

WCES-2024

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01 - 03 FEBRUARY 2024 | UNIVERSITY OF BARCELONA | BARCELONA - SPAIN



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PROGRAM & ABSTRACT BOOK

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16th World Conference on Educational Sciences

(WCES-2024)

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Online and Face to Face International Conference

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University of Barcelona,

Facultats de Filosofia, Geografia i Història

C/ de Montalegre, 6, Ciutat Vella, 08001 Barcelona,

Spain

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01-03 February 2024

Program and Abstract Book

Main Theme: The United Nations 17 Sustainable
Development Goals

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Organized by

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Yesim Ustun Aksoy, Near East University, North Cyprus

Keynotes



Prof. Dr. Hüseyin UZUNBOYLU

Higher Education Planning, Supervision,
Accreditation and Coordination
Board, North Cyprus

KEYNOTE

Keynote Title: “The Future of Distance Higher Education”

Bio: Huseyin Uzunboylu graduated from Anadolu University, completing a degree in BSc Educational Communicating and Planning in 1991. He graduated from Ankara University; completed a degree in MA Curriculum and Instruction in 1995 and completed PhD in the area of Educational Technology in 2002. He became Assistant Professor in 2013, Associate Professor in 2015 and Professor of Educational Technology in 2010 at Cyprus Near East University. He was elected to member of “Higher Education Planning, Supervision, Accreditation and Coordination Board” by the Republican of Parliament in November in 2019.



Keynote Title: “The 17 Sustainable Development Goals through assessment”

Biodata: Dr García Laborda has a MA in ESL (University of Georgia), MA in English Language and Literature (University of Wisconsin), PhD in English Philology (Universidad Complutense de Madrid) and European Doctorate in Didactics (Universidad Complutense de Madrid). He has been Visiting Scholar at Penn State University and the University of Antwerp, and he has taught postgraduate courses in Lithuania, Cyprus, Turkey, Colombia and Brazil. He has also been the main researcher in four R&D projects and participated in eight more. In 2017-2018 he was Acting Director of the TAEG Knowledge Center (Cyprus) where he currently holds different positions. He has more than 270 published works. Since 2019 he has been the Dean of the Faculty of Education of Universidad de Alcalá, and before that he was the Director of the Department of Modern Philology of the same university (2016-2019). He is currently president of the European Language Association for Specific Purposes. Additionally, he is Editor in Chief of *Revistas Encuentro* (ESCI / web of Science), *Global Journal of Foreign Language Teaching* (ESCI / SCOPUS requested), *Internal Journal of Learning & Teaching* (ESCI / SCOPUS requested) and co-editor of *Computer Assisted Language Learning Electronic Journal* (SCOPUS), as well as a member of the scientific committee or evaluator of 15 other impact journals (JCR / SCOPUS / ESCI). He is a specialist in language teaching, assessment, educational technology and bilingual education.

Abstract: Assessment has been commonly used just for measuring students’ performance. However, it is common to neglect its powerful effect in improving the students (and to a large extension, the citizenship) quality of life through a good calibration of the students’ potential and needs. Obviously, when addressing groups of population, this leads to a lack of envision of how to improve their lives (objectives 1, 5, 8). Thus, it is necessary to revise the benefits of assessment in education from the individual to collective evaluations to achieve better learning (objective 4). Therefore, on one side, we leave behind the traditional perspective of validation for commercial purposes; on the other, the traditional vision of assessment as a weapon for individual performance. In conclusion, to empower the education of countries where sustainable education is a need, we need to revise the procedures we follow in assessment at all levels.



Keynote Title: “A Coevolutionary Perspective for Sustainable Education under Anthropocene Conditions”

Education: 1993 – Department of Pedagogy and Psychology, University of Latvia (Riga), diploma of a Doctor of Pedagogy. Topic of doctoral thesis: *Novice teachers’ readiness for environmental education in schools*.
Administrative positions: since 2013-2025- UNESCO/UNITWIN Chairholder in Daugavpils University in teacher education and continuing education: *Interplay of Tradition and Innovation in ESD*; 1994-2011 – Daugavpils University, dean of the Faculty of Education and Management; **Academic positions:** since 2002- Daugavpils University, professor. **Editorial and Editors work:** member of 4 editorial boards; since 2015 Editor-in-Chief of 2 scientific journals associated with UNESCO Chair of Daugavpils University: (1) Journal of Teacher Education for Sustainability (JTES) Scopus and more 30 data basis; CiteScore 3,8 (January 2024), Q2 (2022); see <https://sciendo.com/journal/JTES>; (2) Discourse and Communication for Sustainable Education (DCSE) Ebsco and Erih+ and more 30 data basis see: <http://sciendo.com/journal/DCSE> **Main area of Activities/Research:** *development of the more complex environment for international cooperation via DU UNESCO Chair’s participative action research for sustainability in teacher education and higher education*. **Leading and participation in projects:** * 2000- member in the global reorientation project of Teachers Education towards sustainability; *2002-2007- establishing scientific journal JTES; *2005-2021 - DU UNESCO network upholding the research by the Baltic and Black Sea Circle Consortium (BBCC);* 2021- 2025 - DU UNESCO Chair network JTES & DCSE ;* Since ~ 2014 member Global University Network for innovation (GUNI); * Since 2022 University Network member in UNESCO Chairs/UNITWIN Network on Education for Sustainable Development and Social Transformation at Leuphana University of Lüneburg (UNiESD& ST); * participant in several UNESCO Chairs networks. **Other information:** total number of publications more as 160; expert in Academy of science of Latvia and UNESCO; supervisor for 10 defended dissertations in Pedagogy.

Abstract: The relationship between nature and people has long been an issue and will continue to be for a long time to come. It is clear that the human species has failed to take advantage of the possibilities of a coevolutionary relationship between nature and man.

The current confusion in education stems from public attitudes towards the legacy of holism and the evolution of the Anthropocene. The ambiguity of the relationship has increased with the intensification of unsustainability. The influence of pedagogy in education has diminished and the use of shallow and narrow perspectives in educational research became more evident.

One of the phenomena of the 20th century was the development of a holistic approach to education. It was the holistic legacy that was offered to the 21st century as a platform to use to reorient education towards sustainability.

The Anthropocene epoch is not yet sufficiently transparent for modern humanity. The influences of this era are becoming visible in an unsustainable development based on anthropocentrism combined with egoism and abiotic attitudes. Uncertainties in the life of individuals signal experiences in reality and education. Pedagogy and educators trust in the lived and personally meaningful experiences of individuals and contribute to the emergence of contextual issues in learning. This can suggest a synthesis of educators' lived experience and personally meaningful knowledge that sustains the understanding and interpretation of the coevolution of human life as it changes over time.

Keywords: sustainable education, coevolution, Anthropocene era, holistic approach, uncertainties, lived and personally meaningful experiences.



