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# ICLEL 2026
# ABSTRACT BOOK
## VOLUME 12

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## *Table of Contents*

*Teacher Qualifications, Curriculum Change, and Implementation Problems in Effective Classroom Management According to Graduate Students' View (Ömer Cem Karacaoğlu)……15*

*An Examination of Childhood Experiences Among High School Students in Terms of Various Variables (Serhat Arslan) ……166*

*An Examination of JOMO (Joy of Missing Out) among University Students in Terms of Various Variables (Nihan Arslan)……177*

*From Policy Principles to Everyday Practice: A Comparative Study of Family-Centered Early Childhood Intervention in Latvia, Portugal, and Italy (Andra Rektina)..... 18*

*Sustainable Practices in the Education of Syrian Refugee Women (Nermin Karabacak,Şenol Sezer)..19*

*The Role of Inclusive Education Experiences for Syrian Women Refugees in Turkey in Reducing Their Perceptions of Future Uncertainty (Nermin Karabacak, Şenol Sezer)..... 20*

*Collaborative Problem Solving Motivation Scale: A Scale Development Study Based on Situated Expectancy-Value Theory (Tuba Acar Erdol, Kibar Sungur Gül)..... 21*

*The Relationship Between Athletic Identity, Goal Orientation, and Self-Confidence in Young Athletes: The Case of Sports High Schools (Yeliz Şirin, Sadettin Zor) ..... 22*

*The Effects of Incline Sprint Training on Maximal Power and Acceleration Performance in Soccer Players (Tayfun Şirin) ..... 23*

*An Examination of Teacher Candidates' Attitudes Toward Artificial Intelligence, Their Usage Scenarios, and Their Critical Approaches (Hülya Yıldızlı) ..... 24*

*The Impact of an AI-Supported Writing Cycle on Pre-Service Teachers' Writing Processes and Metacognitive Awareness (Metin Elkatmış)..... 25*

*Parents of Gifted Children's Perspectives on Their Children's Social-Emotional Skills (Şerife Şenay İlik, Hikmet Beyza Yakıcı) ..... 26*

*Special Education Teacher Candidates' Metaphorical Perceptions of the Concept "Special Talent" (Hikmet Beyza Yakıcı, Şerife Şenay İlik) ..... 27*

*Thematic Synthesis of Parental Experiences Related to the Employment of Individuals with Intellectual Disabilities (Adile Emel Sardohan Yıldırım, Muhammed Ali Çetinkaya) ..... 28*

*Digital-Age Early Literacy Development: Family Literacy Practices, Social Support, Digital Literacy, and Parental Support for Children's Drawing Skills (Naze Deniz Doğan, Zeynep Dere)..... 29*

*The Mediating Role of Mental Health in Digital Loneliness and Motivational Persistence of Female University Students (Zeynep Dere)..... 30*

*From Theory to Practice: Prospective Mathematics Teachers' Conceptualizations of Realistic Mathematics Education in Lesson Planning (Çiğdem Arslan, Zeynep Özaydın Gültekin).... 31*

*Feeling Supported in Both Success and Failure: The Meaning of Being a Team and the Experience of Safe Sport Among Women Football Players (İrem Kavasoğlu) ..... 32*

*The Role of Problematic Digital Media Use on Peer Bullying in the Preschool Period (Yakup Yıldırım, Bürde Demirelli)..... 33*

*A Qualitative Dyadic Analysis of Sharenting in the Context of Giftedness (Fuat Aydoğdu) ..... 34*

*AI Chatbots in Language Learning: A Systematic Review of Opportunities vs. Challenges (Eda Tekin) ..... 35*

*Grit and Academic Self-Efficacy among Indonesian University Students in Türkiye: The Differential Roles of Perseverance of Effort and Consistency of Interest (Ahmad Zain Fahmi)..... 36*

*An Action Research on the Beginner-Level Teaching of Harmonics in Flute Education (Aze Bölek, Ajda Şenol Sakin, Berna Coşkun Onan)* ..... *37*

*Exploring Older Teachers' Expectations and Concerns about Later-Life Roles through Participatory Research: A Possible Selves Perspective (Kübra Yenel)* ..... *38*

*Student-Oriented Analysis Production by Artificial Intelligence: The Case of ChatGPT (Halil Karadaş, Funda Uğurlu)* ..... *39*

*Exploring Digital Transformation in University Language Education: A Comparative Inquiry (Valerija Drozdova)* ..... *40*

*Job Shadowing in Non-Formal Education: Opportunities and Limitations for Adult Career Development and Decision-Making (Ieva Margevica Grinberga, Aija Kaleja)* ..... *41*

*Enhancing Students' Intercultural Communicative Competence Development in Higher Education Setting across Five European Countries (Ineta Luka)* ..... *42*

*Early-Stage Classroom Leadership in Microteaching: A Case Study of Pre-Service Music Teachers (İrem Avgın, Gülnihal Gül)* ..... *43*

*Examining Pre-service Music Teachers' Artificial Intelligence-Supported Lifelong Learning Experiences: A Qualitative Study (Melike Uzunkavak)* ..... *44*

*The Courses I Took at the Host University Taught Me a Lot about Quality Teaching (Gülten Koşar)* ..... *45*

*Designing AI-Mediated Lifelong Leadership Learning for Responsible Global Leadership: A Values-Anchored Identity Curriculum Architecture (Adam Pawliczek, Agnieszka RachwalMueller)* ..... *46*

*BESPOKE-PTP 2.0: Stakeholder-Calibrated Digital Pitch-Type Presentations as Evidence for Selected Employability-Relevant Competences (Adam Pawliczek)* ..... *47*

*Where Prevention Begins: Families and Adolescent Gender-Based Violence (Antonio Gonzalez Jimenez)* ..... *48*

*Women's Self-Confidence And Freedom to be Themselves as A Transformative Resource in Lifelong Learning (Anna Vintere)* ..... *49*

*Generative AI Use and Ethical Awareness: Insights from Learners' Perspectives (Lina Kankeviciene, Genute Gedviliene)* ..... *50*

*The Role of Artificial Intelligence in Second and Foreign Language Learning (Manana Kajaia)* ..... *51*

*Trends, Thematic Gaps, and Future Perspectives in Post-Pandemic Digital Education Literature (İbrahim Gökdaş, Ömer Cem Karacaoğlu, Abdulkadir Özkaya)* ..... *52*

*The Structure of Civic and Citizenship Education Training in Teacher Education: Evidence from ICCS 2022 (Gökhan Ilgaz)* ..... *53*

*The Necessity and Development Directions of Standards Education from a Life-Cycle Perspective: Focusing on the Articulation from Foundational Literacy Education to the Training of Standards Professionals (Byoungho Jun)* ..... *54*

*Investigation of the Disincentives to Primary School Teachers' Participation in Professional Development Activities in Europe Based on Gender and Education Level (İbrahim Coşkun)* ..... *55*

*Heritage Language Education and Cultural Resilience: the Case of Czech Minority Schools in Croatia (Jana Kočí, Andrea Preissová Krejčí)* ..... *56*

*From Ideas to Innovation: AI in Creating Early Learning Materials in Oman (İlyas Karadeniz)* ..... *57*

*The Relationship Between Individual and Social Responsibility Behaviors of University Students Participating in Social Responsibility Projects and Their Psychological Well-Being (Duygu Er)* ..... *58*

*A Value-Oriented Approach to Geometry Learning: An Examination of Tasks Designed by Mathematics Teachers (Zeynep Özaydın Gültekin, Çiğdem Arslan, Neslihan Demirci)* ..... *59*

*Employee Development as a Means of Motivating Them (Kamila Svobodova)..... 60*

*From Theory to Financial Literacy: Mitigating Behavioral Biases through Gamified Stock Market Simulations (Roman Dvorak, Jiri Fiser, Monika Hruzkova)..... 61*

*The Application of Experiential Learning through Simulation Games in Teaching University Students in Management and Economics Fields (Jindra Peterkova, Veronika Volfova, Stefan Kolumber, Nora Grisakova)..... 62*

*Bridging the Gap Between Educational Goals and Reality: Case Study of the EDULAM System in Vocational Higher Education (Renata Pavlickova, Martin Poledna, Roman Dvorak) ..... 63*

*Intergenerational Integration Practices from an Active Aging Perspective: A Mixed-Methods Analysis on the Existential Meaning-Making of Older Adults (Abdulmuttalip Akçay, Mehmet Şeren)..... 64*

*Self-Reported Attention Span and Educational Preferences among Czech Higher Education Students (Jiri Fiser, Martina Pavlackova)..... 65*

*From Self-Efficacy to Social Belonging: An Integrated Psychosocial Model of Sport Participation (Tayfun Kara)..... 66*

*Psychosocial Mechanisms of Recreational Sport Participation in University Students: A Systematic Review and Theoretical Integration (Tayfun Kara)..... 67*

*The Relationship Between Innovative Schools and Learning Agılity According to Teachers' Perspectives (Cemile Yaşa, Osman Titrek, Ayça Kaya)..... 68*

*The Relationship Between School Administrators' Toxic Behavior Levels and Teachers' Attitudes to Stay in School (Nermin Dingin, Osman Titrek, Ayça Kaya)..... 69*

*Reimagining Higher Education Systems Through Artificial Intelligence, Innovation, and Ethical Transformation in a Digital Era ..... 70*

*Developing Global Problem-Solving through Joint International Courses (Lior Naamati Schneider, Yael Catalan, Tomas Jelinek)..... 71*

*How Do Two Different GenAI Platforms Solve a Math Problem? (Emine Şendurur, Rezan Yılmaz) .. 72*

*Sustaining Education in Disaster Contexts: Perspectives of School Administrators and Teachers (Kübra Özdemir, Bünyamin Bavlı, Mustafa Sağdıç)..... 73*

*Metacognitive Creative Thinking Strategies (Tuba Acar Erdol)..... 74*

*Digital Innovation in Military Education and Logistics Training: AI, Multimedia and Microlearning in Adult Learning (Hana Malachova, Natalie Hanakova, Vaclav Pokluda)..... 75*

*Evaluation of AI-Assisted Assignment Production in Terms of Academic Integrity: Student Perspectives (Ayşegül Geldi)..... 76*

*Adaptation to Artificial Intelligence Technologies in Higher Education Institutions: A Mixed-Methods Study on Academic Staff (Gülenaz Selçuk, Kübra Yenel, Selhan Özbey, Süleyman Pirimov)..... 77*

*The New Face of Vocational Education: A Review of the Vocational Secondary School Framework Curriculum of the "Türkiye Century Education Model" (Gülçin Zeybek)..... 78*

*Unveiling the Knowledge Domains and Emerging Frontiers of Artificial Intelligence Addiction: A Global Bibliometric Perspective (Ayşegül Ayyıldız Asil, Abdurrahman Asil) ..... 79*

*Transformational Transformational Leadership and Teacher Well-being in Private Universities: Evidence from China (Zongchu Wang)……80*

*Exploratory Study on The Development of Transferable Literacy Skills in Adults 55+ in A Community Setting (Adela Bradea, Valentin Cosmin Blandul)..... 81*

*Women School Administrators' Experiences of Sustainable Leadership: A Qualitative Inquiry into Leadership Practices, Challenges, and Resilience (Gülenaz Selçuk, Ayşegül Asil, Osman Titrek)..... 82*

*Metaphoric Perceptions and Views of Pre-Service Teachers Regarding the Rote Learning Method in Education (Abdurrahman Asil, Ayşegül Ayyıldız Asil)* ..... *83*

*Examining the Relationships among Teachers' Growth Mindset, Instructional Self-Efficacy, Multicultural Classroom Self-Efficacy, and Progression-Based Learning through Structural Equation Modeling (Melike Özüdoğru)* ..... *84*

*The Adaptation of Continuous Traumatic Stress Response Scale into Turkish and the Examination of its Psychometric Properties (Tuğba Turgut, Berk Alioğlu, Mehmet Ali Gümüş)* ..... *85*

*Development of the Fear of Trust (Pistantrophobia) Scale in Athletes: A Validity and Reliability Study (Mehmet Metin)* ..... *86*

*Mindfulness as a Mediator of Teachers' Social and Emotional Skills: A Systematic Literature Review (Ivo Strante)* ..... *87*

*Programmed Adolescence: Artificial Intelligence (AI) Anxiety and Teenage Subjectivity in M. T. Anderson's Feed (Nadira Puskar Mustafic, Mirzana Pasic Kodric)* ..... *88*

*Mentor Support and the Development of Professional Identity: Novice Teachers' Perspectives (Agnese Saukuma, Ilze Mikelsone)* ..... *89*

*Artificial Intelligence in Graduate Adult Learning: Academics' Perspectives on Opportunities, Risks, and Ethics (Ayşe Gül Şeren, Hüseyin Kaygın)* ..... *90*

*Educational Leadership in the Age of AI: From AI-Supported Production to Teacher Professional Formation (Bing He)* ..... *91*

*When Artificial Intelligence becomes The New Instructor: AI Dependence and Epistemic Autonomy in Student-Centered Education (Ulkar Zalova Nuriyeva, Bakhtiyar Aliyev)* ..... *92*

*Teacher Emotions, Psychological Well-Being, and Job Satisfaction across Teaching Careers in Public-School Teachers (Ulkar Zalova Nuriyeva, Bakhtiyar Aliyev, Elnur Rustamov, Malak Allahverdiyeva, Tahmasib Abbasov, Rahila Mammadova)* ..... *93*

*Learning to Consume in a Changing World: Consumer Protection and Lifelong Consumer Education in Poland (Olena Kulykovets, Irena Ozimek, Alicja Fandrejewska Nowakowska, Joanna Paliszkiewicz)* ..... *94*

*Blended Learning in Distance Basic Education: A Systematic Literature Review (Agnese Gromova Kurena)* ..... *95*

*Examining the Effects of Playing Musical Instruments on Students' Spatial Thinking Skills, Learning Styles, and Creativity from a Neuroscientific Perspective (Mustafa Aydın Başar, Bengisu Koyuncu)*. *96*

*Social Studies Teacher Candidates' Views on Place Attachment (İlhan Turan)*.....***Hata! Yer işareti tanımlanmamış.***

*AI Literacy in Initial Teacher Education: Student Teachers' Preparedness for Generative AI in Latvia, the Czech Republic, Israel, and Slovakia ( Hasan Selcuk, Miroslava Černochová, Tomáš Jeřábek, Anat Cohen, Guy Cohen, Adi Yaakov Azaria, Patrik Voštinár)* ..... *98*

*Let's Take Action: A Philosophy for Children-Based Board Game Design for Sustainability Education (Güliz Şahin, Damla Erdoğan)* ..... *99*

*The Effect of Working Parents' Perceptions of School–Family Digital Communication Management on Parent–Child Communication (Sevilay Yılmaz, Osman Titrek)* ..... *100*

*Linking Theory with Practice through Project-Based Learning to Promote Entrepreneurial Spirit Among Students at Universities with an Economic Focus (Stefan Kolumber, Jindra Peterkova, Veronika Volfova, Petr Novak, Izabella Steinerowska-Streb)* ..... *101*

*Artificial Intelligence in Education: Opportunities and Challenges (Miron Ioan)* ..... *102*

*The Philosophical European Heritage of Theodor Adorno: On Aesthetic Reasoning-the Rehabilitation of the Non-Identical (Florentina Anca Curpas)* ..... *103*

*Making Art Accessible to People with Visual Impairments (Veronika Ruzickova, Krystof Coufal, Petra Jurkovicova, Veronika Vachalova)* ..... *104*

*Dystopian Cinema and Literature in Teaching Critical Thinking Skills (Ahmet Utku Özensoy)*..... *105*

*Wellness Application for Seniors in Urban Area (Naruemon Sirawong, Sumolnit Kerdnoonwong)*.. *106*

*The Effect of Pre-Service Teachers' Lifelong Learning Tendencies on e-Learning Readiness (Özgenur İskender Birgül, Mustafa Bayrakçı, İbrahim Limon)* ..... *107*

*The Effect of Caregiver Burden on Quality of Life in Informal Family Caregivers: A Meta-Analysis (Sıla Berkci, Mukaddes Örs)* ..... *……..108*

*Intelligent Tutoring Systems and Knowledge Tracing Models: A Software Engineering Approach to Adaptive Learning (Serafeim A. Triantafyllou, Ramazan Bulut)* ..... *109*

*Bridging the TAH Triad: A Transdisciplinary Competency Framework and Course Design for Higher Education and Vocational Training (Jan Beseda)* ..... *110*

*Intercultural Values and Student Relationships in Higher Education: Exploring the Role of Communication, Empathy, and Cultural Diversity (Maja Olovcic)*..... *111*

*Beyond Contact Hours: A Theoretical Model for Pedagogically Optimized Low-Intensity Turkish Courses (Şenel Gerçek)* ..... *112*

*Afraid to Miss Out, Unable to Look Away: Emotion Regulation Difficulties, Fear of Missing Out, and Binge Scrolling (Sümeyra Akkaya, Uğur Özhan)* ..... *113*

*The Poe Story Reading Experience: The Contribution of AI-Assisted English Texts to Students' Reading and Comprehension Process (İnci Taşar)*..... *114*

*Adult Basic Education as a Second- chance Pathway: A Comparative Policy Analyses of Latvia, Finland and Canada (Vivita Ponciusa, Ieva Margevica Grinberga)*..... *115*

*Individual and Organizational Well-Being from the Perspective of School Administrators (Aslı Ağıroğlu Bakır, Özden Ölmez Ceylan)* ..... *116*

*The Silent Echo of Digital Intimacy: Transparasocial Bonds with Artificial Intelligence and Their Relationship with Loneliness (Sümeyra Akkaya, Uğur Özhan)*..... *117*

*Pedagogical and Psychological Aspects of the Cloud University Model for Ensuring the Continuity of the Study Process in the Context of a Crisis (Tamara Pigozne)* ..... *118*

*Correlations between Values and Emotions in the Narrative of Educators' Life Stories (Arturs Medveckis)*..... *119*

*Understanding Giftedness in the Latvian Education System:Developments, Challenges and Future Directions (Indra Odina, Marika Melne)*..... *120*

*Suitability for Teacher Education: Developing and Testing a Self-Assessment Instrument for Prospective Applicants (Indra Odina, Antra Kalnina)*..... *121*

*Intercultural Assessment in Higher Education: Competencies and Digital Narratives (Rachida Dalouh, Veronica Cala, Antonio Gonzalez, Margarita Asencio)*..... *122*

*Leadership in the Digital Transformation Era: A Literature Rewiew on Higher Education Students (Senem Demirkıran, Gökmen Kantar)* ..... *123*

*An Examination of the Impact Levels of Employees' Job Satisfaction, Psychological Well-Being, and Job Performance According to Certain Demographic Characteristics and Recreational Activities (Zeki Akıncı, Lütfiye Uygunsoy Yılmaz, Ayşe Himmetoğlu)* ..... *124*

*Examining the Relationship Between Toxic Leadership and Productivity Among Healthcare Workers (Esra İlbeyi, Mukaddes Örs)* ..... *125*

*Digital Gambling as a Deviant Leisure Activity: An Examination of Impulsivity and Pathological Gambling Behavior (Süleyman Munuşturlular, Erdal Ozan Çelik, Müge Akyıldız Munuşturlular)*... *126*

*Perception of Employee Education as a Motivational Tool in Companies (Skrabal Jaroslav)..... 127*

*Comparative Analysis of Volatility and Regime Switching in Cryptocurrency and Equity Markets: Evidence from Bitcoin, BIST 100, and MSM 30 (Rukiye Samci Karadeniz)..... 128*

*The Corporation Has Changed: Education Has Not From Ownership to Access to Translation Advantage in the 21st-Century Corporation (Amnon Danzig)..... 129*

*Towards Sustainable Agriculture in Albania: A Review of Smart Farming Systems and Emerging Technologies (Eljona Zanaj, Edvina Cipi, Eva Cipi)..... 130*

*Evaluation of Charismatic Leadership Perceptions of Coaches of Athletes Serving In The Sport of Volleyball (Mertcan Kayatürk, Yahya Saruhan Turap, Hilal Çaputlu, Veli Onur Çelik)..... 131*

*Artificial Intelligence Attitudes, Trust, and Online Purchase Intention Evidence from Digital Consumers (Tuğçe Metin) ..... 132*

*Corporate Governance in Artificial Intelligence Transformation: A Conceptual Framework for the Integration of EGIT and AI Governance (Kübra Koç)..... 133*

*Entrepreneurial Education Landscape in the Baltic States: A Guideline for Thai Higher Education Institutions (Chutinon Putthiwanit)..... 134*

*From Proofreading to Pedagogical Mentoring: Supporting Doctoral Writers in Clinical Medicine (Veronika Glogarova) ..... 135*

*The Importance of ESG Activities in Building Consumer Loyalty and Trust in the Food Sector: Current Knowledge and Research Findings (Piotr Pietrzak) ..... 136*

*An Examination of Task Design and Revision Cycles in Graduate Mathematics Teacher Education: A Case of Tangram (Neslihan Demirci, Çiğdem Arslan, Zeynep Özaydın Gültekin*……137

*Reconstruction and Co-construction: A Bidirectional Generative Framework for AI and Intercultural Studies (*An Ran) ……..138

*Between Rules and Relationships: An AI-Assisted Bilingual Semantic Analysis of Trade and Intercultural Concepts (Xin-Yi Peng 1, An Ran 1, Jinpeng Wang)*……..139

*Opportunities and Challenges of Developing Self-Awareness, Awareness and Social Sensitivity Among Generation Z in Higher Education Practice (Monika Garai-Fodor)*…….140

*The Powerful Benefits of Lifelong Learning Institutes for Older Adults and their Host Institutions (A.Patricia Aguilera-Hermida)*……..141

*Multicultural Competence: A Key to Professional Excellence(Şenel Poyrazlı)*……*142*

*Lesson Learned on Lifelong Educational Management in University (Sumolnit Kerdnoonwong)*…..*143*

*Pre-Service Teachers' Perspectives on Digital Technologies for Creative Leadership in Higher Education (Ayşegül Asil Ayyıldız, Gülenaz Selçuk, Osman Titrek)*……*144*

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*Title: Generational characteristics and pedagogical responses: developing awareness and sustainability among Generation Z*

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*Title : Benefits of Lifelong Learning Institutes for Older Adults and their Host Institutions*

Dr. Xinyi Peng, Guangzhou City University of Technology, CHINA
*Title: Bilingual Semantic Space of Cross-Border Exchange: A Large Language Model- Based Study of Semantic Distance between Trade and Intercultural Concepts*

Amnon Danzig, Author & Strategist of MVSO, Czech Republic
*Title: Beyond Cultural Awareness: Turning Multicultural Complexity into Competitive Advantage*
*Multicultural leadership is often discussed through awareness, sensitivity, and communication*

Assoc. Prof.Dr. İbrahim Limon, MONE / TÜRKİYE
*Workshop Title : How Can we Prepare a Scientifc Paper ?*

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# Teacher Qualifications, Curriculum Change, and Implementation Problems in Effective Classroom Management According to Graduate Students' Views

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## Abstract

The aim of this study is to examine teacher qualifications in effective classroom management, the effects of teachers' communication skills on classroom management, and the problems encountered in the implementation of renewed curricula according to the views of non-thesis graduate students. The study was designed as a qualitative case study. Data were collected through document analysis of written assignments prepared by non-thesis graduate students enrolled in the "Effective Classroom Management" course in the Department of Curriculum and Instruction at a public university during the 2025–2026 academic year. The study group consisted of 15 students selected using criterion sampling. Content analysis was employed to analyze the data.

The findings revealed that students associated effective classroom management mainly with teachers' leadership, fairness and consistency, empathy, motivation, and professional competence. Teachers' communication skills were identified as the most critical factor facilitating classroom management, with empathetic communication, active listening, and constructive feedback emerging as prominent elements. Regarding the implementation of renewed curricula, insufficient lesson time, lack of in-service training, and inadequacies in instructional materials and digital infrastructure were identified as major problem areas. Overall, the results indicate that classroom management is a multidimensional process integrating teacher qualifications, communication practices, and implementation conditions. The findings are expected to contribute to teacher education, in-service training, and curriculum development processes.

**Keywords:** Effective classroom management, teacher qualifications, teacher communication, curriculum change, qualitative research

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# An Examination of Childhood Experiences Among High School Students in Terms of Various Variables*

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## Abstract

Childhood experiences play a critical role in individuals' psychological, emotional, and social development. Previous studies have shown that early life experiences significantly influence adolescents' well-being, adjustment, and developmental outcomes. Within this context, examining students' childhood experiences across different demographic and educational variables may provide important insights for understanding adolescent development. The aim of this study is to examine the childhood experiences of high school students in terms of various variables. The Childhood Experiences Scale was used in the research. The study was conducted on 570 high school students. 347 female students and 223 male students participated in the study. Students from three different types of high schools participated in the study. 118 students were from the ninth grade, 174 students from the tenth grade, 121 students from the eleventh grade, and 157 students from the twelfth grade.

The research employs a quantitative research method. The average age of the students is 15.7. There is no significant difference in the childhood experiences of the students according to the gender variable. There is a significant difference in the childhood experiences of the students according to the grade level variable between the ninth and tenth grade students. There is a significant difference in the childhood experiences of the students according to the type of high school, between the Anatolian high school students and the Science high school students. The research results are discussed within the scope of the literature.

**Keywords:** Childhood experiences, high school students, adolescence.

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# An Examination of JOMO (Joy of Missing Out) among University Students in Terms of Various Variables

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## Abstract

The aim of this study is to examine JOMO (Joy of Missing Out) levels among university students in terms of various variables. With the widespread use of digital technologies and social media, individuals increasingly experience pressure to stay constantly connected. In contrast to this tendency, JOMO has emerged as an alternative concept, referring to an individual's ability to consciously disengage from social activities, online content, or ongoing events without experiencing anxiety, and to feel satisfaction in doing so. This study was conducted using a quantitative research design. The study group consisted of university students studying at different universities in Türkiye. Data were collected using a Personal Information Form and a scale designed to measure JOMO levels. The collected data were analyzed in relation to variables such as gender, grade level, duration of social media use, perceived academic achievement, and psychological well-being.

The findings of this study are expected to contribute to the understanding of university students' digital well-being, extend the existing literature beyond FOMO-focused research by highlighting the concept of JOMO, and provide theoretical and practical implications for guidance and psychological counseling practices.

**Keywords:** Joy of missing out (JOMO), university students, social media use

*This study was supported by the TÜBİTAK 2224-A International Scientific Events Participation Support Program numbered 1919B022600326

# From Policy Principles to Everyday Practice: A Comparative Study of Family-Centered Early Childhood Intervention in Latvia, Portugal, and Italy

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## Abstract

This paper presents the final integrative stage of a comparative qualitative study on early childhood intervention (ECI), synthesising empirical evidence from three European contexts: Latvia, Portugal, and Italy. The paper brings together data from semi-structured interviews with professionals and parents, as well as structured observations of early intervention practices, collected during empirical research phases in each country. The article adopts a comparative analytical perspective grounded in a shared coding framework developed across earlier publications of the study. All empirical materials were analysed using a common set of codes reflecting family-centred practice, parental participation, transdisciplinary collaboration, and the use of children's natural contexts. This analytical strategy enabled systematic comparison across national contexts despite differences in service organisation, policy maturity, and professional traditions. Portugal and Italy were selected as comparative cases due to their advanced early childhood intervention system and long-standing inclusive education practices, respectively. Latvia, by contrast, represents a system currently undergoing structural development and reform.

The comparative analysis reveals not only cross-national differences in service delivery models, but also deeper contrasts in how parental roles, professional authority, and everyday contexts are conceptualised within intervention practices. By integrating interview and observational data across three countries through a unified coding structure, this article offers a practice-oriented synthesis of how family-centred early intervention principles are shaped by systemic, cultural, and institutional conditions. The findings provide critical insights for researchers, policymakers, and practitioners seeking to strengthen early intervention systems through context-sensitive and relationally grounded approaches.

