	AUTHOR, AFFILIATION, and COUNTRY
1.	Teachers' Views on Social Exclusion in Education	Ebru Elçi - Kocaeli University, Turkey
2.	The Effectiveness of a Non-Academic Auditory Technique for Learning Music And Melodies: Results From 12 Lessons	Jange Jalal Hassan, Hoshyar Abdulwahid Khudhur - Ministry of Education, Directorate of School Activities, Erbil, Iraq
3.	Review Of Studies on Routine-Based Interventions in Early Childhood in Terms Of Bibliometric Features	Öznur Güldağ - Toros University, Turkey, Figen Turan - Hacettepe University, Turkey
4.	The Place of Artificial Intelligence in The Education of Gifted Students	Zeynep Genç - Istanbul Aydin University, Türkiye, Deniz Özcan Kara - Ondokuz Mayıs University, Samsun, Türkiye
5.	Survival Prospects for Generation Z And Alpha Amid The 5.0 Technology Revolution In Indonesia's Education System	Aramudin Aramudin - Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia, R. Hariyani Susanti - University of Leeds, United Kingdom

15:20 – 15:40	**Coffee Break**

Session – 3
Oral Presentation
15:30 - 16:30

ORDER	TITLE	AUTHOR, AFFILIATION, and COUNTRY
1.	Early Insights into Modesty and Rape Culture: Comparative Perspectives For Educational Leadership in Islamic Communities	R. Hariyani Susanti, Sharon Elley, Yasmin Hussain - University of Leeds, United Kingdom, Aramudin Aramudin -

		Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia
2.	Integrating ChatGPT into Engineering Education: Opportunities and Challenges at A South African University of Technology	Elisha Didam Markus - Central University of Technology Free State, South Africa
3.	Bridging The Digital Divide: Transforming Java Source Code into Braille Through Automated Ocr and Image Processing for Empowering Visually Impaired Programmers	Varshini A, Dr. S. Gopinathan - University of Madras, India

Session – 4
Oral Presentation
16:30 - 17:30

ORDER	TITLE	AUTHOR, AFFILIATION, and COUNTRY
1.	Art Education for A Sustainable World: Analyzing Creative Practices from Waste To Art	Gulseren Ildes - Department of Painting, Turkey
2.	Social Work Students' Perception of Poverty	Ebru Elçi - Yakın Doğu Üniversitesi Eğitim Programları ve Öğretim Doktora Program Öğrencisi, Turkey
3.	A Pre-hoc SMOTE Variants Approach for Mitigating Dataset Bias in Medical Ensemble Learning Models	Djalila Boughareb, Hamid Seridi - University of 8 Mai 1945 Guelma, Algeria, Hazem Bensalah - University of El Oued, Algeria
4.	The Transformation of Military Strategy-The contribution of AI in contemporary warfare and its implications for future conflicts	Nasrin Suleymanli, Tamerlan Hajiyev - Academy of Public Administration, Azerbaijan
5.	Statistical Insights in Artificial Intelligence	Nesreddine Djafar-Henni - University Mohamed Khider, Algeri

Poster Presentations

Session – 1
12:00 – 16:00

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Supporting Teacher Candidates' Reflections: A Case Study	C.E. Davis - North Carolina Central University, United States
2.	Education of seniors - The Polish experience	Ewelina Julia Zdebska - University of the Commission of National Education in Cracow, Poland
3.	Art Education for a Sustainable World: Analyzing Creative Practices from Waste to Art	Gulseren İldes - Hükümsüz, Turkey
4.	Analyzing Deepfake Awareness Among Students in Romania and the Philippines: A Comparative Study	Laura Malita - West University of Timisoara, Romania

End of the Day

14/12/2024, Saturday

TIME	TITLE	SPEAKER	HALL NAME
Keynote 4 09:30 - 10:10 Saturday	Empowering Learning: The Transformative Impact of Artificial Intelligence on Educational Outcomes for Students with Special Needs	**Huseyin Uzunboylu** University of Kyrenia, Cyprus	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 5 10:10 - 10:50 Saturday	AI-Powered Personalized Learning Pathways	**Özcan Asilkan** Higher Colleges of Technology Abu Dhabi, United Arab Emirates	**1**

Session – 1
Virtual Presentation
10:50 – 12:30 (GMT+1)

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Information Security for Small Business - Course Proposal and Design	Wenjuan Xu - Frostburg State University, United States
2.	Learning Design in Distance Learning: A Conceptual Framework	Ioannis Berdousis, Ioanna Kostopoulou - University of the Peloponnese, Greece
3.	Computer Science and Information Technologies in School: A Tool To Develop Digital and Computing Literacy.	Ioannis Berdousis - University of the Peloponnese, Greece
4.	English Teacher Training in the Era of Ai (Artificial Intelligence): The Perspectives Of Teachers from Greece and Türkiye.	Aslı ÇELİK - Ministry of Education, Turkey
5.	Unleashing Innovative Engagement in Programming Education	Sneha Abhijeet Pokharkar - MIT Academy of Engineering
6.	Untangling The Web of Timetable Challenges: A Comprehensive Analysis And Solution-Driven Approach	Ashitosh Chavan, Sneha Pokharkar, Dipti Sakhare - MIT Academy of Engineering, India
7.	The Integration of Robotics in Mathematics Education: Systematic Literature Review	Ahmad Yasir Mustafa Bakri, Muhammad Sofwan Mahmud - UNIVERSITI KEBANGSAAN, Malaysia
8.	Leadership in Bilingual Education	Jesus Garcia Laborda, Sauciuc Angela, Iulia Vescan- Universidad de Alcalá, Spain

12:30 – 12:50	**Coffee Break**

Session – 2
Virtual Presentation
12:50 – 14:30 (GMT+1)

ORDER	TITLE	AUTHOR, AFFILIATION, and COUNTRY
1.	The Shaping of Australian Identity: An Examination of Language Policy and its Impact on Second-Generation Chinese Australian Children	Jun Song - The University of Queensland, Australia
2.	AI & Technologies: To Learn or Not to Learn, That Is the Question!	Maria Perez Pereira - Universidad Francisco de Vitoria Madrid, Spain
3.	The Usage of Bilingualism by the Albanian Community In Montenegro	Yllka R Imeri, Mejreme Ymeri - KOSOVO University, Albania
4.	(Re)Claiming Space in Future Education. Arguments For a Human-Centered Approach to Technology	Lavinia Suciu, Delia Tanase - Politehnica University Timișoara, România
5.	Spam Detection Using Deep Learning Technique	Sheik yousuf B A - SRM IST institute of technology, India
6.	From Environmental Education to Sustainable Development – New Global Paradigm	Despina Sivevska - Full professor, The Former Yugoslav The Republic of North Macedonia
7.	Genai Tools In Higher Education: Teachers' and Students' Experiences	Ramunė Kasperė, Kristina Ukvalbergienė, Asta Daunorienė - Kaunas University of Technology, Lithuania
8.	Data Science Insights and Terrorists Attacks Classification Using Machine Learning Techniques in Nigeria	Ahmad Mustapha Bello, Aamo Iorliam - American University of Nigeria, Nigeria; Özcan Asilkan - Higher Colleges of Technology, UAE

14:30 – 15:10	**Lunch**

Session – 3
Virtual Presentation
15:10 – 16:50 (GMT+1)

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Exploring Learners' Experiences, Understanding, And Attitudes In Transformation Geometry: A Comparative Study of Technology-Enhanced and Conventional Van Hiele Phased Instruction.	Issa Ndungo - Mountains of the Moon University, Uganda
2.	Enhancing Diversity, Equity, and Inclusion (DEI) in English Language Teaching: A Pathway to Transformative Learning	Senem Zaimoğlu - Çağ University
3.	Building Language Resilience: The Role of Digital Tools in Developing Adaptive Language Learners	Semiha Gürsoy - Çağ University, Turkey
4.	Leadership Challenges in State Universities and Colleges (SUC) in Camarines Sur	Armando Delfino - Westcliff University
5.	Three Dimensions of Metaphor in Education	Gyöngyi Fabian - Univ. of Pannonia, Hungary
6.	Efl Instructors' Perceptions of Social Emotional Learning	Aysun Dağtaş - Çağ University, Turkey
7.	The Process of French Cultural Acculturation in Vietnamese Songs Before 1975	Ta Hoang Mai Anh - Hanoi National University of Education, Vietnam
8.	Student Differentiation in Music at High School in Vietnam	Ta Hoang Mai Anh - Hanoi National University of Education, Vietnam

9.	Electronic Markets Information Systems with Explainable Artificial Intelligence: A Bibliometric Analysis of Publications from 2000 to 2024	Suleiman Adamu, Aamo Iorliam - American University of Nigeria, Nigeria; Özcan Asilkan - Higher Colleges of Technology, UAE

Session – 4
Virtual Presentation
16:50 – 18:30 (GMT+1)

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	The Preliminary Model of Dropping Out of Computer Programming E-Learning	Romualda Rimašiūtė-Knabikiene, Aiste Diržyte, Aleksandras Patapas - Mykolas Romeris University, Lithuania
2.	Developing Students' Linguistic and Communication Skills Through Team Presentations	Delia Tanase, Lavinia Suciu - Politehnica University of Timișoara, Romania
3.	Mapping The Future: Methodological Approaches for Transformative Teaching In Social Sciences	Belhocine Karima - Mohammed El Bachir El Ibrahimi University, Algeria
4.	Cultivating Emotional Intelligence and Promoting Well-Being: Preparing Students for Life, Not Just Exams	Sihem Chafi - University Oran 2, Algeria
5.	Online Deep Evolving Dual Attention Network for Successive Event Prediction and Recommendation on Event Competitions to Targeted Evolving Participants in Social Network	Vadivambigai S. - PSG College of Arts & Science, India
6.	Digital Dual Attention System for Progressive Event Forecasting and Suggestions in Competitions for Specific Participant Dynamics in social media	Vadivambigai S. - PSG College of Arts & Science, India
7.	An Analysis of Job Satisfaction of Classroom Leaders Who Work With Students With Autism Spectrum Disorder: Qualitative Study	Hakan Sari, Raziye Uğurlu - Necmettin Erbakan University, Turkey
8.	Teach Me How to Learn!	Erzsébet Kopházi-Molnár, Éva Bodnár - University of Pannonia, Faculty of Humanities, Hungary
9.	Factors Affecting International Student Mobility to The Franklin Institute At the University of Alcala	Jesus Garcia Laborda, Iulia Vescan, Angela Sauciuc - Universidad de Alcalá, Spain

14.12.2024 18:30 – 18:50	**Closing Ceremony**

End of the Day

15/12/2024, Sunday

15.12.2024	09:30 – 17:00	**Social activities**

A Pre-hoc SMOTE Variants Approach for Mitigating Dataset Bias in Medical Ensemble Learning Models