Prof. Dr. Remziye Terkan

Higher Education Planning, Supervision, Accreditation and
Coordination Board
Nicosia, North Cyprus

KEYNOTE

Keynote Title: “The New Trends and Issue of Communication Studies: Perspective of Education”

Bio: Prof. Dr. Remziye Terkan graduated from the Faculty of Business and Economics, Department of Economics at Eastern Mediterranean University in 1997. She started her career as an Economics teacher at Girne American College High School in the spring semester of 1997-1998. In 1999, she received pedagogy training at the Atatürk Teacher Training College under the Ministry of National Education and Culture. Completing her master’s degree in marketing at Girne American University in 2004, she simultaneously began teaching as a lecturer at the Faculty of Communication at Girne American University. In 2012, she obtained her Ph.D. in Communication and Media Management, continuing her academic career as the Head of the Public Relations Department at the Faculty of Communication. Besides serving as the Head of the Department, she took on the role of Faculty Coordinator. Due to the adequacy of her work, she quickly became an assistant professor. In 2015, she earned her associate professorship in the field of communication studies. Between 2016 and 2018, she served as the Acting Dean at the Faculty of Communication at Girne American University, contributing to the expansion of the faculty by adding five departments to the existing four, creating a comprehensive communication faculty with nine departments. She actively participated in various social responsibility projects and events. In the academic year 2019-2020, Prof. Dr. Remziye Terkan assumed the role of Dean at the Faculty of Communication at Onbeş Kasım Kıbrıs University, later adding the position of Vice-Rector in the spring semester and being promoted to Vice-Rectorship in the summer term. In November 2020, she was appointed as the Rector. In November 2023, she was elected as a member of the Higher Education Planning, Supervision, Accreditation, and Coordination Board (YÖDAK), where she currently serves.

Prof. Dr. Remziye Terkan has taught courses and conducted research and publications in various fields, including communication, mass communication, communication theories, communication methods, business management, marketing, economics, statistics, public relations, advertising-critique-analysis, and consumer behaviors, at the associate, undergraduate, graduate, and doctoral levels. She has actively participated in numerous academic conferences and conducted research presentations both nationally and internationally.

Abstract: In the fields of education, management, and politics, communication is a key element that contributes significantly to the development of societies. An academically focused speech would aim to understand the role of communication in these areas. In education, communication encompasses interactions ranging from student-teacher dynamics to classroom communication strategies, impacting individuals at every level in the educational domain. It shapes student success, motivation, and the learning process. Communication in management holds a decisive influence on leadership and teamwork. Effective communication plays a critical role in an organization's achievement of its goals. In politics, communication between representatives shapes the functioning of democratic processes. Leaders' effective communication shapes the understanding of political decisions and influences societal trust. This speech, supported by examples, emphasizes the crucial importance of communication in education, management, and politics, presenting an interdisciplinary perspective. Highlighting the significance of communication in education, management, and politics, the speech suggests that effective communication has the potential to enhance inter-organizational collaboration, strengthen leadership skills, and support societal change. Additionally, from an academic standpoint, it addresses communication strategies, the importance of understanding cultural differences, and the sharing of information.

PROGRAM

01/02/2024, Thursday

IMPORTANT EVENTS

01.02.2024 10:00 – 10:15	Opening Ceremony	

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 1 01.02.2024 10:15 – 10:45	“The Future of Distance Higher Education”	Prof. Dr. Hüseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, Cyprus	DAPHNE & ONLINE

10:45 – 11:00	Coffee Break
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TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 2 01.02.2024 11:00 – 11:30	“The 17 Sustainable Development Goals through assessment”	Prof. Dr. Jesus Garcia Laborda, Alcala University, Spain	Room 205

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 3 01.02.2024 11:30 – 12:00	“A Coevolutionary Perspective for Sustainable Education under Anthropocene conditions?”	Prof. Dr. Ilga Salīte Daugavpils University, Latvia	Room 205

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 4 01.02.2024 11:30 – 12:00	“The New Trends and Issue of Communication Studies: Perspective of Education”	Prof. Dr. Remziye Terkan Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, North Cyprus	Room 2005

02.02.2024 16:45 – 17:00	CLOSING CEREMONY
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03.02.2024 09:30 – 17:00	HISTORICAL PLACES AND SHOPING TOUR
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01/02/2024, Thursday
Google Meet Link
<https://meet.google.com/odg-kwvh-xwi>

01.02.2024 09:00 – 09:15	Opening Ceremony	Room 205
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TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 1 01.02.2024 09:15 – 09:40	“The 17 Sustainable Development Goals through assessment”	Prof. Dr. Jesus Garcia Laborda, Alcala University, Spain	Room 205

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 2 01.02.2024 09:40 – 10:20	“The Future of Distance Higher Education”	Prof. Dr. Hüseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, Cyprus	Room 205

10:20 – 10:40	Coffee Break
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Session – 1
10:40 – 12:40
Room 205

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Romanian Teachers' Levels of Acceptance and use of Modern Technologies in Learning Environments	Irina Nicolau, Doina Maria Tilea, Ana Maria Dinu, Luiza Negură, <i>Dimitrie Cantemir Christian University Bucharest, Romania</i>
2.	The Influence of Formal, Non-Formal and Informal Education over the Actual Demands of Labor Market	Irina Nicolau, Luiza Negură, Doina Maria Tilea, Ana Maria Dinu, <i>Dimitrie Cantemir Christian University Bucharest, Romania</i>
3.	Education and Civilization: Reflections on the Study of Brazilian Textbooks for Primary Education	Tiziana Ferrero, <i>University of São Paulo, Brazil</i>
4.	On the Romanian Phd Students of Wilhelm Wundt (1832-1920): An Educational Perspective	Virtop Sorin-Avram, <i>University of Targu Jiu, Romania</i>
5.	Students’s Labour Market Engagement During University Studies and Academic Success	Gabriela Alina Anghel, Ramona Neacsu, Lavinia Matei, Camelia Voicu, <i>Valahia University, Romania</i>
6.	Analyzing the Correlation Between Coronaphobia Tendencies and the Concept of “Poetic Justice”	Hiroko Kanoh, <i>National University Corporation Yamagata University, Japan</i>
7.	An Investigation of Teacher Approaches towards Aggressive Behaviors of Preschoolers in Turkey	Rahime Çiçek, Damla Güzeldere Aydın, Hazal Poyraz Rüstemoğlu, Emine Pekkarakaş, Handan Asude Başal, <i>Kocaeli University, Turkey</i>
8.	Adapted Dialectical Behavior Therapy Skills Training Group from the Perspective of Undergraduate Students: A Focus Group Study	Ezgi Ozeke Kocabas, <i>Mimar Sinan Fine Arts University, Turkey</i>

12:40 – 13:00	Light Lunch
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Session - 2
13:00 – 15:00
Room 205