**Keywords:** Early childhood intervention, family-centered practice, comparative qualitative research, transdisciplinary collaboration,

# Sustainable Practices in the Education of Syrian Refugee Women

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## Abstract

In Türkiye, it is necessary to develop forward-looking and sustainable education policies to enable Syrian refugees to live better lives. Education helps refugees, migrants, or asylum seekers adapt to the culture and social environment of their new country and reduces the impact of negative experiences they have had. Barriers to education faced by refugee women and girls include early marriage, caregiving responsibilities, language barriers, economic deprivation, gender-based violence, and ethnic-cultural differences. The aim of this research is to examine sustainable educational practices in Turkey to help Syrian refugee women adapt to Turkish culture and social life. This research was designed using a qualitative research design and an ethnographic research model. The study group consisted of 32 Syrian refugee women living within the borders of Rize province in 2025. The study group was determined using the criterion sampling method, a type of purposeful sampling. The primary criterion for participation was illiteracy. Another criterion was receiving education through non-governmental organizations. A further criterion was attending private courses at their own expense. Participation in Turkish language courses at Public Education Centers was also a requirement for inclusion in the study. The study also includes refugee women whose enrollment has been cancelled from primary, secondary, high school, or university levels. Furthermore, women continuing their education through distance learning or who have dropped out of school are also included. Data was collected through participant observation and semi-structured interviews. A computer-assisted qualitative data analysis program was used for audio transcription and analysis. Data collected through semi-structured interview questions were analyzed using thematic content analysis techniques. The results of the study reveal that language barriers persist due to the inability of refugee women to adapt to the society in which they live, and that women who have difficulty communicating in Turkish communicate through their children. The high number of children among refugee women, due to their cultural predispositions, hinders their integration into society and participation in education. Furthermore, the education process is perceived as lengthy by younger women. The results also indicate that participants understand that social integration is only possible through education. Syrian refugee women express that they face socioeconomic difficulties and desire more equal access to education. They express a desire to have the same opportunities as Turkish citizens through education. The results reveal that Syrian refugee women understand the importance of education, see that their integration into society is only possible with increased access to education, and believe that the Republic of Turkey should support Syrian refugee women's access to education. Knowing what sustainable practices exist in the education of Syrian refugee women in Turkey can empower and socialize refugee women through education, facilitate their harmonious lives within society, and thus prevent the emergence of potential social problems.

**Keywords:** Syrian refugee, women, access to education, lifelong learning, sustainability.

# The Role of Inclusive Education Experiences for Syrian Women Refugees in Turkey in Reducing Their Perceptions of Future Uncertainty

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## Abstract

The principle of social justice is central to contemporary education systems that aim for equal access to fundamental rights such as education, health, and housing for individuals. It would be incorrect to say that the principle of social justice is limited solely to racial discrimination. Social inequality arising from the violation of the principle of social justice manifests itself through gender, language, ethnicity, socioeconomic status, disability, and many other factors. Inclusive education aims to ensure that all individuals have access to a fair, accessible, and supportive learning environment in the face of these multifaceted structures. Intersectional factors affecting educational inclusion also encompass exclusion, discrimination, and inequalities of opportunity experienced by individuals based on their multiple identities. These intersectional factors directly impact individuals' access to education, learning experiences, and achievements. Educational inclusion functions as a pedagogical justice mechanism, particularly for students from immigrant, refugee, and disadvantaged groups. It is especially vital in the education of immigrants, asylum seekers, and refugees. This approach supports not only the achievements of individuals but also the construction of more just, equitable, and democratic societies.

This research focuses on the role of inclusive education experiences in reducing the perception of uncertainty about the future among Syrian women refugees in Turkey. To this end, the research was designed using a qualitative research design and a biographical narrative research model. The participants consisted of 10 Syrian women who had migrated to Turkey, selected using purposeful and snowball sampling methods. Participants were selected based on criteria such as being women aged 15-40 and having dropped out of education or being unable to continue to higher education. Data were collected through participant observation and semi-structured interviews conducted face-to-face. The data collected through semi-structured interview questions were analyzed using thematic content analysis techniques. The results of the research show that university education plays a significant role in the empowerment and autonomy of women. Inclusive education was also considered by refugee women to escape from Arab culture, religious oppression, and forced marriages. The study found that inclusive education plays a key role in reducing future uncertainties for Syrian female refugees, strengthening their self-confidence, enabling them to express themselves in interactions with members of the host community, and functioning as a tool for social integration.

**Keywords:** Syrian refugee, social justice, future anxiety, inclusive education.

# Collaborative Problem Solving Motivation Scale: A Scale Development Study based on Situated Expectancy-Value Theory

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## Abstract

Collaborative Problem Solving (CPS), a cornerstone of 21st-century competencies, is defined as the capacity of individuals to engage in a shared effort with two or more people, integrating knowledge, skills, and understanding to reach a solution. CPS skill represents a high-level competency area requiring the synthesis of social and cognitive processes. While existing literature predominantly evaluates CPS through performance-based metrics and cognitive interviews, there is a distinct lack of theory-driven instruments to measure the motivational mechanisms that trigger the manifestation of these skills. Students' willingness to apply these skills, their cost perceptions, and the value they assign to the skill directly impact the quality of learning processes. Therefore, this study aims to develop a valid and reliable measurement tool within the framework of the Situated Expectancy-Value Theory (SEVT) to determine the CPS motivations of university students. The research process consisted of three primary phases. In the first phase, a 69-item pool was generated by synthesizing the core dimensions of SEVT (expectancy, intrinsic value, utility value, and cost) with the CPS skill classification of the ATC21s project. This draft was submitted for expert review (n=5 specialists in assessment, motivation, and CPS) and refined through cognitive interviews with 21 university students (8 females, 13 males) regarding item clarity and comprehensibility. In the second phase, an Exploratory Factor Analysis (EFA) was conducted with a study group of 518 participants (initially 623). Following data cleaning—including attention checks and outlier analysis—the scale was reduced to 33 items across four sub-dimensions. In the third phase, the 33-item form was administered to 656 participants; after rigorous data cleaning (attention checks and univariate/multivariate outlier analysis), a Confirmatory Factor Analysis (CFA) was performed with a final sample of 499 participants. CFA results confirmed that the four-factor structure consisting of 33 items exhibited an excellent fit to the data: ? 2 (489,N=499)=1107.80, p<.001; CFI=.954; TLI=.951; RMSEA=.050; SRMR=.054. Factor loadings ranged from .58 to .87, and internal consistency coefficients (McDonald's Omega) for sub-dimensions ranged between .85 and .91. Correlation analyses revealed that expectancy, interest, and utility values were positively interrelated, while cost perception was negatively correlated with these dimensions, demonstrating full alignment with the theoretical framework of SEVT. The Collaborative Problem Solving Motivation Scale (CPS-MS) developed in this study serves as a psychometrically validated instrument for measuring students' motivations regarding this critical skill area. The scale provides educators with an opportunity to understand students' barriers and drivers within collaborative processes, thereby enabling the more effective design of CPS skill training.

**Keywords:** Collaborative problem solving skill, motivation, Situated Expectancy-Value Theory, scale development, university students

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# The Relationship Between Athletic Identity, Goal Orientation, and Self-Confidence in Young Athletes: The Case of Sports High Schools

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## Abstract

The purpose of this study was to examine the relationships among athletic identity, goal orientation, and self-confidence levels of adolescent athletes attending sports high schools. The study was conducted using a quantitative research design within the framework of the relational survey model. The sample consisted of 279 student-athletes enrolled in sports high schools during the 2024–2025 academic year. Data were collected using the Task and Ego Orientation in Sport Questionnaire, the Athletic Identity Measurement Scale, and the Adolescent Self-Confidence Scale. Since the normality assumption was not met, non-parametric statistical methods were employed, and Spearman's rank-order correlation analysis was used to determine the relationships among the variables. The findings indicated that goal orientation levels of student-athletes did not differ significantly according to demographic variables, whereas athletic identity levels showed significant differences based on age and grade level. In addition, self-confidence levels differed significantly according to grade level and duration of sport experience. The results of the correlation analyses revealed positive and significant relationships between athletic identity and goal orientation, athletic identity and self-confidence, and goal orientation and self-confidence. The strongest relationship was found between goal orientation and self-confidence. In conclusion, strengthening athletic identity and goal orientation plays a critical role in the development of self-confidence among adolescent athletes attending sports high schools. In this context, it is recommended that educational programs implemented in sports high schools incorporate psychological skills training that focuses on goal-setting skills, process-oriented motivation, and the development of a positive self-concept. The findings of this study are expected to contribute significantly to practices aimed at supporting the athletic and personal development of young athletes, as well as to future research in this field.

**Keywords:** Athletic identity, goal orientation, self-confidence, sports high school, adolescent athletes

# The Effects of Incline Sprint Training on Maximal Power and Acceleration Performance in Soccer Players

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**Abstract**

The purpose of this study was to examine the effects of inclined sprint training, an innovative method for performance development, on speed characteristics and physiological recovery in 24 volunteer amateur soccer players aged between 19 and 27 years who were studying at a Faculty of Sport Sciences. Within the scope of the study, participants' demographic characteristics were recorded, and the following assessments were conducted: flexibility (Sit-and-Reach test), vertical jump test, standing long jump test, 10 m, 20 m, and 30 m sprint tests, the Yo-Yo Intermittent Recovery Test, and post-sprint blood lactate levels. In addition, the time course and rate of return of heart rate to resting levels following sprint exercise were evaluated. All measurements were performed twice using a pre-test–post-test research design, before and after the inclined sprint training program. The obtained data were analyzed using the SPSS 22.0 statistical software package. The findings indicated that inclined sprint running made a statistically significant contribution to the development of certain physical and physiological characteristics of the soccer players. Significant differences were observed in jump performance, standing long jump, 10 m and 20 m sprint performance, and Yo-Yo Intermittent Recovery Test results ($p<0.05$). Furthermore, it was observed that the time required for heart rate to return to normal after sprint exercise was shorter in the later weeks of the training program compared to the first week. In conclusion, inclined sprint training performed once per week can be considered an effective and practical training method for improving speed performance and physiological recovery capacity in amateur soccer players.

**Keywords:** Inclined sprint training, soccer, speed performance, physiological recovery

# An Examination of Teacher Candidates' Attitudes Toward Artificial Intelligence, Their Usage Scenarios, and Their Critical Approaches

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## Abstract

This research is a descriptive study conducted to reveal teacher candidates' use cases and critical approaches to artificial intelligence. The study group, comprising teacher candidates from three universities, includes students enrolled in the mathematics, preschool education, and social studies education departments. Two different tools were used as data collection instruments in the study: the "General Attitude Scale Towards Artificial Intelligence (GAAIS)" developed by Schepman and Rodway and adapted into Turkish, and the "Artificial Intelligence Use and Critical Inquiry Questionnaire" developed by the researchers to determine teacher candidates' use of artificial intelligence and critical approaches. The research findings show that teacher candidates have a high degree of positive attitudes toward artificial intelligence and moderate negative attitudes. The vast majority of candidates use artificial intelligence at a moderate to high frequency, with ChatGPT emerging as the most frequently preferred software. The primary uses of artificial intelligence are defined as preparing academic assignments, making presentations, and conducting research; its fundamental benefits are perceived as quick access to information, simplifying life, and saving time. In the context of a critical approach, the majority of candidates have a moderate level of trust in artificial intelligence and are aware that its use carries ethical risks. Participants tend to question the answers they receive from artificial intelligence by comparing them with different sources and position this technology as a supporting reference rather than a direct guide in the decision-making process. As a result of the clustering analysis, teacher candidates were classified into five different profiles: those who use artificial intelligence as a cautious reference, those who are results-oriented and verify, experts who manage ethical risks, critical observers with high questioning skills, and those who have high trust and low questioning.

**Keywords:** Artificial intelligence, teacher candidate, attitude, critical approach

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# The Impact of an AI-Supported Writing Cycle on Pre-Service Teachers' Writing Processes and Metacognitive Awareness

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## Abstract

The purpose of this study is to examine the impact of an AI-supported writing cycle on pre-service teachers' writing processes and metacognitive awareness. Rather than focusing solely on written products, the study adopts a process-oriented perspective that emphasizes planning, drafting, revising, and rewriting stages of writing. Within this framework, the research aims to explore how pre-service teachers experience AI-supported writing and how this experience shapes their awareness of their own writing processes and authorial decision-making. The study will be conducted within a qualitative research paradigm and designed according to a phenomenological approach. The participants will consist of pre-service teachers enrolled in the course Digital Authorship and Text Design with Artificial Intelligence at a faculty of education in a public university. Data will be collected through structured, portfolio-based writing tasks implemented throughout the course. These portfolios will include AI-generated initial drafts, student-revised final texts, and explicit before–after comparisons that make students' interventions visible. In addition, reflective evaluation texts written by the participants will be used to capture their metacognitive reflections on the writing process, ethical considerations, and pedagogical implications. The collected qualitative data will be analyzed using thematic analysis. The analysis will focus on themes related to metacognitive regulation in writing, perceptions of authorial control, prompt design strategies, rationales for intervening in or preserving AI-generated text, and reflections on academic integrity and ethical responsibility. Through this analytical process, the study is expected to provide insights into how an AI-supported writing cycle structures pre-service teachers' writing processes and fosters metacognitive awareness. The findings are anticipated to contribute to discussions on AI-assisted writing pedagogy and to offer pedagogical implications for writing instruction and teacher education in digitally mediated learning environments.

**Keywords:** Artificial intelligence–supported writing, writing process, metacognitive awareness, digital authorship, pre-service teacher education

# Parents of Gifted Children's Perspectives on Their Children's Social-Emotional Skills

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2

## Abstract

The purpose of this study is to examine in depth the views of parents of gifted children regarding their children's social and emotional skills. Today, the development of gifted individuals is not seen as limited to academic achievement; it is emphasized that social-emotional skills such as establishing social relationships, recognizing and managing emotions, and developing healthy communication with peers also play a critical role in holistic development. In this context, the experiences and perceptions of families, as the individuals who observe their children most closely, constitute an important source of data for understanding the social-emotional development of gifted children. The research was conducted using case study design, one of the qualitative research methods. The study group consisted of 15 parents of gifted children attending Science and Art Centers (BİLSEM) in the 2025–2026 academic year, selected through purposive sampling. Data was collected through face-to-face interviews using a semi-structured interview form developed by the researcher. The interviews lasted an average of 20–30 minutes; audio recording or note-taking methods were used depending on the participants' preference. The data obtained were analyzed using descriptive analysis methods; findings were supported by themes, sub-themes, and direct quotations. The research findings show that parents' observations regarding their children's social-emotional development have a multidimensional structure. Parents stated that their children sometimes displayed assertiveness, empathy, and high communication skills in their social relationships; however, they also frequently mentioned difficulties such as struggling with peer relationships, introversion, selective friendship, exposure to peer bullying, and emotional sensitivity. It was also emphasized that children experience intense emotional reactions, sometimes struggle to manage their emotions, and that this situation is reflected in their social relationships. A significant proportion of parents stated that they made individual efforts to support their children's social-emotional development; however, they were also aware of the need for professional support and guidance services. In conclusion, this study reveals that addressing the social and emotional development of gifted children from a family perspective contributes to a better understanding of the needs of these individuals. The findings are expected to guide the development of guidance services for families, the enhancement of educators' social-emotional awareness, and the planning of comprehensive support programs for gifted children.

**Keywords:** Gifted child, social-emotional skills, parental views, case study, qualitative research

# Special Education Teacher Candidates' Metaphorical Perceptions of the Concept of "Special Talent"

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## Abstract

Special talent is a multidimensional concept defined by individuals demonstrating advanced performance in cognitive, academic, artistic, or leadership areas compared to their peers. How teacher candidates interpret the concept of special talent, the associations and mental representations they connect it with, can directly influence their attitudes and approaches toward the education of gifted individuals. In this context, revealing the meanings that teacher candidates attach to the concept of giftedness is important in terms of assessing awareness and professional preparedness regarding the education of gifted individuals. The purpose of this study is to examine special education teacher candidates' perceptions of the concept of "giftedness" through metaphors. The research was conducted based on the phenomenology approach, one of the qualitative research designs. The study group consisted of teacher candidates enrolled in the special education teacher training program at a state university. The research data were obtained by having the participants complete the statement "Special talent is ... because ...". The data obtained were analyzed using content analysis. The research findings show that teacher candidates' perceptions of the concept of "special talent" are not one-dimensional but vary around different themes. The metaphors obtained reveal that teacher candidates perceive special talent not as a one-dimensional feature but as a multidimensional and complex structure. This situation shows that the concept of special talent evokes different meanings and associations in the minds of teacher candidates. The metaphors were grouped under specific conceptual categories based on their common characteristics as a result of content analysis. The categories created reveal that teacher candidates mostly evaluate special talent as a potential possessed by the individual, a characteristic that needs to be properly directed, and a sensitive structure. However, it was determined that some metaphors address special talent as a situation that brings with it responsibility and burden. This finding shows that teacher candidates perceive special talent not only as a positive characteristic but also as a phenomenon that requires a careful education process. The findings reveal the need for special talent and the education of the gifted to be addressed in a more systematic and application-based manner in special education teacher training programs. Identifying teacher candidates' conceptual perceptions at an early stage can guide the teaching content to be developed in subsequent educational processes. The findings were discussed within the framework of the literature, and recommendations were made.

**Keywords:** Special talent, special education, teacher candidate, metaphor

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# Thematic Synthesis of Parental Experiences Related to the Employment of Individuals with Intellectual Disabilities

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## Abstract

Parents' perceptions and experiences during the transition from school to employment for individuals with intellectual disabilities are among the fundamental factors that shape the direction of this process. This study aimed to examine the findings of qualitative research focusing on parental perspectives within a holistic framework using thematic synthesis. Following a systematic review conducted in accordance with the PRISMA guidelines, studies addressing parental experiences through qualitative data were included in the thematic synthesis. Data were analyzed through the thematic synthesis process, which includes line-by-line coding of qualitative findings, grouping codes under descriptive themes, and constructing analytical themes In line with the literature, parents' experiences regarding their children's transition to employment can be addressed around interrelated themes such as expectations, systemic limitations, uncertainty and anxiety, protective parenting attitudes, the role of supportive social networks, and the impact of structured transition programs.

Within this context, it is evaluated that current transition planning and employment support systems do not always adequately meet parents' positive expectations regarding employment, which may pave the way for parents to adopt more cautious and protective attitudes. Nevertheless, structured programs and robust social support networks stand out as having a supportive role in the employment process by positively influencing parents' perceptions. In conclusion, this thematic synthesis study is expected to contribute to the consideration of families not only as supportive but also as guiding actors in the employment processes of individuals with intellectual disabilities. The findings are anticipated to shed light on practices aimed at addressing transition processes with a family centered approach, considering the cultural context, and developing sustainable and holistic support mechanisms.

**Keywords:** Intellectual disability, employment, parental experiences, thematic synthesis

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# Digital-Age Early Literacy Development: Family Literacy Practices, Social Support, Digital Literacy, and Parental Support for Children's Drawing Skills

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**Abstract**

Early childhood is a critical developmental period during which foundational language, cognitive, and socio-emotional skills are established. Early literacy competencies developed in this stage play a decisive role in later academic achievement, learning motivation, and lifelong learning habits. In the digital age, children's early literacy experiences are increasingly shaped by technology-rich environments, rendering family literacy practices, parental guidance, and social support systems particularly influential. This study examines the combined effects of family literacy practices, perceived social support, digital literacy, and parental support for children's drawing skills on early literacy development. The study adopts a quantitative correlational research design and involves approximately 300 parents of children aged 3–6 years selected through convenience sampling.

Data are gathered using a demographic information form and validated measurement tools assessing the home early literacy environment, parental competence in fostering a reading culture, perceived social support, digital literacy, and parental support for children's drawing skills. Data analyses are conducted using SPSS software. Descriptive statistics summarize participant characteristics, while Pearson correlation and multiple regression analyses examine the relationships among the study variables and their predictive contributions to early literacy outcomes. By addressing multiple interrelated factors within the family ecology, this study contributes to the early literacy literature by identifying modifiable family-based and digital-context variables. The findings offer implications for family-centered early literacy interventions, the development of developmentally appropriate digital practices, and evidence-based early childhood education policies in the digital era**.**

**Keywords:** Early literacy; home literacy environment; family literacy; digital literacy; parental involvement

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# The Mediating Role of Mental Health in Digital Loneliness and Motivational Persistence of Female University Students

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## Abstract

Digital technologies reshape social interaction among university students, offering new opportunities for connection. However, they also increase the risk of digital loneliness. Therefore, understanding how digital loneliness relates to motivation and psychological well-being is particularly important for female students who may experience difficulties in an academic context. This study focused on the mediating role of mental health in the relationship between digital loneliness and motivational persistence among female undergraduate students. To this end, a predictive correlational model was used in the study. Correlational studies are research models aimed at determining the existence of co-variation between two or more variables. The sample consisted of 173 female undergraduate students enrolled at a state university in Turkey during the 2024-2025 academic year and selected through purposive sampling. Data were collected using the Digital Loneliness Scale, the Mental Health Continuum Short Form, and the Motivational Persistence Scale. Prior to analysis, missing values and outliers were examined, and normality assumptions were met. To test the basic model of the study, a regression-based mediation analysis was conducted to reveal the indirect effects between variables.

In this context, Hayes' process models were utilized, and the bootstrap method based on a 95% confidence interval was used to assess the statistical significance of the mediation paths. The analyses showed that digital loneliness is negatively related to mental health. Mental health was found to play a mediating role in the relationship between digital loneliness and motivational steadfastness.

**Keywords:** Digital loneliness; mental health; motivational persistence; female university students; mediation analysis

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# From Theory to Practice: Prospective Mathematics Teachers' Conceptualizations of Realistic Mathematics Education in Lesson Planning

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## Abstract

Realistic Mathematics Education (RME) is an instructional approach that supports students' mathematical thinking and conceptual learning by structuring mathematics through real-life contexts. This study aimed to determine the readiness of prospective mathematics teachers regarding lesson planning, to examine how they conceptualize RME after a learning process in which they gain lesson planning experience, and how they reflect these conceptualizations in their lesson plans. The research was conducted using a case study design, one of the qualitative research methods, with 20 prospective teachers enrolled in the "Elementary Mathematics Education" undergraduate program at a public university. Over the course of one semester, prospective teachers who participated in the course "Lesson Planning and Practices in Mathematics Teaching" were asked, during the final week of the course, to prepare a lesson plan adopting the RME approach. The data was analyzed using "Content Analysis" method. The themes that emerged from the analysis were "Contextuality / Real Life", "Student Activity and Discovery", "Mathematization and Modeling" and "Teacher Role (Guidance)."

The study revealed that a large proportion of prospective mathematics teachers, who constituted the working group of the current research, lacked sufficient experience in lesson planning. All prospective teachers emphasized that the primary determinant for a lesson plan to be consistent with the principles of RME is the use of "real-life contexts". A holistic evaluation of the findings shows that when prospective teachers engage in practice-based processes such as lesson planning, they can reflect the deeper and more complex components of RME in their lesson plans, even if they are unaware of it. This highlights the importance of structuring teacher education programs, particularly teaching courses, around practice-oriented processes such as lesson planning, microteaching, and lesson plan analysis.

**Keywords:** Realistic mathematics education; prospective mathematics teachers; lesson plan

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# Feeling Supported in Both Success and Failure: The Meaning of Being a Team and the Experience of Safe Sport Among Women Football Players

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## Abstract

This study aims to examine the meanings young women football players attribute to being a team from a safe sport perspective. The research was designed using qualitative methods, and in-depth individual interviews were conducted with 10 women football players selected through criterion sampling. The data were analyzed using reflexive thematic analysis.

Findings were organized under three main themes. The first theme, "Feeling Like a Family: Belonging and Being Valued," showed that athletes do not perceive the team merely as a performance setting limited to the field. For participants, building emotional bonds outside the field, socializing, feeling valued both on and off the field, and supporting one another during difficult moments constituted the primary meanings of being a team. The second theme, "Safe Relational Climate: Open communication, being listened to, and being recognized," revealed that athletes perceived an accessible and supportive communication environment with both teammates and coaches. Recognition of their efforts and consideration of their opinions were key elements of a positive team culture that enhanced their well-being. The third theme, "The Coach as the Builder of Safe Sport," indicated that the coach's listening, supportive, and motivating approach played a decisive role in athletes feeling psychologically safe within the team. The findings also showed that the absence of an authoritarian coaching style and the presence of a woman coach were particularly important in shaping young women athletes' safe sport experiences.

In conclusion, supportive relationships with teammates and coaches, along with interactions extending beyond performance-focused contexts both on and off the field, emerged as central components in the construction of safe sport.

**Keywords:** Women's football, team belonging, coach–athlete relationship, safe sport

# The Role of Problematic Digital Media Use on Peer Bullying in the Preschool Period

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## Abstract

This study aimed to examine the role of unconscious, uncontrolled, and problematic digital media use among preschool children in peer bullying and victimization. This study aimed to reveal the relationship between problematic technology use in early childhood and bullying and victimization behaviors in peer relationships. This study used a relational survey model, which is a quantitative research method. The study group consisted of children aged 5–6 years who were attending preschool education. Data was collected using the Personal Information Form, Problematic Media Use Scale, and Preschool Peer Bullying Scale (Teacher Form).

The data collection process is ongoing. Based on the findings, this study aims to reveal the relationship between problematic digital media use and the levels of peer bullying and victimization in the preschool period. The analyses will determine whether there are significant differences in bullying and victimization behaviors as the level of problematic digital media use increases. The findings of this study are expected to provide significant insights into the effects of digital media use on peer relationships during early childhood.

The results of this study are expected to contribute to the literature on the effects of problematic digital media use on peer bullying and victimization during the preschool period. It is believed that the findings will reveal the importance of regulating digital media usage habits during early childhood in terms of the quality of peer relationships. The results are anticipated to contribute to awareness-raising activities for parents and educators, as well as the development of preventive intervention programs. Furthermore, this study may provide a scientific basis for creating policies and educational programs aimed at healthy digital media use from an early age.

**Keywords:** Problematic digital media use, peer bullying, preschool period

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# A Qualitative Dyadic Analysis of Sharenting in the Context of Giftedness

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## Abstract

With the increasing use of social media by parents, sharenting has become a central issue in digital parenting. However, the dynamics of this behavior in the context of giftedness remain largely unexplored. This study adopts a qualitative dyadic approach to examine how mothers of gifted children and their children experience and understand maternal online sharing practices, as well as the similarities and differences that emerge within mother–child dyads.

Participants are recruited through purposive sampling from gifted education programs. The study aims to include at least five mother–child dyads. At the current stage, separate semi-structured interviews have been completed with two mother–daughter dyads. The participating children were 11 and 13 years old, and their mothers were 41 and 45 years old. The interviews explored mothers' motivations for sharing, children's perceptions of these practices, and the meanings, expectations, privacy boundaries, and consent processes associated with sharenting. The data were examined using thematic and dyadic analysis by comparing the perspectives of mothers and children within each pair.

Preliminary findings revealed three emerging themes. First, sharenting was sometimes understood as a shared mother–child effort through which achievement, pride, and family involvement were communicated. Second, although children generally appreciated positive attention to their achievements, online sharing could also create an expectation of continued achievement. Third, children did not necessarily reject sharenting but emphasized the importance of being consulted about the sharing of their photographs, achievements, projects, and digital identities. They also demonstrated awareness of the privacy and consent of peers appearing in shared content.

These preliminary findings suggest that sharenting in the context of giftedness is a relational and negotiated practice involving both shared pride and potential psychological pressure. The study highlights the importance of moving beyond parental self-reports and incorporating children's perspectives into research on digital parenting. Data collection and analysis are ongoing, and additional dyads will be recruited until thematic saturation is reached.

**Keywords:** Sharenting; gifted children; digital parenting; dyadic approach; digital privacy

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# AI Chatbots in Language Learning: A Systematic Review of Opportunities vs. Challenges*

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## Abstract

The rapid development of artificial intelligence has strongly influenced language education, especially through AI-powered chatbots that simulate conversation and provide automatic feedback. In the past ten years, many studies have examined the use of chatbots in language learning. However, the findings are spread across different contexts, language skills, and research methods. This study presents a systematic review of empirical research on AI-powered chatbots in language education published between 2015 and 2025. The review followed the PRISMA guidelines and included studies indexed in the Web of Science Core Collection and Scopus. Only peer-reviewed empirical articles written in English were selected. Studies that focused only on technical development without evaluating educational impact were excluded. After screening titles, abstracts, and full texts, the selected studies were coded based on categories such as targeted language skills, research design, participant characteristics, pedagogical purposes, learning outcomes, and reported challenges.

Many studies highlight benefits such as instant feedback, personalized interaction, and increased learner autonomy. Several studies also report higher learner motivation and engagement. However, the evidence about long-term improvement in language proficiency is not always consistent. Most studies use experimental or quasi-experimental designs, while long-term (longitudinal) studies are limited. Common challenges include limited understanding of context, inconsistent feedback quality, data privacy concerns, ethical issues, and weak integration into formal curricula. In conclusion, AI-powered chatbots have strong potential to increase language practice opportunities. However, more theory-based and long-term research is needed to better understand their effectiveness and how they can be effectively integrated into language education.

**Keywords:** AI chatbots; language learning; systematic review; educational technology

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# Grit and Academic Self-Efficacy among Indonesian University Students in Türkiye: The Differential Roles of Perseverance of Effort and Consistency of Interest

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## Abstract

This study examines the relationship between grit and academic self-efficacy among Indonesian university students studying in Türkiye. In international higher education contexts, students are required not only to demonstrate academic competence but also to adapt to unfamiliar cultural and institutional systems. Within this context, grit, defined as sustained perseverance and long-term goal commitment, may serve as an important non-cognitive resource supporting students' academic confidence. Adopting a quantitative, cross-sectional correlational design, the study was conducted with a sample of 356 Indonesian undergraduate and graduate students enrolled at multiple universities in Türkiye. Data were collected using validated instruments, namely the Short Grit Scale (Grit-S) and the College Academic Self-Efficacy Scale (CASES). The data were analyzed using descriptive statistics, Pearson correlation analysis, and simple linear regression techniques. The findings reveal a statistically significant and positive relationship between grit and academic self-efficacy. Total grit demonstrated a strong association with academic self-efficacy ($r = .659$) and significantly predicted students' academic confidence, explaining 43.4% of the variance ($R^2 = .434$). At the dimensional level, Consistency of Interest showed a slightly stronger association with academic self-efficacy than Perseverance of Effort, suggesting that sustained goal orientation may be particularly relevant in prolonged international study contexts.