Djalila Boughareb, Labstic Laboratory, Computer Science Department, University of 8 Mai 1945 Guelma, Guelma-Algeria, dboughareb@gmail.com
Hazem Bensalah, Liap Laboratory, Computer Science Department, Faculty of Exact Sciences, University of El Oued, El Oued -Algeria, hazem.bensalah@univ-eloued.dz
Hamid Seridi, Labstic Laboratory, Computer Science Department, University of 8 Mai 1945 Guelma, Guelma-Algeria, hamid.seridi@univ-guelma.org

Abstract:

Dataset bias, particularly gender and race bias, poses a significant challenge in medical machine learning models, affecting the accuracy of disease prediction and limiting the ability to make fair and reliable clinical decisions. To address this issue, oversampling the underrepresented class is a promising approach. In this study, we applied several SMOTE (Synthetic Minority Oversampling Technique) variants—SMOTE, Borderline SMOTE, SVM SMOTE, and KMeans SMOTE—to mitigate gender-related bias and class imbalance. We developed and evaluated an Ensemble Learning classifier (EL) based on Gradient Boosting Machine (GBM). Model performance and bias reduction were evaluated using a comprehensive set of metrics, including accuracy, recall, precision, F1 score, Positive Predictive Value (PPV), Equal Opportunity Difference (EOD), and Disparate Impact (DI). Our results show that Borderline SMOTE improves accuracy to 0.783, recall to 0.64, and precision to 0.800, while achieving balanced PPV values for both genders. Additionally, it reduces Equal Opportunity Difference (EOD) to 0.404 and Disparate Impact (DI) to 1.235, indicating a significant reduction in bias.

Keywords: bias reduction, Healthcare, fairness, machine learning, GBM, SMOTE.

Online Deep Evolving Dual Attention Network for Successive Event Prediction and Recommendation on Event Competitions to Targeted Evolving Participants in Social Network

Vadivambigai S, Computer Science, PSG College of Arts & Science, India, vadivambigai.s@gmail.com

Abstract:

Nowadays, Events based on social networks have become a popular flexible platform to share knowledge of various social and technical aspects among the interesting participants in the social network. Due to the wide number of advantages in events based on social networks, many event organizers are generating multiple events across social networks which increases the propagation of multiple similar events and leads to user interaction issues in predicting successive events among competing events. Most traditional approaches employed for event popularity analysis utilize machine learning and deep learning models only on intrinsic and extrinsic properties of the user attention on various contexts of the event instead of focusing on evolving factors of the user. However, dual attention on events and users has not been focused on the same time in predicting successive events among the competitive events for the selective group of participants. In this paper, an online deep evolving dual attention network for successive event prediction and recommendation to target evolving participant deep is proposed to exploit the popular events for the evolving user group. Initially, dataset containing attribute with missing value has been filled using imputation method, and singular value decomposition method is employed for irrelevant attribute reduction. Pre-processed dataset is employed for Latent Dirichlet Allocation towards user and event profiling to obtain the latent information of the user and event in form of feature vector. Next, Feature extraction techniques are considered as linear discriminant analysis are employed to extract the evolving user features and event features containing attributes with respect to the scatter matrix. Evolving event features and user features are projected to the online deep dual attention network to compute successive events for the user. It is carried out on processing the user attention layer and event attention layers, and concatenations of the layers to yield a representation learning. It represents the mapping of the user to the event based on drift in both users and event features vectors on multifaceted attribute information. Finally, event recommendations are provided for evolving users, and participant recommendations are provided for successive events or competition events. Evaluation of the proposed model through various case studies has been implemented and validated across various measures such as accuracy on precision, Recall, and measures along scalability, and Execution time.

Digital Dual Attention System for Progressive Event Forecasting and Suggestions in Competitions for Specific Participant Dynamics in Social Media

Vadivambigai S, Computer Science, PSG College of Arts & Science, India, vadivambigai.s@gmail.com

Abstract:

Nowadays, Events based on Social Networks have become popular flexible platforms to share knowledge of various social and technical aspects among the interesting participants in the social network. Due to the wide range of advantages in an event-based social network, many event organizers generating multiple events across social networks which increase the propagation of multiple similar events and lead to user interaction issues in predicting successive events among competing events. Most traditional approaches employed for event popularity analysis utilize machine learning and deep learning models only on intrinsic and extrinsic properties of the user attention on various contexts of the event instead of focusing on evolving factors of the user. However, dual attention on events and users had not been focused on some time in predicting successive events among the competitive events for the selective group of participants. In this paper, the online deep evolving dual attention network for successive event prediction and recommendation to target evolving participant deep is proposed to exploit the popular events for the evolving user group. Initially, dataset containing attribute with missing value has been filled using imputation method, and a singular value decomposition method is employed for irrelevant attribute reduction. Pre-processed dataset is employed for Latent Dirichlet Allocation towards user and event profiling to obtain the latent information of the user and event in form of feature vector. Next, Feature extraction techniques are considered as linear discriminant analysis are employed to extract the evolving user features and event features containing attributes with respect to the scatter matrix. Evolving event features and user features are projected to the online deep dual attention network to compute successive events for the user. It is conducted on processing the user attention layer and event attention layers, and concatenation of the layers to yield a representation learning. It represents the mapping of the user to the event based on drift in both user and event feature vectors on multifaceted attribute information. Finally, event recommendations are provided for evolving users, and participant recommendations are provided for successive events or competition events. Evaluation of the proposed model through various case studies has been implemented and validated across various.

Keywords: Event Based on Social Network, Event Participant Prediction, Successive Event Recommendation, Dual Attention Network, User Evolution, Event Drift

Analyzing Deepfake Awareness Among Students in Romania and the Philippines: A Comparative Study General Papers

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Abstract

In the realm of global democracy, 2024 marks one such milestone with 72 countries voting for presidents, prime ministers, or other elected involving 3.7 billion voters, more than ever in history. It can be called "Super election year", due to its overwhelming number of electoral events in different countries. However, this unprecedented concentration of electoral events presents both opportunities and challenges. Given the current situation, state violations occur, which means without any doubt that the presented technology is no longer just some shocking show – it is a dangerous tool of propaganda and hunger for power. AI-based manipulation becomes increasingly sophisticated – the boundaries between fiction and reality are blurred by the consciousness, thirsting for sensations and imbued with stereotypes about beautiful life. These imaginary images and events in the minds of average citizens cause many problems for politicians. Thus, one of the most pressing concerns is the growing threat posed by deep-fake technology.

The purpose of this poster is to analyze and understand the extent of deepfake content recognition by the students from Romania and the Philippines and the effects of media technologies on the political processes in both countries. Prominent individuals in Romania have already had to endure the emergence or use of deepfake content as part of the political landscape, which has determined governmental actions to install checks and enlighten the public in this regard. governmental efforts to both raise awareness and implement technical additional exemptions. In the Philippines, deepfakes have been part of online propaganda, influencing political discourse.

Through a survey applied to both Romanian and Filipino students, we aimed to investigate how prepared the students from both countries are to spot such deep fake content, which are the differences among them, taking into consideration the countries specificities. The findings will highlight the need for enhanced digital and artificial literacy. In this respect, educational institutions should incorporate training modules and programs tailored to students (young voters), focusing on equipping them with the skills to critically evaluate such online content. Moreover, coordinated efforts from other stakeholders should contribute to raising awareness, i.e., government should promote the use of AI-based detection tools to counteract misinformation, collaboration between tech companies and other educational actors could also enhance the development of more advanced deepfake detection technologies, etc.

The Transformation of Military Strategy-The contribution of AI in contemporary warfare and its implications for future conflicts

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Abstract

Recent technological improvements in AI have led to significant changes in different industries, particularly in military activities. While dealing with the intricacies of contemporary warfare, countries face both remarkable chances and significant obstacles with the incorporation of AI technologies.

This article will investigate the various impacts of AI on the dynamic, and strategy of future of warfare, analyzing how autonomous combat drones are changing traditional battlefield dynamics. With increasingly adopted AI capabilities war is evolving and right now characterized by new forms of warfare such as cyber warfare, information warfare, and drone operations.

Moreover, the article delves into how artificial intelligence might alter human control in military operations through examining advantages, strategies, and the essence of combat. It is important to weigh whether the rewards of enhanced efficiency and precision outweigh the potential negative consequences, such as heightened conflict and disturbance to international war protocols.

Furthermore, this article centers on the influence of AI research arising from the worldwide digital shift on the military sector. Throughout history, the defense sector has been an area where technological advancements have applied quickly, resulting in major alterations in warfare.

Similarly, the concept of "revolution in military affairs" (RMA), introduced by military researchers in the Soviet Union during the 1970s and increasingly discussed in the literature following the Gulf War, emphasizes that technological advancements can lead to revolutionary changes in warfare. However, the common thread in the changes recorded to date because of integrating technological developments into the military has been the improvement of equipment and the enhancement of military assets in terms of speed, effectiveness, and lethality.

In the case of AI technologies, the fundamental difference lies in the capacity of these systems to not only improve existing equipment operated by humans but also to replace human roles, becoming active participants on the battlefield. Consequently, we can discuss transformation in not only operational processes but also in decision-making and reasoning processes in warfare.

Key words: AI, military transformation, warfare, future conflict

Statistical Insights in Artificial Intelligence

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Abstract

As Artificial Intelligence (AI) continues to evolve, statistical methodologies play an essential role in advancing its precision and functionality. Statistics, with its focus on data analysis, interpretation, and organization, offers foundational techniques that support AI algorithms in handling complex data patterns and making reliable predictions. This paper examines how statistical principles drive AI progress by exploring core statistical methods utilized within AI, their applications across various domains, and the benefits of this integration. Additionally, it discusses the challenges of uniting AI and statistical approaches and provides insights into future trends, underscoring the importance of statistics in shaping the next generation of AI.

Data Science Insights and Terrorists Attacks Classification Using Machine Learning Techniques in Nigeria

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Abstract:

Terrorism in Nigeria has emerged as a critical issue, with fractions such as Boko Haram orchestrating widespread violence, resulting in casualties, displacement, and a climate of apprehension. This research delves into understanding and classifying terrorists' patterns using data science techniques. The Global Terrorism Database (GTD) and the Armed Conflict Location and Event Data Project (ACLED) are first utilized for exploration of data analysis (EDA). Furthermore, the paper applied machine learning techniques to unveil underlying patterns and classify terrorist incidents within Nigeria. The EDA, conducted through Power Business Intelligence (BI), provided profound insights into the intrinsic characteristics, distribution, and interconnections present in the terrorism datasets under scrutiny. The dataset is divided into training and test sets and fed into machine learning classifiers. The classifiers are Decision Tree, Random Forest, and Logistic Regression, with subsequent evaluation based on metrics including accuracy, precision, recall, and F1 score. Results revealed a troubling pattern in successful attacks, with Random Forest demonstrating the highest accuracy in classifying attacks at 95%. This research underscores the importance of data-centric methodologies in comprehending and combating terrorism, proving valuable insights into the dynamics of terrorist activities in Nigeria.

