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Sharing the Passion for Learning

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Table of Contents

DIGITAL OBJECT-BASED LEARNING WITH NISHIKI-E ARTWORKS FOR CROSS-DISCIPLINARY LEARNING IN HIGHER EDUCATION	1
<i>S. Tanabashi</i>	
STEP FORWARD WITH FOOT PRINTS: YOUR COMPANION IN TEACHER TRAINING	6
<i>C. Rudloff, A. Kapsalis, C. Gesierich, A. Efstathiades</i>	
APPROACHES AND TECHNOLOGIES FOR PERSONALIZING CULTURAL HERITAGE CONTENT	14
<i>A. Nikolova, V. Georgiev, E. Mitreva</i>	
AUTOMATED GENERATION AND EVALUATION OF VOCABULARY TESTS: A LARGE LANGUAGE MODEL APPROACH	21
<i>A. Nakanishi</i>	
ADVANTAGES OF GENERATIVE AI TO STIMULATE STUDENT ENGAGEMENT AND ETHICAL CONCERNS IN THE CLASSROOM	30
<i>L. Vargas-Mendoza, J. Aguirre-Aguilar, S. Quintana</i>	
PIONEERING COMPUTER SCIENCE EDUCATION IN AUSTRIA: A PRACTICAL REPORT ON CURRICULUM DEVELOPMENT	38
<i>C. Hörmann, L. Kuka, M. Unterweiger, B. Sabitzer</i>	
VISUALISING LEARNING: FACILITATING HYBRID LEARNING USING A VISUALIZER	45
<i>A. Johnstone</i>	
THEORETICAL FOUNDATIONS OF CORPORATE SOCIAL RESPONSIBILITY AND EXAMINATION IN TERMS OF EDUCATIONAL ORGANIZATIONS	49
<i>F. Nayir</i>	
COMPARISON OF INNOVATION COMPETENCE IN EDUCATION SCIENCES: A CULTURAL CAPITAL PERSPECTIVE FROM LATVIA	50
<i>A. Ņesika, Z. Rubene</i>	
NAVIGATING THE INTEGRATION OF GENERATIVE AI IN HIGHER EDUCATION: BALANCING INNOVATION WITH PROFESSIONAL INTEGRITY	51
<i>N. Weimann-Sandig</i>	
LEARNING INTO AI IN SOUTH AFRICAN LEGAL EDUCATION: BENEFITS, OPPORTUNITIES AND CHALLENGES	59
<i>L. Prinsen</i>	
WIKIPEDIA AS A VALUABLE TOOL FOR PHD STUDENTS IN THE DISSEMINATION OF SCIENTIFIC KNOWLEDGE	67
<i>E. Ramos, R.M. García-García, M. Arias-Álvarez</i>	
FOSTERING TRANSDISCIPLINARY COLLABORATION IN INDUSTRIAL DESIGN EDUCATION: A PEDAGOGICAL FRAMEWORK FOR THE DEVELOPMENT OF BIO-BASED MATERIALS	72
<i>J. Alarcón Castro, R. Balbo, F. Alarcón</i>	
IMPLEMENTATION OF AN IN SILICO TOXICOLOGY SEMINAR	80
<i>E. Ramos, A. Romero, A.Y. González, J.A. Morales García, J. Egea, E. Sola</i>	
AI TOOLS IN ENVIRONMENTAL EDUCATION: FACILITATING CREATIVE LEARNING ABOUT COMPLEX INTERACTION IN NATURE	84
<i>D. Sachyani, A. Gal</i>	
IMPACT OF COLLABORATIVE HYBRID INTERNATIONAL LEARNING ON L2 LEARNERS: LEARNING OUTCOMES AND CHALLENGES	85
<i>A. Hirano, P.B. Kanduboda</i>	
INDIGENIZING THE DISTANCE: INDIGENOUS INSTRUCTOR PERSPECTIVES' ON EMERGING TECHNOLOGY	86
<i>D. Zuercher, P. Tauiliili, I. Yeung, J. Sanders</i>	
USING MACHINE LEARNING ALGORITHMS TO PROCESS AND TRAIN AN E-COURSE REGISTRATION DATA MODEL	91
<i>O. Ovtšarenko</i>	
IS CHATGPT A MINDTOOL OR A PERFORMANCE SUPPORT SYSTEM? A CRITICAL EXAMINATION OF ITS ROLE IN EDUCATION	96
<i>H. Meishar-Tal</i>	

"PARENT MEETINGS ON MY SMARTPHONE": COMMUNICATION BETWEEN TEACHERS AND PARENTS ON SOCIAL NETWORKS – WHATSAPP GROUPS AS A CASE STUDY	97
<i>S. Traeger-Sudri, H. Rosenberg, C. Sabag-Ben Porat, H. Lowenstien</i>	
BALANCING AI ASSISTANCE WITH STUDENT AUTHORSHIP IN ACADEMIC WRITING: REFLECTIONS FROM A GREEK AND ROMAN MYTHOLOGY CLASS	98
<i>V. Caldesi Valeri</i>	
SKILLS DEVELOPMENT PROGRAMS IN GREEK PRIMARY EDUCATION IN THE THEMATIC UNIT: CARING FOR THE ENVIRONMENT	99
<i>D. Gkatzos</i>	
INTEGRATING SERVICE LEARNING INTO UNIVERSITY EDUCATION – CASE STUDY: SERVICE LEARNING (SL) STUDENT PROJECT "CONTACTLESS IN BUS"	104
<i>C. Chiorean</i>	
MULTILINGUALISM AND CULTURAL UNDERSTANDING: FUTURE WORK-LIFE SKILLS THROUGH VIRTUAL LANGUAGE STUDY	115
<i>L. Wallenius, I. Brazauskaitė-Zubavičienė, K. Mullamaa</i>	
PUTTING THE 'UNIVERSAL' INTO UNIVERSAL LECTURE CAPTURE	122
<i>C. Byfield, K. Watts, P. Trimmer, P. Philipson, M. Macintyre</i>	
PSYCHOLOGY STUDENTS' PERCEPTION OF NEUROSCIENCE: NEUROPHOBIA, ANXIETY, AND GOAL ORIENTATION	132
<i>S. Garcés-Arilla, C. Fidalgo, M. Mendez-Lopez, V. Hidalgo, S. Collado, A. Burgos, G. Lopez-Crespo</i>	
METHODS AND FORMS OF ASSESSMENT IN PRIMARY EDUCATION: INSIGHTS INTO THE CONTEMPORARY SCHOOL	133
<i>M. Skutil, S. Knížová, K. Wolfová</i>	
PROMOTING THE USE OF SUSTAINABLE MATERIALS FOR ENVIRONMENTAL AWARENESS THROUGH THE CREATION OF A BIOMATERIALS DATABASE CATALOGUE	141
<i>S. Nuere, P. Alarcó González, C. Alía García, Y. Jiménez Martínez, J. Lasa Cobo</i>	
THE IMPACT OF IMMERSION AND PRESENCE ON INFORMATION RETENTION IN VIRTUAL REALITY TRAINING: FINDINGS FROM THE DEFFINUM LEARN PROJECT	151
<i>J.C. Sakdavong, R. Sanogo, Q. Jordahn</i>	
DEVELOPING LEARNING: A COMPARATIVE STUDY ON THE USE OF AI AND TRADITIONAL LITERATURE SEARCH METHODS IN ENHANCING CRITICAL THINKING AND INFORMATION SELECTION SKILLS	160
<i>J. Jia</i>	
ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES	166
<i>J. Lieponienė</i>	
LEARNING DIGITAL SIGNAL PROCESSING WITH AN ESCAPE ROOM	174
<i>L. del Val, J.J. Villacorta, A. Izquierdo, J. Retortillo</i>	
DESIGN OF PARALLEL APPLICATIONS THROUGH QUANTUM CIRCUITS, NEW CONTENT FOR EDUCATION IN SUPERCOMPUTING	182
<i>F.J. Orts</i>	
A PEDAGOGICAL APPROACH TO TEACHING QUANTUM COMPUTING IN ENGINEERING EDUCATION	190
<i>F.J. Orts</i>	
"I2C: IS IT CLEAR?": AN ONLINE GAME-BASED APPLICATION TO FACILITATE ACADEMIC LECTURES	194
<i>N. Nakkas, E. Papaioannou, C. Kaklamanis</i>	
"MY-XPRT": A PROGRESSIVE WEB APPLICATION EXPLOITING CROWDSENSING FOR ENABLING AN EXPERT MINING ONLINE SOCIAL COMMUNITY	204
<i>N. Souleles, E. Papaioannou, C. Kaklamanis</i>	
NAVIGATING THE COMPLEXITIES OF SCIENCE EDUCATION: CHALLENGES AND OPPORTUNITIES	205
<i>J. Reyna, M.R. Ariza, A. Quesada Armenteros</i>	
TEACHING AI WITH AI IN HIGHER EDUCATION – ON COURSE DESIGN AND ASSESSMENT	216
<i>P. Mozelius</i>	
LIGHTS, CAMERA, ACTION: CREATING A PATIENT ENCOUNTER VIDEO LIBRARY FOR RADIATION ONCOLOGY STUDENT EDUCATION	223
<i>J. Baker, M. Dehghanpour</i>	

CRITICAL THINKING AND PROBLEM-SOLVING: INSIGHTS INTO THE PERCEIVED BELIEFS OF STAFF AND STUDENTS ABOUT ASSESSMENT LITERACY AND THE MOTIVATED NEED FOR DIGITAL LITERACY	228
<i>A. Costello, S. Telfer, N. Nahar, I. Stalker</i>	
EXPLORING THE LEADERSHIP BEHAVIOURS ENACTED DURING TEAM BASED LEARNING: AN ANALYSIS OF THE EXPERIENCES OF STUDENTS FROM AN IRISH TECHNOLOGICAL UNIVERSITY	237
<i>D. O Hanlon</i>	
POSSIBILITIES FOR INTEGRATING TRADITIONAL AND ONLINE SCHOOL COUNSELLING	245
<i>M. Boniel-Nissim</i>	
AN EXPLORATORY ANALYSIS OF STUDENTS' USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)	246
<i>J. Reardon, D. McCorkle, M. Martin, A. Radon</i>	
THE "NOISE, RESISTANCE, AND MESSAGE" IN ARAB BILINGUALS-BILITERATES' TRANS-IDENTITY SPACE CONSTRUCTION	250
<i>M. Alhabbash, N. Al Sheikh, N. Al Mohammedi</i>	
PEDAGOGICAL INNOVATION: INTEGRATING NEW TECHNOLOGIES IN VISUAL ARTS EDUCATION IN LOWER SECONDARY SCHOOL	251
<i>C.M.S. Gigante</i>	
PREDICTING DYSLEXIA ACROSS DEVELOPMENT: A LONGITUDINAL STUDY OF EARLY LANGUAGE-RELATED RISK FACTORS IN HEBREW	256
<i>R. Yinon, D. Tal, S. Shaul, Y. Kanat-Maymon, T. Katzir</i>	
DECENT WORK, MEANINGFUL LIFE: PATHWAYS TO A SUSTAINABLE FUTURE	257
<i>J. Carneiro Pinto</i>	
ARTIFICIAL INTELLIGENCE AND MUSIC: EVOLUTION AND INTEGRATION IN UPPER SECONDARY MUSIC EDUCATION IN AUSTRIA	262
<i>A. Pfeiffer, T. Wernbacher</i>	
ADVANCED GAMIFICATION AND AI-DRIVEN ASSESSMENTS: OPPORTUNITIES AND ETHICAL CHALLENGES IN EDUCATION	268
<i>A. Pfeiffer, T. Wernbacher, M. Wawra, S. Bezzina, A. Dingli</i>	
ONE HEALTH ACADEMIC RESEARCH PROJECT – SCIENCE POPULARIZATION AND PUBLIC OUTREACH ACTIVITIES	272
<i>D. Vankova, P. Boncheva, S. Mihaylova, Z. Radkova, N. Mihaylova, P. Vankov, N. Feschieva</i>	
THEMATIC ANALYSIS OF TEACHER SELF-EFFICACY: TRENDS AND APPROACHES IN EDUCATIONAL RESEARCH (2020-2024)	278
<i>A. Izquierdo, R. Gilar-Corbí, J.L. Castejón</i>	
ARCHETYPING INTEGRATIVE MEDICINE PROGRAMMES: EDUCATIONAL RESEARCH AND REGULATIONS	279
<i>D. Vankova</i>	
EXPLORING INDIVIDUAL EXPERIENCES OF DYSLEXIA-RELATED STIGMA AND COPING DURING THE COVID-19 PANDEMIC	285
<i>A. Bishop, A. Cunningham, C. Marshall, R. Larkin</i>	
PROTEUS - PROMOTING SUCCESS IN UNIVERSITY: PROJECT PRESENTATION	286
<i>J. Carneiro Pinto, S. Costa-Ramalho, C. Branquinho</i>	
E-LEARNING TO INCREASE SELF-AWARENESS AND INTERCULTURAL COMPETENCE	290
<i>B. Young, D. Snead</i>	
PSYCHOLOGICAL SUPPORT FOR SECURE BASE FOR LEARNERS FROM INSECURE ATTACHMENTS IN SOUTH AFRICAN SCHOOLS	291
<i>M.N. Mahlangu, P. Aloka</i>	
PROMOTING THE JIGSAW METHOD IN TEACHING	299
<i>G. Nikolova, D. Vankova, P. Vankov</i>	
COMPARING CIRCUIT SIMULATION TOOLS IN AN INVERTED APPROACH OF THE ELECTRONICS LABORATORY AT UNIVERSITY	304
<i>D. Valiente, F. Rodríguez-Mas, A. Ortega, M. Flores, A. Ruiz, A. Hortal, A. Peidró</i>	
BALANCING ACADEMIC RIGOUR AND INDUSTRY RELEVANCE ON PROFESSIONAL AND EXECUTIVE EDUCATION PROGRAMMES	305
<i>A. Clarke</i>	
INCORPORATING THE UNIVERSAL DESIGN FOR LEARNING IN ACTIVE TEACHING/LEARNING AND EVALUATION STRATEGIES IN ANALYTICAL CHEMISTRY SUBJECTS TO IMPROVE PROFESSIONAL SKILLS	314
<i>C. Pérez-Ràfols, J. Bastos-Arrieta, X. Subirats, N. Serrano, J.M. Díaz-Cruz, O. Núñez</i>	

GENERATIVE AI TOOLS IN HIGHER EDUCATION: A CASE STUDY OF STUDENT USAGE AT A SMALL LIBERAL ARTS COLLEGE <i>C. Del Gobbo, M. Birkenkrahe</i>	315
ACADEMIC IMPACT OF PARENT WITHDRAWAL FROM ENGLISH LANGUAGE DEVELOPMENT SERVICE <i>H. Kim</i>	325
LECTURER'S EYE-TRACKING IN A LANGUAGE DIDACTICS SEMINAR AS AN OPPORTUNITY FOR STUDENT INCLUSION <i>A. Šimkienė</i>	330
FROM GAMES TO COMMUNICATION COMPETENCE: A SYSTEMATIC REVIEW OF THE RESEARCH ON THE IMPACT OF SERIOUS GAMES IN HIGHER EDUCATION <i>S. Álvarez-García, S. Gómez-García, A. Castellet-Homet, M.C. Gálvez-de-la-Cuesta, M.C. Gertrudis-Casado, S. Mena-Muñoz, N. Navarro-Sierra, G. Sánchez-Muñoz, D. Varona-Aramburu, K. Rodríguez-Moreno, L. Montilla-Rodríguez</i>	331
SERIOUS GAMES IN MEDIA LITERACY: A TOOL FOR TRAINING IN COMMUNICATION AND SOCIAL RESPONSIBILITY <i>S. Álvarez-García, S. Gómez García, A. Castellet-Homet, S. Mena-Muñoz, M. Gálvez-de-la-Cuesta</i>	337
MODEL OF VISUAL ART EDUCATION FOR PERSONS WITH BLINDNESS <i>E. Śmiechowska-Petrovskij</i>	343
STUDENT SATISFACTION WITH FEEDBACK AND EVALUATION IN ONLINE DISCUSSION ACTIVITIES USING LEARNING ANALYTICS <i>T. Romeu Fontanillas, J.L. Cánovas Izquierdo, M. Guiterf Catasís, J.P. Cerro Martínez, M. Sabadell i Bosch, A. Meseguer Artola</i>	344
FROM EQUATION TO EXPLANATION: LEVERAGING LARGE LANGUAGE MODELS FOR INTERACTIVE MATH EDUCATION <i>J. Izquierdo-Domenech, C. Aliaga-Torro, I. Ferri-Molla, J. Linares-Pellicer</i>	353
EVALUATING THE EFFECTIVENESS OF CASH AND VOUCHER ASSISTANCE (CVA) IN SCHOOL PARTICIPATION AMONG ADOLESCENT GIRLS IN NORTHEAST NIGERIA <i>C.R. Effiom, H.M.O. Idiong, C. Usie</i>	359
DEEPER LEARNING THROUGH PEDAGOGICAL LEARNING DESIGN <i>S. Ruhalahti</i>	368
CONSISTENCY AND ORIGINALITY IN GENERATIVE ARTIFICIAL INTELLIGENCE (GEN AI) OUTPUT IN HIGHER EDUCATION INSTITUTIONS (HEIS): CAN WE TRUST IT? <i>L. Zizka</i>	375
MODERN METHODS WITH EFFECTIVE IMPACT IN THE MANAGEMENT OF CONFLICTS IN THE SCHOOL ORGANIZATION <i>V.A. Enachescu</i>	383
RE-DEFINING LEARNING IMPACT <i>P. Hunter</i>	393
SELECTED DETERMINANTS OF PARENTAL INVOLVEMENT IN DEVELOPING CHILDREN'S LANGUAGE AND READING SKILLS. EMPIRICAL GUIDELINES FOR DESIGNING ACTIVITIES SUPPORTING HOME LITERACY ENVIRONMENTS <i>K. Kuracki</i>	394
IN THEIR OWN WORDS: HOW STUDENT RETENTION OFFICERS VIEW THE EFFECTIVENESS OF RETENTION POLICIES IN THE AMERICAN HIGHER EDUCATION SYSTEM <i>A. Khalil</i>	395
ADAPTING TO CHANGING TIMES AND NEW REALITIES: SUPPORTING FUTURE TEACHERS AMID THE ONGOING TEACHER CRISIS <i>D. Romero, A. Romero de la Torre</i>	396
REDUCING TEACHER ATTRITION: UNDERSTANDING NEWLY QUALIFIED TEACHERS' NEEDS IN EUROPE WITH RESPONSES AND SUPPORT FROM DIGITAL TECHNOLOGIES <i>T.A. Prola</i>	401
DIGITAL VULNERABILITY AND COMMUNITY OF BELONGING IN DIGITAL SOCIAL NETWORKS: PRACTICES AND SUPPORTS FOR YOUTH AUTONOMY <i>T.A. Prola</i>	402
EDUCATIONAL DETERMINANTS OF DEMOGRAPHIC DEVELOPMENTS: DRAWING THE COMMUNITY PROFILE OF BURGAS, BULGARIA <i>D. Vankova, G. Nikolova, Y. Benova-Ananieva, P. Vankov</i>	403
STUDENT TEACHER MENTORSHIP DURING WORK INTEGRATED LEARNING: INSIGHTS FROM PRE-SERVICE STUDENT TEACHERS <i>N. Moodley</i>	408

CHALLENGES OF INFORMATION AND COMMUNICATION TECHNOLOGY INTEGRATION ON CURRICULUM DELIVERY IN SOUTH AFRICAN SCHOOLS <i>N. Moodley, H. Ditta</i>	414
DESIGN STUDENTS' UNDERSTANDING OF THE STUDIO REVIEW PROCESS <i>D. Bender</i>	424
EMPOWERING EFL TEACHERS THROUGH DIGITAL TRAINING: ENHANCING LANGUAGE ASSESSMENT LITERACY FOR SECONDARY SCHOOL EDUCATORS <i>A. Ozcan, Z. Kocoglu</i>	425
ENSURING STUDENT WELLBEING BY CREATING A POSITIVE TEACHING AND LEARNING ENVIRONMENT <i>A. Fernandez, G. Shaw</i>	426
SEGMENTATION AND CONTINUOUS FEEDBACK: KEYS TO IMPROVING THE QUALITY OF MASTER'S THESES <i>A. Castrechini Trotta, I. Armadans Tremolosa, C. Alvarado Álvarez, I. Pellicer Cardona</i>	427
HARNESSING ARTIFICIAL INTELLIGENCE TO TRANSFORM EDUCATION: FROM STATIC TEXTS TO DYNAMIC, INTERACTIVE LEARNING DIALOGUES <i>C. Aliaga-Torro, J. Linares-Pellicer, I. Ferri-Molla, J. Izquierdo-Domenech</i>	436
STANDARDISATION OR PERSONALISATION OF LEARNING CONTENT: WHICH STRATEGY MAKES MORE SENSE WHEN CREATING LEARNING CONTENT FOR LMS? <i>D. Lukac, H. Akter</i>	442
PLAY-DOH WITHOUT PIXELS: ARTIFICIAL INTELLIGENCE IN SWEDISH PRESCHOOL TEACHER EDUCATION PROGRAMMES <i>L. Ljungcrantz, P. Mozelius, J. Jaldemark</i>	451
IMPACT OF DYSFUNCTIONAL FAMILY DYNAMICS ON STUDENT ACADEMIC PERFORMANCE: CHALLENGES AND INTERVENTIONS <i>J. Sanchez</i>	459
STRATEGIES FOR CREATING EQUITABLE AND INCLUSIVE HIGHER EDUCATION LEARNING ENVIRONMENTS <i>B. Refaei, R. Kumar</i>	466
ARTIFICIAL INTELLIGENCE IN THE CLASSROOM: NEW SCENARIOS FOR RISK ASSESSMENT <i>J.C. Muria-Tarazón, J.V. Oltra Gutiérrez</i>	467
EMPOWERING STUDENTS: SHOULD IT CERTIFICATIONS BE PART OF THE CURRICULUM? <i>J. Quan</i>	472
DEVELOPMENT OF A SENSOR-INTEGRATED INFANT MANNEQUIN AND VISUALIZATION SYSTEM FOR INFANT CARE PRACTICE <i>T. Toriyama, A. Urashima, J. Wakase, T. Terai, S. Takagi, Y. Matsumoto, Y. Minagawa, T. Kobayashi</i>	477
MULTIPLE IDENTITIES: THE IMPACT OF ACADEMIC STUDIES ON EARLY CHILDHOOD TEACHERS' PERSONAL AND PROFESSIONAL IDENTITY <i>Y. Shany</i>	484
RUSKIN MODULES: INTRODUCING INTERDISCIPLINARY BREADTH MODULES <i>M. Warnes, S. Pratt-Adams, E. Brown</i>	488
EXPLORING THE CHALLENGES OF MULTICULTURALISM IN THE CONTEXT OF DEMOCRATIC EDUCATION <i>K. Spridzane, O. Astratova, Z. Rubene</i>	498
SMART DIVERSITY-EQUITY-INCLUSION PLAN FOR HELIOSTAT SOLAR ENERGY COMMUNITY <i>D. Kim</i>	499
CRACKING THE CITATION CODE: A FUN DIVE INTO IN-TEXT CITATION PRACTICES AMONG OMANI UNDERGRADUATES WITH LAWSHE'S VALIDITY WIZARDRY <i>F. Al-Dhahli, J. Issa</i>	504
NATIONAL OVERVIEW OF THE SEXUAL DIVISION OF LABOR IN FEDERAL INSTITUTES OF EDUCATION, SCIENCE AND TECHNOLOGY IN BRAZIL <i>A.V. Moreira Santana Martins, F.M. Coelho Borges Cardoso, M.T. Martínez-Fernández, M. de Moraes Sousa</i>	516
FACTORS ASSOCIATED WITH GENDER AND POWER IN FEDERAL INSTITUTES OF SCIENCE AND TECHNOLOGY EDUCATION OF GOIÁS <i>E.A. da Silva, F.M. Coelho Borges Cardoso, M. Matos Torres, M. de Moraes Sousa</i>	517
EXPLORING THE IMPACT OF A BOOK REVIEW TASK ON PRE-SERVICE TEACHERS' READING PRACTICES AND FUTURE TEACHING OF CHILDREN'S LITERATURE <i>S.A. Nkomo</i>	518

ANALYZING TECHNOLOGY USE IN MATHEMATICS INSTRUCTION: A STUDY USING THE SFCP FRAMEWORK <i>A. Lipovec</i>	527
CURRICULUM DESIGN: MULTIDISCIPLINARY ONLINE DEGREE STUDIES <i>K. Brusila-Meltovaara, L. Heikinheimo, S. Sore</i>	537
"PROJETE NATURA": STRATEGIES IN THE CLASSROOM TO IMPROVE THE PERCEPTION OF INSECTS IN SOCIETY <i>I. Cardona-Ibáñez, I. García-Robles, M.T. Martínez-Pastor, I. Quilis, R. Ibáñez-Alcocer, M. Ferrer-Suay</i>	543
TRAINING AND DEVELOPMENT PROGRAM FOR DIGITAL TEACHING COMPETENCE OF UNIVERSITY TEACHERS: THE CASE OF THE BLANQUERNA FACULTY OF PSYCHOLOGY, EDUCATIONAL SCIENCES AND SPORTS SCIENCES (RAMON LLULL UNIVERSITY) <i>E.S. Ojando, J. Simon, M.A. Prats, X. Àvila</i>	547
UNLOCKING THE SECRETS OF HEXAPODS: GAMIFIED APP TOOLS FOR IMPROVED MORPHOLOGY STUDIES IN HIGHER EDUCATION <i>M. Gregori, J. Abella, M. Ferrer-Suay, A. Martínez-Orti, M.G. Nieto, V. Blasco, J. Pérez, G. Pérez De Lanuza, M.H. Cornejo-Rodríguez, A. Lazaro, J. Selfa Arlandis, G.A. Vera</i>	548
INCORPORATING REAL INDUSTRY CASES AS A TEACHING AND LEARNING TOOL IN THE MASS AND ENERGY BALANCE COURSE OFFERED IN AN ENGINEERING UNDERGRADUATE PROGRAM <i>E. de Jesus Cândido Moraes, J. Antônio Conti Silva</i>	555
THE RELEVANCE OF ENTREPRENEURSHIP AND LIFE PROJECT COURSES IN THE PREPARATION OF HIGH SCHOOL AND TECHNICAL STUDENTS FOR ENTRY INTO HIGHER EDUCATION: THE CAREER FAIR PROJECT <i>E. de Jesus Cândido Moraes, M. Aires Corrêa da Silva</i>	561
INSIGHTS AND LESSONS FROM USING THE EARLY GRADE READING ASSESSMENT TOOL WITH FOUNDATION PHASE ENGLISH FIRST ADDITIONAL LANGUAGE LEARNERS <i>S.A. Nkomo, A. Carrim</i>	566
PHYSICAL SCIENCE SUBJECT ADVISORS' PERSPECTIVES ON THEIR ROLES TO IMPROVE COMPETENCIES OF TEACHERS FROM PREVIOUSLY DISADVANTAGED SCHOOLS <i>M.M. Stephen, E. Nyamupangedengu</i>	573
THE ROLE OF TEACHER DEVELOPMENT WORKSHOPS IN THE TEACHING OF PHYSICAL SCIENCE FOR NOVICE AND OUT-OF-FIELD TEACHERS: A CASE OF PREVIOUSLY DISADVANTAGED SCHOOLS <i>M.M. Stephen, P. Zuma</i>	582
CSI: CASE STUDY INVESTIGATION – INTERDISCIPLINARY LEARNING IN THE VIRTUAL CLINIC <i>J. Baker, M. Sizemore, M. Phillips, K. Hoggatt Krumwiede</i>	589
IMPLEMENTATION OF A THEORY ASSESSMENT SYSTEM BASED ON CBM METHODOLOGY USING AI-GENERATED TESTS <i>F. Escalona, F. Gomez-Donoso, M. Cazorla, E. Martinez-Martin, D. Viejo-Hernando, H. Penades-Migallon, A. Belmonte-Baeza, A. Lopez-Sellers, D. Martinez-Miranzo</i>	595
TACKLING THE STEM CRISIS: MAKING STEM EXCITING AND EASING STUDENTS' FEARS <i>S. Gaisser, A. Knoblauch, S. Reimann, A. Martin</i>	602
NON-MUSICIANS WITH HIGH MUSIC PERCEPTION AS A DISTINCT CATEGORY IN VISUOSPATIAL AND SURGICAL SKILL ASSESSMENT <i>S. Jadhav, S. Sawant, S. Dundage, A. Arunprasad, M. Ambike</i>	610
SLOVENIAN INTERACTIVE OPEN ACCESS TEXTBOOKS FOR MATHEMATICS <i>J. Ferme</i>	611
DEVELOPMENT AND AUTOMATION OF A DATA-DRIVEN GRADING ANALYTICS FRAMEWORK FOR THE IMPROVEMENT OF THE CURRICULUM OF HIGHER EDUCATION PROGRAMS <i>A. Bartha</i>	621
ESCAPING THE MEMBRANE: AN INNOVATIVE LABORATORY-BASED ESCAPE ROOM DESIGN FOR ENHANCED MOTIVATION AND LEARNING OF DIFFUSION POTENTIAL IN PHYSIOLOGY <i>J. Olloquequi, R. Martin-Venegas, T. Cambras, M.C. Moran, M.P. Vinardell, R. Ferrer, A.S. Maddaleno, J. del Valle, M.J. Rodríguez-Lagunas, M.E. Juan, M. Mitjans</i>	622

PRODUCTION OF MINI-VIDEOS PILLS FOR THE ‘ILARGI’ STEAM PROJECT TO REPLICATE IT IN SCHOOLS WITH THE SUPPORT OF UNIVERSITY PROFESSIONALS <i>A. Picallo-Perez, J. Aldasoro, A. Lasa, P. Sarriugarte</i>	630
THE FLIPPED CLASSROOM: ALTERNATE DELIVERY FOR INCREASED STUDENT LEARNING, ENGAGEMENT AND CONNECTION <i>T. Sherrow</i>	631
BACK TO BASIC: HOW A RETURN TO BASIC DESIGN CAN CONTRIBUTE TO THE TRAINING OF DESIGNERS IN VISUAL COMMUNICATION <i>R. Angari</i>	632
THE SYNERGY BETWEEN FLIPPED CLASSROOM AND PROJECT-BASED LEARNING: A NEW PERSPECTIVE IN DIGITAL ELECTRONICS EDUCATION <i>R.M. García Salvador, N. Novas Castellano, M. Fernández Ros, F. Portillo Rodríguez, F. Segura Pardo, L. Poyatos Marzo, E. Viciano, J.A. Gázquez Parra</i>	638
ANALYSIS OF THE IMPACT OF ARTIFICIAL INTELLIGENCE ON DIGITAL COMPETENCE AND PERSONAL HOBBIES: A STUDY IN THE UNIVERSITY COMMUNITY <i>E. Gamero-Sandemetrio, I. López Secanell, E. López Requena</i>	646
ANALYSING THE INFLUENCE OF FINANCIAL KNOWLEDGE AND PARENTAL FINANCIAL LITERACY ON UNDERGRADUATES’ OWN PERCEPTIONS OF THEIR FINANCIAL CAPABILITIES <i>R. Martínez-Alonso, M.J. Martínez-Romero, A. Molina-García, M.D. López-Subires</i>	656
FROM ERRORS TO LEARNING: A FORMATIVE APPROACH IN TECHNICAL EDUCATION <i>R.M. García Salvador, N. Novas Castellano, F. Portillo Rodríguez, M. Fernández Ros, F. Segura Pardo, E. Viciano, L. Poyatos Marzo, J.A. Gázquez Parra</i>	657
GAME ON! HOW ESCAPE ROOMS IMPROVE UNIVERSITY STUDENT SATISFACTION AND ACADEMIC OUTCOMES <i>A.J. Carrasco-Hernández, G. Lozano-Reina, M.E. Lucas-Pérez, G. Sánchez-Marín</i>	664
THE ARTIFICIAL INTELLIGENCE APPLIED TO THE LEARNING PROCESS: A SWOT MATRIX AND STUDENTS’ PERCEPTION ANALYSIS <i>A. Cambria, C. Cambria</i>	665
SHARING EDUCATIONAL CONTENT: CONCEPT AND IMPLEMENTATION <i>N. Scerbakov, V. Pak</i>	674
CASE-BASED LEARNING: FROM CONCEPT TO PRACTICAL IMPLEMENTATION <i>N. Scerbakov, V. Pak</i>	679
THE DANCECARE PROJECT: AN EDUCATIONAL PROGRAMME COMBINING DANCE MOVEMENT THERAPY, WISE MOTION AND E-LEARNING TO IMPROVE THE PSYCHOLOGICAL WELL-BEING OF LONG-TERM CARERS <i>M. Fernández Salido, S. Martínez Molina, S. Santini, P. Kassidakis, H. Poikonen, S. Pitoglou, M. van Houten, F. Galassi</i>	684
DECALOGUE FOR OPTIMIZING POWERPOINT PRESENTATIONS TO ENGAGE STUDENTS IN UNIVERSITY THERMODYNAMICS COURSES <i>A. Picallo-Perez, P. Sarriugarte</i>	692
IMPLEMENTATION OF COMPUTATIONAL THINKING IN THE CLASSROOM: PERSPECTIVES FROM INITIAL TEACHER TRAINING <i>N. Minuzi, T. Romeu Fontanillas, M. Guitert Catasús, A. Sonego, P. Behar</i>	693
DESIGN CRITIQUE AS UNIVERSAL PEDAGOGY: REIMAGINING PROCESS-CENTRIC INSTRUCTION FOR THE AGE OF GENERATIVE AI <i>M. Wagner</i>	699
REDEFINING CRITICAL SKILLS FOR CONTEMPORARY EDUCATION: A MULTIMODAL FRAMEWORK FOR NAVIGATING COMPLEX INFORMATION LANDSCAPES <i>M. Wagner</i>	708
NAVIGATING THE SIMULATION-BASED LEARNING JOURNEY IN HEALTHCARE EDUCATION: ADDRESSING STUDENT ENGAGEMENT AND BARRIERS <i>S. Canning, D. Prescott</i>	717
LESSONS FOR LEADERS AND EDUCATORS: AN EXPLORATION INTO THE AFFORDANCES AND CONSTRAINTS OF INCLUSIVE PRACTICES IN SOUTH AFRICAN INDEPENDENT SCHOOLS <i>D. Andrews, A. Maal</i>	722
LEADING AND MANAGING COMPLEXITY IN SOUTH AFRICAN MUSLIM SCHOOLS: A PEDAGOGICAL RESPONSIVENESS PERSPECTIVE <i>D. Andrews, U. Kathrada</i>	733

INCREASING THE INTEREST OF SCHOOL-AGE CHILDREN IN SCIENCE AT THE CHILDREN'S UNIVERSITY <i>P. Hockicko, G. Tarjánnyiová</i>	744
TOWARDS A NEW PARADIGM OF STEAM IN PRIMARY EDUCATION AS A 21ST CENTURY SKILL <i>S.A. Khan, M.A. Nadim, G. Poletti</i>	750
COMPARING THE EFFECTS OF TWO INSTRUCTIONAL INTERVENTIONS BASED ON SYSTEMATIC EXPLICIT INSTRUCTION IN TEACHING THE CONCEPTS OF POINTS, LINE SEGMENTS AND ANGLES TO STUDENTS WITH SPECIFIC LEARNING DISABILITIES <i>M. Papadam, I. Agaliotis</i>	759
EXPLORING PHYSICIAN ASSISTANT STUDENTS' VIEWS ON TECHNOLOGY AND AUGMENTED REALITY: IMPLICATIONS FOR INTERPROFESSIONAL EDUCATION AND COLLABORATION <i>Y. Piller, B. Tran, R. Dorrough</i>	767
ALGEBRAIC REASONING AND MATHEMATICAL TALENT: A CASE STUDY <i>M. Burgos, D. Lastra</i>	775
ARGUMENTATIVE STRATEGIES OF UNIVERSITY STUDENTS: REMEMBERING ARITHMETIC PROPERTIES <i>B. Milanesio, M. Burgos</i>	784
OPTIMIZING LANGUAGE ANALYSIS: A COMPARATIVE STUDY OF ADVANCED DIGITAL TOOLS IN TEACHER TRAINING CONTEXTS <i>K. Florou</i>	794
REFINING A MODEL FOR EARLY CHILDHOOD SUSTAINABILITY EDUCATION: INTEGRATING ACADEMIC KNOWLEDGE AND PRACTICAL EXPERIENCE <i>E. Nahon-Crystal, R. Herscu-Kluska, S. Pe'er</i>	799
UNDERSTANDING LARGE LANGUAGE MODELS: A PRACTICAL APPROACH FOR SECONDARY STUDENTS TO LEARN AND CRITICALLY EVALUATE AI LANGUAGE TOOLS <i>G. Monrós-Andreu, R. Martínez-Cuenca, S. Torró, S. Chiva</i>	807
FOSTERING STUDENT WELL-BEING IN HIGHER EDUCATION: INSIGHTS FROM REFLECTIVE PRACTICES IN A DIVERSITY COURSE <i>K. Olsen</i>	811
EMPOWERING EDUCATION: HOW TECHNOLOGY TRANSFORMS TEACHING INTO MEANINGFUL LEARNING EXPERIENCES <i>J. Sanchez</i>	815
GREEN TRANSITION IN VOCATIONAL EDUCATION – THE AUSTRIAN WAY <i>W. Pachatz, R. Bernsteiner, A. Probst, C. Ploder</i>	820
POST-SECONDARY EDUCATION IN CYBER SECURITY: UPDATING THE END-USER EXPERIENCE <i>D. Anderson, K. Reimers</i>	828
DERIVING A LITERATURE-BASED RISK-IMPACT MATRIX FOR ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: A FOCUS ON CHALLENGES AND FUTURE DIRECTIONS <i>E. Saftulina, O. Labanova, A. Uukkivi, B. Petjärvi, M. Vilms</i>	838
USING GENERATIVE AI TO PERSONALIZE TEACHING AND LEARNING IN HIGHER EDUCATION CONTEXTS <i>N. Dabbagh</i>	842
OPTIMIZING THE ROLE OF AI IN LITERATURE REVIEW AI: OPPORTUNITIES AND RISKS OF ACADEMIC MISCONDUCT <i>S. Zhou</i>	843
BREAKOUT AS A STRATEGY TO FOSTER TECHNOLOGICAL VOCATIONS IN PRIMARY SCHOOL: THE ENIGMA OF HEDY LAMARR <i>N. Merayo, L. del Val, P. Fernández</i>	850
LIFELONG LEARNING AND CONTINUOUS TRAINING AS REMOTE WORK REQUIREMENTS <i>I. Hamburg</i>	857
CERTIFICA + EQI PROJECT, A PARTNERSHIP BETWEEN THE COMPANY EQI INVESTIMENTOS AND INSTITUTO CRESCER TO DEVELOP A PROFESSIONAL QUALIFICATION COURSE FOR BRAZILIAN YOUNG PEOPLE AND ADOLESCENTS <i>J. Bondicz, S.M.V. dos Santos Muniz, M.L. dos Santos Borges, A. Caregnato</i>	865

EMBARCA AÍ PROJECT: PROFESSIONAL QUALIFICATION COURSE FOR YOUNG BRAZILIANS – A PARTNERSHIP BETWEEN INSTITUTO PORTONAVE AND INSTITUTO CRESCER	866
<i>J. Bondicz, M.L. dos Santos Borges, A. Caregnato, M. Inácio, R.A. Marques, C.A. Costa, S.R. Machado da Silva</i>	
THE INFLUENCE OF LEARNERS' PERSONAL CAPABILITIES ON CAREER DECISION-MAKING IN SOCIO-ECONOMICALLY CHALLENGED COMMUNITIES	867
<i>O. Ajayi</i>	
ANALYSIS OF UNIVERSITY TEACHING IN ENGLISH: CHALLENGES AND CHARACTERISTICS IN MULTILINGUAL ENVIRONMENTS	873
<i>J. G. Borràs, C. Lerma, J. Vercher</i>	
SHAPING TOMORROW'S CAREERS WITH A 3D MODEL OF DECENT, DIGITAL AND DIVERSE WORK INSIGHTS FROM A WORKSHOP WITH BUSINESS STUDENTS	881
<i>P. Hauptfeld-Goellner</i>	
XR4HEALTH – A DIGITAL PLATFORM FOR ENHANCED XR-TRAINING TOOLS FOR NURSES	889
<i>G. Aerts, A. Wanzeele</i>	
MEETING THE NEED: ASCERTAINING THE VALUE AND EXPERIENCES OF A BLENDED PLACEMENT-BASED LEARNING MODEL INTRODUCED IN RESPONSE TO CLINICAL PLACEMENT SHORTAGES	890
<i>D. Prescott, V. Barnes Brown</i>	
PROBLEM-BASED METHODOLOGY: FIRST STEPS FOR TEACHERS	891
<i>O. Diaz, A. Figueira, E. Segredo-Morales, E. González</i>	
THE IMPACT OF THE PROBLEM-BASED METHODOLOGY ON THE PROFESSIONAL PRACTICE OF THE STUDENTS	895
<i>O. Diaz, A. Figueira, E. Segredo-Morales, E. González</i>	
CHANGING THE TEACHING BEHAVIORS OF ELEMENTARY MATHEMATICS PRESERVICE TEACHERS THROUGH ASYNCHRONOUS TRAINING AND EMAIL SPECIFIC PERFORMANCE FEEDBACK	899
<i>K. Byrd, A. Allday</i>	
EDUCATIONAL INNOVATION FOR GENERATION Z: LEARN ON THE MOVE PROJECT	900
<i>D. Garcia</i>	
RE-PURPOSING COMPUTERS IN A VET INSTITUTION	905
<i>D. Debono, L. Spiteri</i>	
TOGETHER TOWARDS CARBON NEUTRAL TOURISM – BEST PRACTICES	915
<i>L. Wallenius</i>	
UNIVERSITY PODCAST TO FACILITATE STUDENTS' ACCESS TO INFORMATION OF INTEREST	924
<i>J.C. Alfaro, P. Bermejo, A. Bermúdez, T. Olivares</i>	
BLENDED TEACHING - HOW TO PREPARE FACULTY MEMBERS FOR BLENDED LEARNING SCENARIOS	930
<i>G. Probst, N. Sarrasin, L. Zizka</i>	
EDUCATION, RESEARCH AND GLOBALIZATION	938
<i>T. Ichim</i>	
IMPROVING STUDENT ENGAGEMENT AND GRADUATION RATES: THE INTEGRATION OF BUSINESS SIMULATION GAMES IN FINAL-YEAR PROJECTS	946
<i>J. Ribal, X. Garcia-Marimon, E. Guijarro</i>	
INTEGRATING ARTIFICIAL INTELLIGENCE AND COLLABORATIVE NETWORKS IN EDUCATION: THE SMART MINDS FORUM INITIATIVE	952
<i>D. Garcia</i>	
PROJECT RSO: RECLAIMING SUBJECTIVE OBJECTIVITY OF VISUAL LITERACY	957
<i>N. Topelberg, J. Ventura, G. Gaon</i>	
UNPACKING PLURALISM IN SUSTAINABLE ECONOMICS EDUCATION: A BIBLIOMETRIC ANALYSIS OF PEDAGOGICAL APPROACHES AND OUTCOMES	963
<i>J.N. Obi, E. Ojo</i>	
THE INTEGRATION AND CONTRIBUTION OF INDIGENOUS KNOWLEDGE IN GEOGRAPHY EDUCATION: A SYSTEMATIC REVIEW	975
<i>T. Masekela, M. Thenga</i>	
TRANSFORMING HIGHER EDUCATION IN SUB-SAHARAN AFRICA THROUGH ARTIFICIAL INTELLIGENCE: A SCOPING REVIEW	983
<i>J.N. Obi, E. Ojo</i>	