These results indicate that perseverance-related tendencies and long-term motivational stability are meaningfully linked to students' beliefs in their academic capabilities. Overall, the study highlights the importance of non-cognitive psychological resources in international higher education settings, particularly within non-English-speaking contexts. The findings contribute empirical evidence from a non-Western international student population and offer practical implications for universities seeking to strengthen academic confidence, persistence, and sustained motivation among international students. Future research is encouraged to employ longitudinal and multi-method approaches to further clarify causal mechanisms and contextual influences underlying the grit and academic self-efficacy relationship.

**Keywords:** Grit; perseverance of effort; consistency of interest; academic self-efficacy; Indonesian students; international students; Türkiye

# An Action Research on the Beginner-Level Teaching of Harmonics in Flute Education

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## Abstract

Harmonics, briefly defined as producing different sounds from the same finger position, allow performers to create distinct tonal colours and are considered part of extended flute techniques. A review of the literature reveals that both scholarly research and resources prepared in the Turkish language on the instruction of harmonic technique remain notably limited. In contrast, most existing foreign sources are designed primarily for advanced students. As a result, students with no prior experience in extended flute techniques may exhibit a cautious or hesitant attitude toward harmonics. In response to these gaps, a practical module is planned to facilitate the beginner-level instruction of harmonic technique for flute students. The present study focuses on the development of the harmonics component of a practical module designed for four different extended techniques, conducted as part of a doctoral dissertation. Accordingly, this study aims to develop a Turkish-language instructional module designed for the beginner-level teaching of harmonic technique. The research was conducted at the Department of Music, Faculty of Fine Arts and Design, Safranbolu Fethi Toker, Karabuk University, employing an action research design. Throughout the research process, the researcher assumed the dual role of both practitioner and data collector. The study group consisted of participants selected through homogeneous sampling from students enrolled in flute courses across the 1st to 4th years, who shared similar characteristics regarding the absence of prior experience or readiness related to extended flute techniques. The data were collected through students' reflective journals, a teacher-researcher reflective journal, teacher observation forms, video recordings, and interviews conducted with the validity committee following each action plan. The data were analysed descriptively, and the content was organised in accordance with the research questions. Throughout the process, students demonstrated significant improvement in their ability to identify and perform the first, second, and third harmonics in musical notation. In addition, particularly regarding the high-pitched tones of the third harmonic, difficulties were observed in terms of embouchure, breath support, and maintaining finger position. Consequently, there was a need for auditory pre-training, visual feedback (use of a mirror), and the gradual restructuring of exercises. Accordingly, the researchers implemented the necessary revisions and finalised the module.

**Keywords:** Harmonic, action research, flute education, extended flute technique

* This study was financially supported as a Scientific Research Project by Bursa Uludağ University (Project Code: SDK-2025-2424).

# Exploring Older Teachers' Expectations and Concerns about Later-Life Roles through Participatory Research: A Possible Selves Perspective

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## Abstract

In the context of rapid technological change, artificial intelligence, and the growing emphasis on lifelong and adult learning, older teachers experience unique opportunities and challenges related to professional identity, competence, and continued participation in educational and social life. This study aims to explore older teachers' expectations and concerns regarding their current and future roles in later life through the lens of Possible Selves Theory (PST), using a participatory research approach. PST provides a valuable framework for understanding how individuals imagine, evaluate, and emotionally relate to their future selves, particularly in periods of transition. While PST has been widely applied in educational and youth-related research, its use with older adults, especially through participatory methodologies, remains limited. This study addresses this gap by actively involving older teachers as co-researchers in the research process and by foregrounding their lived experiences, voices, and agency. The research adopts a qualitative participatory design, combining phenomenological inquiry with participatory techniques. Older adults are not positioned merely as research subjects but as active contributors who collaboratively shape the research questions, data collection tools, and interpretation of findings. Data will be generated through participatory workshops, small group discussions, and reflective activities co-designed with participants. These activities aim to elicit narratives related to older adults' expected selves, feared selves, and valued selves in relation to social participation, wellbeing, lifelong learning, and community engagement. Purposeful criterion sampling will be used to include older teachers with diverse social, educational, and community participation backgrounds. Ethical considerations play a central role in the study, particularly with regard to informed consent, power relations, accessibility, and the creation of safe spaces for expression. Reflexivity and ongoing ethical dialogue with participants will be integrated throughout the research process. Data will be analysed using participatory thematic analysis, where preliminary themes are discussed, refined, and validated together with participants. This collaborative analytic process is intended to enhance trustworthiness, relevance, and social validity of the findings. Preliminary analytical dimensions are expected to include perceived competence and autonomy in later life, concerns related to social exclusion or loss of purpose, expectations about continued contribution to society, and structural barriers shaping older teachers' imagined futures. Beyond its empirical contribution, the study aims to generate practical and educational policy-relevant insights. By linking older adults' possible selves to institutional practices and policy frameworks, the research seeks to inform age-inclusive approaches in lifelong learning, community development, and educational policy. The participatory framework developed through this study is intended to serve as a transferable model for research, practice, and policy initiatives involving older adults and other groups in vulnerable or transitional life stages. Overall, this study demonstrates how participatory approaches can enrich the application of Possible Selves Theory in later-life research and contribute to more inclusive, ethically grounded, and impact-oriented knowledge production at the intersection of research, practice, and policy.

**Keywords:** Older teachers, participatory research, Possible Selves Theory, lifelong learning, digital transformation

# Student-Oriented Analysis Production by Artificial Intelligence: The Case of ChatGPT

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**Abstract**
This study aims to examine evaluation texts generated by ChatGPT for university students regarding the year 2025. The research treats the texts obtained by students through a standardized prompt as qualitative data and seeks to reveal how future-oriented life constructions are organized through thematic axes, narrative structures, and patterns of meaning. Rather than producing predictions about students' actual future experiences, the study focuses on the structural, thematic, and discursive characteristics of AI-generated year-based evaluation narratives constructed on the basis of student profiles. The significance of the study lies in its effort to make visible how generative artificial intelligence systems, particularly large language models, function in educational contexts not only as information providers but also as meaning-making, evaluative, and discourse-producing actors. In this respect, the research contributes to the literature on education and AI–human interaction by examining the thematic and discursive logic through which student-centered evaluation texts are produced. The study was designed within a qualitative research framework as a descriptive and interpretive inquiry. In the first stage, the data consisted of summary evaluation texts about 2025 generated by ChatGPT through a standardized prompting process. The analyzed dataset included 103 university students aged 18 and above enrolled in higher education institutions in Türkiye. Participants were drawn from one province in Northwestern Anatolia and one province in Southeastern Anatolia in order to descriptively examine whether ChatGPT-generated narratives display discursive consistency or contextual variation across different socio-cultural settings. Participation was voluntary, and confidentiality was preserved. Data were collected through an online form. Participants were asked to submit a standardized prompt to ChatGPT requesting a detailed and realistic narrative about their possible 2025 experiences under five predetermined themes: academic life, personal development, skill acquisition, self-regulation, and social relationships and responsibilities. They were then instructed to summarize ChatGPT's response under these same themes and transfer the resulting text into the online form. Demographic information was also collected. The textual data were analyzed through qualitative thematic content analysis. While the five main themes constituted the analytical framework, sub-themes, codes, and meaning patterns were developed inductively from the data. The findings indicate that personal development and self-regulation were the most prevalent themes, followed closely by academic life. Skill acquisition and social relationships/responsibilities appeared as more selective yet still distinctive thematic layers. In addition, the narratives commonly constructed a holistic future scenario in which academic demands, personal transformation, responsibility, and career preparation were interrelated within a coherent student life narrative.

**Keywords:** ChatGPT, university students, qualitative analysis, thematic content analysis, educational AI

# Exploring Digital Transformation in University Language Education: A Comparative Inquiry

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## Abstract

Digitalisation has become a central objective and ongoing challenge in higher education, particularly in the field of language teaching. Building on research in Technology-Enhanced Language Learning (TELL) and Computer-Assisted Language Learning (CALL), this study explores how digital technologies are used and perceived in university English for Specific Purposes (ESP) courses. Framed within Complex Dynamic Systems Theory (CDST), the study conceptualises ESP learning as a dynamic, multimodal process shaped by the interaction of learners, academic staff, digital tools, and learning environments. The aim of the research is to investigate university students' use of and attitudes toward digital devices, tools, and software for language learning and communication, both inside and outside the university lecture room, as well as their perceptions of academic staff practices. A quantitative descriptive survey design was employed. Data were collected through a structured online questionnaire administered to 176 undergraduate students from two higher education institutions in Latvia and Moldova. The questionnaire addressed patterns of digital device use, the frequency of specific digital tools and platforms, and students' perceptions of the pedagogical usefulness of digital technologies for language learning.

The findings indicate that mobile phones and laptops dominate students' digital practices, while other devices are used only marginally. Students frequently rely on widely accessible tools such as YouTube, PowerPoint, and Canva, whereas interactive, collaborative, and AI-based tools remain underutilised, particularly in institutional teaching practices. Although lecturers regularly use digital technologies for content delivery and communication, their engagement with interactive and innovative tools is comparatively limited. From a multimodal perspective, the results suggest that ESP learning already takes place in a complex digital environment; however, its pedagogical potential is not yet fully realised. The study concludes that while students demonstrate high digital readiness and positive attitudes toward technology-enhanced learning, greater pedagogical transparency, guidance, and integration of interactive and AI-supported tools are needed. These findings highlight the importance of viewing digitalisation in ESP teaching as a dynamic system requiring alignment between technological resources, pedagogical practices, and learner agency.

**Keywords:** Digitalisation, ESP, higher education, multimodality, Complex Dynamic Systems Theory, technology-enhanced language learning

# Job Shadowing in Non-Formal Education: Opportunities and Limitations for Adult Career Development and Decision-Making

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## Abstract

In the context of rapidly changing labor market demands, adult learners require experiential learning opportunities that support informed career decision-making and reduce the risk of educational mismatch and dropout. This study examines the effectiveness of a non-formal education program, Job Shadowing, designed to enhance adults' career awareness and self-assessment through structured workplace observation. A qualitative practice-based research design was employed to analyze the implementation and outcomes of the program. The intervention integrates mobile and stationary observation, guided self-observation, and career counselling tools, including instruments based on Holland's RIASEC model. Data were derived from participant reflections, feedback mechanisms, and program documentation, with a focus on identifying perceived benefits and implementation challenges. The findings indicate that participation in job shadowing contributes to increased awareness of labor market realities, improved self-assessment and career clarity, and the development of social and communication competencies. Additionally, the program facilitates the formation of professional networks and supports the development of critical thinking skills. However, the results also reveal structural limitations, including restricted access to placement opportunities and low employer engagement, which are influenced by insufficient policy support and limited institutional-industry collaboration.

The study contributes to the field of adult and non-formal education by demonstrating that job shadowing represents an effective and scalable approach to career-oriented learning. It highlights the importance of integrating experiential learning with structured reflection and career guidance. Implications for practice include strengthening partnerships between educational institutions and employers and developing supportive policy frameworks to ensure broader access to workplace-based learning opportunities.

**Keywords:** Job shadowing, non-formal education, adult professional development, career choice, RIASEC model, self-reflection, labor market requirements

# Enhancing Students' Intercultural Communicative Competence Development in Higher Education Setting across Five European Countries

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## Abstract

The global expansion of higher education, remote work, and multilingual collaboration underscores the need for sustained research on how intercultural communicative competence is developing in university settings. Culture and language are intrinsically linked, and both undergo continuous change. Language learning entails the development of cultural awareness, while language use further enables learners to interact with members of other cultures. The current research conducted in five EU countries – Latvia, Slovenia, Poland, Romania and Czechia, analyses the development of students' intercultural communicative competence applying content-based learning approach (CLIL), i.e., learning a language and at the same time acquiring cultural knowledge on the target country. The aim of the current research is to evaluate the development of students' intercultural communicative competence during the course implementation at HEIs in five EU countries. A comparative research design using mixed research methods has been applied to assess students' intercultural communicative competence development and detect factors impacting it. 229 students were surveyed applying a questionnaire form containing 21 Likert-scale questions after the course acquisition to evaluate the study course and the development of students' intercultural communicative competence. The data were analysed employing SPSS software – descriptive and inferential statistics tests (Kruskal-Wallis Test, Mann-Whitney Test, Spearman Correlation Test) were performed. Students positively evaluated the course with the means ranging from 3.5109 to 4.0480, mode=4.00. The average evaluation of their intercultural communicative competence was 3.4333. Concerning students' countries, significant differences were discovered in terms of cultural knowledge ($p=0.009$) with Slovenian respondents evaluating it lower than students from other countries. Significant differences were discovered in terms of students' prior education level, wherein students having vocational education background have evaluated the development of their language competence significantly lower than others, whereas those having a Master's degree have evaluated their language competence development significantly higher than other students ($p=0.013$). Students' study field also impacted the competence development. Students studying IT and economy have demonstrated lower level of acquisition of cultural knowledge than others, the results are statistically significant ($p=0.030$). Students studying IT have also consequently demonstrated lower levels of intercultural competence ($p=0.015$). However, the choice of the modules studied by the students did not show impact on the competence development. Additionally, nine semi-structured interviews with course teachers were conducted to assess the students' progress. Thematic analysis was applied to analyse the interview texts. Teachers reported development of students' intercultural communicative competence, while also noting challenges such as some tasks requiring language skills beyond students' level, unclear instructions for interactive activities, and limited participation in group discussions by some learners. According to the findings, students positively evaluated the course and admitted their competence development. In general, it may be concluded that by engaging students in educational, informative, vocation-oriented and creative course content it is possible to expand learners' cultural awareness and develop their language competence which in turn results in the development of learners' intercultural communicative competence. However, certain groups of learners require more assistance from the teacher's part.

**Keywords:** Cultural knowledge, communicative competence, intercultural competence, intercultural communicative competence, higher education institutions

# Early-Stage Classroom Leadership in Microteaching: A Case Study of Pre-Service Music Teachers

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## Abstract

The aim of this study is to examine the in-class leadership behaviors of pre-service music teachers in a multidimensional manner within the context of microteaching practices. The study seeks to answer the following research question: "What kind of structure do the in-class leadership behaviors of pre-service music teachers exhibit during microteaching practices?" The research was conducted using an exploratory case study design. The study group consists of 13 pre-service teachers. Data were collected using a classroom leadership observation rubric developed by the researchers, a peer evaluation form, and an open-ended self-reflection form.

Quantitative data were analyzed using descriptive statistics and correlation analyses, while qualitative data were analyzed through content analysis. The findings showed that pre- service teachers generally demonstrated high levels of classroom leadership behaviors, with the highest scores observed in Learning Climate Leadership and the lowest in Pedagogical Authority. Observer ratings were positively associated with the conceptually corresponding peer evaluation items, while the qualitative findings revealed that participants primarily defined leadership through communication, classroom management, and instructional guidance. The findings suggest that microteaching provides a functional learning environment for revealing and evaluating pre-service teachers' classroom leadership behaviors.

**Keywords:** Music teacher education, classroom leadership, leadership behaviors

# Examining Pre-service Music Teachers' Artificial Intelligence-Supported Lifelong Learning Experiences: A Qualitative Study

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## Abstract

The increasing prevalence of artificial intelligence technologies in education has led pre- service teachers to use these tools more frequently in both their individual learning processes and professional development. In this respect, artificial intelligence stands out in the lifelong learning process as a tool that facilitates access to information, supports content creation, and offers personalized learning opportunities. The literature indicates that studies on pre-service music teachers have mainly focused on artificial intelligence literacy, intention to use, and self-efficacy in technology integration, whereas studies examining the role of these tools in the lifelong learning process remain limited.

The aim of this study is to examine pre-service music teachers' experiences of using artificial intelligence as a lifelong learning tool. The study will be conducted based on a qualitative research approach using a phenomenological design. Data will be collected through a semi-structured interview form and analyzed through thematic analysis. The findings are expected to contribute to practices aimed at the conscious, critical, and ethical use of artificial intelligence in music teacher education programs**.**

**Keywords:** Artificial intelligence, lifelong learning, music education, pre-service music teachers, teacher education

# The Courses I Took at the Host University Taught Me a Lot about Quality Teaching

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## Abstract

Quality pre-service teacher (PST) education is an important precursor of quality teaching in the field. All constituents of PST education such as coursework, microteaching, and teaching practicum exert an impact on PSTs' readiness for beginning to teach. Another component of PST education, which could also play a pivotal role in preparing PSTs for the teaching profession, is study abroad programs in that PSTs' professional and personal growth could be stimulated by virtue of them. The influence of taking part in study abroad programs on pre-service teachers' intercultural awareness and language development has been explored in a plethora of research, yet research into investigating the effect of courses taken by pre-service teachers in the host university on their professional learning is required. Seeing this need, this exploratory research set out to examine four Turkish pre-service English teachers' viewpoints on the effect of the courses that they took in the host university and were not fully aligned with the courses they would have taken in the home university on the enhancement of their professional learning.

The findings obtained from in-depth interviews and the monthly reports written by the pre-service teachers about the home institution revealed the participants' strong contentions with regard to the substantial positive contribution of the courses they took in the host university to their knowledge of effective teaching. The findings also indicated the merit given by the participants to university teachers' instructional practices rather than one-to-one correspondence of course contents between the two universities. Because the present study investigated only four pre-service English teachers' viewpoints on the effect of the courses they took on the Erasmus+ program on their professional learning, the results cannot be generalized to other PST education contexts. This surfaces the need for more research into exploring PSTs' views about the influence of the courses they take in study abroad programs whose contents do not totally match those of the courses in the home institution on their preparedness for the teaching profession.

**Keywords:** Study abroad program; pre-service teachers; pre-service teacher professional learning; university teachers

# Designing AI-Mediated Lifelong Leadership Learning for Responsible Global Leadership: A Values-Anchored Identity Curriculum Architecture

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Abstract

This paper develops an AI-mediated lifelong leadership learning architecture for responsible global leadership (RGL), using Values-Anchored Identity (VAI) as its organising logic. Leadership education often treats responsibility as a set of competencies, although global leaders must act amid value pluralism, contested stakeholder claims and short-term performance pressure. Ethical fluency may therefore coexist with fragmented identity, weak moral coherence or responsible action that is not locally intelligible.

The paper presents a conceptual design study informed by design-based research, abductive synthesis and a structured scoping review protocol. It brings together responsible leadership, identity work, paradox theory, cultural intelligence, behavioural ethics, experiential learning and research on generative AI in education. The architecture is intended for executive education, postgraduate management programmes and organisational leadership development in culturally plural stakeholder systems; subsequent piloting is envisaged in one to three cohorts or partner organisations. Reliability and rigour: No empirical evaluation is reported. Current rigour rests on explicit design assumptions and construct boundaries; the planned empirical phase will add dual screening and coding, auditable decision trails, facilitator assessment and formal validation.

The current conceptual synthesis uses thematic synthesis and configurational mapping to organise the selected theoretical streams and derive provisional design principles, learning tasks, evidence indicators and ethical safeguards. Results: The study produces a five-strand VAI curriculum blueprint built around AI-enabled micro-cases, stakeholder role-play, decision-trail logging and reflective journalling. Suggestions: AI-supported leadership learning should combine diverse simulations, explicit values anchoring, human facilitation and organisational routines that protect long-term stakeholder responsibility.

**Keywords:** lifelong leadership learning; generative AI; responsible global leadership; values-anchored identity; scenario-based learning

# BESPOKE-PTP 2.0: Stakeholder-Calibrated Digital Pitch-Type Presentations as Evidence for Selected Employability-Relevant Competences

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## Abstract

This paper presents BESPOKE-PTP 2.0 as a potentially transferable design for using Digital Pitch-Type Presentations to document observable indicators of selected employability-relevant competences in lifelong business education. Although short digital presentations are common in business programmes, their assessment can overvalue fluency or slide design, rely on inconsistent standards across assessors, and leave little evidence of how students use feedback. Drawing on a design-oriented conceptual synthesis, the paper reinterprets selected artefacts from the Erasmus+ BESPOKE project through research on assessment for learning, feedback literacy, evaluative judgement, employability and responsible AI.

The proposed model is represented as a conceptual tree: contextual conditions and enabling arrangements support a bounded performance event; four connected design components organise the task, questioning, co-assessment and reflection; and immediate communicative qualities are distinguished from longer-term learning outcomes and portfolio evidence. An optional AI-supported practice loop is limited to rehearsal and reflection under conditions of consent, privacy, academic integrity and human verification. A single presentation is treated as bounded performance evidence, not as proof of employability or competence development. The paper offers a practical assessment architecture and a staged evidence plan for future piloting.

**Keywords:** Digital Pitch-Type Presentation, employability-relevant competences, stakeholder-calibrated assessment, feedback literacy, responsible AI.

# Where Prevention Begins: Families and Adolescent Gender-Based Violence

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## Abstract

Digital gender-based violence (DGBV) is an emerging form of aggression among adolescents, amplified by the pervasive use of digital technologies. Families are crucial in preventing DGBV, serving as primary spaces for socialization and guidance. This study explores how family dynamics—gender socialization, parenting styles, affective communication, and technological support—influence DGBV prevention in Spanish and British households. Through in-depth qualitative interviews with 18 families in both countries, the research examines cultural variations in parental mediation and adolescent perceptions of support.

Results show that democratic parenting—marked by dialogue, emotional support, and clear boundaries—enhances socioemotional skills and responsible digital behavior. Open communication builds trust, encouraging adolescents to share online risks, while active parental involvement protects against DGBV. English families favor structured digital rules and monitoring, whereas Spanish families prioritize emotional closeness. Conversely, authoritarian, permissive, or neglectful approaches, along with digital inequalities, reduce preventive effectiveness. Strengthening family digital literacy and culturally tailored interventions is essential to foster safer online environments through family, school, and community collaboration.

**Keywords:** Digital gender-based violence (DGBV); adolescence; families; parenting styles; gender socialization; digital literacy; parental mediation

# Women's Self-Confidence and Freedom to be Themselves as A Transformative Resource in Lifelong Learning

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## Abstract

Lifelong learning in modern society is increasingly understood as a transformative process that goes beyond the acquisition of knowledge and skills and includes the development of identity, self-confidence and agency. This study analyzes women's self-confidence and freedom to be themselves as essential resources for individual growth and social development, while exploring how these insights can be implemented in educational practice. The study is based on qualitative narrative analysis, drawing on the life experiences of 18 women, as well as theoretical insights from psychology, pedagogy, and adult education. The results indicate that self-concept is a dynamic, experience-based construct that is shaped by the interplay of social environment, relationships, education, and reflection. Empirical analysis identifies several interrelated factors in the development of self-confidence: the importance of early life experiences, the influence of supportive communities and relationships, and the transformative potential of education – especially non-formal education. Inner freedom and authenticity emerge as central elements that enable women to develop self-acceptance, autonomy and active participation in social and professional life.

The research findings reveal a developmental trajectory from individual experience to social impact: self-understanding - self-confidence - participation - leadership. This trajectory forms the conceptual basis for the Erasmus+ project GREEN START, which translates these insights into practice by empowering women with green, digital and community-building skills. The project addresses not only the skills gap, but also self-confidence as a prerequisite for learning motivation, participation and leadership. The article argues that women's self-confidence should be seen as both an outcome of education and a starting point for creating inclusive and empowering learning environments. By integrating psychological and pedagogical insights into practical initiatives, lifelong learning can more effectively empower women as active agents of change in society.

**Keywords:** Self-confidence, lifelong learning, empowerment, adult education, narrative analysis, social impact

# Generative AI Use and Ethical Awareness: Insights from Learners' Perspectives

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**Abstract**
The aim of the study is to identify the areas in which Lithuanian learners in different educational institutions (universities, colleges and vocational schools) use generative artificial intelligence (GenAI) tools, and to assess the relationship between these areas of use and learners' ethical awareness in the areas of plagiarism, privacy and disinformation. To achieve this goal, a literature review and an empirical quantitative study were conducted, in which 803 students from various educational institutions in Lithuania participated. The study examined the relationship between the use of GenAI for academic purposes and learners' ethical awareness. The results showed that the majority of respondents use GenAI mainly for information search and learning, and less for writing or scientific activities. A positive correlation was found between more active use of GenAI and a higher level of ethical awareness. Learners who use GenAI more actively are more likely to recognize the risks associated with these technologies – plagiarism, data privacy violations and disinformation. The strongest correlation was observed in the areas of research papers, feedback on written work, and writing work preparation.

Ethical awareness varies statistically significantly depending on the type of educational institution. The highest level of ethical awareness was observed among university students, and the lowest among respondents from vocational schools. In order to responsibly integrate GenAI integrations, it is important to systematically develop ethical awareness among learners at all levels of education. It is recommended to develop clear ethical guidelines and transparently apply them in the study process, develop a dialogue between educators and learners, while strengthening the role of teachers as mentors.

**Keywords**: Academic integrity; ethical awareness; generative artificial intelligence (GenAI); learners' perspectives.

# The Role of Artificial Intelligence in Second and Foreign Language Learning

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**Abstract**

In contemporary educational contexts, the integration of artificial intelligence (AI) has a significant impact on the theory and practice of second and foreign language learning. Technological advancements provide opportunities for personalized instruction, autonomous learning, and better assessment practices. This paper examines key aspects of AI applications in language education, analyzing their pedagogical potential and challenges. It aims to explore how artificial intelligence contributes to the effectiveness of language learning and the pedagogical changes it introduces. The methodology involves a critical review and conceptual analysis of recent academic literature on artificial intelligence in language education, drawing from international scholarly sources to identify current trends and theoretical perspectives.

Findings suggest that AI-based technologies, such as adaptive learning systems and chatbots, notably enhance learner-centered instruction and support autonomous language practice. However, the paper also addresses pedagogical and ethical concerns, including overdependence on technology and the evolving role of teachers. In conclusion, artificial intelligence is viewed as a valuable supportive tool in foreign language education when applied through thoughtful pedagogical strategies and a balanced approach, encouraging further investigation into future research directions.

**Keywords:** Artificial intelligence, foreign language learning, second language acquisition, educational technologies, autonomous learning.

# Trends, Thematic Gaps, and Future Perspectives in Post-Pandemic Digital Education Literature[1]

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## Abstract

The COVID-19 pandemic has led to profound changes in the functioning of global education systems, making online, distance, and digital education models a necessity. The aim of this research is to examine the reflections of the digital education process, which accelerated with the COVID-19 pandemic, in the academic literature using bibliometric analysis. The study analyzes the visibility and temporal distribution of digital learning concepts such as “online learning”, “e-learning”, and “distance education”, as well as pandemic-specific terms like “emergency remote teaching”. Data were obtained from international databases through the determined keywords and evaluated using the Bibliometrix tool.

The findings revealed that online learning and COVID-19 terms had the highest frequency; while themes such as student participation, teacher adaptation, gender equality, and digital access were emerging research areas. Furthermore, the study evaluated how digital education is addressed in the context of disaster, crisis, and inequality. The research identifies thematic gaps in the literature regarding the pedagogical, technological, and sociocultural dimensions of digital education and offers suggestions for future studies.

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**Keywords:** Digital education, emergency remote teaching, COVID-19, gender, digital access

[1] This study was presented as an oral presentation at the 12th International Conference on Lifelong Education and Leadership for All.

# The Structure of Civic and Citizenship Education Training in Teacher Education: Evidence from ICCS 2022

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## Abstract

The purpose of this study is to examine the relationship between the topics covered in pre-service and in-service training for teachers who teach Civic and Citizenship courses. These topics include “Human rights,” “Voting and elections,” “The global community and international organizations,” “The environment and environmental sustainability,” “Emigration and immigration,” “Equal opportunities for men and women,” “Citizens' rights and responsibilities,” “The constitution and political systems,” “Responsible Internet use,” “Critical and independent thinking,” “Conflict resolution,” “Global issues,” “Diversity and inclusiveness,” and “The European Union.” The research data were from the International Civic and Citizenship Education Study 2022. The study also included a teacher survey. Only teachers of civic and citizenship education were analysed.

The study analysed data from 9,250 teachers in Brazil, Bulgaria, Colombia, Croatia, Denmark, Estonia, France, Italy, Latvia, Lithuania, Malta, the Netherlands, Norway, Poland, Serbia, the Slovak Republic, Slovenia, Spain, Sweden, and Romania. Teachers were asked when they received training on these topics. Options were “Yes, during pre-service training,” “Yes, during in-service training,” “Yes, during both pre- and in-service training,” and “No.” A chi-square test was used to check significance, and all results were significant. A Cramer-V analysis measured the strength of the distribution.