Electronic Markets Information Systems with Explainable Artificial Intelligence: A Bibliometric Analysis of Publications from 2000 to 2024

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Abstract

Explainable Artificial Intelligence (XAI) has supported the developments brought by Artificial Intelligence in terms of technology acceptance and users' trust. This has made it receive a lot of attention from researchers across various domains. However, research on the representation of how XAI has been used in improving customer experience in the electronic market remains limited. To close this research gap, this study focuses on explainable artificial intelligence (XAI) in electronic markets by analyzing several publications that are published from 2000 to 2024. These publications were collected from Google Scholar, Scopus, Crossref, and a bibliometric analysis was conducted on these publications. Results of the analysis reveal that publications on XAI in electronic markets only started recently in 2023, and there has been increase in the subsequent year (i.e., the current year2024). This study presents the temporal distribution of publications, the top journals, most cited publications, and most used keywords. Based on the results from this analysis, we also propose directions for future research.

Information Security for Small Business-- Course Proposal and Design

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Abstract:

These days, small businesses deploy different information systems to be more competitive and efficient, at the same time, which leads to different cyberattacks. To reduce the possible infrastructure damage and monetary loss, business owners need to be aware of and recognize these various attacks and know how to reduce or prevent them.

In this paper, to help local small business owners, we propose an information security course specially designed to educate business owners in cybersecurity for small business-related fields. This paper examines the course design details including course structure, main contents, different exercises, and main challenges.

Keywords:
Entrepreneurship, Small Business, Business Owner, Cyber Security, Cyber Attack, Information Technology

Learning design in distance learning: a conceptual framework

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Abstract:

The COVID-19 pandemic has brought online learning into the spotlight of the educational process. The new technologically enriched learning environment, the "digital class," became the virtual place where teachers and students could safely meet, communicate, collaborate, share digital media and resources, do their homework. In the context of distance learning, educational design concerns a multifaceted process. To successfully implement the "distance course." A teacher should plan every phase of their teaching, the actions each phase would include the activities students must do, and in addition guide, organize, and support them, combining digital tools and media. Concentrating on the learning design and the known educational design models that can be implemented in distance learning, this paper suggests a framework for the design of lesson plans in distance learning, focusing on four main aspects of the design: Lesson id (what we are going to teach and why), lesson activities (what activities students have to be engaged with and in what ways), time schedule (when and how long the activities should last), and educational media (what will be the digital environment that will be used). A detailed structure of a lesson plan in distance learning is discussed, bearing in mind the essential parameter that should be taken into account in the design of the teaching scenario, such as the objectives and the expected learning outcomes, the use of digital tools, the learning resources and the appropriate processes for creating educational material and learning activities, the ways communication and continuous feedback to the students, the students assessment criteria, and the time scheduling of the learning process. Finally, essential practical guidelines are suggested to help and guide teachers in their lesson planning.

Computer Science and Information Technologies in school: a tool to develop digital and computing literacy.

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Abstract:

Modern approaches to school curricula perceive digital technologies both as a subject of new literacies (acquaintance with technologies, creative expression through technologies, understanding their place in society and culture), and as cognitive tools with transversal uses (communication, collaboration, investigation, experimentation and discovery, problem solving, creativity development, critical thinking) in all disciplines. Therefore, Computer Science and Information Technologies are included in school curriculum aiming to enhance learning, the continuous development of students and the preparation of their participation in the Knowledge Society by cultivating life skills. Digital Literacy is one of the main directions of the curricula, referring to a whole range of those abilities that students have to own and are related to the use of Digital Technologies in order to: a) search, collect, evaluate and manage the information from a variety of media and sources, b) create digital content and new information and c) the communicate and share information with others to build knowledge and solve problems. Another important concept in curricula Computing Literacy concerns the in-depth building of knowledge about the basic concepts of Computer Science and the way computational technology works. This paper aims to present those scientific and pedagogical assumptions that highlight the fundamental role of Digital and Computing Literacy as main pillars of the school curriculum in the era of Digital Revolution and Knowledge Society.

English Teacher Training in the Era of AI (Artificial Intelligence): The Perspectives of Teachers from Greece, Kosovo, and Türkiye

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ABSTRACT:

Artificial Intelligence (AI) plays an increasingly key role in language education, and thus, the efficiency of English teacher training in terms of its contributions to teacher education in the era of AI is highly analyzed. The research paper focused on examining the role of AI in English language learning, how effective and sufficient the current English teacher training is, whether English teachers are equipped with the proficiencies to implement AI in language education, and how English teachers cultivate their professional teacher identity in the era of AI. This research was conducted through two processes. In the first process, the online questionnaire was conducted among English teachers with less than ten years of experience in English language teaching to determine the teachers' perspectives on English teacher training in the era of AI in Greece, Kosovo, and Türkiye. In the second process, a semi-structured interview was used as a data collection method that relied on asking questions online and/or face-to-face meetings with the academicians from the English teacher training departments in higher education to examine the insights into the role of AI in English teacher training and its effectiveness versus ineffectiveness. Moreover, this research offered a comparative study that attempted to identify the differences and similarities regarding the inclusion of AI between the English teacher training programs employed in Greece, Kosovo, and Türkiye. This study revealed that English teachers from Greece, Kosovo, and Türkiye expressed their deficiencies in adapting the language teaching methods, tools, and activities into AI-driven education ecosystems. This research concluded that AI has the potential to transform the functioning of the language education system and empower English teachers progressively. It was determined that English teachers should be ready for the upcoming changes in the AI era, for which they must be equipped with the necessary knowledge and abilities to implement AI in language teaching, and English teacher education programs must adapt and implement substantial changes in the current education systems in accordance with these key concepts.

Keywords: Artificial intelligence, English teacher training, ELT, AI-driven education

MISSION: CREATING A GENDER-RESPONSIVE LEARNING ENVIRONMENT

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ABSTRACT:

Teachers inspire and empower – they can also discourage and put limitations, regardless of whether they are making a conscious effort to do so. In a world where millions of girls find themselves either on the sidelines of education or excluded entirely, the role of teachers in perpetuating or actively combating gender inequality is especially critical. Thus, this research is committed to tackling gender stereotyping among students and raising them to be active citizens with increased abilities. As we planned a gradual timeline starting from gender equality awareness and discussion activities to creating and implementing gender-responsive learning environment activities in the classroom settings, we let students explore their community and the world to express their solutions to provide gender equality in education. Included in the activities were stereotyping, language, classroom equality, gender, and technology. As a gender-responsive learning environment is a global issue, it requires a multidisciplinary approach. It was used as a multidisciplinary curriculum one in which the gender equality topic is studied from the feminist viewpoint of more than one discipline that students and teachers can bring to illustrate the issue. Teachers created tools for evaluations and guidelines that can help promote gender equity in the school and the classroom setting. The research was conducted in 4 secondary and 5 high schools in five European countries (Türkiye, Italy, Romania, Albania, and Spain). 10 teachers and 88 students participated in the research. The research was conducted for 9 months (from September 2020 to May 2021). This international research, of which the target audience was secondary school and high school students, was conducted to gain an egalitarian perspective on gender roles in the school and contribute in the way of creating a gender-responsive learning environment. The research analyzed the traditional and egalitarian opinions and attitudes of secondary and high school students on gender, gender roles, and gender equality. The study managed to maintain a culture where students are achieving, active, procreator, responsible, egalitarian, and included.

Keywords: Gender Equality, Gender Responsive Learning Environment, Gender Sensitive Educators

IMMIGRANT PARENTS' CHILD-REARING EXPERIENCES: THE CULTURAL ASSIMILATION EFFECT ON PARENTS

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Abstract:

Immigration is one of the most challenging social issues currently facing many nations around the world (Tobbin, 2016). It is estimated that 82.4 million people worldwide experience forced migration, of which 35 million (42%) are children under the age of 18 (UNHCR, 2021). Migration is described as a complex process for families as it involves various psychological and sociocultural adaptations (Sanagavarapu, 2010), resulting in complex transformation processes for children, parents, and communities. Many migrating parents face stressors such as social isolation, economic inadequacy, family separation or loss, and language difficulties (Gonsalves, 1992; Lamberg, 1996). Additionally, immigrant parents face the challenge of guiding their child's development in a new country and the complexity of raising children between two cultures (Nesteruk and Marks, 2011). Immigration and acculturation to the host country affects immigrant parents' child-rearing attitudes and parent-child relationships (Durgel and Bilici, 2017).
Within the scope of this phenomenological study, immigrant parents' experiences of raising children in a different culture were investigated. Data were collected through semi-structured interviews with 10 immigrant parents living in Turkey. The data obtained was subjected to content analysis, and themes and codes were created. According to the findings, immigrant parents were seen to make efforts to develop shared living practices between two cultures while also adapting their parenting strategies in a new country. Furthermore, parallel goals were established in line with the child-rearing approaches in the countries they migrated to, as parental responsibilities increased. Additionally, immigrant parents expressed concerns, particularly about their children's potential exclusion in the school environment while raising children in a different country. These findings carry important implications for educators; It encourages them to proactively promote a more inclusive educational environment and gain a deeper understanding of the unique perspectives and needs of immigrant families who are integral stakeholders in the educational process.

Unleashing Innovative Engagement in Programming Education

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Abstract:

In the field of Education, there are a wide variety of strategies for imparting knowledge and retaining information. Education is changing. As a result, today's educators place a larger priority on fostering a sense of community and student success. Children learn more, remember more, and have greater focus and confidence when games are incorporated into the curriculum. Learning a programming language can be challenging due to several factors. To begin with, proficient use of a programming language requires familiarity with its unique syntax rules, keywords, and concepts. Second, it can take some time to develop the logic-thinking, problem-solving, and attention-to-detail abilities necessary for programming. Additionally, the constantly evolving nature of programming languages and the vast array of libraries and frameworks can make the learning process overwhelming. Finally, programming often involves trial and error, debugging, and continuous learning, which requires persistence and a growth mindset. Programming often involves abstract thinking and critical thinking skills, which can be challenging to cultivate and teach. Providing personalized support and feedback to students during coding exercises and projects can be time-consuming, especially when dealing with a large class size.

While programming conduction of games and programming contests on online platform can enhance students' engagement. The goal of creating a contest was to promote creative approaches to learning and broaden participants' horizons. Students were encouraged to "think outside the box" and consider alternate viewpoints by taking part in these competitions.