MAPPING PLACE-BASED EDUCATION IN GEOGRAPHY <i>M. Thenga</i>	990
STUDYING MATHS WITH A.I.: A TROUBLE LIAISON FOR BLIND STUDENTS <i>F. Corsi</i>	998
OPENING DOORS TO THE DIGITAL FUTURE: A COMPUTER SCIENCE EXPERIENCE FOR 5-YEAR-OLD CHILDREN <i>R. Carratalá-Sáez, S. Catalán</i>	1007
FAMILY AND STATE INTERVENTION IN YOUNG PEOPLE'S GAMING BEHAVIOURS AND RELATIONSHIP <i>D. Wang</i>	1014
MANAGING PROBLEM BEHAVIORS: A CHALLENGE TO TEACHER EFFECTIVENESS? <i>F. Corsi</i>	1021
LEADERSHIP CAPACITIES FOR CREATIVE AND COMPETITIVE SCHOOLS: EXPERT INSIGHTS <i>F. Abunaser</i>	1029
PRACTICAL EXAMPLES OF NON-PROGRAMMATIC AI EDUCATION USING MACHINE LEARNING SERVICES <i>Y. Miyamoto</i>	1030
STRATEGIES FOR ENHANCING PARENTAL INVOLVEMENT IN ENGLISH FAL LEARNING ACTIVITIES IN RURAL SOUTH AFRICAN SCHOOLS: A SYSTEMATIC LITERATURE REVIEW <i>G. Ndebele, M. Mokoena</i>	1036
CO-CREATION OF AN ONLINE DESIGN THINKING TOOLKIT FOR SECONDARY SCHOOL TEACHERS BASED ON THE PLANET METAPHOR <i>B. Malengier, M. Örnekoğlu Selçuk, K. Strubbe, I. Mariën, L. Van Langenhove</i>	1047
OPPORTUNITIES FOR UPDATING TEACHERS' DIGITAL COMPETENCE AMONG SECONDARY SCHOOL EDUCATORS WITHIN THE ANALYTICAL FRAMEWORK OF LEARNING ECOLOGIES <i>P. Pardo Todolí, M. Guitert Catasús, T. Romeu Fontanillas</i>	1048
PERCEPTION OF FOREIGN LANGUAGE LEARNING MOBILE APPLICATIONS AMONG LLB UNDERGRADUATES: CHALLENGES AND OPPORTUNITIES <i>A. Kiseleva, P. Novikov</i>	1052
EXPLORING PERSONALITY TYPES TO ENHANCE CROSS-CULTURAL COLLABORATION AND CONFLICT RESOLUTION <i>M. Petrova</i>	1057
PROTECTING WORKERS THROUGH ADVANCED ACOUSTIC-VIRTUAL TRAINING: INTEGRATING SOUND SIMULATION AND IMMERSIVE TECHNOLOGY <i>A. Lawson, D. González-Toledo, M. Cuevas-Rodríguez, A. Reyes-Lecuona, N. Keren</i>	1058
VIRTUAL TOURS WITH 360 PHOTOS FOR ENVIRONMENTAL EDUCATION <i>F. Fariña-Rodríguez, C. Carbonell-Carrera, D. Melián Díaz</i>	1059
THE IMPACT OF PROFESSIONAL DEVELOPMENT ON TEACHERS TEACHING IN ARABIC ON THEIR PERFORMANCE AND TEACHING PRACTICE IMPROVEMENT IN SHARJAH <i>I. Alamoush, H. Al-Zyoud, M. El Samaty</i>	1063
SCHOOL RELATED CHALLENGES HINDERING THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN A SELECTED SCHOOL IN SOUTH AFRICA <i>A. Mamogobo, P. Aloka</i>	1064
ACTION-ORIENTED TEACHING AND AI - OPTIMIZING EDUCATIONAL PROCESSES IN ELECTRICAL ENGINEERING <i>T.N. Jambor</i>	1072
THE INNOVATIVE USE OF SELF-DIRECTED LEARNING FOR ADDRESSING COVID-19 LEARNING LOSS AMONG ENGLISH FIRST ADDITIONAL LANGUAGE LEARNERS IN RURAL HIGH SCHOOLS <i>M. Mokoena, M. Borotheo</i>	1082
ANALYSIS OF DANCE SONGS FOR LEARNING PERFORMING ARTS USING TEXT MINING TECHNOLOGY <i>T. Maeda, M. Yajima, A. Wakatani</i>	1092
CREATION AND IMPLEMENTATION OF INTERACTIVE ACTIVITIES WITH H5P FOR HIGH-VOLTAGE ELECTRICAL INSTALLATIONS <i>M. Gómez-González, D. Vera, M. Tostado Véliz, M. Valverde Ibáñez, F. Jurado, M. Ortega Armenteros, A. Escámez Álvarez, D. Sánchez Lozano, F.J. Rodríguez Castro</i>	1096

TESTING THE HYPOTHESIS THAT “THE DESIGN OF SCHOOL TEXTBOOKS IN JAPAN BECOMES INCREASINGLY SIMILAR TO THAT OF MAGAZINES” AND PRESENTING EXAMPLES OF FUTURE SCHOOL TEXTBOOK DESIGN	1104
<i>T. Takeuchi</i>	
ENHANCING TEACHER ENGAGEMENT IN DIGITAL EDUCATION: THE IMPACT OF ICT COORDINATOR SUPPORT DURING CRISIS	1112
<i>S. Hadad, M. Deshen</i>	
EFFECTS OF INVOLVEMENT LOAD ON DEEPENING OF JAPANESE EFL LEARNERS’ LEXICAL NETWORK OF ALREADY-KNOWN WORDS	1113
<i>N. Aotani, S. Takahashi</i>	
DEVELOPMENT OF EFFECTIVE DISASTER PREPAREDNESS EDUCATION METHODS FOR UNIVERSITY STUDENTS	1120
<i>M. Saito, Y. Sato, T. Oyama, Y. Kazahaya, S. Saito</i>	
BOOSTING ICT AND CODING SKILLS WITH ONLINE ESCAPE GAMES IN SECONDARY EDUCATION	1125
<i>M. Tomcsányiová</i>	
FUTURE SKILLS FOR THE SUCCESSFUL MANAGEMENT OF CHANGE IN THE AUTOMOTIVE INDUSTRY IN THE BERLIN-BRANDENBURG REGION – AND WHAT THIS MEANS FOR HIGHER EDUCATION PROVIDERS	1132
<i>J. Kirch, U. Kaschka, N. Shafiqhi</i>	
THE IMPACT OF USING AIDS IN TRAINING NON-SWIMMERS ON THE LEVEL OF SWIMMING KNOWLEDGE ACQUISITION	1142
<i>D. Rastovski, J. Lovrinčević, K. Vojedilov</i>	
GENDER INEQUALITY IN DOCTORAL STUDIES: EXPERIENCES OF FEMALE STUDENTS IN KENYA	1151
<i>B. Akala, H. Namakula, S. Motala</i>	
CAUGHT IN THE CROSSFIRE: THE REALITY OF BEING A LEADER FOR THE SCHOOL-BASED SUPPORT TEAM AMIDST POLICY GAPS AND COMPLEX TRAUMA CASES – HAS SOCIETY LOST ITS MORAL COMPASS?	1156
<i>K.N. Rasool</i>	
RECOGNIZING GENDERED SCHOOL VIOLENCE AS A BARRIER TO GIRLS’ EDUCATIONAL PARTICIPATION AND ACHIEVEMENT	1165
<i>B. Akala</i>	
THE MEEL MODEL: AN EMOTIONAL AND METAPHORICAL APPROACH TO EXPERIENTIAL LEARNING	1174
<i>A. Tarantino</i>	
BRIDGING THE GAP: A BIBLIOMETRIC ANALYSIS OF LEADERSHIP IN AI-DRIVEN TEACHER TRAINING AND PEDAGOGICAL DEVELOPMENT (2014-2024)	1180
<i>K.N. Rasool</i>	
INTERNATIONAL MULTIDISCIPLINARY PROJECT AS A METHOD FOR LEARNING META-SKILLS	1185
<i>L. Mustonen, S. Heikkilä</i>	
SCIENTIFIC CONGRESSES AS A TEACHING STRATEGY FOR RAISING AWARENESS OF THE RESPONSIBLE USE OF ANTIBIOTICS AMONG UNIVERSITY STUDENTS	1193
<i>M.A. Ruiz-Fresneda, M. Morales-Hidalgo, D. Torres-Salinas, M.L. Merroun, R. Ruiz-Perez</i>	
GENDER DIFFERENCES IN THE IMPACT OF WORKLOAD PERCEPTION ON HELP-SEEKING BEHAVIOR: THE MEDIATING ROLE OF SELF-EVALUATION AMONG HIGHER EDUCATION STUDENTS	1194
<i>S. Hadad</i>	
EMPOWERING SCHOOL-COMMUNITY SYNERGY THROUGH READING PROMOTION: FOCUS ON THE EXPERIENCE OF THE LIBRARY “BIBLIOTECA DI VILLA”	1195
<i>A. Giuliani, A. Gargano</i>	
GAME- AND PROBLEM-BASED LEARNING IN THE ERA OF ARTIFICIAL INTELLIGENCE: INSIGHTS FOR INSTRUCTIONAL DESIGN	1204
<i>A. Giuliani</i>	
HYBRID INTERNATIONAL COLLABORATIONS: THE FUTURE OF INTERNATIONAL EDUCATION	1213
<i>C. Curran</i>	
MAPPING COGNITIVE SKILLS IN MATHEMATICS: THE IMPACT OF MEMORY AND SPEED ON PROBLEM-SOLVING PERFORMANCE	1214
<i>I. Pesovski, E. Kastratovikj, V. Trajkovik</i>	

ABILITY TO SELECT AND USE PROPER FORECASTING TECHNIQUES FOR CONSTRUCTION-RELATED ISSUES: PERCEPTION OF THE GLOBAL ACADEMIA <i>F. Pariafsai, M. Dixit, S. Pariafsai, S. Tandoh, S. Caffey</i>	1219
PROMOTING RECEPTIVE VOCABULARY: AVATAR- VS. HUMAN-BASED MEDIATION OF EXPOSITORY TEXTS AMONG PRESCHOOL CHILDREN AT RISK FOR SLD <i>G. Apelboim-Dushnitzky, O. Tova</i>	1227
ENHANCING AI EDUCATION FOR HUMANITIES STUDENTS THROUGH MACHINE LEARNING SERVICES <i>S. Chi</i>	1234
PEDAGOGICAL STRATEGIES ON THE USE OF A CO-TEACHING AUDIOVISUAL PLATFORM: PILOTS IN INITIAL TEACHER TRAINING <i>V.I. Marín, D. Aguilar, A. Subarroca-Gómez, M.C. Peguera-Carré, J. Coiduras</i>	1242
IMPLEMENTING AND ANALYZING THE ONE-MINUTE QUESTION TECHNIQUE TO ENHANCE LEARNING OUTCOMES IN FLUID MECHANICS <i>E. Gómez, M. Pérez</i>	1248
DEVELOPMENT AND EVALUATION OF A SYSTEM FOR VISUALIZING ANIMAL SOUNDS TO PROMOTE AUDITORY LEARNING IN DEAF AND HARD-OF-HEARING CHILDREN <i>M. Namatame, R. Hiraga</i>	1256
CHALLENGES OF GENDER EQUALITY IN EDUCATION AND EMPLOYMENT (EVIDENCE FROM GEORGIA) <i>I. Natsvlishvili</i>	1263
THE IMPACT OF ICT DRIVEN TSPCK APPLICATIONS ON THE COMPREHENSION OF CHEMICAL EQUILIBRIUM IN HIGH SCHOOL: A SYSTEMATIC REVIEW <i>B. Ncgobo, M. Moloji</i>	1273
INCORPORATING TOPIC SPECIFIC PEDAGOGICAL CONTENT KNOWLEDGE WITH INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE TEACHING OF ELECTRIC CIRCUITS <i>M. Moloji, N. Ntsieni</i>	1280
THE USE OF PEDAGOGICAL CONTENT KNOWLEDGE: CONSUMER STUDIES TEACHING AND LEARNING PRACTICES <i>O.N. Mafa-Theledi</i>	1286
SMART CLASSROOMS AND SUSTAINABLE IOT: EMERGING TRENDS AND INNOVATIONS <i>P. Eappen, E. Çela, N.R. Vajjhala</i>	1293
APPLIED COMPUTATIONAL THINKING AND PROBLEM-SOLVING IN DIVERSE ACADEMIC FIELDS <i>P. Eappen, E. Çela, N.R. Vajjhala</i>	1300
OVERCOMING SOCIAL ANXIETY IN CLASS WITH MIRO BOARDS, RUBBER DUCKS AND BOARDGAMES <i>D. Vallverdu</i>	1306
INTEGRATING ARTIFICIAL INTELLIGENCE IN TEACHING: HOW TO EFFECTIVELY FORMULATE PROMPTS <i>B. Arcet</i>	1316
UNRAVELING THE IMPORTANCE OF PRACTICE SCHEDULING AS A DETERMINANT OF ACADEMIC PERFORMANCE IN A PLANT PROTECTION SUBJECT <i>D. Palmero-Llamas</i>	1322
EVALUATING TEACHER PERFORMANCE: A COMPARATIVE STUDY OF AI AND HUMAN JUDGMENTS <i>M. Strong</i>	1329
EXPLORING THE EMERGING LANDSCAPE OF HYFLEX TEACHING AND LEARNING IN HIGHER EDUCATION: A SCOPING REVIEW <i>L. Morrison, R. Kay, H. Atkinson, A. Mann, D. Tepylo</i>	1330
HACKING HYFLEX IN HIGHER EDUCATION: AN ALTERNATIVE APPROACH <i>L. Morrison, R. Kay, H. Atkinson, D. Tepylo, A. Mann, I. Brodie</i>	1339
ANALYSIS OF THE EFFECTS OF EDUCATIONAL ARTIFICIAL INTELLIGENCE (AI) TOOL USAGE ON ENGLISH TEACHING AND LEARNING IN PRIMARY, SECONDARY, AND COLLEGE SETTINGS IN KOREA: A META-ANALYSIS APPROACH <i>Y. Park</i>	1347

CORRECTNESS OF CODE EVALUATION AND IMPROVEMENT USING LARGE LANGUAGE MODELS	1348
<i>F. Gomez-Donoso, F. Escalona, M. Cazorla, G. Gonzalez-Serrano, D. Viejo-Hernando, B. Dominguez-Dager, F. Morillas-Espejo, C. Zambrana-Navajas, S. Suescun-Ferrandiz</i>	
INCORPORATION OF ARTIFICIAL INTELLIGENCE AS A COMPLEMENTARY TOOL IN LABORATORY PRACTICES FOR THE COURSE “DIAGNOSTICS AND SERVICE BEHAVIOR”	1353
<i>J. Gomez-Caturla, N. Montanes, D. Garcia-Garcia, D. Garcia-Sanoguera, C. Lazaro-Hdez, L. Quiles-Carrillo</i>	
EDUCATIONAL INNOVATION WITH BIG DATA AS A TOOL IN MATERIAL SCIENCE	1358
<i>J. Iovorra-Martinez, L. Quiles-Carrillo, O. Fenollar, R. Balart, T. Boronat, L. Sanchez-Nacher</i>	
DESIGN FOR NOT-YET DESIGNERS: PEDAGOGICAL WORKSHOP EXPERIENCES FOR APPROACHING THE DESIGN DISCIPLINE IN AN ITALIAN HIGH SCHOOL	1363
<i>D. Crippa, B. Di Prete, M. Cason Villa, L. Ratti, A. Righi</i>	
THE INFLUENCES OF TECHNOLOGY INTEGRATION ON STUDENT ENGAGEMENT AND GLOBAL EMPATHY ON URBAN, PRIVATE MIDDLE-SCHOOL STUDENTS: A QUALITATIVE CASE STUDY	1369
<i>T. Szymanski</i>	
ACCESSIBLE READING AND AAC: THE INCLUSIVE FUNCTION OF TROTULA'S IN-BOOK	1383
<i>M. Galdieri, R. Pastore</i>	
EVALUATION AND RECOMMENDATIONS FOR A PRELIMINARY BIOLOGY LABORATORY MANUAL IN FIRST-YEAR BIOCHEMISTRY AND MOLECULAR BIOLOGY EDUCATION	1389
<i>S. Izquierdo Zandalinas, V. Vives-Peris, R.M. Pérez-Clemente, A. Gómez-Cadenas, M.F. López-Climent</i>	
GREEN CHEMISTRY IN UNIVERSITY LABORATORIES: A SUSTAINABILITY EDUCATION INITIATIVE	1395
<i>G. Suarez Rodriguez, G. Cervantes</i>	
COLLABORATING WITH AN AI IN BUSINESS CLASSROOMS: OPPORTUNITIES, CHALLENGES, AND ETHICAL CONSIDERATIONS	1401
<i>C. Tigerstedt, M. Forsström, S. Fabricius</i>	
EMPOWERING DESIGNERS IN THE DIGITAL AGE: A NEW APPROACH TO KNITWEAR EDUCATION	1409
<i>M. Motta, D. Dani</i>	
TRAIT PERSEVERANCE MODERATES THE FORMATION OF CONFIDENCE ABOUT OWN PERFORMANCE IN THE BRAIN IN STUDENTS COMPLETING A RANDOM MOTION TASK OF VARYING DIFFICULTIES	1417
<i>G. Recio, S. Korb, A. Blanco Blanes, R. Valenzuela, J.V. Pestana, N. Codina</i>	
DISSOLVING STUDENTS' MISCONCEPTIONS REGARDING THE CONCEPTS OF INPUT IMPEDANCE AND OUTPUT IMPEDANCE	1424
<i>G. Pagiatakis, N. Voudoukis, D. Uzunidis, D. Karaoulanis</i>	
SUPPORTING PRESENTATION OF FIBER-OPTIC LINKS TO ELECTRONIC ENGINEERING STUDENTS BY MEANS OF REALISTIC PROBLEMS	1428
<i>G. Pagiatakis, D. Uzunidis, N. Voudoukis, D. Karaoulanis</i>	
DEVELOPMENT OF HIGH-QUALITY LEARNING MATERIALS FOR PUBLIC SCHOOLS AND A ROBUST MODEL TO ANALYZE THE CAUSAL EFFECT OF THE INTERVENTION ON MATH LEARNING	1432
<i>T. Konečný, G. Tegoni Goedert</i>	
FEEDFORWARD IN ASSESSMENT: A SYSTEMATIC LITERATURE REVIEW	1440
<i>T. Mahlangu</i>	
CHALLENGE-BASED LEARNING IN HIGHER EDUCATION: A BIBLIOMETRIC ANALYSIS	1447
<i>T. Mahlangu</i>	
BUILDING THE FUTURE: INCREASING CO-CREATIVE VALUE WITH SMES	1453
<i>K. Brusila-Meltovaara, H. Karppinen</i>	
EVALUATING THE EFFECTIVENESS OF A FLIPPED CLASSROOM APPROACH IN THE BIOLOGY LAB: STUDENT PERCEPTIONS AND RECOMMENDATIONS FOR IMPROVEMENT	1459
<i>M.F. López-Climent, V. Vives-Peris, R.M. Pérez-Clemente, J. Mahouachi Mahouachi, A. Gómez-Cadenas, S. Izquierdo Zandalinas</i>	
UNDERSTANDING BOS IN A-I KNOWLEDGE VALORIZATION	1464
<i>X. Li, R. Urbano, M. Asal, Y. Shi, P. Sotelo, M. Tatar, M. Špaček</i>	

PROMISED: PROMOTING TWIN TRANSITIONS THROUGH INTEGRATED STEAM IN BILINGUAL SECONDARY EDUCATION	1474
<i>I.M. Greca, E. Sanz de la Cal, J. Pecnikova, A. Retamero, S. Pearse Hughes, P. Marynenko, R. Dauwens, D. Govaert</i>	
BLENDED LEARNING IN LANGUAGE TEACHING THROUGH A NEW LENS: USING THE PICRAT MODEL FOR QUALITY TECHNOLOGY INTEGRATION	1481
<i>P. Valencia</i>	
POSSIBILITIES AND CONTRADICTIONS IN ADULT EDUCATION AS AN INSTRUMENT FOR EMPOWERING INDIVIDUALS IN SITUATIONS OF SOCIAL VULNERABILITY	1489
<i>C. Tralhão, I. Amaro</i>	
IMPROVING STUDENT SUCCESS RATES IN MATHEMATICS WITH ONLINE HOMEWORK	1496
<i>L. Wang</i>	
COLLABORATION ON A PROJECT TO SUPPORT THE FIGHT AGAINST CLIMATE CHANGE	1501
<i>E. Panulinová, S. Harabinova</i>	
PILOT RUN OF THE PROJECT USING THE STEAM APPROACH	1506
<i>E. Panulinová, S. Harabinova</i>	
ENVIRONMENTAL IDENTITY AND WELL-BEING OF UNIVERSITY STUDENTS	1511
<i>D. Anđić</i>	
MAKING LEARNING MATERIAL SMARTER (WITHOUT GENERATIVE AI)	1519
<i>G. Toffoli, S. Lariccia, F. Martinez de Carnero, M. Grammatikou, D. Pantazatos</i>	
ENTREPRENEURS IN ACTION, MORE THAN A GAME, A BUSINESS DECISION SIMULATOR	1529
<i>P. Gomes, M. Nogaroli, W. Santos, B. Carvalho</i>	
A WEB APPLICATION FOR SUPPORTING VOLUNTEERING IN HIGHER EDUCATION	1539
<i>M. Vasileiou, E. Papaioannou, C. Kaklamanis</i>	
GETTING AND ANALYZING STUDENT FEEDBACK IN SYNCHRONOUS TEACHING	1550
<i>S. Lariccia, M. Vujičić, G. Toffoli, F. Martinez de Carnero, D. Pantazatos, M. Grammatikou</i>	
HAND IN HAND: THE IMPACT OF MICRO:BIT SUPPORTED SCIENCE EDUCATION ON STUDENTS' MOTIVATION AND INTEREST	1559
<i>B. Gaál</i>	
JOB HUNTING AND INTERNSHIPS IN STUDENTS AT A JAPANESE UNIVERSITY	1566
<i>C. Yoshida</i>	
APPLICATION OF ITEM RESPONSE THEORY IN THE QUALITY CONTROL OF AN ENTRANCE EXAM IN A MATHEMATICS TEACHING COURSE	1571
<i>J. Gomes, M. Pícuta, J. Cruz</i>	
EXPERIENCE FROM INTEGRATION OF AN INTRODUCTORY PHYSICS COURSE: FOCUS ON THE DOPPLER EFFECT LESSON	1577
<i>L. Bartosovic, P. Demkanin, D. Cervenova</i>	
HOW CAN AI EVALUATE AND IMPROVE INCLUSIVITY IN UNIVERSITY PORTALS, WITH A FOCUS ON CULTURAL, LINGUISTIC, AND ACCESSIBLE REQUIREMENTS?	1584
<i>D. Charkhian, B. Moghaddami</i>	
THE ROLE OF SELF-EDUCATION IN DEVELOPING ICT SKILLS FOR THE EVOLVING DIGITAL ECONOMY	1590
<i>V. Bolek</i>	
EXPLORING CURRICULUM IMPLEMENTATION IN GRADE 12 MATHEMATICS: A CASE OF GAUTENG COMMUNITY LEARNING CENTRES	1599
<i>C.C. Tibane, O.N. Mafa-Theledi, T.P. Masebe, P. Mathye</i>	
AN OVERVIEW AND ASSESSMENT OF GENERATIVE ARTIFICIAL INTELLIGENCE APPLICATIONS FOR MATHEMATICS	1606
<i>E. Dinitriadou, A. Lanitis</i>	
FROM ENVIRONMENTAL EDUCATION TO SUSTAINABLE DEVELOPMENT - A NEW GLOBAL PARADIGM	1611
<i>D. Sivevska, S. Stavreva Veselinovska, S. Petrovska</i>	
EXPLORE CHIOS: A SKETCHWARE-BASED CULTURAL AND TRAVEL GUIDE ANDROID APPLICATION FOR CHIOS ISLAND	1619
<i>P. Gerazounis, E. Papaioannou, S. Tsavos, C. Kaklamanis</i>	
BEYOND THE PLAY BUTTON: ANALYZING STUDENT PERCEPTIONS OF INTERACTIVE VIDEO DISCUSSIONS IN HIGHER EDUCATION	1629
<i>R. Kay, L. Banks, S. Lauricella</i>	

NAVIGATING COGNITIVE LOAD IN FLIPPED CLASSROOMS: HOW YEAR-LEVEL IMPACTS STUDENT ENGAGEMENT AND PERCEPTIONS	1635
<i>R. Kay, L. Banks, S. Lauricella</i>	
BEYOND GRADES: STUDENT INSIGHTS ON THE BENEFITS AND CHALLENGES OF UNGRADING IN ONLINE HIGHER EDUCATION CLASSROOMS	1642
<i>S. Lauricella, R. Kay, L. Banks</i>	
BOOSTING ENGAGEMENT AND LEARNING: HOW GAMIFIED QUIZZES VIA MENTIMETER IMPACT UNDERGRADUATE STUDENTS' EXPERIENCES	1652
<i>S. Lauricella, L. Banks, R. Kay</i>	
THE IMPORTANCE OF INTERGENERATIONAL INTERACTION BETWEEN CHILDREN AND THE ELDERLY	1656
<i>S. Bose</i>	
USING GAMIFICATION TO ENHANCE THE ACQUISITION OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE IN HIGHER EDUCATION: A SCOPING REVIEW	1662
<i>I. Grubjesic, T. Ioanjko</i>	
IMPROVING ENGLISH LANGUAGE TEACHING THROUGH EQUITABLE AND INCLUSIONARY PRACTICES	1671
<i>M. Milian</i>	
FINE-GRAINING THE SCIENTIFIC PUBLICATION EXCELLENCE OF UNIVERSITY: A CASE STUDY FOR UNIVERSITY OF BELGRADE	1672
<i>I. Pilcevic, V. Uskokovic, V. Jeremic</i>	
DIVERSIFICATION OF FOREIGN LANGUAGE TEACHERS' PRE-SERVICE PROFESSIONAL TRAINING BASED ON ENCULTURATIVE APPROACH	1673
<i>E. Shmidt, E. Chelpanova, M. Bolina, L. Naumenko, K. Bolshakova</i>	
THE IMPACT OF LEARNING ENVIRONMENT ON PROFESSIONAL SKILLS OF PRE-SERVICE TEACHERS	1679
<i>M. Bolina, E. Chelpanova, E. Shmidt, L. Naumenko, K. Bolshakova</i>	
A SYSTEMATIC REVIEW AND CLUSTER ANALYSIS OF 21ST-CENTURY SKILLS RELEVANT TO DIGITAL FORMAL LEARNING IN HIGHER EDUCATION	1683
<i>N. Ukhova, I. Gabelaia</i>	
OPTIMIZING LEARNING OUTCOMES WITH ARTIFICIAL INTELLIGENCE: INSIGHTS FROM THE GAIN FRAMEWORK	1693
<i>O. Whelan, A. Ojeda, K. Gaugler, C. Matheus</i>	
INTERNATIONAL CYBERSECURITY COOPERATION: THE CYBERMACS ERASMUS MUNDUS INITIATIVE FOR A SECURE GLOBAL DIGITAL FUTURE	1700
<i>R. Creutzburg, V. Dimitrova, I. Chorbev, E. Dilan, A. Gücüyener, H. Dağ</i>	
ATTITUDES OF KINDERGARTEN TEACHERS AND PARENTS OF PRESCHOOL CHILDREN TOWARDS FOSTER CARE	1705
<i>S. Tatalović Vorkapić, M. Kosanović, Ž. Čargonja-Pregelj</i>	
RESILIENCE AND SOCIO-EMOTIONAL COMPETENCIES AMONG KINDERGARTEN TEACHERS	1714
<i>S. Tatalović Vorkapić</i>	
INVESTIGATING THE EFFECTS OF PERSONALITY ON ACADEMIC PERFORMANCE IN HIGHER EDUCATION – A DATA MINING APPROACH	1723
<i>W.C.J. Tan, J.Y.D. Kong</i>	
SCENARIO-BASED IT EDUCATIONAL MATERIALS: GAME DEVELOPMENT AND CHEATING DETECTION	1733
<i>N. Hanakawa, M. Obana</i>	
EXPLORING THE IMPACT OF AI ON ESL LEARNING: STUDENTS' PERSPECTIVES AND CHALLENGES	1739
<i>I. Rodrigues</i>	
TRANSFORMING TRADITIONAL TEACHING INTO COACHING GUIDANCE IN WORKING LIFE CONNECTED PROJECTS	1746
<i>M. Denis, L. Ecurra, T. Tallgren</i>	
DEVELOPING PHYSICAL EDUCATION TEACHER STUDENTS' PROFESSIONAL IDENTITY THROUGH BODILY IMAGINATION AND CREATIVE MOVEMENT	1755
<i>N. Cappello, E. Hernandez, D. Rodriguez, D. Cañabate</i>	
EMBODYING EDUCATIONAL RESEARCH: A PRACTICAL EXPERIENCE WITH PARTICIPATORY METHODS FROM MOVEMENT-BASED PERFORMING ARTS	1756
<i>N. Cappello, L. Daher, D. Cañabate</i>	

NAVIGATING EDUCATIONAL CHANGE: EMBEDDING ADAPTABILITY, CRITICAL THINKING, COMMUNICATION, AND DIGITAL LITERACY <i>A. Patcas</i>	1757
DECENTRALIZED REQUIREMENTS MANAGEMENT IN SOFTWARE ENGINEERING: IMPROVING THE EDUCATIONAL PROCESSES BY LEVERAGING BLOCKCHAIN BASED TECHNOLOGIES <i>E.O. Miş, D.Ş. Rusu, A. Vasilăţeanu, D.A. Mitrea</i>	1761
FACILITATING TRUST AND MOBILITY IN EDUCATION USING MICROCREDITS AND VERIFIABLE CREDENTIALS WITH THE HELP OF DISTRIBUTED LEDGER SYSTEMS <i>D.Ş. Rusu, E.O. Miş, A. Vasilăţeanu, D.A. Mitrea</i>	1768
ENHANCING CYBERSECURITY EDUCATION: THE IMPACT OF SIMULATED LEARNING AND INTERACTIVE TUTORIALS ON STUDENT PERFORMANCE AND ANXIETY REDUCTION <i>R.R. Panakkadan, P. Meher, S.A. More, S. Sudhakaran</i>	1775
DEVELOPMENT OF EDUCATIONAL PRACTICES FOR THE USE OF ROBOTIC ARMS IN HIGHER EDUCATION <i>M. Visintini, N. Minuzi</i>	1785
SHIT-SHOW SERVICE FAILURE PREVENTION: LARP EXPERIENCE-TRAINING IN DELIVERING BAD SERVICE <i>A. Woodside, R. De Villiers, P. Mir-Bernal</i>	1789
A SCOPING REVIEW OF HEALTH PROFESSION STUDENTS AS STAKEHOLDERS IN SCIENCE DIPLOMACY <i>E. Yu, E. Choi, C. Brassett, J. Terwilliger, R. Wingate, A. Wu</i>	1800
LEADERSHIP DEVELOPMENT IN PHYSICAL EDUCATION TEACHER EDUCATION (PETE): EXAMINING INNOVATIVE PEDAGOGY THROUGH PHYSICAL HEALTH EDUCATION CANADA STUDENT CHAPTERS <i>W. Barber, W. Walters</i>	1801
WHAT DOES EQUITY-CENTERED AND TRAUMA-INFORMED EDUCATION MEAN FOR STUDENTS, TEACHERS AND SCHOOL LEADERS IN PK-12 SETTINGS? <i>A. Davidson</i>	1806
THE IMPACT OF ARTIFICIAL INTELLIGENCE ON CONTEMPORARY VISUAL ARTS EDUCATION <i>B. Blazhev/Lyudmilov</i>	1807
TEACHING AFRICAN LANGUAGES THROUGH DIGITAL PLATFORMS: A PEDAGOGIC MODEL FOR ENHANCED LEARNING <i>N. Mokala, M. Mtanha-Matariro, L. Makalela</i>	1817
HOW STUDENT TEACHERS TRANSFER QUESTIONING SKILLS LEARNED THROUGH A MIXED REALITY SIMULATION INTERVENTION IN THEIR CLASSROOM PRACTICE <i>S. Gravett, D. van der Merwe</i>	1822
INNOVATIONS IN AFRICAN LANGUAGE INSTRUCTION: BLENDING TRADITIONAL AND DIGITAL LEARNING APPROACHES <i>N. Mokala, M. Mtanha-Matariro, L. Makalela</i>	1823
CHANGES IN LEARNING MOTIVATION INDUCED BY THE TRANSITION TO ONLINE CLASSES <i>D. Plese, M. Togonal</i>	1829
WHICH "FAVORITE FORM OF EXAMINATION" WOULD STUDENTS WISH FOR IF THEY HAD THE CHOICE? <i>M. Baume</i>	1838
ACTIVE LEARNING IN ENERGY: CASE STUDY ANALYSIS WITH MODELLING AND SIMULATION <i>L. García-Pérez, M. Santos</i>	1847
"IF THERE IS SOME KIND OF PROBLEM WITH THE FOUNDATION, ONE CANNOT BUILD THE HOUSE": MOTIVATED STUDENTS' PERSPECTIVES IN GRAMMAR LEARNING <i>M. Teral, R. Pool</i>	1854
METHODOLOGICAL APPROACHES TO ANTI-DOPING EDUCATION: A MULTIDISCIPLINARY PERSPECTIVE <i>E. Isidori, B. Di Pietro, A. Di Gianfrancesco, F. Verdi</i>	1860
DIGITALIZATION AND ARTIFICIAL INTELLIGENCE (AI) FOR SCHOOL-AGE EDUCARE CENTRE (SAEC) STUDENT TEACHERS. A STUDY OF SWEDISH HIGHER EDUCATION INSTITUTION CURRICULUM <i>K. Gordon, H. Dahlström, M. Håkansson Lindqvist</i>	1871

CONTEXTUAL FACTORS THAT INFLUENCE TAKING ON THE MENTOR ROLE AFTER FOLLOWING AN EDUCATIONAL MENTORSHIP COURSE	1876
<i>L. Vrancken, M. Reymen, Y. Sterckx</i>	
LEGAL AND EDUCATIONAL APPROACHES TO ANTI-DOPING: INTEGRATING COMPLIANCE AND ETHICAL AWARENESS	1877
<i>B. Di Pietro, F. Verdi, A. Di Gianfrancesco, E. Isidori</i>	
TEACHING ARCHITECTURE: CHALLENGES AND REFLECTIONS –THE THOUGHTS OF MANUEL TAINHA, ARCHITECT, TEACHER AND CRITIC	1887
<i>I. Cunha Simão, A. Martins-Nepomuceno, N. Juan-García</i>	
ENHANCING CARING IN ONLINE EDUCATION THROUGH LEARNING DESIGN	1897
<i>J. Heinonen, S. Temisevää</i>	
A GAMIFIED VIRTUAL LIBRARY TOWARDS ENHANCING STUDENT ENGAGEMENT IN DISTANCE LEARNING	1905
<i>G. Pappas, E. Constantinou, E. Nicodemou, P. Themistocleous, J. E. Siegel, C. Christodoulides</i>	
BREAKING THE CYCLE OF MATH ANXIETY: EMPOWERING PRE-SERVICE TEACHERS WITH EVIDENCE-BASED STRATEGIES	1913
<i>D. Mihăescu, L. Bologa, D. Biclea</i>	
VIRTUAL SIMULATION IN PEDIATRIC DENTISTRY: ASSESSING ITS SIMILARITY TO CLINICAL PRACTICE AND IMPACT ON LEARNING OUTCOMES FOR DENTISTRY STUDENTS	1919
<i>M.D. Casaña-Ruiz, A. Armengol-Olivoares, S. Camañes-Gonzaloo, M.A. Peiró-Guijarro, N. Zamora-Martinez, V. Garcia-Sanz</i>	
INTEGRATING DIGITAL DIAGNOSIS METHODS IN THE PEDIATRIC PRACTICUM SUBJECT OF THE FINAL YEAR OF THE DEGREE IN DENTISTRY AT THE UNIVERSITY OF VALENCIA	1926
<i>M.D. Casaña-Ruiz, A. Armengol-Olivoares, S. Camañes-Gonzaloo, M.A. Peiró-Guijarro, N. Zamora-Martinez, V. Garcia-Sanz</i>	
NEURAL SCENE GRAPHS: A COMPREHENSIVE REVIEW OF ADVANCES IN 3D SCENE REPRESENTATION, UNDERSTANDING, AND APPLICATIONS	1931
<i>J.H. Moolman, F. Boyle, J. Walsh</i>	
PLAY-WORLDS AS CONTEXT FOR CODING AND ROBOTICS ACTIVITIES IN EARLY CHILDHOOD EDUCATION	1940
<i>L. Prinsloo, M. Botes</i>	
MEASURING PERFORMANCE METRICS IN ACTIVE ROLE-PLAY LEARNING FOR DECISION TECHNIQUES IN FLEXIBLE MANUFACTURING	1950
<i>D. Juárez-Varón, A. Mengual-Recuerda, B. Andrés Navarro, M.R. de la Torre Martínez</i>	
NEUROTECHNOLOGICAL STUDY OF THE DEVELOPMENT OF AN INDUSTRIAL MANUFACTURING PROCESS PRACTICE	1957
<i>D. Juárez-Varón, M.A. Peydró Rasero, A. Mengual-Recuerda, M.R. de la Torre Martínez, B. Andrés Navarro</i>	
PUTTING THE TRAINEE KNOWLEDGE WORKER TO WORK: BENEFITS OF WORK INTEGRATED LEARNING IN DOCTORAL PROGRAMMES	1963
<i>K.A. Bracewell, I. Sheridan, S. Cassidy</i>	
THE ORIGINS OF THE INTERNET AND ITS CURRENT STATE	1973
<i>N. Wesseling</i>	
TRANSFORMATIVE AND SUSTAINABLE DELEGATION OF AUTHORITY POLICY AS A DRIVER OF GOOD GOVERNANCE IN HIGHER EDUCATION INSTITUTIONS	1977
<i>A. Moloji, L. Mhlongo</i>	
INSTRUCTIONAL DESIGN TO PROMOTE DATA-DRIVEN PRACTICES AND DIGITALISATION IN SHIPBUILDING PROJECTS	1986
<i>Z. Tacgin, M. Martinsuo</i>	
AN AUGMENTED REALITY SOLUTION FOR DIGITALISATION TRAINING IN SHIPBUILDING: SYSTEMATIC REVIEW AND APPLICATION DEVELOPMENT	1997
<i>Z. Tacgin, M. Martinsuo</i>	
AI TOOLS FOR DATA ANALYSIS IN LEARNING ANALYTICS: CASE STUDY IN THE PRIN PROJECT "LEARNING ANALYTICS. ACROSS DATA PROCESSING ETHICS, INSTRUCTIONAL DESIGN AND ACADEMIC POLICY"	2012
<i>M. Baldassarre, F.P. Sarcina, A.M. Cuzzi</i>	
AN EDUCATIONAL INNOVATION FOCUSED ON MANUFACTURING ENGINEERING BASED ON DECOMPOSED TANGIBLE MODELS OBTAINED THROUGH ADDITIVE MANUFACTURING	2018
<i>E. García-Martínez, V. Miguel, J.A. Naranjo Torres, M.C. Manjabacas Tendero, N. Sánchez-Casado</i>	