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Evaluation and Recommendation for the Best Online Courses Using Data Mining Algorithm	Kovalan Arangasamy, India
2.	Bridging Technological Gaps in Educational Robotics: An Integration Framework for Arduino, Lego and Machine learning	Meruyert Serik, Symbat Nurgaliyeva, Aigul Sadvakassova, Gumilyov <i>Eurasian National University</i> , Kazakhstan
3.	Automated Writing Evaluation (AWE) Systems: Moroccan EFL University Students' Experiences and Perceptions	Mariam Elouirraoui, Aziz El Ghouati, <i>Ibn Tofayl University</i> , Morocco
4.	Exploring the relationship of Music Preferences, Musical Engagement, and Depressive Symptoms in Thai High School Students	Gritsada Huncharoen, <i>Mahidol University</i> , Thailand
5.	A Study on the Current State of Education in Africa and the Way Forward to Achieve SDG Educational Goal 4	Kofi Baah Boamah, Nanjing Tech University Pujiang Institute, P.R. China
6.	Proposal for a Model for Solving Mathematical Problems from a Specific System	Valentina Gogovska, <i>UKIM University</i> , Macedonia
7.	Forging Sustainable Development Goals through Project-Based Learning A Case Study at The National School of Applied Sciences (NSAS) in Morocco	Safaa El Youssfi, <i>Sidi Mohamed Ben Abdellah University</i> , Morocco
8.	Geological Knowledge taught in Moroccan Qualifying Secondary Education: Issues and Perspectives	Chakib Abdellatif, <i>Regional Center for Educational and Training Professions (RCETP) Ben Mellel-khenifra</i> , Morocco
15:00	End of the day	

02/02/2024, Friday

Google Meet Link

<https://meet.google.com/odg-kwvh-xwi>

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 3 01.02.2024 09:00 – 09:40	“A Coevolutionary Perspective for Sustainable Education under Anthropocene conditions?”	Prof. Dr. Ilga Salīte Daugavpils University, Latvia	Room 205

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 4 01.02.2024 09:40 – 10:20	“The New Trends and Issue of Communication Studies: Perspective of Education”	Prof. Dr. Remziye Terkan Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, North Cyprus	Room 205

10:20 – 10:40	Coffee Break
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Session - 3
10:40 – 12:40
Room 205

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Enhancing Iranian EFL Students' Reading Fluency with Real-time Feedback through Adaptive Online Reading Instruction System	Nima Alizadeh, <i>Islamic Azad University of Ardabil Branch</i> , Iran
2.	People's Reactions to News of Discrimination and Prejudice Against People Infected with COVID-19	Hiroko Kanoh, <i>National University Corporation Yamagata University</i> , Japan
3.	Intensity of Social Media Use and Literacy Skills in Students Ilham in the Context of Learning, Entertainment, and Communication	Ilham Ilham, Ministry of Transportation of the Republic, Indonesia
4.	Developing New Life Skills through Project-Based Learning in Modern Schools	Abdelaaziz El Bakkali, Elhassane El Hilali, Morocco
5.	Evaluation of Educators' Views on the Usability of the Colourstrings Approach in Elementary-Level Amateur Violin Education	Elif Aydın, <i>Bursa Uludag University</i> , Turkey
6.	The Competency Based Teaching Approach: A New Expectation at University Teaching in Algeria	Miloud Bekkar, <i>Mascara University</i> , Algeria
7.	Sustainable Education: What Impact on Innovation and Sustainable Economic Growth in Morocco?	Abir El Aidi, <i>Cadu Ayyad University</i> , Morocco

12:40 – 13:00	Light Lunch
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Session - 4
13:00 – 14:50
Room 205

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Repertoire Determination Criteria for Intermediate Flute Training from the Perspective of Educators	Aze Bölek, Ajda Şenol Sakin, <i>Bursa Uludağ University, Turkey</i>
2.	The Effect of Artificial Intelligence Supported Educational Applications on the Curriculum Literacy of Teacher Candidates	Rıdvan Kenanoğlu, <i>Dicle University, Turkey</i> Mustafa Kahyaoğlu, <i>Siirt University, Turkey</i>
3.	The Effect of Artificial Intelligence Supported Educational Applications on the Learning and Teaching Proficiency Levels of Science Education Teacher Candidates	Mustafa Kahyaoğlu, <i>Siirt University, Turkey</i> Rıdvan Kenanoğlu, <i>Dicle University, Turkey</i>
4.	An Example of Virtual Reality Applications in Music Education	Melike Çakan Uzunkavak, Melike Çakan Uzunkavak, Gülnihal Gül, Doruk Engür, <i>Bursa Uludağ University, Turkey</i>
5.	Different Design Models Using Cognitive Techniques in Converting Home-Office After the Pandemic	Başak Zengin, Kübra Arslan İrey, <i>Kahramanmaraş İstiklal University; Marmara University, Turkey</i>
6.	The Impact of Covid-19 on the Global Economy: The Role of Education for Mitigation	Daniel Adu, Liming Wang, <i>Jiangsu University, China</i>
7.	Developing L2 Phonological Awareness in Infant Education: The Scaffolding and Dmaic Importance	Mario Hernández Barriopedro, <i>Universidad de Alcalá de Henares uah, Spain</i>

02.02.2024 14:50 – 15:00	CLOSING CEREMONY
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03/02/2024, Saturday

03.02.2024 09:30 – 17:00	Barcelona City Sightseeing Each participant can visit the City of Barcelona according to her/his own plan.
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ABSTRACTS

Romanian Teachers' Levels of Acceptance and use of Modern Technologies in Learning Environments

Irina Nicolau, Doina Maria Tilea, Ana Maria Dinu, Luiza Negură, Dimitrie Cantemir Christian University Bucharest, Romania

Abstract

There has lately been a worldwide effervescence in debates about new technologies and the effects they were having and will continue to have on the development of markets, economies, and even us as individuals. It is undisputed that we are in a unique historical period unlike any other in human history, and due to this, we are equally enthusiastic and cautious about the long-term impacts of this technological revolution. When we look at those fields that are thought of to be creative and in which the influence of these advances in technology didn't seem to take on such a significant dimension, the disputes become even more heated. Interestingly, the pandemic period forced the emergence of technology in this field as well, resulting into a nearly forced adoption of this new reality. We were required to adapt and use technology in a variety of domains, including education, the entertainment industry, and the labour market, if it hadn't already been implemented. The same cannot be said, however, for the field of education, where educators saw this leap as a threat connotative to the disappearance of one's own role in teaching, whereas businesses quickly understood that digitization and constant upgrading will turn into a real competitive advantage in the race for the global consumer. In this context, this article provides the results of a study conducted on the level of Romania's educational system, including pre-university and university education, on the comprehension, acceptance, and implementation of the latest technologies.

Key words: Education, technologies, artificial intelligence, teaching, lifelong learning

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An Investigation of Teacher Approaches towards Aggressive Behaviors of Preschoolers in Turkey

Rahime Çiçek, Damla Güzeldere Aydın, Hazal Poyraz Rüstemoğlu, Emine Pekkarakaş, Handan Asude Başal, Kocaeli University, Turkey