Keywords:
Component, Programming, Quizzes, Out-Of-Box Thinking, Contest, Problem Solving, Competitive, Innovation, Class Engagement

Untangling the Web of Timetable Challenges: A Comprehensive Analysis and Solution-Driven Approach

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Abstract:

Making an academic conduction timetable is a difficult and demanding activity that is essential to the efficient running of educational facilities. It entails balancing several variables, including room restrictions, student preferences, staff availability, and course needs. The paper explores the typical roadblocks that arise while creating a schedule and suggests workable solutions for them.

The process of creating a timetable begins with calculating the semester's overall load, which aids in determining the number of student batches and divisions. It continues with the requirement for faculty or industry experts' requirements for newly developed courses, and it concludes with the accessibility and utilization of infrastructure.

Meeting the various course requirements and making sure that every course is planned inside the allotted academic calendar are two of the main challenges. This often results in conflicts and overlaps, which makes it challenging to meet the requirements for every course, including departmental electives, open electives, skill development labs, and many more. A thorough awareness of credit hours, schedule preferences, and course prerequisites is necessary to minimize this.

The Integration of Robotics in Mathematics Education: A Systematic Literature Review

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Abstract:

This systematic literature review thoroughly explores the integration of robotics in mathematics education, centralizing its focus on empirical studies. The survey used a research methodology based on PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) to discover 57 papers relating to the use of mathematics education from the Scopus and Web of Science (WOS) databases. After applying specific selection criteria, only 13 studies were chosen for the analysis. The findings highlight the positive effect of robotics on students' mathematical achievement and attitudes, highlighting improvements in comprehension, problem-solving abilities, and general interest in mathematics. However, the review also identifies challenges, such as conceptual understanding difficulties and resource constraints, which must be navigated for successful implementation. This comprehensive analysis not only emphasizes the significance of integrating robotics in mathematics education but also provides practical insights for educators and policymakers. By addressing the identified challenges and exploring into specific mathematical subdomains, educators can leverage robotics to create immersive and effective learning experiences. This synthesis of research provides a foundation for future educational practices, enriching mathematics education through innovative robotics integration.

Developing a Lecturer Ranking System based on Student Evaluations: An Application Example at a University in Vietnam

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Abstract:

In today's higher education context, the quality of teaching plays a key role in supporting the comprehensive development of students. To ensure effective learning, establishing a teacher ranking system based on student feedback is essential to provide insights and optimize the learning experience. This paper focuses on the development of a teacher ranking system, especially in the context of a specific course, through student evaluation. Four different methods were used to evaluate teachers, including the PSI method, the SRP method, the RAM method, and the PIV method. The evaluation results from these four methods were compared with each other and with traditional evaluation methods currently used at the educational institution. The results show that the approach in this paper is suitable for determining the rankings of teachers when teaching individual courses.

Keyword: Lecturer; Ranking; Student; Evaluation; MCDM in Education

Supporting Teacher Candidates' Reflections: A Case Study

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Abstract:

ChatGPT is an artificial intelligence (AI) language module developed by OpenAI designed to understand and generate text based on input. It can perform multiple tasks, including answering questions, engaging in conversations, providing explanations, generating content, and is currently used in various applications. One such application involves the recent use of AI in an education course with reflective prompts at the end of assignments. The purpose of this study was to explore the use of reflective practice by teacher candidates in developing lesson plans in an instructional planning course. This qualitative case study involved eight candidates selected through convenience sampling. Data was collected using candidates' responses to reflection questions and a semi-structured interview with each candidate at the end of the course. Thematic analysis was employed to identify emerging themes from the reflection responses and interviews.

The Shaping of Australian Identity: An Examination of Language Policy and Its Impact on Second-Generation Chinese Australian Children

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Abstract:

This article critically examines the Australian Language Policy (ALP) and its impact on the national identity of second-generation Chinese immigrant children (CSIC) in Australia. Despite their Chinese heritage, these children often identify strongly as Australian due to the ALP's emphasis on English as the official language. The policy shapes their self-perception and societal integration, leading to a preference for English over Chinese in various aspects of life. The study explores how ALP in classrooms, its role in a diverse society, and language policies within Chinese Australian families contribute to CSIC's inclination to embrace an Australian identity. The analysis reveals that while English proficiency is crucial for societal participation and success, it also creates a cultural gap between CSIC and their parents, who may hold onto their original cultural identity more firmly. The article concludes that the ALP plays a significant role in reinforcing CSIC's Australian identity, influenced by their educational experiences and societal interactions in English.

Proposing a Framework to Integrate Artificial Intelligence in Higher Education

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Abstract:

The use of artificial intelligence (AI) in higher education teaching and learning is a topic of significant importance. Like the widespread adoption of calculators in the 20th century, educators initially had reservations about allowing their use in the classroom. However, they eventually recognized that calculators could free up valuable time for students to concentrate on problem-solving and real-world applications rather than repetitive calculations. Likewise, educators in higher education nowadays should recognize the potential of AI to enhance student learning outcomes, tailor instruction to individual needs, and save valuable time that can be directed towards guiding students to achieve deeper levels of understanding. Extant literature has shed light on specific AI tools and techniques for classroom instructions but is fragmented without clear guidance on how these innovations can be cohesively integrated into broader educational strategies. To address this research gap, this paper proposes a comprehensive framework that explores how AI can be systematically integrated into classroom settings in higher education, with a keen focus on effective strategies to enhance faculty pedagogy and student learning outcomes. The proposed framework includes six key components: curriculum redesign, personalized learning pathways, faculty development in AI proficiency, ethical governance, global collaboration, and dynamic assessment and feedback mechanisms. Specifically, curriculum redesign powered by generative AI improves content creation by automating the development and customization of educational materials. This ensures that the content remains current and highly relevant. Personalized learning pathways adapt to the evolving needs of students to help them remain engaged and empower them to steer their learning journey effectively. The availability of virtual tutors equipped with AI capabilities is increasing, promising to individualize learning experiences and offer tailored support to students through customized explanations. Faculty development in AI proficiency provides critical support to the other components. This proficiency helps faculty effectively integrate AI into their teaching pedagogy and adjust assessments in the context of AI presence. Ethical governance plays a crucial role in ensuring the responsible use of AI technology in higher education. This component tackles ethical concerns such as plagiarism, bias, data privacy, transparency, and accountability. It also strives to provide fairness and equal access to AI-assisted learning for all students. Global collaboration leverages AI tools to connect faculty and students across borders. Recent advancements in AI-powered real-time translation break down language barriers and facilitate cross-cultural exchanges of diverse perspectives. AI tools also support virtual teamwork among students from different countries and provide more inclusive learning environments. Dynamic assessment and feedback mechanisms allow for continuous, real-time evaluation of student performance. These AI-driven mechanisms provide immediate and personalized feedback that helps students identify areas for improvement promptly. They also adapt to individual learning progress by providing tailored support and adjusting task difficulty accordingly through ongoing feedback loops. This paper further examines the intricate relationships and dynamics among these framework components. It provides both theoretical contributions by offering a comprehensive framework for AI adoption in higher education and practical insights for educators seeking to implement AI tools in their classrooms.

Keywords: Artificial intelligence (AI), generative AI, higher education, pedagogy

Effective Interventions for Reverse Reading Disorder: A Comprehensive Case Study

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Abstract:

Reverse Reading Disorder (RRD) is considered as an exceptional learning situation where a learner is only able to read text written in inverse order, making major educational difficulties. This article aims to investigate the efficiency of interference approaches designed by the CEO of Barz Private School, a PhD-qualified teacher, and a group of education experts. The study utilizes comprehensive diagnostic assessment including standardized tests of reading, cognitive evaluation, and intensive evaluation of the student's social, family, and medical background. However, evaluations performed by both family physicians and specialists have confirmed that the student exhibited no signs of neurological disorders or brain-related impairments. This assessment is enriched with a personalized intervention strategy, employing a multi-sensory method, and incorporating visual, auditory, kinesthetic, and tactile learning styles. Sessions of intervention were conducted twice a week over four years, including an adaptive plan, and exercises of reverse reading and phoneme-grapheme. Findings indicated notable achievements and a significant decrease in reading errors, improved fluency, and better understanding. Advancement metrics demonstrated a reduction in error rates and upgraded performance in standardized reading tests. In conclusion, the study recommends the impact of personalized and adaptive learning plans and strategies for treating multifaceted disorders like RRD. It also highlights the importance of intensive diagnostics and tailored intervention strategies in improving educational performance.

Keywords: Reverse Reading Disorder, Multi-sensory approach, Diagnostic assessment, Personalized intervention, educational improvement.

AI & Technologies: To Learn or not to learn, that is the question!

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Abstract:

For the past 20 years, teachers have observed how a significant percentage of student's misuse technology to complete projects and assignments.

During the 2023-2024 academic year, I conducted a project that involved dividing the group into two groups, with one group completing the same project as the others in handwriting and on paper.

The result was overwhelming: the students who completed the project in the more traditional way unanimously considered that despite having spent more time, the learning process was more solid, allowing them to complete subsequent tasks more easily and with less effort.

Conclusion: We often tend to rely excessively on technology, when it should serve as an aid, not as a foundation for teaching, since our goal as teachers is for our students to learn, know, and be able to solve future problems with the knowledge previously acquired.

AI- Chatbot for Physiotherapy Education

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Abstract:

Physiotherapy education is evolving as Artificial Intelligence (AI) reshapes traditional teaching methods. This thesis presents an AI-powered chatbot that enhances physiotherapy students' learning by offering personalized, adaptive support. Utilizing Natural Language Processing (NLP) and Machine Learning (ML), the chatbot delivers real-time feedback, interactive modules, and immediate assistance in both theoretical and practical contexts.

The AI chatbot addresses key challenges in modern healthcare education, such as the need for customized learning, flexible access, and practical experience in digital environments. It adapts to individual student needs, providing tailored pathways that align with their pace and knowledge gaps. By offering virtual clinical simulations, it enables students to practice patient assessments, diagnosis, and treatment planning, overcoming limitations of traditional clinical placements.

This research demonstrates the chatbot's ability to significantly improve learning outcomes through continuous access to high-quality, consistent educational resources. Students engage in scenario-based learning, reinforcing critical thinking and clinical decision-making skills. The chatbot simulates real-world patient interactions, providing instant feedback and filling the gap left by limited mentorship opportunities.

The chatbot's development followed a rigorous, iterative process, refining its NLP capabilities and user interface for maximum engagement. Key contributions include not only advancements in physiotherapy education but also broader implications for healthcare training as AI continues to evolve.

Despite its clear advantages—enhanced accessibility, flexibility, and engagement—the study also addresses challenges such as technological literacy, data privacy, and user adoption. Ethical considerations and user feedback were integral to its design, ensuring responsible AI development in education.