A PROPOSAL OF AN INNOVATIVE TEACHING WEB APPLICATION TO CREATE SYNTHETIC MICROSTRUCTURES OF CARBON STEELS FROM A MANUFACTURING ENGINEERING PERSPECTIVE	2025
<i>E. García-Martínez, J. Muñoz-Rodenas, A. Martínez-Martínez, F. García-Sevilla, J. Coello, M.C. Manjabacas Tendero, J.A. Naranjo Torres, M.N. Sánchez Casado, V. Miguel</i>	
USING REAL CASES TO AWAKEN MOTIVATION AND GENERIC OUTCOMES IN MASTER'S STUDENTS: APPLICATION IN THE DESIGN OF WASTEWATER TREATMENT PLANTS	2034
<i>C. Hernandez-Crespo, E. Asensi-Dasí</i>	
CHALLENGES IN MEASURING GLOBAL CITIZENSHIP SKILLS BY LANGUAGE-BASED TESTS	2038
<i>K. Matsumoto, T. Takeuchi, Y. Kato, S. Kato</i>	
DRIVING INNOVATION THROUGH CROSS-SECTOR COLLABORATION WITH HIGHER EDUCATION INSTITUTIONS	2045
<i>E. Costa, P. Vicente, E. Reis</i>	
MINIPBL APPROACH TO SUSTAINABLE EDUCATION	2054
<i>D. Velichová</i>	
DECOLONISING LEARNING THROUGH AI-ENABLED INDIGENOUS LANGUAGE TRANSLATION: A FRAMEWORK FOR OVERCOMING LANGUAGE BARRIERS IN AFRICAN EDUCATION	2059
<i>L. Marumolwa, A. Moloji, O. Khanye</i>	
MATH ANXIETY AND SELF-EFFICACY IN YOUNG LEARNERS: MEASUREMENT AND INTERVENTION	2069
<i>D. Mihănescu, D. Biclea, L. Bologa</i>	
HIGHER EDUCATION IN TRANSFORMATION: A SOCIOLOGICAL VIEW OF ACADEMIC CAREERS IN PORTUGAL	2076
<i>H. Antunes</i>	
POST-COVID INSIGHTS FROM A TWO-YEAR NATIONAL DIGITAL TRANSFORMATION INITIATIVE – A STUDENT-CENTRED APPROACH	2077
<i>N. O'Connor, T. Prendergast</i>	
STUDENTS TUTOR STUDENTS: A PROBLEM-BASED LEARNING COURSE IN HEALTH PROFESSION EDUCATION	2078
<i>M. Avrech Bar</i>	
ETHICS AND DATA PROCESSING IN LEARNING ANALYTICS: A PNRR RESEARCH PROJECT TOWARDS AN ACCOUNTABLE FRAMEWORK FOR HIGHER EDUCATION	2079
<i>M. Baldassarre, M. Dicorato</i>	
ASSESSMENT OF CRITICAL THINKING IN BUSINESS CLASSES	2087
<i>A. Barclay, C. White, M. Basas</i>	
NEVER TOO LATE: WHEN DO EXCELLENT STUDENTS HAND IN THEIR EXAMS?	2088
<i>J. Villagrasa, C. Donaldson, M. Avenza-Ivars, F. Sánchez-Coll</i>	
IMPACT OF SOCIO-EMOTIONAL VARIABLES ON THE PSYCHOLOGICAL WELL-BEING OF FUTURE TEACHERS	2099
<i>A. Izquierdo, J.L. Castejón, R. Gilar-Corbí</i>	
"IN THE MANNER OF": AN INNOVATIVE AND TRANSVERSAL EXPERIENCE FOR INTERIOR DESIGN PROJECT LEARNING	2100
<i>A. Pascual Rubio, J.M. Iborra Marcos, C. Sentieri Omarrementería</i>	
DEM4PED-DATA EXCHANGE MODEL FOR POSITIVE ENERGY DISTRICTS	2110
<i>M. Garabet, C. Ivan</i>	
CREATING VALUE IN THE INTERACTION BETWEEN HIGHER EDUCATION AND SOCIETY: THE CASE OF TRAINEESHIPS AT THE UNIVERSITY OF AVEIRO	2116
<i>T. Silva, I. Saur-Amaral, T. Aragonez</i>	
GAME-BASED LEARNING: AN APPLIED APPROACH WITH IDEA CHEF AND LEGO SERIOUS PLAY	2125
<i>I. Saur-Amaral, S. Filipe, T. Aragonez</i>	
FACTORS INFLUENCING STUDENT USE OF CHATGPT: AN EXPLORATION OF THE BENEFITS AND RISKS OF ADOPTING AND USING CHATGPT	2134
<i>J.J. Orts-Cardador, R. Hernández Garrido, C. Pérez Calañas, E. Carvajal-Trujillo</i>	
ASSESSING THE IMPACT OF EDUCATIONAL TECHNOLOGY ADOPTION ON THE CAREER CHOICES OF FIRST-YEAR UNIVERSITY STUDENTS	2139
<i>O. Ajayi</i>	

DEVELOPING CRITICAL INDUSTRY SKILLS THROUGH INTEGRATION OF RISK ASSESSMENT CURRICULUM IN HIGH SCHOOL CAREER AND TECHNICAL EDUCATION COURSES	2146
<i>R. Honomichl, P. Wagner</i>	
THE NEED FOR HIGHLY TRAINED AND QUALIFIED K12 TEACHERS TO ADDRESS THE GROWING DEMAND FOR CYBERSECURITY PROFESSIONALS	2153
<i>R. Honomichl, P. Wagner</i>	
INFORMAL METHODS FOR EVALUATING STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) PROGRAMS	2162
<i>M. Larson</i>	
EXECUTIVE FUNCTIONS DEVELOPMENT: A LONGITUDINAL STUDY OF CHILDREN FROM KINDERGARTEN TO THIRD GRADE ACROSS VARIED SOCIOECONOMIC BACKGROUNDS	2163
<i>T. Raz, S. Shaul</i>	
LET YOUR LECTURE LIVE ON WITH DIGITAL LECTURE NOTES AND VIDEO CAPTURES	2172
<i>A. Beiderman</i>	
EMPOWERING ACADEMIC AND CAREER SUCCESS THROUGH CULTURAL AND LANGUAGE-FOCUSED EXTRACURRICULAR ACTIVITIES: A CASE STUDY OF A KOREAN CLUB IN A U.S. COLLEGE	2173
<i>J. Kwon, C. Garcia-Gonzalez, A. Karamustafic, Y. Guzman</i>	
A UNIVERSITY-LED COMPUTER SCIENCE EDUCATION SUMMIT: MEETING THE MOMENT WITH ACTIONABLE, RELEVANT, AND TIMELY EXPLORATIONS	2174
<i>C. Blitz, F. Trees, D. Amiel, D. Detrick</i>	
STRENGTHENING TEACHER TRAINING IN TIMOR-LESTE: ALIGNING PRE-SERVICE TEACHER TRAINING WITH SECONDARY CURRICULUM NEEDS	2181
<i>F. Couto</i>	
MORAL INTUITIONS, ARGUMENTS AND NARRATIVES IN POSTGRADUATE STUDENTS OF A MASTER'S DEGREE IN BIODIVERSITY AND CONSERVATION IN SPAIN: UNFORESEEN OUTCOMES	2187
<i>D. Vacas-Aponte, Á. Ruiz-Repiso, R. Benavente-Blanco, D. Amorós-Ausina, N. Bernal-Ripollés, A. Borja-Perales, R. Bornemann-Planells, Á. Brotons-Antón, C. Canós-López, J. Carbonell-Varea, L. Catalán-Soriano, I. Costa-Palos, P. Domingo-De Pedro, L. Domene-Saiz, C. Enríquez-Rodríguez, C. Esteban-Silvestre, E. García-Martínez, M. Gas-Vicent, D. Gijón-Martínez, F. Giménez-Soutullo, L. Gómez-Górriz, S. Hernández-Fernández, S. González-Pacheco, J. Jiménez-Higuera, A. Lagier-Quesada, Á. Laín-Losas, J. López-Galán, R. Martí-Montoya, G. Martínez-Roig, S. Martínez-Torres, N. Megías-Valero, T. Nebot-Sanjuán, O. Polo-Yagüe, A. Polvoreda-Ramiro, J. Roldán-Herrero, A. Ros-Castejón, Á. Sobrino-Martínez, N. Streb, S.N. Tamashiro-Orrego, I. Tárrega-Rubio, M.J. Torres-Ruiz, A. Tueros-Cabal, I. Vázquez-Cabrillana, F.J. Aznar-Avendaño</i>	
CONNECTING INDUSTRIAL AND TEACHING WORLD FROM BLENDED LEARNING ON CORROSION SCIENCE	2197
<i>L.B. Peral, M. Bueno, E. Mardaras, V. Arniella, I. Fernández-Pariente</i>	
ENHANCING EQUITY IN EDUCATION: THE ROLE OF COMMUNITY PARTICIPATION IN TEIP SCHOOLS	2198
<i>F. Couto</i>	
MULTILEVEL INSTITUTIONAL WORK TO INDUCE CHANGE IN HIGHER EDUCATION	2203
<i>S. Stenvall-Virtanen</i>	
RELATIONSHIP BETWEEN QUALITY ASSURANCE PERFORMANCE INDICATORS AND CURRICULUM DESIGN	2210
<i>L. Velázquez, B. Atenas, N. Cruz Hernández, J.C. Castro Palacio, J.A. Monsoriu</i>	
ACTIVE YOUTH HUB: FOSTERING ACTIVE CITIZENSHIP AND YOUTH ENTREPRENEURSHIP THROUGH GAME-BASED LEARNING	2218
<i>D. Vlachopoulos, O. Eleftheriou, M. Giangkampozidou, A. Haratau, D. Elek, M. Pušnik</i>	
AUTHENTIC ASSESSMENT: BRIDGING HIGHER EDUCATION AND REAL-WORLD SKILLS THROUGH DIVERSE METHODOLOGIES	2225
<i>D. Vlachopoulos</i>	
THE MOST NOBLE PROFESSION: INCORPORATING HIGH IMPACT TRANSFORMATIVE PRACTICES INTO MATHEMATICS TEACHER PREPARATION EXPERIENCES	2235
<i>M. Parrott</i>	
DETERMINANT FACTORS OF EFFORT IN ONLINE POSTGRADUATE DEGREES IN ECUADOR: A SELF-PERCEIVED APPROACH	2240
<i>J. Sierra-Morán, L. Rangel-Lyne, S.J. Martínez-Vergara, M. Bernardo</i>	

TRANSFORMING DATA INTO ACTION: THE CENTRAL ROLE OF SCHOOL LEADERSHIP <i>A. Villeneuve, Y. Bouchamma</i>	2247
HARMONIZING LEARNING: THE INTEGRATION OF AI AND MUSIC TECHNOLOGY IN EARLY CHILDHOOD LANGUAGE LEARNING CIRCLES <i>J. Hernandez</i>	2251
DO-IT-YOURSELF DATA-ENABLED FLIPPED LEARNING (DIY-DEFL) WAY OF LEARNING PHYSICS <i>D. Loy, S.L. Chang, A. Dewanto</i>	2252
EMPOWERING WRITERS: LEVERAGING DIGITAL SELF-DIRECTED LEARNING TOOLS TO ENHANCE WRITING DEVELOPMENT IN UNIVERSITY WRITING CENTRES <i>M.J. Hayter</i>	2258
CULTIVATING CLASSROOM EXCELLENCE: INTEGRATING DESIGN THINKING INTO 21ST-CENTURY CURRICULUM DEVELOPMENT <i>M.J. Hayter</i>	2259
THE IMPACTS OF A TEACHER DEVELOPMENT PROJECT ON PRE-SERVICE SCIENCE TEACHERS' ASSESSMENT LITERACY <i>C.K. Chan</i>	2260
INTEGRATING COT AND RAG INTO GPT MODELS FOR BUILDING A LEARNING SYSTEM TO ENHANCE ENGLISH WRITING SKILLS <i>W. Ye, H. Takada</i>	2268
REQUIREMENTS ANALYSIS FOR SUCCESSFUL COLLABORATIONS BETWEEN UNIVERSITIES AND INDUSTRY BASED ON DIGITAL INNOVATIVE PLATFORMS EXEMPLIFIED BY IDEALIZE <i>S. Löwe, M. Fischer</i>	2277
READING SKILLS IN THE EARLY YEARS IN INTERNATIONAL SCHOOLS <i>A. Vincent, C. Jellis</i>	2287
ANALYSIS OF BRAIN PERFORMANCE METRICS IN ACTIVE LEARNING BASED ON ROLE-PLAYING. A NEUROTECHNOLOGICAL STUDY <i>A. Mengual-Recuerda, D. Juárez-Varón, B. Andrés Navarro, M.R. de la Torre Martínez</i>	2296
AN ANALYSIS OF EARLY MATHS SKILLS IN INTERNATIONAL SCHOOLS <i>C. Jellis, A. Vincent</i>	2302
NEUROTECHNOLOGICAL STUDY ON ACTIVE LEARNING BASED ON GROUP DYNAMICS: APPLICATION TO HUMAN RESOURCES MANAGEMENT <i>A. Mengual-Recuerda, D. Juárez-Varón, M.R. de la Torre Martínez, B. Andrés Navarro</i>	2310
UNIVERSITY STUDENTS' PERCEPTIONS OF CHATGPT <i>R. Mestre-Pérez</i>	2315
VIRTUAL REALITY VS. POWERPOINT IN ENGLISH LANGUAGE TEACHING: EFFECTS ON FLUENCY AND VOCABULARY ACQUISITION <i>Y. Satake</i>	2324
DEVELOPING A DIGITAL TRAINING TOOL FOR PERSONS WITH INTELLECTUAL DISABILITIES: THE GENDER DRAMA-ID PROJECT <i>Z. Valero-Ramon, G. Ibañez-Sanchez, J.L. Bayo-Monton, M. Mas</i>	2325
EXPLORING THE EFFECT OF INSTRUCTIONS AND STUDENT CHARACTERISTICS ON STUDENTS' USE AND PERCEIVED USEFULNESS OF AI CHATBOTS IN HIGHER EDUCATION <i>J. Diederen, B. de Rink</i>	2333
REDEFINING LIBERAL ARTS EDUCATION FOR A VUCA WORLD: THE CASE OF WEBSTER UNIVERSITY'S GLOBAL CITIZENSHIP PROGRAM <i>J. Sandholm-Bark</i>	2343
CONSTRUCTING BRIDGES: STRATEGIES TO ENHANCE SCIENCE ACCESSIBILITY IN RURAL SCHOOLS <i>R. Branquinho, C. Sarabando, J. Duarte, M. Carochio, M. Fernandes, X. Sá-Pinto</i>	2349
HEALTHCARE ARTIFICIAL INTELLIGENCE: NURSES' PERCEPTIONS <i>F. Segadães, C. Pinto, A. Pinto, M. Barroso, T. Coelho, P. Oliveira</i>	2359
CRITICAL AI LITERACY IN HIGHER ED: LESSONS AND NEXT STEPS <i>J. Sandholm-Bark</i>	2368
EDUCATIONAL TEAMS WORKING WITH STREET CHILDREN IN MEXICO: STRATEGIES, SATISFACTION, AND EMOTIONAL CHALLENGES <i>L. Lacourt, M. Bruyninckx, A. Thill</i>	2372

A CLOSE TO REAL WORK EXPERIENCE FOR THE ACQUISITION AND EVALUATION OF TRANSVERSAL COMPETENCES OF AEROSPACE ENGINEERING STUDENTS	2379
<i>D. Domínguez, C. Rubio, A. Delgado, A. García, F. Parra, D. López</i>	
ART TECHNOLOGIES IN TEACHING MINOR LANGUAGES AS PRESERVING THE NATIONAL LANGUAGE AND CULTURE (ON THE EXAMPLE OF THE TATAR LANGUAGE)	2380
<i>A. Ashrapova, L. Svirina, I. Makarov</i>	
TEACHER AWARENESS AND PREPAREDNESS FOR EDUCATING STUDENTS WITH ONCOLOGICAL DISEASES IN THE CZECH REPUBLIC	2387
<i>E. Satinská, E. Nyklová, V. Vavrušková</i>	
CREATING A MAKERSPACE FOR CONNECTING STEAM AND HOME ECONOMICS EDUCATION: INTERDISCIPLINARY LEARNING FOR SUSTAINABILITY	2400
<i>K. Oikarinen, P. Palojoki, J. Haapaniemi</i>	
GAMBIAVET: AN INNOVATIVE SOLIDARITY PROJECT THAT GATHERED STUDENTS AN ACTIVE ROLE IN LEARNING AND PROVIDED A VALUABLE HELP TO THE WORKING ANIMALS OF THE GAMBIA	2401
<i>Z.K. Losonci, M. García-Roselló, V. Vitale</i>	
EMPOWERING HEALTHCARE WITH PROCESS MINING: A LEARNING-BY-DOING APPROACH TO BIG DATA ANALYTICS IN CLINICAL PRACTICE	2408
<i>G. Ibáñez-Sánchez, Z. Valero-Ramon, J.L. Bayo-Monton, F. Seoane</i>	
GAMIFYING THE CURRICULUM: A STRATEGY FOR ENHANCING STUDENT ENGAGEMENT, ACTIVE AND COLLABORATIVE LEARNING, AND SATISFACTION	2418
<i>E. Roldan Ciudad, Y. Perfecto-Avalos, A. Hidalgo-Bastida</i>	
IMPROVING STUDENT EMPLOYABILITY AND BUSINESS COLLABORATION WITH THE "ITINERARIO PROFESIONAL" IN THE MPGPE	2428
<i>M. Reula, M.C. Bas, S. Quintanilla, A. Pérez, V. Liern, R. Benítez, C. Parreño-Torres, J. Pla-Barber, S. Vizcayno</i>	
IRAISE: BRIDGING THE GAP IN HEALTHCARE INNOVATION ADOPTION THROUGH COLLABORATIVE EDUCATION AND INDUSTRY ENGAGEMENT	2435
<i>G. Ibáñez-Sánchez, Z. Valero-Ramon, V. Traver, R. Alessandrello, R. Maspons</i>	
ADVANCING STEM EDUCATION AND INCLUSION: EVALUATING THE IMPACT OF THE FEMST PROJECT	2441
<i>M. Potes Barbas, A. Teles Vieira, M. Ortega Mateo, S. Mavrommati, C. Thanopoulos, D. Bayram, B. Korkmaz Erdural, S. Louka</i>	
STEAMKITCHEN: INTEGRATING HOME ECONOMICS AND STEAM FOR SUSTAINABLE EVERYDAY LIFE SKILLS	2446
<i>J. Haapaniemi, P. Palojoki, K. Oikarinen</i>	
USEFULNESS OF CLINICAL SIMULATION IN MULTIDISCIPLINARY TEAMS FOR DEVELOPING RELATIONAL SKILLS IN FUTURE CLINICAL PSYCHOLOGISTS	2447
<i>S. Pinazo-Hernandis</i>	
EXPLORING THE DYNAMICS OF MATHEMATICS TEACHER IDENTITY: A CASE STUDY OF MR. KHAN	2452
<i>Z. Jina Asvat</i>	
USE OF AUDIO-VISUAL TOOLS AS SUPPORT FOR LEARNING IN LABORATORY SUBJECTS IN THE CHEMISTRY DEGREE: PILOT EXPERIENCE IN THE SUBJECT OF BASIC LABORATORY OPERATIONS	2458
<i>S. Carda-Broch, J. Peris-Vicente, M.J. Ruiz-Ángel, R. Castillo-Solsona</i>	
VERFISUM: EMPOWERING INCLUSION AND EMPLOYMENT THROUGH DIGITAL EDUCATIONAL INNOVATION	2464
<i>M. Potes Barbas, A. Teles Vieira, P. Duarte Branco, E. Casimiro</i>	
HEALTH PROFESSIONALS TRAINING AND CULTURAL DIVERSITY: WORKING WITH CHILDREN AND ELDERLY ADULTS	2472
<i>L. Lacourt, L. Santoro, D. Cauchie, M. Bruyninckx</i>	
PEER TUTORING TO IMPROVE LEARNING OF LABORATORY OF QUANTITATIVE CHEMICAL ANALYSIS	2478
<i>S. Carda-Broch, J. Peris-Vicente, M.J. Ruiz-Ángel</i>	
CONSTRUCTION OF REALITIES: BRIDGING THEORY AND PRACTICE FOR DESIGN STUDENTS	2483
<i>U. Lagger, M. Forenbacher, W. Mraček</i>	
THE ROLE OF VISUAL COLLABORATION APPLICATIONS IN WEB SEMINARS FOR UNIVERSITY EDUCATION	2489
<i>B. Andrés Navarro, A. Mengual-Recuerda, D. Juárez-Varón, M.R. de la Torre Martínez</i>	

LONGITUDINAL ANALYSIS OF E-PORTFOLIOS ACROSS ACADEMIC YEARS: EXPLORING SELF-REGULATION AND ACADEMIC SUCCESS IN HIGHER EDUCATION <i>M.C. Blanco-Gandía, G. López-Crespo, T. Jiménez-Gutiérrez</i>	2501
PERCEPTION OF VOCATIONAL EDUCATION TRAINING STUDENTS ON THE DEVELOPMENT OF SUSTAINABILITY COMPETENCE <i>N. Rezabal, J. Esparta, I. Enekotegi, A. Zaráin, M. Vazquez-Polo, V. Navarro, J. Miranda, I. Txurruka</i>	2505
LEVELING UP GOVERNANCE EDUCATION: EVALUATING GAME-BASED LEARNING IN CORPORATE TRAINING <i>R. Al Ghadban</i>	2511
BRIDGING REAL-WORLD EXPERIMENTS AND COMPUTER MODELS IN AN UNDERGRADUATE PHYSICS COURSE <i>L. Bartosovic, P. Demkanin, D. Cervenova</i>	2512
THE IMPACT OF BLENDED LEARNING AND INTERDISCIPLINARY COLLABORATION IN SUMMER SCHOOLS: A CASE STUDY IN RETAIL EDUCATION <i>F. Guarnieri, G. Gerosa, S. Bürstmayr, K. Quartier, E. Servais</i>	2521
DEVELOPING A STRATEGY FOR SCHOOL SAFETY: USING VIDEO EDUCATION TO ENHANCE EMERGENCY PREPAREDNESS FOR SOFT TARGETS <i>L. Mariš, A. Velás</i>	2532
TOWARDS A NOVEL METHODOLOGY THAT IMPLEMENTS THE TRANSFORMATION OF UNIVERSITY DEGREES THROUGH STEAM VH PROJECTS <i>T. Ferrer Dasí, P. Aloy Fortea, N. Montés Sánchez, S. Barquero Pérez</i>	2537
APPLICATIONS IN 3D VOLUMETRIC VIDEO FOR THE PROTOTYPING OF IMMERSIVE AND INTERACTIVE ENVIRONMENTS FOR EDUCATION AND RESEARCH: PROTOTYPING AND COMPONENT INTEGRATION IN EXTENDED REALITY <i>J.L. Rubio Tamayo, V. Levratto, H. Gómez Gómez</i>	2544
PROMOTING EDUCATIONAL AND FEMINIST TRANSFORMATION THROUGH A SERVICE-LEARNING PROJECT ON DIGITAL GENDER-BASED VIOLENCE <i>L. Freude, A. Morero Beltrán, E. Almeda Samaranch, M. Domínguez Amorós</i>	2551
BREAKING THE INITIAL BARRIER IN TEACHING NUMERICAL MODELLING TO HIGHER EDUCATION STUDENTS AND JUNIOR RESEARCHERS <i>J. Domínguez, I. Martínez-Estévez, O. García-Feal, S. Capasso, B. Tagliafierro, C. Altomare, A. Crespo, M. deCastro, M. Gómez-Gesteira</i>	2558
INTEGRATION OF ENVIMET SOFTWARE AS A MEASUREMENT TOOL IN THE URBAN MEDIUM CONDITIONS SUBJECT <i>X. Oregi, M. Arbulu</i>	2565
DEVELOPING A QUALITY FRAMEWORK AND INSTITUTIONAL POLICY FOR (DIGITAL) LEARNING MATERIALS IN HIGHER EDUCATION <i>G. Cams, H.L. Meers, S. Verjans, R. Jans, S. Theuwen, J. Willems, G. Gysen, N. Oyen</i>	2571
ARE SMALLER UNIVERSITIES BEING ERASED BY AI? <i>I. de Waard</i>	2578
BEYOND THE CLASSROOM: EDUCATIONAL DISSEMINATION IN THE DIGITAL AGE THROUGH THE TRANSPAVET PROJECT <i>C. de Brito, E. García-Roselló, J.A. Solves Almela, B. Ballester Lurbe, J. López Ramon, A. Navarro Serra, M. Muñoz Baquero, M. Lozano Fuentes, M. García-Roselló</i>	2586
DEVELOPMENT OF A WEB-BASED LEARNING ENVIRONMENT THROUGH INNOVATIVE TECHNOLOGIES <i>S. Shotarova</i>	2593
ACTIVE TRIANGLE KIDS CONCEPT TEST: A LOGIC GAME FOR EARLY CHILDHOOD EDUCATION <i>J. Mena, J.M. Lorite-Fonta, A. Patrocinio</i>	2603
A PRACTICAL DIDACTIC MODEL FOR DEVELOPING INDUSTRY-RELEVANT ARTIFICIAL INTELLIGENCE SKILLS: BRIDGING ACADEMIA AND BUSINESS <i>R. Groß, C. Cartwright, K. Freudenthaler, T. Ulrich</i>	2607
THE ROLE OF ASSISTIVE TECHNOLOGIES IN INCLUSIVE EDUCATION FOR CHILDREN WITH AUTISM: BENEFITS AND CHALLENGES <i>N. Nouredine, W. Barber</i>	2617
LEARNING WHILE PLAYING? EFFECTS OF KAHOOT! IN A HIGHER EDUCATION LANGUAGE COURSE <i>M. Martínez-Adrián, M.T. Barberán-Recalde, M. Basterrechea, A. Azkarai, A. Calzada, K. Iglesias-Diéguez</i>	2625

DOES NATURE MATTERS? NATURE CONNECTEDNESS OF STUDENTS AND KINDERGARTEN TEACHERS	2633
<i>D. Anđić, M. Sopić</i>	
LESSONS LEARNED FROM EDUCATIONAL PSYCHOLOGY: IMPLEMENTING A FINNISH TEACHER EDUCATION COURSE IN AN INTERCULTURAL MIDDLE EAST CONTEXT	2643
<i>M. Talvio, K. Lonka</i>	
MODDING FOR COGNITIVE ACCESSIBILITY: EXPERIENCES WITH COMMERCIAL ANALOGUE GAMES AND NEURODIVERGENT PLAYERS	2644
<i>P. Fernandes, C. Casimiro, W. Almeida, H. Monteiro, J. Léste, F. Luz, C. Sousa</i>	
NAVIGATING AI IN THE MATHEMATICS CLASSROOM	2654
<i>C. McGlone, M. Greenlee, S. Leinwand</i>	
FOSTERING ACTIVE LEARNING IN PHYSICS EDUCATION: AN OPEN-ENDED EXPERIMENTAL APPROACH	2658
<i>J. Martínez-Perdiguero, I. Urcelay, J.J. Gaitero, J. Lafuente, I. Gurtubay, S.J. González-Rojí, H. Manzano</i>	
IMPLEMENTATION IN THE CLASSROOM OF NEW METHODS FOR MEASURING ADVERTISING EFFECTIVENESS: PERCEPTIONS, ATTITUDES, AND BEHAVIORS OF UNIVERSITY STUDENTS	2667
<i>V. Ballester Riera, S. Sanz-Blas, D. Buzova, P. Fierro</i>	
FROM STAGE TO CLASSROOM: EMBRACING PRESENCE THROUGH SAFETY, CONNECTION, ACCEPTANCE, AND IMPROVISATION IN TEACHING	2668
<i>C. McGlone, M.L. McHugh, K. Marin</i>	
A HYBRID METHODOLOGY FOR STRUCTURED PROGRAMMING EDUCATION USING COLLABORATIVE PLATFORMS	2673
<i>J.R. Pérez Beltrán, R.P. Neco</i>	
TRANSITIONS: THE WORLD OF YOUTH BETWEEN TRANSITIONS, CHALLENGES AND OPPORTUNITIES	2681
<i>C. Giorgis, F. Pisanu, A. Casciano, F. Coletta, L. Menghini, E. Perinelli, M. Vignoli, F. Fraccaroli</i>	
STICKY COSTS IN THE CLASSROOM: RETHINKING MANAGEMENT ACCOUNTING EDUCATION FOR REAL-WORLD FINANCIAL CHALLENGES	2688
<i>A. Lucas, G. Azevedo, J. Oliveira, L. Lima Santos</i>	
PBL AND MOODLE: AN INNOVATIVE EXPERIENCE FOR STUDENTS IN A "PHYSICS FOR PRIMARY AND EARLY CHILDHOOD EDUCATION" COURSE AT THE UNIVERSITY OF PALERMO	2694
<i>E. Spada, C. Fazio, E. Mignosi, O.R. Battaglia</i>	
THROUGH THE LOOKING GLASS: THE EVOLUTION OF COMMUNICATION TECHNOLOGY AND THE DAWN OF A FOURTH EPISTEME	2695
<i>M. Harpham</i>	
WHAT MAKES A CAPACITY DEVELOPMENT INITIATIVE SUCCESSFUL? PERSPECTIVES FROM THE SMARTVILLE PROJECT	2705
<i>T.K. Mufeti, T. Saarijärvi</i>	
ART AS A TOOL TO MANAGE STRESS: A QUALITATIVE EXPLORATION OF LITHUANIAN UNDERGRADUATE STUDENTS' WELL-BEING	2712
<i>D. Semakov, J. Gogoi</i>	
DEVELOPMENT OF STUDENTS' ECOLOGICAL CULTURE USING THE APPROACH OF EXPERIENTIAL LEARNING	2720
<i>E. Masiliauskienė, J. Smilgienė, D. Masiliauskas</i>	
EXPLORING STUDENT PERCEPTIONS OF CASE-BASED LEARNING IN A FLIPPED CLASSROOM: A MIXED-METHODS STUDY	2728
<i>L. Banks, R. Kay, S. Lauricella</i>	
APPLICATION OF NARRATIVE PLAY IN DEVELOPING COOPERATIVE SKILLS IN PRESCHOOL-AGE CHILDREN	2732
<i>J. Smilgienė, E. Masiliauskienė</i>	
FLIPPING THE SCRIPT: UNDERGRADUATE STUDENTS' PERCEPTIONS OF SYNCHRONOUS ACTIVITIES IN THE FLIPPED CLASSROOM	2740
<i>L. Banks, R. Kay, S. Lauricella</i>	
EDUCATIONAL METAVERSE - CYBERSECURITY ASPECTS AND CHALLENGES	2745
<i>M.I. Ecevit, A. Feta, R. Creutzburg, H. Dağ</i>	
TEACHING THE ITERATOR PATTERN IN INTRODUCTORY PROGRAMMING COURSES	2753
<i>M. Tedeschi, S.S. Arora, S. Belich, A. Shah, C.P. Chauhan, J.N. Munim, D.A. Mengane, D.M. Mehta</i>	

A LOW-COST CLIENT/SERVER APPLICATION BASED ON OPEN-SOURCE SOFTWARE FOR E-PRACTICAL WORK ON SOLAR CELLS	2758
<i>S. Hadjoudja, M. Benyamina, A. Adda Benattia, A. Benachenhou</i>	
EXPLORING SAUDI HERITAGE AND SUSTAINABILITY THROUGH INTERACTIVE GAMEPLAY	2759
<i>D. Sinnari</i>	
IMPACT OF COLLABORATIVE LEARNING ON SELF-REGULATION AND COMMUNITY OF INQUIRY IN ONLINE LEARNING	2767
<i>L. Liu, L. Lin, C. Wang, S. Oyarzun, L. Ramsey</i>	
LEVERAGING AI AND MACHINE LEARNING TO IMPROVE STUDENT ENGAGEMENT, LEARNING OUTCOMES, AND TRUST IN EDUCATION	2768
<i>Y. Liu, H. Jiang, B. Zoghi</i>	
AI-DRIVEN MENTAL HEALTH FRAMEWORK UTILIZING WEARABLE BIOMARKERS AND LARGE LANGUAGE MODELS FOR STRESS PREDICTION IN GRADUATE EDUCATION	2775
<i>Y. Liu, B. Zoghi</i>	
CONQUERING "ARTIFICIAL INTELLIGENCE ANXIETY SYNDROME" (AIAS): STRATEGIES FOR CONSTRUCTING DYNAMIC LEARNING EXPERIENCES AND LIFELONG APPLICATIONS	2783
<i>B. Barrett, C. Miller</i>	
UNINTENDED CONSEQUENCES OF TECHNOLOGY-INFORMED ASSESSMENTS: MITIGATING THE RISK OF DISCRIMINATORY EMPLOYMENT DECISIONS	2790
<i>B. Barrett, C. Miller</i>	
BUILDING A CREATIVE ENVIRONMENT FOR PRESCHOOLERS IN RURAL NICARAGUA: DESIGN THINKING PROVIDES A PROCESS	2798
<i>P. Lane, B. Mills, J. Benavides</i>	
THE TRAINING OF EDUCATORS AND TEACHERS AND THE USE OF MATERIALS IN MATHEMATICS EDUCATION	2805
<i>M.F. Caldeira, M.F. Sampaio</i>	
THE CONTRIBUTIONS OF PEDAGOGICAL SUPERVISION IN INITIAL AND CONTINUOUS TRAINING OF EDUCATORS AND TEACHERS IN PORTUGAL	2812
<i>M.F. Sampaio, M.F. Caldeira</i>	
PERCEIVED FAIRNESS AND ACCEPTANCE OF AI-MEDIATED DECISIONS IN EDUCATION: A THEORETICAL MODEL, RESEARCH AGENDA, AND TACTICAL RECOMMENDATIONS	2817
<i>R.A. Turner</i>	
ELECTROWEB: AN INNOVATIVE APPROACH TO TEACHING ELECTROMAGNETISM THROUGH WEB-BASED ADAPTIVE LEARNING	2828
<i>R.D. Santiago Acosta, E.M. Hernández Cooper, A. Hernandez Medina, R. Gómez Castillo, F. Yescas Martínez</i>	
DESIGNING FUTURES: BLENDED INTENSIVE PROGRAMS FOR GLOBAL CHALLENGES	2836
<i>L.A. Cuenca Ramón</i>	
INVESTIGATING AGE-SPECIFIC EDUCATIONAL METHODS TO SUPPORT GLAUCOMA PATIENTS IN SELECTING CAR FEATURES FOR SAFE DRIVING	2845
<i>Y. Goda, M. Arame, M. Toda, J. Handa</i>	
FROM BUNGLED BREADBOARDS TO MODULAR MASTERY- INTEGRATING MEXLE 2020 AS A MODULAR EXPERIMENTATION FRAMEWORK FOR ELECTRICAL ENGINEERING LABORATORIES	2853
<i>B.A.A.Y. Aboghanima, T. Fischer</i>	
THE PRACTICE AND DEVELOPMENT OF ENTREPRENEURSHIP IN THE TEACHING OF MANDARIN CHINESE IN TECHNICAL HIGH SCHOOLS: USING NARRATIVE INQUIRY AS AN EXAMPLE	2863
<i>J.C. Chang, C.H. Tang</i>	
USING PROJECT-BASED LEARNING IN TEACHING COMPUTATIONAL VISION AND IOT FOR VEHICLE LICENSE PLATE RECOGNITION IN HIGH SCHOOL STUDENTS	2872
<i>D. Figueira, V. Bremgartner, E. Vieira, T. Souto, D. Reis, I. Silva</i>	
DEVELOPMENT OF SIMULATION-BASED ASSIGNMENTS TO FACILITATE STUDENT ACQUISITION OF ENGINEERING CONCEPTS	2880
<i>J. Gonzalez</i>	
THE CURRENT STATE OF SENSORY ROOM IMPLEMENTATION IN SPECIAL SUPPORT SCHOOLS AND TEACHERS' EVALUATION OF THEIR ENVIRONMENT IN JAPAN	2886
<i>T. Kumazawa</i>	

ENTREPRENEURSHIP EDUCATION IN ITALY AND GERMANY: A DECADE OF COMPARATIVE BIBLIOMETRIC ANALYSIS	2892
<i>M. Farooq, M. Pirina, R. Solinas</i>	
EDUCATING INDIVIDUALS WITH DISABILITIES IN GERMANY, SPAIN, ITALY, AND BULGARIA: A COMPARATIVE BIBLIOMETRIC ANALYSIS OF RESEARCH TRENDS, GAPS, AND FUTURE DIRECTIONS	2901
<i>R. Solinas, M. Farooq, M. Pirina</i>	
EXPLORING THE INTERSECTION OF DIGITIZATION AND SUSTAINABILITY: A BIBLIOMETRIC ANALYSIS OF THE PAST DECADE	2910
<i>M. Farooq, R. Solinas, M. Pirina</i>	
A PROCESS FOR ADDRESSING SOCIOECONOMIC BARRIERS TOWARD RECEIVING THE EDUCATION NECESSARY TO QUALIFY FOR REGIONAL HIGH-SKILL, HIGH-WAGE AND IN-DEMAND OCCUPATIONS IN A RURAL NATIVE AMERICAN TRIBAL COMMUNITY	2918
<i>M. Larson</i>	
THE INNOVATIVE USE OF TECHNOLOGY TO SUPPORT INTERPROFESSIONAL EDUCATION (IPE) AND TRAINING THROUGH THE TEXAS INTERPROFESSIONAL EDUCATION CONSORTIUM	2919
<i>K. Hoggatt Krumwiede, R. Bogschutz, B. Tran, D. Farmer, C. Kaunas, V. Young</i>	
TEACHING MATHEMATICS USING METAVERSE TECHNOLOGY: OPPORTUNITIES AND CHALLENGES	2924
<i>I.M. Santos, A. Jarrah, A.A. Khan, M. Hasan, S. Shukri Mohammed</i>	
IDENTIFICATION OF ENTREPRENEURIAL NEEDS AND CHALLENGES OF COMMUNITIES OF ZAMBIA AND NAMIBIA – EXPERIENCES FROM THE SMARTVILLE PROJECT	2925
<i>T. Saarijärvi, T.K. Mufeti</i>	
WHAT DO MANAGERS NEED TO KNOW IN THE FIELD OF ARTIFICIAL INTELLIGENCE?	2932
<i>C. Negură</i>	
IMPROVING PRE-SERVICE TEACHERS’ UNDERSTANDING OF MULTIPLICATIVE RELATIONS THROUGH A TARGETED TEACHING INTERVENTION	2941
<i>I. Pampallis, C. Mathews</i>	
EXPLORING STEM LECTURERS’ USE OF ICT TOOLS IN THE CANVAS LMS AT A SOUTH AFRICAN UNIVERSITY	2950
<i>M. Madimabe, E. Nyamupangedengu</i>	
THE ROLE OF INCLUSIVE TEACHING IN MEDIATING THE EFFECTS OF PERSONALITY AND EMOTIONALITY ON ADOLESCENTS’ SOCIO-EMOTIONAL ADJUSTMENT	2960
<i>C. Lunetti, L. Di Giunta, C. Comitale, C. Riccioni</i>	
EMERGING GENERATIVE ARTIFICIAL INTELLIGENCE USE BY EDUCATORS IN THE CALIFORNIA STATE UNIVERSITY SYSTEM	2961
<i>L. Otero, M. Lara, J. Yamashita</i>	
UPDATE ON THE IMPACT ASSESSMENT OF THE LEAF PROJECT: 4 YEARS OF EUROPEAN RESEARCHERS NIGHT FOCUSED ON GREEN DEAL TOPICS	2966
<i>R. Donghia, G. Burzachechi, A. Della Ceca, G. Ciocca, E. Diociaiuti, V. Guglielmotti, F. Marchica, M. Martini, S. Pierangeli</i>	
USABILITY EVALUATION FOR DATA VISUALISATION OF CULTURAL HERITAGE	2975
<i>E. Villuendas, L. Targa, A. Solbes, I. Coma, J. Sebastián, C. Portalés</i>	
EXPLORING THE ROLE OF TEACHER IDENTITY IN ADOPTING DIALOGIC TEACHING PRACTICES IN MATHEMATICS EDUCATION	2985
<i>Z. Jina Asvat</i>	
PERCEPTIONS OF AI IN HIGHER EDUCATION: AFFORDANCES AND RISKS FOR STUDENTS WITH SWEDISH AS A SECOND LANGUAGE IN DEVELOPING ACADEMIC LITERACY	2991
<i>H. Dahlström, M. Norberg</i>	
SMARTPHONES IN THE CLASSROOM: INVESTIGATING THE IMPACT ON STEM STUDENTS’ LEARNING OUTCOMES IN PRIVATE SECONDARY SCHOOLS	2999
<i>F. Nannim, M. Mosia, F. Egara</i>	
USES OF AI AND AA IN SECONDARY EDUCATION TO PROMOTE MEANINGFUL LEARNING	3006
<i>M. López</i>	

TWO DECADES OF TEACHING FUTURE-ORIENTED MANAGEMENT METHODS - REFLECTING THE CHANGING DEMANDS ON CONTEMPORARY MANAGEMENT EDUCATION AND DEFINING THE IMPLICATIONS FOR THE TEACHING OF MANAGEMENT SKILLS IN A FUTURE MASTER'S PROGRAMME	3011
<i>D. Freudenthaler-Mayrhofer, G. Wagner</i>	
EXPLORING THE IMPACT OF DIGITAL STORYTELLING ON ENHANCING LEARNERS' INTEREST IN MATHEMATICS	3020
<i>F. Egara, M. Mosia, F. Nannim</i>	
ONLINE 3D MUSEUM BUILDING AS A TOOL FOR TEACHING LOCAL HISTORY	3029
<i>M. Kounalakis</i>	
ART- BASED RESEARCH METHODOLOGY AND HISTORY OF EDUCATION THROUGH DIGITAL MEANS	3037
<i>M. Kounalakis</i>	
THE VOICE OF UNIVERSITY FRESHMEN ON THEIR FIRST UNIVERSITY EXAMS	3046
<i>I. Barrilà, A. Natalini, G. Di Spirito, G. Benvenuto</i>	
FOSTERING UNIVERSITY INTEGRATION THROUGH EXPERIENTIAL LEARNING: AN AUDIOVISUAL PROJECT FOR FIRST-YEAR INTERNATIONAL BUSINESS STUDENTS	3051
<i>J. Suso, J.L. Gasent-Blesa, M.C. Bas, P. Ruiz-Fementa, M.J. Marín</i>	
A BRIEF OVERVIEW OF PROJECTS THAT ADDRESS THE DEVELOPMENT OF BASIC SKILLS IN COMPUTING AND INFORMATICS FOR STUDENTS	3059
<i>M. Kerneža, M. Vičič Krabonja, N. Kurbus, D. Hari, A. Flogie, D. Zemljak</i>	
ASSOCIATION BETWEEN BILINGUALISM AND ELEMENTS OF WORKING MEMORY: ASSESSING BILINGUAL ADVANTAGE AMONG UNIVERSITY STUDENTS IN SOUTH AFRICA	3065
<i>A.O. Oyejide</i>	
USING LITERARY TECHNIQUES TO DEVELOP CREATIVE THINKING IN STEM	3073
<i>M. Kerneža, D. Zemljak</i>	
USE OF THE WRITTEN DEBATE AS A FORMATIVE ACTIVITY IN VETERINARY BIOTECHNOLOGY SUBJECT	3079
<i>M.L. Moce, M. García-Roselló, L. Álvarez, E. García-Roselló</i>	
TRANSITION DIFFICULTIES: FROM LOWER SECONDARY SCHOOL TO VOCATIONAL EDUCATION AND TRAINING	3084
<i>I. Barrilà, G. Di Spirito</i>	
MAPPING DIGITAL TRANSFORMATION IN TEACHING ASSISTANTSHIP: A SCOPING REVIEW OF TECHNOLOGY INTEGRATION, IDENTITY FORMATION, AND PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION (2015-2024)	3088
<i>A.O. Oyejide</i>	
THE EFFECT OF SHADOWING TRAINING ON LEARNERS' MOTIVATION TO LEARN ENGLISH SPEAKING SKILLS: A FOCUS ON INTRINSIC, ATTAINMENT, AND UTILITY VALUES IN BEGINNER-LEVEL WORKPLACE ENGLISH COURSES AT A UNIVERSITY IN NORTHERN TAIWAN	3096
<i>J.C. Chang, T.N. Yu</i>	
DIGITAL HERITAGE AND CULTURAL ANALYSIS (DHECA): FOSTERING INTERDISCIPLINARY INNOVATION IN HERITAGE STUDIES	3105
<i>B. Palma, A. Solbes, A. Nieto-Villena, I. Pérez Folgado, M. Gaitán, A. León, E. Alba Pagán, C. Portalés</i>	
TEAM COMPETITION AS A GAMIFICATION STRATEGY IN THE PSYCHOLOGY OF PHYSICAL ACTIVITY AND SPORTS: INITIAL RESULTS	3113
<i>S. Agut Nieto, L. Sales Trisol, C. Hernández Blasi, F.A. Lozano Nomdedeu</i>	
EVALUATING AI-GENERATED MULTIPLE-CHOICE EXAM QUESTIONS IN ROBOTICS EDUCATION	3119
<i>S. Pöysäri, N. Siltala, J. Latokartano</i>	
FACILITATING INCLUSION: GRADE 5 EDUCATORS' VIEWS ON THE EFFECTIVENESS OF REMEDIAL PROGRAMS IN A GAUTENG PRIMARY SCHOOL	3128
<i>Z. Mohammed, S.P. Dlamini</i>	
STUDENTS' EXPERIENCES OF A FLIPPED CLASSROOM IN BUSINESS MATHEMATICS IN AN INTERNATIONAL ENVIRONMENT	3135
<i>J. Heikkilä, T. Ihamäki, T. Kohonen</i>	
GAMIFY TO SIMPLIFY: A NARRATIVE REVIEW OF STRATEGIES TO OVERCOME PROCRASTINATION	3142
<i>M. Sushchevskaia, R. Di Fuccio</i>	