According to the analysis results, the strongest relationship was between coverage of "Citizens' rights and responsibilities" and "The constitution and political systems" in teachers' training. In contrast, the relationship between coverage of "Voting and elections" and "Responsible Internet use" was the weakest.

**Keywords:** Teacher education; pre-service training; in-service training; civic and citizenship education

# The Necessity and Development Directions of Standards Education from a Life-Cycle Perspective: Focusing on the Articulation from Foundational Literacy Education to the Training of Standards Professionals

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## Abstract

Standards are a foundational mechanism for ensuring product and service safety, system interoperability, fair market transactions, and international compatibility. In the contemporary global economy, their strategic importance has expanded beyond technical coordination, as they increasingly shape market access, industrial competitiveness, and technological leadership. Despite this, standards education is still largely confined to narrow, occupation-specific training in engineering and technical fields, with limited attention to its broader public and developmental significance. This study reconceptualizes the necessity and development directions of standards education from a life-cycle perspective. It proposes that standards education should be understood as a continuous and articulated educational framework extending from early childhood through adulthood. Rather than treating standards as knowledge relevant only to specialists, the study argues that standards education must fulfill two connected functions: fostering foundational literacy for all learners and developing advanced professional competencies for specific industrial and policy roles. Using a theoretical review grounded in life-cycle theory and prior domestic and international research on standards education policy, the study presents a two-tier model of standards education composed of a universal literacy level and a professional competency level. It emphasizes the need for vertical articulation between these levels so that early awareness and basic understanding of standards can serve as the foundation for later higher education, vocational preparation, and professional training. The study concludes that a life-cycle approach to standards education can expand social understanding and acceptance of standards, improve their practical use, and create favorable conditions for systematically cultivating standards professionals. In turn, this contributes not only to educational development but also to corporate competitiveness and national industrial advancement in the global economic environment.

**Keywords:** Standards education, life-cycle perspective, foundational literacy education, professional competency education, vertically articulated education system

# Investigation of the Disincentives to Primary School Teachers' Participation in Professional Development Activities in Europe Based on Gender and Education Level

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## Abstract

This study aims to determine whether the disincentives to primary school teachers' participation in professional development activities within the framework of lifelong learning differ by gender and level of formal education. The study was a survey model, and the data were obtained from the Progress in International Reading Literacy Study (PIRLS) 2021. The analysis included data from teachers who responded to questions in the Teacher Questionnaire regarding “gender”, “highest level of formal education”, and factors hindering participation in professional development activities. In the analysis of the data, the Mann-Whitney U test and the Kruskal-Wallis test were applied to 2 x c tables, with a significance level of .05.

According to the research results, a significant difference in favour of female teachers was found in Croatia, France, Poland and Sweden regarding the cost factor, whilst in Turkey, a significant difference was found in favour of male teachers. Regarding the time conflict factor, a significant difference in favour of male teachers was identified in Portugal and Finland. As for the factor of content being deemed inappropriate, a significant difference in favour of male teachers was found in Norway and Finland. Concerning teachers’ educational levels, it was determined that in Croatia, teachers with a postgraduate qualification scored significantly higher than those with an undergraduate qualification on the cost factor; in Latvia and North Macedonia, on the perceived inappropriateness of content; in Portugal, on the cost factor; and in Slovenia, on both the cost and time conflict dimensions.

**Keywords:** Primary school teachers; professional development; disincentives, gender, academic achievement; level of formal education

# Heritage Language Education and Cultural Resilience: the Case of Czech Minority Schools in Croatia

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**Abstract**
This paper focuses on the role of heritage language education in maintaining the cultural resilience of minority communities, using the example of the Czech minority in Croatia. This community has been present in Croatia in significant numbers since the late 19th century and currently comprises just under 8,000 individuals. The study is based on an analysis of available statistical data, archival materials preserved in expatriate community archives, and findings from previous research. “Heritage language” is understood as the language of an immigrant-origin minority, primarily acquired within the family and community, which may also be further developed institutionally through schooling (cf. Li, Zhou, & Liu, 2026). The paper emphasizes the importance of institutional support for the language as a tool for stabilizing identity in a context where Czech is often no longer the mother tongue or the primary language of family communication. Within one of the minority education models (A, B, or C), more than 1,000 children in Croatia—from preschool to secondary level—receive education in Czech, including not only descendants of Czech settlers. Historically, education in the Czech language has represented a key means of protecting the minority against cultural assimilation and continues to play an important role in the reproduction of minority identity. Language is closely linked to the construction of identity: it carries collective memory and mediates values, traditions, and norms. The study shows that when the heritage language is no longer transmitted, cultural resilience is significantly weakened. Heritage language education is therefore not merely about language instruction, but about safeguarding minority identity.

The aim of the paper is to analyze how institutional support for the language (through minority schools) contributes to the reproduction of identity and the cultural resilience of the minority. Drawing on contemporary research, the paper further argues that a strong minority identity—also accepted by the majority—is not a source of social tension, but rather a stabilizing factor in a multicultural society. Using the example of the Czech minority in Croatia, it demonstrates that maintaining Czech identity occurs alongside the adoption of Croatian identity, resulting in natural bilingualism (or multilingualism), which current research understands as the norm and as a source of enrichment for both individuals and society.

**Keywords:** Heritage language education, identity, cultural resilience, Czech minority, Croatia

# From Ideas to Innovation: AI in Creating Early Learning Materials in Oman

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**Abstract**
The early years of education play a critical role in shaping children's understanding of scientific and mathematical concepts. In teacher education programs, particularly within courses such as *Creating Materials for the Use of Young Children*, preservice teachers are expected to design developmentally appropriate, engaging, and contextually relevant learning materials. This study presents an innovative instructional approach implemented in the *Methods of Teaching Science and Mathematics at Primary Levels* course in the Sultanate of Oman, focusing on the integration of artificial intelligence (AI) tools into the material development process.

The study adopts a qualitative case study design involving 24 preservice primary teachers enrolled at a national university. Participants engaged in a structured design process to develop hands-on science and mathematics materials addressing concepts such as measurement, patterns, classification, and basic scientific inquiry. Alongside low-cost, locally available resources, preservice teachers used AI tools (e.g., generative text and image platforms) to generate activity ideas, create visuals, and adapt materials for different learner levels. The materials were contextualized within Omani cultural and environmental settings, including desert ecosystems, marine life, and traditional practices.

Data were collected through reflective journals, AI-supported design artifacts, and classroom presentations. Findings from content analysis indicated that AI integration enhanced creativity, efficiency, and differentiation skills among preservice teachers. Participants also demonstrated improved pedagogical content knowledge and increased confidence in using technology in early childhood education. However, results emphasized the need for critical evaluation of AI-generated outputs to ensure developmental appropriateness and cultural relevance. The study highlights the importance of integrating AI literacy with material design in teacher education to foster innovative and reflective teaching practices. It offers implications for curriculum designers, teacher educators, and policymakers aiming to strengthen digital competence and lifelong learning skills in early childhood and primary education contexts in Oman.

**Keywords:** Hands-on learning; creativity in teaching; artificial intelligence in material design; low-cost teaching materials

# The Relationship Between Individual and Social Responsibility Behaviors of University Students Participating in Social Responsibility Projects and Their Psychological Well-Being

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## Abstract

The aim of this study is to examine the mediating role of individual and social responsibility behaviors in the relationship between university students' tendencies toward ethical values and their psychological well-being, specifically among those participating in social responsibility projects. The study will be conducted using the relational survey model, which is one of the quantitative research methods. The population of the study consists of a total of 2000 university students enrolled at Antalya Belek University during the 2026 academic year; however, within this population, students involved in social responsibility projects will be reached. The data will be collected on a voluntary basis through Google Forms. The data collection instruments of the study will include the "Personal Information Form," the "Tendency toward Ethical Values Scale," the "Individual and Social Responsibility Scale," and the "Psychological Well-Being Scale." The obtained data will be analyzed using the SPSS 22 program. In the analysis process, first, validity and reliability analyses of the measurement tools will be conducted. In the second stage, descriptive statistics related to the variables will be calculated. In the third stage, independent samples t-test and one-way analysis of variance (ANOVA) will be applied to determine whether students' levels of tendency toward ethical values, individual and social responsibility behaviors, and psychological well-being differ according to demographic variables.

In the final stage, in line with the main purpose of the study, the mediating role of individual and social responsibility behaviors in the relationship between tendency toward ethical values and psychological well-being will be tested using regression-based mediation analysis. In this context, direct, indirect, and total effects will be examined. As a result of the study, it is expected that significant relationships will be found between university students' levels of tendency toward ethical values and their psychological well-being, and that individual and social responsibility behaviors will play a significant mediating role in this relationship. Additionally, it will be analyzed whether the variables show significant differences according to demographic characteristics such as gender, age, department of study, and grade level. It is aimed that the findings obtained will be discussed by comparing them with the literature and that recommendations will be developed for both practitioners and researchers.

**Keywords:** Ethical values orientation, psychological well-being, individual responsibility, social responsibility, university students, social responsibility projects

# A Value-Oriented Approach to Geometry Learning: An Examination of Tasks Designed by Mathematics Teachers*

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## Abstract

The Turkish Century Education Model offers a holistic approach that aims to develop not only the academic achievements of students but also their ethical, social, and cultural values. In mathematics education, however, value integration is an element that is prone to neglect. Yet, mathematical processes offer learning environments where many values such as justice, patience, honesty, and responsibility can naturally emerge. This study aims to examine how mathematics teachers integrate values in their geometry teaching tasks. Accordingly, the teachers' approaches to value integration were analyzed through the geometry tasks they designed. This research, conducted using a case study design from qualitative research methods, involved mathematics teachers who participated in the "Geometry and Teaching" course in the "Mathematics Education Master's Program" of a state university. Teachers who participated in the "Geometry and Teaching" course were asked to design a geometry teaching task integrating one or more values from the Turkish Century Education Model. The data obtained were analyzed using qualitative analysis methods.

According to the results of the research, mathematics teachers have most frequently integrated the value of "Responsibility" into their geometry teaching tasks. Some values were integrated into tasks by teachers even though they are not included in the middle school geometry themes of the Türkiye Century Education Model. The vast majority of integrated values were found to be in the "Experiential/Functional" dimension. Another finding of the current research is that teachers believe that learning environments where values are integrated can contribute to student learning in a multifaceted way.

**Keywords:** Mathematics teachers; mathematics education; geometry teaching

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# Employee Development as a Means of Motivating Them

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## Abstract

This paper deals with the issue of employee development as a key tool for motivating employees. The theoretical part of the paper defines the terms personality, attitude, development, and motivation, with an emphasis on the three-component model of attitudes (cognitive, affective, and behavioral components) and their influence on work behavior.

The aim of the research was to answer the main research question: *"What is the attitude toward staff development as a means of motivation among employees and managers?"*. The qualitative research, based on semi-structured interviews with eight respondents in a state institution, reflects the specifics of the work atmosphere in the fall of 2022. The results emphasize the importance of internal motivation and the influence of family background on individual value systems in the field of education. The entire text thus offers a comprehensive view of how targeted skills development shapes relationships to work and strengthens organizational performance.

**Key worlds:** Employee development, work motivation, attitude, education.

# From Theory to Financial Literacy: Mitigating Behavioral Biases through Gamified Stock Market Simulations

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## Abstract

The primary objective of this study is to evaluate the effectiveness of experiential learning—specifically gamified stock market simulations—in identifying and actively mitigating cognitive biases. Traditional financial education curricula frequently focus on quantitative models, neglecting the emotional and behavioral aspects that dominate real-world investment decision-making. The research utilizes a flexible mixed-methods approach applied to a sample of students in the "Investing in Financial Markets" course. Data collection relies primarily on quantitative exports from the trading platform (e.g., trading frequency, portfolio turnover rate, holding periods of winning versus losing positions), which allow for the exact identification of biases such as overconfidence or the disposition effect independent of student self-reflection.

To gain a deeper understanding of motivational factors, these transactional data are triangulated with available qualitative sources, such as voluntary trading journals or post-simulation questionnaire surveys. Based on the findings, the study advocates for the integration of behavioral finance principles into standard curricula and suggests the implementation of "ethical nudging" algorithms in educational fintech platforms to mitigate impulsive behavior in favor of long-term investment rationality.

**Keywords:** Experiential learning, behavioral finance, cognitive biases, business simulation, game, investment decision-making

# The Application of Experiential Learning through Simulation Games in Teaching University Students in Management and Economics Fields

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## Abstract

Experiential education includes educational processes that work with the induction, analysis, and reflection of experiential events in order to gain experience that can be transferred to economic and managerial practice. Experiential learning is based on knowledge acquisition through the experience of a completed activity. One of the tools of experiential learning is play. Management simulation games are used in economics and management fields. Their implementation emphasizes teamwork, phasing, feedback, and interactivity. For teaching, management simulation games are an effective means of developing students' knowledge competence. They simulate the behaviour of business entities in various situations in the relevant industry, to which students can respond and at the same time discover the consequences of their decisions. They allow the impacts of various economic scenarios and strategies to be tested and new solutions to be devised.

The aim of this paper is to evaluate the benefits and weaknesses of the teaching process implemented through the UNISIM simulation game from the perspective of both teachers and students. The evaluation will be based on a questionnaire survey and interviews with selected students. The questionnaire survey will be conducted online and evaluated using descriptive statistics. The research sample will consist of first-year students of the master's program in Economics and Management who have completed the compulsory elective course Business Simulation Game. Based on the results obtained from the questionnaire survey and interviews, appropriate conclusions will be drawn regarding the application of experiential learning in the teaching of university students in economics and management fields. At the same time, best practices in experiential knowledge learning will be defined through a Business Simulation Game UNISIM.

**Keywords:** Experiential learning, knowledge learning, experience, business simulation game

# Bridging the Gap Between Educational Goals and Reality: Case Study of the EDULAM System in Vocational Higher Education

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**Abstract**
The digitalization of higher education places specific demands on andragogy, where the autonomy and time constraints of adult learners must be balanced with institutional requirements.This paper evaluates the seven-year deployment of the specific digital educational tool EDULAM within the environment of a business-oriented higher education institution (MVSO). The primary goal is to contrast the original implementation objectives with the reality of its usage and to assess its potential for transferability to other institutions.

The research utilizes a mixed-methods approach. Quantitative analysis processes log data spanning the period of five years, focusing on temporal usage patterns and frequency. Qualitative analysis assesses the fulfilment of pedagogical goals through gap analysis and feedback evaluation. The EDULAM tool demonstrates high viability for professional education. This paper proposes a framework for its broader application across Higher Education Institutions (HEIs), emphasizing the specific needs of adult learners.

**Keywords:** Andragogy, edtech, higher education, EDULAM, learning analytics, educational management.

# Intergenerational Integration Practices from an Active Aging Perspective: A Mixed-Methods Analysis on the Existential Meaning-Making of Older Adults

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**Abstract**
The aim of this study is to examine the effects of school-based intergenerational integration practices, developed within the framework of active aging, on the existential meaning-making processes of older adults. The study was conducted using a mixed-methods approach, employing a quasi-experimental design with pre-test and post-test control groups. The study sample consisted of a total of 40 individuals aged 60 and above residing in Antalya, Türkiye. Participants were assigned to an experimental group (n = 20) and a control group (n = 20). A structured intergenerational interaction program, including activities based on oral storytelling, arts, gastronomy, traditional games, nature, and digital literacy, was implemented with the experimental group over a period of 12 weeks. No intervention was applied to the control group. The findings revealed that there was no statistically significant difference between the groups in terms of meaning and purpose in life prior to the intervention. However, following the intervention, a statistically significant increase was observed in the meaning and purpose in life scores of participants in the experimental group, whereas no significant change was found in the control group.

Qualitative findings further supported these results, indicating that the intergenerational interaction process reduced perceived loneliness among older adults, strengthened their sense of social belonging, and contributed positively to their processes of interpreting and constructing life experiences. In conclusion, intergenerational integration practices structured within the active aging framework are considered to be an effective intervention model that supports the existential meaning-making processes of older adults.

**Keywords:** Active aging, intergenerational interaction, existential meaning, purpose in life, older adults

# Self-Reported Attention Span and Educational Preferences among Czech Higher Education Students

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## Abstract

Sustaining attention during higher education lectures is a key prerequisite for successful study completion, yet contemporary educational environments pose growing challenges to student concentration. This study examines self-reported attention span and educational preferences among higher education students in the Czech Republic, with a particular focus on differences across fields and stages of study. The study is based on data that were collected through a questionnaire administered to more than 500 higher education students.

The survey explored the duration for which students perceive themselves able to maintain attention during lectures, as well as the strategies and teaching practices they consider most suitable. The analysis investigates factors influencing attention span and tests its relationship with year of study and academic discipline. The findings reveal significant differences in attention patterns and preferred instructional methods across student groups, offering insights into how teaching practices can be adapted to better reflect the needs of Generation Z learners. The results contribute to a deeper understanding of attention dynamics in higher education and provide practical implications for designing more engaging and effective learning environments.

**Keywords:** Attention span, higher education, educational preferences, teaching practices, Generation Z, Czech Republic

# From Self-Efficacy to Social Belonging: An Integrated Psychosocial Model of Sport Participation

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## Abstract

This study examines the psychosocial effects of sport participation on self-confidence, motivation, and social belonging through a systematic review and theoretical integration framework. Its main contribution is the proposal of an integrated model linking self-efficacy, self-confidence, motivation, and social belonging in sport contexts. The review draws on peer-reviewed studies published between 2015 and 2025 in Turkish and English. The literature search was conducted in Web of Science and Scopus, and study selection followed the logic of the PRISMA 2020 framework. Eligible studies were coded according to sample characteristics, methodological design, psychosocial variables, and principal findings, and the evidence was synthesized through thematic analysis. The reviewed evidence indicates that sport participation generally strengthens self-efficacy and self-confidence, enhances motivation under supportive social conditions, and contributes to social belonging, particularly in team sport settings. However, the strength and direction of these effects vary by sport type, coaching climate, social support, participant profile, and contextual conditions.

The findings suggest that the psychosocial effects of sport should be understood not as isolated outcomes but as an interconnected mechanism extending from self-efficacy to self-confidence, from self-confidence to motivation, and from motivation to social belonging. Accordingly, the study proposes an integrated psychosocial model of sport participation.

**Keywords:** Sport, self-confidence, motivation, social belonging, psychosocial development.

# Psychosocial Mechanisms of Recreational Sport Participation in University Students: A Systematic Review and Theoretical Integration

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## Abstract

University students are exposed to multidimensional psychosocial risks arising from academic pressure, financial difficulties, social adjustment problems, and uncertainty about the future. In this context, participation in recreational sports should be considered not only as a means of promoting physical health but also as an important resource for psychological balance, social belonging, and emotional well-being. This study aims to examine the effects of recreational sport participation on psychosocial well-being in university students through a systematic review and to propose an integrated conceptual framework based on the findings. Studies published between 2010 and 2025 were identified through searches in Google Scholar, PubMed, Web of Science, DergiPark, and ULAKBİM. Studies were included if they focused on university students, examined recreational sport participation or physical activity as a major variable, and addressed at least one psychosocial outcome such as psychological well-being, stress, social adjustment, belonging, happiness, or mental health. The search and selection process was conducted in accordance with systematic review principles, guided by the PRISMA 2020 flow framework. A total of 11 studies met the inclusion criteria.

The findings show that participation in recreational sports and physical activity generally has positive effects on psychological well-being, subjective happiness, perceived social support, academic belonging, and mental health, while also reducing stress, anxiety, and psychological distress. In conclusion, recreational sport participation appears to be an important contributor to psychosocial well-being among university students.

**Keywords:** Recreational sports, psychosocial well-being, university students, self-efficacy, social belonging, mental health

# The Relationship Between Innovative Schools and Learning Agılity According to Teachers' Perspectives

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## Abstract

The purpose of this study is to determine the level of association between an innovative school and learning agility, as perceived by teachers. Additionally, the study examined whether the levels of innovative school and learning agility perceived by teachers differ across various demographic variables. Based on a quantitative paradigm, the study utilized three different research designs: correlational, descriptive, and causal-comparative. The study sample consists of a total of 422 teachers working in preschool, elementary, middle, and high school levels in the province of Sakarya. Participants were reached using the "convenience sampling" method. The "Learning Agility Scale" and the "Innovative School Scale" were used as data collection tools. To establish the reliability of the research data, Cronbach's Alpha coefficients were calculated, and it was observed that both scales met the necessary criteria at the overall and dimensional levels. Prior to data analysis, z-scores were calculated to identify outliers, and data from two participants were excluded from the analysis. When selecting between parametric and non-parametric tests, skewness-kurtosis values and homogeneity of variance were tested. According to the results of the descriptive analysis, perceived change agility was at a "moderate" level, while the overall scale and other sub-dimensions were at a "high" level. The perceived level of innovative school was "moderate" on the scale overall and in the organizational barriers dimension; it was "high" in the innovative atmosphere and managerial support sub-dimensions. Analyses conducted according to demographic variables indicate that education level, age, and seniority lead to a statistically significant difference in the level of perceived change agility. Teachers with a master's degree report a higher level of perceived change agility compared to those with a bachelor's degree; teachers aged 41 and older report a higher level compared to those in the 31–40 age range; and teachers with 21 or more years of seniority report a higher level compared to those with 11–15 years of seniority. The results of the correlation analysis examining the relationships between teachers' perceived learning agility and its sub-dimensions and the innovative school revealed that learning agility—specifically mental agility, interpersonal agility, and change agility—exhibited positive and weakly significant relationships with the innovative atmosphere, managerial support, and the overall innovative school. Additionally, a weak but statistically significant negative relationship was found between mental agility and organizational barriers, while a weak but statistically significant positive relationship was identified between focus agility and organizational barriers. In contrast, no significant relationship was found between learning agility and organizational barriers. Accordingly, it is recommended that strategies supporting innovation and agility in educational settings be developed and that practices supporting teachers' individual and professional development be diversified.

**Keywords:** Teacher, innovative school, learning agility

# The Relationship Between School Administrators' Toxic Behavior Levels and Teachers' Attitudes to Stay in School

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## Abstract

The aim of this study is to determine the relationship between school administrators' perceived toxic behaviors and teachers' intentions to remain at their schools, as well as to examine the predictive power of toxic leadership on this intention. Conducted within a quantitative research paradigm, the study employed a combination of descriptive survey, causal-comparative, and correlational research designs. The sample consisted of 407 teachers working in Sakarya province during the 2024–2025 academic year.

The findings indicate that teachers' perceptions of toxic leadership are generally low, while their intention to remain at their schools is at a moderate level. Comparative analyses revealed that gender and educational level did not create significant differences in the variables, whereas significant differences were found based on marital status, age, professional seniority, and length of service at the current school. In particular, single, younger, and less experienced teachers reported higher levels of perceived toxic leadership behaviors. On the other hand, married teachers and those working at the secondary education level exhibited more positive attitudes toward remaining at their schools. Correlation analysis demonstrated a moderate, negative, and statistically significant relationship between toxic leadership and teachers' intention to remain.

According to the regression analysis results, perceived toxic leadership was found to be a significant predictor of the total variance in teachers' intention to remain at their schools. Overall, these findings suggest that the development of healthy leadership approaches in educational organizations plays a critical role in enhancing teachers' organizational commitment and their intention to stay.

**Keywords:** Toxic leadership, school retention attitude, teacher.

# Reimagining Higher Education Systems Through Artificial Intelligence, Innovation, and Ethical Transformation in a Digital Era

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## Abstract

In recent years, the rapid development of artificial intelligence (AI) has significantly reshaped multiple dimensions of society, with education emerging as one of the most impacted sectors. Far from being a simple technological enhancement, AI is increasingly recognized as a transformative force that hallenges traditional models of teaching, learning, and assessment. Higher education institutions, in particular, are navigating a period of transition in which digital tools powered by AI are redefining how knowledge is created, delivered, and evaluated (Selwyn, 2019). One of the most notable contributions of AI in higher education lies in its capacity to support personalized learning. Adaptive learning systems can analyze student performance data and adjust instructional content to meet individual needs, promoting more effective and inclusive learning experiences. Additionally, AI-driven platforms can assist in administrative processes such as grading, scheduling, and student support services, allowing educators to focus more on pedagogical innovation and student engagement.

Despite these benefits, the integration of AI also raises important ethical and pedagogical concerns. Issues related to data privacy, algorithmic bias, and transparency have become central to ongoing debates. There is a growing concern that excessive reliance on automated systems could undermine critical thinking skills and reduce meaningful human interaction in educational environments. Therefore, institutions must ensure that AI is implemented in ways that uphold academic integrity, fairness, and inclusivity (Williamson & Eynon, 2020). Furthermore, the role of educators is evolving in response to these technological changes. Rather than acting solely as transmitters of knowledge, teachers are increasingly expected to serve as facilitators, mentors, and designers of learning experiences. This shift requires continuous professional development and the acquisition of digital competencies that enable educators to effectively integrate AI into their teaching practices (Luckin et al., 2016). Ultimately, the successful incorporation of AI in higher education depends on a balanced approach that combines technological innovation with human-centered values. It is essential to foster critical awareness among students, equipping them not only with digital skills but also with ethical reasoning and adaptability. By doing so, higher education can harness the potential of AI to enhance learning while preserving its fundamental mission of developing well-rounded, reflective, and socially responsible individuals.

**Keywords:** Artificial intelligence, higher education, personalized learning, ethical challenges, digital transformation

# Developing Global Problem-Solving through Joint International Courses

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## Abstract

In an era characterized by globalization, digital transformation, and increasing complexity in health systems, higher education institutions are required to prepare students with adaptive thinking, global competence, and problem-solving skills. Joint international courses have emerged as a key pedagogical approach to fostering these capabilities through multicultural and collaborative learning environments. This study examines how participation in a joint international course contributes to the development of adaptive thinking, global problem-solving skills, intercultural competence, and digital readiness among students in management and health management programs.

The research is based on an international hybrid course combining online learning with an intensive international workshop. The study employs a qualitative approach, using students' reflective journals to analyze their experiences in multicultural teamwork, engagement with global health challenges, and interaction with digital and innovative tools.

The findings highlight that participation in joint international learning environments enhances students' ability to navigate uncertainty, engage in global problem-solving, and develop intercultural and digital competencies. The study also contributes to the literature on internationalization in higher education and offers practical insights for designing educational programs that prepare future professionals for complex, globalized environments.

**Keywords:** PBL, global problem-solving skills, management education, health management, professions education

# How Do Two Different GenAI Platforms Solve a Math Problem?

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**Abstract**

Any advances in technology have brought about new roles for teachers and learners. The current educational paradigm requires collaboration with tools such as GenAI platforms. In this study, two GenAI platforms, Gemini and ChatGPT, were used to solve a mathematical problem. The aim of the study is to compare the way two platforms approach solving the problem. Four prompts were entered one at a time. One is for asking for help without any specifications (*general*); then, a solution was wanted for novice learners; then, for an expert learner; and finally, a solution with *concrete* visual support was wanted.

The prompt responses were analyzed under two dimensions. The first dimension includes problem-solving phases. ChatGPT provided clear and correct answers to all prompts, whereas Gemini failed to do so for any of them due to its incomplete understanding of the problem. Both platforms made their plans using an equation for the general and expert prompts and a guessing-and-checking strategy for the novice prompt. During the plan execution phase, ChatGPT correctly implemented its plans, while Gemini performed incorrectly due to its lack of understanding of the problem. During the looking-back phase, ChatGPT did not perform result verification or suggest new solutions, whereas Gemini implemented new solutions using guessing-and-checking strategies for both general and expert prompts. Gemini evaluated the data as incomplete for the general prompt and interpreted the result incorrectly due to a misunderstanding of the problem for the expert prompt. For the novice prompt, both platforms explained the problem's data, unknown, and conditions in the understanding phase. For the concrete prompt, ChatGPT visualized the solution using a drawing, while Gemini used a table. The second dimension includes the instructional message design. ChatGPT provides a step-by-step process for all prompts in varying numbers, but Gemini presents a step-by-step process for general and novice prompts, but uses modeling for expert and case-based explanations for concrete prompts. Both platforms clarify certain concepts for the novice prompt. Both use formulae to explain the solution, but Gemini also uses too many long and detailed sentences with inner sentences in parentheses. The first person addressing was used in both platforms. Gemini provided practical suggestions for both general and expert prompts, whereas this was not observed in ChatGPT's answers. While Gemini uses certain assumption-based explanations, it was observed that ChatGPT used expert and concrete prompts. Unlike ChatGPT, Gemini offered certain strategies and provided a summary at the end for all prompts.