In conclusion, this AI chatbot has the potential to revolutionize physiotherapy education by bridging the gap between theoretical knowledge and practical application. Its implications extend beyond physiotherapy, offering new perspectives on how AI can transform healthcare education and other professional fields.

Leadership in Bilingual Education

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Abstract:

Leadership plays a crucial role in the success of bilingual education programs. Here are some key aspects: Vision and Policy Development: Effective leaders in bilingual education help design and implement appropriate models and policies that support bilingualism and biliteracy. They ensure that the educational framework aligns with the needs of bilingual learners 1. Resource Allocation: Leaders are responsible for securing and distributing resources, such as learning materials in multiple languages and training for bilingual teachers 1. Advocacy and Support: Leadership involves advocating for the needs of bilingual students and teachers. This includes fostering an inclusive environment that values cultural and linguistic diversity 2. Professional Development: Leaders provide ongoing professional development opportunities for teachers to enhance their skills in bilingual education and stay up-to-updated with best practices 3. Community Engagement: Effective leaders engage with parents and the community to build strong partnerships that support students' academic and cultural development 4. Equity and Social Justice: Leadership in bilingual education often focuses on promoting equity and social justice, ensuring that all students have access to high-quality education regardless of their linguistic background 5. Would you like to know more about any s?

An Analysis of Job Satisfaction of Classroom Leaders Who Work with Students with Autism Spectrum Disorder: Qualitative Study

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Abstract:

Job satisfaction of teachers who work with students with autism spectrum disorder (ASD) is of special importance due to the intense challenges of the educational process and the needs in special education. Factors affecting the job satisfaction of teachers working in special education can be caused by both individual and environmental factors. When the literature on how factors such as difficulties faced by teachers working with students with ASD, workload, lack of resources, and emotional burnout affect teachers' job satisfaction condition is examined, studies are quite limited. The aim of this study is to determine job satisfaction levels of classroom leaders working with students with ASD in special education schools or special classrooms affiliated with the Ministry of National Education (MEB) in Konya province and to examine their views on the main factors affecting their satisfaction. The research method used in this research was a semi-structured interview method. The participants of the study were selected from Meram Local Education Authority within the Konya Local Authority and consisted of ten classroom leaders who are working as special school headteachers working at Meram Special Education Practice School (Level 3) and Selçuklu Special Education Practice School (Level 3), with students identified with mid-severe ASD in their classes. The data was collected through a semi-structured interview form developed by researchers. The analysis of data was analyzed with the help of descriptive analysis method. The findings will be presented at the congress in detail.

Keywords: Qualitative Research, Job Satisfaction, Classroom Leader, Autism Spectrum Disorder.

Teachers' views on social exclusion in education

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Abstract:

The purpose of this study is to evaluate teachers' views on social exclusion in education. The sample group of the study consists of 40 teachers who are teaching at various levels of education in Istanbul in the 2024-2025 academic year. The data of the study were collected with a semi-structured teacher interview form on social exclusion in education developed by the researchers. The content analysis method, one of the qualitative research methods, was used in the study. As a result of the study, teachers' views on social exclusion were categorized and presented in tables with frequencies and percentages.

Keywords: Social exclusion, qualitative method, teacher views

Education of seniors - the Polish experience

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Abstract:

The main idea of the article is to emphasize the need to consider old age and optimal aging in the educational process. The analyses presented are theoretical and empirical in nature.
The first part of the article will discuss the importance of seniors' activities in terms of adaptation to old age and successful aging, as well as seniors' educational activities.
Selected results of surveys conducted among seniors in Poland on undertaking educational activity will be presented.
The second part of the article includes an analysis of the activities of Universities of the Third Age in Poland (more than 700 institutions).
The whole conclusions with recommendations for the education of seniors.

GenAI Tools in Higher Education: Teachers' and Students' Experiences

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Abstract:

Promoting public awareness about generative artificial intelligence (gen AI), its proper uses, benefits, drawbacks, and consequences are essential and acknowledged by AI experts and developer communities. Academia is also widely involved in the intense debate on the impact of AI technologies on the training of future professionals and the use of gen AI in higher education study processes. Exposing future professionals to AI technologies, including gen AI, becomes essential during their studies, when it is important to understand the various related aspects, such as the ethics of using gen AI tools, the risks of plagiarism, and privacy and copyright issues, among many others. Similar studies based on data obtained through various methods, such as surveys or semi-structured interviews, have already been carried out in higher education institutions in other countries (Amani et al., 2023; Baek et al., 2024; Chan & Hu, 2023; Lee et al., 2024; Smolansky et al., 2023, to mention but a few). This study aims to explore students' and teachers' attitudes towards the emergence of gen AI tools and their experiences and challenges in higher education two years after the launch of ChatGPT, the first widely adopted gen AI tool. By analyzing qualitative data obtained through focus group discussions, this research seeks to provide insights into how university teachers and students have adapted to the growing presence of gen AI and how higher education institutions are maintaining the quality and integrity of learning.

The usage of bilingualism by the Albanian community in Montenegro

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Abstract:

This study focuses on exploring and researching the perceptions of bilingual people. The structured questionnaires have been used as an instrument for data collection. In addition, there have also been structured interviews conducted with individuals who are the protagonists of bilingualism. The research corpus is composed of professors and students of the Albanian minority community at the University of Montenegro where the students of the first, second, and third-year students will respond to the survey questions and the co-communication. The aim of the study is to find out whether being bilingual is a direct consequence of language contacts. These problems and phenomena have been addressed from the perspective of the social factors influence and by the reflection of change of these factors in language issues. The study showed and proved the study hypothesis that the fact of growing as a bilingual affects positively life achievement. Bilingual people throughout their lives have found it easier to learn one or more languages, other than the two languages they have learned since they were children. They have high self-esteem and self-confidence, and a strong character.

Key words: bilingualism, students, communication, factors

(Re) Claiming Space in Future Education. Arguments for a Human-centered Approach to Technology

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Abstract:

The meteoric growth of Artificial Intelligence in all areas of activity of our postmodern society reshapes the higher education landscape as well. Task achievement by both students and teachers has been facilitated by emerging technologies. Equally important, the availability of learning platforms allowing teaching/learning customization and real-time feedback stands out as a significant factor that enables the fluency of pedagogical communication by increasing the equilibrium of the teacher-student interaction.

Alternatively, it is our strong belief that we need to counterbalance technological resources with human intervention to shape a balance between students' knowledge expectations and teachers' subject matter expertise. The article aims to highlight the role and place held by AI in the teaching process by analyzing ways and practices of knowledge transmission to PR and Communication students. The introduction of the emotional component in association with technological resources in the teaching activity, presumed to streamline and enhance the quality of the education process, disproves the diminution of the teacher's traditional role caused by the presence of AI in education.

Spam Detection Using Deep Learning Technique

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Abstract:

Spammers and spammers abound on social networks. Even though social media platforms have implemented several techniques to prevent spam from spreading tight information, review mechanisms have given rise to more sophisticated spammers. In this paper, we present a spam detection approach based on the self-attention Bi-LSTM neural network model in combination with ALBERT, which is a word vector model. We use ALBERT to convert text from social networks into word vectors, which we then feed into the Bi-LSTM layer. The final feature vector is created after feature extraction and combining it with the self-attention layer's information focus. Finally, the result is classified by the SoftMax classifier.

Developing Students' Linguistic and Communication Skills Through Team Presentations

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Abstract:

Leadership skills, teamworking skills, communication skills, critical thinking, and critical thinking skills are among transferable skills that university graduates need if they are professionally active, irrespective of their field of study, career advancement, area of responsibility, or professional reorientation. Through team presentations, students are exposed to and process complex information to provide solutions to problems, organize and communicate specialized knowledge in a professional manner. The article views team presentations as interactive learning environments simulating professional interactions and enabling assimilation of transferable skills, particularly key linguistic and communication skills crucial for study and future employment opportunities.

The main goal of the authors is to devise a linguistic/communication skills inventory helpful not just for successful academic results but also for smooth career development. The second goal is to demonstrate how team presentations as instantiations of task-based learning can be used in the class to develop such an effective skill base. Considering their teaching experience, the authors view this inventory at the intersection of linguistic proficiency and communication apprehension since practice demonstrated the students' speaking skills are extremely heterogeneous from students who are proficient language speakers but poor communicators to students who are excellent communicators but poor language speakers.

The Impact of Digital Games on Vocabulary Proficiency in Language Learning

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Abstract:

This study focuses on evaluating the spelling accuracy outcomes connected to the use of digital games in language learning, to determine whether students who use digital resources improve their vocabulary proficiency. The research involved 24 Primary Education students divided into two groups: a control group, which did not use digital games for language learning, and an experimental group, which used digital games as part of their language learning process. A pretest - posttest design was implemented with a customized test to assess vocabulary proficiency in terms of spelling accuracy.

The findings reveal that students in the experimental group, who used digital games, showed significantly higher improvements in their vocabulary competence compared to the control group. These results highlight the potential of digital games to boost vocabulary acquisition and call for further research into how such tools can be optimized for broader student populations. The study underscores the importance of integrating technology into language education and opens avenues for exploring how digital resources can differentially impact second language learning.

From Environmental Education to Sustainable Development - A New Global Paradigm

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Abstract:

Considering that the school enlightens and at the same time blurs the ecological problem, where the modernist approach to ecology burdens the students with added information, unavailable in practice, this paper expresses the effort and the search for the environmental mentalization of social consciousness among young people. On one side there is the family and the environment of those who study, and on the other side are the institutions for education and upbringing. These two sides differ in both form and content. Hence, according to the author, sustainable development is permanently reduced to a legal transition towards an unstable state, instead of growing into a scientific management of the ecosystem.

In times of great technological changes and increased environmental problems, modern schools cannot take responsibility for education, and the upbringing of students. Sustainable development raises quantitative and qualitative questions about the future of humanity and of each person individually. The return to nature is the return of man to himself. Knowledge of the evaluation of everyday life and environmental education has existed for more than twenty years. During that time, environmental and political conditions have changed, as well as the expectations of those engaged in educational research.

That is why eco-education should find its place in educational institutions, but this thought is often followed by doubt: Is the school the right place for it? What is labeled as eco-education in schools is multifaceted, but also arbitrary. The only thing everyone agrees on is that our society needs enlightened, responsible, and active people who will take care of maintaining the foundations of life. What is missing is the thought of how to make such a thing happen. Is environmental content in teaching sufficient? Is just developing attitudes enough? With ecological upbringing and education, we encourage children to pay attention to the environment and the factors that condition it.

Exploring Learners' Experiences, Understanding, and Attitudes in Transformation Geometry: A Comparative Study of Technology-Enhanced and Conventional Van Hiele Phased Instruction.