ENHANCING INCLUSION IN GRADE 10 ENGLISH LANGUAGE CLASSES THROUGH SPECIAL EDUCATION INTERVENTIONS: A PHENOMENOLOGICAL STUDY <i>N. Mdinwa, S.P. Dlamini</i>	3149
INCORPORATING GRAPHICAL METHODS AND AI IN ENGINEERING EDUCATION FOR ENHANCED LEARNING <i>D. Makutèniènè</i>	3158
APPLICATION OF THE TALE-BOT ROBOT FOR DEVELOPING EXECUTIVE FUNCTION IN PLANNING AND ORGANISATION IN CHILDREN WITH AUTISM SPECTRUM DISORDER: PILOT TEST <i>E. Pérez-Vázquez, A. Gilabert-Cerdá</i>	3165
GRASPING TECHNOLOGICAL CONCEPTS WITH DATA-DRIVEN COMPUTATIONAL TOOLS <i>M. Santos Peñas, R. Fernández Fernández, M. Tomás-Rodríguez, L. García-Pérez</i>	3173
THE ROLE OF THE PSEUDO-TUTOR IN THE FINAL DEGREE PROJECT: A PRACTICAL CASE ON WIND ENERGY <i>S. Esteban San Román, E.G. Muñoz-Palomeque, M. Santos Peñas, J.E. Sierra-García</i>	3179
CHATGPT IN EDUCATION: BALANCING BENEFITS AND CONCERNS <i>M. Markovic, Z. Stanisavljevic Petrovic, D. Pavlovic</i>	3186
RAPID EFFECTIVE PRACTITIONER PRODUCTIVITY SESSIONS (REPPS) <i>D. Dickerson, M. Headen, M. Huffnan, J. Stanley, C. Berry, R. Bradford</i>	3195
RECONCEPTUALIZING THE PENTAGON MODEL OF PEDAGOGICAL CONTENT KNOWLEDGE: A VALUE-DRIVEN APPROACH TO SCIENCE TEACHING <i>E. Ajayi, E. Nyamupangedengu</i>	3196
UNLOCKING THE DATA DUNGEONS OF HIGHER EDUCATION (HE) <i>A. Kitchenham, D. Holley, D. Biggins</i>	3204
INTEREST OF FINAL-YEAR HIGH SCHOOL STUDENTS IN SERBIA IN BIOLOGY AND ECOLOGY STUDIES <i>T. Pribičević, T. Lazarević, V. Županec, M. Ilić</i>	3213
THE IMPORTANCE AND APPLICATION OF THE STEM METHOD IN IMPLEMENTING EXTRACURRICULAR ACTIVITIES IN BIOLOGY IN ELEMENTARY SCHOOL <i>T. Lazarević, T. Pribičević, V. Županec, D. Pušković</i>	3221
EFFECTIVE VOCATIONAL E-LEARNING THROUGH OPEN AND INTERACTIVE SIMULATION ENVIRONMENTS <i>R. Grammenos, G. Milis, D. Gavriel, K. Van Isacker</i>	3226
STRATEGY AND METHODOLOGY FOR THE PROTECTION OF SOFT TARGETS IN PRIMARY, SECONDARY, AND HIGHER EDUCATION INSTITUTIONS <i>L. Mariš, A. Velas, L. Sokolová</i>	3236
GENERATIVE AI APPLICATION IN HIGHER EDUCATION, A CASE STUDY <i>M.J. Diepeveen, H. Westbroek, J. van Muijlwijk-Koezen, D. Scholten</i>	3241
ENHANCING INTERCULTURAL COMMUNICATION IN HEALTHCARE THROUGH PROJECT BASED FOREIGN LANGUAGE TEACHING <i>S. Nikolova, B. Dimitrova, M. Todorov</i>	3242
A FRAMEWORK FOR DESIGNING AND IMPLEMENTING GUIDED PLAY ACTIVITIES IN SCHOOLS <i>L. Ndabezitha</i>	3249
THE NEED FOR REPRODUCTIVE HEALTH EDUCATION FROM THE PERSPECTIVE OF UNIVERSITY STUDENTS <i>I. Janković, M. Mitrović, J. Opsenica Kostić, M. Spasić Šnele, M. Guberinić, N. Čirović</i>	3250
FACTORS AFFECTING SUSTAINABLE APPLIED STEM EDUCATION: PATTERNS, ISSUES AND INSIGHTS <i>T. Mill, O. Ovtšarenko</i>	3256
BASIS FOR DEVELOPING DIGITAL COMPETENCES OF STUDENTS WITH SPECIAL NEEDS ON THE EXAMPLE OF THE DIGCOMP PP PROJECT <i>D. Zemljak, A. Flogie, D. Hari, N. Kurbus, M. Vičić Krabonja, M. Kerneža</i>	3263
DEVELOPING COMMUNICATION AND ANALYTICAL THINKING IN STEM THROUGH LANGUAGE DIDACTICS <i>D. Zemljak, M. Kerneža</i>	3271
PEDAGOGICAL REFLECTIONS ON TEACHING LEADERSHIP IN BUSINESS ADMINISTRATION AND NURSING IN MASTER'S LEVEL ONLINE COURSES <i>A.K. Olsson, K. Areskoug Josefsson</i>	3277

GREEN HUMAN RESOURCES MANAGEMENT AND EMPLOYEE WELL-BEING PRACTICES FOR SUSTAINABLE ORGANIZATION MANAGEMENT: LATVIAN HIGHER EDUCATION CASE STUDY <i>M. Lescevic, Z. Gusta</i>	3287
PRACTICE OF LOW-COST DISASTER EDUCATION USING SIMPLE VIRTUAL REALITY GOGGLES IN PRIMARY AND SECONDARY EDUCATION <i>A. Hirata, K. Yoshihara, K. Watanabe</i>	3297
IBIS ECO PROJECT: ACTIVE LEARNING AND AI-DRIVEN EDUCATION ENHANCING AWARENESS ON IEQ AND ENERGY EFFICIENCY IN BUILDINGS <i>S. Colace, C. Cosmi, R. Caggiano, G. Gigliotti, S. Di Leo, M. Proto, S. Sabia, F. Filice, S. Laurita</i>	3304
A PROPOSAL FOR A COMPOSITE INDEX AT SCHOOL-LEVEL IN THE ITALIAN CONTEXT <i>M. Marsili, F. Noccioli, P. Falzetti</i>	3306
TEACHERS' REFLECTIONS ON DIGITALLY ENHANCED WORK-INTEGRATED LEARNING IN PHD EDUCATION <i>K. Areskoug Josefsson, A.K. Olsson</i>	3307
ERASMUS+ STAFF MOBILITY FOR TEACHING - KA 131- 2022 AND 2023. CASE STUDY: AERES UNIVERSITY OF APPLIED SCIENCES IN DRONTEN (NL) AND UASVM IN CLUJ-NAPOCA (RO) <i>C.N. Albert, M. Mihai, C. Briennesse</i>	3312
STUDENTS AT RISK OF SCHOOL FAILURE IN ITALIAN CONTEXT: A MACHINE LEARNING APPROACH <i>F. Noccioli, M. Marsili, P. Falzetti</i>	3319
HEY CHAT GPT, CAN YOU WRITE MY PAPER? INVESTIGATING THE IMPACT OF AI TOOLS ON STUDENTS' PERFORMANCE <i>A. Rottensteiner, T. Spieß, M. Posch, C. Ploder, R. Bernsteiner</i>	3320
GAMIFICATION AS A WAY TO REDUCE TECH EXCLUSION AND IMPROVE DIGITAL EDUCATION FOR SENIORS <i>A. Mocanu, C. Ciobanu, M. Georgescu, T. Ciobanu</i>	3324
EXPLORING THE IMPACT OF DIGITALISATION IN A GRADE 10 CLASSROOM WITH LEARNERS WITH ADHD: A META-ANALYSIS <i>K. Banda, R. Dlamini</i>	3330
INCLUSIVITY THROUGH THE USE OF DIGITAL TOOLS IN TEACHING AND LEARNING: A SOUTH AFRICAN PERSPECTIVE <i>B. Mahano, R. Dlamini</i>	3337
DEVELOPING ONLINE MICRO-CERTIFICATION MODULES FOR DIGITAL COMPETENCY OF LECTURERS IN HIGHER EDUCATION IN INDONESIA <i>P. Pannen, R. Dwi Riyanti, A. Hibatul Jameel</i>	3346
UNLOCKING STUDENTS' MINDS: AN INTEGRATED STEAM APPROACH <i>M. Dobečková, Z. Václavíková, R. Maršálek, J. Škrabánková</i>	3354
USING AN LLM-BASED FRAMEWORK TO ANALYZE THE STUDENT PERFORMANCE <i>A. Fernández-Isabel, C. Lancho, I. Martín de Diego, A. Udías, A. Alonso-Ayuso, C. Alfaro, E. López, F. Ortega, J. Gómez, J. M. Moguerza, M.J. Algar</i>	3359
USE OF AUGMENTED REALITY TO ENHANCE WORKING MEMORY IN INDIVIDUALS WITH AUTISM SPECTRUM DISORDER: A CASE STUDY <i>A. Gilabert-Cerdá, E. Pérez-Vázquez</i>	3368
PRE-SERVICE TEACHERS MAINTAINED THEIR OWN SELF-EFFICACY DURING THE COVID-19 PANDEMIC <i>R. Tynan, A. Mallaburn</i>	3377
DEVELOPMENT OF THE CHINESE VERSION OF THE "MUSIC ISLAND" APPLICATION <i>L. Yihan, N. Szabó, T.Z. Oo, K. Józsa</i>	3385
EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE PRE-SCHOOL PERIOD <i>D. Sivevska, S. Stavreva Veselinovska, S. Petrovska</i>	3395
THE USE OF AI IN EDUCATIONAL STANDARDISED TESTING: A SCOPING REVIEW <i>C. De Santis, F. La Russa, R. Marzoli, A. Mastrogiovanni</i>	3404
INFORMATION SECURITY THREATS IN HIGHER EDUCATION: AN UPDATE ON BEST PRACTICES <i>A. Zappala</i>	3412
INTEGRATING THE 5ES MODEL IN INQUIRY-BASED LEARNING: A FRAMEWORK FOR DEVELOPING 21ST-CENTURY SKILLS AND ADVANCING GLOBAL GOALS <i>I. Rodrigues</i>	3413

ALCHEMY: MAGIC AND ILLUSION IN SCIENCE EDUCATION <i>R. Tynan</i>	3419
THE DESCRIPTOR OF READING COMPREHENSION PROFICIENCY IN THE INVASI TESTS AT LOWER AND UPPER SECONDARY LEVEL: EDUCATIONAL IMPLICATIONS FOR TEACHERS AND STUDENTS <i>A. Mastrogiovanni</i>	3429
NEW CHALLENGES IN HIGHER EDUCATION AND THE CETYS MULTI EXPERIENTIAL MODEL <i>L. Beltrán, A. Gárate, F. León</i>	3430
COMPUTATIONAL THINKING EDUCATION FOR DIVERSITY AND INCLUSION (COTEDI) – AN OVERVIEW FROM AN INVENTORY SURVEY <i>N. Fanchamps, M. Zapata-Cáceres, E. Martín-Barroso, R. Klemke, K.A. Mat Sanusi, D. Majonica, C. Glahn, J. Rico, M. Milrad, K. Lindvall, S. Tavaajoh</i>	3436
ASTRONOMY AS A GATEWAY SCIENCE FOR EDUCATION: AN ANALYSIS OF THE PORTUGUESE COMPULSORY SYLLABUS <i>I.A. Costa, H. Lopes, M.J.P.F.G. Monteiro</i>	3446
ENHANCING ENGAGEMENT: COOPERATIVE LEARNING TO OVERCOME TRAINING BARRIERS IN DATA STRUCTURES AND ALGORITHMS <i>P. Martí, S. Nadal, F. Enguix, J. Jordán</i>	3453
USE OF DIGITAL TOOLS IN FOOD ENGINEERING CURRICULA – A CASE STUDY: ULTRASONIC MONITORING OF FOOD PROPERTIES AND DEFECTS DETECTION <i>M. Contreras, A.S. Giacomozzi, V. Sanchez-Jimenez, J. Benedito Fort, J.V. Garcia-Perez</i>	3463
EXPLORING CHILDREN’S EMOTIONAL INTENSITY THROUGH ART-BASED METHODS <i>M.L. Menano, I.M. Santos, C. Habak, T. Amatullah, S. Saqr</i>	3470
STUDENTS’ PERCEPTIONS OF THEIR PARTICIPATION IN DECISION-MAKING PROCESSES IN LOWER SECONDARY SCHOOLS IN ROME: FIRST RESULTS FROM A CASE STUDY RESEARCH <i>F. Fioretti, M. Valerio, V. Damiani</i>	3471
EXPLORING THE OPPORTUNITIES AND CHALLENGES OF DIGITAL PLATFORM USE IN THE CONTEXT OF SECONDARY SCHOOLS <i>A. Gouseti, T. Shaw</i>	3481
WORKING AND LONG-TERM MEMORY DEFICITS IN DEVELOPMENTAL DYSLEXIA <i>M. Chalmpe, F. Vlachos</i>	3482
UTILISING LOCAL MEDIA RESOURCES TO TEACH ENVIRONMENTAL AND SUSTAINABILITY ISSUES: INSIGHTS FROM THE DAILY MAVERICK’S ‘OUR BURNING PLANET’ SERIES IN SOUTH AFRICA, 2019 – 2024 <i>N. Ndumeya</i>	3488
INVESTIGATING THE RELATIONSHIP BETWEEN GRAPHO-MOTOR SKILLS AND EMERGENT LITERACY IN PRESCHOOL CHILDREN <i>G. Leriou, F. Vlachos, M. Chalmpe</i>	3493
IMPACT OF TRANSLINGUAL PHENOMENA ON COLOR PERCEPTION: IMPLICATIONS FOR LANGUAGE LEARNING <i>M. Novikova, P. Novikov</i>	3499
IMPROVING STUDENT PERFORMANCE USING AN EVIDENCE-BASED APPROACH TO IDENTIFY TARGETED STUDENT SUPPORTS, AT IRELAND’S TECHNOLOGICAL UNIVERSITY OF THE SHANNON <i>O. Ross, J. Collins, J. Griffin, T. Prendergast, F. O’Connell</i>	3503
INTEGRATING STEM INTO SCIENCE EDUCATION OF PRE-SERVICE TEACHERS: INNOVATIONS FROM WORKSHOP PROJECTS <i>Z. Václavíková, R. Maršálek, M. Dobečková, J. Škrabánková</i>	3508
REIMAGINING PLAY: AFFORDABLE STRATEGIES FOR TRANSFORMING UNIVERSITY LEARNING SPACES <i>J. Simpson</i>	3513
STUDY OF THE POSSIBILITIES OF COOPERATION BETWEEN ENTERPRISES AND FREE INNOVATORS WITHIN A SELECTED REGION OF SLOVAKIA <i>T. Corejova, M. Kíncl, A. Valicová</i>	3522
PROMOTING COMPUTATIONAL THINKING IN PRIMARY EDUCATION: AN UNPLUGGED APPROACH WITH TEAM-BASED ACTIVITY <i>J. Škrobar, N. Golob, A. Flogie</i>	3528
A LINK BETWEEN SOCIAL SUSTAINABILITY PROJECTS AND STUDENTS’ SATISFACTION WITH THEIR STUDIES <i>V. Mickevičienė, I. Piščikienė</i>	3533

FROM FREE STORYTELLING TO NARRATIVE SKILLS: A CORPUS-BASED EXAMINATION OF PRESCHOOL CHILDREN'S STORYTELLING <i>V. Velicki</i>	3541
INTERPLAY OF TEACHERS' PSYCHOLOGICAL WELL-BEING, VICTIMIZATION AND CRITICAL THINKING: FROM SCOPING TO MAPPING REVIEW <i>J. Pivoriene, V. Indrasiene, A. Dirzyte, V. Jegeleviciene, O. Merfeldaite, D. Penkauskiene, R. Prakapas, A. Railiene, J. Sadauskas, R. Bitinaite-Motiejuniene</i>	3546
EMPOWERING ADULTS' CIVIC ENGAGEMENT AND LIFELONG LEARNING: THE IMPACT OF THE CITIZENS XELERATOR PROJECT ACROSS EUROPE <i>M. Reis, A. Monteiro, A.B. Oliveira, M. Rodrigues</i>	3555
DEVELOPING WORKFORCE SKILLS: THE CASE OF CONTINUOUS VOCATIONAL EDUCATION AND TRAINING IN GEORGIA <i>S. Idadze</i>	3560
ADVANCING HUMANOID ROBOT AND AI SPEECH TECHNOLOGY INTEGRATION IN CLASSROOMS: A STUDY ON FINE-TUNED LANGUAGE MODELS FOR ENHANCED STUDENT ENGAGEMENT AND LEARNING OUTCOMES <i>D. Hari, M. Kerneža, M. Vičić Krabonja, I. Pesek, D. Zemljak, N. Kurbus, A. Flogie</i>	3565
TEACHING MODULES UTILIZING EMERGING TECHNOLOGIES ACROSS EDUCATIONAL LEVELS AND SECTORS <i>R. Lamscheck-Nielsen, G. Majgaard</i>	3572
THINK TWICE: REVOLUTIONIZING MEDIA LITERACY WITH MODULAR WORKSHOPS FOR EDUCATORS <i>M. Reis, A. Monteiro, A.B. Oliveira, M. Rodrigues</i>	3582
EMPLOYING DIGITAL TWIN TECHNOLOGY TO IMPROVE PERSONALIZED CARE FOR OLDER ADULTS WITH HYPERTENSION (RENEW) <i>C. Ciobanu, O. Cramariuc, A. Mocanu, A. Sandu, T. Ciobanu</i>	3587
CURIOSITY IN ACTION: PREPARING ADAPTABLE GRADUATES FOR THE DIGITAL AGE <i>J. Simpson</i>	3592
FLIPPED LEARNING AND E-EVALUATION IN A COMPUTATIONAL CHEMISTRY COURSE <i>M.J. Trujillo-Rodríguez, J. Pasán, C.J. Saavedra-Fernández</i>	3599
PERSONALIZED AI EDUCATIONAL TUTOR: A FRAMEWORK FOR CUSTOMIZED STUDENT EDUCATION <i>A. ElMessiry</i>	3608
ENHANCING THE UNDERSTANDING OF STATISTICAL INFERENCE THROUGH AI TOOLS: A SIMULATION-BASED ACTIVE LEARNING APPROACH <i>R.D. Santiago Acosta, E.M. Hernández Cooper, F. Yescas Martínez, J.C. Del Valle Sotelo</i>	3613
DIGITAL TRANSFORMATION OF GEORGIAN HIGHER EDUCATION - FROM CRISIS TO OPPORTUNITY <i>I. Grđzelidze, S. Idadze, T. Mamrikishvili</i>	3621
ASSESSMENT FOR MARKS OR LEARNING? INTERROGATING STUDENTS' FIXATION WITH MARKS AS OPPOSED TO FEEDBACK AND LIFE-LONG LEARNING <i>N. Ndumeya</i>	3625
TEACHING FOR TOMORROW: EMBEDDING INTO VOCATIONAL TRAINING IN GEORGIA <i>T. Mamrikishvili</i>	3630
MATHEMATICS ANXIETY AND MATHEMATICS RESILIENCE IN HIGH-RISK HIGHER EDUCATION STUDENTS <i>J. Smith</i>	3634
RESEARCH OF BULGARIAN TEACHERS' READINESS TO FORM COMPETENCES FOR SUSTAINABLE DEVELOPMENT THROUGH AN INTEGRAL APPROACH <i>Z. Raykova, S. Petrova, D. Karagyozova-Dilkova</i>	3635
TECHNOLOGY RESOURCES FOR BLENDED LABORATORY TEACHING IN AN ELECTRONIC INSTRUMENTATION COURSE <i>C. Medrano-Sánchez, J.C. García-López, I. Plaza-García, G. Palacios-Navarro</i>	3643
INTEGRATING PROJECT-BASED LEARNING AND FLIPPED LEARNING MODELS: A HYBRID APPROACH TO COMPETENCY-BASED HIGHER EDUCATION IN THE ARTIFICIAL INTELLIGENCE ERA <i>L.M. Cornejo-Bueno, J. Pérez-Aracil, C. Peláez-Rodríguez, S. Jiménez-Fernández, E. Alexandre-Cortizo, J.A. Portilla-Figueras, S. Salcedo-Sanz</i>	3649

USE OF ARTIFICIAL INTELLIGENCE TO INNOVATE IN THE CLASSROOM BY DEFINING LEARNING STYLES AND MINDSETS IN HIGHER EDUCATION STUDENTS AT A PRIVATE UNIVERSITY <i>I.M. González-Treviño, V. Tena Jiménez</i>	3650
SELFIE AS AN INSTRUMENT FOR IDENTIFICATION OF PEDAGOGICAL DIGITAL COMPETENCE AREAS IN NEED OF IMPROVEMENT - A COMPARATIVE PERSPECTIVE BETWEEN TEACHERS AND THEIR UNIVERSITY TRAINERS <i>B. Mizova, R. Peytcheva-Forsyth, V. Racheva</i>	3655
IMPROVING EDUCATION AND THE UNDERGRADUATE EXPERIENCE: AN ANALYSIS OF MOHAMMED FIRST UNIVERSITY'S USE OF ROSETTA STONE FOR ONLINE EDUCATION <i>I. Moulay Rachid, H. Zahout, R. Nasri</i>	3665
THE INTEGRAL APPROACH IN NATURAL SCIENCE EDUCATION - CHALLENGES AND PERSPECTIVES <i>S. Petrova, Z. Raykova, D. Karagyozova-Dilkova</i>	3670
APPLICABILITY OF CHATGPT FOR GENERATING AND SOLVING OF EXERCISES IN MATRIX CALCULATIONS <i>M. Bako</i>	3671
EMPOWERING ARCHITECTURE STUDENTS IN CITATION MANAGEMENT <i>R. Montuori, L. Gilabert-Sansalvador</i>	3681
MODERN METHODS IN TEACHING PROGRAMMING <i>R. Fojtik</i>	3687
"JENGA IN A BIG WAY": PLAYFUL INNOVATION IN THE TEACHING OF STRUCTURAL ENGINEERING CONCEPTS <i>A. Mena-Alonso, D.C. González, H. Gonzalo-Orden, J. Mínguez, M.A. Vicente</i>	3693
EXAMINING THE ADVANTAGES AND BARRIERS OF ARTIFICIAL INTELLIGENCE INTEGRATION IN HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF STUDENTS AT THE FACULTY OF LETTERS AND HUMAN SCIENCES, MOHAMED FIRST UNIVERSITY, OUJDA <i>H. Zahout, I. Moulay Rachid, R. Nasri</i>	3701
EDUCATIONAL IDENTITY: ASSOCIATION WITH IDENTITY RESOLUTION AND SUBJECTIVE WELL-BEING <i>J. Ospenica Kostić, M. Mitrović, I. Janković, N. Čirović, M. Spasić Šnele, M. Guberinić</i>	3709
THE DISCURSIVE MECHANISMS OF TEACHERS' DIGITAL PROFESSIONAL DEVELOPMENT: A QUANTITATIVE APPROACH <i>C. Matta, S. Nordmark, K. Holmberg, M. Davidsson, J. Rack, I. Masiello</i>	3714
GAMIFICATION AS A LEARNING STRATEGY IN MEDICINAL CHEMISTRY <i>J.A. Ramiro-Bonet, D. Casado-Jurado, G. Martínez-Muñoz, E.J. Delgado-Pujol, A. Alcudia, M. Merinero de los Santos, D. Rodríguez-Lucena, J. Vázquez, A. Castillejo, M. Pérez-Aranda, B. Begines</i>	3723
ENHANCING CHEMISTRY LAB LEARNING THROUGH GAMIFICATION <i>D. Casado-Jurado, J.A. Ramiro-Bonet, G. Martínez-Muñoz, E.J. Delgado-Pujol, M. Merinero de los Santos, D. Rodríguez-Lucena, J. Vázquez, A. Castillejo, B. Begines, M. Pérez-Aranda, A. Alcudia</i>	3729
ACADEMIC READING CHALLENGES EXPERIENCED BY FIRST-YEAR UNIVERSITY STUDENTS AND THE READING INTERVENTIONS THAT CAN IMPROVE THEIR READING SKILLS <i>U.M. Chimenya</i>	3735
GIVING EQUAL ATTENTION TO TEACHING BOTH READING AND WRITING TO PROMOTE ACADEMIC SUCCESS AMONG FIRST YEAR UNIVERSITY STUDENTS <i>U.M. Chimenya</i>	3742
A PROPOSAL FOR THE DESIGN OF A KNOWLEDGE-BUILDING SYSTEM TO DEVELOP COMPUTATIONAL THINKING SKILLS IN MIDDLE SCHOOL STUDENTS: MOBIFORUM <i>M.A. Arıcı, S.B. Kert, T. Uğraş, M.F. Erkoç, N. Atlas, B. İbrişim, B. Çınarcık</i>	3748
USING ACTIVE TEACHING AND LEARNING PRACTICES TO CONTRIBUTE TO THE SDGS: CASE OF FIVE MARKETING- AND BUSINESS-RELATED COURSES <i>S. Filipe, T. Aragonez, I. Saur-Amaral</i>	3749
USING AN EXPERIENTIAL APPROACH TO ENGAGE UNIVERSITY STUDENTS IN ADDRESSING CURRENT RESEARCH CHALLENGES <i>F.M. Ugliotti, E. Stradiotto</i>	3758
THE USE OF SUMMARY NOTES/CHEAT SHEETS DURING AN EXAMINATION FOR IT HONOURS STUDENTS IN AN INFORMATION SECURITY MODULE <i>L. Drevin</i>	3768

THE NATURE OF IDENTITY WORK BY TEACHERS DURING A POST GRADUATE EDUCATION COURSE <i>B. Wilson-Thomson</i>	3776
ENHANCING PHYSICS EDUCATION WITH ALTERNATIVE SOFTWARE: FOCUSING ON COLLABORATION AND PHYSICAL EXPERIMENT RESULTS ANALYSIS <i>K. Tsogankov, E. Safiulina, O. Labanova</i>	3781
INTERNATIONAL COLLABORATION FOR THE CREATION OF TRAINING COURSES IN THE MARINE ENVIRONMENT FIELD <i>A. Peña, J.M. Blanco, I. Bidaguren, G.A. Esteban, D. Boullosa, E. Madrazo, A. Sarrionaindia</i>	3787
THE CONTRIBUTION OF MACHINE TRANSLATION TO THE PRESERVATION OF REGIONAL LANGUAGES IN SPAIN <i>K. Papaioannou, N. Karanikolas, E. Papaioannou</i>	3794
CO-CREATION AND ACTIVE LEARNING WITHIN HIGHER EDUCATION STUDENTS <i>A.S. Coelho, A. Lisboa, B. Bittencourt, R. Pires</i>	3804
HOW CAN AI SUPPORT AFRICAN LANGUAGE TEACHING AT TERTIARY INSTITUTIONS? <i>B. Wilson-Thomson, I.P. Thete</i>	3813
THE RELATIONSHIP BETWEEN ARTIFICIAL INTELLIGENCE AND KNOWLEDGE TRANSFER IN THE LIGHT OF CHANGING CONCEPTS OF KNOWLEDGE AND LEARNING (THE TRIANGLES OF CONSCIOUS USE OF AI) <i>V. Vass</i>	3818
THE IMPACT OF TECHNOLOGY ON THE LITERATURE PUBLISHING INDUSTRY IN SPAIN <i>K. Papaioannou, N. Karanikolas, E. Papaioannou</i>	3826
ABOUT THE IMPLEMENTATION OF THE SERVICE-LEARNING METHODOLOGY FOR HIGHER EDUCATION AT THE UNIVERSITY OF THE BASQUE COUNTRY <i>J.M. Blanco, A. Peña, E. Urtaran, A. Gamarra, I. Albaina, U. Izquierdo</i>	3832
ART-BASED AND DIALOGICAL APPROACHES TO TEACHER IDENTITY DEVELOPMENT IN HONOURS-LEVEL TEACHER EDUCATION <i>B. Wilson-Thomson, Z. Jina Asvat</i>	3842
INTERACTIVE LEARNING OF RELIABILITY THEORY USING SHINY <i>M.L. Gámez Pérez, F. Navas Gómez, R. Nozal Cañadas, R. Raya Miranda</i>	3848
BEST PRACTICES IN DEVELOPING AND ASSESSING INTERCULTURAL COMPETENCE <i>M. Rathburn</i>	3855
RETHINKING ASSET MANAGEMENT WORKFORCE TRAINING THROUGH DESIGN THINKING AND NEW TECHNOLOGIES <i>F.M. Ugliotti</i>	3856
POPULARITY OF BIOLOGY TEACHING TOPICS AND TEACHERS' MOTIVATION OF PUPILS <i>M. Sodomková, L. Pavlasová, Ľ. Rybanský</i>	3866
INNOVATIVE PEDAGOGICAL STRATEGIES FOR AI LITERACY IN STEM EDUCATION: A SYSTEMATIC REVIEW AND PRACTICAL IMPLICATIONS <i>E.M. Gomis, C. Perea</i>	3867
AN AUTOMATIC STUDENT GROUPING WITH A NETWORK-BASED ALGORITHM: INCORPORATING STUDENTS' PREFERENCES <i>T. Vallès-Català</i>	3868
BRIDGING PEDAGOGICAL INNOVATION AND RIGOR: ACADEMIC PERFORMANCE IN FINANCIAL CURRICULAR UNITS OF ONLINE DEGREE PROGRAMS IN PORTUGAL <i>D. Monteiro, A. Lucas, A.L. Marques, C. Costa</i>	3869
USE OF LOW COST BUOYS TO SUPPORT COURSE BASED UNDERGRADUATE RESEARCH EXPERIENCES IN GEOGRAPHY <i>J.S. Dickerson, J.C. Dickerson, D.L. Dickerson</i>	3879
ACTIVE LEARNING METHODS IN THE EYES OF STUDENTS <i>D. Velichová, J. Gabková</i>	3880
HIGHER EDUCATION STUDENTS' ENTREPRENEURIAL INTENTION <i>S. Nascimento, A.P. Nascimento, S. Alves, R. Esteves Pimenta</i>	3885
UNIVERSITY LIBRARIES AND RESEARCH PROCESSES: EXPLORING THEIR CONTRIBUTION TO KNOWLEDGE DEVELOPMENT IN HIGHER EDUCATION <i>S. Alfaro-Jimenez, J. Berbegal-Mirabent, M.R. de la Torre Martínez</i>	3890

ASSESSMENT INSTRUMENTS FOR MEASURING COGNITIVE AND NON-COGNITIVE COMPETENCIES IN UNIVERSITY ADMISSION PROCESSES IN SPAIN	3900
<i>M. Sánchez-Martín, J. Luesia, J.F. Plaza, S.G. Sireci</i>	
ENHANCING STUDENT ENGAGEMENT AND SUPPORT IN LARGE SCIENCE COURSES	3901
<i>L. Ly</i>	
SUCCESSFUL STRATEGIES FOR BUILDING COMMUNITY WITHIN AN ONLINE LEARNING ENVIRONMENT	3902
<i>R. Branch</i>	
AN ANALYSIS OF THE EFFECT OF FEEDBACK ON A FINGER POINTING AND CALLING TRAINING SYSTEM FOR NURSES	3903
<i>A. Urashima, T. Toriyama</i>	
WEB PAGE BROWSING SUPPORT BY HIGHLIGHTING FOCUSED AREAS USING GAZE INFORMATION OF OTHERS	3909
<i>S. Mochizuki, H. Takada</i>	
DEVELOPMENT OF A NETWORK-BUILDING EXERCISE SYSTEM FOR ONLINE LEARNING USING SLACK	3914
<i>K. Yoshihara, N. Iguchi</i>	
ADOPTION AND INFLUENCE OF EDUCATIONAL INNOVATIONS IN THE CONTEXT OF THE PANDEMIC: A STUDY IN CHEMISTRY TEACHING FOR ENGINEERS	3923
<i>M.C. González-Cortés, A. Ramírez-Portilla, L. Ramírez-Portilla</i>	
TEST-RETEST RELIABILITY OF CARDIAC AUSCULTATION SKILLS AT A CLINICAL SIMULATION CENTER IN VIETNAM	3928
<i>N.P.T. Nguyen, N.P.M. Le, T.N.L. Nguyen, T.T. Tran, T.T. Trinh, T.T. Cao, T.L.A. Nguyen, P.Q.P. Bui, T.N.B. Cao, T.M.L. Nguyen, T.T.P. Mai, T.C. Nguyen</i>	
ERGONOMIC RISK ASSESSMENT IN YOUTH'S MOBILE DEVICE USAGE: AN INDUSTRIAL ENGINEERING APPROACH WITH OPTITRACK MOTION CAPTURE	3934
<i>M.L. Torres-Barreto, L.E. Bautista Rojas, O.E. Contreras Pacheco</i>	
A PRELIMINARY STUDY ON USING SVM TO ANALYZE CHANGES IN TEACHER VOICE STYLES FOR KEY DURATION DETECTION IN LECTURE ARCHIVES	3942
<i>L. Xiaoting, G. Wen, P. Siritanawan, H. Shinobu</i>	
TRANSFORMING EDUCATION THROUGH OPEN PEDAGOGY: AN OPEN PEDAGOGY LAB INITIATIVE	3952
<i>J. Mena, A. Fernández, M.C. Sánchez, J. Martín, M. Martín-del-Pozo, R. Sánchez-Prieto</i>	
COMPARATIVE ANALYSIS OF THE USE OF THE INTELLECTUAL PROPERTY LAW LEARNING SUPPORT SYSTEM BY ENGINEERING STUDENTS: EXAMINING FUTURE LEARNING SUPPORT SYSTEMS BY COMPARING BEFORE, DURING, WITH, AND AFTER COVID-19	3957
<i>T. Akakura</i>	
CREATING KNOWLEDGE TESTS AND TEST QUESTIONS USING ARTIFICIAL INTELLIGENCE	3966
<i>V. Stoffová, V. Gabalová</i>	
SOLVING "ONE PIECE" OF THE PUZZLE: A "TREASURE HUNT" OF MEDICATION HAZARDS FOR SAFETY TRAINING IN A VIRTUAL MEDICATION HORROR ROOM	3972
<i>K.Y.-L. Yap, J.M.M. Perez, F.B.S. Quek, S. Leow, L.M. Caina, J.A. Wong, Y.C. Lee, S.J. Yong, S.D.H. Raj, P.Y.W. Fan</i>	
IMPACT OF ORGANIZATIONAL CULTURE ON TEACHERS' REGULATION OF EMOTIONS IN ARAB PALESTINIAN HIGH SCHOOLS INSIDE ISRAEL	3979
<i>M. Awad Hijazi</i>	
EXPLORING EARLY CHILDHOOD INTERVENTION IN ITALY: AN EMPIRICAL STUDY OF FAMILY-CENTERED AND TRANSDISCIPLINARY APPROACHES	3980
<i>A. Rektina</i>	
INTEGRATED STEM TEACHING – AN APPROACH TO PROBLEM-SOLVING WITH AN EMPHASIS ON PHYSICS	3986
<i>J. Škrabánková, M. Dobečková, R. Maršálek, Z. Václavíková</i>	
THE INFLUENCE OF THE ACCURACY OF THE IMPLEMENTATION OF VALUES IN A PROGRAMMING LANGUAGE ON THE ACCURACY OF SOLVING THE PROBLEM	3995
<i>V. Stoffova, R. Horváth, J. Udvaros</i>	
EXPLORING THE ROLE OF NEW MEDIA LITERACY: EMPOWERING PARENTS THROUGH A TRAINING PROGRAM	4003
<i>M. Çınar, H. Boz</i>	

EXPLORING GENDER-BASED PERSPECTIVES ON ATTITUDES TOWARD AI: A MULTIDIMENSIONAL FRAMEWORK FOR EQUITABLE ADOPTION IN K-12 EDUCATION <i>A. Sultana, N. Siby, Z. Ahmad</i>	4008
COLLEGE STUDENTS' PERCEIVED DIFFERENCES IN LEARNING STRATEGIES MANAGEMENT AND GOAL ORIENTATION DURING AND AFTER THE COVID-19 PANDEMIC <i>J. Matuga, R. Maquire, A. Boakye</i>	4009
TAILORING MEETS TECHNOLOGY: THE ROLE OF AI IN FASHION EDUCATION <i>D. Petrila, R. Crisan-Balog, E. Tundrea</i>	4018
EVALUATION OF AN INTERDISCIPLINARY COLLABORATIVE LEARNING ACTIVITY BETWEEN UNIVERSITY AND VOCATIONAL EDUCATION AND TRAINING STUDENTS FOR SUSTAINABILITY COMPETENCE DEVELOPMENT <i>A. Azkarate, J. Esparta, I. Enekotegi, M. Yarritu-Guinea, R. Bodes, A. Lasa, N. Arnedo, M. Bustamante, I. Txurruka, J. Miranda</i>	4029
THE ARRESTED DEVELOPMENT OF SELF-REGULATION AND THE FUTURE OF ONLINE LEARNING: THE CONFLUENCE OF COVID-19 WITH OTHER FACTORS <i>J. Matuga, S. Horner</i>	4035
EXPLORING EXPLICIT MULTIPLE REPRESENTATIONS IN THE TEACHING OF FRACTIONS IN JUNIOR SECONDARY CLASSROOMS: A CASE OF THREE MATHEMATICS TEACHERS <i>B. Banjo, K. Luneta</i>	4036
AI IN AUDIOVISUAL CREATION: UNDERSTANDING PERCEPTIONS AND PROPOSING TEACHING INNOVATION IN HIGHER EDUCATION <i>V. Roger-Monzó</i>	4037
INFLUENCE FACTORS OF LECTURE EVALUATION CHANGES AFTER TEACHING PRACTICE IN HIGHER EDUCATION <i>H. Kawamoto, Y. Watanabe</i>	4041
A SYSTEMATIC REVIEW OF ERRORS AND MISCONCEPTIONS IN LEARNING ALGEBRA <i>B. Banjo, N. Nduzulwana</i>	4047
UNITY-DRIVEN VR PLATFORM FOR CUSTOMIZABLE, DATA-ENHANCED EDUCATIONAL EXPERIENCES <i>A. Cools, N. Huysmans, M. Medaer, J. Merckx, B. Viroux</i>	4048
FOSTERING COLLABORATIVE LEARNING IN PHYSIOTHERAPY: DESIGNING A VIRTUAL COMMUNITY OF PRACTICE FOR PAIN SCIENCE <i>I. Salinas-Bueno, R. Ferrer-Peña</i>	4054
AN AI CHAT-BOT THEMATIC ANALYSIS OF TEACHERS' EXPECTATIONS OF DIGITAL LEARNING MATERIALS IN PRIMARY SCHOOLS <i>I. Masiello, C. Matta, K. Holmberg, S. Nordmark, J. Rack, Z. Mohseni</i>	4063
DESIGN AND EVALUATION OF IMMERSIVE TECHNOLOGIES FOR MUSICAL EXPRESSIONS <i>J. Feitsch, J. Lückhoff, C. Triebus, K. Nicolai, C. Geiger</i>	4072
ENHANCING STUDENT ENGAGEMENT IN MATERIALS SCIENCE THROUGH COLLABORATIVE POSTER PRESENTATIONS <i>A. Saralegi, R. Fernández, A. Eceiza, A. Retegui, N. Zaldua, N. Gabilondo</i>	4082
AI-DRIVEN INNOVATIONS FOR STEM AND LANGUAGE EDUCATION: A COLLABORATIVE STUDY <i>S. Ardid, E.M. Mestre-Mestre, J. Molina-Mateo, C.T. Navarro-Laboulais, R. Picó, C. Torregrosa</i>	4086
EMPOWERING STUDENTS TO PREVENT CYBERVIOLENCE: INSIGHTS FROM THE RESCCUE PROJECT'S WORKSHOP <i>T. Romeu Fontanillas, M. Guitert Catasús, D. Español Fernandez</i>	4095
ADVANCED TRAINING STRATEGIES: IMPROVING EFFICIENCY AND RISK PERCEPTION IN SPECIALIZED WORKFORCES <i>G. De Cet, L. Belloni, C. Vianello</i>	4101
AI AND THE RIGHTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: LEGAL PERSPECTIVES ON INCLUSIVITY <i>M. Mijatovic</i>	4107
DISTANCE EDUCATION IN PRE-PRIMARY AND PRIMARY TEACHER TRAINING DURING TIMES OF CRISIS: A SURVEY ON UNIVERSITY TEACHERS' PERSPECTIVES IN GREECE <i>E. Nikolopoulou</i>	4114