Abstract

In order to determine the aggressive behaviors of preschool children and to investigate teachers' interventions in such circumstances, the current study is designed as a case study, which is one of the qualitative research designs that allow the researcher to reveal one or more situations in detail. Within the scope of this study, the maximum diversity sampling method was used to address the research questions more comprehensively. Maximum diversity was offered by including teachers with different lengths of service in the research. 15 preschool teachers from public kindergartens in Turkey (5 teachers with 0-5 years of service; 5 teachers with 5-10 years of service; 5 teachers with 10 years of service and above) formed the study group voluntarily. The gender of all teachers is female and the average age is found 32. Eight of the teachers work with students aged 5 to 6, while seven educate students aged 4 to 5. The content analysis method was used to analyze the data obtained from the interviews in this research, and the analysis was carried out with the MAXQDA 2022 computer program. After creating the data set by transcription, the data was encoded and a code list was created based on the relevant literature, and themes and sub-themes were attained via these codes. The findings were reported with detailed description and interpretation using quotes from appropriate interviews. From the teacher accounts, physical aggression (f = 42) and verbal aggression (f = 30) are seen in children, and at least relational aggression is observed (f = 16) in preschool classrooms. Besides, it was determined that children exhibiting aggression mostly targeted their friends. Among the total aggressive behaviors, the most common ones were hitting (f=13), excluding a friend from the play (f=10), pushing (f=9), and speaking rudely/swearing (f=9). It was determined that physical aggression and relational aggression behaviors were mostly observed by teachers with 10 years or more experience. On the other hand, the frequencies of verbal aggression behavior observed by teachers served for 5-10 years and teachers served for 10 years or more (f=11) are equal. According to teachers' opinions, it was determined that aggressive behavior was mostly seen during playtime in learning centers (f = 14). It was observed that teachers adopted a more supportive approach (f = 54) when faced with aggressive behavior exhibited by children. Talking to the children who performed the behavior (f=31) as a supportive approach was found as the most frequent intervention, whereas teachers preferred punishment (f=9) among the reactive/restrictive approach approaches. It has been determined that teachers' intervention approaches vary depending on the length of service in the field of education. It was observed that teachers with 0-5 years of experience generally intervened less (f=16) and mostly adopted a supportive approach (f=13) while teachers served for 5- intervened more than others (f = 30). There was no significant difference in the attitudes of teachers with different years of experience in the distribution of preventive interventions.

Keywords: Aggressive behavior, aggression, problem behavior, early childhood education, teacher approach intervention

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Evaluation of Educators' Views on the Usability of the Colourstrings Approach in Elementary-Level Amateur Violin Education

Elif Aydın, Ajda Şenol Sakin, Sezen Özeke, Bursa Uludağ University, Turkey

Abstract

Different teaching approaches are preferred at the elementary level of amateur violin education. One of these approaches is the Colourstrings approach. This research was conducted to determine the usability of the Colourstrings approach in violin education in Turkey. This research is considered important in terms of introducing the content of the Colourstrings approach, which is frequently used in different countries, and enhancing its use in Turkey. The phenomenological research model, one of the qualitative research methods, was adopted. A purposeful sampling method was used when determining the study group, and a study group was formed with 9 violin educators who provide violin education to younger age students from six different cities. Within the scope of the research, Violin ABC A and B methods used in the early years of the Colourstrings approach were examined in detail. In addition, in order to fully embrace the processing of these contents, the "International Minifidlers" online program 1st-year videos (32 lessons) were purchased and watched in detail. After all these studies, 4-week activity plans were prepared to introduce the content of the Colourstrings approach. In this context, 4 weeks of activities were held with 9 violin educators who are experts in their fields. Afterward, these educators' opinions about the Colourstrings approach were taken. The data obtained was analyzed with the content analysis method and tabulated with themes and codes. As a result of the interviews, it was determined that this approach was suitable for the young age group to gain right-hand and left-hand skills and develop a musical ear. On the other hand, it is among the results obtained that the different music notation teaching system used in the approach may cause difficulties because it is different from the music notation teaching system in Turkey. In addition, educators have made suggestions that the violin methods prepared for the Colourstrings approach should be more accessible, adapting Colourstrings songs to Turkish and that this method should be enhanced in institutions that provide music education and even in institutions that provide professional music education. This research is supported by Bursa Uludağ University Scientific Research Projects Coordination Unit as a Master's Thesis Project. The project number is SYL-2023-1345.

Keywords: Amateur instrument education, Colourstrings approach, violin education

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Education and Civilization: Reflections on the Study of Brazilian Textbooks for Primary Education

Tiziana Ferrero, University of São Paulo, Brazil

Abstract

This study aims to investigate the purposes of the school subject Portuguese between 1893 and 1930 in Brazil, based on textbooks analysis. The methodological approach adopted in this research is based on bibliographic studies and document analysis. Through the lens of cultural-historical theory, an attempt was made to shed light on the contents of primary school textbooks. The documents were available at the Biblioteca do Livro Didático of the Faculty of Education of the University of São Paulo and provided relevant traces of the practices in the classroom, partially clarifying the social, historical, and pedagogical context of the period. We can conclude that the teaching of the mother tongue, within the schooling process, was thought of and mobilized as an ally to a civilizing project that intended to inculcate certain values and behaviors considered essential to the nation.

Keywords: Education, civilization, primary education

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On the Romanian Phd Students of Wilhelm Wundt (1832-1920): An Educational Perspective

Virtop Sorin-Avram, "Constantin Brancusi " University of Targu Jiu, Romania

Abstract

The paper approaches the work of the Romanian PhD students that worked and studied under close supervision of Wilhelm Wundt founder of Psychology. According to the list there were seven Romanian students that pursue PhD dissertations under Wundt's supervision. They returned to Romania and carried on work on various fields amongst which their main contribution was founding the first laboratory of psychology in Iași (E. Gruber) and Romanian School of Psychology in Bucharest (C. Rădulescu – Motru). Nevertheless various implications of the new science of Psychology represented the core work of Florian Ștefănescu-Goangă in Cluj and for Dimitrie Gusti founding the Village Museum in Bucharest along with the School of Sociology. Some of them were responsible for the top position of Ministry of Instruction and education as it was named in those days. As Wundt's work undergoes a revival so these students deserve a bringing forward as their work and fate was not spared by the circumstances of history to name only a few that belonged to the dynamic of the 20th century. They also deserve to be integrated and highlighted within the panorama of all the worldwide students that took sicens at their core under Wundt's predicament.

Keywords: Education, Romania, Wilhelm Wundt

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Repertoire Determination Criteria for Intermediate Flute Training from the Perspective of Educators

Aze Bölek, Ajda Şenol Sakin, Bursa Uludağ University, Turkey

Abstract

Intermediate flute training is a training process that is one step above the beginner level and in which flute playing skills are improved more than the beginner level. In intermediate-level flute training, it is seen that flute arrangements of pieces composed for other instruments are mostly used. In addition, there are very limited studies on repertoire determination criteria for the selection of pieces in flute training. It is thought that this situation creates a problem, especially for flute educators who are new to the profession. In line with this problem, it is aimed to determine the repertoire determination criteria for intermediate-level flute training from the perspective of educators and thus contribute to flute educators who are new to the profession. In the research, case study design, one of the qualitative research methods, was adopted. Although the study group was determined by an easily accessible sampling method, to provide diversity, it was deemed appropriate to select two educators from institutions providing vocational flute training in Turkey and it was formed with eight flute educators. To collect data for the research, a semi-structured interview form was prepared after the literature review, and the interview form was finalized by taking the opinions of three experts in the field of flute training. In the research, data was collected face-to-face and online. The data obtained was analyzed using the content analysis method. The level defined as intermediate level within the scope of the research covers the 2nd - 3rd years of flute education. In this context, findings were obtained regarding the difficulties experienced by educators in choosing intermediate-level repertoire, repertoire determination criteria, the pieces they used (studied), their processes of deciding on new pieces, and their suggestions on this subject.