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Abstract:

This study explores the comparative impact of Technology-Enhanced Van Hiele Phased Instruction (TVHPI) and Conventional Van Hiele Phased Instruction (VHPI) on secondary school learners' attitudes, experiences, and understanding of transformation geometry. Utilizing quantitative and qualitative methods, the study analyzed data from 483 learners through a Difference-in-Differences (DiD) approach and conducted in-depth interviews with 48 students from six secondary schools in midwestern Uganda. Quantitative findings revealed a significant improvement in attitudes towards geometry in the TVHPI group, as evidenced by higher post-test attitude scores ($M = 3.62$, $SD = 0.496$) compared to the VHPI group ($M = 3.49$, $SD = 0.506$). The TVHPI method, integrating GeoGebra, demonstrated a greater cheerful outlook ($Z = -13.008$, $p < .01$) than the VHPI method ($Z = -12.474$, $p < 0.05$). Sensitivity analysis confirmed the robustness of these results, suggesting the potential of technology-enhanced instruction in improving learners' attitudes toward transformation geometry. The qualitative analysis further examined learners' conceptual understanding and experiences. Findings highlighted that while both instructional strategies improved students' knowledge of transformation geometry, TVHPI, emphasizing visualization and engagement through GeoGebra, was more effective in overcoming conceptual difficulties and fostering deeper comprehension. Learners in the VHPI group struggled more with geometric concepts and required additional instructional support. The study highlights the importance of integrating technology like GeoGebra into the Van Hiele instructional model to enhance both learner engagement and understanding of geometry. It recommends the adoption of TVHPI in secondary education to support positive attitudinal shifts and better conceptual outcomes. Furthermore, the proposed Geometry Pedagogical Improvement Cycle (GeoPIC) offers a structured framework for continuously improving geometry teaching, balancing traditional and technology-enhanced methods to cater to diverse learner needs.

The effectiveness of a non-academic auditory technique for learning music and melodies: Results from 12 lessons

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Abstract:

This research evaluates the effectiveness of a non-academic auditory technique or methodology for learning melodies, comparing it with conventional academic strategies. The study included 30 students split into two groups of 15 students each. The first group provided an auditory-based learning method focusing on ear training and melody reproduction on instruments such as the oud and saz, supported by two experienced non-academic musicians. The second group, also consisting of 15 students, pursued a traditional academic method with the help of two seasoned instructors, emphasizing theoretical elements and classical notation. During a period of six months, each group acquired different tunes. Two months later, the students were requested to perform five tunes. The initial group reached 85% proficiency, whereas the second group lagged and needed extra time. Two months later, the first group was still learning new tunes, while the second group was still struggling with the original songs. Six months later, additional data were gathered to back up the research with interviews, observations, and comparative methodology that included both quantitative and qualitative perspectives. Through interviews and scientific analysis, it was indicated that students in the first group not only learned melodies faster but also developed a better understanding of the academic aspects related to music. They were adept at reading and writing melodies, surpassing their peers in the second group, who received assistance from two academic teachers. This approach compares with language learning, proposing that comparable listening methods could be used for effective language instruction.

Keywords: learning techniques, non-academic music education, listening-based learning, acquiring melodies, using solfège, training the ear, research comparing teaching methods.

Art Education for a Sustainable World: Analyzing Creative Practices from Waste to Art

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Abstract:

Humanity has damaged the nature of which is a part with increasing consumption and waste after the Industrial Revolution. Waste is any kind of material used, unwanted, and damaging to the environment. Heavy materials create pollution in air, soil, and water resources and negatively affect the physiology of all living things. There is no waste in nature's own cycle. In nature, the waste of each living creature and ecosystem is considered the food of another living creature or ecosystem. Today, waste is a problem for people all over the world. Any waste defined as “garbage” has started to be seen as a resource that can be utilized with the development of sustainability activities. In contemporary art, artistic expressions can be created by using waste materials among alternative materials.

This study aims to analyze the creative use of waste in art education and its function in sustainability. Within the scope of this study, an exhibition titled “Transformation from Waste to Art” was organized with the participation of twenty students who are 1st year students in the Faculty of Art, Design and Architecture, Department of Painting, in Sakarya University and who take the Basic Art Education course. The main stages of the work were to conduct research on waste and its negative effects on the ecosystem, ecology, sustainability besides producing innovative ideas, searching for artistic expression with waste materials, and creating works of art using artistic language. All participants were given three months for the research, design, and implementation phase. The document analysis of the twenty artworks created during this period reveal thematically how the power of art is utilized to live in a sustainable world. In this way, the creative power of art will be revealed, and children and young people, who will play a role in building the future of our society, will be made aware of nature’s being under threat.

Key words: Sustainability, Ecosystem, Waste, Art Education.

Review of Studies on Routine-Based Interventions in Early Childhood in Terms of Bibliometric Features

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Abstract:

Routine-based interventions are recognized as an effective strategy that can be easily integrated into children's lives, support family involvement, and aim to achieve functional outcomes by providing learning opportunities in natural contexts such as daily routines (McWilliam, 2010). In future educational research, it is important to examine research on routine-based interventions in determining learning strategies. For this reason, our study aimed to examine the studies on routine-based interventions in terms of bibliometric characteristics. Bibliometric analysis reveals which topics are studied more in research on routine-based interventions, the structure, impact, trends, and collaborations of scientific literature. In this study, which was designed in accordance with the descriptive scanning model, the Web of Science (WoS) database was used as a data source for bibliometric analysis, and the studies were searched by selecting 'all fields' with the keywords "routine-based intervention and early childhood". While determining the inclusion criteria, no time restriction was made, and it was paid attention that (a) the research was conducted in the field of education, (b) it was published in English language, (c) the sample included children in early childhood and or their families. The exclusion criteria were determined as (a) the research was published in the field of medicine, (b) the sample included older children. According to these criteria, 87 studies were included in the sample. Bibliometric analysis, which is used in the analysis of the data, is an analytical method used to obtain formal and quantitative data on the current situation in a certain field and facilitates the follow-up of academic trends through visualization software, and differs from systematic literature review (Dirik, Eryılmaz, & Erhan, 2023). Although bibliometric analysis tools have been diversified, VOS viewer 1.6.20 package program and open-source R software were used in this study, and biblioshiny program, which provides an interface in the bibliometric package program, was also used. According to the results obtained, studies on routine-based interventions, 73 journal articles, 1 book chapter, 6 early access studies, 1 bibliography, 5 reviews, and 1 early access review type studies published in the oldest 2000 and the most recent 2023 were found in 53 sources (books, journals). Examination of the categories of the studies showed that the most frequent studies were conducted "in the field of special education", "in the field of educational research", "in the field of developmental psychology", "in the field of pediatrics", "in the field of rehabilitation", "in the field of educational psychology", and it was determined that the studies were written by 297 authors using 337 keywords. The percentage of international publications in which the authors collaborated was found to be 17.24%. It was determined that the studies were published in the United States of America, most frequently at Duke University and Florida State University institutions, and that the most citations were given to research in this country. Furthermore, the most frequently used keywords were found to be "children," "young children," "intervention," "language," "parents," "teachers," "strategies," and "barriers." We have also provided detailed information on keyword connections, co-author connections regarding the collaboration of authors, and information on the most cited studies, as well as suggestions for future research to relevant institutions and researchers.

Keywords: Early childhood, routine-based intervention, bibliometric analysis, VOS viewer

Enhancing Diversity, Equity, and Inclusion (DEI) in English Language Teaching: A Pathway to Transformative Learning

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Abstract:

The field of English Language Teaching (ELT) plays a leading role in improving Diversity, Equity, and Inclusion (DEI) in educational settings against the growing global diversity. This paper underlines how DEI is important in ELT and shows how these inclusive teaching practices enhance students' engagement and promote understanding among cultures, thereby helping to get more equitable learning environments. It also critically explores how DEI principles might be more effectively embedded within the ELT curricula, teacher training, and classroom interactions to better meet the needs of an increasingly diverse student population. Data were gathered from a sample of 12 English language teachers via semi-structured interviews to explore their current practices, challenges, and successes with DEI. These results demonstrate the fact that, while teachers recognize the importance of DEI, significant differences exist among teachers in understanding and practicing DEI. Most of the teachers reported the use of culturally responsive teaching strategies and using materials that reflect a diversity of perspectives to establish an inclusive classroom environment. However, numerous challenges were often emphasized, including limited resources, the complexity of addressing students' diverse language proficiencies, and inadequate institutional support. Notable successes were observed in heightened student engagement, especially among marginalized and underrepresented groups, in cases where DEI principles were given priority. The study highlights the necessity for more focused professional development and stronger institutional systems to effectively assist teachers in DEI practices. These findings suggest a partial merit in the current valuations of DEI in ELT; however, there remains a need for more comprehensive support systems to ensure equitable and inclusive language learning environments.

Keywords: Diversity, Equity, Inclusion, ELT, Culturally Responsive Teaching, Student Engagement

The Place of Artificial Intelligence in the Education of Gifted Students

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Abstract:

Artificial intelligence contributes to the learning processes of individuals with special abilities by providing personalized materials suitable for their individual needs. This technology offers important support in areas such as creative writing, image editing, critical thinking, problem solving, collaboration, research skills, and advanced technology use. In the education of individuals with special abilities, artificial intelligence stands out as a unique tool that makes the learning process more efficient, effective, and personalized. Although the advantages and disadvantages of artificial intelligence in education are discussed, this article deals with the role of artificial intelligence in the education of Gifted students. The study aims to examine the research trends in this field by adopting a systematic review method. The findings to be obtained aim to provide valuable information about the past development and future potential of artificial intelligence in the education of Gifted students. Descriptive content analysis was used in the analysis of the data. It aims to access all the articles indexed in the Web of Science database. The findings of the research will be explained at the conference.

Keyword: Artificial Intelligence; Gifted students; giftedness; special educational

Survival Prospects for Generation Z and Alpha Amid the 5.0 Technology Revolution in Indonesia's Education System

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Abstract:

The rapid advancement of Indonesia's 5.0 Technology Revolution poses both challenges and opportunities for the educational prospects of Generation Z and Alpha. This paper explores the potential impacts of these technological changes on the learning environment, student engagement, and educational outcomes. The study seeks to understand how Indonesia's education system is adapting to this revolution and how it can better prepare students for the future. Using a qualitative approach, data was gathered through interviews with educators, policymakers, and students, as well as an analysis of existing educational frameworks. Findings suggest that while technological integration has the potential to enhance learning experiences, significant gaps remain in digital infrastructure, teacher preparedness, and equitable access to resources. The paper concludes by recommending targeted policy interventions and teacher training programs to address these disparities and ensure that all students can benefit from the opportunities offered by the 5.0 Technology Revolution.