**Keywords:** Chatbot, genAI, problem solving, math education

# Sustaining Education in Disaster Contexts: Perspectives of School Administrators and Teachers*

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## Abstract

Maintaining educational continuity in the aftermath of large-scale disasters remains a critical yet underexplored challenge for school systems in high-risk urban environments. Educational sustainability is conceptualized in this study as the institutional, pedagogical, and psychosocial capacity of schools to maintain educational functioning during and after disaster conditions. While disaster preparedness has been widely discussed in the literature, limited research has examined how educational continuity is sustained across different school levels in high-risk urban settings. This study addresses that gap by investigating the conditions and constraints shaping educational sustainability from the perspectives of school administrators and teachers. The research was conducted in one of Istanbul's districts with the highest seismic risk. Three state schools spanning primary, middle, and high school levels were purposively selected, as each has been officially designated by governmental authorities as an emergency assembly and logistics center equipped with disaster-response infrastructure. A comparative case study design was adopted. Data were collected through semi-structured individual interviews and focus group discussions with 21 participants across the three school levels and analyzed through thematic content analysis.

Three overarching themes emerged in relation to educational sustainability. The first revealed a pervasive gap between formal disaster preparedness plans and actual institutional readiness, indicating that preparedness remains largely performative rather than substantive across all school levels and participant roles. The second demonstrated that teachers' pedagogical adaptation capacity, encompassing curriculum prioritization, flexible instructional delivery, and alternative assessment, was predominantly shaped by prior crisis experience accumulated during the COVID-19 pandemic rather than by systematic institutional training. The third underscored that psychosocial stabilization constitutes a non-negotiable precondition for sustained academic engagement, with participants consistently positioning emotional recovery as structurally prior to instructional continuity. The findings carry substantive implications for disaster-responsive education policy, institutional preparedness planning, and educator professional development in seismically vulnerable urban contexts.

**Keywords:** Disaster education; educational sustainability; emergency remote teaching; comparative case study; school resilience; Istanbul

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# Metacognitive Creative Thinking Strategies

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**Abstract**
Creative thinking is defined as the ability to produce original and useful solutions to open-ended problems characterized by uncertainty. Contrary to common misconceptions, this skill is not an innate, fixed trait; rather, it is a process that can be taught and developed. However, education systems often neglect the development of this process by focusing on the final product—what to think—rather than the process itself—how to think. At this juncture, the concept of metacognition, which enables individuals to be aware of and regulate their own thought processes, plays a vital role in creative thinking. In this context, the aim of this research is to explain metacognitive creative thinking strategies and provide examples for their implementation. Creative thinking strategies can be fundamentally examined under two main categories: cognitive idea generation and metacognitive process management.

Cognitive idea generation strategies are mental actions that directly facilitate the emergence of new ideas. For instance, splitting, where individuals decompose objects into their mental components to design new functions, or property-based strategies, where they focus on physical attributes suchas size and shape, are processes that enable the production of innovative ideas. On the other hand, creative metacognition and creative self-regulation strategies monitor and guide this production process. These management strategies include an in-depth understanding of the problem and its sub-problems, planning the process, anticipating obstacles, accepting uncertainties, and restrategizing—reconfiguring the process by switching to a different approach when faced with a mental block. Additionally, judging the originality of one's own generated ideas (metacognitive monitoring) and shaping the final product by transforming existing constraints into opportunities (evaluation) are significant examples of such strategies. The conscious utilization of these metacognitive creative thinking strategies significantly enhances the quality, originality, and overall creative performance of the produced ideas by enabling individuals to maintain their motivation and cope with uncertainties.

**Keywords:** Metacognitive creative, thinking strategies, evaluation

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# Digital Innovation in Military Education and Logistics Training: AI, Multimedia and Microlearning in Adult Learning

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**Abstract**
Contemporary professional military education faces increasing demands for flexible, technology-enhanced learning environments that reflect the competency requirements of modern armed forces. This paper addresses the integration of digital innovations into military adult education within the Czech Armed Forces, with a focus on career-oriented professional development programs for active-duty officers.The study aims to examine the conditions under which digital tools can be meaningfully integrated into time-constrained, competency-oriented military training programs, and to identify effective approaches to blended learning design in institutional military education.

Drawing on a naturalistic case study of the KD100 junior officers' career course delivered at the Training Command – Military Academy in Vyškov, the paper documents digital innovations implemented between 2020 and 2025, including multimedia extensions of Moodle-based e-learning, microlearning modules, AI-supported learning assistants, collaborative digital tools, and educational video and podcast resources. The course involved 60 participants over a 16-week blended learning implementation.

Findings indicate that effective digital integration requires systematic alignment with the course sequence and specific learning objectives, rather than supplementary adoption of individual tools. The analysis further suggests that meaningful technology-enhanced learning in military contexts depends on deliberate instructional design that balances operational constraints with learner autonomy and self-paced access to learning materials.

**Keywords:** Military education, adult learning, lifelong learning, educational technology, microlearning,

# Evaluation of AI-Assisted Assignment Production in Terms of Academic Integrity: Student Perspectives

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## Abstract

The aim of this study was to examine how university students evaluated AI-assisted assignment production within the context of academic integrity. In recent years, the widespread use of generative artificial intelligence tools in educational environments has led students to increasingly use these technologies in their academic writing and assignment processes. While this situation has the potential to facilitate learning processes, it has also brought about discussions on issues such as plagiarism, originality, academic effort, and ethical responsibility. In this context, the study aimed to reveal students' experiences with artificial intelligence use and their perceptions of academic integrity in depth. The study was designed using a qualitative research approach and employed a phenomenological design. The study group consisted of 50 university students who used artificial intelligence tools for academic purposes. Participants were selected through purposive sampling. Data were collected through a semi-structured interview form, and individual interviews were conducted with the students.

During the interviews, students' purposes for using artificial intelligence tools, frequency of use, the impact of these tools on assignment preparation processes, and their evaluations in terms of academic integrity were examined. In addition, students' ethical positioning of artificial intelligence use and their views on how these technologies should be regulated in education were also analyzed. The collected data were analyzed using content analysis. Codes and themes were developed, and students' experiences were systematically interpreted. The study was concluded to contribute to discussions on academic integrity by revealing student perspectives on the role of artificial intelligence technologies in education.

**Keywords:** AI; student; academic integry; higher education

# Adaptation to Artificial Intelligence Technologies in Higher Education Institutions: A Mixed-Methods Study on Academic Staff

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## Abstract

Artificial intelligence technologies have, in recent years, transformed work processes across many sectors, particularly in educational institutions, and have directly influenced professionals' practices. In higher education institutions, AI-based systems are increasingly utilized in a wide range of processes such as knowledge production, data analysis, academic content development, document management, reporting, and institutional communication. This growing integration highlights the importance of examining academic staff's levels of adaptation to artificial intelligence technologies as a significant area of research. The aim of this study is to examine the adaptation to artificial intelligence technologies in higher education institutions from the perspective of academic staff through a mixed-methods approach. In this study, a mixed-method research design—specifically the concurrent triangulation method—will be employed, enabling the combined use of quantitative and qualitative data collection methods. Within this framework, quantitative and qualitative data will be analyzed together to provide a comprehensive understanding of academic staff's perceptions, usage patterns, and adaptation processes regarding AI tools. The study group consists of full-time academic staff members working at a university during the spring semester of the 2025–2026 academic year, selected through convenience sampling, one of the purposive sampling methods. A three-part data collection instrument will be used in the study. The first part includes a "Personal Information Form" containing demographic variables. The second part comprises the "Artificial Intelligence Adaptation Scale" developed by Durak and Kanoğlu (2025), which will be used in the quantitative phase. The third part consists of a "semi-structured interview form" developed by the researchers to explore participants' experiences in greater depth in the qualitative phase. Quantitative data obtained in the study will be analyzed using the SPSS 27 software package. Initially, descriptive statistics (frequency, percentage, mean, and standard deviation) will be calculated. Depending on the normality of the data, either parametric or non-parametric statistical techniques will be employed. In the qualitative phase, the data obtained from interviews will be analyzed through content analysis using the MAXQDA software. It is expected that the findings of this study will reveal the levels of academic staff's adaptation to artificial intelligence technologies and contribute to the more effective and efficient implementation of digital transformation processes in higher education institutions.

**Keywords:** Academic ataff; artificial intelligence; mixed methods; technological adaptation.

# The New Face of Vocational Education: A Review of the Vocational Secondary School Framework Curriculum of the "Türkiye Century Education Model"

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## Abstract

The aim of this research is to examine the Vocational Secondary School Framework Curriculum, developed within the scope of the Turkiye Century Education Model, from a career development perspective. The research was conducted within the framework of a qualitative research approach; document analysis was used as the data collection method. The main data source of the research is the Vocational Secondary School Framework Curriculum published by the Ministry of Education. The data were analyzed through descriptive analysis; the analysis framework was created in line with five themes: the program's basic approach and general objectives, learning outcomes, content framework, measurement and evaluation understanding, and skills, tendencies, and values.

The findings show that the program offers a holistic structure in terms of career development, enabling students to get to know themselves, explore professions, develop career awareness, prepare for professional life, and internalize professional ethical values. It was concluded that the program has a framework that supports career development, particularly through early career awareness, understanding professions, entrepreneurship, financial literacy, digital and green skills, performance-based evaluation, and the Ahi culture. The research suggests that the implementation process of the program should be monitored from the perspectives of students, teachers, administrators, parents, and sector stakeholders, and that the program's impact on career awareness should be evaluated through empirical studies.

**Keywords:** Vocational education, vocational secondary school, career development, Türkiye Century Education Model, document analysis

*This study was supported by the Scientific Research Projects Coordination Unit (BAP) at Çukurova University under project number [TSA-2025-17861]

# Unveiling the Knowledge Domains and Emerging Frontiers of Artificial Intelligence Addiction: A Global Bibliometric Perspective

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## Abstract

The concept of artificial intelligence was first introduced at a conference in Dartmouth in 1956 (Haenlein and Kaplan, 2019). Definitions of artificial intelligence have changed throughout history (Long and Magerko, 2020). This study analyzed the scientific structure, thematic trends, and citation relationships of artificial intelligence addiction studies published in Web of Science using bibliometric methods. The findings have shown that the field is currently represented by a limited number of expert researchers but is growing steadily. In terms of institutional productivity, institutions such as Harvard University, Stanford University, University of Toronto stand out.

The distribution by year shows a rapid increase in the number of publications, especially after 2023, reaching its peak in 2025. In the country-by-country analysis, the USA and China are the leaders in both publications and citations. Keyword analysis shows that the studies are predominantly concentrated in the areas of artificial intelligence, addiction, machine learning, and neuroscience. The weak links in author and institutional citation analyses reveal that the literature has not yet reached an integrated structure.

**Keywords:** Artificial intelligence, addiction, mapping, bibliometric analysis

# Transformational Transformational Leadership and Teacher Well-being in Private Universities: Evidence from China

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## Abstract

In the context of lifelong learning, teacher well-being has become an increasingly important issue, particularly in private higher education, where high levels of stress and staff turnover are prevalent. Transformational leadership has been widely recognized as a critical factor in fostering positive outcomes among teachers; however, empirical evidence focusing on its direct impact on teacher well-being in private university contexts remains limited. This study aims to examine the relationship between transformational leadership and teacher well-being among teachers in private universities in China.

A quantitative research design was adopted, with data collected from 505 teachers working in private universities in Chengdu. Validated instruments were used to measure transformational leadership and teacher well-being. Multiple regression analysis was employed to test the effect of transformational leadership on teacher well-being, while controlling for demographic variables such as gender, age, and annual income.

The results indicate that transformational leadership significantly and positively predicts teacher well-being. These findings suggest that leadership practices characterized by vision, support, and inspiration play a crucial role in enhancing teachers' psychological well-being in private higher education institutions. The study provides practical implications for educational administrators seeking to improve teacher well-being through effective leadership strategies. Future research may further explore additional factors influencing teacher well-being across different educational contexts.

**Keywords:** Transformational leadership; teacher well-being; private universities; higher education; China

# Exploratory Study on The Development of Transferable Literacy Skills in Adults 55+ in A Community Setting

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**Abstract**
The textual density generated primarily by the accelerated development of technology in all fields requires a superior development of literacy skills in adults. Literacy is increasingly considered a social practice, and its learning is deeply rooted in social contexts, where the community plays an essential role by facilitating this non-formal learning process. A study conducted in Romania in 2025 on the development of literacy skills in adults showed that the poorest performance is in the 55–64 age group, of whom over a third are unable to understand simple information from written texts. Thus, the general purpose of the study was to analyze the contribution of adults aged 55+ to community cultural and educational activities on the development of functional literacy transversal skills, as well as on well-being and social integration.

The main method used in this research was a questionnaire-based survey. Descriptive statistics and correlational analyses were calculated to analyze the collected data, in order to evaluate the relationships between the main dimensions investigated: sense of community belonging and social relations within the community; motivation for participation and involvement in lifelong learning; development of transversal functional literacy skills. The analysis was conducted based on the responses provided by 47 participants 55+ in community activities.

The results highlighted the existence of strong correlations between the studied variables. The highest correlation was identified between the sense of social belonging and the motivation for lifelong learning. The analysis also highlighted a strong correlation between the motivation for learning and the development of literacy skills, but also between the sense of social belonging and the development of literacy skills. These results indicate that the social and relational environment created within the community can have an important role in stimulating participation in community literary activities and in the development of literacy skills.

**Keywords:** Functional literacy, community, adult, literacy skils, active aging.

# Women School Administrators' Experiences of Sustainable Leadership: A Qualitative Inquiry into Leadership Practices, Challenges, and Resilience

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**Abstract**
This qualitative case study aims to explore women school administrators' experiences of sustainable leadership in depth by examining their leadership practices, the individual and organizational challenges they encounter, their resilience-building processes, and their experiences related to sustainable school management. The study seeks to reveal how women school administrators conceptualize sustainable leadership and how these experiences contribute to the future of educational management. The research is guided by the following questions: How do women school administrators define the concept of sustainable leadership? What sustainable leadership practices do women school administrators implement in their schools? What individual, social, and organizational challenges do women school administrators face during leadership processes? How do women school administrators develop resilience throughout sustainable leadership processes? What perspectives do women school administrators' sustainable leadership experiences offer for the future of educational administration? The study adopts a qualitative case study design. Participants consist of 20 women school administrators working at different school levels and institutions. Maximum variation sampling is employed to ensure diversity in terms of professional experience, school type, geographic context, and education status.

Data are collected through semi-structured interviews, allowing participants to share their experiences, perceptions, and practices in detail. The data are analyzed using thematic analysis. Through this process, recurring themes and patterns related to sustainable leadership, leadership challenges, resilience strategies, and future-oriented educational perspectives are identified and interpreted. The findings are expected to contribute to the literature on sustainable educational leadership and provide insights into the experiences of women leaders in educational settings.

**Keywords:** Sustainable leadership, women school administrators, educational leadership

# Metaphoric Perceptions and Views of Pre-Service Teachers Regarding the Rote Learning Method in Education

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## Abstract

The aim of this study is to examine pre-service teachers' metaphorical perceptions and opinions regarding the rote learning method in education. A qualitative research approach was adopted, and the study was designed using a phenomenological (hermeneutic phenomenology) method. The participants of the study consist of pre-service teachers studying at Hakkâri University. Data were collected through open-ended questions and a metaphor elicitation form.

The data obtained were analyzed using content analysis with the MAXQDA 2020 software package. Within the scope of the study, pre-service teachers' perceptions of rote learning, their evaluations of its role in the educational process, and their positive and negative views regarding this approach were investigated. In addition, metaphors developed by the participants were analyzed to reveal how they conceptualize rote learning and the reasoning behind these metaphorical associations.

The expected findings of the study are anticipated to contribute to understanding pre-service teachers' cognitive and conceptual perspectives on rote learning and to provide insights for researchers and practitioners in developing more effective instructional approaches in education.

**Keywords:** Pre-service teachers, rote learning, metaphor analysis, qualitative research

# Examining the Relationships among Teachers' Growth Mindset, Instructional Self-Efficacy, Multicultural Classroom Self-Efficacy, and Progression-Based Learning through Structural Equation Modeling

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## Abstract

The purpose of this study was to examine the relationships among teachers' growth mindset, instructional self-efficacy, multicultural classroom self-efficacy, and progression-based learning through structural equation modeling. In contemporary educational settings, students' learning processes are evaluated not only in terms of academic achievement outcomes but also with regard to their individual development and progress. In this context, progression-based learning has emerged as an important approach that considers students' current levels of competence, monitors learning along a developmental trajectory, and aims to structure instruction according to students' individual progress. However, the effective implementation of this approach is closely associated with teachers' perceptions of instructional competence, their sensitivity to diverse student characteristics, and their beliefs regarding the malleability of learning. Therefore, this study investigated the direct and indirect roles of growth mindset, instructional self-efficacy, and multicultural classroom self-efficacy in relation to progression-based learning. The study adopted a relational survey design and utilized secondary data obtained from the OECD Teaching and Learning International Survey (TALIS) 2024 database. Prior to the statistical analyses, the dataset was screened for missing data, and cases with missing responses were excluded from the final dataset. Following the missing data analysis, a total of 8.503 teachers from the Türkiye sample were included in the final dataset.

The data were obtained through the growth mindset, instructional self-efficacy, multicultural classroom self-efficacy, and progression-based learning scales available in the TALIS dataset. Of the participants, 2.468 teachers (29.0%) were working at ISCED 1, 3.043 teachers (35.8%) at ISCED 2, and 2.992 teachers (35.2%) at ISCED 3. First, the measurement model consisting of four latent variables was tested through confirmatory factor analysis. The results of the confirmatory factor analysis indicated that the measurement model demonstrated a good fit to the data. The model fit indices also showed that the measurement model had acceptable to good levels of fit. Subsequently, the proposed structural model was tested. The results of the structural model revealed that growth mindset had a negative and significant effect on instructional self-efficacy, ß = -0.13, $p < .001$. Similarly, growth mindset negatively and significantly predicted multicultural classroom self-efficacy, ß = -0.14, $p < .001$. Instructional self-efficacy was identified as the strongest predictor of progression-based learning, ß = 0.47, $p < .001$. This result suggests that teachers who perceive themselves as more competent in planning and implementing instruction and supporting students' learning are more likely to adopt progression-based learning practices. In addition, multicultural classroom self-efficacy had a positive and significant effect on progression-based learning, ß = 0.22, $p < .001$. This finding indicates that teachers who feel competent in classrooms with students from diverse cultural and individual backgrounds may be more likely to use instructional approaches based on students' developmental progress. In contrast, the direct effect of growth mindset on progression-based learning was not statistically significant, ß = -0.00, $p = .72$.

**Keywords:** Growth mindset, instructional self-efficacy, multicultural classroom self-efficacy, progression-based learning, structural equation modeling

# The Adaptation of Continuous Traumatic Stress Response Scale into Turkish and the Examination of its Psychometric Properties

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## Abstract

The aim of this study is to adapt the Continuous Traumatic Stress Response Scale into Turkish and to provide researchers conducting studies in trauma and related fields with an alternative scale that can be used in their research, thereby contributing to the literature. The sample of the study consisted of a total of 552 individuals reached through convenience sampling and divided into four different study groups. Linguistic equivalence analyses were conducted with the first group consisting of 43 participants. Confirmatory factor analysis was performed with the second group consisting of 414 participants.

Criterion-related validity was examined with the third group consisting of 55 participants, and test–retest reliability was conducted with the fourth group consisting of 40 participants. The original factor structure of the scale was examined through confirmatory factor analysis. The results obtained within the scope of construct validity indicated that the original factor structure of the Continuous Traumatic Stress Response Scale was confirmed in the Turkish sample. The internal consistency of the scale items was assessed using the Cronbach's Alpha reliability coefficient and calculated as .878. Additionally, Cronbach's Alpha values were found to be .802 for the exhaustion/detachment subdimension, .676 for the rage/betrayal subdimension, and .725 for the fear/helplessness subdimension.

To establish criterion-related validity, correlation coefficients were calculated between the Continuous Traumatic Stress Response Scale and the Posttraumatic Growth Scale, the Posttraumatic Depreciation Scale, and the Posttraumatic Stress Disorder Short Scale. The results demonstrated that the Continuous Traumatic Stress Response Scale was significantly associated with both the Posttraumatic Depreciation Scale and the Posttraumatic Stress Disorder Short Scale. These findings indicate that the Turkish version of the Continuous Traumatic Stress Response Scale is a valid and reliable measurement tool that can be used for research purposes to determine the levels of continuous traumatic stress responses among individuals exposed to ongoing traumatic events.

**Keywords:** Continuous traumatic stress response, validity, reliability, confirmatory factor analysis

# Development of the Fear of Trust (Pistantrophobia) Scale in Athletes: A Validity and Reliability Study

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## Abstract

Fear of trust (pistantrophobia) refers to an intense fear and hesitation toward trusting others and remains a relatively underexplored construct in sport psychology. In athletic contexts, trust-based relationships are considered highly important for team cohesion, communication, leadership processes, social support, and performance outcomes. Therefore, the present study aimed to develop a valid and reliable measurement tool to assess fear of trust in athletes. The research was conducted using a scale development design and included amateur and professional athletes from various sports disciplines. An initial pool of 20 items was generated through an extensive literature review and expert evaluations. Exploratory Factor Analysis (EFA) was conducted with data obtained from 150 athletes.

As a result of the analysis, 10 items with low factor loadings were removed, and a two-factor structure explaining 65% of the total variance was identified. These factors were labeled as “Past Relationship-Based Anxiety” and “Social and Performance Anxiety.” To confirm the construct validity of the scale, Confirmatory Factor Analysis (CFA) was performed on an independent sample consisting of 227 participants, and the model demonstrated good fit indices. Item-total correlation coefficients ranged between .63 and .89, while the overall Cronbach’s alpha coefficient was found to be .88, indicating high internal consistency and reliability. The findings demonstrate that the Fear of Trust (Pistantrophobia) Scale in Athletes is a psychometrically sound instrument. The study is expected to contribute to a better understanding of athletes’ psychological well-being, interpersonal relationships, team communication, and leadership processes, while also providing a valuable framework for future research and lifelong learning-oriented psychosocial development studies in sport sciences.

**Keywords:** Fear of trust; sport psychology; scale development; leadership; team communication

**This study was supported by the Scientific Research Projects Coordination Unit (BAP) at Çukurova University under project number [TSA-2025-17861].*

# Mindfulness as a Mediator of Teachers' Social and Emotional Skills: A Systematic Literature Review

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## Abstract

Teachers' social and emotional skills and well-being have become increasingly significant in contemporary education due to growing professional demands, stress, and the need to foster inclusive and supportive learning environments. Teachers are expected not only to regulate their own emotions and stress, but also to model and promote students' social and emotional learning (SEL). Previous research has demonstrated that teachers' social-emotional competencies are associated with classroom climate, teacher–student relationships, professional well-being, and the effective implementation of SEL in schools. Mindfulness-based interventions have gained increasing attention as a potential approach for strengthening these competencies. This study examines how mindfulness intervention outcomes mediate teachers' social and emotional skills within the CASEL framework, using the five-facet mindfulness model proposed by Baer et al. (2006). The study employed a systematic literature review design in accordance with the PRISMA guidelines.

A structured search was conducted in the Scopus, Web of Science, and ProQuest databases. The inclusion criteria comprised peer-reviewed empirical studies focusing on mindfulness interventions in teachers' professional development and their relationship to social and emotional competencies. The selected studies were analysed thematically according to the CASEL competencies and the five facets of mindfulness: observing, describing, acting with awareness, non-judging, and non-reactivity. The findings indicate that mindfulness interventions enhance teachers' social and emotional competencies, particularly emotional regulation, self-awareness, relationship skills, and responsible decision-making. The reviewed studies also suggest positive effects on stress reduction, teacher resilience, classroom climate, and teacher–student interactions. The analysis revealed that specific mindfulness facets, especially acting with awareness and non-reactivity, play a mediating role in strengthening SEL-related competencies and supporting reflective professional practice. The results suggest that mindfulness interventions should not be viewed solely as individual stress-management techniques, but rather as systemic approaches that support teachers' professional competence and the broader educational environment. Integrating mindfulness into teacher professional development may strengthen teachers' capacity to implement SEL effectively and foster more inclusive and emotionally supportive classrooms.

**Keywords:** Mindfulness, teachers' social and emotional skills, social and emotional learning, CASEL, teacher well-being, systematic literature review

# Programmed Adolescence: Artificial Intelligence (AI) Anxiety and Teenage Subjectivity in M. T. Anderson's Feed

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## Abstract

This paper examines M. T. Anderson's *Feed* as a young adult dystopian novel that presents artificial intelligence not as an external threat, but as a system that quietly shapes teenage consciousness from within. The novel's central anxiety lies in the way the feed influences language, desire, identity, emotion, and social behavior, turning adolescence into a programmable and marketable condition.

The analysis combines close literary reading with narratology, social theory, and psychology. Narratologically, the paper examines Titus's first-person narration through Gérard Genette's concepts of narrative voice and focalization, showing how his fragmented language, limited self-awareness, and consumerist vocabulary reflect the feed's control over thought and storytelling. In terms of social theory, it draws on Jean Baudrillard's theory of consumer society, Michel Foucault's concept of panopticism, and Shoshana Zuboff's surveillance capitalism to examine how the feed transforms advertising, observation, and data extraction into forms of internalized control. Psychologically, Erich Fromm's concept of alienation is used to explore the characters' emotional numbness and weakened capacity for empathy.

The paper argues that *Feed* is powerful because its dystopia is not built on visible oppression, but on internalized control. The teenagers believe they are communicating, choosing, and enjoying freedom, while their thoughts and desires are shaped by a corporate technological system. Through Violet's resistance and Titus's inability to fully understand her suffering, Anderson exposes the emotional and ethical cost of living through artificial intelligence. Ultimately, *Feed* suggests that the deepest fear of artificial intelligence is not that machines will become human, but that humans may become trained to think, speak, and feel like machines.

**Keywords:** M. T. Anderson; young adult dystopia; artificial intelligence anxiety; teenage subjectivity; digital identity

# Mentor Support and the Development of Professional Identity: Novice Teachers' Perspectives

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**Abstract**
The early stage of a teaching career is characterised by the development of professional skills, adaptation to the school environment, and the formation of professional identity. During this period, mentor support plays a crucial role. According to OECD TALIS 2025 data, inadequate support is among the factors contributing to novice teachers' decisions to leave the profession (OECD, 2025). Research indicates that mentoring positively influences professional growth, teaching practice, goal setting, job satisfaction, and student learning outcomes. This study investigates the types of mentor support that novice teachers consider important for strengthening their professional identity at the beginning of their careers. A mixed-methods research design was employed, combining survey data from novice teachers (n = 49) and mentors (n = 60) with semi-structured interviews conducted with three mentors. Quantitative data were analysed using descriptive statistics, while qualitative data were analysed through content analysis.

The findings highlight the importance of an individualised mentoring approach and the value of mentors with the expertise in the novice teacher's field. Three key dimensions of mentor support emerged: professional guidance, social integration within the school community, and psychological support. Effective mentoring enables novice teachers to connect theory with practice, strengthen their confidence and professional competence, and develop a sustainable Professional identity.

**Keywords:** Mentor, mentoring, novice teacher, professional identity

# Artificial Intelligence in Graduate Adult Learning: Academics' Perspectives on Opportunities, Risks, and Ethics

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## Abstract

This study examines academics' perspectives on the use of artificial intelligence in graduate adult learning. As artificial intelligence becomes increasingly visible in higher education, it creates new opportunities for flexible access to information, personalized support, academic writing assistance, and instructional preparation. However, its use in adult learning also raises questions about learner autonomy, critical thinking, academic integrity, and ethical responsibility. The study was designed as qualitative phenomenological research. The participants consisted of seven academics working in the field of adult education at a public university in the Western Black Sea Region of Türkiye. Data were collected through a demographic information form and semi-structured interviews. The interview data were analyzed using qualitative content analysis. The findings show that academics conceptualized artificial intelligence as a technological system that simulates selected human cognitive functions and supports learning, research, writing, and teaching processes. Participants associated artificial intelligence with faster access to information, time efficiency, personalized learning, literature review support, and increased academic productivity. Nevertheless, they also emphasized risks such as overdependence, superficial learning, weakening of critical thinking, unreliable outputs, fabricated references, plagiarism, and academic integrity problems. The study concludes that artificial intelligence should be positioned as a supportive tool rather than a substitute for learner agency or academic responsibility. Graduate adult education programs should develop clear ethical guidelines and integrate AI literacy, including source verification, transparent use, data privacy, and critical evaluation of AI-generated outputs.

**Keywords:** Artificial intelligence; adult education; graduate learning; lifelong learning; academic integrity

# Educational Leadership in the Age of AI: From AI-Supported Production to Teacher Professional Formation

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**Abstract**
Artificial intelligence (AI) is increasingly entering school settings through tools that support lesson planning, feedback generation, assessment design and Professional documentation. However, current discussions often treat AI integration mainly as a matter of tool adoption, digital competence or ethical regulation. This article argues that such a framing is insufficient because AI-supported teaching outputs should not be mistaken for teacher professional learning or professional formation. The purpose of this article is to reposition AI integration as an educational leadership problem concerned with how schools transform AI-supported production into meaningful teacher professional growth. Methodologically, this article adopts a conceptual and theoretical approach. It draws on educational leadership, teacher professional learning, teacher agency and sociotechnical critiques of educational technology to develop the concept of leadership-mediated AI professional learning.