Keywords: Flute, flute training, repertoire determination criteria

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Repertoire Determination Criteria for Intermediate Flute Training from the Perspective of Educators

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Abstract

Intermediate flute training is a training process that is one step above the beginner level and in which flute playing skills are improved more than the beginner level. In intermediate-level flute training, it is seen that flute arrangements of pieces composed for other instruments are mostly used. In addition, there are very limited studies on repertoire determination criteria for the selection of pieces in flute training. It is thought that this situation creates a problem, especially for flute educators who are new to the profession. In line with this problem, it is aimed to determine the repertoire determination criteria for intermediate-level flute training from the perspective of educators and thus contribute to flute educators who are new to the profession. In the research, case study design, one of the qualitative research methods, was adopted. Although the study group was determined by an easily accessible sampling method, to provide diversity, it was deemed appropriate to select two educators from institutions providing vocational flute training in Turkey and it was formed with eight flute educators. To collect data for the research, a semi-structured interview form was prepared after the literature review, and the interview form was finalized by taking the opinions of three experts in the field of flute training. In the research, data was collected face-to-face and online. The data obtained was analyzed using the content analysis method. The level defined as intermediate level within the scope of the research covers the 2nd - 3rd years of flute education. In this context, findings were obtained regarding the difficulties experienced by educators in choosing intermediate-level repertoire, repertoire determination criteria, the pieces they used (studied), their processes of deciding on new pieces, and their suggestions on this subject.

Keywords: Flute, flute training, repertoire determination criteria

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An Example of Virtual Reality Applications in Music Education

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Abstract

Virtual reality technology provides an opportunity for students to engage in a lasting, active, interactive, and enjoyable learning experience, particularly by embodying abstract concepts and utilizing multiple sensory organs. Furthermore, these applications can be utilized to create individual and unique educational environments for each student's specific interests, needs, and learning styles. In this context, it is believed that technological applications used in educational environments can also be useful within the scope of music education. In undergraduate music education programs, practical courses such as voice training, individual instrument instruction, polyphonic choir, orchestral and chamber music, as well as Turkish classical music choir, are included alongside theoretical classes. Within the scope of these courses, it is also known that students often perform stage performances and experience stage performance anxiety while performing these performances. With this idea, a 10-week series of lessons has been designed utilizing virtual reality technology, the 'virtual stage' application, to reduce performance anxiety and enhance the performances of students in the field of vocational music education. These activities will be used to evaluate the effect of music department undergraduate students on music performance anxiety levels and performance development. It is aimed to determine the effect of these activities on the music performance anxiety levels and performance development of undergraduate students of the music department. It is expected that the negative effects and anxiety level caused by stage fright, which may occur due to performance anxiety, will be minimized and students will be able to perform successfully with the applications to be carried out in accordance with this purpose. The study group is determined by homogeneous sampling which is one of the purposeful sampling methods. The quantitative data of the study were obtained with the Kenny Music Performance Anxiety Inventory and the performance observation form developed by the researcher; the qualitative data were obtained with the semi-structured interview form. A total of 26 students participated in the study, with 13 in the experimental group and 13 in the control group. This study is supported as a Scientific Research Project of Bursa Uludağ University (Project Code: SDK-2023-1459). This project will be completed on 10/10/2024 and the findings from the project will be published later.

Keywords: Music education, virtual reality, instrument training, instructional technologies

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Students' Labour Market Engagement During University Studies and Academic Success

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Abstract

The integration of students into the labour market during their university studies is a phenomenon which is present both in higher education institutions in Romania and in most universities around the world. Among the factors that determine the integration of students into the labour market during their university studies we mention: the need for financial resources which to facilitate the payment of university fees, continuous professional development, the need for financial independence, the purchase of goods and services, the support of their families, financial autonomy. The following explanatory paradigm was considered: students' integration into the labour market during university studies positively influences their professional integration after graduation. University education is perceived as an enabler for acquiring a higher qualification with higher financial rewards. At the same time, early labour market interaction supports the formation and development of social and professional skills. Within this framework, the present article aims to analyse the extent to which academic success is influenced by students' labour market integration during university studies. The following research objectives are considered: to identify the impact that labour market integration during university studies has on academic success among students (O1) and to measure university teachers' perceptions about the flexibility of academic instruction and assessment practices regarding the students who are integrated into the labour market during their university studies (O2). The investigation is quantitative using the questionnaire survey method. The following hypotheses were considered: there is a direct correlation between students' level of well-being and labour market employment during university studies; academic success is influenced by learning flexibility. The measurement of the research variables was carried out using a Likert-type scale. Academic success for students integrated into the labour market during university studies is positively correlated with the flexibilization of academic instructional and assessment practices designed by teachers.

Keywords: Flexible learning, student, university education, academic success, work

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Forging Sustainable Development Goals through Project-Based Learning a Case Study at the National School of Applied Sciences (NSAS) in Morocco

Safaa El Youssfi, Sidi Mohamed Ben Abdellah University, Morocco

Abstract

Project-Based Learning (PBL) has emerged as an engaging and experiential educational approach, transforming the traditional classroom into a dynamic hub of exploration, innovation, and collaboration. This article aims to provide educators and administrators with a comprehensive understanding of how to integrate education for sustainable development (ESD) into the curriculum and more particularly how to optimize PBL in class. The study explores the fundamental principles that underpin effective PBL implementation, emphasizing the importance of real-world applicability, student autonomy, and interdisciplinary collaboration and how these criteria have been adopted by the participants while working on their sustainability projects. Additionally, the study addresses common challenges faced by educators in adopting PBL methodologies and proposes practical solutions to enhance its implementation success. Furthermore, the article discusses the role of assessment in PBL contexts, exploring alternative evaluation methods that goes beyond traditional testing. By highlighting alternative assessment, educators can better align evaluation strategies with the unique characteristics of project-based environments. To collect data, in-depth interviews with faculty and students were conducted to get a snapshot on experiences and insights regarding the integration of ESD goals within the engineering curriculum. On-site visits were paid to observe the projects exhibition and presentations during the culminating event, which provided insights into how students create synergies between their projects and ESD goals. The findings highlight tangible interconnectedness between PBL and ESD goals at NSAS and provide a roadmap for educators and institutions seeking to maximize the impact of project-based learning in fostering sustainable education at their institutions.

Keywords: Project-based learning, applied sciences, Morocco

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Developing New Life Skills through Project-Based Learning in Modern Schools

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Abstract

As modern schools move to adopt more projects through new approaches, project-based learning appears as a method that disengages new modes and practices in the teaching/learning cycle. Today, this method has gained greater popularity in the educational sphere as many schools implement it as a tool to develop students' learning and promote their competencies through the exploration, creation, and construction of solutions to problems. By using project-based learning in schools to engage learners in life-long activities, teachers tend to exhibit an important opportunity to develop new skills. At the heart of these skills, the community of practice stands as self-directed learning in the implementation of project-based learning which aims to promote the efficiency of the twenty-first-century leaders within schools. This paper examines important life skills that many schools wish to incorporate to develop new attitudes within and outside school life by adopting project-based learning. It attempts to show the challenges of such implementation and the way life skills are progressed. Hence, the paper adopts a meta-analysis technique, whereby a special examination of the various already conducted studies came out with conclusions. Because of its diagnostic nature, this method allows the researcher to explore some pitfalls that provide potential opportunities for alternative conclusions that need to be adopted in structured approaches. The major conclusions drawn from this paper are qualitatively discussed.