AI USE IN EDUCATION: INSIGHTS FOR THE MITIGATION OF RISKS	4124
<i>P. Dobrescu, F. Durach, L. Vladu</i>	
DEVELOPING KEY COMPETENCIES THROUGH INTEGRATED STEM WORKSHOPS: FEEDBACK FROM PRE-SERVICE TEACHERS	4131
<i>R. Maršálek, Z. Václavíková, M. Dobečková, J. Škrabánková</i>	
BRIDGING REALITY AND AI: THE ROLE OF AUGMENTED REALITY CHATBOTS IN INTERACTIVE LEARNING	4136
<i>H. Dweik, M. Nawahdah</i>	
SUPPORTING CONTINUOUS LEARNING OF MEN OVER 50 IN SMALL INDUSTRIAL ENTERPRISES	4142
<i>J. Lerssi-Uskelin, N. Sallinen, U. Tuominen</i>	
TIME MANAGEMENT OPTIMIZATION AND ACTIVE LEARNING ACTIVITIES IN LONG CLASSROOM SESSIONS	4151
<i>M. Clavero, A. Moñino, M. Díez-Minguito, M. Ortega-Sánchez, A. Millares, M. Bermúdez, P. Magaña, J. Del-Rosal</i>	
CHATGPT'S EFFECT ON UNIVERSITY STUDENTS' ACADEMIC CONFIDENCE: THE MODERATING ROLE OF ACADEMIC OUTCOME VALENCE, DESIRABILITY OF CONTROL, AND PROTESTANT WORK ETHICS	4152
<i>C. Qi, Y. Jiang</i>	
THE MUSEUM OF OPTICS AND OPTOMETRY AS A DIDACTIC TOOL FOR DEEPENING KNOWLEDGE OF THE HISTORY OF OPTICS	4157
<i>A. Ruiz-Pomeda, N. Diaz-Herrera, D. Vázquez Molini, V. González-Fernández, F. González Blanco, M. Fernández García, A. Martínez Giménez, S. Ignacio-Cerrato, G. Amela Aspizua</i>	
EXPLORING CULTURALLY RESPONSIVE TEACHING (CRT) IN DIGITAL SPACES: A SYSTEMATIC REVIEW	4164
<i>B. Khunou, F. Makda</i>	
EXPLORING ASSISTIVE TECHNOLOGIES FOR ENHANCING CLASSROOM INCLUSIVITY: A SYSTEMATIC REVIEW	4171
<i>T. Jaffer, F. Makda</i>	
EXPLORING CONNECTIONS BETWEEN NUMBER PATTERNS AND OTHER MATHEMATICAL CONCEPTS IN TEXTBOOKS TO ENCOURAGE INNOVATIVE PEDAGOGICAL PRACTICES	4178
<i>N. Ndou, R. Durandt</i>	
TEACHING AND EMOTIONAL COACHING BASED ON NEUROSCIENCE AND LIFE HABITS TO IMPROVE THE TEACHING-LEARNING PROCESS IN STUDENTS WITH SPECIFIC NEEDS FOR EDUCATIONAL SUPPORT	4185
<i>M. Puche-Juarez, J.M. Toledano-Dueñas, J.M. Galvez-Navas, J. Moreno-Fernandez, J.J. Ochoa-Herrera, M.C. Ramirez-Tortosa, S. López-Ortega, M. Fernández-Cabezas, J. Díaz-Castro</i>	
IDENTIFYING CYBERSECURITY THREATS IN DIDACTICS OF MATHEMATICS: SECURING LEARNING IN DISRUPTIVE ENVIRONMENTS	4192
<i>J. Lourenço, J. Morais, C. Lucas, J. Paulo, J. Moreira</i>	
ENGAGING HIGHER EDUCATION STUDENTS THROUGH TIKTOK: AN APPROACH TO CREATIVE ACTIVE LEARNING	4199
<i>P. Martí, F. Enguix, S. Nadal, J. Jordán</i>	
BRIDGING THE GAP: INTEGRATING EMERGING FOOD TECHNOLOGIES IN ACADEMIC CURRICULA TO FOSTER EDUCATION-INDUSTRY SYNERGY	4207
<i>A.S. Giacomozzi, M. Contreras, P. Navarro Vozmediano, J. Benedito Fort, J. Garcia Perez</i>	
THE FUTURE OF LABORATORY EDUCATION: BRIDGING REAL AND DIGITAL SPACES	4212
<i>H. Rahman, A. Engström</i>	
EXTENDED REALITY (VIRTUAL AND AUGMENTED) AND METAVERSE IN GEOGRAPHY STUDENT'S RECRUITMENT AND ENGAGEMENT	4218
<i>S. Miller, N. Seerasarn</i>	
CONCEPTUALISING AN INTERDISCIPLINARY APPROACH TO DEVELOP CONTEXTUALISED STEM RESOURCES FOR MULTILINGUAL EARLY CHILDHOOD CLASSROOMS IN SOUTH AFRICA: A SOCIALLY CONSTRUCTIVIST APPROACH TO SCIENCE LITERACY	4228
<i>A. Schoonen, M. Botes</i>	
NEW TEACHING PERSPECTIVES: DEVELOPMENT OF VIRTUAL ANIMATIONS FOR THE HANDLING OF SPECIALTY PHARMACEUTICALS	4237
<i>M. Puche-Juárez, C. Piquer-Martínez, J.M. Toledano-Dueñas, M.J. Zarzuelo-Romero, J.M. Gálvez-Navas, M.I. Valverde-Merino, J. Díaz-Castro, F. Martínez-Martínez, J.J. Ochoa-Herrera, J. Moreno-Fernández</i>	

AN EVALUATION OF THE INCLUSION OF BLOOM'S TAXONOMY IN MATHEMATICS FORMAL ASSESSMENTS	4243
<i>T. Tsewu, R. Durandt</i>	
CHALLENGE BASED LEARNING AT UNIVERSITY AND SUSTAINABILITY: PROGRESS IN THE ZERO WASTE PROGRAMME	4249
<i>L. García-Zambrano, M. Ruiz-Roqueñi, Y. Chica-Paez</i>	
USING 'THE BOY, THE MOLE, THE FOX, AND THE HORSE' AS A LITERARY TOOL TO FOSTER EMOTIONAL INTELLIGENCE AND INCLUSIVITY IN EARLY CHILDHOOD LANGUAGE CLASSROOMS	4257
<i>A. Schoonen, K. Earle</i>	
EVALUATING THE SUITABILITY OF MOOCS FOR UPSKILLING AND RESKILLING THE SHIPBUILDING WORKFORCE	4265
<i>L. Santiago Caamaño, M. López-Morado, V. Díaz Casás</i>	
TECHNOLOGICAL RESOURCES SUPPORTING INSTRUMENTAL MUSIC EDUCATION IN PRIMARY AND SECONDARY SCHOOLS IN ROMANIA	4266
<i>N. Nedelcut, M. Moldovan</i>	
STUDENT LEARNING IN FRAGILE CONTEXTS: THE IMPORTANCE OF TEACHERS' WORKING CONDITIONS AND WELLBEING	4274
<i>E. Chattat, C. Abi Raji, S. Taha, E. Haddad, N. El Salibi</i>	
THE IMPACT OF INDOOR AIR QUALITY ON STUDENTS' WELL-BEING AND PERFORMANCE IN INTERIOR DESIGN	4282
<i>N.S. Abdelaziz Mahmoud, C. Jung</i>	
GUIDELINES TO PROMOTE INNOVATIVE TRAINING IN THE OFFSHORE RENEWABLE ENERGY SECTOR	4290
<i>M. López-Morado, L. Santiago Caamaño, V. Díaz Casás</i>	
MOTIVATION: THE BOTANICAL LEAGUE OF KNOWLEDGE	4291
<i>J. Palá-Paül, S. Sabariego, C. Arias, M. Puellas-Gallo, R. Abad-Calderón, Y. Pérez-Pérez</i>	
HYBRID ACTIVITY-ORIENTATED LEARNING SPACES TO STRENGTHEN SOCIAL-EMOTIONAL LEARNING PROCESSES IN THE SOCIAL, THERAPEUTIC AND HEALTH SCIENCES	4292
<i>J. Petry, K. Neubert, J. Duda, J. Krämer, J. Trippler, C. Oeltjebruns, S. Hering, C. Ehlers, J. Leinweber, S. Wölwer, A. Schäfer, A. Engel</i>	
MEDIA LITERACY IN ANGOLA: NAVIGATING DISINFORMATION IN TRADITIONAL AND DIGITAL MEDIA	4302
<i>D. Ventura, I. Amaral, P. Jerónimo</i>	
COMMUNITY NETWORKS AND CRITICAL MEDIA LITERACY: COMBATING DISINFORMATION IN ANGOLA	4306
<i>D. Ventura, I. Amaral, P. Jerónimo</i>	
ON STAGE AND OFF BEAT: NAVIGATING A MEDICAL EMERGENCY DURING A CONCERT	4311
<i>G. De Cet, P. Muneretto, C. Vianello</i>	
FEEDBACK STRATEGIES TO FOSTER SELF-REGULATED LEARNING IN ACADEMIC WRITING	4318
<i>L. Gilabert-Sansalvador, R. Montuori</i>	
FOSTERING SOCIAL PRESENCE AND PROFESSIONAL CONNECTIONS IN AN ONLINE POSTGRADUATE MASTERS IN VETERINARY EDUCATION	4319
<i>K. Fox, E. Armitage-Chan</i>	
PROMOTING SOCIAL AND EMOTIONAL LEARNING: DEVELOPMENT AND EXPLORATION OF THE PBS-ECEC ONLINE TRAINING COURSE	4320
<i>V. Oliveira, M. Santos, S. Araújo, M. O'Brien, A. Szproch, K. Krousorati, V. Michaelidou, A. Agathokleous, S. Barros</i>	
WALKING IN CAPTAIN PLANET'S FOOTSTEPS: CHAMPIONING SUSTAINABLE MEDICINE EDUCATION IN THE GREEN MED EDUVERSE	4321
<i>K.Y.L. Yap, H.N. Chan, M.R. Bin Darny, H.Y.Z. Swee, S.E. Tan, B.Y.X. Cheng, S.D.H. Raj, M.S.Y. Tay, A.L. Poh, P.Y.W. Fan</i>	
FOSTERING INNOVATION IN ENERGY EDUCATION THROUGH CHALLENGE-DRIVEN EDUCATION: A CASE STUDY	4327
<i>J. Jayasuriya</i>	
INVESTING IN POTENTIAL: STRATEGIES FOR RESHAPING JUVENILE CORRECTIONAL EDUCATION THROUGH RESOURCE ALLOCATION AND COLLABORATIVE LEADERSHIP	4328
<i>A. Maposa, G. Motilal</i>	

INTRODUCING GENERATIVE IA IN THE COMPUTER ENGINEERING DEGREE PROGRAM	4335
<i>E. del Val, J. Taverner, M. Rebollo, C. Carrascosa, E. Argente, B. García</i>	
PROTECTION OF SOFT TARGETS IN PRIMARY, SECONDARY, AND HIGHER EDUCATION INSTITUTIONS IN THE SLOVAK REPUBLIC	4341
<i>A. Velas, L. Mariš</i>	
PERCEIVED LEARNING ENVIRONMENT AND EMOTIONAL WELL-BEING IN FIRST-YEAR HEALTH SCIENCES STUDENTS	4347
<i>P. Carrasco, B. Navarro, M. Pellicer, L. González, M. Martínez, F. Machancoses, J.M. Delgado-Saborit, C. Giménez, E. Ruiz, M. Rebagliato</i>	
TRANSFORMATIVE LEADERSHIP AND CURRICULUM DEVELOPMENT IN JUVENILE CORRECTIONAL EDUCATION: A SOUTH AFRICAN PERSPECTIVE	4348
<i>A. Maposa, G. Motilal</i>	
KOREAN UNIVERSITY STUDENTS' VIRTUAL EXCHANGE EXPERIENCES WITH AMERICAN UNIVERSITY STUDENTS	4356
<i>E.G. Kim</i>	
A LITERATURE OVERVIEW OF RESEARCH ON LEARNERS WITH ATTENTION DEFICIT AND HYPERACTIVITY DISORDER IN FOREIGN LANGUAGE EDUCATION: INSIGHTS AND IMPLICATIONS	4357
<i>D. Dzis, S. Hvozdková</i>	
CULTURAL DIVERSITY IMPACT ON TEAMWORK IN INNOENERGY RENE AND SELECT MASTER'S PROGRAMS	4363
<i>M. Aguilar-Perez, P. Hagström, J. Jayasuriya, J. Olivella-Nadal</i>	
SUSTAINABLE DEVELOPMENT VIA TARGETED INCLUSION OF FIRST-GENERATION PROFESSIONALS: FROM REGIONAL ACADEMIA TO CORPORATE SENIOR CAREER LEVELS	4364
<i>M. Leiss, J. Stemann</i>	
PILOT STUDY: AI-BASED WEB APPLICATION FOR MASTERING MULTIPLICATION TABLES	4371
<i>L. Droždek, I. Pesek</i>	
FIELD-SPECIFIC TERMINOLOGY ACQUISITION IN BUSINESS ENGLISH MOODLE-BASED DISTANCE LEARNING COURSES	4378
<i>J. Selivanova</i>	
GOVERNMENT SUPPORT FOR PRIVATE VIRTUAL MUSEUMS: ENRICHING KNOWLEDGE AND HERITAGE FOR FUTURE GENERATIONS - A CASE STUDY IN THE UAE	4387
<i>G. Elsamanoudy, M. Rashid Al Ali</i>	
ENHANCING PROJECT-BASED LEARNING WITH AN AUTOMATED GENERATOR AND EVALUATION TOOL	4396
<i>C. Terron-Santiago, A. Sapena-Bano, S. Delfa-Baena, J. Burriel-Valencia</i>	
ONLINE PLATFORM TOOL FOR AUTONOMOUS GUIDANCE FOR A BACHELOR'S/MASTER'S THESIS IN ELECTRICAL ENGINEERING	4404
<i>C. Terron-Santiago, S. Delfa-Baena, J. Burriel-Valencia, J. Martinez-Roman</i>	
UNDERSTANDING STUDENT AND FACULTY PERSPECTIVES ON ARTIFICIAL INTELLIGENCE IN HEALTH EDUCATION	4411
<i>A. Alves Lopes, J. Delgado, H. Santos, C. Silva</i>	
EXPLORING THE FORM OF TECHNOLOGY USED IN GRADE 8 GEOMETRY FROM ONLINE VIDEOS: ANGLES ON A STRAIGHT LINE	4412
<i>M. Phosa, B. Mofolo-Mbokane</i>	
AI AND THE FUTURE OF TEACHING IN STEAM: COMPETENCES, CHALLENGES, AND OPPORTUNITIES	4421
<i>N. Spyropoulou, A. Kameas</i>	
FROM BALANCE TO INFORMED CRITICISM - DISCURSIVE TRANSFORMATIONS IN A DEVELOPMENT PROJECT ON DIGITAL LEARNING MATERIAL IN PRIMARY SCHOOL	4428
<i>K. Holmberg, C. Matta, S. Nordmark, I. Masiello, J. Rack, M. Davidsson</i>	
FACTORS AFFECTING THE USE OF VISUAL TECHNOLOGICAL RESOURCES IN GRADE 9 TRANSFORMATION GEOMETRY: A CASE OF A RURAL PUBLIC SCHOOL	4434
<i>N. Nedambale, B. Mofolo-Mbokane</i>	
ANALYSIS OF SOFTWARE TECHNOLOGIES FOR CREATING DIGITAL LEARNING RESOURCES	4444
<i>A. Chikurteva, P. Petrov, D. Chikurtev</i>	

INTERNAL QUALITY ASSURANCE PRACTICES AT UNIVERSITIES IN SOUTH AFRICA <i>M. Mosabala</i>	4451
INTERNATIONAL COOPERATION IN MOOC DESIGN AND DEVELOPMENT - CHALLENGES, OPPORTUNITIES AND GOOD PRACTICES <i>A. Komendant-Brodowska</i>	4456
DIGITAL METHOD TO IMPROVE PRAGMATIC SKILLS IN CHILDREN WITH NEURODEVELOPMENTAL DISORDERS INVOLVING PROFESSIONALS AND PARENTS <i>C. Andrés-Roqueta, R. Flores-Buils, M. Diago-Reolid, J. Mercader Ruiz, L. Abellán Roselló, I. García-Molina, R. Siegenthaler Hierro, M.J. Presentación Herrero, J.E. Adrian Serrano</i>	4463
EUROPEAN PROJECT EAGLE: INTERMEDIATE RESULTS <i>B. Baruque-Zanón, J.E. Sierra-García, R. García-Ausín, H. Cogollos Adrián</i>	4469
GESTURES: A BRIDGE TO COMPREHENSION <i>M.E. Karavokyrou, D. Paizi</i>	4476
DESIGNING AN ANALYSIS WORKSHEET FOR USER RESEARCH: A TOOL FOR DESIGN EDUCATION <i>L. Sossini, M. Arioli, M. Italia, S. Banfi, B. Del Curto</i>	4477
BOAT DESIGN: A GREEN COMPETITION-BASED LEARNING DIDACTIC PROPOSAL <i>R. Arasti Blanco, R. García-Ausín, J.E. Sierra-García, B. Baruque-Zanón</i>	4487
DEVELOPING TEACHER COMPETENCES FOR SOCIAL INCLUSION IN VOCATIONAL EDUCATION IN ARTS AND CRAFTS <i>K. Mäenpää, S. Lanu</i>	4494
EDUCATING EDUCATORS THROUGH MOOCs: COMPETENCE-BASED APPROACHES FOR TEACHER PROFESSIONAL DEVELOPMENT IN THE DIGITAL ERA <i>N. Spyropoulou, A. Kameas</i>	4501
RETHINKING ACADEMIC LITERACY THROUGH DIGITAL MULTILINGUAL RESOURCES: A FRAMEWORK FOR AFRICAN UNIVERSITIES <i>M. Mtanha-Matariro, N. Mokala, L. Makalela</i>	4507
SELF-CARE AND SELF-MOTIVATION AGENDA AND MUSIC IN THE CLASSROOM (ACTIVE AND PASSIVE LISTENING) AS WELLNESS STRATEGIES TO IMPROVE STUDENT LEARNING AT THE UNIVERSITY CENTER OF PLASENCIA <i>M. Moya, R. Martínez, J. Hernández, M.C. Ledesma, E. Cubera, M.E. García</i>	4512
STUDIES IN CORPORATE RESPONSIBILITY AND RESPONSIBLE BUSINESS STRATEGY SUPPORT THE DEVELOPMENT OF SMES <i>S. Siven, J. Sirkiä</i>	4524
EXPANDING SUSTAINABLE THINKING IN VOCATIONAL EDUCATION IN ARTS AND CRAFTS <i>S. Lanu, K. Mäenpää</i>	4530
AUTHENTIC ASSESSMENT CHALLENGES IN FORENSIC COMPUTING: A TOOL TO ENABLE INDIVIDUALISED PRACTICAL ASSESSMENT <i>S. Murphy, J. Krasniewicz, S. Cox</i>	4537
AI-POWERED CUSTOMER SUPPORT FOR ACADEMIC COUNSELING AND CAREER GUIDANCE <i>M. Tedeschi, S. Belich, R. Ajmal Rana, S. Singh Tomar</i>	4546
BRIDGING MEDICINE AND LITERATURE: THE POWER OF DIGITAL HUMANITIES <i>M.P. Marín García</i>	4552
EXPLORING THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN IRISH POST PRIMARY SCHOOLS: TRENDS AND CHALLENGES <i>A. Callaghan, N. Fotou</i>	4553
BUILDING A MEASUREMENT TOOL TO MEASURE ALGORITHMIC SKILLS <i>É.K. Szerémi, A. Pásztor</i>	4563
TOWARDS A TEACHER EVALUATION SYSTEM BASED ON MICRO/MACRO/MEGA STEAM AND CREDENTIALS <i>P. Aloy Fortea, J. Martínez Ventura, L. Hilario Pérez, T. Ferrer Dasí, N. Montés Sánchez, S. Barquero Pérez</i>	4570
CHALLENGES IN THE TEACHING AND LEARNING OF GRADE 12 SIMILARITY IN EUCLIDEAN GEOMETRY IN SOUTH AFRICA <i>G.N. Shoba, P. Nkhoma, N. Kunene</i>	4578
DESIGNING BY STUDENTS FOR STUDENTS: A MULTIDISCIPLINARY APPROACH TO REDESIGN SPACES AND SERVICES FOR UNIVERSITY CAMPUSES AND SURROUNDING NEIGHBORHOOD <i>L. Sossini, F. Guarnieri, S. Valassina, L. Donvito, B. Del Curto, G. Gerosa</i>	4587

LEARNING SOFTWARE TOOL FOR TRAINING ON WIND TURBINES CONTROL <i>N. Russ, J.E. Sierra-García, M. Santos, E.G. Muñoz-Palomeque, M. Peñacoba</i>	4596
DEVELOPMENT AND VALIDATION FOR ASSESSING THE UTILITY VALUE OF ARTIFICIAL INTELLIGENCE <i>Y.Y. Wang, Y.W. Chuang</i>	4603
EMPOWERING LIFELONG LEARNING: THE DIGITAL TRANSFORMATION OF UNIVERSITIES THROUGH MICROCREDENTIALS <i>D. Scholl, F. Moll, D. Erberich, J. Pihl, P. Kohl, T. Rommé</i>	4604
ASSESSING THE ACADEMIC USE OF GENERATIVE AI TOOLS BY STUDENTS IN AGRIFOOD AND BIOTECHNOLOGY DISCIPLINES <i>C. Barrera, M.L. Castelló, A.B. Heredia, J. García, L. Seguí</i>	4612
TECHNOLOGY-ENHANCED ACADEMIC LITERACY: A REVIEW OF DIGITAL TOOLS FOR READING, RESEARCH, AND WRITING IN FIRST-YEAR COURSES <i>M. Mtanha-Matariro, L. Makalela, N. Mokala</i>	4620
BEING AND BECOMING- BELONGING AND ENGINEERING IDENTITY THROUGH AN INTERSECTIONALITY LENS <i>S. Al Arefi</i>	4626
INTRODUCING GENERATIVE ARTIFICIAL INTELLIGENCE (GENAI) IN CHALLENGE-BASED LEARNING TO ENHANCE THE CRITICAL THINKING IN AGRI-FOOD AND BIOTECHNOLOGY STUDENTS <i>C. Barrera, M.L. Castelló, J. García, L. Seguí, A. Heredia</i>	4632
EDUCATIONAL GAMES FOR BIOECONOMY LEARNING: INSIGHTS FROM THE HORIZON EUROPE GENB PROJECT <i>C. Blasco-López, P. Busó, L. Mentini, S. Silvi, F. Fusconi, C. Pocaterra, S. Marinelli, S. Albertini, V. Vavassori, L. Ferrini, J. Vos, B. Davidis</i>	4640
EVALUATING THE IMPACT OF NEXT GENERATION CLASSROOM ON TEACHING METHODOLOGIES: A BOTTOM-UP ANALYSIS FROM THE TEACHERS' PERSPECTIVE <i>R. Coacci</i>	4650
GENERATIVE ARTIFICIAL INTELLIGENCE IN EDUCATION: THE FIVE STAGES OF GRIEF <i>D. Otto, C. Kleinesper</i>	4656
INVESTIGATING PRESERVICE TEACHERS' CONTENT KNOWLEDGE OF CIRCULATORY SYSTEM THROUGH THE USE OF CONCEPT MAPS <i>M. Mosabala</i>	4662
USING A FLIPPED CLASSROOM APPROACH TO SUPPORT LEARNING OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN HIGHER EDUCATION <i>B. Yovkova, R. Peytcheva-Forsyth, V. Racheva</i>	4668
HOW TO SUPPORT TEACHERS TO SUPPORT STUDENTS WITH NEUROPSYCHIATRIC DISORDERS: TOWARDS DEVELOPING A TECHNOLOGY-ENHANCED SOLUTION <i>A. Lodin-Sundström, J. Jaldemark, P. Mozelius, E. Tengelin</i>	4679
HARNESSING LEARNER ANALYTICS AND BEHAVIOURAL ECONOMICS TO FOSTER STUDENT ENGAGEMENT IN ASYNCHRONOUS DISTANCE EDUCATION <i>N. Greenley, C. Holdsworth, O. Ebikake</i>	4686
EDUCATIONAL ROBOTICS AND THE LOGIC-MATHEMATICS APPROACH IN EARLY CHILDHOOD: AN INTEGRATED MODEL FOR COGNITIVE AND SOCIAL DEVELOPMENT <i>R. Forliano, A. Di Grassi</i>	4687
RES-PRIM: A RESILIENCE ASSESSMENT TOOL ADAPTED FOR CHILDREN WITH NEURODEVELOPMENTAL DISORDERS <i>R. Flores-Buils, C. Andrés-Roqueta, R. Mateu-Pérez, M. Diago-Reolid</i>	4695
ENHANCING SOIL SCIENCE EDUCATION THROUGH GAMIFICATION AND HANDS-ON LEARNING <i>J. Cámara, D. Reinares, A. Pérez, E. Vázquez, C. Diéguez, A. Rubio, M. Benito</i>	4701
MANAGER IN THE POLICE: ON EDUCATIONAL METHODS OF DEVELOPING CREATIVE ATTITUDES IN THE POLICE-CITIZEN RELATIONSHIP <i>E. Magda, A. Zygadło</i>	4706
DRUG DISCOVERY AND DEVELOPMENT (D3): A BLENDED INTENSIVE PROGRAM TO ENGAGE STUDENTS IN THE DRUG DISCOVERY PROCESS WHILE PROMOTING INTERNATIONAL COLLABORATION <i>C. Moya-Lopez, C. Alonso-Moreno, I. Posadas, M.D. Perez Carrión, I. Bravo, F. de Andrés Segura, R. Fernández Santos, J.C. García Martínez, J.M. Sánchez Tomás</i>	4707

DECOLONIAL MINDSET TO ENGINEERING A SENSE OF BELONGING	4712
<i>S. Al Arefi</i>	
REFLECTIVE TEAM AS A TOOL TO IDENTIFY AND ADDRESS KEY TEACHING CHALLENGES IN HIGHER EDUCATION	4713
<i>M. Milani</i>	
PERCEPTIONS OF THE GENDER IN CLINICAL TRAINING – A QUALITATIVE STUDY AMONG STUDENTS	4719
<i>M.T. Bartual-Figueras, M. Cabré-Pairet, S. Ginés-Padrós, M. López-Bartual, M.C. Riera-Prunera, D. Rodríguez-Martín, L. Romero-Gutiérrez</i>	
THE EFFECTIVENESS, RECEPTION AND ETHICAL PERSPECTIVE OF GENERATIVE AI-BASED FEEDBACK IN THE TEACHING AND LEARNING PROCESS OF NON-NATIVE LANGUAGES	4724
<i>A. Chenoll</i>	
POLICY AND GOVERNANCE IN HIGHER EDUCATION: AN APPROACH APPLYING UNIVERSAL DESIGN FOR LEARNING (UDL)	4725
<i>M.R. de la Torre Martínez, A. Mengual-Recuerda, B. Andrés Navarro, D. Juárez-Varón</i>	
A SERVICE-LEARNING EXPERIENCE ON WASTE SAMPLING AND ANALYSIS	4732
<i>A. Lopez-Urionabarrenechea, B.B. Perez-Martinez</i>	
ADOPTION OF INNOVATIONS IN THE TRAINING OF UNIVERSITY GRADUATES: EXPLORING DIFFERENCES BETWEEN PUBLIC AND PRIVATE INSTITUTIONS	4733
<i>L. Ramírez-Portilla, A. Ramírez-Portilla, M.C. González-Cortés</i>	
MOTIVATION IN KNOWLEDGE TRANSMISSION	4740
<i>M.C. Riera-Prunera, M.T. Bartual-Figueras, M. Mas-Machuca, F. Marimon Viadiu</i>	
FROM PEN TO PROCESSOR: TRANSFORMING UNIVERSITY TEACHING IN THE GENERATIVE AI ERA	4747
<i>J. Prades, F. Silla</i>	
APPLICATION OF ARTIFICIAL INTELLIGENCE IN UNIVERSITY LEARNING: DEVELOPMENT OF A CRITICAL VISION	4752
<i>J.J. Suñol</i>	
EMPOWERING STUDENTS IN THE AGE OF ARTIFICIAL INTELLIGENCE: CULTIVATING ESSENTIAL SKILLS FOR THE FUTURE	4758
<i>J. Prades, F. Silla</i>	
TEAMWORK: UNIVERSITY EXPERIENCES ANALYSIS	4763
<i>J.J. Suñol</i>	
THE PRACTICE OF EDUCATIONAL LEADERSHIP IN RESPONDING TO EMERGENCY SITUATIONS: A MULTI-ACTOR AND MULTI-LEVEL PERSPECTIVE	4768
<i>G. Moretti, A.L. Morini, P. Giovane, M. Bagatella</i>	
CLIMBING AS AN EMBODIED PRACTICE FOR ADDRESSING AUTISM SPECTRUM DISORDER	4777
<i>S. Perna, M. Allegra, V. Benigno, L. Bertoldi, G. Città, N. Galizia, A. Herd Smith, C. Tosto, L. Zamara, M. Gentile</i>	
PRACTICAL EXPERIENCE OF TEACHING COMPUTER PROGRAMMING AT A SMALL LIBERAL ARTS COLLEGE	4785
<i>Y. Tseng</i>	
UNVEILING THE RELATIONSHIP BETWEEN DIGITAL TECHNOLOGIES, SELF-REGULATION AND MOROCCAN EFL UNIVERSITY STUDENTS' ACADEMIC PERFORMANCE	4791
<i>N. Menyani, O. Amzaourou, A. Boumehdi</i>	
THE HYBRID MODEL IS POSSIBLE: THE CASE OF THE SPANISH PUBLIC UNIVERSITY	4792
<i>M.R. de la Torre Martínez, B. Andrés Navarro, A. Mengual-Recuerda, D. Juárez-Varón</i>	
BRAIN-FRIENDLY LEARNING - WHY IT IS WORTH INTRODUCING ALTERNATIVE FORMS OF EDUCATION	4799
<i>K. Kasowska, M. Kowalski</i>	
BRIDGING THE GAP: EMPOWERING LEARNERS WITH DIVERSE NEEDS THROUGH INCLUSIVE MATHEMATICS STRATEGIES	4804
<i>T. Ntshangase, C. Mathews, L. Prinsloo</i>	
REFLECTIVE TEACHING IN HIGHER EDUCATION: AN EFFICACIOUS TOOL FOR TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT	4814
<i>N. Menyani, A. Boumehdi</i>	
INNOVATION THROUGH COGNITIVE CHALLENGE: A NOVEL PEDAGOGICAL MODEL FOR STEM EDUCATION	4825
<i>Z. Ahmad, M. Ammar, N.J. Al-Thani</i>	

IMPROVING INTERCULTURAL COMMUNICATION IN PHYSIOTHERAPY STUDENTS USING AN ONLINE COURSE EXPERIENCE FROM MOV-E PROJECT <i>A. Jankowicz-Szymańska, A. Stefanowicz-Kocoł, M.A. Bibro, E. Smoła, K. Wódka</i>	4826
EMPOWERING MODERN SCHOLARS: CRITICAL 21ST-CENTURY COMPETENCIES AND INTELLECTUAL AUTONOMY <i>B. Baltezarević</i>	4827
ORGANIZATIONAL RESILIENCE AND SUPPORTIVE SECURITY TOOLS TO SUPPORT HIGHER EDUCATION STUDIES <i>S. Siven, T. Lintilä</i>	4833
JUST DANCE AS A WORKING TOOL FOR THE MUSIC CLASSROOM: AN INNOVATIVE EXPERIENCE <i>M. Fernández-Aliaga, M.M. Bernabé Villodre, J.S. Blasco-Magraner</i>	4839
MODERN TECHNOLOGIES AS CATALYSTS FOR EXPERIENTIAL LEARNING: TEACHING HUMAN-ROBOT INTERACTION WITH FACIAL EXPRESSION ANALYSIS SOFTWARE <i>L. Beikverdi, C. Tigerstedt</i>	4844
THE RIPPLE EFFECT: GROWING AI LITERACY BY IMPLEMENTING AI FOR CASES & EFFICIENCY <i>I. de Waard, A. Gelan</i>	4851
AI-ASSISTED GAME-BASED LEARNING IN TEACHING HISTORICAL CONSCIOUSNESS: BENEFITS AND CHALLENGES <i>J.M. Madshaven, A. Spanos, C.W. Omlin, F. Reichert, C.R. Simonsen</i>	4858
ALIGNING RESOURCES AND CURRICULUM: A BACKWARD DESIGN APPROACH TO CODING AND ROBOTICS EDUCATION FOR YOUNG LEARNERS <i>L. Prinsloo, A. Hilton</i>	4868
COMMUNITY ENGAGEMENT AS AN EXAMPLE OF SERVICE-LEARNING IN THE EDUCATION OF PHYSIOTHERAPISTS <i>A. Jankowicz-Szymańska, K. Wódka, A. Grochowska, A. Stefanowicz-Kocoł</i>	4878
ANALYSIS OF THE STUDENT'S EFFORT AND INTEREST AT THE BEGINNING OF THE UNIVERSITY ACADEMIC COURSE AT DIFFERENT LEVELS AND STAGES <i>N. Uriarte Gallastegi, I. Uriarte Gallastegi</i>	4879
KNOWLEDGE AND PERCEPTION OF UNIVERSITY STUDENTS ON THE 2030 AGENDA AND THE SUSTAINABLE DEVELOPMENT GOALS <i>N. Uriarte Gallastegi, I. Uriarte Gallastegi, B. Landeta Manzano, G. Arana Landín</i>	4885
CONTENT VALIDITY ASSESSMENT: DEVELOPING A NEW PICTORIAL INSTRUMENT FOR MEASURING HEALTH COMPETENCIES IN PRESCHOOL CHILDREN <i>J. Podraczky, M. Csima, J. Fináncz, T.Z. Oo, K. Jozsa</i>	4890
EFFECTS OF TEACHING ACTIVITIES ON MIDDLE AND HIGH SCHOOL STUDENTS' EVALUATION OF SOURCE VIDEOS <i>C. Lafon, B. Hemon, K. De Checchi, B. Tremoliere, A. Arguel, F. Amadieu</i>	4901
NO ONE SIZE FITS ALL – EXPLORING MULTILINGUAL TEACHING AND LEARNING APPROACHES FOR THE SOUTH AFRICAN EDUCATION CONTEXT <i>C. Mpanza</i>	4902
EXPLORING THE COMPLEXITIES ASSOCIATED WITH OFFERING ENGLISH AS A HOME LANGUAGE IN SOUTH AFRICAN SCHOOLS <i>C. Mpanza</i>	4910
ENHANCING ENVIRONMENTAL AWARENESS AND EDUCATIONAL COMPETENCIES THROUGH MAKER WORKSHOPS <i>E. Arce, O. Güler, A. Souto-Gestal</i>	4917
"ART & SCIENCE ACROSS ITALY": A PUBLIC ENGAGEMENT PROJECT BETWEEN SCIENCE AND ART FOR HIGH SCHOOL STUDENT <i>P. Paolucci, F. Scianitti, C. Di Donato</i>	4918
A FORECAST OF THE GROWING IMPORTANCE OF TERTIARY VOCATIONAL EDUCATION (T-VET) IN NORWAY BOTH AS AN EDUCATIONAL PATH AND AS A SUPPLIER TO THE LABOR MARKET, BY 2030 <i>T. Hjeltnes</i>	4919
AN EXPLORATION OF TRANSLANGUAGING AS A TOOL IN THE ESP HIGHER-EDUCATION CLASSROOM <i>M. Mihai, C.N. Albert, A.S. Moangă</i>	4930
LEARNING FROM THE PAST: THE EXPERIENCES OF STUDENTS INVOLVED IN DISTANCE LEARNING IN THE PANDEMIC AND POST-PANDEMIC PERIOD <i>L. Mortari, R. Silva, S. Puecher, L. Ruffini</i>	4936

EMPOWERING EARLY EDUCATION THROUGH COLLABORATIVE 3D PRINTING INITIATIVES	4944
<i>E. Arce, R. Devesa-Rey, X. Vecino, A. Suárez-García, A. Souto-Gestal</i>	
IMPACT OF BUSINESS MANAGEMENT DOUBLE DEGREE PROGRAMS ON STUDENTS' PERFORMANCE: A SYSTEMATIC LITERATURE REVIEW	4949
<i>J. Sierra-Morán, M. Bernardo, S.J. Martínez-Vergara</i>	
THE ROLE OF SCIENCE COMMUNICATORS IN THE POST-DIGITAL ERA	4956
<i>R. Silva, S. Puecher, S. Lo Jacono</i>	
EXPLORING DESIGN THINKING TOOLS IN HIGHER EDUCATION: CREATIVITY, BRANDS AND COLLABORATIVE PRACTICES IN SERVICE MARKETING LECTURES	4964
<i>R. Pires, B. Bittencourt, V. Gonçalves, A.S. Coelho</i>	
BOTTOM-UP POLICY STRATEGY FOR INTRODUCING OER IN AFRICAN INITIAL TEACHER EDUCATION INSTITUTIONS	4973
<i>N.S. Ndlovu, T. Gina</i>	
USING CHATGPT PLUGIN FOR THE GENERATION OF PARAMETERIZED QUESTION BANKS IN A PRECALCULUS COURSE	4980
<i>A.J. Sánchez Hernández, D.D. Jiménez Suro, R.D. Santiago Acosta</i>	
ARCHITECTURAL EDUCATION FOR CREATIVITY: THE IMPORTANCE OF CONSTRUCTIVE THINKING	4985
<i>A.M. Opricǎ, A.E. Voinea, A.M. Graur, A. Vancea</i>	
FACILITATING OER ADOPTION IN AFRICAN TEACHER EDUCATION INSTITUTIONS FOR SUSTAINABLE ENGAGEMENT	4991
<i>N.S. Ndlovu</i>	
FOSTERING ENTREPRENEURIAL VALUE CREATION WITH BETTER STRATEGIC FINANCIAL ORIENTATION OF ENTREPRENEURS: A DESIGN SCIENCE APPROACH	5001
<i>R. Pouzou</i>	
PROMOTING SUSTAINABLE DIGITAL BEHAVIORS: EVALUATION OF THE ECODIGITAL CURRICULUM IN SCHOOLS IN GREECE AND ROMANIA	5011
<i>D. Schina, I. Kalemaki, M.I. Miron, A. Patsias, D. Vlachopoulos, R.B. Thorkelsdóttir, J.G. Jónsdóttir</i>	
ENHANCING LEARNING AND STUDENT MOTIVATION THROUGH UNIVERSITY PODCASTS	5020
<i>C. Lerma, J. Vercher, J. G. Borràs</i>	
ABC: A TEAM TRAINING METHODOLOGY FOR LARGE-SCALE CAPACITY BUILDING	5028
<i>R. Pacheco, M. Carneiro</i>	
CHINESE THE WRITE WAY: AN INNOVATIVE APPROACH TO TEACHING CHINESE CHARACTERS THROUGH STORIES BEHIND THE SCRIPTS	5037
<i>M.Q. Zhao, A. Digh</i>	
DESIGNING A VIRTUAL REALITY LABORATORY FOR HISTORICAL EDUCATION: THE BATTLE OF VISBY AS A CASE STUDY	5047
<i>E. Serrano, M. Lindmark</i>	
THE IMPACT OF GLOBALIZATION ON EDUCATION, CHALLENGES AND OPPORTUNITIES	5055
<i>C. Feniser, A. Constantinescu Dobra, O. Stan, L. Anastasiu, V. Maier, V. Bocanet, A. Sadeh, A. Radu, S. Carstea</i>	
RECONCEPTUALIZING RESEARCH COMPETENCES ACROSS INDIVIDUAL DEVELOPMENTAL STAGES AND COLLECTIVE LEARNING CONTEXTS	5062
<i>H. Myyryläinen</i>	
FRAMEWORK-DRIVEN DESIGN FOR ONBOARDING IN TECHNICAL INDUSTRIES: THE CASE OF CERAMIC KILNS AND VIRTUAL REALITY	5068
<i>M.L. Torres-Barreto, L. Nava Cobos, C. Giraldo Giraldo</i>	
MEASURING INDIVIDUAL READINESS FOR CHANGE IN THE BUSINESS ENVIRONMENT: A COMPREHENSIVE FRAMEWORK	5078
<i>F. Voggenreiter, M. Pinheiro, R.P. Marques</i>	
PEDAGOGICAL EFFECTIVENESS IN INITIAL TEACHER TRAINING THROUGH IMMERSIVE VIRTUAL WORLDS	5086
<i>M.G. Badilla-Quintana, A. Philominraj, B. Ortega-Muñoz, J. Salazar-Velozo</i>	
ENHANCING MUSIC EDUCATION WITH VIRTUAL REALITY: A COMPREHENSIVE SYSTEM FOR INTERACTIVE DRUMMING AND MUSIC THEORY LEARNING	5087
<i>J. Löber, B. Thierfelder, N.C. Peters, D. Werth</i>	

PERFORMING AN ETHNOGRAPHIC COMMUNITY	5097
<i>S. Dugal, G. DeLuca, A. Fuentes, N. Devasahayan, V. Izquierdo, C. Cytryn, S. Krom, K. Pinell, M. Corbett, A. Sullivan, S. Gugliotta, A. Sorenson, S. Imbusch, J. Heyder, G. Younes, C. Craven, J. Kelsey, E. Price, S. Greenberg, R. Ritacco, M. Stacey, A. Galifi, E. Genther, C. Newman, K. Heath, A. Ounkeo, B. Kellogg, S. Sudusky, R. Singh, S. Singh, R. Singh, A. De Almeida, E. Miller, G. Gentile, N. Siradze, D. Ramous, A. Stack</i>	
A NATIONAL CAPACITY-BUILDING PROGRAM TO SDGS LOCALIZATION	5099
<i>A. Amin, R. Pacheco, M. Carneiro, F. Gauthier</i>	
THE CEFR SELF-ASSESSMENT GRID AND STUDENT TEACHERS' REFLECTIONS ON THEIR LANGUAGE COMPETENCE	5106
<i>J. Bérešová</i>	
PIONEERING AI ADOPTION IN HIGHER EDUCATION: EMPOWERING UNIVERSITY TEACHERS THROUGH TRAINING	5112
<i>O. Bogdanova</i>	
READER-EDUCATORS: EXPLORATORY RESEARCH ON THE PROFILE OF FUTURE EDUCATORS IN THEIR INITIAL TRAINING PERIOD	5120
<i>A.L. Morini, G. Moretti, B. Briceag, B. Ambu</i>	
DIGITAL TRANSFORMATION IN EDUCATION: EVALUATING NEEDS AND ACCEPTANCE OF SECURE DIGITAL CERTIFICATES	5128
<i>A. Minchev, M. Karabalaiev, A. Zlateva, A. Georgieva</i>	
GOOD PRACTICES OF KNOWLEDGE MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS	5133
<i>A.M. Ramírez Agudelo, A. Giraldo Gaviria, A.M. Parra Sánchez</i>	
HOW CAN WE IMPROVE THE EFFECTIVENESS AND FAIRNESS OF TEAMWORK WITH A FOCUS ON CONFLICT RESOLUTION AND CONTINUING PROFESSIONAL DEVELOPMENT THROUGH AN EVOLVING TEAM CONTRACT	5140
<i>J. Thompson, B. Morgan, W. Newton</i>	
BRIDGING THEORETICAL GAPS TO ENHANCE UNDERGRADUATE STUDENTS' ACADEMIC SUCCESS IN THE DIGITAL AGE: A SCOPING REVIEW	5141
<i>T.G. Tareke, T.Z. Oo, K. Jozsa</i>	
DETERMINANT FACTORS IN FURTHER EDUCATION DECISIONS AMONG VOCATIONAL EDUCATION AND TRAINING STUDENTS IN HUNGARY	5142
<i>G. Jozsa, T.G. Tareke, K. Jozsa</i>	
EXCHANGE STUDENTS' EXPERIENCES: RESIGNIFYING THE THIRD SPACE	5143
<i>M.J. Guillermo Echeverría, M.F. Guzmán Ocampo, D.C. Cámara Figueroa</i>	
DESIGNING REMOTE EDUCATION TO SUPPORT PSYCHOLOGICAL NEEDS: INSIGHTS FROM SELF-DETERMINATION AND PSYCHOLOGICAL OWNERSHIP THEORIES	5148
<i>H. Myyryläinen</i>	
CLOSING EDUCATIONAL GAPS: IMMERSIVE TECHNOLOGIES AND THEIR IMPACT ON THE COGNITIVE AND ACADEMIC GROWTH OF STUDENTS WITH SEN	5155
<i>B. Ortega-Muñoz, M.G. Badilla-Quintana</i>	
A MULTIMODAL AI FRAMEWORK FOR LONGITUDINAL STUDENT PERFORMANCE MONITORING AND WELL-BEING ASSESSMENT	5164
<i>T. da Ponte</i>	
A PROPOSAL OF HEALTH EDUCATION IN UNIVERSITY SETTINGS FOR CANCER PREVENTION	5174
<i>M. Londoño Martínez, S. Agut Nieto</i>	
FRIENDLY INFORMAL IMMERSIVE CLOUD ALTERNATIVE (FI)CA) - DISCOVER, PLAY, SOCIALIZE: LEARNING, TEACHING AND TRAINING ACTIVITY ONE	5180
<i>H. Ahonen, D. Berginc, H. Bollaert, J. Hautamäki, C. Martí-García, J. Monteiro, L. Gutierrez Rodriguez</i>	
THE ADOPTION OF ARTIFICIAL INTELLIGENCE IN THE PROCESS OF CREATIVE EDUCATION	5186
<i>V. Dobrovolskienė, J. Dargienė, J. Kuzė</i>	
AN EXPLORATION OF THE IMPACT OF TEACHER PEDAGOGY ON READING INSTRUCTION IN SOUTH AFRICAN INTERMEDIATE PHASE CLASSES	5193
<i>K. Raborifi, P.O. Merisi</i>	
JOURNEY OF DISCOVERY: A CHAT-BOT FOR ENGAGING AND INSIGHTFUL CONVERSATIONS	5202
<i>O. Bogdanova</i>	
THE DIGITAL DIVIDE IN EDUCATION THROUGH THE LENS OF ETHICS AND HUMAN RIGHTS	5208
<i>L. Salihu, V. Nimonaj Hoti, B. Gërbeshi Zylfiu, R. VK Bandlow</i>	