The analysis identifies four connected dimensions through which AI reshapes teacher professional formation: the evidentiary dimension, which concerns what counts as evidence of teacher growth; the pedagogical dimension, which concerns how AI influences teachers' imagination of good teaching; the ethical dimension, which concerns professional accountability for AI-mediated decisions; and the human-centred dimension, which concerns the kind of teachers schools should cultivate in the age of AI. The article suggests that school leaders should not reduce AI integration to technical training, policy compliance or visible innovation. Instead, they should create professional conditions that enable teachers to critically interpret AI outputs, justify AI-mediated decisions, collaborate through inquiry and maintain human-centred educational judgement. The article contributes to educational leadership research by shifting the focus from measuring AI uptake to theorising the leadership conditions under which AI becomes a resource for teacher professional formation rather than a substitute for it.

**Keywords:** Artificial intelligence; educational leadership; teacher professional formation; teacher professional learning; professional accountability

# When Artificial Intelligence becomes The New Instructor: AI Dependence and Epistemic Autonomy in Student-Centered Education

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## Abstract

The rapid expansion of generative artificial intelligence (AI) technologies has transformed higher education while raising concerns regarding increasing dependence on AI-generated information and the potential weakening of cognitive autonomy. The present research examined AI dependence and its associations with problematic ChatGPT use and academic self-efficacy among university students in Azerbaijan through a two-study design. Study 1 focused on the Azerbaijani adaptation and validation of the AI Dependence Scale (DAIS) in a sample of 203 participants and provided evidence of satisfactory psychometric properties. Study 2 investigated the relationships between problematic ChatGPT use, AI dependence, and academic self-efficacy using structural equation modeling in a separate sample of 214 students. Problematic ChatGPT use positively predicted AI dependence, whereas AI dependence positively predicted academic self-efficacy. However, problematic ChatGPT use demonstrated a direct negative association with academic self-efficacy, and the indirect effect through AI dependence was significant.

Overall, the findings suggest a paradoxical relationship between AI-supported learning and students' epistemic autonomy. Beyond validating the DAIS, the study provides preliminary support for conceptualizing AI dependence as a potential form of digital epistemic dependency characterized by increased reliance on AI-mediated knowledge construction.

**Keywords:** AI dependence, student-centered learning, epistemic autonomy

# Teacher Emotions, Psychological Well-Being, and Job Satisfaction across Teaching Careers in Public-School Teachers

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## Abstract

Teaching is an emotionally demanding profession that requires sustained psychological engagement and emotional regulation throughout the professional lifespan. This study examined the relationships among teacher emotions, psychological well-being, psychological distress, and job satisfaction among public-school teachers in Azerbaijan, with particular attention to gender and career-stage differences.

The sample consisted of 2,106 teachers aged between 22 and 65 years. Participants completed measures of teaching enjoyment, anger, anxiety, psychological well-being, psychological distress, and job satisfaction. The factorial validity of the Teacher Emotions Scale (TES) was evaluated using confirmatory factor analysis with the weighted least squares mean and variance adjusted estimator.

The three-factor model demonstrated excellent fit, $\chi^2(51) = 180.42$, CFI = .986, TLI = .982, RMSEA = .035, and SRMR = .041, and all measures showed satisfactory reliability ($\alpha$ = .70–.88). Correlation analyses indicated that psychological well-being was positively associated with teaching enjoyment and job satisfaction, whereas psychological distress was positively related to teaching anger and anxiety. Female teachers reported higher levels of teaching enjoyment, while male teachers demonstrated lower well-being and higher distress. Analyses revealed that early-career teachers reported higher enjoyment, well-being, and job satisfaction, whereas late-career teachers exhibited greater psychological distress. The findings underscore the importance of promoting teachers' emotional well-being and implementing psychological support mechanisms across the entire teaching career.

**Keywords:** Teacher emotions, job satisfaction, occupational functioning.

# Learning to Consume in a Changing World: Consumer Protection and Lifelong Consumer Education in Poland

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## Abstract

Contemporary consumer environments are becoming increasingly dynamic and complex, requiring individuals to continuously develop their knowledge, skills, and competences throughout life. In this context, consumer education is closely connected with consumer protection, as awareness of consumer rights, available support mechanisms, and responsible market participation constitutes an important element of lifelong learning. This presentation focuses on consumer protection in Poland from the perspective of lifelong learning (LLL).

It highlights the role of consumer education, consumer protection institutions, and selected practices that support consumers in adapting to changing social, economic, and technological conditions. Particular attention is given to the importance of informing consumers about their rights and available protection mechanisms as an essential component of lifelong consumer education. In the context of ongoing digital transformation and emerging market challenges, lifelong consumer education is becoming increasingly important for strengthening consumer awareness, improving protection, and supporting active and informed participation in socjety and sustainable development..

**Keywords:** Consumer protection, consumer rights awareness, lifelong learning (LLL), consumer education

# Blended Learning in Distance Basic Education: A Systematic Literature Review

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**Abstract**

Distance education has become an increasingly significant component of contemporary education; however, research on blended learning in distance basic education remains fragmented and conceptually inconsistent. Existing studies predominantly focus on higher education, secondary education, or emergency remote teaching during the COVID-19 pandemic, leaving a gap in understanding planned blended learning practices in basic education. In addition, inconsistent use of terminology related to distance, online, and blended learning creates challenges for both research and educational practice.

This systematic literature review aims to synthesise current evidence on the conceptualisation, pedagogical models, implementation factors, and outcomes of blended learning in distance basic education. The systematic literature search was conducted in the Scopus database for peer-reviewed publications between 2008 and 2026 using combinations of the keywords distance education, online learning, blended learning, hybrid learning, basic education, primary education, elementary school, and K–12. Following PRISMA guidelines, 85 records were identified, 60 studies met the inclusion criteria and were included in the final analysis. The findings reveal considerable conceptual ambiguity between blended, hybrid, and online learning, with most studies lacking explicit pedagogical frameworks. The review contributes to the conceptual clarification of blended learning in distance basic education, identifies research gaps concerning primary and lower secondary learners, and supports the development of theoretically grounded and evidence-informed models for implementing blended learning in distance basic education settings.

**Keywords:** Blended learning; distance education; primary education; K–12 education; systematic literature review

# Examining the Effects of Playing Musical Instruments on Students' Spatial Thinking Skills, Learning Styles, and Creativity from a Neuroscientific Perspective

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## Abstract

The present study aims to examine, within the context of Çanakkale province, the effects of playing musical instruments on students' spatial thinking skills, learning styles, and creativity from a neuroscientific perspective. The research employed a descriptive design, with a sample of 924 sixth grade students enrolled in middle schools under the Çanakkale Directorate of National Education. Çanakkale comprises 12 districts and 76 middle schools. Data were collected using a personal information form, the MRTA Rotation Test, the Learning Styles Scale, and a Creativity Test.

The data of the study were analyzed using the SPSS statistical package. Students' profiles were examined through percentages and frequencies; ANOVA was employed to compare the spatial thinking and creativity scores of students who play musical instruments with those who do not. Chi-square tests were conducted to evaluate differences in learning styles according to instrument preference, while correlation and regression analyses revealed the relationships between playing a musical instrument and the other variables. The findings indicate that playing a musical instrument is a powerful educational tool that enhances spatial thinking skills, although its predictive power regarding learning styles and creativity remains limited. This suggests that individual differences during middle school cannot be explained by a single variable and are inherently multidimensional.

In particular, the development of creativity and cognitive skills appears to be shaped by the simultaneous interaction of factors such as educational environment, family support, socio-cultural context, personal interests, and motivation. The results further show that female students scored significantly higher in creativity than male students, whereas no gender differences were observed in learning styles or spatial thinking skills. This finding implies that gender-based cognitive differences are gradually diminishing in contemporary education systems. Neuroscientific evidence supports the view that music education plays a critical role not only in artistic development but also in cognitive and pedagogical domains. By integrating visual, auditory, and kinesthetic modalities, music education enables students to engage simultaneously with notation, melody, rhythm, and performance, while improvisation and composition stimulate their capacity for original thought. Thus, music emerges as a multidimensional learning experience that strengthens both cognitive development and creative potential.

**Keywords:** Spatial thinking skills, learning styles, creativity, neuroscience

# Social Studies Teacher Candidates' Views on Place Attachment

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## Abstract

Place attachment refers to the bond between a person and a place. It includes a person's feelings, cognitive processes, and behaviours related to the place. Recent studies by scientists have revealed that, in addition to individuals'; physical understanding of space, they assign a more complex value to space by including their relationships with the place, social networks, and emotions.

Social studies lessons, while addressing various phenomena and events occurring on Earth, have begun to include the impact of space on humans. Human-space relationships often create a sense of place, leading to place attachment. In this study, the views of social studies teacher candidates on spatial dependence are examined in the context of causality. The study utilized 7 teacher candidates pursuing a master's degree in social studies education at Recep Tayyip Erdoğan University. The study emerged from an in-depth analysis of opinions obtained through qualitative data. In this context, 7 questions related to place attachment were asked to the teacher candidates. In the analysis of the data, the students revealed the reasons for place attachment according to their own thoughts.

**Keywords:** Social studies, sense of place, place attachment

# AI Literacy in Initial Teacher Education: Student Teachers' Preparedness for Generative AI in Latvia, the Czech Republic, Israel, and Slovakia

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## Abstract

This study examines student teachers' preparedness for generative artificial intelligence (GenAI) through the lens of AI literacy in initial teacher education across Latvia, the Czech Republic, Israel, and Slovakia. As GenAI becomes increasingly visible in educational settings, teacher education programmes are expected to prepare future teachers not only to use AI tools, but also to evaluate them critically, ethically, and pedagogically. Guided by Tenberga and Daniela's six-component AI literacy framework, the study draws on an online survey of 473 student teachers across the four countries. Descriptive statistics were used to examine student teachers' perceived AI literacy across six dimensions: understanding the fundamentals of AI, critical evaluation, ethical awareness, pedagogical use, awareness of AI's wider implications, and communication about AI.

To contextualise the survey findings, relevant national policy and curriculum texts published between 2020 and 2025 were also analysed using explicit inclusion criteria. The findings suggest that student teachers recognise the growing importance of GenAI for education, but their perceived preparedness varies across AI literacy dimensions, particularly in relation to ethical awareness, critical evaluation, pedagogical application, and communication. The study highlights the need to embed AI literacy more systematically in initial teacher education and offers implications for curriculum design, policy alignment, and cross-national collaboration.

**Keywords:** Generative artificial intelligence; AI literacy; initial teacher education; student teachers; teacher preparedness; cross-national study

# Let's Take Action: A Philosophy for Children-Based Board Game Design for Sustainability Education

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## Abstract

This study addresses the design process of an educational board game called Let's Take Action: A P4C-Based Sustainability Adventure, developed to support primary school sustainability education. The main aim is to design a Philosophy for Children-based board game that enables children to discuss sustainability issues through inquiry, dialogue, reasoning, cooperation, and reflective thinking. The problem addressed is the need for age-appropriate, interactive materials that present sustainability concepts to primary school students not only as environmental knowledge, but also as ethical, social, and civic issues. The study is structured as a design and development-oriented educational study. Its framework is grounded in Philosophy for Children and the Sustainable Development Goals.

During the design process, sustainability themes were transformed into scenario-based question cards, collaborative tasks, visual components, and facilitator-guided inquiry processes. The researcher is positioned both as the designer of the material and as the facilitator of the P4C-based learning process. Since the study focuses on the design stage, it does not present empirical findings. Instead, it explains the conceptual framework, pedagogical rationale, game components, and expected contributions of the board game. The game consists of a game mat, dices, scenario cards, philosophical inquiry-based questions, visual icons, and a facilitator's guide. These components aim to support students' critical and creative thinking, inquiry, reasoning, collaboration, environmental awareness, and values-based discussion. The study suggests that P4C-based board games may offer a child-centered, inquiry-based model for integrating sustainability education into classrooms. A pilot is planned to examine effects on sustainability awareness, dialogic participation, and critical thinking.

**Keywords:** Philosophy for children, sustainability education, board game design, primary education, sustainable development goals, critical thinking.

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# The Effect of Working Parents' Perceptions of School–Family Digital Communication Management on Parent–Child Communication

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## Abstract

Today, communication between educational institutions and families is largely conducted through digital tools. School-family digital communication management is regarded as a crucial framework that enhances parental involvement in the educational process by enabling the rapid, effective, and continuous sharing of information. Parent-child communication is a fundamental area of family interaction that directly influences a child's emotional, social, and academic development. Healthy and high-quality communication not only strengthens a child's ability to express themselves but also contributes to parents' more conscious and active participation in the educational process. This study aims to examine the effect of the level of parent-child communication on family-teacher communication and collaboration from the perspective of various variables. The study was conducted with a sample group of 258 parents of students enrolled in schools in Kocaeli Province.

A quantitative research method was used in the study, and the data were analyzed using the independent samples t-test, one-way analysis of variance, and correlation and regression analyses. The findings revealed positive and significant relationships between the level of parent-child communication and family-teacher communication and collaboration. In particular, it was determined that the family participation dimension significantly predicted family-teacher communication and collaboration, and that the model explained a significant portion of the total variance. In analyses conducted in terms of demographic variables, it was found that school type, employment status, parental age, child's age, and the most frequently used digital communication tool with the school created significant differences across various subdimensions. In particular, it was observed that parents in the older age group and those with older children had higher levels of communication and collaboration. Furthermore, it was determined that parents who use digital communication tools such as WhatsApp and email have more positive levels of communication and collaboration. In conclusion, the study demonstrates that communication between parents and their children is a key determinant of school-family collaboration; it also highlights that family participation is the most critical factor in this process.

**Keywords:** Digital communication, parents, parent-child communication

# Linking Theory with Practice through Project-Based Learning to Promote Entrepreneurial Spirit Among Students at Universities with an Economic Focus

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## Abstract

Project-based learning gives students the opportunity to engage in solving complex practical tasks, in which they address problems from real business practice. Thus, a complex practical task is solved, which is related to a specific economic and managerial topic assigned by the owner or management of the company. The project is carried out in teams formed within the study group, which promotes interaction between individuals within the team and between individual teams. The project is worked on throughout the semester using methodological guidelines provided by teachers, and the results of the proposed solutions are presented at the end of the semester in the presence of an expert from the business world. The teaching method, which uses project-based learning, improves and develops students' critical and creative thinking. At the same time, it helps students develop skills that can be applied in business practice.

The aim of this paper is to evaluate the benefits and weaknesses of the project method applied in teaching entrepreneurship. The research sample will consist of second- and third-year bachelor's students studying in the bachelor's program in Economics and Management. The evaluation will be carried out through a questionnaire survey and interviews with selected students and teachers. The questionnaires will be evaluated using descriptive statistics. Based on the results obtained from the questionnaire survey and interviews, appropriate conclusions will be drawn for the more effective application of the project method in teaching university students with an economic focus. At the same time, it will be possible to determine whether active learning through project-based teaching has the ability to improve their entrepreneurial skills.

**Keywords:** Project-based learning, entrepreneurial spirit, linking theory with practice, questionnaire survey

# Artificial Intelligence in Education: Opportunities and Challenges

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## Abstract

Artificial intelligence is having an increasingly significant impact on education, bringing both important benefits and challenges that must be carefully managed. It can contribute to personalized learning, the automation of repetitive tasks, increased access to education and the development of 21st-century skills. At the same time, it raises issues related to privacy, equity, addiction to technology and teacher training. One of the most significant advantages of artificial intelligence is personalized learning. Intelligent systems can adapt the content, the pace and the difficulty level to each student's needs, contributing to more effective learning. It can streamline teachers' work by automating the grading of assignments and providing rapid feedback. Thus, the time saved can be directed toward more creative teaching activities and direct interactions with students. Another major benefit of AI is increased access to education. Technologies such as automatic translation and speech recognition support students with special needs or those from disadvantaged backgrounds. Furthermore, artificial intelligence can make learning more interactive and engaging through the use of simulations and intelligent tutors, which help students grasp difficult concepts. However, the use of AI in education also carries risks.

Data protection and privacy are major concerns, as these systems collect and analyze information about students. There is also a risk of technological dependence and a decline in human interaction, which is essential to the educational process. Another challenge is the need to train teachers so that they can use AI tools effectively from a pedagogical perspective, not just from a technical one. In addition, ethical risks arise, such as algorithmic bias, which can lead to unfair results when training data is unbalanced; or moral risks, when spiritual values cannot be taken into account or are misinterpreted due to a lack of interpersonal interaction. We conclude that artificial intelligence represents a remarkable scientific advancement that cannot be stopped, but must be managed responsibly. It should not replace the teachers, but rather support them, and it should not substitute for the student's effort, but rather enhance it. Used correctly, artificial intelligence can contribute to building a more efficient, personalized, and comprehensive educational system.

**Keywords:** Artifical education, teacher, challenges, risks, data protection

# The Philosophical European Heritage of Theodor Adorno: On Aesthetic Reasoning-the Rehabilitation of the Non-Identical

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## Abstract

The present study is an attempt to conceptualize some insights that are meant to peer into a new dimension of the methodological enterprise of the contemporary theological education in its engagement with culture. This concern has been stirred by the intuition of a possible reorganization of the theological domain in a framework of collaborative creativity with other disciplines. Theology needs a method which freely explores the possibility of communicating self-description to all conceivable audiences. Even if revelation and divine inspiration are not reconstructable, nevertheless, it is possible to reshape new ways in which believers perceive and communicate them to their secular neighbours that inhabit the realities of our pluralist, late modern society. The approach of the present paper is settled by the premise that we can no longer pretend that the assumptions of the Enlightenment set the rules for all rationality.

The original contribution of the Frankfurt School philosopher, Theodor W. Adorno is firstly examined in his critique of the "enlightened" bequeathal of exclusionary epistemologies, an analysis which culminates with his account of the alternative "aesthetic understanding". The working hypothesis is that art functions as a legitimate form of knowledge that acknowledges the "excess" of experience that cannot be quantified by rational categories, by the prototype of "identity logic". The alternative aesthetic reasoning Adorno ushers in might stand for the horizon of a dramatic renewal within the European educational approaches and contemporary culture interaction.

**Keywords:** Exclusionary epistemologies, identity logic, Frankfurt School, negative dialectics, intercultural education

# Making Art Accessible to People with Visual Impairments

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## Abstract

Art surrounds us in many forms and carries different meanings for each individual. This is equally true for people with visual impairments, whose aesthetic experience may be mediated through alternative sensory channels and specifically designed forms of access. The proposed contribution focuses on current possibilities for making works of art accessible to people with visual impairments through tactile perception, with particular attention to the transformation of visual artworks into haptically perceivable formats. Drawing on the outcomes and ongoing work of the project TACR TQ23000224 – Innovation in Art Education and Support of Aesthetic Perception for Students with Visual Impairments through the Haptization of Artworks Using 3D Printed Models (HART), the post introduces contemporary approaches to the accessibility of artworks in educational and cultural contexts.

Special emphasis is placed on the use of artificial intelligence, digital modelling, and 3D printing technologies as tools for converting selected visual features of artworks into tactile models. These technologies offer new opportunities not only for compensating for barriers in access to visual culture, but also for supporting aesthetic perception, art education, and independent engagement with artistic heritage among students and other individuals with visual impairments. The contribution also highlights the potential of interdisciplinary collaboration between special education, art education, digital technologies, and museum or gallery practice. It reflects on the broader significance of haptization as a means of enhancing inclusion, participation, and equal access to cultural and artistic experience.

**Keywords:** Art accessibility; visual impairment; haptization; 3D printing; artificial intelligence; art education

# Dystopian Cinema and Literature in Teaching Critical Thinking Skills

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**Abstract**

Dystopian works are literary and cinematic studies that portray authoritarian and totalitarian social structures in an ambiguous future, addressing oppressive systems that utilize high technology in every field from a pessimistic perspective. With these characteristics, dystopias open up a space for individuals to question existing social systems, authority, and dogmas, thereby becoming powerful instructional tools in the development of critical thinking skills. Critical thinking, on the other hand, is fundamentally the process of revealing the truth in a logical, systematic, and consistent manner with an open, fair, independent, and objective attitude. The purpose of this research is to reveal how dystopian cinema and literature contribute to the teaching of critical thinking skills, to identify the problems that may be experienced in this process, and to present an effective instructional model. Adopting the case study design, one of the qualitative research methods, the study group of this research consisted of 35 students taking the Critical Thinking course in the Department of Psychology at the Faculty of Arts and Sciences, Muş Alparslan University during the Spring Semester of the 2024-2025 Academic Year.

Throughout the implementation, which lasted for a total of 12 weeks, students read a dystopian novel and watched a dystopian movie every week. In the process, Franz Kafka's The Metamorphosis and The Trial, Aldous Huxley's Brave New World, Yevgeny Zamyatin's We, George Orwell's 1984 and Animal Farm, and José Saramago's Blindness were analyzed. As the cinematic reflections of these works, Metropolis, Fahrenheit 451, A Clockwork Orange, Blade Runner, and V for Vendetta were among the movies used in the process. Students evaluated these works in terms of critical thinking skills and presented their opinions, interpretations, and analyses both orally and in writing. The data of the study were collected through a semi-structured interview form, diaries, and an observation form; interviews were conducted in May 2025 with 15 students selected through purposive sampling. The obtained data were analyzed using the content analysis method. According to the analysis results, the examination of dystopian cinema and literature products significantly increased students' skills in questioning dogmatic thoughts, recognizing manipulations, and developing arguments. The analyses performed showed that discussing totalitarian governments and technological surveillance mechanisms on a fictional level directly supported students' independent and objective decision-making processes. The results also revealed that melting cinema and literature in an interdisciplinary pot embodied abstract critical thinking patterns and created a permanent awareness.

**Keywords:** Critical thinking, dystopia, dystopian novel, dystopian cinema, pessimistic literatüre

# Wellness Application for Seniors in Urban Area

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## Abstract

The research was aimed at (1) developing an wellness application for seniors in Bangkok which is urban area and (2) evaluating results of using the application of seniors. The research instruments were (1) the wellness application for seniors developed by integrating lifelong learning theories with application development based on seniors' learning needs; (2) the application quality evaluation form; (3) the satisfaction questionnaire and (4) the group focusing. The sample group consisted of the experts and the seniors who living in Bangkok by purposive sampling.

The results of the research found that (1) the quality results of wellness application for seniors by experts had a good level of quality and (2) the results of using the application showed that the seniors were satisfied at a good level in all aspects with an average score of 4.39. The aspects of convenient application downloads, appropriate and easy-to-understand content, and overall satisfaction with the application had the highest score of 4.45, while the aspect of the application interacting well with users had the lowest score of 4.27. The results from the focus group were as follows: complicated menu buttoms, too few songs and insufficient details in each topic, read at ease but too small letters, beautiful colors with clean tone, interesting and suitable information for seniors but the font size adjustment menu should be added regarding for seniors with vision problems.

**Keywords:** Ageing society; digital learning; learning application; lifelong education; lifelong learning

# The Effect of Pre-Service Teachers' Lifelong Learning Tendencies on e-Learning Readiness

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## Abstract

This study investigates the relationship between pre-service teachers' lifelong learning tendencies and e-learning readiness. To this end, a correlational survey design was adopted. The population consisted of 2,777 pre-service teachers, and the sample included 378 pre-service teachers studying at the Faculty of Education at Sakarya University. A convenience sampling method was used to reach the participants. The data were collected using a Personal Information Form, the Lifelong Learning Tendency Scale, and the Scale of University Students' Readiness for E-Learning. Although both scales had previously been established as valid and reliable, their psychometric properties were re-evaluated within the scope of this study. The results confirmed the factorial structures of the scales and demonstrated satisfactory reliability. The main findings revealed that pre-service teachers' lifelong learning tendencies were positive, while their e-learning readiness levels were high. Comparisons based on demographic variables indicated that lifelong learning tendency did not differ significantly according to gender, grade level, regular internet access, or mother's education level. However, statistically significant differences were found with respect to daily internet usage time, family income level, and father's education level. Similarly, e-learning readiness did not differ significantly according to gender, regular internet access, family income level, or parents' education levels. However, statistically significant differences were observed based on grade level and daily internet usage time. Finally, a statistically significant moderate positive relationship was found between pre-service teachers' lifelong learning tendencies and their e-learning readiness levels. Furthermore, lifelong learning tendency was found to be a significant predictor of e-learning readiness. The findings are discussed in light of the relevant literature, and several recommendations are provided based on the results.

**Keywords:** Lifelong learning, e-learning, tendency, readiness, pre-service teachers

* This study was derived from the first author's graduate thesis, completed under the joint supervision of the second and third authors.

# The Effect of Caregiver Burden on Quality of Life in Informal Family Caregivers: A Meta-Analysis

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## Abstract

This meta-analysis aims to quantitatively synthesize the magnitude and direction of the association between caregiver burden and health-related quality of life (QoL) in informal family caregivers.
Following PRISMA 2020 guidelines, PubMed, Scopus, and Web of Science were systematically searched by the author between 1 March and 31 May 2026, covering 2006–2026. A random-effects model with REML estimation and Hartung–Knapp adjustment was applied; methodological quality was assessed using the Newcastle–Ottawa Scale and AXIS and certainty of evidence via the GRADE approach. Heterogeneity was examined via subgroup analysis and six-moderator meta-regression; robustness via leave-one-out sensitivity analysis; and publication bias through Egger's test and Trimnand Fill correction.

Across 38 independent samples (N = 8,167), the pooled effect was r = −0.438 (95% CI: −0.470, −0.404; Hartung–Knapp), p < .001. Heterogeneity was moderate ($I^2$ = 69.8%). Leave-one-out analysis showed the pooled r remained within a narrow range (−0.441 to −0.427); a sensitivity analysis by effect-size derivation method also yielded comparable estimates for directly reported (r = −0.462) and converted (r = −0.418) studies. Meta-regression identified country income level (p = .037) and sample size (p = .036) as significant moderators. Between-group differences were not statistically significant (Q_between p = .255); although the psychiatric subgroup showed the numerically largest effect (r = −0.507), this estimate should be interpreted cautiously given the limited number of studies (k = 2). Trim and Fill correction yielded r = −0.433, indicating robustness against publication bias. 92.7% of studies were rated as high quality. Caregiver burden consistently and substantially undermines quality of life. Findings support recognizing family caregivers as a secondary target group of healthcare services. This meta-analysis synthesized data from 38 studies and 8,167 informal family caregivers and showed a moderate-to-strong negative association between caregiver burden and quality of life (r = −0.438). The pooled effect size indicates that quality of life significantly decreases as caregiver burden increases; this pattern is consistently observed across different diagnostic groups, measurement tools, and geographies.

**Keywords:** Caregiver burden, quality of life, informal caregiver, meta-analysis

# Intelligent Tutoring Systems and Knowledge Tracing Models: A Software Engineering Approach to Adaptive Learning

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## Abstract

Intelligent Tutoring Systems (ITS) are adaptive educational software systems designed to provide individualized instruction, feedback, and learning pathways. A central challenge in ITS design is the accurate estimation of a learner's evolving knowledge state and the transformation of this estimation into meaningful instructional action. Knowledge Tracing (KT) models address this challenge by modeling student performance over time and predicting future mastery or correctness.

This paper proposes a software-engineering-oriented reference architecture that integrates KT as a central component of the student model. Rather than treating KT as an isolated predictive component, the architecture positions it within a broader adaptive learning system connected to assessment, pedagogical decision-making, feedback generation, and learning analytics. The system combines a domain model, a learner model, a KT module, a pedagogical decision engine, an assessment engine, and a learning analytics dashboard. C4 and UML-style diagrams are used to specify the system's structure and behavior from complementary perspectives, including system context, use cases, components, classes, adaptive feedback sequences, and learner progression states. These models illustrate how learner interactions can be collected, processed, and transformed into adaptive feedback, activity recommendations, remediation, and teacher-facing analytic information. The paper also discusses Bayesian Knowledge Tracing, Deep Knowledge Tracing, transformer-based and attention-based KT approaches, and the need for interpretability, fairness, privacy, pedagogical alignment, and human oversight.