Keywords: New life skills, project-based learning

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Evaluation and Recommendation for the Best Online Courses Using Data Mining Algorithm

Kovalan Arangasamy, India

Abstract

At present the tremendous of data stored in a cloud database, these database includes meaningful information to predict the performance of the students. Its inescapable openness and convenience have expanded students' dependencies on the Web for fast search and recovery of learning resources. The development of Technology Enhancement Learning (TEL) is the applications of educational settings which can help to improve learning by collaborative subjects and creative processes in the classroom. Today education has moved fast towards the technical world and keep in pace with. It is full of competition that would be bringing in a total revolution. The best teaching-learning process is being the present problems in our society. Schoolbag, homework, and tedious examinations are a burden of our student, so it must soon find a different phase. In current situations, Electronic tools have been used in the e-learning method which enables learners to look for information anywhere and anytime on the web search engine. Purpose of this research study is to allow quick access to students to retrieve particular information. Nevertheless, learning style, viewpoints, and potentials may fluctuate from one student to another. These fluctuate can eventually have an effect on their learning forms. Viewed from that point of view, similar learning material cannot make similar learning experiences to a student. Instead, it may reduce their learning performances. Keywords are important to give they require results regardless of their learning proficiencies. Many free search engines like Google, Yahoo, etc. returns the top best documents of the requirement of a student. However, the relevancy of the required documents is based on the keywords used in the query, but many new learners often struggling to find out the right keywords and the most relevant links in new learning topics. However, the present search engines will depend on the right keywords. This avoids different attributes, for example, the person's learning capacity and availability for explicit learning materials. As a result, a similar result produced for a similar set of search keywords. This circumstance hinders the optimization of the search engines in supporting the heterogeneity of its clients in their learning tries. This research study aims to address the issue. It endeavors to enlarge web search engines with personalized recommendations of search results which match the learning skills and behaviors of a student. The conclusion of this research result drawn from our proposed study that our novel methodology can give a notable improvement as far as students' performance and satisfaction.

Keywords: Evaluation, online courses, algorithm

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Bridging Technological Gaps in Educational Robotics: An Integration Framework for Arduino, Lego and Machine Learning

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Abstract

The field of educational robotics offers substantial opportunities for interdisciplinary learning, but a critical challenge faced by students is the integration of disparate technologies. This research explores the integration of Arduino microcontrollers, Lego EV3 technology, and machine learning principles in educational robotics. A multi-layered integration framework is proposed, enabling learners to transition from foundational knowledge of each technology to cross-technology exploration, integrated project-based learning, and iterative evaluation. This framework was applied in a real-world context through the «Orbital experiment of forest fire detection project», which aimed to create a prototype of a small spacecraft (nanosatellite), which, with the help of artificial intelligence and neural networks, is able to observe, find and warn about forest fires from space. The project served as a practical illustration of the potential of the proposed framework to equip students with integrated technological knowledge and skills. By offering a systematic approach to the integration, this research contributes to the development of educational practices that better prepare students for real-world challenges in an increasingly interconnected technological landscape. Future work will focus on the continuous evolution of the curriculum, comprehensive teacher training, research and evaluation of the framework, and community building.

Keywords: Educational robotics; arduino; lego ev3 technology; machine learning; technology integration; project-based learning; interdisciplinary curriculum

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The Effect of Artificial Intelligence Supported Educational Applications on the Curriculum Literacy of Teacher Candidates

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Mustafa Kahyaoğlu, Siirt University, Turkey

Abstract

The aim of the study, to determine the effect of the educational applications supported by the artificial intelligence (AI) on the curriculum literacy levels of physical education and sport teacher candidates. With this purpose, answers of the following questions being looked forward. How are the curriculum literacy levels of teacher candidates? How is the effect of the educational applications supported by AI on curriculum literacy? How is the opinion of teacher candidates about educational applications supported by AI? Study is designed mixed method using quantitative and qualitative research methods together. Explanatory sequential design, one of the mixed research designs, was used for aim of determining how the effect of the educational activities prepared AI supported educational applications on the curriculum literacy levels of teacher candidates and how teacher candidates experienced the current situation. This type of design is proposed when collecting and analysing quantitative data in first step, then second step collecting qualitative data according to quantitative data. The quantitative part of the study was designed via pretest post-test single group quasi-experimental method. And the qualitative part is designed via phenomenological research method. The sample group of the research consist of 30 physical education and sport teacher candidates. In the qualitative part of the study Purposive sampling method and in the qualitative part of the study convenience sampling method were used. Program literacy scale developed by Akyıldız (2020) was used as data collection tool. The scale has 36 items and 4 subdimensions. scale is a five-point Likert type and the degrees of the agreements are sorted as Never (1), Rarely (2), Sometimes (3), Mostly (4) and always. The qualitative data of the study were collected with a semi-structured interview form with 4 questions. During the implementation process of the research, all activities were prepared by the teacher candidates themselves using artificial intelligence-supported educational application tools (magicschool.ai and eduaide.ai). All prepared activities were uploaded to the Canvas learning management system by the teacher candidates and evaluated. In addition, during the experimental process of the application, pretest and post test data were collected through the www.kebirapor.com platform. Variation of the curriculum literacy levels of pre and post experiment were analysed by Paired Sample T-Test in SPSS 22.0 package program. Qualitative Data obtained from the interview form was interpreted with the content analysis method. As a result of the study, it was determined that opinion of teacher candidates about activities prepared by the educational applications supported by AI is positive. In this context, it is suggested that instructional programs prepared by artificial intelligence-supported educational applications can be employed to enhance the curriculum literacy skills of teacher candidates.

Keywords: curriculum literacy, teacher candidate, artificial intelligence, physical education and sport teacher

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The Effect of Artificial Intelligence Supported Educational Applications on the Learning and Teaching Proficiency Levels of Science Education Teacher Candidates

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Abstract

The aim of this study is to determine the effect of artificial intelligence-supported educational applications in science teaching on the learning and teaching proficiency levels of teacher candidates. The research was conducted based on the explanatory sequential design, which is one of the mixed research methods in which quantitative and qualitative research are intertwined. The sample group of the research consists of 28 third-grade teacher candidates studying in the Science Education program of Siirt University Faculty of Education. The experimental group (n: 28) in the quantitative approach of the research was conducted in a pre-test post-test single-group quasi-experimental design. The qualitative approach was carried out with a case study. The quantitative data of the research were collected with the learning and teaching process competencies scale developed by Sahan and Zöğ (2017). The scale consists of 5 sub-dimensions (instructional planning, learning environment and materials, extracurricular activities, diversifying teaching, classroom management) and 41 items. The scale is in five-point Likert format. The qualitative data of the research were collected through a semi-structured interview form. During the implementation process of the research, all activities were prepared by the teacher candidates themselves using artificial intelligence-supported educational application tools (magicschool.ai and eduaide.ai). All prepared activities were uploaded to the Canvas learning management system by the teacher candidates and evaluated by the researchers. The applications lasted a total of 5 weeks. In addition, during the experimental process of the application, pre-test and post-test data were collected through the www.kebirapor.com platform. All analyzes of the obtained quantitative data were carried out with the SPSS 22.0 package program. The opinions of the prospective teachers in the experimental group about the use of artificial intelligence-supported educational applications in science teaching were obtained with a semi-structured interview form. The data obtained from the interview form was interpreted with the content analysis method. As a result of the research, it was determined that artificial intelligence-supported educational applications had a significant impact on the learning and teaching competencies of the experimental group science teacher candidates. However, it was determined that prospective teachers had positive views on the use of artificial intelligence-supported educational applications in science teaching. Based on the results of the study, the researchers conducted this study only with teacher candidates studying in the 3rd grade of the science education program at the Faculty of Education, and it can be carried out with teacher candidates in other classes (for example, 4th grade). In addition, it is thought that it would be useful to apply the subjects within the scope of science learning and teaching competencies to subject areas such as measurement and evaluation, such as measurement and evaluation, and to obtain their opinions, in addition to subjects such as instructional planning and preparing the learning environment.