PREDICTORS OF TASK MOTIVATION IN MIXED SPECIALIZATION ESP CLASSES <i>A. Stefanowicz-Kocoł</i>	5213
INVESTIGATING THE LEVEL OF DIGITAL COMPETENCE OF GREEK TEACHER EDUCATORS BASED ON THE DIGCOMPEDU FRAMEWORK: A PILOT STUDY <i>G. Chorozidis, K. Dimopoulos, C. Karagiannidis, K. Karadimitriou</i>	5214
EMPOWERING TEACHERS TO ADDRESS EDUCATIONAL CHALLENGES <i>P. Escudeiro, N. Escudeiro, M. Campos, F. Escudeiro</i>	5222
P5 AS A LEARNING EXPERIENCE TO FOSTER STEM CAREERS <i>E. Fuster Candelas, M.I. Gómez-Gómez</i>	5227
TEACHING SUSTAINABILITY IN THE COLLEGE CLASSROOM: A VITAL ENRICHMENT FOR THE BUSINESS SCHOOL CURRICULUM <i>A.J. Stagliano</i>	5232
EMBEDDING THE USE OF LARGE LANGUAGE MODELS (LLMS) IN THE ASSESSMENT OF FINAL YEAR UNDERGRADUATE STUDENTS ATTENDING NEUROSCIENCE MODULES <i>A.A. Battaglia</i>	5233
TRENDS IN HIGHER EDUCATION AS DRIVERS OF INNOVATION IN THE SYNERGISTIC UNIVERSITY <i>A. López Triana, A. Carrión García, P. Montesinos Sanchis</i>	5239
STATISTICAL ANALYSIS OF UNIVERSITY STUDENTS' ATTITUDES TOWARDS INFORMATICS ETHICAL VALUES <i>G. Sart, F.H. Sezgin</i>	5249
REIMAGINING BODY POSTURE AWARENESS EDUCATION THROUGH INTERCULTURAL BLENDED INTENSIVE PROGRAMS <i>A. Stefanowicz-Kocoł, A. Jankowicz-Szymańska, M. Głodzik, K. Wódka, A. Grochowska, M. Kołpa</i>	5255
RETHINKING THE ROLE OF LITERATURE IN SECOND LANGUAGE LEARNING IN THE MULTILINGUAL AND MULTICULTURAL SOUTH AFRICAN CONTEXTS <i>Q. Rikhotso, P.O. Merisi, Q.K. Wunseh</i>	5256
THE IMPACT OF ARTIFICIAL INTELLIGENCE ATTITUDES ON JOB PERFORMANCE AMONG ACADEMICS <i>G. Sart, F.H. Sezgin</i>	5264
STRENGTHENING TEACHER RETENTION IN THE FEDERATED STATES OF MICRONESIA: THE PERSPECTIVES OF SPECIAL EDUCATION TEACHERS <i>M. Elmeski, A. Russell, P. Crawford</i>	5270
GENERATIVE AI, POSTGRADUATE COURSES AND OPEN SOURCE AI PLATFORMS: CHALLENGES AND OPPORTUNITIES FOR POSTGRADUATE COURSES IN THE 21ST CENTURY <i>G. Gantzias</i>	5275
DEVELOPMENT AND ASSESSMENT OF A GRADUATE LEVEL APPLIED BEHAVIOR ANALYSIS (ABA) PROGRAM AT A MAJOR AMERICAN UNIVERSITY <i>F. Abdool-Ghany, R. Morgan</i>	5276
SOCIAL EMOTIONAL LEARNING (SEL) IN DISCIPLINARY TEACHING: AN INNOVATIVE APPROACH <i>F. Filosofi, M. Valenza</i>	5277
SOCIAL ROBOTICS AND EMOTIONS: AN EXPLORATORY SURVEY ON TEACHERS' PERCEPTIONS OF SOCIAL ROBOTS <i>A.T. Musicco, N. Di Leo</i>	5284
STATISTICAL ANALYSIS OF UNIVERSITY STUDENTS' ADAPTATION LEVELS TO UNIVERSITY LIFE <i>G. Sart, B. Kiyak, A. Güllüpinar</i>	5290
AI AND NEUROSCIENCE IN ARCHITECTURE AND URBAN PLANNING EDUCATION: SHAPING FUTURE PERSPECTIVES <i>A.E. Voinea, A.M. Oprică, A.M. Graur</i>	5291
VIRTUAL REALITY IN SPEECH THERAPY TRAINING: SCENARIOS AND PROTOTYPING <i>F. Gentile, M. Wanke, W. Mueller</i>	5297
STATISTICAL ANALYSIS OF EDUCATORS' EDUCATION TECHNOLOGY STANDARDS SELF-EFFICACY (ETSSE) LEVELS <i>G. Sart, A. Güllüpinar, B. Kiyak</i>	5307
HARNESSING THE EXISTING DIGITAL TECHNOLOGIES TO ENHANCE STUDENT ENGAGEMENT FOR KNOWLEDGE CREATION AND INCLUSION IN DIVERSE CLASSES: A SYSTEMATIC REVIEW <i>A. Dewa, M. Tshidi</i>	5308

RE-EXAMINING THE EFFECTIVENESS OF A GRADUATE HIGHER EDUCATION ADMINISTRATION PROGRAM IN TERMS OF STUDENT ASSESSMENT OF LEARNING AND THEIR ABILITY TO USE WHAT THEY LEARNED BEYOND THE CLASSROOM <i>S. Castle, J. Marron</i>	5316
INNOVATING MOOC EDUCATION: THE ROLE OF INTERACTIVE VIDEOS IN TEACHING AI TO NEW LEARNERS <i>Z. Sofyan, C. Meinel</i>	5325
THE ROLE OF ITERATIVE PROCESSES IN ARCHITECTURE AND URBAN PLANNING EDUCATION: BALANCING TOP-DOWN METHODS WITH PEER COLLABORATION IN THE DESIGN STUDIO <i>A.E. Voinea, A.M. Opricã, A.M. Graur</i>	5332
REVIEW OF AI IN TRANSFORMING LEARNING ENVIRONMENTS FOR SUSTAINABLE DEVELOPMENT: A CASE OF SOUTH AFRICAN SCHOOLS <i>A. Dewa, M. Tshidi</i>	5340
STEM APPROACH IN A DIGITAL FABRICATION LABORATORY: TRAINING IN DIGITAL MODELING AND 3D PRINTING FOR PROTOTYPING <i>A. Kimura Junior, E. Alves Dos Santos Neto, K.C. Tavares de Freitas, E. Barbosa Caldeira</i>	5347
INTEGRATION OF ELECTRONICS AND MICROCONTROLLERS IN STEM EDUCATION: A PROJECT-BASED APPROACH <i>A. Kimura Junior, K.C. Tavares de Freitas, E. Alves dos Santos Neto, E. Barbosa Caldeira</i>	5354
ASSESSING DIGITAL COMPETENCES IN TRANSLATION STUDENTS <i>O.N. Petrescu</i>	5361
DEVELOPING A MANUAL TO BRIDGE THEORY AND PRACTICE IN ASSESSING MATHEMATICAL OERS <i>E. Safiulina, O. Labanova, Y. Andriichenko, C. Serrat, F. Soares, A.P. Lopes, A. Uukkivi, J. Kurvits, T. Tamberg, V. Bocanet, F. Serdean, S. Softic, E. Schirgi, M.M. Bruguera, M.R. Estela, X. Marcote, J. Guàrdia, C. Feniser</i>	5368
MICRO-LESSONS ON DIFFERENTIAL AND INTEGRAL CALCULUS BY VIRTUAL TEACHERS GENERATED WITH ARTIFICIAL INTELLIGENCE <i>D.D. Jiménez Suro, A.J. Sánchez Hernández, R.D. Santiago Acosta</i>	5369
SCREENING THE DIGITAL AGE: OPPORTUNITIES AND RISKS OF AUDIOVISUAL RESOURCES IN YOUNG LEARNERS' EFL EDUCATION <i>M.P. Marín García, L. Astruc</i>	5374
SPEECH LEARNING EFFECTS OBTAINED FROM ENGLISH CONVERSATIONS WITH GENERATIVE AI <i>N. Matsuda, M. Hayashi, M. Nishi, H. Iwasaki</i>	5375
CONNECTED CITIES, DISCONNECTED OPPORTUNITIES: LONG-TERM EDUCATIONAL IMPACTS OF TECHNOLOGICAL INEQUALITY IN ROMANIA <i>A. Patcas</i>	5376
FROM ARTISTIC PRACTICES TO PERSONAL DEVELOPMENT: SYMBIOSIS(S) IN SOCIAL INTERVENTION <i>M.J. Martins de Castro, M. Ribeiro, M. Costa</i>	5381
HOP - HANDS ON PHYSICS: AN INQUIRY BASED LEARNING PROJECT FOR MIDDLE SECONDARY SCHOOLS' TEACHERS <i>F. Scianitti, M. Bernardi, S. Bertelli, M. Boselli, C. Collà Ruvolo, D. Molaro, P. Paolucci, C. Zonda</i>	5386
ENHANCING STUDENT ENGAGEMENT IN BUSINESS PROCESS MODELING THROUGH EXPANDED TOPIC SELECTION AND AN INNOVATIVE TEACHING METHOD <i>A. Dannecker, L. Meyer</i>	5387
STUDENTS' PERCEPTIONS OF SCHOOL (UN)SUCCESS: THE ROLE OF THE SOCIAL EDUCATOR <i>M. Ribeiro, M.J. Martins de Castro, R. Lopes</i>	5396
TEACHING WITH ARTIFICIAL INTELLIGENCE IN VIRTUAL INSTITUTIONS: A COMPARATIVE STUDY ON STUDENT-TEACHER INTERACTION <i>L.M. Cerdá Suárez</i>	5401
A FOUNDRY-GUIDED APPROACH TO SUSTAINABILITY INNOVATIONS IN INTEGRATED ACADEMIC RESEARCH FOR CHEMICAL ENGINEERING <i>D. Wagle, A. Arce-Trigatti, P. Arce</i>	5411
PREDICTORS OF METACOGNITIVE STRATEGY USE IN HIGH SCHOOL MATH LEARNING: CONTRIBUTIONS OF STUDENT MOTIVATION AND PERCEIVED TEACHING <i>L. Rakickiene, D. Butkiene, S. Raiziene</i>	5417

FROM PRIMARY TO HIGH SCHOOL: PROGRESSION AND GENDER DISPARITIES IN MATHEMATICS PERFORMANCE IN MEXICO <i>N. Gavira-Duron, C.M. Ramirez-Culebro, M.M. Arratia-Martinez</i>	5418
EXAMINING TECHNOLOGY'S ROLE IN INCLUSIVE CO-TEACHING CLASSROOMS: A MULTI-PERSPECTIVE ANALYSIS <i>M. Payano, J. Craven</i>	5424
A COLLABORATIVE RESEARCH STUDY IMPLEMENTING THE PEDAGOGICAL VARIATION MODEL EVALUATION BY CHEMICAL TECHNICIANS COURSE STUDENTS AT FEDERAL INSTITUTE (IFRS) BRAZIL: INSIGHTS TO PEDAGOGICAL LEADERSHIP IN LEARNING AND TEACHING <i>M.S. Rogers, A.G. Nichele</i>	5428
ADDRESSING THE TEACHER DROUGHT: ARE ALTERNATIVE PATHWAYS THE ANSWER OR A NEW PROBLEM? <i>R. Best, L. Bobley</i>	5437
TRANSFORMING ARCHITECTURAL EDUCATION: A TEACHING INNOVATION APPROACH USING LASER SCANNING AND BIM <i>M. Álvarez, A. Morón, A. Zaragoza, D. Ferrández, C. Morón</i>	5438
GENERATIVE ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: BEYOND THE SHORT TERM <i>M. Rich, C. Holtham, L. Huang</i>	5445
IMPLEMENTATION OF FLIPPED CLASSROOM METHODOLOGY THROUGH THE SECTORIAL POLICIES SUBJECT <i>A. Zaragoza, D. Ferrández, A. Morón, M. Álvarez, C. Morón</i>	5450
USE OF THE CHATBOT IN A MASSIVELY APPLICABLE ONLINE DIAGNOSTIC TOOL <i>A.M. Ramírez Bedolla</i>	5456
DIFFERENCES IN INITIAL DIGITAL SKILLS DIAGNOSED IN STUDENTS OF THE OPEN UNIVERSITY SYSTEM OF THE FACULTY OF PSYCHOLOGY AT UNAM FROM 2015 TO 2024 <i>A.M. Ramírez Bedolla, I.M. Cabrera Zamora, M. Zúñiga González</i>	5461
EXPANDING OPPORTUNITIES FOR RURAL EDUCATOR DEVELOPMENT TO IMPROVE SERVICES AND OUTCOMES FOR DIVERSE LEARNERS <i>A. Davidson</i>	5469
IT'S ALL ABOUT CREATIVITY: BUILDING COGNITIVE RESERVE THROUGH SOCIAL PRESCRIBING ART-ON-PRESCRIPTION FOR HEALTH AND WELL-BEING IN WALES, UK <i>M.S. Rogers</i>	5480
DEVELOPMENT AND EVALUATION OF GRAPH REPRESENTATION METHODS TO BRIDGE IMAGE GAPS AND THEIR APPLICATION TO DECISION-MAKING SUPPORT <i>T. Ohmori</i>	5491
PROFILING SCIENCE TEACHER LEARNING TOWARDS SOCIO-SCIENTIFIC REASONING – A DEVELOPMENTAL FRAMEWORK <i>M.E.M. Nakedi</i>	5498
SOUTH AFRICAN LEARNERS' CLIMATE CHANGE LITERACY AND RELATIONSHIPS BETWEEN KNOWLEDGE AND ATTITUDES TOWARDS PRACTICES <i>M.E.M. Nakedi, Y. Ndlovu, W. Simango</i>	5499
THE CONCEPTUALIZATIONS AND ENACTMENTS OF CULTURALLY-SUSTAINING, RELEVANT, AND RESPONSIVE (CSRR) PEDAGOGIES AMONG HIGHER EDUCATION BIOLOGY INSTRUCTORS <i>A. Rivera, S. Salehi</i>	5500
USE OF RANDOMLY ASSIGNED TEAMS TO IMPROVE EDUCATIONAL OUTCOMES <i>P. Lane, R. Lafferty, J. Toomey</i>	5501
ASSESSMENT OF STUDENT ATTENDANCE AND ACADEMIC PERFORMANCE USING PRINCIPAL COMPONENT ANALYSIS <i>J. Soler-Rovira, J.M. Arroyo-Sanz, R. Linares-Torres, C. Gonzalez-Garcia, L. Parra-Boronat, L. Galvez-Paton, J. Novillo-Carmona, D. Palmero-Llamas</i>	5506
BENEFITS OF LEARNING BETWEEN INTERDISCIPLINARY TEAMS IN UNIVERSITY EDUCATION: CASE OF INTERDISCIPLINARY LEARNING BETWEEN STUDENTS OF MANAGEMENT AND INDUSTRIAL DESIGN APPLIED TO REAL LOCAL COMPANIES <i>R. Guimaray</i>	5511
BORDERLINE REGRESSION AND CONTRASTING GROUPS METHODS FOR CLINICAL SKILLS ASSESSMENT AT A SIMULATION CENTER IN VIETNAM <i>N.P.M. Le, N.P.T. Nguyen, T.N.L. Nguyen</i>	5521

PAY IT FORWARD! DEVELOPING THE NEXT GENERATION OF TEACHER LEADERS: A NARRATIVE CASE STUDY <i>R. Best</i>	5528
AI IN LANGUAGE EDUCATION: PRELIMINARY FINDINGS FROM TWO STUDIES ON SECOND LANGUAGE WRITING AND PRE-SERVICE TEACHERS' PERCEPTIONS <i>J.C. Casañ Núñez, C. Millán Scheiding</i>	5532
PREPARING FUTURE ENGLISH LANGUAGE TEACHERS FOR THE NEXT GIGA ERA: INSIGHTS FROM TPACK DESIGN AND SAMR ASSESSMENT <i>S. Sekiguchi, N. Tanaka-Ellis</i>	5533
PREPARATION OF TEACHERS FOR WORKING IN INCLUSIVE CLASSROOMS <i>A. Umirbekova, L.A. Butabayeva</i>	5539
EXPLORING THE AMBIGUITY OF OUT-OF-FIELD TEACHING PHENOMENON- A SITUATIONAL ANALYSIS OF OUT-OF-FIELD SCIENCE TEACHERS IN SOUTH AFRICA <i>K. Nameng, E. Mushayikwa, N. Radebe</i>	5549
A SYSTEMATIC LITERATURE REVIEW ON THE FACTORS LIMITING FEMALE LEARNERS' ENGAGEMENT AND PERFORMANCE IN SCIENCE EDUCATION AT SOUTH AFRICAN TOWNSHIP, RURAL, AND URBAN SCHOOLS <i>K. Ngobeni, N. Radebe, E. Mushayikwa, M.M. Stephen</i>	5559
GEN-AI IN TEACHING & LEARNING STUDENTS' LEARNING ACTIVITY: PREPROCESSING REFLECTIONS <i>M. Cutajar</i>	5569
DESIRE-DRIVEN IDEATION METHOD USING GENERATIVE AI TO FIND POSSIBILITIES OF VALUE CREATION FOR SOCIETY <i>K. Kaneko, K. Hirata, Y. Okada</i>	5570
SUSTAINABLE EMPLOYMENT OPPORTUNITIES FOR VULNERABLE WOMEN: A TRANSNATIONAL COMPARATIVE STUDY AND ANALYSIS ON LIFELONG LEARNING AND VOCATIONAL TRAINING OPPORTUNITIES FOR THIRD-COUNTRY NATIONAL WOMEN IN GREECE AND THE EU <i>M. Bakali, K. Karameri</i>	5580
AN INVESTIGATION ON THE DANGERS AND OPPORTUNITIES ASSOCIATED WITH THE USE OF INNOVATIVE DIGITAL TOOLS IN EDUCATION <i>M. Marian, C.A. Borcoşi, I. Borcoşi</i>	5588
DESIGN OF CONTENT FOR SCIENCE LESSONS BASED ON WALDORF PEDAGOGY BY PRE-SERVICE PRIMARY SCHOOL TEACHERS <i>T. Černoša, K. Susman, J. Pavlin</i>	5595
ASSESSING STUDENTS' APPROACHES TO LEARNING IN A CHEMISTRY COURSE: INSIGHTS AND IMPLICATIONS <i>M.I. Lucio, L. Atarés, M. Leiva-Brondo</i>	5602
REDEFINING PROGRAMMING ASSESSMENTS IN THE ERA OF ARTIFICIAL INTELLIGENCE AND LARGE LANGUAGE MODELS <i>C. Marco-Detchart, C. Lopez-Molina</i>	5610
ENHANCING MOTIVATION IN NON-COMPUTER SCIENCE ENGINEERING STUDENTS THROUGH INTERDISCIPLINARY COLLABORATIVE PROJECTS: A PRELIMINARY PROPOSAL <i>C. Marco-Detchart, C. Lopez-Molina</i>	5616
UNIVERSITY SERVICE-LEARNING AS A TEACHING METHODOLOGY FOR INNOVATION AND SOCIAL ENGAGEMENT <i>E.M. Murgado-Armenteros, F. Lucena-Muñoz, S. Valdelomar Muñoz, C. López Boronat</i>	5622
BARRIERS TO THE DEVELOPMENT OF CLINICAL COMPETENCIES: NURSING STUDENTS' SELF-PERCEPTION <i>F. Segadães, C. Pinto, A. Pinto, M. Barroso, P. Oliveira</i>	5630
THE BEACH BENEATH THE STREET - HOW PROBLEM BASED LEARNING CAN BENEFIT FROM AGILE WORK PRACTICES AND ANARCHIST THEORIES OF SELF ORGANISATION TO DEVELOP HUMAN CAPABILITIES <i>K. Royle</i>	5638
HARNESSING GENERATIVE AI FOR PROJECT MANAGEMENT CERTIFICATION: DEVELOPING HIGH-QUALITY QUESTION BANKS WITH PROMPT ENGINEERING <i>L. Meyer, A. Dannecker</i>	5639
USE OF THE PRINCE2 METHODOLOGY IN THE DEVELOPMENT OF ENVIRONMENTAL PHYSIOTHERAPY EDUCATION PROJECT <i>A. Alves Lopes, M. Noronha, P. Almeida, A. Vieira, D. Santana, M. Dias</i>	5649

EXPLORING AI IN EDUCATION THROUGH INTERDISCIPLINARY COLLABORATION	5650
<i>S. Ratner, R. Williams, E. Wonnacott</i>	
THE INEVITABILITY OF INCLUDING COMMUNICATION SKILLS AS A SUBJECT IN MEDICAL EDUCATION	5656
<i>T. Dilaverova, S. Dumbadze, L. Akhvediani, N. Dorofeeva, T. Tsintsadze</i>	
PROGRAMMING AS PLAY: A COLLABORATIVE AUTOETHNOGRAPHY ON AI LITERACY IN EDUCATION	5661
<i>R. Katsenou, I. Deliyannis</i>	
AN INNOVATIVE FIVE-STAGE PEDAGOGY WITH A PRACTICAL FOCUS ON TEACHING VINCENTIAN SOCIAL JUSTICE THROUGH IT AND AI IN A FIRST-YEAR COURSE	5672
<i>Y. Tong, R. Ward</i>	
EXPLORING PERCEIVED COMPETENCE AND RELATEDNESS IN AVATAR-BASED LEARNING: INSIGHTS FROM A VIRTUAL WORLD PLATFORM FOR HIGHER EDUCATION	5673
<i>A. Ko</i>	
QR CODES: A SIMPLE YET EFFECTIVE TOOL FOR ENGAGING VETERINARY STUDENTS	5678
<i>C. de Brito, M. García-Roselló, A. Navarro Serra, A. Albiach Serrano, E. Orient Pérez, S. Vega García, J. Terrado Vicente</i>	
A CUSTOM-DESIGNED GPTUTOR LEARNING SPACE TO ENHANCE SELF-LEARNING MOTIVATION: A STUDY OF UNDERGRADUATE STUDENTS' ATTITUDES AND READINESS	5684
<i>A. Ko</i>	
DISCOVERING PHYSICS AND ITS HISTORY THROUGH INTERACTIVE ACTIVITIES FOR CHILDREN	5688
<i>S. Bertelli, F. Barbaro, S. Barone, S. Canella, M. Cinausero, A. Dalla Vecchia, M. Dalle Palle, B. Fabbri, S. Giorgetti, S. Hemmer, L. Liccioli, F. Marcon, D. Martini, I. Neri, E. Santinelli, L. Siloestrin, S. Talas, M. Tosi, M. Zagallo, M. Fedi</i>	
ACTIVE LEARNING METHODOLOGY FOR TEACHING QUANTITATIVE METHODS: COMPUTER PROGRAMMING AND ARTIFICIAL INTELLIGENCE ASSISTANTS AS ENABLERS	5696
<i>F. Fraile, A. Estesó, R. Poler</i>	
LEARNING VOICES: PODCASTING AS A BRIDGE BETWEEN PEER LEARNING AND SOCIAL-EMOTIONAL DEVELOPMENT	5703
<i>E. Ben-Atar, S. Chen</i>	
FROM REFLECTION TO ACTION: LEVERAGING PODCASTS FOR PEDAGOGICAL INNOVATION AND REFLECTIVE PRACTICE IN TEACHER EDUCATION	5708
<i>S. Chen, E. Ben-Atar</i>	
DECENT WORK AND MEANINGFUL WORK IN LOW-DENSITY TERRITORIES: WORKERS' VISION	5714
<i>L. Faria, R. Dias</i>	
EXPLORING THE RELATIONSHIP BETWEEN DECENT WORK, MEANINGFUL WORK, AND BURNOUT: A COMPARATIVE STUDY OF CULTURAL AND ARTISTIC PROFESSIONS	5720
<i>L. Faria, A. Martins</i>	
MOBILE MICROLEARNING FOR FALLS PREVENTION: A COGNITIVE LOAD APPROACH	5727
<i>S. Freeman, A. Ziemer</i>	
EDUCATIONAL STATUS AS A PREDICTOR OF IMMIGRATION ATTITUDES: THE CASE OF CROATIA	5728
<i>M. Komušanac</i>	
THE EUROPEAN DIMENSION IN EDUCATION: THE CASE OF THE CIVIC EDUCATION CURRICULUM IN THE REPUBLIC OF CROATIA AND BOSNIA AND HERZEGOVINA	5737
<i>R. Bušljeta Kardum</i>	
GREENVERSIY: GREENCOMP IMPLEMENTATION PROGRAM IN HIGHER EDUCATION	5745
<i>S. Mollà-Casanova, Y. Echevoyen-Sanz, C. Lloret-Català, P. Sendra-Pons, J. Oliver, M. Puurtinen, F. Weckerle, N. Levikov, V. Grecu, A. Fernandes, J.D. Badia, P. Serra-Añó</i>	
TRANSFORMATIONAL HIGHER EDUCATION FOR THE LONG RUN – REFLECTIVE PERSPECTIVES OF YOUNG MARKETING PROFESSIONALS IN BAHRAIN	5751
<i>P. Vande Wiele, D. Morris, A. Zaidan, T. Mitchell, P. Pringuet</i>	
TRANSGENERATIONAL INSIGHTS INTO CHILDHOOD	5760
<i>K. Dadić, M. Horvat</i>	

CRITIQUE OF THE USE OF A MASTERCLASS PEDAGOGICAL METHOD TO SUPPORT COMPETENCIES DEVELOPMENT IN A PROFESSIONALIZING PROGRAM <i>P.Y. Therriault, G. Bélanger, J. Maclure, E. Aufray</i>	5761
LANGUAGE AND CODE TOOLS IN BASIC EDUCATION - 3RD CYCLE AND SECONDARY: INTEGRATION OF REFUGEE STUDENTS THROUGH PORTUGUESE AS A FOREIGN LANGUAGE <i>G. Duarte da Silva</i>	5762
ENHANCING R-CODING AND PROBLEM-SOLVING SKILLS FOR ADULT LEARNERS WITH CHATGPT PROMPTS AND INTERACTIVE LEARNING <i>C.A. Hargreaves, A. Pal</i>	5763
A CASE-BASED LEARNING PLATFORM FOR RADIOLOGY EDUCATION OF LINE AND TUBE PLACEMENT <i>L.Y. Huen, L. Wang, Z. Cai, L.M. Wong, T.Y. So</i>	5773
AN EDUCATION 4.0 FRAMEWORK-BASED COURSE REDESIGN METHOD <i>A. Elragal, A. Habibipour</i>	5774
EXTENDED DIGITAL MUSICAL INSTRUMENTS: INNOVATING INCLUSIVE EDUCATION THROUGH TECHNOLOGY AND CREATIVITY <i>E. Partesotti</i>	5784
BEYOND CHATBOTS: IMPROVING INTELLIGENT TUTORING SYSTEMS WITH BETTER DATA AND ASSESSMENTS <i>X. Li, C. Fadel, R. Zaki</i>	5789
DYNAMIC ASSIGNMENTS TO CREATE A PERSONALIZED, ENGAGING, AND ADAPTIVE LEARNING ENVIRONMENT TO ENHANCE STUDENT ENGAGEMENT <i>N. Rizk</i>	5799
PROMOTING INCLUSIVITY FOR NEURODIVERGENT LGBTQ+ STUDENTS: CHALLENGES AND STRATEGIES <i>R. Niewiadomski</i>	5805
THE IMPACT OF THE UNITED STATES-CHINA TRADE WAR IN HIGHER EDUCATION IN MEXICO <i>N. Dominguez-Vergara, J.L. Pantoja-Gallegos, M.A. Gutierrez-Villegas, E.M. Gutierrez-Armenta</i>	5810
BUREAUCRACY VS. STUDENT SCHOLARSHIPS: AN ANALYSIS OF THE FUTURE OF PUBLIC UNIVERSITIES IN MEXICO <i>N. Dominguez-Vergara, M.A. Gutierrez-Villegas, M.A. Abreu-Hernandez, E.M. Gutierrez-Armenta</i>	5811
TRANSFORMING GRADUATE EDUCATION IN ARMENIA: THE T-GREEN PROJECT FOR A SUSTAINABLE FUTURE <i>L. Oliveira, E.L. Cardoso</i>	5812
FROM WORDS TO WORTH: METHODOLOGICAL SOUND LLM-BASED LITERATURE-RESEARCH FEATURING THE COMPACTION FRAMEWORK <i>T.T. Richter, N. Heidmann</i>	5813
A SPECIAL BLENDED-LEARNING PROGRAM FOR HEALTH CARE PROFESSIONS TO HAPTIC SENSORY DISCRIMINATION SKILLS INCREASES QUALITY OF TRAINING STANDARDS AND OPTIMIZES PATIENT CARE <i>C. Winkelmann, L. Beyer</i>	5823
REDEFINING CLASSICAL GUITAR EDUCATION: THE IMPACT OF DIGITAL TOOLS ON PEDAGOGY AND PRACTICE <i>R. Curto, F. Correia, N. Fraga</i>	5833
INTEGRATING AI AND PROJECT-BASED LEARNING: A TRANSFORMATIVE DESIGN CURRICULUM FOR HIGH SCHOOL STUDENTS <i>M. Castro Kohler</i>	5838
THE USE OF LINKEDIN FOR UNIVERSITY EDUCATION <i>B. Andrés Navarro, A. Mengual-Recuerda, D. Juárez-Varón, M.R. de la Torre Martínez</i>	5848
EXPLORING THE ROLE OF OUTDOOR EDUCATION IN SOCIO-EMOTIONAL LEARNING AND EMO DIVERSITY <i>A. Natalini</i>	5856
DECODING FUTURE SKILLS: A COMPETENCY FRAMEWORK FOR FUTURE OF WORK AND GLOBAL CITIZENSHIP <i>F. Michel, D. El Dahish, H. Hindy</i>	5867
REPRODUCTIVE HEALTH MENTORSHIP PROGRAMME USING A VIRTUAL PATIENT SYSTEM: LESSONS AND RECOMMENDATIONS <i>D. Hallberg, J. Wanjira</i>	5877

ELECTRONIC LIBRARY ON PHYSICAL THERAPY AND REHABILITATION OF METABOLIC SYNDROME AND OBESITY <i>I. Koleva, R. Yoshinov, B. Yoshinov</i>	5885
ELECTRONIC REPOSITORY WITH EDUCATIONAL MATERIALS ON GERIATRIC REHABILITATION, SARCOPENIA AND FRAILITY <i>I. Koleva, B. Yoshinov, R. Yoshinov</i>	5893
FORCED TO COLLABORATE: DOES PARTNERING WITH AI ENHANCE CREATIVITY OR UNDERMINE INTEGRITY? <i>R. Ott</i>	5900
EXAMINING THE LEVEL OF MOTOR SKILL DEVELOPMENT OF GRADE R LEARNERS AFTER THE COVID-19 PANDEMIC IN THE FREE STATE PROVINCE OF SOUTH AFRICA <i>L. Ramphela, T.O. Akobi, C.O. Okeke</i>	5907
EXAMINING THE LEVEL OF COGNITIVE SKILL DEVELOPMENT OF GRADE R LEARNERS AFTER THE COVID-19 PANDEMIC IN THE FREE STATE PROVINCE OF SOUTH AFRICA <i>L. Ramphela, C.O. Okeke, T.O. Akobi</i>	5914
GUIDELINES FOR DEVELOPING PERSONALIZED AND EFFECTIVE VOICE CHATBOTS IN EDUCATION <i>H. Sawalha, M. Nawahdah, H. Jebara</i>	5921
EMOTION RECOGNITION IN EDUCATIONAL CHATBOTS: GUIDELINES FOR ENHANCING ENGAGEMENT AND PERSONALIZATION <i>H. Jebara, M. Nawahdah, H. Sawalha</i>	5930
MUSEUMS AS FRONTIERS OF CHANGE: BREAKING THE BARRIERS OF INCLUSIVE EMPLOYMENT FOR PEOPLE WITH DISABILITIES THROUGH OPEN INNOVATION <i>S. Savva, R. Schabereiter</i>	5938
H5P TECHNOLOGY IN THE THERMODYNAMICS LABORATORY <i>J. Cervera, B. Martinez, M. Campos, S. Sanchez-Ruiz, M.A. Gilabert, S. Mafe, V. Garcia-Morales, P. Ramirez, J.A. Manzanares</i>	5948
BEYOND THE ATTAINMENT GAP: EXPLORING THE INTERPLAY OF CULTURAL CAPITAL, RACE, AND ACADEMIC SUCCESS FOR BLACK STUDENTS IN UK HIGHER EDUCATION <i>P. Seuwou, V. Adegoke, A. Pilkington, M. Daye</i>	5954
INTEGRATING CRITICAL RACE THEORY INTO UK HEALTHCARE TRAINING: TRANSFORMING EDUCATION TO TACKLE INSTITUTIONAL RACISM IN THE HEALTH SECTOR <i>V. Adegoke, P. Seuwou, F. Farini, J. Parkes, A. Pilkington</i>	5963
ENRICHING TEACHERS' PRACTICES AND STUDENTS' LEARNING THROUGH OPEN EDUCATIONAL RESOURCES <i>M. Romero Ariza, A. Quesada Armenteros, A.M. Abril, P. Rodríguez, M. Martín Peciña</i>	5973
REFLECTIVE PRACTICES AND EUROPEAN STANDARDS IN FRENCH FOREIGN LANGUAGE TEACHER TRAINING: INSIGHTS FROM THE UNIVERSITY OF GRANADA <i>A. Ruyffelaert</i>	5974
INFLUENCE OF THE ACADEMIC YEAR AND UNIVERSITY DEGREE ENROLLMENT ON GRADES ACHIEVED: A STATISTICAL ANALYSIS OF THE COURSE BUSINESS FINANCIAL ANALYSIS <i>M. Vaca, M. Serrano Segarra</i>	5980
THE IMPACT OF READING COMPREHENSION AND SUSTAINED ATTENTION ON STEM PROBLEM SOLVING AND ACADEMIC PERFORMANCE IN COMMERCIAL AVIATION UNIVERSITY PILOT STUDENTS <i>M.A. Cuevas Silva, M.M. Mondéjar Valencia, T. Vallès-Català</i>	5990
ARTIFICIAL INTELLIGENCE TOOLS AND THEIR IMPACT ON HIGHER EDUCATION <i>A.P. Lopes, F. Soares</i>	6000
LESSONS FROM A DECADE OF MOTION CAPTURE IN HIGHER EDUCATION: REFLECTIONS AND STRATEGIES FOR CREATIVE AND INTERDISCIPLINARY MEDIA <i>W. Statham, C. von Paykull</i>	6007
FACILITATING FACULTY ENGAGEMENT WITH AI: PRACTICAL INSIGHTS FROM THE FRONTLINE OF HIGHER EDUCATION <i>W. Statham</i>	6015
THE ATTITUDES OF EFL LEARNERS TOWARDS THE EFFECTIVENESS OF USING CHATGPT TO PRACTISE ENGLISH GRAMMAR <i>M. Ada</i>	6025

ETHIC OF CARE, COMMUNITY DEVELOPMENT, AND TRANSFORMATIVE LEADERSHIP IN HIGHER EDUCATION: A POST-QUALITATIVE CASE STUDY OF CAPE BRETON UNIVERSITY, CANADA <i>G. Howard</i>	6032
EMPOWERING FRENCH LANGUAGE EDUCATION THROUGH INNOVATIVE DIGITAL TOOLS AND COLLABORATIVE ICT PROJECTS <i>A. Ruyffelaert</i>	6033
UNDERSTANDING COMPASSION FATIGUE IN FUTURE SPECIAL EDUCATION EDUCATORS <i>J. Finn</i>	6037
A QUALITATIVE STUDY ON COMPASSION FATIGUE IN FUTURE TEACHERS: A CASE STUDY <i>J. Finn</i>	6044
3D-PRINTED PROTEIN MODELS TRANSFORM BIOLOGY EDUCATION: INSIGHTS FROM SNOWFLAKE THE ALBINO GORILLA'S GENETIC MUTATION <i>C.M. Luna-Román, L.A. Hernández-Carbajal, A.N. Castañeda-Sortibrán, M.A. Carballo-Ontiveros</i>	6050
LESSONS LEARNED FROM EVACUATION STRATEGIES OF A WILDFIRE IN ITALY <i>C. Vianello, G. De Cet, M.A. Zanini, L. Hofer, G. Bottacin, G. Maschio, C. Pellegrino</i>	6055
ESTABLISHMENT OF THE FIRST PARAMEDICINE DEPARTMENT IN CENTRAL ASIA: DEVELOPMENT DIRECTIONS AND CHALLENGES <i>C.E. Kim, Y.J. Kim, D.M. Shin, H.M. Yang, K.Y. Kim</i>	6056
SOFTIMPROVE: CHARACTERIZING SOFT SKILLS FOR EMPLOYABILITY, CAREER DEVELOPMENT AND ENTREPRENEURSHIP <i>L. Villarejo, A. Galante, M. Cenedese, G. Gordo-Pérez, S. Sarria, B. Diep</i>	6062
SOFTIMPROVE ACADEMY: A FREE ONLINE MOOC PLATFORM TO DEVELOP SOFT SKILLS <i>L. Villarejo, A. Galante, M. Cenedese, S. Sarria, B. Diep, B. Gordo-Pérez</i>	6070
K-12 DIGITAL LIVES AND INFORMAL LEARNING <i>M. Amzalag, S. Hardof-Jaffe</i>	6079
ENHANCING HCI EDUCATION THROUGH ACTIVE LEARNING: A STUDY IN PALESTINIAN UNIVERSITIES <i>M. Nawahdah</i>	6080
OPPORTUNITIES FOR PUBLIC RELATIONS SPECIALISTS TO ENHANCE THEIR KNOWLEDGE IN UNDERSTANDING THE FEATURES OF THE BRAND VALUE CO-CREATION DIMENSIONS <i>T. Limba, A. Šidlauskas, E. Juozėnaitė</i>	6087
USING AI FOR RESHAPING REMOTE WORK AND LIFELONG LEARNING <i>I. Hamburg</i>	6095
FOSTERING GLOBAL COMPETENCE AND EMPLOYABILITY THROUGH EXPERIENTIAL LEARNING: A TRANSNATIONAL CURRICULUM MODEL <i>N. Wang</i>	6101
GAMES IN MATH <i>P. Vondráková, P. Beremlijski</i>	6108
HOW STUDENTS IN RUSSIA GAIN THEIR PROJECT ORIENTED EXPERIENCE FROM OUTSIDE FORMAL CURRICULUM: ANALYSIS OF HIGHER EDUCATIONAL INSTITUTIONS' BEST PRACTICES ON YOUTH POLICY IMPLEMENTATION <i>I. Laskina</i>	6115
APPLICATIVE METHODS OF TEACHING LAW SUBJECTS TO AGRONOMIST ENGINEERS <i>C.M. Diaconu</i>	6124
INTERNATIONAL COMMISSION ON PHYSICS EDUCATION AS AN EXAMPLE OF GLOBAL COOPERATION <i>T. Antimirova</i>	6128
ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE: A COMPREHENSIVE REVIEW OF MODELS AND FRAMEWORKS <i>H. Antonopoulou, C. Halkiopoulos</i>	6134
THE IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC AND SOCIAL OUTCOMES IN ADOLESCENTS: A COMPREHENSIVE REVIEW <i>H. Antonopoulou, C. Halkiopoulos</i>	6144
NEUROSCIENCE AND EDUCATION: BRIDGING THEORY AND PRACTICE IN MODERN CLASSROOMS <i>H. Antonopoulou, E. Gkintoni</i>	6154

