

ICLEL

11th International Conference on Lifelong
Education and Leadership for All

ICLEL 2025 ABSTRACT BOOK VOLUME 11



Editors

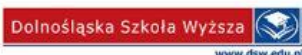
Prof. Dr Lina Kamiskienė
Vytautas Magnus University / LITHUANIA

Prof. Dr. Carlos Sousa De Reis
University of Coimbra / PORTUGAL

Prof. Dr. Osman Titrek
Sakarya University / TURKIYE

Publication Date: August 1, 2025

Supporters



ICLEL 2025

(11th International Conference on Lifelong Education and Leadership for All)

July 02-04, 2025 / Vytautas Magnus University, Kaunas-LITHUANIA



Responsibility of the contents belong to the authors.

ISBN: 978-605-72731-7-8

Copyright © 2025,

ICLEL Conferences

All rights reserved by ICLEL Conferences

www.iclel.com

No part of this publication may be reproduced or transmitted in any form by means,
electronic or mechanical, including photocopy, or any information storage and retrieval system,
without permission from the publisher.

Online Publication: August 01, 2025

ICLEL Publication:

ICLEL Conferences (www.iclel.com)

Sakarya University,

Faculty of Education,

54300 Sakarya, TÜRKİYE

Table of Contents

Cover Page	1
Table of Contents	3
Committees.....	9
Investigating the Factors Influencing Autonomous Learning Levels among University Students (Serhat Arslan).....	14
Investigation of University Students' State Hope Levels in Terms of Various Variables (Nihan Arslan).....	15
Role of Spatial Concentration in Access to Public Services and Language Learning in The Context of Migration (Hülya Pilancı)	16
Investigation of Lifelong Learning Trends Of University Students (Sevgi Çalışır Zenci)	17
To the Writers of the Future: The Art of Writing with Artificial Intelligence (Metin Elkatmış)	18
Understanding the Role of Stress in Shaping Psychological Well-Being and Resilience of Fathers (Özlem Altındağ Kumaş)	19
Coping Effect of State Conscious Awareness in Exposure: Bayburt University (Dilay İkiz & Uğur Aydemir)	20
Investigating the Relationship between Special Education Teacher Candidates' Artificial Intelligence Readiness Levels, Academic Literacy and Digital Literacy Levels (Adile Emel Sardohan Yıldırım)	21
Artificial Intelligence (AI) in Lifelong Education: Identifying and Developing Teachers' Competencies (Ömer Cem Karacaoğlu)	22
Investigation of the early math skills and performances of children with hearing loss: A case study (Halil İbrahim Yıldırım & Murat Doğan)	23
AI-Enhanced Active Learning: Impact on Performance and Satisfaction in Large-Class Speaking Courses (Ali Karakaş)	24
The Effect of Digital Storytelling on the Phonological Development of Children with Intellectual Disabilities (Halime Miray Sümer Dodur)	25
Bibliometric Analysis of the Application of Big Data in Sports Research (Erkan Tiyekli, Muhammed Emin Koç, Yeliz Eratlı Şirin & Mehmet Metin)	26
Development of a Self-Efficacy Scale for Arabic Reading-Comprehension Skills of High School Students (Sara Akkuş).....	27
Investigating mediators' challenges in a telecollaboration between Türkiye and Uzbekistan (Gamze Emir & Gonca Yangın Ekşi)	28
Language Teaching through Games in Inclusive Classrooms (Tülay Kaya Tekman & Mustafa Yeniasır)	29
The Effectiveness of Traditional Turkish Cypriot Children's Games in Transmitting Values to Students with Special Needs (Özlem Dağlı Gökbulut, Mustafa Yeniasır & Burak Gökbulut)	30
Determination of Primary School Students' Knowledge and Attitudes towards Cultural Heritage through Texts and Pictures (Burak Gökbulut & Tülay Kaya Tekman)	31
A Comparative Analysis of AI-Assisted and Teacher-Based Assessment of EFL Students' Writing (İbrahim Tekman & Tülay Kaya Tekman)	32
Problems Observed in Studies Prepared Using Artificial Intelligence in Historical Research (Hüseyin Güneş)	33
Investigating Teachers' Flexible Thinking Skills in Artificial Intelligence Use and Learning (Zeynep Dere & Naze Deniz Doğan)	34
Analysis of Psychological Resilience and Social Support Levels of University Student-Athletes (Özge Aydın, Yeliz Eratlı Şirin, Tayfun Şirin & Mehmet Metin)	35
Fostering learner autonomy: teacher beliefs and actual practices (Nesli Çiğdem Saral & Cem Balçıkanlı)	36
Problems and Solution Suggestions in Studies on the History of Islamic Sects Prepared by Using Artificial Intelligence (Fevzi Rençber)	37
The Importance of Courses on Disaster-Resistant Cities and Buildings in Architectural Education (Özlem Atalan).....	38