Keywords: Science teaching, learning, teaching, teacher candidate, artificial intelligence

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Automated Writing Evaluation (AWE) Systems: Moroccan EFL University Students' Experiences and Perceptions

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Abstract

While writing is a crucial part of students' academic English growth, it also takes a lot of time and work from both teachers and students. In an effort to cater for these challenges, automated writing evaluation (AWE) has been introduced as a potential pedagogical technique that exploits technology to assist students' writing. However, little attention has been devoted to examining students' perceptions of AWE use in a higher education context. To this end, this study examines the autonomous use of Automated Writing Evaluation (AWE) tools by EFL students. To assess the perception, researchers tracked 61 EFL students using a closed-ended questionnaire to collect quantitative data from a sample of Moroccan students. The purpose of the questionnaire is to gather information about students' independent use of AWE resources and the reasons behind their usage and non-usage of these tools. Moreover, the study intends to determine patterns in tool usage, describe the students' frequency of using multiple AWE tools, and measure overall AWE technology satisfaction through statistical analysis. According to the results, most EFL students have a favorable view of utilizing AWE tools to assist them in different writing tasks. They also concur that these tools offer substantial benefits across various facets of writing. such as vocabulary, organization, punctuation, and content. Besides, the results reveal valuable insights into the perspectives of individuals who do not use these tools. Overall, The findings contribute valuable insights into EFL students' autonomy in technology-assisted language learning and inform recommendations for optimizing AWE tool integration in language education.

Keywords: Automated writing evaluation systems, university students, perceptions

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Exploring the Relationship of Music Preferences, Musical Engagement, and Depressive Symptoms in Thai High School Students

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Abstract

The purposes of this research were to explore and study the relationship between music preferences, musical engagement, and depression scores of high school students in large public high schools in Nakhon Pathom Province, Thailand. Employing surveys and assessments including Personal Music Preferences, Thai Musical Engagement Scale, and the Thai version of the Patient Health Questionnaire for Adolescents (PHQ-A), this research utilized general statistics and the Pearson correlation coefficient for data analysis. In the sample of Thai students ($n=498$) spanning grades 7-12, popular music (44.48%), hip-hop (17.21%), and rock (10.71%) emerged as the most favored genres. Participants engaged with both lyrical and instrumental music (49.38%), solely lyrical music (48.35%), and solely instrumental music (2.26%). Singing (86.32%) and dancing (61.37%) were preferred music activities, with 61.29% having experience playing a musical instrument. Students' aspects of musical engagement included 'music helps me relax' (mean = 4.43, SD = 0.85) and 'music helps reduce body tension' (mean = 4.27, SD = 0.988). The least rated items were 'I don't listen to music repeatedly if it makes me feel worse' (mean = 3.15, SD = 1.521) and 'I don't get stuck in a bad memory when I listen to music' (mean = 3.67, SD = 1.067). Examining the relationships, music preferences correlated positively with musical engagement ($r = 0.408$, $p < .01$), while no significant correlation was found with depression scores ($r = 0.05$, $p > .05$). However, musical engagement exhibited a significant relationship with depression scores ($r = 0.219$, $p < .01$). The research findings indicate that music preferences, musical styles, and musical activities among students did not exhibit a significant correlation with depressive symptoms. However, there was a notable association between inappropriate musical engagement and depression scores. This suggests a need for further investigations to clarify the relationship between musical engagement and specific psychopathologies in high school students. Moreover, it is advisable for schools to enhance their music curriculum, providing appropriate knowledge and guidance on musical use to students. This proactive approach aims to prevent and offer mental health support within the school context.

Keywords: Music preferences, musical engagement, depressive symptoms

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A Study on the Current State of Education in Africa and the way Forward to Achieve SDG Educational Goal 4

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Abstract

Educating children in Africa has become a challenge over decades now and continues to lead globally as a continent with a higher percentage of children out of school. Although several advancements have been completed in the direction of achieving the SDG Educational Goal 4 by 2030, there exist other issues that need to be addressed as these tenacious problems if not properly solved will cause difficulties in achieving quality education availability for all goals intended to achieve in Africa. This study discusses the current state of education in Africa and also investigates the challenges preventing children from accessing primary and secondary education in Africa and outlines some mitigative measures to overcome these challenges. This study will provide vital information required to improve quality education as well as solve the issues of children's out-of-classroom situation in Africa.

Keywords: SDG educational, goal 4, Africa

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Sustainable Education: What Impact on Innovation and Sustainable Economic Growth in Morocco?

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Abstract

Education is the backbone of the economic and social development of nations. In this context, education for sustainable development is a cross-disciplinary education, integrating the challenges of sustainable development into new disciplinary, technological and professional learning programs. Education for sustainable development explicitly intersects with other cross-disciplinary education, including education for development and international solidarity, health education, and also artistic and cultural education. In our present work, we aim to study the extent to which education for sustainable development can lead to greater involvement in the sustainable development objectives set out in the 2030 Agenda. This approach is based on the introduction of skilled, innovative human capital into the market, which will enable a large injection of innovative entrepreneurs into the economy, leading to the creation of responsible jobs and the absorption of unemployment, as well as an improvement in the quality of life (social situation, purchasing power) and an increase in economic growth. This will encourage state institutions to further promote investment in education for sustainable development, ensuring the continuity of this circuit and the achievement of growth and sustainable development objectives. The general objective of our article is to study the introduction of this new education for sustainable development and its contribution to the generation of skilled human capital for sustainable economic growth. In this regard, we will begin with a review of the theoretical literature on education for sustainable development and its impact on the sustainability of economic growth. Then we will present a benchmarking between developed and developing countries and finally we will analyze the case of Morocco using the Vector Autoregressive (VAR) model to determine the impact of education on innovation and sustainable growth.