DESIGNING EXERCISES TO PREVENT AI-ASSISTED CHEATING: STRATEGIES FOR EFFECTIVE LEARNING IN THE ERA OF CHATGPT <i>E. Safiulina, O. Labanova, F. Soares, A.P. Lopes</i>	6164
THE IMPACT OF NEUROSCIENCE ON EMOTIONAL REGULATION IN LEARNING AND ACADEMIC PERFORMANCE <i>H. Antonopoulou, E. Gkintoni</i>	6169
TELL THE STORY! CRAFTING NARRATIVES THAT INSPIRE COMMUNITY AND MEASURE IMPACT USING DATA VISUALIZATIONS <i>M. Carnahan, T. Crayton, K. Parsons</i>	6179
INVESTIGATING SCIENCES STUDENTS' CONCEPTUAL CHANGE IN RELATION TO THEIR EXISTING SCIENTIFIC KNOWLEDGE REGARDING INCLUSION OF SDGS IN SCIENCE TEACHER EDUCATION CURRICULUM <i>K. Booi, T. Sebotsa</i>	6180
EXPLORING TEACHERS' VIEWS ON THE AFFORDANCES OF USING INQUIRY-BASED TEACHING APPROACHES IN GRADE 11 SCIENCE DISCIPLINES <i>K. Booi, T. Sebotsa</i>	6185
LEVERAGING AI TO ENHANCE MENTAL HEALTH SUPPORT IN POST-SECONDARY EDUCATION <i>A. Rehman, J. Laffier, M. Westley</i>	6191
THE EVOLUTION OF COMPUTER SCIENCE EDUCATION RESEARCH: TRENDS, TOPICS, AND GAPS <i>S. Parsons, N. Khuri</i>	6196
TEACH OR REACH: EMPOWERING THE NEXT GENERATION OF STUDENTS THROUGH TEXT ANALYSIS <i>N. Khuri, S. Khuri</i>	6206
EDUCATIONAL ARTIFICIAL INTELLIGENCE (AIED) ADOPTION POLICIES IN HIGHER EDUCATION INSTITUTIONS <i>P. Aovitia-Carlos, F. Gárate Vergara, J.A. Ramírez Díaz</i>	6214
ENTREPRENEURSHIP FOR ENGINEERS AT NORTH CAROLINA STATE UNIVERSITY: ENHANCING LEARNING AND INCREASING EMPLOYABILITY <i>B. Pittman</i>	6215
LANGUAGE PROFICIENCY: CARD GAMES FOR SUPPORTING A KEY SETTLEMENT ISSUE OF WHYALLA MIGRANTS <i>J. Marquez, J. Penman</i>	6216
ENHANCING HIRING PROCESSES WITH MACHINE LEARNING: A MULTI-LABEL APPROACH TO PERSONALITY EXTRACTION FROM LINKEDIN DATA <i>R. Alshowiman, M. Kalkatawi</i>	6223
DEVELOPMENT OF AN EDUCATIONAL ESCAPE ROOM TO FOSTER DIGITALIZATION-RELATED SKILLS AMONG TEACHER EDUCATION STUDENTS – EMPIRICAL DATA ON STUDENT ACTIVITY FROM THE DEVELOPMENT AND TESTING PHASE <i>H. Birnkammerer, P. Urlbauer</i>	6231
DECONSTRUCTING STEREOTYPICAL REPRESENTATIONS OF ITALY IN TV SERIES THROUGH INTERCULTURAL EDUCATION <i>C. Calicchio</i>	6241
INTEGRATION OF ACADEMIC-UNIVERSITY THEORETICAL CONTENT WITH PRACTICAL EXPERIENCE PROVIDED BY EXTERNAL PROFESSIONALS AT THE STRATEGIC AND TACTICAL-OPERATIONAL LEVELS <i>V. Guerola-Navarro, R. Oltra-Badenes, H. Gil-Gomez, J.A. Gil-Gómez</i>	6248
ADAPTATION OF ACADEMIC STRATEGY IN A MASTER'S SUBJECT AT THE UNIVERSITAT POLITÈCNICA DE VALÈNCIA (UPV) DUE TO THE ISOLATED DEPRESSION AT HIGH LEVELS (DANA) IN OCTOBER 2024 <i>V. Guerola-Navarro, R. Oltra-Badenes, H. Gil-Gomez, J.A. Gil-Gómez</i>	6254
THE AI REVOLUTION IN K-12 EDUCATION: ARE EDUCATORS READY? <i>I. Caruana, R. Gilar-Corbí, M. Palomar</i>	6259
ENHANCING COMPETENCY-BASED LEARNING IN AGRICULTURAL ENGINEERING: A PROJECT-BASED METHODOLOGY FOR TEACHING HYDRAULICS AND IRRIGATION <i>A. Román, P. Martí, J. Rosselló-Veny, F. Tugores, M.M. Quetglas-Llabrés</i>	6266
PROJECT-BASED TEACHING METHODOLOGY TO ENHANCE COMPETENCY ACQUISITION IN THE SUBJECT TOPOGRAPHY <i>A. Román, P. Martí, J. Rosselló-Veny, F. Tugores, M.M. Quetglas-Llabrés</i>	6273

ARTIFICIAL INTELLIGENCE IN UNIVERSITY EDUCATION: A SYSTEMATIC LITERATURE REVIEW <i>I. González-Romero, J.C. Prado-Prado</i>	6282
INTRODUCING ARCHITECTURAL PHOTOGRAPHY AS A LEARNING TOOL: A STUDENT CIRCLE, AN EXHIBITION AND A FESTIVAL <i>M. Moldovan, S.C. Borş, A.M. Oprică, O.A. Filip</i>	6283
AN ARCHITECTURE SCHOOL WITHIN A SKETCHBOOK: THE LONG-LASTING CONTRIBUTION OF AN HONORARY PROFESSOR <i>S.C. Borş, A.M. Oprică, M. Moldovan, O.A. Filip</i>	6289
NAVIGATING COMPLEXITY: HOW QUESTIONS OF DIFFERENT LEVELS OF COMPLEXITY AFFECT LEARNING <i>C. Caridade, V. Pereira</i>	6300
MATRICES IN MOTION: AN EDUCATIONAL JOURNEY THROUGH THE UNIVERSE OF LINEAR ALGEBRA <i>C. Caridade, V. Pereira</i>	6310
DESIGN OF A VIRTUAL TRAINING SIMULATOR FOR MACHINING WITH PARALLEL KINEMATIC MACHINES <i>A. Peidro, M. Fabregat-Jaén, P. Mollá-Santamaría, E. González-Amorós, J.M. Martín, O. Reinoso, D. Valiente</i>	6321
MEASURING THE SATISFACTION OF STUDENTS FROM THE ANALYSIS OF COMMUNICATIONS AND RELATIONS ON CAMPUS <i>C. De-Pablos-Heredero, M.R. Pacheco-Olivares, M.A. Morales-Moya, M. Santos-Cebrián, R. Flores-Jimeno, C. Carrasco-Garrido</i>	6326
EDUCATION IN THE AGE OF AI: EXPLORING THE ROLE OF CHATGPT, INNOVATIONS, AND FUTURE DIRECTIONS <i>T. Limba, L. Lelesiene, V. Lelesius, S. Novogreckas</i>	6332
LESSONS FROM LARGE-SCALE INTERNATIONAL PROJECTS: INSIGHTS FOR GLOBAL EDUCATION, COLLABORATION, AND AI INTEGRATION <i>T. Limba, L. Lelesiene, V. Lelesius, S. Novogreckas</i>	6339
STUDENT SATISFACTION FROM THE QUALITY OF COMMUNICATIONS AND RELATIONSHIPS <i>C. De-Pablos-Heredero, M.A. Morales-Moya, M.R. Pacheco-Olivares, M. Santos-Cebrián, C. Carrasco-Garrido, R. Flores-Jimeno</i>	6348
TEACHER MENTORING IN HIGHER EDUCATION: AN EXPERIENCE WITH NOVICE TEACHERS AT THE PRE-DOCTORAL AND POST-DOCTORAL LEVELS <i>D. García-Valcarce, E. Lacalle, F. Martínez-Pastor</i>	6355
INTERNATIONALISATION STRATEGIES IN HIGHER EDUCATION: THE CASE OF LATVIA <i>M. Giurato, P. Sospiro, M.C. Liscio, S. Capogna, M. Gavasso, D. Bregoli</i>	6361
ENHANCING ETHICAL AWARENESS IN UNDERGRADUATE EDUCATION: A SAUDI ARABIAN EXPERIENCE <i>H. Ismail</i>	6362
CASE STUDIES FOR COLLABORATIVE GROUP DISCUSSIONS IN INTRODUCTORY PHYSICS COURSES FOR STEM PROGRAMS <i>T. Antimirova</i>	6363
MEASURING SKILLS DEVELOPMENT IN SIMULATION-BASED TRAINING <i>L. Herckis</i>	6368
WORKFORCE READINESS: INTERVENTIONS FOR TARGETED COMPETENCY DEVELOPMENT <i>L. Herckis</i>	6369
ENHANCING THEORETICAL UNDERSTANDING AND PREDICTIVE ACCURACY IN E-LEARNING: INTEGRATING PLS-SEM WITH SELECTED MACHINE LEARNING ALGORITHMS <i>M. Martínez-Gómez, L. Álvarez-Piñeiro, C. Berna-Escriche, E. Bustamante</i>	6378
LEARNING BY PLAYING - GAMIFICATION IN OPEN DATA <i>L. Álvarez-Piñeiro, C. Berna-Escriche, M. Martínez-Gómez, E. Bustamante</i>	6382
SUSTAINABILITY GOALS AND CHALLENGES: TEACHING SUSTAINABLE FINANCE AND ESG RISKS USING MODERN METHODS <i>I. Mavlutova, A. Natrins, J. Kuzmina</i>	6387
TEACHERS WITH DISABILITIES: A VOICE FOR INCLUSION <i>A. Tosun, T. Sari, F. Nayir</i>	6392

THE UNSEEN FORCE IN EDUCATION: HOW GENERATIVE AI IS RESHAPING LEARNING IN POSTGRADUATE PROGRAMS <i>D. Morin, A. Hosseinipour</i>	6393
THE INTERSECTION OF AI TOOLS AND PEDAGOGY: PRESERVICE TEACHERS' PEDAGOGICAL KNOWLEDGE AS A KEYSTONE FOR LEVERAGING EDUCATIONAL AI TOOLS IN LESSON PLANNING <i>A. Roxburgh, C. Bennett</i>	6399
REIMAGINING HIGHER EDUCATION: LEVERAGING AI AND BIOMIMICRY TO ENHANCE CREATIVITY AND COMPLEX PROBLEM-SOLVING SKILLS IN CIVIL ENGINEERING AND BEYOND <i>A. Pacios Alvarez, T. Lenau, L. Boizumault, J. Ordieres-Meré</i>	6405
MITIGATING MISINFORMATION IN AI-POWERED EDUCATIONAL SYSTEMS: THE FORT VERIFICATION APPROACH <i>B.J. Spiteri</i>	6414
IMPROVING LEARNING THROUGH IMMERSIVE EXPERIENCES IN DIGITAL TRANSFORMATION ENVIRONMENTS <i>P.I.P. Lancellotta, J. Pedrozo Araujo, M. Barbosa, L.F.M. Bentes, L. Silva, V. Arlinson, B.A. Bonifacio, R. Pedrozo Araujo, L.R. Arantes Filho, N. Gouvea</i>	6419
THE IMAGE OF THE TEACHER COMMUNICATED IN LITHUANIAN NEWS PORTALS <i>I. Zdanavičiūtė</i>	6430
HARNESSING ARTIFICIAL INTELLIGENCE AND GAMIFICATION TO ENHANCE ORAL READING FLUENCY IN EARLY LITERACY <i>K. Spiegel, S. Homan</i>	6440
THE IMPACT OF DIGITALIZATION ON LIFELONG LEARNING <i>C. Spanu</i>	6446
EXPLORING EDUCATORS' PERCEPTIONS OF COGNITIVE AND METACOGNITIVE SKILL DEVELOPMENT THROUGH COMPUTATIONAL THINKING ACTIVITIES IN THE ETWINNING COP <i>P. Foti, T. Bratitsis</i>	6455
THE IMPORTANCE OF LEARNING AND PRACTICE COMMUNITIES IN EDUCATION: STRENGTHENING COLLABORATION, PROFESSIONAL GROWTH, AND INNOVATION: EDUCATORS' PERSPECTIVES IN GREECE <i>P. Foti, T. Bratitsis</i>	6465
EDUCATION FOR SUSTAINABILITY IN THE AUTOMOTIVE ENGINEERING DEGREE: SUSTAINABILITY AS A FUNDAMENTAL PILLAR FOR THE EDUCATION OF AUTOMOTIVE ENGINEERING STUDENTS <i>P. Martinez-Blanco, I. Tazo, J.R. Hernández, J.A. Ramos, I. Aramendia, J. Campayo, R. Delgado, C. Escudero, B. Garcia, I. Manero, D. Teso</i>	6475
POSSIBILITIES FOR SUPPORTING EDUCATION AND ENHANCING THE QUALITY AND EXPERTISE OF TEACHERS OF SLOVAK CHILDREN LIVING ABROAD <i>Z. Kováčová Švecová, R. Čiliaková</i>	6484
ANALYSIS FROM A GENDER PERSPECTIVE OF INTERNSHIPS IN ENGINEERING DEGREES <i>I. Tazo, P. Martinez-Blanco, A. Mesanza, K. Artano</i>	6489
FOUNDATIONAL ICT SKILLS AS PREREQUISITE FOR ADULT EDUCATORS' PROFESSIONAL DEVELOPMENT <i>T. Verbesselt, D. De Pryck, K. DePryck, S. Rakhani</i>	6496
THE CULTURAL AND NATURAL ENVIRONMENT AS A FUNDAMENTAL FRAMEWORK FOR FOREIGN LANGUAGE TEACHING <i>R. Čiliaková</i>	6501
DEVELOPING AND IMPLEMENTING A CONCEPT-BASED CURRICULUM IN ASYNCHRONOUS ONLINE EDUCATION: CHALLENGES, STRATEGIES, AND LESSONS LEARNED <i>C. Anyinam, S. Coffey</i>	6508
BASIC FOUNDATIONS IN THE CREATION OF A SLOVAK LANGUAGE TEXTBOOK AS A SECOND LANGUAGE <i>Z. Kováčová Švecová</i>	6515
AUTOCORRECTION AND ITS PRINCIPLES IN EDUCATIONAL MATERIALS FOR SLOVAK CHILDREN LIVING ABROAD <i>R. Čiliaková, Z. Kováčová Švecová</i>	6522
INTERDISCIPLINARY PROJECTS FOR DEVELOPING ENVIRONMENTAL LITERACY AND ENVIRONMENTAL IDENTITY OF PRIMARY SCHOOL STUDENTS <i>V. Županec, M. Marušić Jablanović, J. Stanišić, S. Savić, Z. Veinović, D. Đorđević</i>	6529

FLIPPING THE CLASSROOM TO ENHANCE BIOLOGY AND ECOLOGY LEARNING IN PRIMARY SCHOOL <i>V. Županec, T. Lazarević, T. Pribičević</i>	6530
STAR-SPANGLED DREAMS: MAPPING INDIAN STUDENT MIGRATION TO THE US <i>A. Datta</i>	6536
THE TRIANGLE OF EFFECTIVE LEARNING <i>G. Mata Hernández</i>	6537
MODULAR AND ADAPTABLE ELECTRIC VEHICLE EDUCATIONAL PROTOTYPE <i>A. Cruz Hernández, G. Mata Hernández</i>	6547
THE UBIQUITY OF INNOVATIVE TECHNOLOGIES AND HOW NEW GENERATIONAL DIGITAL PLATFORMS' ATTRACTIVENESS INFLUENCE ACADEMIC EXPERIENCES AND KNOWLEDGE ATTAINABILITY <i>A. Pearce</i>	6552
AUTONOMOUS LEARNING IN PRIMARY SCHOOLS IN COLOMBIA: LONGITUDINAL STUDIES TO COMPARE GRADES SIX AND NINE <i>T. Suzuki</i>	6553
THE EXPERIENCES OF THE FORMATION OF A NETWORK IN SOCIAL WORK EDUCATION BETWEEN A GERMAN AND AUSTRALIAN UNIVERSITY <i>N. Tigges, A. Hendrick, S. Young</i>	6554
POTENTIAL USES OF CHATGPT-3.5 IN CHEMISTRY EDUCATION <i>M. Teplá, R. Maršálek</i>	6555
INTERNATIONALISATION OF HIGHER EDUCATION IN JAPAN <i>T. Suzuki</i>	6560
STEM EDUCATION AS A CATALYST FOR CITIZEN SCIENCE ENGAGEMENT IN THE WESTERN BALKANS <i>J. Prodanova, M. Polenakovikj, T. Velkovski, M. Velkovska, L. Kocarev</i>	6561
REVOLUTIONISING SOCIAL WORK EDUCATION: CRITICAL AND COUNTER OPPRESSIVE PEDAGOGY FOR COLLABORATIVE AND CO-DESIGNED STUDENT-STAFF TEACHING AND LEARNINGS <i>S. Young, A. Hendrick, N. Tigges</i>	6566
TRANSFORMING PILOT TRAINING AND FAMILIARIZATION WITH AIRPORT BRIEFING <i>M. Polenakovikj, R. Polenakovikj</i>	6567
ETHICAL CHALLENGES IN IT GOVERNANCE: EXPLORING DECISION-MAKING MODELS <i>L. Cuenca, A. Boza, M.A. Mateo-Casalí</i>	6574
THE UNIVERSITY BOTANICAL GARDEN AS A RESOURCE FOR ACTIVE OUTDOOR LEARNING: A PILOT INITIATIVE TO ENHANCE SCIENTIFIC LITERACY SKILLS ON PLANT ECOPHYSIOLOGY AND PROMOTE SUSTAINABILITY AWARENESS <i>M.T. Gómez-Sagasti, T. Fuertes-Mendizábal, R. Esteban</i>	6579
EDUCATIONAL STRATEGIES TO PROMOTE AWARENESS OF ARTIFICIAL COLORANTS IN PRE-UNIVERSITY STUDENTS <i>C. Ojalvo, P. Ojalvo, A. Guiberteau</i>	6585
MAXIMIZING THE EFFECTIVENESS OF PRACTICAL LABORATORY SESSIONS IN SCIENCE EDUCATION <i>L.M. Contreras-Moyeja, A. Carrillo-Moreno, F.J. Las Heras-Vázquez, J.M. Clemente Jiménez</i>	6594
EARLY IDENTIFICATION OF STUDENTS WHO MAY POTENTIALLY FIND IT DIFFICULT TO MASTER THE SUBJECT MATTER <i>G. Tamberg</i>	6602
OPTIMIZING LECTURE ROOM DESIGN: TRENDS AND PRACTICES FOR STUDENT ENGAGEMENT IN HIGHER EDUCATION <i>A. Kirsten, D. Robertson</i>	6603
REVITALIZATION OF TECHNICAL AND VOCATIONAL EDUCATION! RESEARCH ON IMPROVING THE COMPETITIVENESS OF HIGHER TECHNICAL AND VOCATIONAL EDUCATION <i>J.C. Chang, C.L. Guo</i>	6610
APPLICATION OF THE FLIPPED CLASSROOM METHODOLOGY IN LEARNING THE DEVELOPMENT OF MOBILE INTERFACES <i>I. Diaz-Cano, T. Choji, A. Morgado Estevez</i>	6620

HARNESSING ARTIFICIAL INTELLIGENCE AND GAMIFICATION IN ACTIVE LEARNING: ENHANCING PERSONALIZATION, EFFICIENCY, AND COMPETENCY DEVELOPMENT IN HIGHER EDUCATION	6627
<i>V.M. Andrés Seguí, M.M. Arguedas Lafuente, E. Barberà Gregori</i>	
USERS' PERCEPTIONS ABOUT THE OPEN EDUCATIONAL SMART CAMPUS (OESC) IN A HIGHER EDUCATION INSTITUTION	6628
<i>B. Batista, M. M. Marques</i>	
EMPOWERING EDUCATORS THROUGH TECHNOLOGY: THE ROLE OF LEADERSHIP IN EDTECH INTEGRATION	6634
<i>B. Costache</i>	
DEVELOPMENT OF DIGITAL LEARNING MATERIALS TO PROMOTE COMPUTATIONAL THINKING SKILLS IN GRADES 1–9	6643
<i>D. Lehtonen, M. Parviainen, H. Kaarto, P. Räsänen, V. Dagienė</i>	
BRIDGING THE DIGITAL DIVIDE: LEVERAGING TECHNOLOGY FOR INCLUSIVE EDUCATION IN MARGINALIZED COMMUNITIES	6651
<i>B. Costache, V.A. Enachescu</i>	
FACTORS AFFECTING DIGITAL COMPETENCY IN HEALTHCARE: SCOPING REVIEW	6660
<i>S. Litiņa, I. Upmale</i>	
TOWARDS AN INCLUSIVE SOCIETY VIA A SUITE OF EDUCATIONAL INSTRUMENTS	6669
<i>A. Kameas, E. Georgakakou</i>	
CONVERSATIONAL ASSISTANTS IN EDUCATION: ADVANTAGES, CHALLENGES, AND OPPORTUNITIES FOR THE FUTURE	6675
<i>D. Hari, D. Zemljak, M. Kerneža, N. Kurbus, M. Vičič Krabonja, A. Flogie</i>	
MEDICINE STUDENTS' CYBERSECURITY AWARENESS AND ITS IMPROVEMENT	6684
<i>E. Cymer, T. Szymczyk, M. Matczuk, P. Kisała</i>	
ENHANCING EDUCATIONAL LEADERSHIP THROUGH GAMIFICATION: THEORY AND PRACTICE IN PRIMARY SCHOOLS	6690
<i>G. Kalogeratos, C. Travlou, C. Tseremegklis, E. Anastasopoulou, K. Lourida, C. Pierrakeas</i>	
EXPLORING THE IMPACT OF AI-BASED ASSISTANCE FUNCTIONS ON COLLABORATIVE BUSINESS PROCESSES	6701
<i>J. Paul, T.T. Richter</i>	
INVOLVING STUDENTS IN RESEARCH AS A WAY TO MODERNISE EDUCATION AT TECHNICAL UNIVERSITIES	6710
<i>E. Cymer, M. Matczuk, T. Szymczyk, P. Kisała</i>	
ENHANCING EDUCATIONAL OUTCOMES THROUGH DIGITAL SKILLS: ADDRESSING LIFELONG LEARNING AND DISTANCE EDUCATION CHALLENGES	6720
<i>G. Kalogeratos, C. Travlou, C. Tseremegklis, E. Anastasopoulou, K. Lourida, C. Pierrakeas</i>	
ENHANCING EDUCATIONAL LEADERSHIP THROUGH TECHNOLOGY: A SCOPING REVIEW OF THE IMPACT AND STRATEGIES FOR EFFECTIVE INTEGRATION IN SOUTH AFRICAN SCHOOLS	6731
<i>S. Tenywa, E. Ojo</i>	
HOW CAN WE MAKE MICROBIOLOGY RELEVANT TO PRIMARY SCHOOL STUDENTS?	6737
<i>R. Branquinho, M. Gonçalves, F. Vidal, O. Cabral, R. Pereira</i>	
ENHANCING STUDENT ENGAGEMENT AND MATHEMATICAL SKILLS THROUGH AN ONLINE PLATFORM	6747
<i>A.P. Lopes, F. Soares, M.P. Nunes</i>	
THE ROLE OF TECHNOLOGY IN SUPPORTING HIGH ACHIEVEMENT IN DISTANCE EDUCATION - A USES AND GRATIFICATIONS EXPECTANCY PERSPECTIVE	6756
<i>J. Kimuli, E. Ojo</i>	
HEALTHY HABITS IN PRE-SCHOOL AND PRIMARY SCHOOL TEACHERS IN A REGION OF SPAIN: A STUDY PROTOCOL	6763
<i>A.M. Maiso-Ortega, J. Barrio-Cortes, M. Díaz Quesada, M.T. Beca-Martínez, C. Ruiz-Zaldibar, A. Vicario-Merino, B. Cano Dólera, J.C. Huedo-Erans, C.M. Lozano-Hernández</i>	
MOTIVATING MINDS: THE IMPACT OF A SERIOUS BOARD GAME ON ELECTRON CONFIGURATION LEARNING	6767
<i>K.N. Mezey, C. Sógor</i>	
DEMOCRATIC CITIZENSHIP AND ETWINNING EDUCATIONAL CONTEXTS: EXPLORING AN EMPIRICAL PRACTICE PARADIGM	6775
<i>E. Kalogirou, A. Michalopoulou</i>	
WORKPLACE LEARNING NEEDS OF GREEK POSTAL SECTOR EMPLOYEES REGARDING DIGITAL AND GREEN COMPETENCIES	6781
<i>I. Paliokas, M. Tsiouras, C. Bellos, E. Varvarousi, E. Gaoala, A. Maragkakis, A. Kameas</i>	

IMPACT OF THE SEISMO INTERVENTION ON WEIGHT REDUCTION IN SCHOOL CHILDREN: STUDY PROTOCOL	6790
<i>B. Cano Dólera, G. Según Mercader, S.F. Gómez Santos, J. Barrio-Cortes, M.T. Beca-Martínez, C. Ruiz-Zaldívar, A. Vicario-Merino, A.M. Maiso-Ortega, J.C. Huedo-Erans, C.M. Lozano-Hernández</i>	
ANALYSIS OF PSYCHOPHYSICAL PERFORMANCE WITH NEURAL TRAINER EQUIPMENT AND SMARTWATCH IN UNIVERSITY STUDENTS: STUDY BASED ON REACTION TIMES AND SUCCESSES IN MOTOR SEQUENCES	6795
<i>N. Pinto Ticona, N. Chavez Salas, M. Valverde Riveros, J. Sulla Torres</i>	
APPLICATION OF FUZZY LOGIC FOR EVALUATION OF STUDENT PERFORMANCE	6803
<i>M. Tomovic, C. Tomovic, V. Jovanovic, S. Bawab</i>	
EXPLORING VIEWS & PRACTICES IN TEACHING ENGLISH FOR SUSTAINABLE DEVELOPMENT (TESD) TOWARD COURSE DEVELOPMENT	6813
<i>P.J. Ruedas, A.C. Park</i>	
EMPOWERING LEARNING THROUGH DIGITAL LEADERSHIP IN EDUCATION	6814
<i>V.A. Enachescu, B. Costache</i>	
THE APPLICATION OF CREATIVE METHODS FOR FORWARD THINKING LEADERS IN STRATEGY FORMULATION AND DEPLOYMENT	6822
<i>M. Macintyre, H. Richmond, Y. Kunter, R. O'Connor</i>	
PARTICIPATORY PEDAGOGY IN AI: A FRAMEWORK FOR STUDENT-CENTERED COURSE DESIGN IN HIGHER EDUCATION	6823
<i>R. Allen, B. Batch, N. Douglas, A. Nakonechnyi, O. Holub</i>	
WALLS OF DISCOURSE: COMMUNITIES OF PRACTICE AND CULTURAL PRODUCTION IN ACADEMIC SUPPORT SPACES	6824
<i>H. Botros</i>	
GENDER IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) UNIVERSITY PROGRAMMES IN SPAIN	6825
<i>R. Sanchis, M. Pérez-Sánchez, B. Cantó, J. Mula</i>	
APPLICATION OF STEAM TECHNOLOGIES IN INCLUSIVE PHYSICAL EDUCATION	6834
<i>O. Kitikar (Naboka), A. Polevaia-Secareanu, I. Derkachenko, A. Cotorcea</i>	
METaverse IN HIGHER EDUCATION	6838
<i>R. Sanchis, J. Mula, E. Pérez-Bernabeu, M. Díaz-Madroñero</i>	
FEATURES OF THE FORMATION OF PROFESSIONAL COMPETENCES IN FUTURE SPECIALISTS IN ADAPTIVE PHYSICAL CULTURE	6848
<i>O. Kitikar (Naboka), A. Polevaia-Secareanu, I. Derkachenko, A. Cotorcea</i>	
A STUDY ON THE UTILIZATION OF KOREAN SCHOOL FACILITIES AS PUBLIC SPACES FOR LOCAL COMMUNITIES	6854
<i>Y. Kim, Y.S. Hwang</i>	
ANALYTICS FOR THE ASSESSMENT OF COMPUTATIONAL THINKING	6861
<i>J. Bilbao, E. Bravo, O. García, C. Rebollar, V. Dagienė, V. Masiulionytė-Dagienė, A. Janauskienė, M.J. Laakso, H. Kaarto, D. Lehtonen, M. Parviainen, I. Güöven, Y. Gulbahar, T. Öztürk, N. Tan Yenigün, Z. Pluhár, P. Sarmasági, A. Rumbus, A. Pears</i>	
THE PARTICIPATION OF YOUNG PEOPLE AND LOCAL COMMUNITIES IN THE VALORIZATION OF CULTURAL HERITAGE WITH THE HELP OF DIGITAL TECHNOLOGIES: A CASE STUDY	6869
<i>D. Sigona, C. Linati, D. Volontè, G. Agostoni, C. Tamplenizza, A. Santos</i>	
DESIGNING A PROJECT-BASED E-LEARNING COURSE FOR ENHANCING ENGLISH LANGUAGE LEARNING, PARTICIPATION, AND PEER COLLABORATION AMONG PRIMARY SCHOOL PUPILS	6877
<i>E. Choustoulakis, C. Garas, F. Paraskeva</i>	
CONTRACT CHEATING WEBSITES IN SPAIN: ONLINE TRAFFIC TRENDS AND IMPLICATIONS FOR ACADEMIC INTEGRITY	6888
<i>R. Comas-Forgas, M. Vallespir-Adillón, M. Morey-López</i>	
USING SCENARIOS IN PROJECT MANAGEMENT CLASS ACTIVITIES	6889
<i>I.A. Drobot</i>	
EXPLORING THE IMPACT OF ICT INTEGRATION IN PHYSICAL EDUCATION ON ENHANCING EMOTIONAL WELL-BEING IN PRIMARY SCHOOL STUDENTS WITH PSYCHOSOCIAL BARRIERS	6897
<i>D. Poulitsa, E. Choustoulakis, A. Traolós</i>	
FROM NOVICE TO EXPERT: THE LIFELONG JOURNEY OF CONTINUOUS MEDICAL EDUCATION	6902
<i>C. Petcu, B. Costache, C.G. Bejinariu</i>	

STUDENT PERCEPTIONS OF UNIVERSITY VALUES IN FACULTY TEACHING PRACTICES	6908
<i>R. Comas-Forgas, M. Briceño-Caballero</i>	
INTERWEAVING ENTRECAMP, GAME-BASED LEARNING AND EXPERIENTIAL LEARNING FOR THE DESIGN OF AN ENTREPRENEURSHIP TRAINING PROGRAMME	6909
<i>T. Bratitsis, M. Ferreira Dias, I. Gomes, G. Meireles, U. Ryciuk, A. Daunoriene, Y. Melanthiou, E. Rollnik-Sadowska, A. Daubariene, V. Triga, M. Amorim, A.L. Ribeiro, C. Silva, C. Alves</i>	
THE FEASIBILITY OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN FLIPPED CLASSROOMS	6919
<i>M. Albahiri, M. Almatrafi</i>	
GAMIFYING MACHINE LEARNING EXPERIENCES: IMPLICATIONS AND OUTCOMES	6928
<i>J. Bilbao, A. Olozaga</i>	
UNIVERSITY ATTRACTIVENESS AND INTERNATIONALISATION STRATEGIES: INSIGHTS FROM THE ADRIATIC-IONIAN REGIONS	6933
<i>M. Giurato, P. Sospiro, M.C. Liscio, J. Pange, D. Bregoli</i>	
LEADERSHIP FOR LIFELONG LEARNING: PREPARING MEDICAL PROFESSIONALS FOR DYNAMIC HEALTHCARE LANDSCAPES	6934
<i>C. Petcu, V.A. Enăchescu, C.G. Bejinariu</i>	
LEADERSHIP STRATEGIES AND ORGANIZATIONAL MANAGEMENT IN SCHOOLS: ADDRESSING ADOLESCENT ANXIETY IN AN ERA OF GROWING CHALLENGES	6941
<i>C. Petcu, V.A. Enăchescu, B. Costache</i>	
THE ROLE OF AUDIENCE DYNAMICS IN SHAPING ARCHITECTURAL DIPLOMAS EXHIBITIONS: BALANCING EXPECTATIONS AND EDUCATIONAL OUTCOMES	6946
<i>A.M. Oprică, M. Moldovan, O.A. Filip, S.C. Borş</i>	
DESIGNING A GENERAL EDUCATION CURRICULUM ON K-LIFESTYLE: ENABLING CREATIVE LEARNING IN APPAREL, FOOD, AND HOUSING THROUGH AI AND DIGITAL PLATFORMS	6953
<i>K.H. Lee, Y. Park, Y.S. Hwang, J.H. Kim</i>	
DESIGNING AND EVALUATING AN ACCESSIBLE SMARTPHONE-BASED APP FOR BLIND AND VISUALLY IMPAIRED STUDENTS FOR LEARNING MATHEMATICS	6954
<i>M. Shoaib, R. Minghim, I. Pitt</i>	
EVALUATION OF LEARNING DIFFICULTIES, MINDFULNESS AND COGNITIVE LOAD AMONG UNIVERSITY STUDENTS	6962
<i>G. Sart, B. Korkmaz, M. Alpdündar, A. Güllüpmar, B. Kiyak, A.B. Taşkın</i>	
BLENDED LEARNING, A PANDEMIC LEGACY FOR GEN Z: TRANSFORMING CORE LECTURES IN HIGHER EDUCATION	6963
<i>K.H. Lee, S.J. Kim, N. Ju, G.Y. Ahn</i>	
MANAGEMENT OF TECHNOLOGY USE AND OVERCOMING LEARNING DIFFICULTIES AMONG UNIVERSITY STUDENTS	6964
<i>G. Sart, B. Korkmaz, M. Alpdündar, A. Güllüpmar, B. Kiyak, A.B. Taşkın</i>	
ASSISTIVE SOLUTIONS BASED ON ARTIFICIAL INTELLIGENCE - IN SUPPORTING AN INCREASED ACCESS OF USERS WITH SPECIAL NEEDS TO MODERN LIBRARY SERVICES	6965
<i>I.C.C. Crihană</i>	
FOSTERING CREATIVITY, COLLABORATION, AND CRITICAL THINKING – RESULTS FROM A MATHEMATICS PROJECT ACTIVITY	6972
<i>F. Soares, A.P. Lopes, M.P. Nunes</i>	
THE QUANTUM FOR ALL PROJECT PROFESSIONAL DEVELOPMENT MODEL AND THE EFFECT ON CLASSROOM IMPLEMENTATION	6983
<i>R. Lopez, K. Matsler</i>	
FROM HYPE TO UNDERSTANDING: EDUCATIONAL STRATEGIES FOR LEVERAGING AI IN TEACHING AND LEARNING	6988
<i>J.A. Ramírez Masferrer, J. Herrera Herbert, R. Arranz Revenga</i>	
SOS NURSING: PLAYFUL INNOVATION IN CRITICAL AND EMERGENCY CARE FOR NURSING UNDERGRADUATES	6994
<i>B. Luíza Habermann Zuliani, R. Evaristo dos Santos, C. Novoa Fernandes</i>	
WOLFRAM ALPHA & CHATGPT IN THE DESIGN AND ANALYSIS OF MATHEMATICAL MODELS	7003
<i>J.C. Valverde</i>	
EFFECTIVENESS OF AN EDUCATIONAL APPLICATION ON NURSING CLINICAL PATHWAYS – THE QUALITY RESULTS OF AGILITY PROJECT	7011
<i>V. Boutopoulou, E. Zoulias, E. Vlachioti, D. Pappa, S. Giorgiev, A. Yanakieva, S. Lazova, V. Matziou</i>	

LESSONS LEARNED AND FUTURE PROPOSALS: A TWO-YEAR EXPERIENCE WITH EELISA CHALLENGES IN CIRCULAR ECONOMY FOR CONSTRUCTION AND DEMOLITION WASTE	7012
<i>J.A. Ramírez Masferrer, A. Pacios Álvarez, M.A. Florez de la Colina, R. Arranz Revenga, J. Herrera Herbert, J. García Navarro</i>	
DEVELOPMENT OF AN AUTOMATED TIC-TAC-TOE BOARD AS AN INTERACTIVE LEARNING TOOL THROUGH THE STEM APPROACH	7021
<i>E. Barbosa Caldeira, E. Alves Dos Santos Neto, K.C. Tavares de Freitas, M. Bastos, A. Kimura Junior</i>	
DETERMINING THE DIGITAL RESILIENCE PROFILES OF CLASSROOM TEACHERS	7029
<i>A. İstanbullu, Ö. Delialioğlu, O. Akkurt</i>	
LESSONS FROM THE TECHNOVATION GIRLS CHILE PROGRAM: WHAT HELPS THE INCREASE IN STEM SKILLS AND STEM VOCATIONS IN SCHOOL?	7037
<i>M. Klingenberg, C. Diaz, M. Rojas</i>	
USING GENERATIVE AI TO CREATE HOMEWORK PROBLEMS IN A MODERN PHYSICS COURSE	7038
<i>A. Dange, R. Lopez</i>	
COMBINING PURE QUESTION-BASED LEARNING AND INTERACTIVE AUDIO FOR INCLUSIVE SOUND AND MUSIC EDUCATION	7048
<i>K. Falkenberg, H. Lindetorp, O. Bälter, R. Glassey</i>	
LEARNING TO PROGRAM USING NOTEBOOKS AND VIDEO-BASED LEARNING	7056
<i>G.E. Peralta-Peñuñuri, M.L. Barrón Estrada, R. Zatarain Cabada</i>	
RESEARCH AND STORYTELLING IN THE CONTEXT OF PRISON: ETHICAL CHALLENGES IN THE REPRESENTATION OF DETAINED INDIVIDUALS	7063
<i>E. Panepinto</i>	
INTEGRATION OF SCRUM PROJECT-BASED LEARNING (PBL) AND FORUM TOOLS IN COMPUTER ENGINEERING DEGREE EDUCATION	7070
<i>H.R. Pinto</i>	
A COLLABORATIVE LEARNING ENVIRONMENT USING A PEDAGOGICAL AGENT WITH COGNITIVE APPRENTICESHIP STRATEGY	7077
<i>M.L. Barrón Estrada, R. Zatarain Cabada, C. Sosa Ochoa, A.J. Bustillos Martínez</i>	
APPLIED DATA MINING IN THE TOURISM DOMAIN: EXCHANGING TEACHING-LEARNING PRACTICES UNDER THE ERASMUS+ PROGRAMME	7088
<i>I. Seruca, M. Medrek</i>	
DATA-DRIVEN CHALLENGES FOR ENERGY ENGINEERS: BLENDING ENTREPRENEURIAL TRAINING THROUGH DATA-DRIVEN CHALLENGES IN A STRUCTURED-FLEXIBILITY PROJECT-BASED LEARNING ENVIRONMENT	7096
<i>E. Prieto-Araujo, M. Marin, O. Larrabure Mercado, A. Gelan</i>	
EXAMINING THE IMPACT OF NEUTRALIZATION TECHNIQUES AND DISCUSSION ON STUDENT ETHICAL DECISION MAKING: A PRE-TEST POST-TEST EXPERIMENT	7107
<i>C. Sanchez Rodriguez, J. Jones</i>	
ARTIFICIAL INTELLIGENCE FOR HIGHER EDUCATION: IMPROVEMENT OR REVOLUTION?	7108
<i>A. Soler-Domínguez, A. Arnau-Paradís, J.C. Matallín-Sáez, R. Arnau-Notari, F. Silvestre-Capilla</i>	
MENTORING SUPPORT FOR UNIVERSITY TEACHERS AND ADMINISTRATIVE STAFF WHO HAVE TO WORK WITH CHINESE STUDENTS: TRANSFERRING KNOWLEDGE AFTER AN ERASMUS+ STRATEGIC PARTNERSHIP PROGRAMME	7113
<i>M.C. Espin-Garcia, M. Fuentes Agustí</i>	
STRATEGIC APPROACHES TO ADVANCING POSITIVE EDUCATION IN SCHOOLS	7114
<i>D. Pappa, J. Pawlowski, K. Clements, S. Sotiriou</i>	
UNLOCKING MUSIC WITH CI: ACTIVE LISTENING BASED ON A LEARNING MECHANICS-GAME MECHANICS MODEL GAME PROTOTYPE	7119
<i>H. Andersson, K. Falkenberg</i>	
ARTS INTEGRATION WITH TECHNOLOGY IN PRIMARY SCHOOLS: A CATALONIA PERSPECTIVE	7128
<i>N. Escala, M. Guitert Catasús, T. Romeu Fontanillas</i>	
A COMPARATIVE ANALYSIS OF THE ROLE OF SPORTS IN ENHANCING SOCIAL INCLUSION AND PERSONAL DEVELOPMENT FOR INDIVIDUALS WITH INTELLECTUAL DISABILITIES IN BULGARIA AND IRELAND	7135
<i>M. Pirina, M. Farooq, R. Solinas</i>	
TEACHING FOREIGN LANGUAGES IN THE AGE OF AI: EXPERIMENTS IN AN ADVANCED CHINESE LANGUAGE CLASS	7142
<i>V. Shen</i>	

FOSTERING TEACHER COLLABORATION FOR POSITIVE EDUCATION: A PLATFORM FOR CO-CREATING POSITIVE LEARNING SCENARIOS <i>D. Pappa, S. Perros</i>	7147
DIGITAL WELLNESS: A NEW PSYCHOLOGICAL FRAMEWORK THAT SUPPORTS PSYCHOEDUCATIONAL PRACTICES <i>J. Laffier</i>	7148
CURRICULUM TO CAREER: STUDENT PERCEPTIONS OF COURSE RELEVANCE TO WORKPLACE EXPERIENCE <i>S. Guidera, F. Pariafsai</i>	7155
INSIGHTS FROM 7 YEARS OF CODYMAZE EXPERIMENTS <i>L. Klopfenstein, B. Paolini, G.M. Di Francesco, A. Bogliolo</i>	7162
THE EFFECTIVENESS OF SYSTEM THINKING ANALYSIS USING ARCHIMATE IN THE FIELD OF EDUCATION: A CASE STUDY OF THE HOME EDUCATION SYSTEM IN BRITISH COLUMBIA, CANADA <i>S. Yanamoto, M. Matsumoto</i>	7172
A THEORETICAL FRAMEWORK FOR INTEGRATING AI AND MENTAL HEALTH LITERACIES TO ENHANCE YOUTH WELL-BEING AND EDUCATION <i>J. Laffier, A. Rehman, M. Westley</i>	7179
TECH WITH A CONSCIENCE: A TECHNOLOGY INTERVENTION FOR STUDENT MENTAL HEALTH <i>J. Laffier, M. Westley, A. Rehman, G. Erikson, R. Sonderby</i>	7186
EVALUATION OF THE EFFECTIVENESS OF GAME STRATEGIES IN LEARNING AND CONTENT RETENTION IN HIGH SCHOOL STUDENTS <i>C. Novoa Fernandes, L. Yessica Choqhe Quispe, L. Lopomo Defendi, F. Santos Marques, T. Costa Pereira</i>	7195
EMBRACING THE FULL PERSONHOOD OF OUR STUDENTS: AN IMPERATIVE IN MULTICULTURAL SCHOOLS <i>T. Stosovic, C. Kokoris</i>	7205
UTILIZING PROJECT BASED LEARNING AND MAKERSPACE TO INCREASE ATTENDANCE AND ACADEMIC SELF EFFICACY IN A RURAL NATIVE AMERICAN SCHOOL <i>K. McCrea</i>	7213
STAGING THE FUTURE: THE EVOLUTION OF DRAMA EDUCATION IN THE CHINESE EDUCATIONAL SYSTEM <i>Y. Huang</i>	7218
A DIDACTIC ROBOTIC ARM FOR TEACHING CONCEPTS OF INDUSTRIAL AUTOMATION, 3D PRINTING AND THE INTERNET OF THINGS <i>P. Figueiredo, A. Costa, V. Brengartner, K. Farias, S. Araújo, A. Torres</i>	7228
CHALLENGE BASED LEARNING ASSESSMENT IN HIGHER EDUCATION: INSIGHTS FROM ALUMNI ON WORK AND LIFE SKILLS <i>L. Chapel, K. DePryck, I. Wambacq</i>	7234
ENHANCING GENETICS TEACHING THROUGH ACTIVE LEARNING: A PILOT STUDY ON EUKARYOTIC GENE REGULATION <i>Z. Muñoz-Juárez, A.N. Castañeda-Sortibrán, M.A. Carballo-Ontiveros, M. Nahmad-Bensusan</i>	7235
EVALUATING THE EFFECTIVENESS OF SCHOOL POLICING: SUSTAINING SCHOOL RESOURCE OFFICERS AS A GLOBAL RESPONSE TO CRISES <i>I. Akin, R. Burress</i>	7239
ENHANCING STEM-RELATED TEXT COMPREHENSION AND VOCABULARY DEVELOPMENT: EVIDENCE FROM TWO EMBODIED STRATEGIES <i>L. Gomez Franco, M.G. Badilla-Quintana</i>	7240
PROMOTING WELLNESS THROUGH ONLINE MENTORING FOR STUDENTS' PERSONAL AND PROFESSIONAL SUCCESS <i>I. Akin, M. Murrell Jones, S. Murrell Dilbert</i>	7241
MOTIVATION TO STUDY - COMPARISON AMONG TECHNICAL UNIVERSITY STUDENTS AND ELEMENTARY AND SECONDARY PUPILS <i>Z. Murčinková, J. Murčínko</i>	7242
VISUALISATION OF COMPLEX MECHANICAL SYSTEMS USING CAX AND AUGMENTED REALITY TECHNOLOGIES <i>Z. Murčinková, D. Sabol, M. Törökóvá</i>	7252
PLACE MATTERS: ADVANCING PLACE-BASED COMMUNITY ENGAGEMENTS AS REFLEXIVE TEACHING PEDAGOGY <i>A.C. Park</i>	7261