**Keywords:** Intelligent tutoring systems; knowledge tracing; adaptive learning; student modeling; software architecture

# Bridging the TAH Triad: A Transdisciplinary Competency Framework and Course Design for Higher Education and Vocational Training

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Abstract: This paper aims to present the foundational research and curriculum design of the TransInnovate project, an Erasmus+ initiative focused on institutionalizing transdisciplinary (TD) education at the intersection of Technology, Arts, and Humanities (the TAH triad). The primary objective is to bridge the gap between the recognized necessity of TD approaches and the lack of structured pedagogical frameworks for educators. Despite the urgent need for transdisciplinary skills to address complex societal "wicked problems," higher education (HE) and vocational training (HVET) systems remain largely siloed. Educators often lack the specific competencies and didactic tools required to facilitate learning across the TAH triad, leading to a significant "infrastructure gap" where high motivation for TD work meets a lack of practical methodology. The research utilized a multi-method triangulation approach. This included a systematic literature review, a quantitative practitioner survey, qualitative semi-structured expert interviews, and a best-practice desk research analysis of international TD programs. The study involved an extensive literature review of 56 core sources, a survey of 135 educators and practitioners across Europe, 30 in-depth expert interviews, and the benchmarking of 17 international best-practice cases in transdisciplinary education. To ensure reliability, the project employed researcher triangulation and cross-method validation. Quantitative survey findings were cross-referenced with qualitative expert insights to ensure that the identified competency gaps reflected real-world educational challenges. The competency framework was further validated through feedback loops with project stakeholders. Quantitative data were processed using descriptive statistical analysis. Qualitative data from interviews and best-practice protocols were subjected to thematic analysis and typology development, categorizing findings into six dimensions: Competencies, Pedagogy, TAH Integration, AI Applications, Barriers, and Context. The needs analysis revealed that while 91.9% of educators value TD training, 79.3% feel unprepared to implement it. Results led to the development of a "Compound Competency Framework" integrating epistemic, relational, and action-oriented strands. The project successfully produced the "TransInnovate Course Outline," which utilizes a "pedagogy of orchestration." A key innovation is the integration of AI as a didactic tool—not just for content generation, but as a "translator" to facilitate cross-disciplinary dialogue. It is suggested that institutions adopt asymmetric ECTS weighting to facilitate cross-faculty collaboration and implement "boundary-crossing" assessment formats, such as digital exhibitions. Furthermore, higher education leadership should prioritize the creation of "integrative engines"—physical or digital spaces where TAH disciplines can collaborate on shared societal objects.

**Keywords:** Transdisciplinarity, technology, arts, competency framework, course design

# Intercultural Values and Student Relationships in Higher Education: Exploring the Role of Communication, Empathy, and Cultural Diversity

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## Abstract

Universities are increasingly characterized by cultural diversity, creating opportunities for meaningful intercultural interaction as well as potential challenges in student relationships. This study explores university students' perceptions of the factors that contribute to positive and negative interpersonal relationships within higher education settings. Particular attention is given to the role of intercultural values, communication, empathy, stereotypes, language differences, and social group dynamics. The study employs a mixed-methods approach using a questionnaire consisting of demographic questions, Likert-scale items, and open-ended questions. Data are collected from students representing different faculties, academic levels, and cultural backgrounds.

The quantitative component examines students' attitudes toward intercultural interaction, inclusion, respect, and conflict, while the qualitative responses provide deeper insights into the perceived causes of interpersonal tensions and possible strategies for fostering positive relationships. The findings are expected to contribute to the understanding of how intercultural values and communication practices influence social cohesion in higher education. Furthermore, the study highlights the importance of supportive learning environments and institutional initiatives that encourage intercultural dialogue, empathy, and mutual respect among students. The research has implications for educators, university administrators, and policymakers seeking to promote inclusive and humane educational communities.

**Keywords:** intercultural values, higher education, student relationships, empathy, cultural diversity

# Beyond Contact Hours: A Theoretical Model for Pedagogically Optimized Low-Intensity Turkish Courses

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## Abstract

In many universities, elective foreign language courses are offered for only two hours per week. This creates a clear limitation for language learning, especially in terms of practice, repetition, and regular exposure to the target language. At the same time, in many institutional contexts increasing weekly course hours is simply not feasible. The question, therefore, is not only whether two hours are enough, but how this limited time can be used more deliberately.

Drawing on several years of experience teaching two-hour-per-week Turkish courses in higher education, this conceptual paper proposes a theoretical model for pedagogically optimized low-intensity language instruction. The model is informed by literature on learner autonomy, pre-class preparation, classroom interaction, feedback, and out-of-class learning, and by classroom-based reflections on how students engage with a short weekly course. It highlights the careful selection of useful words, expressions, and structures; the preparation of simple and accessible course notes; the sharing of materials before class; the use of class time for pronunciation, speaking practice, and individual feedback; and the extension of the learning environment through digital communication, daily-life examples, short videos, and cultural activities.

Low-intensity language courses are not ideal learning conditions, but they are a common educational reality that demands thoughtful pedagogical planning. When limited classroom time is supported by clear materials, active teacher-student interaction, and a reasonable degree of learner responsibility, two-hour weekly courses may become more productive than their limited duration suggests. The paper offers design principles for low-intensity Turkish courses and aims to contribute to discussions on language teaching in constrained higher education settings.

**Keywords:** Low-intensity language courses; Turkish as a foreign language; pedagogical design; learner autonomy; pre-class preparation; classroom interaction

# Afraid to Miss Out, Unable to Look Away: Emotion Regulation Difficulties, Fear of Missing Out, and Binge Scrolling

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**Abstract**

Digital technologies now run through nearly every part of daily life, and people are spending more and more of their time online. One behavior this shift has brought into focus is binge scrolling: the repeated consumption of negative, distressing, and crisis-related news. Keeping up with events has its value, but heavy exposure to this kind of content has been tied to elevated anxiety, stress, and emotional exhaustion, along with poorer psychological well-being. The literature on binge scrolling has grown quickly, yet we still understand relatively little about the psychological processes that set it in motion and keep it going. This study draws on Compensatory Internet Use Theory and the Interaction of Person-Affect-Cognition-Execution (I-PACE) model to ask whether fear of missing out (FoMO) mediates the link between emotion regulation difficulties and binge scrolling.

The underlying logic is fairly direct: people who have trouble managing their emotions tend to find uncertainty more uncomfortable, and that discomfort can push them to track unfolding events and social developments more closely. This persistent need to stay current may sharpen FoMO, which in turn may show up as more frequent binge scrolling. The study used a cross-sectional, relational survey design with undergraduate students at a public university; the target sample size was set through a priori power analysis. Participants completed the Difficulties in Emotion Regulation Scale, the Social Media Fear of Missing Out Scale, and the Binge Scrolling Scale. The measurement model was examined first with confirmatory factor analysis, after which the proposed mediation was tested using structural equation modeling. The significance of the indirect effect was evaluated with a bias-corrected bootstrap procedure, controlling for age, gender, and daily screen time.

**Keywords:** Binge scrolling, fear of missing out (FoMO), emotion regulation difficulties, digital well-being.

# The Poe Story Reading Experience: The Contribution of AI-Assisted English Texts to Students' Reading and Comprehension Process

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## Abstract

This research was conducted using a quasi-experimental design to examine the effect of AI-assisted story reading activities on the English reading comprehension and reading skills of ninth-grade high school students. The study was conducted with experimental and control groups consisting of 61 ninth-grade students studying at a science high school in Elazığ city center. During the eight-week application period, students in the experimental group participated in the lesson by reading English stories generated through the artificial intelligence platform Poe, while students in the control group worked with traditional textbook texts. A valid and reliable achievement test developed by the researcher was administered to both groups at the beginning and end of the application. Independent samples t-test was used in the analysis of the data, and a significant increase in the post-test scores of the students in the experimental group was observed.

The findings revealed that AI-assisted reading materials are more effective than traditional methods in improving students' English reading comprehension and reading skills. The results obtained highlight the potential of digital technologies, especially artificial intelligence applications, to provide individualized and interactive learning environments in language education.

**Keywords:** Reading ability, reading comprehension, artificial intelligence, poe.

# Adult Basic Education as a Second- chance Pathway: A Comparative Policy Analyses of Latvia, Finland and Canada

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## Abstract

This study presents a comparative analysis of adult primary education systems in Latvia and selected high-performing countries, focusing on the development and certification of foundational skills. Despite the growing demand for lifelong learning, adult learners in Latvia face significant challenges in accessing structured and formally recognized pathways to primary education. Benchmarking Latvia's system against internationally recognized models is essential for identifying improvement areas.

The study addresses the following research questions: What are the structural and policy differences between Latvia and countries with successful adult education systems? How do these systems support adults in acquiring certified foundational skills? What are the main barriers and facilitators affecting adult participation in formal primary education? A qualitative comparative case study methodology was employed, analyzing adult education systems in Latvia and three high-performing countries: Finland and Canada. These countries were selected based on their international recognition for adult education success and geographic diversity. The research focuses on national-level policies and program structures aimed at adults seeking to complete primary education. Data were gathered from official government documents, as well as OECD and UNESCO reports. Content analysis was used to examine policy documents and program descriptions, while thematic coding identified key components related to access, structure, certification, and outcomes.

Findings reveal that all selected countries, including Latvia, share a common objective: to provide adults with access to formally recognized primary education that enhances further education and employment opportunities. However, high-performing systems tend to offer more clearly structured programs, state-recognized certification, and integrated support services for learners. While Latvia's system is based on sound principles, it currently lacks comparable coherence and systemic support.

**Keywords:** Adult basic education, comparative analysis, education policy, foundational skills, Adult primary education

# Individual and Organizational Well-Being from the Perspective of School Administrators

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## Abstract

High-performing leadership is an indispensable prerequisite for organizational sustainability and prosperity. This perspective has been extensively discussed in the literature and management-related studies for decades. More recently, scholarly attention has shifted toward identifying the conditions necessary for achieving such high performance, with the concept of well-being emerging as a central theme. The well-being of school administrators not only enhances their own professional effectiveness but also contributes to the overall well-being of the institution by fostering higher levels of motivation, productivity, and workplace harmony. The present study aims to explore school administrators' perceptions of their own well-being and to identify the policies, practices, and leadership approaches they adopt to support the emotional, psychological, and social well-being of teachers and students within their schools. A qualitative research design was employed. Qualitative research seeks to gain an in-depth understanding of individuals' lived experiences, perceptions, and the meanings they attribute to events, and is particularly useful for addressing questions that are difficult to examine through traditional research methods.

Data were collected through interviews with 27 school administrators. The data were analyzed using content analysis, through which themes and sub-themes were generated and interpreted. In addition, participants were asked to describe their well-being through metaphors, and these responses were also analyzed. The findings revealed that the primary factors supporting well-being include open communication, a culture of collaboration, work–life balance, and collegial support. Conversely, factors hindering well-being were identified as excessive workload, time pressure, role conflict, bureaucratic demands, and challenges related to crisis management. Among the organizational policies and practices that promote well-being, a safe school climate, transparent communication, recognition, and encouragement emerged as prominent themes. Furthermore, participative leadership, transformational leadership, inclusive leadership, and supportive leadership were identified as leadership approaches most closely associated with fostering well-being within educational institutions. The metaphorical representations predominantly emphasized the themes of strength and resilience, guidance and leadership, energy and renewal, and productivity and effectiveness

**Keywords:** Well-being in education, administrator well-being, teacher well-being, student well-being.

# The Silent Echo of Digital Intimacy: Transparasocial Bonds with Artificial Intelligence and Their Relationship with Loneliness

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## Abstract

This study aims to examine the relationship between transparasocial bonds established with artificial intelligence and individuals' levels of loneliness. Today, AI-supported chatbots, virtual assistants, and character-based applications have become systems that can communicate continuously with users, provide personalized responses, and create a sense of emotional support. This situation shows that people can develop social and emotional bonds not only with real individuals but also with artificial intelligence systems. The concept of a transparasocial bond refers to an experience of emotional closeness that appears to be mutual but is essentially shaped through technology and has either one-sided or limited reciprocity. In the study, it is discussed whether these bonds formed with artificial intelligence reduce feelings of loneliness or, on the contrary, cause individuals to distance themselves from real social relationships. Artificial intelligence systems may offer individuals, especially those who feel lonely, the opportunity to be listened to, understood, and able to speak without being judged. In this respect, artificial intelligence may contribute to emotional relief and strengthen the perception of social support in the short term. However, if this relationship becomes continuous, it may also carry the risk of weakening the individual's real social bonds with other people. Although artificial intelligence can give empathetic responses, the genuine reciprocity, responsibility, and emotional depth found in human relationships do not emerge in exactly the same way. The study emphasizes that the tendency to form transparasocial bonds with artificial intelligence may vary according to the individual's age, social environment, frequency of technology use, level of loneliness, and emotional needs. In particular, individuals who lack social support may be more likely to turn to artificial intelligence. Nevertheless, it is stated that bonds established with artificial intelligence should not be evaluated as entirely negative, since these technologies can contribute to psychological well-being when used correctly and in a balanced way. As a result, the relationship between transparasocial bonds with artificial intelligence and loneliness is complex and multidimensional. Artificial intelligence can be a supportive tool that temporarily reduces feelings of loneliness; however, it is not healthy for it to completely replace real social relationships. Therefore, it is important for individuals to use artificial intelligence technologies as tools that support their social lives, without becoming disconnected from human relationships.

Keywords: Artificial intelligence, transparasocial bonds, loneliness, digital intimacy

# Pedagogical and Psychological Aspects of the Cloud University Model for Ensuring the Continuity of the Study Process in the Context of a Crisis

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## Abstract

Researchers from WPZ Research GmbH (Austria), Sumy State University, National Agency for Quality Assurance in Higher Education (Ukraine), Ben-Gurion University of the Negev (Israel), Spoleczna Akademia Nauk (Poland) and Riga Technical University (Latvia) developed a cloud university model from October 2024 to September 2026 within the framework of the Erasmus+ project "Disaster Resilience of Higher Education Systems Using the Cloud University Model" (Project Number 2024-1-AT01-KA220-HED-000249632) with the aim of offering a solution for ensuring the continuity of the study process in various crisis contexts. The purpose of the study: to analyze the pedagogical and psychological aspects of the cloud university model for ensuring the continuity of the study process in the context of a crisis. The study involved 35 respondents – adult educators at higher education institutions. The evidence comes from a qualitative analysis of educators' open-ended survey responses, coded through an inductive content analysis. We developed a hierarchical coding scheme with 8 main categories and 17 subcategories—supported by definitions and teacher quotes. The most frequently mentioned "dominant topics" by respondents were: fraud/artificial intelligence/authority verification (115), emotional support (65), and institutional guidelines/resources (55). In the analysis we compare two broad crisis contexts - acute crisis settings and more stable crisis settings: Israel, Ukraine (N=19) - armed conflict, forced displacement & infrastructure disruption (electricity, internet, buildings), political instability; Latvia, Poland (N=16) - spill-over effects from other crises (e.g. migration). Grouping helps highlight contrasts in what teachers prioritise. In acute crisis contexts, the study shows that priorities cluster around survival and access—for example the practical constraints of electricity, devices, and connectivity, and the need for emotional safety. In more stable crisis contexts, challenges move toward quality, fairness, and integrity—especially around assessment formats, concerns about timed/high-stakes exams, and the risks of cheating and verifying authorship, including AI-related concerns. The analysis also identifies which themes are relatively shared and which are more context-specific. For example, mode switching appears in both contexts, while some issues—like student engagement and motivation—show stronger presence in the more stable context grouping. Flexibility can mean coping with disruption and basic continuity in acute crisis, versus redesigning and prioritising learning in more stable contexts. Assessment can be subordinate to access and safety in acute crisis, but becomes a fairness and integrity challenge in more stable situations. Even the teacher role shifts—from being a stabiliser/support figure to being more of an organiser/evaluator safeguarding standards.

**Keywords:** Cloud university model, acute crisis, stable crisis, learning, assessment

# Correlations between Values and Emotions in the Narrative of Educators' Life Stories

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## Abstract

During the interviews of educators' life stories, the interviewees' attitudes towards their own verbalized text change. Reflection on one's life is a return to past events, accompanied by emotional experience. Emotions can be spontaneous and are often suppressed - controlled. The controlled emotions are determined by the behavioural norms accepted in a society or certain cultural environment, which are characterized by gender, status, social roles and other factors. During interviews, nonverbal communication is expressed through gestures and facial expressions. Narrative and nonverbal communication enhance the emotional attitude towards the meaning of the story and the narrator's values. The value aspect is an important component of personal identity. In the personal identity model (Medveckis, 2016), the correlation of values and emotions plays an important role. In the life stories of almost all adult educators, the range of all basic emotions can be heard and seen: joy, sadness, anger, fear, disgust, surprise and astonishment. (Paul Ekman, Robert Plutchik, Carrol Izard, Wang, Y, & Wang, 2025). The system of categories and subcategories applied in the study is based on the personality identity model and the qualitative data analysis approach of the information obtained – content analysis. Triangulation has been applied in the research analysis: narrative text, context, gestures and mimicry. The data have been collected from 44 in-depth interviews with academic staff. Transcripts, video recordings of all interviews and photographic recordings of emotional turning points have been used. The demographic characteristics of the interviewees, their actual and emotional affiliation with a certain region or place identity have opened up the possibility to analyse emotions in the context of historical events, social, political environmental conditions, interpersonal relationships, educators' personality and values. The context at the moment of narration and reflection on past events have been taken into account in the narrative analysis. The results of the content analysis show that in the educators' life stories in the individual context values such as work ethic, honesty, talent, attitude towards work duties, helpfulness, motivation to improve, behaviour in accordance with ethical norms and aesthetic ideas prevail; in the meso context - professionalism, collegiality, family spirit, freedom of religion and conscience, friendship; in the macro context - a sense of community, national/ethnic self-awareness, cultural belonging, statehood. The most frequently identified correlations between emotional attitudes, which can be assessed as a positive reaction, coincide with the defined values: joy is most often expressed in work achievements, family and collegiality, but in the narrative that reveals the violation of values, negative emotions are evoked: sadness, anger and fear dominate in the narrative about dishonesty, violation of national, democratic and family values. The model of educator identity developed by the author (Medveckis, 2016) includes micro, meso and macro levels; it is theoretically grounded and tested in practice in order to determine the dominant features of an educator's personality and professional identity in the educational environment, whereas the novelty of this research is related to the study of emotions in connection with the values of the interviewed persons.

**Keywords:** Values, emotions, narrative of life stories, educator identity

# Understanding Giftedness in the Latvian Education System: Developments, Challenges and Future Directions

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## Abstract

The concept of giftedness has evolved internationally toward multidimensional and inclusive understanding; however, in Latvia, the terminology surrounding giftedness remains inconsistent and fragmented. This study examines how giftedness is conceptualised within the Latvian educational system and evaluates the alignment between national practices and international frameworks. A qualitative content analysis was conducted on Latvian legislation, policy documents, academic literature, historical records from the post-1991 period, and 293 practising teachers' survey data. The analysis followed a three-stage procedure consisting of concept mapping, contextual analysis, and thematic synthesis to identify patterns in terminology, policy development, practitioners' understanding, identification practices, and support structures related to gifted education.

The findings reveal conceptual ambiguity in how giftedness, talent, and special abilities are understood, as these terms are often used interchangeably. Gifted learners are not formally recognised within official categories of special educational needs in Latvia, which leads to inconsistent identification and uneven support across schools. Teacher training for gifted education remains limited, as well as previous initiatives have been fragmented and largely sustained through short-term projects and external funding. To better align national practice with international standards, Latvia should adopt a clear and consistent definition of giftedness, introduce systematic identification procedures, strengthen teacher education, and embed gifted education within its broader framework for inclusive education. Together, these measures would promote more equitable educational opportunities and provide stronger support for learners with high potential. This study contributes to the international discussion on gifted education by showing how conceptual ambiguity in educational policy is reflected in teachers' professional understanding, ultimately shaping identification practices and influencing educational equity.

**Keywords:** Educational policy, Latvia, giftedness, inclusive education, talent development, Terminology

# Suitability for Teacher Education: Developing and Testing a Self-Assessment Instrument for Prospective Applicants

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## Abstract

The recruitment of suitable candidates for teacher education programmes remains a significant challenge in many educational systems worldwide. Universities seek to admit applicants who not only demonstrate academic readiness but also possess personal characteristics and motivations aligned with the demands of the teaching profession. However, traditional admission procedures often rely primarily on academic indicators and may not adequately assess applicants' professional suitability or readiness for teaching. This study presents the development and initial testing of a self-assessment instrument designed to support prospective applicants in evaluating their suitability for studies in a teacher education programme. The development was a multi-stage process including literature analysis, item construction, expert consultation, and pilot implementation. Data were collected from users of the online self-assessment questionnaire and from the first-year students enrolled in a teacher education programme. In total, responses from 562 participants were analysed using descriptive statistics and qualitative content analysis.

The results indicate that the instrument effectively encourages reflection on key aspects of teacher suitability, including motivation, communication skills, collaboration, and attitudes toward working with students. Participants reported that the questionnaire increased their awareness of the expectations associated with teacher education studies and teaching profession. The findings suggest that self-assessment instruments can serve as valuable tools in career guidance and admission support for teacher education programmes. Although such instruments cannot replace formal selection procedures, they may contribute to more informed study choices and potentially reduce early attrition in teacher education.

**Keywords:** Admission processes, applicant suitability, career guidance, self-assessment instrument, teacher education

# Intercultural Assessment in Higher Education: Competencies and Digital Narratives

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## Abstract

The purpose of this study is to assess the level of self-perceived intercultural competencies among undergraduate and master's students at the University of Almería, as well as to analyze digital narratives of personal experiences in order to understand the development of cultural competence during their initial education, with the aim of identifying its dimensions, intercultural learning, and proposals for inclusive education. A sequential mixed-methods approach was adopted, combining a quantitative phase and a qualitative phase. In the quantitative phase, a sample of 420 undergraduate and master's students participated; they completed a 44-item Likert-scale questionnaire structured around three dimensions: cultural awareness, knowledge, and skills. The instrument demonstrated excellent internal consistency, with a Cronbach's alpha of 0.937. In the qualitative phase, a subsample of 9 digital narratives created by the students was selected to explore the experiential and qualitative aspects of intercultural competence in greater depth.

The results show high levels of self-perception, with scores above 3 out of 4 across all dimensions. The cultural knowledge dimension achieved the highest mean (M=3.20), followed by cultural skills (M=3.11) and cultural awareness (M=3.06). Furthermore, a strong positive correlation was identified between knowledge and skills (r=0.70). No significant differences were observed based on age, and, in terms of gender, women achieved slightly higher scores only in cultural skills, with a small effect size. An analysis of digital narratives suggests that intercultural competence is strengthened through dialogue, critical reflection and educational mediation. Furthermore, students perceive themselves as open-minded and capable of interacting in diverse contexts. However, qualitative analysis reveals that there are still areas for improvement, particularly in the most critical, reflective and applied dimensions of interculturalism. All of this highlights the need to reinforce and integrate the intercultural approach across the board in university curricula.

**Keywords:** Intercultural skills, digital storytelling, students, initial training

# Leadership in the Digital Transformation Era: A Literature Rewiew on Higher Education Students

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## Abstract

The contemporary era of digital transformation has fundamentally shifted leadership paradigms, moving beyond rigid, bureaucratic, hierarchical structures toward a dynamic model in which technological fluency, adaptive management, and digital governance converge. This shift profoundly influences every facet of public administration, from strategic decision-making to stakeholder engagement. This study explores the digital leadership profiles of higher education students—the next generation of public administrators and policymakers—by synthesizing current theoretical debates and empirical findings. Rather than treating digital leadership as a mere technical skill, this research frames it as a core administrative capacity and a strategic posture rooted in public administration principles. The research is grounded in a systematic literature review, drawing on national and international academic databases to identify studies published between 2016 and 2026.

The analysis specifically focuses on the linear correlation between students' adaptation to digitalization and their latent leadership potential. The synthesized data suggest that digital leadership capacity extends far beyond basic tool proficiency; it is a multidimensional construct that encompasses essential public administration values, including visionary thinking, digital ethics, transparency, crisis management, and participatory governance. Taken as a whole, the findings serve as a strategic reference for decision-makers seeking to realign higher education curricula with the demands of the digital age. This study goes beyond mere situation analysis, offering a practical perspective on how students can blend their leadership potential with digital competencies. Furthermore, the recommendations for embedding digital leadership as an institutional culture are intended to directly inform universities' management strategies. Ultimately, this research provides a comprehensive conceptual framework that paves the way for future field-oriented applications, longitudinal studies, and mixed-method analyses.

**Keywords:** Digital leadership, public administration, higher education, digital transformation

# An Examination of the Impact Levels of Employees' Job Satisfaction, Psychological Well-Being, and Job Performance According to Certain Demographic Characteristics and Recreational Activities

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## Abstract

The aim of this study is to examine the effects of employees' demographic characteristics and their participation in workplace recreational activities on job satisfaction, psychological well-being, and job performance in the civil aviation sector in Türkiye. Given the high-stress and intensive working conditions characteristic of this sector, understanding factors that enhance employee well-being and performance is of critical importance for organizational sustainability.

The main research problem focuses on whether employees' job satisfaction, psychological well-being, and job performance differ significantly according to demographic variables and participation in recreational activities. Within this framework, sub-problems address differences based on gender, age, marital status, education level, total work experience, tenure in the current organization, work unit, frequency of participation in recreational activities, and types of recreational activities.

The study adopts a quantitative research design. Data were collected through an online survey conducted with employees of a civil aviation company operating in Türkiye. Convenience sampling was used, and a total of 402 valid questionnaires were included in the analysis. Ethical approval was obtained prior to data collection.

Job satisfaction was measured using the short form of the Job Satisfaction Scale developed by Brayfield and Rothe and adapted into Turkish. Psychological well-being was assessed using the Psychological Well-Being Scale developed by Telef. Job performance was measured using the scale originally developed by Kirkman and Rosen and adapted into Turkish by Çöl. All scales demonstrated satisfactory reliability and validity coefficients.

Data were analyzed using statistical software packages. Confirmatory Factor Analysis (CFA) was conducted to test construct validity. Reliability was assessed through Cronbach's alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). Independent samples t-tests, ANOVA with Gabriel post-hoc tests, correlation analysis, and descriptive statistics were employed to test the research hypotheses.

The findings indicate that job satisfaction, psychological well-being, and job performance significantly differ according to several demographic variables, particularly age, education level, and work experience. Participation in workplace recreational activities has a strong and positive effect on all three variables. Employees who frequently participate in recreational activities report higher levels of job satisfaction, psychological well-being, and job performance.

Based on the findings, it is recommended that organizations design and implement diversified recreational programs aligned with employees' demographic profiles. Regular and structured recreational activities should be considered a strategic human resources tool rather than optional social events. Future research may expand the sample to different sectors or employ longitudinal designs to further explore causal relationships.

**Keywords:** Job satisfaction, psychological well-being, job performance, demographic characteristics, recreational activities, civil aviation sector

# Evaluation of Public Hospital Healthcare Workers' Views on Toxic Leadership

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## Abstract

This research aimed to evaluate the views of healthcare professionals working in public hospitals regarding toxic leadership, and to determine whether these views differ according to certain demographic variables. The research was conducted using a descriptive survey model from quantitative research methods, in a sample group (176) representing the study population of healthcare workers working at Antalya Kemer State Hospital, and the sample size was reached at 91.7%. Research data were collected by applying structured face-to-face questionnaires to participants in August, September, and October 2024. In this research, the Toxic Leadership Scale developed by Schmidt (2008) was used. Descriptive statistics, t-test, and ANOVA tests were applied in the analysis of the data.

The findings revealed that the average overall score for toxic leadership among healthcare professionals was 2.874, with the highest average score found in the "Abusive Management" subdimension ($\bar{x}$ = 3.015), while the "Narcissism" subdimension ($\bar{x}$ = 2.765) had relatively lower average values.The perceptions of toxic leadership among the research group differed significantly according to occupation type (F(4-171)=2.532; p=0.042; $\eta^2$=0.056). When the overall toxic leadership scores were examined, the highest mean was found in the medical secretary group ($\bar{X}$ = 3.198), and the lowest mean was found in the midwife-nurse group ($\bar{X}$ = 2.623). Gender showed a significant difference only in the “Abusive Management” dimension [t(174) = 2.688, p = 0.008, Cohen’s d = 0.447]. The average score of male participants in this dimension was 3.327 (Ss = 1.049), while the average score of female participants was 2.888 (Ss = 0.954). When evaluated in terms of other sub-dimensions, it is seen that there is no statistically significant difference according to gender. The perceptions of toxic leadership among healthcare professionals in the research group did not show significant differences according to age, professional seniority, department worked in, length of service in the institution, or whether they received leadership training (p > .05).

The research results show that healthcare professionals' perceptions of toxic leadership are at a moderate level at work are relatively good. In line with these findings, it is recommended that training aimed at improving leadership qualities, ethical leadership practices, and regular feedback mechanisms be strengthened in healthcare institutions.

**Keywords:** Leadership; toxic leadership; healthcare workers, hospital

# Digital Gambling as a Deviant Leisure Activity: An Examination of Impulsivity and Pathological Gambling Behavior

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**Abstract**

The aim of this study is to examine the effects of various demographic variables on individuals' levels of impulsivity and pathological gambling tendencies. Data were collected on a voluntary basis through online platforms where digital gambling users are highly active, using a purposive sampling method. A total of 202 participants were initially included in the study; however, 5 participants were excluded through a control question, and the analyses were conducted with 197 participants. Data collection instruments included a "Personal Information Form," the Barratt Impulsiveness Scale-11 (BIS-11), adapted into Turkish by Güleç et al. (2008), and the South Oaks Gambling Screen (SOGS), adapted into Turkish by Duvarcı and Baran (2001).