Keywords: Innovations, education and sustainable development, human capital, economic growth

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The Impact of Covid-19 on the Global Economy: The Role of Education for Mitigation

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Abstract

The declaration of Covid-19 as a pandemic by the World Health Organization in, 2020 caused Governments of various countries globally to implement restrictive measures and mobilize voluminous funds to limit the virus's spread, resulting in an unprecedented economic crisis in terms of severity, duration, extension, scale, and evolution. These measures have brought serious consequences to the functioning of economies. This paper aims to conduct a systematic review of how the global economy is stuck by the Covid-19 pandemic especially the exchange rates using the "PRISMA Statement" method. The study also investigates the role of education in overcoming these economic crises and the need to invest in education. To present the findings of these studies, a qualitative synthesis was conducted, which included an analysis of the econometric techniques. The studies analyzed the pandemic's effect on various countries' exchange rates, including a panel of single or multiple currencies. The present study provides useful information for policymakers of education and other educational agencies on the need to invest heavily in education as well as helping to achieve the SDG educational goal.

Keywords: Global economy, covid-19 pandemic, sustainable, developing, education, sdg

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Developing L2 Phonological Awareness in Infant Education: The Scaffolding and DMAIC Importance

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Nowadays, teaching English to L2 levelers has an essential role in our daily lives. Conversely, in past decades, current English systems aim to teach this language through native language immersion. Thus, most students show truly native and fluent speech. However, accomplishing this goal is an important hindrance due to the lack of didactic resources available at schools. As a result, the bad experiences gathered by students will trigger a particular English language rejection. To tackle this situation, first, teachers should make a brief student's L2 knowledge to guarantee a better L2 learning performance considering the following features: our target students, the class atmosphere, the class resources, and the student's previous L2 knowledge. This article aims at infant education students. This feature has a strong meaning for teachers because the students are learning two languages at the same time. Hence before setting the class up, there must be a thorough vocabulary and speech selection to provide meaningful learning. Unfortunately, this challenge is also tackled by the second obstacle, vocabulary representation. Teachers usually address it through visual supports, commonly known as scaffolds and DMAIC structures (*Define, Measure, Analyze, Improve, and Control*) (Coughlan and Coughlan (2002), Antony and Bhaaji (2002), Eckes (2003), Montgomery and Woodall (2008). Both systems' combinations provide an efficient learning system. Scaffolding enhances the sounds meaning immersed in the vocabulary provided through lessons. Nevertheless, this combination sets aside the importance of the quality and quantity of the students' productions. As a result, some students accomplish the main objective but do not with the expected results. On the other hand, the DMAIC structure sets different content limits helping students to connect not only the lesson contents but also the inner vocabulary sound structures and most importantly, the twelve Hockett's language features (Hockett, 1963). The negative experiences of the students at the time of facing L2 compel them to opt for memoirist learning (Sobral, 2021). These kinds of issues faced by most teachers every day at schools could be addressed with a different perspective. The proper language set, helps students to make a connection between two different languages. This language coordination sets progressive learning patterns with which students will not integrate isolated concepts, but they will make strong connections between L1 and L2 connections. The assessment process will be accomplished through computer assistance, with *the class dojo app*. This resource implementation combined with the proper visual support also the student's responses, a 30% improvement will be reached in the following years after its implementation by the year 2025.

Keywords: Developing L2 phonological, awareness, infant education

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Proposal for a Model for Solving Mathematical Problems from a Specific System

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Abstract

Traditional approaches to solving mathematical problems often rely on predefined strategies and techniques that may not adequately capture the complexities and nuances of real-world systems using only reproductive knowledge. In this paper proposal, we present a novel model for solving mathematical problems tailored specifically for the unique characteristics and requirements of given system of tasks. The proposed model draws inspiration from related disciplines or existing mathematical models and leverages (specific techniques or algorithms) to address the intrinsic challenges presented by given System. By taking into account the distinctive features and constraints of the system, our model aims to provide a more accurate and efficient solution methodology. To achieve this, our model integrates methodologies, allowing for a comprehensive analysis of the problem space within the scope of given System. Furthermore, it incorporates tools and techniques to facilitate data processing, simulation, and visualization, enhancing the overall problem-solving process. The expected outcome of this research is a refined mathematical problem-solving framework specifically designed for given System, which will help researchers, practitioners, and decision-makers tackle the complexity of their respective domains more efficiently and accurately. Moreover, by bridging the gap between theoretical mathematics and real-world applications, our model has the potential to pave the way for further advancements in the field.

Keywords: Mathematical problems, specific system, proposal

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Analyzing the Correlation between Coronaphobia Tendencies and “Poetic Justice”

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Abstract

Coronaphobia, a term coined during the COVID-19 pandemic, refers to fear and anxiety specifically associated with COVID-19. Given the prevalence of retributive thinking, I considered whether some people who treated infected people in a discriminatory manner might have felt a sense of *poetic justice* (cause-and-retribution thinking). Therefore, this study first aims to investigate the following hypotheses: that trends in coronaphobia declined between 2020 (when the pandemic began) and 2022; that the tendency toward coronaphobia differs depending on age, gender, and whether a person is single or married; and that people who felt a sense of poetic justice towards individuals infected with COVID-19 were more likely to have coronaphobia. This study clarifies the relationship between poetic justice and coronaphobia. A survey was completed by 4783 people, once in 2020 and again in 2022. Among the respondents, the trend of coronaphobia decreased between 2020 and 2022. In addition, older respondents were less prone to coronaphobia than younger respondents. Finally, respondents with a strong sense of poetic justice regarding people infected with COVID-19 were more likely to have coronaphobia.

Keywords: Coronaphobia, “poetic justice”, pandemic, discrimination, covid-19

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Intensity of Social Media Use and Literacy Skills in Students: A Study in the Context of Learning, Entertainment, and Communication

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Abstract

This research scrutinizes the correlation between social media usage intensity and literacy skills among 397 high school and vocational students in Indonesia, focusing on learning, entertainment, and communication. Utilizing a descriptive quantitative approach, the study categorizes social media usage. It evaluates literacy skills, revealing a significant correlation between learning and communication but no impact on entertainment. The confirmed homoskedasticity of the regression model strengthens the findings. This suggests implications for educational strategies and advances our understanding of how social media affects literacy. Future studies should broaden samples, consider diverse demographics, and employ comprehensive designs for nuanced findings—tailored interventions to enhance social media usage and support literacy warrant further exploration.

Keywords: Social media; students; usage intensity; literacy skills; education

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Adapted Dialectical Behavior Therapy Skills Training Group from the Perspective of Undergraduate Students: A Focus Group Study

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Abstract

The effects of Dialectical Behavior Therapy (DBT) skills training groups have been found in the literature to be effective for various populations in both clinical and non-clinical settings. For university students, there is a growing body of research on the effects of adapted or stand-alone DBT Skills Training Groups for mental health prevention and for contributing to their psychological well-being and quality of life that shows promising results. For prevention, one approach to teaching these skills to university students is to use DBT skills training groups integrated into a related course. To this end, this study aims to determine undergraduate students' views of adapted DBT skills training integrated into an elective psychology course. A qualitative focus group interview study was conducted with 7 volunteer students enrolled in the course. Ungraded and optional participation in the skills training was structured. A focus group interview analyzed by content analysis. The results were collected in five main categories of their view of the content and process of the course: Expectations and personal goals, skills or topics found useful and difficult, personal gains, methods and techniques of the course, recommendations for future practice. According to the results, mindfulness and emotion regulation skills were the most reported skills as useful. In general, the results showed that students found the adapted skills training integrated into the course to be effective and were satisfied with the course.

Keywords: Behavior therapy, skills, training, group study

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