STUDENTS WITH AUTISM WRITING DIGITAL DIARIES - COMMUNICATION IN SPECIAL EDUCATION BETWEEN SCHOOL AND HOME	7262
<i>P. Josefsson, L. Kahlin, A. Andersson, O. Celik</i>	
DIGITAL TOOLS AND COMMUNICATION IN SPECIAL SCHOOLS: A PILOT STUDY ON MEANINGFUL INTERACTION	7263
<i>P. Josefsson, L. Kahlin</i>	
SECONDARY STEM+C EDUCATION IN THE UNITED KINGDOM AND THE ENGLISH SPEAKING CARIBBEAN	7264
<i>A. Joseph, C. Turner</i>	
CONNECTING PEOPLE WITH SCIENCE SINCE 2001: SCIENZAPERTUTTI, AN OUTREACH PROJECT BY INFN	7272
<i>D. Domenici, L. Bandiera, M. Battaglieri, S. Bertelli, M. Cinausero, C. Collà Ruvoilo, A. Gozzelino, S. Hemmer, S. Marcellini, C. Oppedisano</i>	
PROPOSAL OF A METHOD FOR ESTIMATING THE MEANING OF MATHEMATICAL SYMBOLS CONTAINED IN NATURAL LANGUAGE SENTENCES	7278
<i>Y. Miyazaki, K. Imura</i>	
UNIVERSITY – INDUSTRY COLLABORATIONS IN THE CONTEXT OF EUROPEAN DOCTORAL EDUCATION FOR ENGINEERS AND THE MSCA ITNS	7282
<i>M. Gilchrist, G. Hanley, A. Ní Annaidh, N. Zhang</i>	
DEVELOPMENT OF A NOVEL DLP 3D PRINTING TECHNOLOGY FOR PRECISION MANUFACTURING OF MICROFLUIDIC DIAGNOSTIC CHIPS	7286
<i>X. Wang, G. Hanley, M. Gilchrist, N. Zhang</i>	
DEVELOPMENT OF NOVEL POLYMER SURFACES FOR IN-VITRO DIAGNOSTIC APPLICATIONS BY MICRO-INJECTION MOULDING	7290
<i>A. Jagannath, G. Hanley, J. Hassan, M. Gilchrist, N. Zhang</i>	
DEVELOPMENT OF BIOMIMETIC-INSPIRED TEXTURED SURFACES FOR DRY FRICTION APPLICATIONS IN POLYMER MEDICAL DEVICES	7294
<i>I. Evangelista, G. Hanley, M. Gilchrist, D. Wencel, N. Zhang</i>	
ENHANCING INTERNATIONAL STUDENT ENGAGEMENT AND LEARNING THROUGH VIDEO-BASED ASSESSMENT: ADDRESSING CHALLENGES IN THE AI ERA	7298
<i>N. Zhang</i>	
COPERNICUS ACADEMY CZ - EARTH OBSERVATION IN SCHOOLS AND IN PRACTICE	7299
<i>P. Stych, J. Lastovicka, D. Paluba, J. Svoboda</i>	
ENHANCING SELF-EFFICACY IN PROSPECTIVE PRIMARY SCHOOL TEACHERS: CHALLENGES AND OPPORTUNITIES IN MULTICULTURAL CONTEXTS	7303
<i>A. Natalini, M. Marini</i>	
USE OF SOCRATIVE TESTS IN HIGHER EDUCATION: INFLUENCE ON MARKS	7309
<i>E. Romero, J. Remón</i>	
NEURONAL NETWORKS AS EMERGING TOOLS FOR DATA FITTING IN HIGHER EDUCATION	7316
<i>E. Romero, J. Remón</i>	
THE ROLE OF TEXT IN THE PROCESS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE	7323
<i>I. Balandina, T. Moskvitina, L. Yuzdova, G. Shiganova, O. Pavlova, I. Salimova</i>	
THE PROCESS OF ADAPTATION OF BEGINNER ATHLETES THROUGH THE STUDY OF SPORTS TERMINOLOGY	7328
<i>I. Balandina, L. Yuzdova, T. Moskvitina, S. Aitkulov, N. Belousova, I. Cherkasov</i>	
FORMATION OF NATIONAL IDENTITY AMONG SCHOOLCHILDREN IN THE CYCLE OF CLASSES "CONVERSATIONS ON IMPORTANT TOPICS"	7332
<i>I. Balandina, L. Yuzdova, T. Moskvitina, A. Podobriy, N. Kozlova, A. Savchenkov</i>	
ARTIFICIAL INTELLIGENCE IN THE PROCESS OF FORMING FUNCTIONAL LITERACY AMONG SCHOOLCHILDREN	7337
<i>I. Balandina, L. Yuzdova, T. Moskvitina, A. Podobriy, N. Kozlova, K. Zvyagin</i>	
PRO-GAME: A SIMULATOR TO DEVELOP AN UNDERSTANDING OF SINGLE MACHINE SEQUENCING PROBLEMS	7342
<i>J.A. Palma-Mendoza, E.A. Pacheco-Velazquez, I.A. Arana-Solares, D. Salinas-Navarro</i>	
KLEVER 21: A MOBILE APPLICATION FOR COMPETENCE DEVELOPMENT IN CHALLENGE-BASED LEARNING	7351
<i>J.A. Palma-Mendoza, I.A. Arana-Solares, C.L. Garay-Rondero, F. Franco-Herrera</i>	
EXPERIENTIAL LEARNING: INCLUSIVE VOLUNTEERING BY UNDERGRADUATE STUDENTS TO SUPPORT STROKE SURVIVORS' RETURN TO WORK	7356
<i>S.H.S. Lo, J.P.C. Chau, K.C. Choi, M. Demers</i>	

IMPACT OF LIFE SCIENCE AND LIFE ORIENTATION TEACHERS' SOCIO-EMOTIONAL PRACTICES ON LEARNER COGNITIVE ACHIEVEMENT <i>C. Madhanlal, M.E.M. Nakedi</i>	7357
COMMUNITIES OF LESSONS LEARNED AS A METHOD FOR MANAGING KNOWLEDGE IN COMPANIES <i>L. Ortiz</i>	7368
SUPPORTING TEACHERS TO FOSTER STUDENT AGENCY IN PLAY-BASED LEARNING: LESSONS FROM THE TECH & PLAY INITIATIVE <i>H. Wedajo, D. Light</i>	7372
SELF-MANAGEMENT EDUCATION FOR PEOPLE WITH STROKE TO PROMOTE PARTICIPATION IN DAILY ACTIVITIES <i>S.H.S. Lo, J.P.C. Chau</i>	7378
INTELLIGENT TUTORING FOR PSYCHOMOTOR TASKS AT STEM EDUCATION <i>A. Barenji</i>	7379
DO WE NEED TO TEACH IT? USING DISCOURSE ANALYSIS IN SECURITY-RELATED TRAINING AND EDUCATION <i>M.L. Reit, G. Panfil</i>	7385
3D VIRTUAL ENVIRONMENT FOR LEARNING APPLICATIONS <i>J.L. Bernal-Agustín, I. Bernal-González, J.S. Artal-Sevil, R. Dufo-López, J.M. Lujano-Rojas, J.M. Yusta-Loyo, J.A. Domínguez-Navarro</i>	7396
PEDAGOGICAL ADAPTATION FOR THE INCLUSION OF SUSTAINABILITY COMPETENCIES IN UNIVERSITY TEACHING <i>R. Peral Orts, C. Mora-Rodriguez</i>	7404
TRAINING IN MANAGEMENT SKILLS FOR PEOPLE WITH DISABILITIES <i>E. Rivo-López, M. Villanueva-Villar, A. Vaquero-García</i>	7405
GAMIFICATION AND DIGITAL GAMES: ALIEN VS PREDATOR. ENHANCING EFFICIENCY IN HIGHER EDUCATION LEARNING ENVIRONMENTS <i>J.S. Artal-Sevil, J.L. Bernal-Agustín</i>	7413
DEVELOPING READING SKILLS THROUGH READING WORKSHOPS: BUILDING A READING COMMUNITY IN PRIMARY SCHOOLS <i>P. Fojtková</i>	7424
GROUP-BASED PREDICTION OF LEARNING ACTIVITIES FROM EEG DATA <i>W. Tarimo, K. Mim, K. Yoezer, M. Marinis</i>	7433
ASSESSING STUDENT SKILLS AND WELL-BEING USING MACHINE LEARNING ALGORITHMS ON ONLINE LEARNING <i>M.S. Salem, I.C. Nagit</i>	7442
PREDICTING STUDENT ACADEMIC SUCCESS USING CLOUD-BASED MACHINE LEARNING ALGORITHMS <i>M.S. Salem</i>	7450
ENHANCING SCHOOL SECURITY IN THE CONTEXT OF ACTIVE SHOOTER PREPAREDNESS <i>A. Velas, L. Mariš, K. Kampoová</i>	7458
NOTEBOOKLM: CASE STUDY FOR GENERATING MULTIPLE CHOICE QUESTIONS FOR ASSESSMENT TESTS <i>H.R. Pinto</i>	7464
EDUCATION OF HEALTHCARE PROFESSIONALS IN FERTILITY CLINICS: "EMPATHY AND EXPERTISE" <i>M. Mitrović, J. Opsenica Kostić, I. Janković, N. Čirović, M. Spasić Šnele, M. Guberinić</i>	7468
A VERSION OF THE PAST <i>K. Hones</i>	7475
EFFECTIVENESS OF EDUCATION: AN ELDERLY-SPECIFIC CHEST COMPRESSION-ONLY RESUSCITATION TRAINING VIDEO <i>D.M. Shin, H.M. Yang, C.E. Kim, Y.J. Kim</i>	7476
ENHANCING STUDENT ACADEMIC PERFORMANCE THROUGH FLIPPED CLASSROOM TEACHING MODEL <i>S. Dumbadze, T. Dilaverova, G. Tkhilaishvili</i>	7480
EXPLORING THE POTENTIAL OF SYNCHRONOUS E-TUTORING FOR PRACTICAL STEM EDUCATION <i>C.T. Orji, J. Perumal</i>	7486

DEVELOPMENT NEEDS ANALYSIS OF DIGITAL TECHNOLOGY IN STEM EDUCATION: INSIGHTS FROM RURAL AND UNDER-RESOURCED SCHOOLS <i>C.T. Orji, J. Perumal</i>	7494
ASIMOV PRIZE: A JURY OF 13,000 STUDENTS, TEN YEARS OF EXPERIENCE IN PUBLIC ENGAGEMENT <i>V. Biancalana, S. Cherubini, M. Lissia, D. Mura, P. Paolucci, C. Puggioni, M. Radici, E. Vigezzi, F. Vissani</i>	7503
LAST MILE MOBILITY AND EDUCATION ACCESS: THE CASE OF CUAUTEPEC, MEXICO CITY <i>A.J. Mc Namara Valdes, R. Florencio da Silva, L.A. García Serrano, R.J. Carrasco Aquino, M.A. García de Alva Magos</i>	7510
EDUCATION FOR TRANSFORMING THE LAST MILE TRANSPORTATION AND MOBILITY <i>A.J. Mc Namara Valdes, R. Florencio da Silva</i>	7518
EDUCATION FOR PEACE: AN EXPERIENCE FROM THE IMPLEMENTATION OF THE PEACE CHAIR IN BOGOTÁ – COLOMBIA <i>L. García-Noguera, O. Aguirre Castro, R. Gómez Durán</i>	7525
A HOLISTIC APPROACH TO RURAL EDUCATION: PEDAGOGY, DIGITALIZATION, AND ENVIRONMENT IN CATALONIA <i>M. López</i>	7530
THE EFFECTIVENESS OF A FULLY ONLINE ADAPTED PHYSICAL EDUCATION APPROVAL PROGRAM DELIVERED AT WESTERN MICHIGAN UNIVERSITY <i>J. Zhang</i>	7531
MULTISECTORAL DIALOGUE: PATHWAYS TO SUSTAINABILITY IN THE AUTOMOTIVE AND AEROSPACE SECTORS <i>R. Florencio da Silva, A.J. Mc Namara Valdes</i>	7537
SUSTAINABLE AIRPORT PLANNING: EDUCATING ENGINEERS FOR A RESPONSIBLE FUTURE <i>R. Florencio da Silva, A.J. Mc Namara Valdes</i>	7544
BUILDING A DECENTRALIZED EDUCATION IN THE METAVERSE: A BIBLIOMETRIC ANALYSIS <i>S. González-Mendes, F.E. García-Muiña, R. González-Sánchez</i>	7551
HARMONY OF INCLUSION: THE ROLE OF MUSIC EDUCATION IN SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS <i>A. Daněk</i>	7559
SPECIAL MUSIC EDUCATION: ADVANCING INCLUSION AND SOCIAL JUSTICE <i>A. Daněk</i>	7564
AUGMENTED REALITY IN LANGUAGE LEARNING: ENHANCING COLLABORATION THROUGH GAME-BASED MOBILE APPS <i>Y.L. Chen, C.C. Hsu, T.Y. Lan</i>	7569
AN INNOVATIVE FRAMEWORK FOR EVALUATING COURSE LEARNING OUTCOMES: A MODEL FOR ACCREDITATION AND CONTINUOUS IMPROVEMENT IN ENGINEERING EDUCATION <i>S. Ahmed Ghaly, M. Khan</i>	7573
EXPLORING UNIVERSITY STUDENTS' PERSPECTIVES ON A WRITING STRATEGY GROUNDED IN RESEARCH <i>A. Hussien, N. Ali, N. Kasasbeh</i>	7578
"B-MAT@PLICADA": COMPARING STUDENT PERCEPTIONS OF A BLENDED LEARNING MATHEMATICS COURSE OVER A DECADE OF EVOLUTION <i>S.F. Costa</i>	7579
ETHNOFUTURISM AS A TOOL FOR INTERNATIONAL COOPERATION IN ART EDUCATION PROGRAMS <i>M. Zhanguzhinova, A. Talgatbekova, A. Rustemova, S. Kiyabaeva, I. Abenova, M. Omarbekova, K. Kozhabergenova</i>	7588
DEVELOPING MODERN CLIL MATERIALS FOR SUSTAINABILITY <i>H. Penny, Y. Ruiz de Zarobe</i>	7594
THE LAUNCH OF AN UNDERGRADUATE ACCELERATED PROGRAM: INITIAL QUANTITATIVE DATA <i>C. Tomovic, M. Bartlett, M. Tomovic, V. Jovanovic, S. Bawab</i>	7595

THE DYNAMICS OF GLOBALIZATION, CULTURAL POLICY AND ARTIFICIAL INTELLIGENCE: ORGANIZATION OF CULTURAL MANAGEMENT AND ONLINE HIGHER EDUCATION COURSES <i>K. Gantzias</i>	7601
USE OF VIDEOGRAPHIC MATERIAL AS A TEACHING ENHANCEMENT FOR SUBJECTS RELATED TO THE CONCENTRATION OF MINERALS AND ROCKS <i>J. Martínez López, R. Mendoza Vílchez, M. Miró Barnés, A. Baltodano Pineda</i>	7602
USE OF GAMIFICATION TOOLS AS A MOTIVATION FOR THE IMPROVEMENT OF RESULTS IN MINING ENGINEERING SUBJECTS <i>S. Martínez Martínez, R. Mendoza Vílchez, J.L. Martínez Jurado, A. Baltodano Pineda</i>	7608
PROTECTING INTEGRITY ENHANCING LEARNING - CREATIVE APPROACHES TO MAXIMISING AI IN LEARNING AND ASSESSMENT DESIGN <i>A. Clegg</i>	7613
HOW AUTHENTIC IS AUTHENTIC ASSESSMENT? <i>A. Clegg</i>	7614
WHEN EDUCATION IS NOT FOR ALL: VOICES OF MIGRANT PARENTS <i>L. Chircop</i>	7615
PRE-SERVICE TEACHERS' PERCEPTIONS ON COMPETENCE DEVELOPMENT THROUGH A PROJECT-BASED LEARNING EXPERIENCE ON INCLUSION IN EDUCATION <i>A. Cerveró Carrascosa, S. Di Sarno-García</i>	7616
EDUCATION IN BIOMIMETIC INNOVATION: MYCELIUM AS A BIO-BASED MATERIAL FOR SUSTAINABLE PRODUCT DESIGN <i>A. Llorens Vargas, J. Alarcón Castro, C. Di Bartolo</i>	7623
UNLOCKING FUTURE SKILLS: A FRAMEWORK FOR ADAPTIVE 21ST CENTURY LEARNING <i>F. Michel, H. Hindy, D. El Dahish</i>	7631
FRAMEWORK AS A PROCESS: A USER-CENTRIC CONCEPTUAL FRAMEWORK FOR GAME-BASED LEARNING <i>J. Jonas</i>	7632
THE CHALLENGE OF DIGITAL TRANSFORMATION IN SCHOOLS: WHAT CAN WE LEARN FROM THE ESCOL@S DIGITAIS PROJECT? <i>E. Cruz, E. Sousa, S. Fradão</i>	7633
COLLABORATIVE WORK TO CROSS SUBJECT BOUNDARIES WITH DIGITAL TECHNOLOGIES: DEVELOPING A TRAINING PLAN THROUGH ACTION RESEARCH <i>L. Rodrigues Lourenço, E. Cruz, J. Piedade</i>	7642
ASSESSING THE UTILITY OF LARGE LANGUAGE MODEL SIMULATIONS FOR CLINICAL MEDICAL EDUCATION: A PILOT STUDY <i>R. Scherr, F. Halaseh, A. Spina, S. Andalib, S. Saadat, R. Rivera, L. Halaseh</i>	7652
EXPLORING THE FEASIBILITY OF HOMESCHOOLING AS AN ALTERNATIVE TO MORE FORMAL, CENTRALIZED EDUCATION <i>U. Jahn</i>	7653
SYSTEMATIC STAKEHOLDERS' MANAGEMENT FOR AN AI-BASED EDTECH PROJECT <i>A. Malinina, A. Polovinkin, R. Yavorskiy</i>	7654
SUPPORT FOR INFORMATICS TEACHER EDUCATION <i>R. Fojtik</i>	7655

AI AND THE RIGHTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: LEGAL PERSPECTIVES ON INCLUSIVITY

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Abstract

The introduction of artificial intelligence (AI) in education represents a significant step toward personalized learning, especially for children with special educational needs (SEN). Through adaptive algorithms, AI can provide access to education tailored to individual abilities and learning styles, thereby enhancing inclusivity and equality. However, the application of AI in this field also brings a range of legal and ethical challenges that require detailed analysis to safeguard the rights of this vulnerable population. This paper examines the role of AI in the education of children with SEN through the lens of inclusivity, legal frameworks, and ethical considerations. Primarily, the paper presents the opportunities AI offers in special education, including the use of assistive technologies, communication tools, and adaptive learning platforms. AI-based technologies enable rapid and precise customization of content to meet the individual needs of students, thereby helping to eliminate barriers to education.

The implementation of an inclusive approach in education means that educational institutions must adapt to the individual needs of each student, rather than expecting students to fit into predefined educational frameworks. While this approach is crucial for ensuring equal access to education, its implementation often requires significant and complex changes. This concept is particularly important in the context of AI applications, as technological innovations must align with the principles of inclusivity and human rights.

The paper further analyzes international legal frameworks related to the rights of children and persons with disabilities, such as the United Nations Convention on the Rights of the Child (UNCRC) and the Convention on the Rights of Persons with Disabilities (CRPD). These documents provide a foundation for the protection of the right to education, non-discrimination, and equality. Special emphasis is placed on data protection laws, such as the General Data Protection Regulation (GDPR), which mandate high standards for safeguarding children's personal data. Although AI can significantly enhance the monitoring of student progress, it is essential to ensure that such technologies are used responsibly, without compromising the dignity or autonomy of the child. Here, the necessity of applying the principle of "do no harm" as central to the integration of AI in education is highlighted.

Ultimately, the successful integration of AI in the education of children with special educational needs requires a multidisciplinary approach that balances technological advancement with ethical considerations, ensuring that the implementation of AI not only addresses individual educational needs but also upholds fundamental human rights and promotes a truly inclusive educational environment, which the author tries to show through this work.

Keywords: Artificial Intelligence, Special Educational Needs, Inclusive Education, Legal Frameworks, Assistive Technologies, Children's Rights.

1 INTRODUCTION

The integration of Artificial Intelligence (AI) into education marks a pivotal shift in the way teaching and learning processes are structured, particularly for children with Special Educational Needs (SEN). AI contains the potential to transform traditional education models into systems that prioritize personalized learning as well as inclusivity and accessibility. By leveraging adaptive algorithms, assistive technologies, and data-driven insights, AI can address diverse learning styles and abilities, ultimately implementing an environment where every child has an equal opportunity to thrive academically. Our intelligence plays a crucial role in understanding the world around us. For centuries, we have sought to comprehend how we think, how with a small part of our intelligence we can perceive, understand, predict, and navigate the complex world that surrounds it. Artificial intelligence, as one of the newest fields of scientific study, takes all of the above a step further, it not only aims to understand the principles of intelligence but also strives to create intelligent systems capable of functioning and learning in ways similar to the human way. The learning process is one of the most complex aspects of human life, spanning from early childhood all the way to old age. Its importance for personal and professional

development demands dedication and active collaboration between teachers and students. With the emergence of generations growing up in the digital era, educators face the challenge of aligning traditional methods with modern technological advancements. One of the most significant innovations of our time is artificial intelligence, which is playing an increasingly important role in various fields, including education. The integration of AI into the teaching process offers opportunities to enhance the learning process through personalized and interactive approaches, while simultaneously raising new questions about responsible use and potential challenges [6]. Despite the increasing integration of artificial intelligence into educational processes, which promises substantial innovations, expectations of its revolutionary impact are often overstated. This is partly because students still view formal qualifications as essential indicators of knowledge and competence, regardless of technological advancements. Therefore, the integration of new technologies, such as artificial intelligence, must align with preserving the traditional values and standards upheld by educational institutions [1].

Digitalization has fundamentally transformed the way the modern world operates. The rapid expansion of information and communication technologies significantly impacts every aspect of life, ranging from economic activities and social interactions to culture and daily routines. However, alongside the numerous opportunities these technologies provide, they also bring about considerable challenges, particularly concerning the protection of children. Digital platforms and interactive content may pose risks to children's safety, privacy, and overall well-being, increasing their vulnerability to various forms of harm. This is especially evident among groups of children that are already vulnerable, that often face additional challenges and dangers in the online environment. Despite these promising possibilities, the implementation of AI in education also raises significant legal and ethical concerns, especially regarding the protection of children's rights, data privacy, and the prevention of algorithmic biases [10]. For children with SEN, these issues are particularly pronounced, as this group often requires additional support to navigate systemic barriers in education. Therefore, a thorough examination of the benefits and challenges of AI in this context is critical for ensuring that technological advancements align with fundamental human rights and the principles of inclusive education. The concept of inclusive education emphasizes that educational institutions must adapt to the individual needs of each student, rather than expecting students to conform to predefined educational frameworks. Such an approach is vital for promoting equity and social justice within educational systems, especially regarding marginalized or vulnerable groups. AI's capacity to deliver personalized learning experiences aligns closely with this goal, offering tools such as adaptive learning platforms, communication aids and assistive devices that can be tailored to meet specific needs.

This paper aims to explore the intersection of AI and inclusive education for children with SEN by analyzing the opportunities and challenges provided by AI technologies. The discussion will focus on three key areas - the potential of AI to enhance learning outcomes for children with SEN, the legal frameworks that govern its use and the ethical considerations that must guide its implementation. Through this comprehensive analysis, this paper strives to contribute to the ongoing dialogue on how AI may be responsibly and effectively integrated into educational settings while at the same time safeguarding the rights and well-being of all children because children are our future. In the following sections, this paper will take a plunge into the specific capabilities of AI in addressing the needs of children with SEN, it will further examine the legal instruments and policies that regulate these technologies and it will provide a critical evaluation of the ethical dilemmas they present. By synthesizing insights from technology, law, and education, this paper aims to propose actionable recommendations for creating an inclusive and equitable educational environment that leverages AI's transformative potential responsibly.

2 ARTIFICIAL INTELLIGENCE IN EDUCATION

The methodology for this research has been built on a qualitative approach, emphasizing a detailed and precise understanding of how artificial intelligence intersects with inclusivity and the rights of children with special educational needs (SEN). Through a combination of legal analysis, ethical evaluation, and case study reviews, this paper delves into the implications of AI in educational settings, providing insights that are both theoretical and practical. AI-based technologies are increasingly being implemented in special education to meet the diverse needs of children with SEN. These technologies range from adaptive learning platforms and assistive devices to speech recognition software and virtual tutors. Adaptive learning platforms, for instance, use AI algorithms to tailor educational content to a child's unique learning pace and style. The above platforms can identify gaps in knowledge and adjust teaching materials accordingly, ensuring that students receive the support they need to succeed.

Artificial intelligence technologies significantly benefit children with special educational needs, especially in overcoming the unique challenges these children face in traditional educational settings. One of the most important advantages is the ability of artificial intelligence to enable personalized learning. The use of artificial intelligence in the personalization of teaching and the learning process enables teachers to create individualized models which are then adapted to the unique needs and interests of each and every student. These models have been designed to ensure that children with learning difficulties progress at their own pace, reducing frustration and increasing their confidence. In this way, artificial intelligence becomes a key tool that facilitates the planning and implementation of educational strategies for teachers, providing adapted resources and methods that improve the inclusiveness and quality of education [4]. Furthermore, AI promotes inclusivity by bridging the gap between students with special educational needs and their peers. For example, AI-based tools allow children with disabilities to participate in classroom activities and access the same educational resources as other students.

Numerous obstacles to the realization of inclusive education often arise from deep-rooted beliefs and attitudes of teachers and professors about the nature of the teaching process. Because of that, it is of crucial importance that strategies aimed at the development of inclusive practice include a review of the existing beliefs and attitudes of those actors. The decisions that teachers make in the classroom and their pedagogical approaches are usually the result of their implicit pedagogical beliefs. In order to ensure successful support for students with learning disabilities, it is necessary that these beliefs stand in line with the principles and values of inclusive education, where attitudes, teaching styles and teaching practices play a key role. Establishing an inclusive education system requires teachers who are flexible, open to change and ready to critically review their methods, values and beliefs. The above includes continuous professional development and improvement of pedagogical approaches. Inclusive education, which developed within the social model of support for students with developmental disabilities, is based on modern pedagogical paradigms, such as cognitivist, socio-cultural and constructivist approaches. In this concept, emphasis is placed on recognizing and appreciating the individual characteristics of students, such as their needs, interests and abilities. Special emphasis is paid to the partnership of schools with the family and the local community, which is a key factor in improving the educational process. Active participation of all participants, problem-solving, critical thinking and research effort become the basic methods of work. Additionally, a significant focus is placed on developing students' internal motivation, their independence, creativity and ability to cooperate. Such an approach implies that every student has the potential for progress and contribution in accordance with his abilities. Understanding the individual needs of the child and adapting the teaching process to those needs is crucial to the successful implementation of inclusive education. This approach allows teachers to improve the social inclusion of students with disabilities, improve their status among peers and contribute to the creation of an inclusive classroom. Acceptance of this educational model by the teacher implies a positive attitude towards each student, regardless of the differences between them. This not only improves the quality of education, but also creates an environment that nurtures diversity, promotes equality and enables every child to reach their full potential [7].

The key aspect of this research lies in understanding the role of data protection laws in protecting the rights of children with learning disabilities. The General Data Protection Regulation (GDPR) sets strict requirements when it comes to the collection, processing and use of personal data. Privacy and data security are questionable in the implementation of AI technologies in education. AI systems often require access to sensitive information, such as a child's learning history, medical records, or behavioral patterns. Ensuring that this data is collected, stored and used in accordance with privacy laws is critical to protecting the rights of children and their families. Misuse or corruption of this data could have serious consequences, including discrimination or exploitation. Regarding the Republic of Serbia, the Government adopted the Strategy for the Development of Artificial Intelligence in the Republic of Serbia for the period 2020-2025 which defines the key goals and measures aimed at the improvement of the scientific personnel, the development of the skills needed for the jobs of the future, as well as the safe and ethical application of artificial intelligence in accordance with internationally recognized principles and legislation, including compliance with the General Data Protection Regulation on of persons (GDPR). The implementation of these guidelines ensures that artificial intelligence not only improves the educational process but also provides protection for vulnerable groups, such as children with learning disabilities. Compliance with the GDPR allows for a high level of security in terms of privacy and protection of personal data, which is especially important for children who require additional support in education. The strategy for the development of artificial intelligence not only refers to technological aspects, but also implies a comprehensive social approach, whose contribution is reflected in the creation of a sustainable and inclusive society that uses technology for the common good [2]. Technology alone is not enough to improve the learning process: it gets its true value only when it is

properly handled by the user. If applied in a purposeful and thoughtful way, technology can significantly contribute to the achievement of greater academic results for students with and without special educational needs. However, if technology is not adequately integrated into the teaching process or not properly adapted to teaching strategies, it will not have a positive effect on learning. It is important that teachers and educational institutions carefully consider how technology will be incorporated into teaching activities. Only when used purposefully and in accordance with the needs of students, technology can become a powerful tool to support students with special educational needs and it can also improve the quality of the teaching process as a whole. Otherwise, we face the risk that the technology will be used in a way that does not affect the progress of the students and that the potential will remain untapped. The integration of AI into education raises ethical questions about responsibility. If AI makes a mistake or fails to meet the needs of a child with a learning disability, it is unclear who should be held accountable, whether it is the development team responsible for putting the AI program into institutions, the teachers, or the institutions as such. Establishing clear guidelines and accountability mechanisms is crucial for the responsible use of AI in education [9]. Apart from that, reliance on AI may inadvertently reduce the role of human interaction in education. Although AI tools can simulate certain aspects of teaching, they cannot replicate the empathy, intuition and personal connection that teachers provide. The cost and availability of AI technologies present additional challenges that must be addressed. The implementation of AI solutions requires significant financial investment, which may not be feasible for resource-constrained schools or underfunded regions. This digital divide may further deepen existing inequalities, leaving children from less privileged communities without access to the benefits of AI-assisted education.

3 LEGAL REGULATION AND INCLUSIVITY IN THE APPLICATION OF ARTIFICIAL INTELLIGENCE

As we already stated above, artificial intelligence has the potential to transform the educational process, especially for children with special educational needs. Nevertheless, in order to ensure the inclusion and protection of the rights of these students, it is necessary that the implementation of artificial intelligence is supported by legal and ethical frameworks. International agreements such as the United Nations Convention on the Rights of the Child (UNCRC) and the Convention on the Rights of Persons with Disabilities (CRPD) play a key role in this process. These documents oblige states to ensure the right to education that develops the potential of every child, as well as the right to inclusive education for children with disabilities. The application of artificial intelligence must be aligned with these frameworks in order to avoid discrimination and ensure equality in the educational process. When it comes to the Republic of Serbia, the Law on the Basics of the Education System, adopted in 2009, guarantees children the right to inclusive education. Before the introduction of this Law, children with mild and moderate developmental disabilities were mostly included in specialized educational institutions, while children with more serious or severe disabilities were often excluded from the educational process and stayed at home. Although the Law abolished the formal categorization of children according to the degree of difficulty, practice in special schools indicates changes in the profile of students. According to employees in these institutions, today the largest number of children in special schools has serious and complex developmental difficulties, which indicates the need for further adaptation of the educational system in order to respond as successfully as possible to the challenges of inclusion. In practice, children with physical disabilities, sensory impairments and mild learning difficulties are often categorized as children with milder developmental difficulties and are generally included in the regular education system. Contrary to this, children who face intellectual, cognitive, psycho-social and multiple challenges are often classified in the group with more severe difficulties and are most often educated in specialized schools. Such a distribution, although tacit, indicates the existence of segregation, despite the formally proclaimed principles of inclusive education. Placing a child with developmental disabilities or disabilities in specialized educational institutions can be considered a form of discrimination, which is contrary to the principles established in the UN Convention on the Rights of Persons with Disabilities. According to this international norm, children with developmental disabilities have the right to education in inclusive institutions, where they are provided with appropriate support in order to participate equally in the educational process with their peers, thus ensuring their full inclusion in society. Employees in special schools attended by those children state that no child who attends such a school will have the opportunity for employment after finishing school. According to them, the state does not have a clearly defined plan for children after they complete special education. Furthermore, they point out that children who are non-verbal often do not continue their education in secondary schools. Parents often turn to the school with a request to enable their children to continue their primary education and remain part of social and educational flows, instead of being isolated at home. Children have the right to attend school

until they reach the age of 17, although they usually finish primary education at the age of 15, and schools are enabled to provide them with an additional two years. However, after that, children and their families do not receive adequate services or support [3]. Personalized learning platforms, which increasingly rely on artificial intelligence, can significantly contribute to the development of individual children's potential. However, in order to be effective, these technologies must be accessible and adapted to children with different forms of disabilities. Adaptation includes technical and essential aspects, such as accessibility for children with sensory and cognitive challenges, which is a basic prerequisite for equal participation in education. The Convention on the Rights of Persons with Disabilities occupies an important place in the process of eliminating the cultural imperialism that characterizes the treatment of this population. Within legislative approaches to the concept of capacity, there are two main strategies. The first relies on the idea of universal ability, where it is assumed that all people possess a certain degree of ability, while the second strategy rejects this assumption and advocates the selective recognition of ability only in certain groups within the global population. The Convention consistently supports the first model, that is, the inclusive concept of universal capability. Its main strength is reflected in the aspiration to change established social patterns, especially in the area of business ability. Through the implementation of adequate national reforms, space is opened for the transformation of traditional approaches and practices in accordance with the principles of inclusiveness. Special emphasis is placed on business capacity, as the basis from which all other aspects of the convention arise or are supported. This universal approach not only improves the rights of people with disabilities but also contributes to building a more inclusive and just society, where ability is recognized as a universal property of all people, regardless of their differences [5].

One of the most important challenges in the implementation of artificial intelligence refers to the social consequences that can seriously endanger children with special educational needs. Automation in the education system, although potentially beneficial for personalization and inclusion, may disproportionately affect this vulnerable group if implemented without adequate consideration of their specific needs. Technological progress that reduces costs and increases efficiency can lead to the neglect of the human aspect of education, especially for children who depend on direct interaction and support. The application of artificial intelligence, without a clear plan for inclusion, may result in additional marginalization of these children, thereby jeopardizing their right to quality education and social inclusion. For example, process automation can eliminate certain custom approaches and individualized methods that are critical to their progress. In addition, there is a risk that children with special educational needs find themselves in a situation where smart technologies replace human educators, which can negatively affect emotional and social development. Children who depend on emotional support, social interaction, and tailored instructional content could be further excluded if technology is used in a way that does not take into account their unique challenges. Another aspect of endangerment concerns the bias of the algorithms that can further complicate the access for these children because if the algorithms are not designed with inclusivity in mind, there is a danger that children with special educational needs will be classified in a way that limits their opportunities for education and development. For example, algorithms could misinterpret their abilities or limit their participation in certain activities, further deepening inequalities. Without clear standards and guidelines regarding the ethical application of technology, children with special educational needs remain vulnerable to unequal distribution of resources and attention in the educational system [8].

The European Union, through the General Data Protection Regulation (GDPR), emphasizes the importance of a fair and transparent approach to data processing, including profiling and decision-making through automated systems. These regulations, supported by the Convention on the Rights of the Child, are particularly important when applied to children because they provide additional protection for their personal data and the right to privacy. The aim of the Regulation is to process data in a way that will not jeopardize the rights of individuals, with an emphasis on respecting the special needs of children. In order to ensure children's rights, the GDPR sets requirements for clear and accessible communication. Information about data processing must be concise and written in plain language, enabling parents and guardians to understand the purpose of the processing and the potential consequences. This is especially important when it comes to children, as their age and cognitive limitations require an adapted approach. The Convention on the Rights of the Child further supports this principle, emphasizing children's right to information and active participation in processes that concern them. Apart from this, the processing of data through artificial intelligence, especially in an educational context, requires additional measures of transparency. The principle of honest and transparent data processing includes the obligation to provide insight into how systems work and how data is used, in order to eliminate potential risks of discrimination. This is of crucial importance for children with special educational needs, as biased algorithms or inadequate data can significantly affect their position and

opportunities in the education system. The Convention on the Rights of the Child sets clear standards that require that all decisions concerning the child be in accordance with the child's best interests. Apart from transparency, the GDPR provides for the right of individuals to object to the processing of their data, including profiling. When it comes to children, parents and guardians have the right to decide whether data about their children will be collected and processed, with a clear definition of the purpose and legal basis for such activities. This right is additionally supported by the Convention on the Rights of the Child, emphasizing the importance of protecting children from unauthorized use of their data. Finally, ensuring the rights of children in the digital environment requires the integration of principles of inclusiveness and respect for diversity. Data processing must comply with legislative frameworks and ethical standards, and technologies such as artificial intelligence should be adapted to support children in their educational and social development, instead of putting them at a disadvantage [2]. Children are not responsible for the difficulties they face, whether they regard challenges in education or other aspects of life. On the contrary, society has the responsibility to ensure their protection through legal regulations and systemic measures, to promote the realization of their rights and to provide support that will enable their valid integration into the social community.

Based on the analysis of legal regulations, ethical issues, technological potentials and challenges, as well as socio-cultural aspects of inclusive education of children with special educational needs, the key recommendations are as follows:

- 1 Improvement of the legal framework and its implementation

It is necessary to provide additional harmonization of the national legislation with international standards, such as the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities, in order to ensure comprehensive protection of children's rights. A special focus should be placed on the consistent application of laws regulating inclusive education and the prevention of discrimination.

- 2 Transparency regarding the use of artificial intelligence

Artificial intelligence systems used in education should be designed and implemented respecting the principles of transparency and accountability. This includes a clear definition of the purpose of data processing, providing accessible information for children and parents as well as conducting an assessment of the impact of technology on children's rights.

- 3 Development of inclusive technologies

Artificial intelligence can significantly contribute to the education of children with special needs through personalized learning platforms and assistive technologies. However, it is necessary to ensure that technologies are inclusive, impartial and accessible to all students, regardless of their difficulties.

- 4 Strengthening the capacity of the educational system

The education system must be further strengthened so that it can respond to the needs of all children, including children with special educational needs. This includes training teachers to use technology in an inclusive environment, improving infrastructure and supporting children and their families.

- 5 Awareness raising and social responsibility

Society has a key role in creating an environment that supports children with special needs. It is necessary to continuously work on raising awareness of the importance of inclusion, as well as on developing a sense of responsibility for all actors, from educational institutions and legislators to local communities and parents.

- 6 Monitoring and evaluation of the application of adopted regulations and technologies

It is necessary to establish mechanisms for monitoring the application of legal regulations and the effects of technology on the education of children with special needs. This includes regular assessment of performance, identification of possible challenges and adaptation of policies according to children's needs.

4 CONCLUSION

The integration of artificial intelligence into the education system, especially in the context of inclusiveness and protection of the rights of children with special educational needs, is a complex

challenge that requires careful consideration of legal, ethical, technological and social aspects. The legal framework governing inclusive education and data protection must be improved to ensure full protection of the rights of children, especially those with developmental disabilities. It also must prevent any discrimination. Considering the rapid development of technology, it is clear that artificial intelligence has the potential to significantly improve the educational process, enabling personalized and inclusive approaches to learning. Nevertheless, when viewed in a wider social and educational context, artificial intelligence shows its dual face. On the one hand, it opens up new, amazing possibilities, enabling access to education for children with learning disabilities and creating tools that can improve their daily lives. However, at the same time, it also carries the risks of technological dominance and the reduction of human interaction, which can lead to the danger of moving away from the real educational experience and social inclusion. When artificial intelligence is viewed from this perspective, the question arises, will society be able to maintain control and curb the unwanted effects of artificial intelligence, so that it remains a tool and does not become its master?

The legal framework, as well as technical innovations, must be carefully aligned with the needs and rights of users, especially children, in order to preserve their autonomy and integrity. Technological changes cannot and must not replace basic human values, such as inclusion, togetherness and respect for the rights of every individual, especially those who face special challenges in education. In this sense, it is still necessary to invest in the education and training of teachers for the use of technologies that support inclusion, as well as the development of specialized systems based on the principles of fairness and transparency. Transparency in the training and implementation of artificial intelligence must be ensured, while respecting privacy and the right to data protection. Only by balancing the advancement of technology and the preservation of human values can an educational system be created that will enable everyone, including children with special educational needs, to develop in a safe and supportive environment. Through the implementation of these recommendations, society can achieve the goal of creating an educational system that is not only inclusive in the technological sense, but also in the human and social sense. Only then can artificial intelligence become a tool that serves as a bridge, not a barrier, between children with special needs and a world of knowledge and opportunity.

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