One-way Analysis of Variance (ANOVA), Independent Samples t-test, and Chi-square analyses were used for data analysis. In cases where the assumption of homogeneity of variances was violated, Welch ANOVA and Games-Howell post-hoc tests were employed. The results indicated that daily phone usage time ($F(2,106.049) = 10.440$, $p < .01$, $\omega^2 = .087$) and weekly digital gambling duration ($F(2,96.849) = 43.267$, $p < .01$, $\omega^2 = .030$) produced statistically significant differences in impulsivity scores. Individuals with daily phone usage of 8 hours or more, and particularly those with increased gambling duration, demonstrated significantly higher levels of impulsivity. Effect sizes ranged from small to moderate. When examining the relationship between pathological gambling diagnosis and demographic variables, significant associations were found for daily phone usage ($\chi^2(2) = 12.974$, $p < .05$) and weekly gambling duration ($\chi^2(2) = 34.556$, $p < .001$), indicating that individuals with higher usage levels were more likely to be classified as pathological gamblers. Furthermore, participants identified as pathological gamblers exhibited significantly higher impulsivity scores compared to non-pathological individuals ($t(112.522) = -5.465$, $p < .001$). Pearson correlation analysis revealed a positive, moderate, and statistically significant relationship between pathological gambling status and impulsivity scores ($r(195) = .489$, $p < .01$). Accordingly, it can be concluded that as individuals' levels of gambling addiction increase, their impulsivity levels also tend to rise.

Overall, the findings demonstrate a strong relationship between the duration of digital gambling activities and both pathological tendencies and impulsivity. Increased daily screen time and frequency of digital gambling appear to elevate the risk of behavioral addiction while weakening self-control mechanisms. These results suggest that easily accessible digital gambling environments may have adverse psychological effects on individuals.

**Keywords:** Impulsivity, pathological gambling, digital habits, digital recreation

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# Perception of Employee Education as a Motivational Tool in Companies

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## Abstract

Employee education has become an increasingly important factor in contemporary companies, influencing their ability to respond to changing economic and technological conditions. Growing pressure related to innovation, digitalization, and effective human resource management encourages firms to systematically develop the knowledge and skills of their employees. Education is therefore no longer perceived merely as a supportive activity, but rather as an integral part of corporate management and long-term business strategy. The aim of this paper is to highlight the importance of employee education in firms and to summarize its key benefits from the perspective of management and economics. The paper focuses on basic forms of corporate education, their organization, and their connection to human capital development. Attention is also paid to current trends, particularly the use of digital technologies, online learning platforms, and flexible learning formats. Methodologically, the paper is based on a review of relevant academic literature and an analysis of selected findings in the fields of human resource management and corporate training. The theoretical part is complemented by a pilot questionnaire survey aimed at examining the perception of employee education as a motivational tool. The survey was conducted among a small sample of respondents from different companies and provides indicative insights into the relationship between education and employee motivation. The results of the pilot survey suggest that employees generally perceive education as a factor influencing their motivation and job satisfaction.

**Keywords:** Employee education, employee motivation, human resource management, corporate training, job satisfaction

# Comparative Analysis of Volatility and Regime Switching in Cryptocurrency and Equity Markets: Evidence from Bitcoin, BIST 100, and MSM 30

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**Abstract**

This study aims to examine and compare the volatility dynamics and regime-switching behavior of cryptocurrency and traditional equity markets using Bitcoin, BIST 100, and MSM 30 indices as representative assets. The research focuses on understanding how different financial markets react to uncertainty and transition between market regimes over time.

Using daily return data, the study applies a discrete-state Markov Chain framework to classify market conditions into high-volatility, low-volatility, bullish, and bearish states. Transition probability matrices are constructed for each asset to evaluate the likelihood of shifts between these regimes. The analysis is based on stochastic transition modeling and comparative regime analysis.

The results reveal that Bitcoin demonstrates stronger volatility persistence and more frequent regime changes compared to BIST 100 and MSM 30 indices. In contrast, the equity market indices exhibit relatively more stable transition patterns, suggesting structural differences in market maturity, liquidity, and investor behavior. This study contributes to the existing literature by offering a comparative analysis of cryptocurrency and equity market dynamics within a regime-switching framework. The findings may provide useful insights for portfolio diversification, short-term risk management, and investment decision-making in multi-asset financial environments.

**Keywords:** Markov chain, volatility, cryptocurrency, bitcoin, BIST 100, MSM 30, regime switching

# The Corporation Has Changed: Education Has Not
# From Ownership to Access to Translation Advantage in the 21st-Century Corporation

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**Abstract**

Aim: This conceptual paper argues that leadership and lifelong education must be redesigned for the corporation that has shifted from visible ownership of physical assets toward the mobilization of human, social, intellectual, relational, and AI-augmented capabilities. Problem statement: much business education still teaches the corporation primarily as a system of capital, ownership, control, measurement, and optimization. These lenses remain necessary, but they are insufficient for organizations whose most important value-creating resources are not fully owned, not fully measurable, and not automatically coordinated. Methodology: the paper uses integrative conceptual synthesis. It connects John Kay's account of the changing corporation and radical uncertainty; Michael Jensen's agency theory, free cash flow argument, and later integrity work; Raghuram Rajan's theory of power, access, human capital governance, and internal governance; Ronald Burt's theory of structural holes; and recent work on sensemaking, AI-augmented management, corporate purpose, psychological safety, and lifelong education. Scale, reliability, and analysis techniques: no empirical scale, sampling procedure, or statistical reliability test is applied. Conceptual reliability is pursued through transparent construct definition, theoretical triangulation, internal coherence, and propositions for future empirical testing. Results: the paper introduces Access Literacy and updates the Workforce Translation Model. The model moves from awareness to sensemaking, access, trust, commitment, brokerage, coordination, and value creation. Suggestions: lifelong education should teach future professionals not only to analyze value, but to make value possible by reading incentives, preserving access to critical resources, honoring commitments, translating meanings, and coordinating action under uncertainty. The central contribution is to reframe multicultural and AI-era leadership as the educational capability to convert access into coordinated value creation.

**Keywords:** Lifelong education; leadership; agency theory; internal governance; structural holes; translation advantage; AI-augmented work

# Towards Sustainable Agriculture in Albania: A Review of Smart Farming Systems and Emerging Technologies

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## Abstract

Digital technologies have become an integral part of our everyday lives, integrating into every part of education, infrastructure, agricukture and economy. Their integration into agriculture has made it possible to improve productivity, sustainability, and resource management. Smart agriculture combines technologies such as Internet of Things (IoT), artificial intelligence (AI), wireless sensor networks, cloud computing, remote sensing, and precision farming techniques to support data-driven decision-making. The combination of these technologies enable real-time monitoring of crops, soil conditions, irrigation systems, and environmental factors such as temperature, air humidity etc. These technologies have enabled for farmers to optimize agricultural practices while at the sajme time to reduce operational costs and environmental impacts. In the Albanaian economy, agriculture remains a key sector, contributing significantly to employment, rural development, and food security. However, the sector faces several major challenge. Some of the most challenging problems include fragmented land ownership, limited technological adoption, inefficient resource utilization, labor shortages, and increasing climate-related risks. The majority of farmers in Albania do not have any knowledge of the opportunities that smart agriculture offers or the programs that can help them improve their crops. The introduction of smart agriculture technologies offers significant potential to address these challenges by improving productivity, enhancing water and energy efficiency, and supporting sustainable farming practices. Recent developments in digital farming, precision irrigation, geographic information systems (GIS), and remote sensing have shown promising applications within the Albanian agricultural environment. This review gives an insight to the current state of smart agriculture and its potential role in the modernization of agriculture in Albania. It gives an introduction to key technologies, their benefits, and their practical applications while at the same time addressing the major barriers to implementing them in practice, including limited digital literacy, inadequate infrastructure, and financial constraints. The review highlights the importance of the role of technological capacity, supporting innovation, and developing appropriate policies to encourage the adoption and implementation of these technologies.

**Keywords:** Smart agriculture, internet of things (IoT); precision farming; artificial intelligence; sustainable agriculture

# Evaluation of Charismatic Leadership Perceptions of Coaches of Athletes Serving in the Sport of Volleyball

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## Abstract

The aim of this research is to examine the perceptions of charismatic leadership among athletes participating in leagues affiliated with the Turkish Volleyball Federation regarding their coaches. The research population consists of athletes over the age of 18 working in leagues affiliated with the Turkish Volleyball Federation. The sample consists of 311 athletes reached through convenience sampling. The 'Charismatic Leadership Scale' (CLS), developed by Çelik (2011) and consisting of 8 dimensions and 35 items, was used to evaluate perceptions of charismatic leadership.

This research is a descriptive study aimed at identifying an existing situation. The data obtained from the scale were analyzed using SPSS 24. According to the analysis results, significant differences were found in the athletes' perceptions of charismatic leadership regarding their coaches based on age and gender variables. However, no statistically significant difference was found in the education level variable. In conclusion, this study determined that coaches working in leagues affiliated with the Turkish Volleyball Federation exhibited the most motivating communication and the least antipathetic perception behavior.

**Keywords:** Coach, charismatic leadership, volleyball

# Artificial Intelligence Attitudes, Trust, and Online Purchase Intention Evidence from Digital Consumers

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## Abstract

Artificial intelligence (AI) technologies have become a significant factor transforming digital consumption and requiring the reconsideration of consumer behavior over the last quarter century. AI-supported recommendation systems, personalized advertisements, chatbots, and predictive analytics increasingly shape the ways consumers search for information, evaluate products, and make purchasing decisions in online marketplaces. Despite the widespread adoption of AI technologies, consumers' willingness to rely on AI-driven systems is thought to depend largely on their attitudes toward artificial intelligence and the level of trust they place in these systems. Therefore, understanding the relationships between AI attitudes, trust in artificial intelligence, and online purchase intention has become an important topic in consumer behavior research. The main purpose of this study is to examine the effect of attitudes toward artificial intelligence on online purchase intention and to investigate the mediating role of trust in artificial intelligence within this relationship. Data were collected through an online survey conducted with individuals aged 18 and over living in Türkiye. A total of 391 participants were included in the study. The Artificial Intelligence Attitude Scale (AIAS-4), the Trust in Automation Scale (TIAS), and a purchase intention scale adapted from the Technology Acceptance Model literature were used as measurement instruments. The data were analyzed using Hayes PROCESS Macro Model 4 mediation analysis. The findings revealed that attitudes toward artificial intelligence positively and significantly affect both trust in artificial intelligence and online purchase intention. In addition, trust in artificial intelligence positively influences online purchase intention and plays a mediating role in the relationship between AI attitudes and purchase intention. The findings suggest that trust in the system may function as a psychological mechanism shaping consumer behavior in AI-supported digital environments. The results also indicate that consumer behavior is evolving from the classical understanding of rational individuals toward individuals whose decisions can be shaped by technology-oriented systems.

**Keywords:** Artificial intelligence, trust in artificial intelligence, online purchase intention, consumer behavior, digital marketing

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# Corporate Governance in Artificial Intelligence Transformation: A Conceptual Framework for the Integration of EGIT and AI Governance

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**Abstract**
The integration of artificial intelligence technologies into corporate structures is reshaping organizations' business processes, decision-making mechanisms, and strategic management practices. The sustainability of the value derived from artificial intelligence technologies depends not only on technological capabilities but also on the existence of effective governance mechanisms that include transparency, risk management, ethical principles, and regulatory compliance. Therefore, the development of critical governance mechanisms is necessary for the effective and efficient management of artificial intelligence systems at the corporate level. This study aims to develop an integrated conceptual framework by addressing the interaction between Artificial Intelligence Governance and Information Technology Corporate Governance from a governance perspective. The methodological approach of the research is based on the comparative examination of fundamental corporate approaches to artificial intelligence governance and Information Technology corporate governance and the identification of common governance dimensions. Findings from the literature reveal that strategic alignment, value creation, risk optimization, resource management, performance monitoring, accountability, and transparency governance dimensions form a common ground for both artificial intelligence governance and information technology enterprise governance. In this context, the study demonstrates that integrating AI governance into existing corporate information technology governance systems, rather than as an independent structure, offers a more holistic approach. The conceptual framework developed within the scope of this study is expected to provide a theoretical contribution to the AI governance literature and offer a managerial perspective by supporting decision-making processes for organizations at the application level. Furthermore, it is considered to constitute a theoretical starting point for future empirical research.

**Keywords:** Artificial intelligence, corporate governance, transformation, EGIT

# Entrepreneurial Education Landscape in the Baltic States: A Guideline for Thai Higher Education Institutions

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## Abstract

Despite relatively small in size and population of the Baltic States compared to Thailand (Estonia, Latvia, and Lithuania), they perform well in being innovative and entrepreneurial. This research examines these Baltic higher-education-institution entrepreneurship based on content analysis and case study research. The secondary data of entrepreneurship landscape in Estonia, Latvia, and Lithuania will be discussed. Author finds that these countries have higher educational entrepreneurial support via business incubators such as Mektory (Tallinn, Estonia), Turiba Business HUB (Riga, Latvia), and Technopolis (Vilnius, Lithuania). In addition, it is important to encourage innovative and entrepreneurial thinking via student learning experience to all levels of education. In fact, it is noteworthy to emphasize both theoretical and practical entrepreneurial fields in the first cycle studies.

In contrast to the first cycle study's student entrepreneurial learning experience, the second cycle studies should encourage student entrepreneurial learning experience by promoting research-based approach. To encourage future employability and it seems to be somewhat a long period of entrepreneurial research studies in the third cycle; it is highly recommended for the second cycle students to have strong research-based entrepreneurial learning experience.

**Keywords:** Innovation, higher education institution, entrepreneurship, Baltic States, Estonia, Latvia, Lithuania, Thailand

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# From Proofreading to Pedagogical Mentoring: Supporting Doctoral Writers in Clinical Medicine

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## Abstract

This contribution presents a case study of doctoral publishing support at Palacký University Olomouc (UP), contextualised through a brief overview of practices at Charles University and Masaryk University. While all three institutions offer library-based services such as database searches, Open Access administration, and bibliometric support, the Faculty of Medicine at UP has developed a distinctly pedagogical model that centres the professional expertise of EAP practitioners. This model responds to the specific needs of PhD students in clinical medicine, who write in English as an additional language while managing demanding clinical workloads.

At the centre of this approach is the Academic Writing Lab (AWL), housed within the Department of Foreign Languages. Unlike standard institutional support that typically provides final proofreading or generic workshops, the AWL operates on the principle of manuscript mentoring grounded in genre-based pedagogy and the broader ethos of EAP professionalism. The focus shifts from "correction" to "education": mentors work collaboratively with doctoral writers to unpack the structural, rhetorical, and linguistic conventions of biomedical research articles. This positions the student as an active participant who learns to recognise and apply genre features to their own data in real time.
By situating UP's approach within a wider national landscape, the contribution illustrates how EAP-professional practice can meaningfully reshape institutional support for doctoral publishing. The synergy between technical library services and pedagogical mentoring reduces the publication burden while fostering long-term writing autonomy among clinician-scientists.

**Keywords**: Clinician-scientists, academic writing lab, manuscript mentoring, Genre pedagogy, institutional policy, PhD writing support, EAP

# The Importance of ESG Activities in Building Consumer Loyalty and Trust in the Food Sector: Current Knowledge and Research Findings

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## Abstract

This study aims to identify the current state of knowledge regarding the role of Environmental, Social, and Governance (ESG) activities in building consumer trust and loyalty in the food sector. The research procedure was based on a three-stage literature review conducted using the Web of Science database. The analysis revealed a significant research gap concerning the direct relationship between ESG activities, consumer trust, and loyalty within the food sector. Existing studies indicate that ESG practices contribute to reducing information asymmetry, increasing organizational credibility, and strengthening consumer trust. In turn, trust plays an important mediating role in the relationship between ESG initiatives and customer loyalty.

In the food sector, environmental responsibility, sustainable production, supply chain transparency, and product quality are particularly important determinants of consumer perceptions and purchasing decisions. Despite the growing body of research on ESG, several research gaps remain, particularly regarding the food industry, intergenerational differences among consumers, and the mechanisms linking ESG activities, trust, and loyalty. Based on the identified gaps, a conceptual research model and hypotheses were developed to examine the relationships among ESG dimensions, brand trust, and brand loyalty in the food sector.

**Keywords:** ESG, consumer trust, consumer loyalty, food sector, literature review

# An Examination of Task Design and Revision Cycles in Graduate Mathematics Teacher Education: A Case of Tangram

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## Abstract

Contemporary mathematics curricula aim to transform students from passive recipients into active individuals who construct knowledge and make sense of mathematical processes. This approach views mathematics not merely as a set of rules and formulas, but as a discipline grounded in reasoning and problem solving. However, the implementation of this philosophy in classroom practice is largely dependent on the extent to which teachers can design instructional materials in depth and how they structure the learning process. This study examines the "task design and revision cycles" embedded in the professional development processes of mathematics teachers. The focus of the study is on how instructional plans, developed by teachers through the use of concrete materials, undergo qualitative transformation through expert feedback and systematic evaluation processes. A qualitative case study design was employed in the research. The study group consists of mathematics teachers pursuing graduate studies in mathematics education. Within the scope of the study, the "Geometry and Teaching" course initially involved theoretical instruction in the first weeks. In the following weeks, a cyclical process was implemented for multiple tasks, including task design, classroom implementation, and revision based on feedback received. Within this broader process, one of the task design and revision cycles—specifically the task based on the "Tangram" material—was selected and analyzed in detail. The analysis was conducted based on the task documents prepared by the teachers. The findings indicate that tasks initially designed with a procedural and superficial focus gained conceptual depth through systematic revision cycles. During the revision process, teachers transformed the material from a mere visual aid into an effective exploratory tool for constructing mathematical concepts such as the principle of area and volume conservation, comparison of geometric properties, and curriculum- aligned mathematical reasoning. In addition, teachers enriched the flow of tasks with guiding questions, scaffolding strategies, and open-ended prompts that encouraged student inquiry and supported the discovery of mathematical relationships. During the revision process, teachers expanded their assessment approaches by incorporating analytic/holistic rubrics and self-assessment forms into their task designs, reflecting a greater emphasis on process-oriented assessment. Analysis of teachers' reflective writings indicated that they developed a stronger awareness of how relatively simple task structures could be enriched through pedagogical questioning, scaffolding, and process-oriented assessment practices. In conclusion, the findings suggest that academic feedback and systematic revision cycles can support teachers' professional development by encouraging them to strengthen the pedagogical, mathematical, and assessment dimensions of their instructional designs in ways that are more consistent with the curriculum's intended learning approach.

**Keywords:** Geometry teaching, mathematics teacher education, revision cycles, tangram, task design

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# Reconstruction and Co-construction: A Bidirectional Generative Framework for AI and Intercultural Studies

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**Abstract**

This study adopts a constructive approach guided by theoretical deduction and grounded in systematic literature induction. Through a comprehensive review of existing research at the intersection of artificial intelligence and intercultural studies, it identifies a critical gap in theoretical integration between two prevailing orientations — the instrumental approach and the problem-diagnostic approach — as the inductive point of departure. Drawing on the co-constructionist theory in Science and Technology Studies (STS), the paper advances "reconstruction and co-construction" as its core theoretical proposition and overarching organizing principle.

"Reconstruction" refers to the structural reorganization of knowledge production mechanisms in intercultural research driven by generative AI—marked by a systemic shift in evidence types, research objects, and knowledge forms—and is distinguished from the incremental methodological innovation implied by existing notions of "knowledge construction." "Co-construction" refers to the reverse shaping of AI systems by intercultural knowledge through four layered mechanisms—semantic, interactional, research, and governance. Building on this framework, the paper develops a three-level progressive structure and a four-layer co-construction mechanism.

**Keywords:** Generative artificial intelligence; intercultural research; reconstruction and co-construction; knowledge- production mechanism

# Between Rules and Relationships: An AI-Assisted Bilingual Semantic Analysis of Trade and Intercultural Concepts

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## Abstract

This study examines the semantic distance between trade logic and intercultural logic in cross-border exchange. In real cross-border business settings, actors rely not only on contracts, rules, compliance, logistics, and cost calculation, but also on trust, relationship, face, contextual understanding, and communicative adaptation. To address the separation between international business and intercultural research, this study constructs a source-based bilingual Chinese-English vocabulary sample of trade-related and intercultural concepts and projects them into a shared multilingual semantic space. The analysis compares pairwise semantic distance, clustering patterns, network centrality, and two-dimensional semantic projections. To reduce vocabulary- and model-specific bias, the study applies source-family coding, expert review, submodule-level sensitivity checks, random subsampling, and cross- model validation.

The results show that trade concepts tend to form rule- and process-oriented semantic clusters, whereas intercultural concepts display more diffuse and relationship- oriented connections. At the same time, the two logics are connected through a mixed semantic core, especially around information, agreement, compliance, relationship, and related transitional concepts. The study contributes an AI-assisted method for comparing how different logics of cross-border exchange are structured in bilingual semantic space.

**Keywords:** Formal logic; relational logic; bilingual semantic space; trade concepts; intercultural concepts; multilingual embeddings

# Opportunities and Challenges of Developing Self-Awareness, Awareness and Social Sensitivity among Generation Z in Higher Education Practice

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## Abstract

This study discusses the possibilities of developing self-awareness and social sensitivity from a theoretical and practical perspective using the example of a Hungarian higher education institution. The social, technological and labor market changes of the 21st century pose new challenges to higher education, especially in the field of competence development of generation Z. Nowadays, the development of self-awareness, awareness and social sensitivity is of paramount importance not only for individual well-being and successful life, but also as a fundamental condition for strengthening responsible citizenship, cooperation skills and social cohesion. The specific learning preferences, communication patterns and values of generation Z, socialized in a digital environment, justify the use of development methods that take into account the specific characteristics of this generation. The aim of the presentation is to present the opportunities and challenges that arise in the development of self-awareness, awareness and social sensitivity in the practice of higher education.

The theoretical background of the analysis is provided by the literature on generational research, personality development and the development of social competences. The presentation also draws on the results of two empirical studies and international project experiences to show that in the case of Generation Z, the application of experience-based, reflective and interactive methodologies aimed at developing self-awareness is of paramount importance. Similarly, it can be proven that strengthening awareness and social sensitivity requires a learning environment that supports self-reflection, the development of empathy and the emergence of social responsibility. The results emphasize that higher education institutions must take a strategic role in the conscious and generation-sensitive development of these competences.

**Keywords:** Higher education, self-awareness, social sensitivity, Generation Z

# The Powerful Benefits of Lifelong Learning Institutes for Older Adults and their Host Institutions

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## Abstract

Lifelong Learning Institutes (LLIs), also known internationally as Universities of the Third Age (U3As), are educational programs designed specifically for older adults. Their purpose goes beyond learning for the sake of acquiring credentials. These programs create opportunities for intellectual stimulation, social connection, personal growth, and active participation in society. Research consistently shows that participation in lifelong learning is associated with greater social integration, stronger support networks, improved well-being, and a better quality of life. At a time when loneliness and social isolation are recognized as major public health concerns, LLIs provide safe and nurturing environments where older adults can continue learning, build meaningful relationships, and develop a positive sense of identity as lifelong learners.

As populations age around the world, societies need innovative and affordable strategies that promote active aging and social participation. LLIs represent one such solution. They help older adults remain engaged, maintain cognitive activity, and contribute their knowledge, experience, and talents to their communities. In many cases, these programs also strengthen social capital, which can reduce reliance on formal support systems and help older adults cope with life transitions such as retirement, widowhood, relocation, or health challenges.

For universities, hosting an LLI is perhaps the strongest model because the benefits extend to everyone involved. Universities fulfill their social responsibility mission while expanding their impact beyond traditional-age students. Older learners bring rich professional and life experiences that enrich classroom discussions, research projects, and community engagement initiatives. At the same time, younger students gain valuable opportunities to interact with older adults in positive and meaningful ways. Given current demographic trends, most students will eventually work with older populations regardless of their profession. LLIs therefore become living laboratories for intergenerational learning.

Universities also benefit through stronger community relationships, increased visibility, volunteer engagement, potential philanthropy, and positive public perception. In this sense, LLIs are more than educational programs; they are strategic investments that help universities respond to demographic change while creating benefits for older adults, students, communities, and the institution itself. The result is a true win-win partnership that supports lifelong learning and age-inclusive communities.

**Keywords:** Lifelong Learning Institutes (LLIs); universities of the third age (U3A); older adult education; age-friendly universities; intergenerational learning

# Multicultural Competence: A Key to Professional Excellence

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## Abstract

In increasingly diverse educational, counseling, and research settings, multicultural competence has become an essential professional skill. This presentation examines multicultural competence as a developmental process consisting of three interconnected components: awareness, knowledge, and skills. Awareness involves recognizing one's own values, assumptions, stereotypes, and biases that may influence interactions with culturally diverse individuals. Knowledge refers to understanding the experiences, worldviews, and sociocultural contexts of different groups. Skills involve applying awareness and knowledge effectively in teaching, counseling, research, and other professional practices. Drawing on Pamela Hays' ADDRESSING framework, the presentation highlights the multidimensional nature of identity, including age, disability, religion, ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender. Through activities, case examples, and research illustrations, participants will explore how unexamined assumptions can contribute to stereotyping, discriminatory practices, clinical misdiagnosis, and research bias. Examples will demonstrate how multicultural competence strengthens educator effectiveness, improves counselor–client relationships, and enhances the validity and inclusiveness of research. Practical strategies for developing multicultural competence are emphasized, including self-reflection exercises, observation-based awareness activities, and critical examination of personal attitudes and behaviors. Particular attention is given to moving beyond tolerance toward acceptance and advocacy for historically marginalized populations. The presentation argues that multicultural competence is not merely an academic concept but a professional and ethical responsibility. By engaging in continuous self-examination and skill development, educators, counselors, and researchers can foster more equitable, culturally responsive, and socially just practices that benefit individuals and communities across diverse cultural contexts.

**Keywords:** Multicultural competence, counseling practice, effective research, inclusive teaching, self-awareness

# Lesson Learned on Lifelong Educational Management in University

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## Abstract

This research was aimed to (1) extract lessons learned from research and academic service projects relating lifelong educational management at Srinakharinwirot University (SWU) and (2) present recommendations of lifelong education management projects at SWU. The research was studied by suveying, interviewing and group focusing the selected units of SWU that provided research and projects relating in lifelong educational management.

The results of the lessons learned found that (1) the principles of conducting research and projects promote lifelong learning for all in a comprehensive and equitable manner (2) the operation and management of the projects (3) guidelines for successful operation and management of the projects and recommendations for the operation and management of the projects, including (1) designing the projects based on actual learning needs of target learners; (2) establishing clear project management structure; (3) allocating budget and funding sources appropriately; (4) promoting and motivating all staff, considering inclusion of the project workload as part of their performance evaluation criteria; (5) developing staff potential by providing training on essential skills for project operation; (6) raising external partner supporting collaboration with various organizations to develop projects dynamically with sustainability (7) driving academic work towards practical application in real areas; (8) integrating research and projects with teaching by encouraging students to participate in the project as part of their learning process and supporting the development of curricula that emphasize learning through practical application; (9) establishing a systematic monitoring and evaluation system for improving policies and guidelines for future research and projects.

**Keywords:** Educational administration; educational management: higher education; lifelong education; lifelong learning

# Pre-Service Teachers' Perspectives on Digital Technologies for Creative Leadership in Higher Education

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## Abstract

The aim of this study is to examine pre-service teachers' views on the use of digital technologies for creative leadership in higher education. The study seeks to explore pre-service teachers' perceptions of the concept of creative leadership, the effects of digital technologies on creative leadership practices, the challenges encountered in these processes, and their suggestions for improving creative leadership. The study is guided by the following research questions: How do pre-service teachers define the concept of creative leadership? How do pre-service teachers perceive the impact of digital technologies on creative leadership practices in higher education institutions? According to pre-service teachers, are there any challenges that limit creative leadership processes in the use of digital technologies in higher education? If so, what are they? What recommendations do pre-service teachers propose for developing creative leadership through digital technologies in higher education institutions?

The study is designed as a qualitative case study. The participants consist of pre-service teachers studying in higher education institutions. Criterion sampling is used to select participants who meet the specific requirements of the study. The main criterion is that pre-service teachers actively use digital technologies and have experience with digital applications in higher education settings. Data are collected through semi-structured interviews. The data are analyzed using content analysis. During the analysis process, codes, categories, and themes are developed based on participants' views, allowing for an in-depth examination of the effects of digital technologies on creative leadership. The findings are expected to contribute to digital transformation processes in higher education and to the development of creative leadership practices.

**Keywords:** Creative leadership, digital technologies, higher education