Early Insights into Modesty and Rape Culture: Comparative Perspectives for Educational Leadership in Islamic Communities

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Abstract:

This study explores the intersection of modesty culture and rape culture within Islamic communities, providing early insights that aim to inform educational leadership and teaching practices. The research draws on comparative analyses of cultural and religious influences on gendered behaviors and social expectations in diverse Islamic contexts. The purpose of this study is to examine how modesty norms may contribute to the perpetuation of rape culture, complicating efforts to promote gender equality through education. Using theoretical frameworks rooted in intersectionality and feminist theory, this research analyzes literature, social media discourse, and case studies from multiple Islamic societies. The main argument suggests that educational leaders must be equipped to navigate the complex interplay between modesty, cultural traditions, and harmful gender norms to create inclusive and progressive learning environments. Early findings indicate that cultural sensitivity and a critical approach to modesty norms are essential in addressing rape culture within these communities.

The preliminary model of dropping out of computer programming e-learning.

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Abstract:

E-learners face many challenges, such as motivation, time management, and self-monitoring. Previous studies reported that acquiring computer programming skills is challenging and might result in high dropout rates (Takacs et al., 2022). Previous studies indicated that dropping out of computer programming learning is related to learning motivation (Law, Geng, 2019; Chi, Zhang, Shi, 2023), academic achievements (Emily, 2023), interest in the subject (Geisler, Rolka, Rach, 2023), intra-individual changes in intrinsic value (Schnettler et al., 2020) and other learner characteristics (Boyaci, 2019).

A quasi-experimental design was used to examine the role of varied factors in dropping out of an e-based computer programming course. This study applied some knowledge in programming assessment test (20 multiple-choice questions covering the following topics: variables, loops, conditionals, functions, and general knowledge of Python), The Learning Motivating Factors Questionnaire (Law et al., 2010), The Big Five-2 (Soto & John, 2017), and The Basic Psychological Need Satisfaction & Frustration Scale (Chen et al., 2015). The sample consisted of 94 computer programming e-learners (38 males and 56 females) completed the course, while 305 participants started it. The mean age of e-learners was 29.96 years (SD 8.27), age range = 18 to 54.

The results showed that e-learners who completed the course had higher initial knowledge assessment scores than those who dropped out after the first assessment. Reward and recognition as a motivator were significantly higher in males who completed the course than those who dropped out after the second knowledge assessment. Extraversion was significantly lower in females who completed the course than, those who dropped after the first or second knowledge assessment test. Related frustration was significantly higher in those who dropped out after the first knowledge assessment. Due to significant limitations of the sample size, cultural context, measures applied, and research design, the findings would preferably be regarded with caution.

Integrating ChatGPT into Engineering Education: Opportunities and Challenges at a South African University of Technology

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Abstract:

This study explores the pedagogical potential of ChatGPT as an AI-driven companion in a first-year Electronics module within an Engineering faculty at a university of technology in South Africa. As generative AI technologies become increasingly sophisticated, there is growing interest in their application to technical education. This paper investigates how ChatGPT can support South African students by enhancing their understanding of complex electronics concepts, facilitating problem-solving in circuit design, and fostering computational thinking in electronics, a foundational area in engineering. By using a mixed-methods approach, the study assesses ChatGPT's effectiveness in helping students tackle technical challenges specific to the electronics module, such as amplifier design, circuit analysis, and troubleshooting electronic circuits.

Situated within constructivist learning theories, this study examines both the opportunities and challenges of integrating ChatGPT in an educational context where resource limitations and diverse skill levels pose unique challenges. Focus is placed on ChatGPT's potential to offer immediate, individualized assistance, interactive explanations of electronics theories, and feedback on complex problems, thereby enhancing comprehension and engagement in the Electronics module. However, challenges are also addressed, including students' over-reliance on AI, potential ethical concerns, and the need for foundational AI literacy to ensure responsible tool use.

The findings indicate that while ChatGPT can significantly enhance learning experiences in electronics by offering real-time support and tailored learning, its successful implementation requires an approach that balances AI assistance with firsthand learning and critical thinking. The study further provides insights for educators on integrating generative AI tools in a way that complements traditional teaching methods. In conclusion, recommendations are offered for curriculum design and resource allocation to support responsible and effective adoption of ChatGPT, advancing educational outcomes in South African universities of technology.

Leadership Challenges in State Universities and Colleges (SUC) in Camarines Sur

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Abstract:

Meeting the demands and the challenges of the present educational conditions requires reflections on leadership practices and an assessment of their capabilities to confront the emerging challenges of the time squarely. This qualitative study explores the leadership challenges of State Universities and Colleges in Camarines Sur. Interviews were conducted with 15 key officials to gather data on the challenges encountered by their respective schools. The respondents were the presidents, vice presidents of academic affairs, vice presidents for research and extension services, and vice presidents for administration and finance. Findings revealed that academically, the schools were facing challenges due to the dearth of faculty who would manage highly technical courses, technological infrastructure to meet the needs of Education 4.0, maximization of instruction due to the faculty's multiple functions, and patronage politics. The government procurement and auditing systems, accommodation, low disbursement rates, and lack of succession plans were the challenges faced by the State Universities and Colleges in terms of administration and finance. Finally, the lack of funds, low involvement of the faculty in research, and limited publications in reputable international referred journals were considered challenges in research. Considering the research findings, the SUCs revisit their curriculum and educational strategies, the capability program should be strengthened to capacitate and develop the research skills of the faculty members, and proper orientation for the fiscal law should be conducted.

Keywords: Leadership, Challenges, State Universities and Colleges, Camarines Sur

Mind Games and Developing Guide Materials Enriched with QR Codes for Understanding Solid Pressure and Student Opinions

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Abstract:

The aim of this research is to develop and apply guide materials on "Solid Pressure" and to get students' opinions about the materials. The participants of the study consist of 20 students studying in the eighth grade of a state secondary school in the 2022-2023 academic year. In the study, the development and application processes of the guide materials used are explained in detail. After the application, an interview form consisting of five questions was applied to 20 students to get students' opinions about the guide materials. After the LGS exam, an additional interview form consisting of two questions was applied to determine the contribution of the guide materials to the exam. Document analysis was used in the analysis of the interview form. As a result of the research, the students found the applied activities useful, interesting, and entertaining in learning solid pressure. At the same time, they stated that the subject is practical, appealing to the visual and auditory senses, and that the subject provides meaningful and permanent learning. It is suggested that more places should be given with applied activities in science subjects that students have difficulty with.

Teach me how to learn!

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Abstract:

The transition from one level of education to the next has always been a challenge for both students and teachers alike, although the problems we must face are quite different. In Hungary, increased emphasis has been laid on these transitional periods and research since the political changes of the regime in 1989, among them the one from secondary education to the tertiary one has become especially important recently. To avoid, or at least to decrease drop-out from higher education, several higher education institutions are trying to introduce different study programs or courses to facilitate learning for first-year students and help them recognize their own ways of learning and identify what kind of learners they are. At the University of Pannonia, a new course was launched starting from the first semester of the 2023/24 academic year. The introduction of the methodological course started with the involvement of 814 students from the Faculties of Business and Economics, Engineering, Humanities, and Information Technology. Based on the survey of their competences about learning and learning habits at their university entrance, we have found that the students' time management, their knowledge about learning support applications, learning goal setting, and their skills concerning self-regulatory motivation must be developed. During the 2024/25 Academic year we have modified our learning methodology course, in which we have developed online study material and offline training focusing on these fields. The results of the students' feedback about the pilot course show that the students welcome a course like that, and they find it more useful if this online course is accompanied by some face-to-face lessons as well. It suggests that the failure of learning methodology comes partly from the solely online learning environment they had to cope with during the pandemic, but it is also worth looking at the different faculties of the university where different academic fields are taught and the awareness of students about learning varies accordingly, indicating that various ways and aims of the learning process need various approaches. The results are also interesting from the point of view of what kind of schools and the learning environment our students come from, and how it affects their self-reflective knowledge about their own learning.

Key words: methodology of learning, tertiary education, transition from secondary to higher education, self-reflection on learning

Three dimensions of metaphor in education

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Abstract:

Metaphor, mostly considered a highly decorative linguistic element of language, has been proved to reveal a natural connection, on one hand, between language and human thinking in general, and, on the other hand, between language use and individual thinking. These features of metaphor will allow us a better understanding of human though in all fields of our reality. The current paper focuses on the field of education to study the roles of metaphor in the reality of human activity through a combination of a diachronic and a horizontal approach. It aims to introduce three dimensions of the role of metaphor in the field. During the Presentation, the meta-analysis of the three dimensions of metaphor application in education, which is 1) Dissemination of thought, 2) Clarification of thought, and 3) Research on thought will be completed. Based on professional literature and practical evidence, a comparative method will be applied to highlight the similar and unique features of metaphor use in the history of, and in contemporary education practice and theory. The study of the dimensions will be completed through the description of underlying principles and supporting scientific background to analyze the aspects of metaphor application, illustrated with examples. The paper arrives at the conclusion that the application of metaphor in education has been with us for thousands of years, and, therefore, based on its fundamental feature of high efficiency in social interaction, its application has become multidimensional.

EFL Instructors' Perceptions of Social Emotional Learning

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Abstract:

Social emotional learning (SEL) refers to a collection of skills and competencies that enable students to proficiently initiate, cultivate, and sustain interpersonal relationships as well as to regulate their intrapersonal emotions and reactions to social interactions. Despite the growing need for schools and educators to meet students' social-emotional needs, there is still a notable gap in knowledge about how to implement these practices effectively. The purpose of this qualitative case study is to examine English language instructors' perceptions of SEL and how they implement SEL principles in the classroom. A group of language instructors at the university level was interviewed to investigate how language instructors understand SEL and integrate them into their teaching practices. The findings indicated that the instructors perceive SEL as a vital component of language teaching; however, they stated the need for guidance, support, and assistance in implementing SEL principles in the classroom. They also reported that they needed more comprehensive and sustainable approaches to address the needs of their learners in terms of social and emotional language learning. By addressing these gaps, language instructors can empower their learners' academic and emotional development, fostering a more holistic approach to language education.

The Process of French Cultural Acculturation in Vietnamese Songs Before 1975

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Abstract:

Vietnamese songs emerged as a necessity due to the influence of French culture. When Vietnamese New music emerged, Vietnamese people had their own songs. These songs not only inherit elements of Western culture but also bring characteristics of Vietnamese people's composition. The interaction between Eastern and Western cultures in this genre is expressed in many ways. The characteristics of content, theme, style, and genre of the song reflect not only the Vietnamese society of the time, the thoughts, and emotions of the Vietnamese people, but also reflect the ways of importing French culture into Vietnam. The musical characteristics, Ethnicity combined with influences of Western culture, are expressed through three typical elements such as. structure, material, and tonality. This created an intersection of Eastern and Western culture in the genre of the song.

Student Differentiation in Music at High School in Vietnam

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Abstract:

Music was first implemented in Vietnam high school educational curriculum in 2022. The student characteristics' differentiation in music at high school level is reflected in many aspects, such as cognitive ability, including knowledge perceiving and logical thinking ability gifted hobbies include the ability of musical performance and perceiving, and creation; Needs of learning include career orientation, regionality, and individual condition. Each of these aspects in each student is also divided into many distinct levels depending on individual characteristics as well as their conditions. Each of the above factors has its own characteristics, and teachers need to know this to adjust the teaching process to meet the requirements of developing students' competencies effectively. The study clarifies the levels of each student's characteristics in music subjects in high schools, thereby identifying the causes of differentiation as well as providing a basis for proposing teaching measures so that each student can develop optimal solutions.

Cultivating Language Skills Through Literature: A Technological Approach

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Abstract:

In an increasingly digital world, the incorporation of technology in language education has become essential for effective teaching and learning. This paper explores how technology can enhance language skills development through a focused lesson plan utilizing O. Henry's (1862–1910), an American writer known primarily for his short stories, "The Last Leaf." The selection is based on its rich narrative and emotive themes, which serve as a powerful tool for language development. In this context, the target of this paper is to evaluate the effectiveness of technology in fostering language skills development through the analysis of "The Last Leaf," to investigate students' engagement levels and their perception of technology-enhanced language learning, and to identify specific language skills improved using a literary text in a technological context. The paper utilized a mixed-methods approach, focusing on qualitative and quantitative data to evaluate the impact of technology on language skills development. The participants were 18 high school students enrolled in an intermediate English language course. An interactive lesson plan featuring a digital presentation of 'The Last Leaf, including visual aids, audio narration, and interactive activities, was used during the process. The data was collected through student surveys and interviews to gather insights into their experiences with the technology-enhanced lesson. Post-assessment results indicated a significant improvement in students' vocabulary related to the story, with a 30% increase in scores. The analysis of the comprehension tests revealed that 90% of students demonstrated a deeper comprehension of the narrative and its themes. The survey results indicated that 88% of students felt more motivated and interested in the lesson due to the use of technology, highlighting the positive impact of interactive learning tools. This paper highlights the significance of technology in language skills development, demonstrating that it can enhance student engagement and facilitate deeper comprehension of literary texts.

Keywords: language skills, literature, short story, technology, "The Last Leaf," O. Henry, students' engagement

Building Language Resilience: The Role of Digital Tools in Developing Adaptive Language Learners

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Abstract:

In today's interconnected world, the ability to effectively communicate and adapt to new languages is increasingly vital. This paper explores the concept of "language resilience," defined as the capacity of language learners to overcome challenges, maintain language proficiency, and continue learning effectively. Drawing on research in applied linguistics and educational technology, we argue that digital tools can play a crucial role in fostering language resilience. The paper will delve into the specific ways in which digital tools can support language resilience, including personalized learning, authentic language exposure, error correction and feedback, collaborative learning, and lifelong learning opportunities. To support these claims, we will cite relevant research studies that have investigated the effectiveness of digital tools in promoting language resilience. In conclusion, this paper will emphasize the importance of developing language resilience in the digital age. By leveraging digital tools, educators and learners can create more effective and empowering language learning experiences that equip individuals with the skills and knowledge needed to thrive in a globalized world.

Bridging the Digital Divide: Transforming Java Source Code into Braille through Automated OCR and Image Processing for Empowering Visually Impaired Programmers

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Abstract:

Braille is another form of writing that assists the blind-mute by touching to read and even write. It employs a consistent 2x3 grid, known in all the languages previously mentioned, to represent various characters. Serving to read a normal text, which was originally a culture's script, Braille seems to have moved on with sciences such as programming languages into areas such as education and training where no such access point is rendered for the visually impaired. Most of the programming source code is in print or electronic form, which poses difficulties for visually impaired people obtaining the code and writing it. This work outlines a novel method for translating programs, specifically Java source code images, into Braille text using OCR technology and a specially designed Braille mapping procedure. Translating the textual forms of source codes to Braille without the help of an operator makes it easier for physically impaired people. The system's engine optimizes the images to facilitate text extraction, utilizing enhanced algorithms to extract text even in torn or low-contrast cases. Translate the extracted text into Braille using pre-established mappings designed for Java syntax.

The effectiveness of this technique is determined by comparing the outcome of such a conversion process with the real Braille translation. Further, the system employs new mathematical algorithms to determine the accuracy of a conversion and the effectiveness of Java-Braille translations. These algorithms demonstrate the most effective solutions for identifying gaps in Braille translation and character recognition. This study shows considerable improvements over from previous efforts, suggesting this methodology might improve Java proficiency and independence for visually challenged programmers. Therefore, the ongoing efforts aim to incorporate modern, state-of-the-art OCR and image processing techniques into the automation process, thereby improving the availability of programming resources and computer science education for the visually impaired, using Java.

Mapping the Future: Methodological Approaches for Transformative Teaching in Social Sciences

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Abstract:

This paper explores innovative methodological approaches aimed at transforming teaching practices within the field of social sciences. As educational landscapes evolve, there is an increasing need to adopt transformative teaching methods that foster critical thinking, inclusivity, and active learning. The study investigates various pedagogical strategies, including collaborative learning, technology integration, and experiential education, to enhance student engagement and understanding of complex social issues.

By mapping the future of social sciences education, the paper highlights the importance of interdisciplinary approaches, the use of data and research in curriculum design, and the role of educators as facilitators of knowledge rather than mere transmitters of information. The goal is to equip students with the skills and perspectives necessary to navigate and contribute to a rapidly changing global society.

Cultivating Emotional Intelligence and Promoting Well-being: Preparing Students for Life, Not Just Exams

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Abstract:

In the current time, students experience higher levels of pressure than in the past. From facing academic hurdles to understanding intricate social relationships, the abilities required for success extend beyond what is typically taught in traditional education. This is where emotional intelligence (EI) plays a key role. Understanding and controlling one's emotions, showing empathy, and forming meaningful connections with others are equally crucial as academic intelligence. However, in numerous classrooms, it is still a neglected component of education.
The main challenge of this work delves into how focusing on emotional intelligence and well-being can change classrooms into environments where students learn and develop into strong, empathetic, and self-aware people. Incorporating practices that nurture these skills into daily teaching can enhance student's mental health, behavior, and engagement, leading to improvements beyond traditional academic measures.
This work starts by grasping the true meaning of emotional intelligence and its significance. Self-awareness, self-control, understanding, interpersonal abilities, and drive are essential elements of Emotional Intelligence, crucial for achievement, not only in educational settings but also in everyday life. When students acquire these skills, they are more prepared to manage stress, address conflicts, and work together with others. They also have increased emotional well-being, which is becoming more important as more young people encounter mental health issues.
However, theory by itself is not sufficient. This project also emphasizes tangible methods for implementing emotional intelligence in educational settings. Making small adjustments, such as establishing a safe environment for students to share their thoughts, can influence outcomes. Educational methods such as active listening and conflict resolution help students in cultivating empathy and forming more robust relationships. Teachers also have a crucial role in demonstrating these behaviors simultaneously. By showing emotional intelligence and prioritizing their own well-being, educators establish a supportive and understanding atmosphere for learning.

To bring these concepts to life, I have engaged in many practical activities with my students to investigate the impact of emotional intelligence on their classroom environment. For instance, a gratitude journal was utilized for students to jot down things they appreciated daily. At the week's conclusion, there was a clear change in their interactions, with increased positivity, kindness, and closer bonds between them. I also implemented mindfulness techniques, such as a short five-minute breathing exercise prior to challenging situations like exams or public speaking. And the activity that opened their eyes was a project on resolving conflicts, in which students collaborated in groups to address a widespread problem.

Overall, promoting emotional intelligence in the classroom is not only about instructing students on academic success. It is about preparing them to confidently, empathetically, and resiliently manage life's challenges. By combining theory with practical tactics, this method has the potential to revolutionize both teaching and students' learning experiences, impacting not only their future but also the future of education.

Social work students' perception of poverty

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Abstract:

The purpose of this research is to evaluate the poverty perception of social work students. The research was designed in accordance with the qualitative research method. The study group of the research consists of 22 students studying in the social services program in the fall semester of the 2023-2024 academic year at a vocational school of a university in Istanbul. A semi-structured interview form was created by the researcher to collect the research data. Thematic analysis approach was used in the analysis of the research data. As a result of the research, while social work students defined poverty in the dimensions of economic inadequacy, economic and social inadequacy, and social inadequacy, most of the students associated poverty more with economic inadequacy. The disadvantages of poverty were determined by the students as inability to meet basic needs, inability to benefit from health opportunities, inability to benefit from educational opportunities, anxiety about the future, limited social life, and exclusion. The labor market, inflation, individual reasons, inequality in income distribution, and lack of education were expressed as the causes of poverty by social work students. While the need to help, pity and sadness, ignoring and seeing as a tool for exploitation are presented through the eyes of the students as the society's perspective on the poor and poverty, improvement in the economy, social assistance, providing employment, and creating social awareness are developed as suggestions for preventing poverty.

Keywords: Social service, Poverty, Perception of poverty

Factors affecting international student mobility to the Franklin Institute at the University of Alcala

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Abstract:

This study explores key factors influencing international student mobility at the Franklin Institute at the University of Alcala. It examines motivations, barriers, and institutional strategies that shape student decisions, including academic reputation, cultural appeal, financial considerations, and support services. Insights contribute to understanding global education trends and optimizing policies to attract and retain diverse international talent.

Forest Reframed: Polish children's mental models of the forest from the perspective of their experience of nature.

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Abstract:

Mental models are personal representations of external reality that people use to interact with the world around them. They are constructed by individuals based on their unique life experiences, perceptions, and understanding of the world. They are used to reason and make decisions, which can be the basis for individual behavior. Using the Contextual Model of Learning, which assumes that learning is inextricably linked to the context in which it occurs, this research addresses the relationship between the formation of children's mental models about the forest and children's experience of nature. The project's main objective was to determine the change in children's mental models about the forest held by first-grade elementary school students, emerging from drawings before and after their personal experience of nature, which took place at weekly nature meetings lasting one school term. Changes in the perception of the forest highlighted, among other things, the consideration of the social function of the forest, as well as the perception of its greater biodiversity. The main rationale for this topic is to determine the changes that should take place in the formation of the framework of educational practice and the formal organization of the learning environment in a systemic approach to the formation of children's beliefs about nature, which, on the one hand, are expected to lead to real changes in thinking about the environment and taking concrete action to protect it, and on the other hand, will result from the personal beliefs of the individual, rather than imposed legal regulations.