A Phenomenological Study on the Perceived Effectiveness of CALL Tools on Reading Classes (Erva Bulut & Rüveyda Betül Asmacı)	39
Metaphorical Perceptions of Teaching Practice: A Study of Senior ELT Student Teachers in Türkiye (Alperen Yeniel, Mehmethan Çevik & Ali Karakaş)	40
Navigating Generative AI in the Classroom: Insights from Pre-Service ELT Teachers (Mehmethan Çevik)	41
The Erasmus Effect: Intercultural Competence Levels of Erasmus and Non-Erasmus Students (Rüveyda Betül Asmacı).....	42
Social Emotional Learning Practices in Primary Schools (Cansu Bayrakcı)	43
Exploring EFL Students' Emotional Experiences: A Study on Enjoyment, Anxiety, Peace of Mind, and Boredom (Sabahattin Yeşilçınar)	44
The Effect of the ARCS Instructional Design Model on Biology Course Achievement, Motivation and Learning Agility (Yavuz Çetin & Asuman Seda Saracaloğlu).....	45
An Examination of the Relationship Between Mothers' Parenting Styles and Their Educational Competence (Elif Diktaş & Meral Taner Derman)	46
A Research on the Effect of Happiness on Sexual Well-Being (Duygu Özer)	47
The Relationship between Soft Skills and Academic Loafing through Academicians' Eyes (Ezgi Çetin & Yaşar Yavuz)	48
Sustainability of Teacher Development: Insights from the Monitoring of Activities of an Education Centre (Dalia Survutaite)	49
The Impact of Teacher Leadership on Sustainable Performance: The Mediating Role of Job Satisfaction and Psychological Well-Being (Didem Çelik Yılmaz & Türkan Argon)	50
The Relationship between Preschool Teachers' Professional Self-Efficacy and Attitudes towards Artificial Intelligence (Yakup Yıldırım & Ece Arzum Güçlü)	51
The Effect of a Mindfulness and Compassion Program on Older Adults as a Positive Aging Intervention (Lutfiye İpek, Duygu Özer , Gökçe Yağmur Güneş Gencer , Ayşen Mısra Karaloğlu)	52
The Relationship Between Parental Social Comparison and Intrinsic Learning Motivation: The Mediating Role of Rumination and the Moderating Role of Resilience (Hongyang Liu, Jana Kvintova, Justýna Dočkalová, Lucia Lacková & Lucie Vachova)	53
Relationships between Lifelong Learning and Competency-Based Education (CBE) (Mirjana Radovic-Markovic, Sadika Sharmina, Mohammad Rafiqul Islam & Md.Shajahan Kabir).....	54
The Availability and Use of Assistive Technology to Children with Mental Retardation in Schools Found in Buea Municipality (Sigala Julius Musi).....	55
Understanding Teacher Attrition in Times of Change: The Impact of Change Fatigue and Emotional Exhaustion (İbrahim Limon)	56
Teachers' Perceptions on the Use of AI in Teaching Turkish as a Foreign Language: Opportunities, Challenges, and Emotions (Eda Tekin & Yusuf Karakahraman).....	57
The Importance of a Conducive Educational Environment in Developing Learners' Musical Abilities According to China's New Curriculum: A Case Study of Luoyang City (Jiayi Liu & Jolanta Abramauskiene)	58
Swot Analysis of University Students's Use of Artificial Intelligence in Education (Ayşegül Geldi Çelik)	59
General Education Teachers' Collaborative Activities as a Prerequisite for Self-Regulated Learning (Rita Miciulienė & Edita Gudžiūnienė)	60
Early Childhood Educators' Need to Develop Competences in Multiprofessional Teamwork: The Case of Lithuania (Ilona Tanzegolskiene Bielaglove & Leta Dromantiene)	61
Self-regulated learning promotion in primary education: student and teacher related factors (Jovita Matulaitiene)	62
Self-Efficacy Development in Prospective Music Teachers: A Qualitative Study on Singing Activities (Guanhua Bi & Asta Rauduvaite)	63
Investigation of the Relationship between Problem Solving Skills and Life Skills in Preschool Children (Yakup Yıldırım)	64

Vocational expectations, career adaptability and academic achievement of students in vocational education and training (Jurate Cesnaviciene, Kristina Kovalcikiene & Rita Miciuliene)	65
The Power of Structured Thinking: The Relationship between Mind Mapping and Problem Solving (Çiğdem Arslan, Zeynep Özyaydin & Neslihan Demirci)	66
Beyond Control: The Mediating Role of Socioeconomic and Cultural Status in the Relationship Between School Autonomy and Student Achievement in OECD PISA (Rasa Maciuniene & Antonios Kafa)	67
AI-Enhanced Lifelong Learning Ecosystems: Bridging Intergenerational Gaps in Digital Competence (Nihan Özbaltan)	68
The Availability and Use of Assistive Technology to Children With Mental Retardation in Schools Found in Buea Municipality (Manyi Nnkongho Felix)	69
Growing Together: Leaders' Mentorship (Ausra Rutkiene)	70
Philosophy and Childhood: Bridging the Gap Between Adults and Children Through Philosophy (Gül Ece Arslan)	71
The Level of EFL Teachers' Intercultural Communicative Competence and Its Integration into Classes (İlayda Varna & Fatmanur Akdaş)	72
Exploring How Effort Mediates the Link Between Resilience and Job Performance in Teachers (Mustafa Bayrakcı, İbrahim Limon & Kübra Tiryaki)	73
Reconceptualizing EFL Instruction through Technology: An Inquiry into the Affective and Motivational Impacts of Cross-cultural Virtual Collaboration (Kübra Aksoy Çınar & Merve Ulukaya)	74
Promoting Learning to Learn Abilities in Primary Music Education: Teachers' Perspectives (Bo Sun, Asta Rauduvaite & Greta Sarkovaite)	75
Ways of Encouraging Emotional Expression in Singing Activities of Primary Music Education (Zhiyu Yao & Asta Rauduvaite)	76
Post-Qualitative Learning Pathways of Education Researchers: Insights from a Systematic Literature Review (PRISMA 2020) (Aida Kairiene).....	77
The Practice of Digital Technologies in Higher Education Institutions of Latvia The Labyrinth of Teachers & Students' Daily Routine (Mudassir Ararat).....	78
A Psychological Approach to Surveying Content for AI-Powered Plush Robots: Evaluating Usability in Educational and Rehabilitation Contexts (Anete Hofmane, Airisa Steinberga, Dina Bethere, Santa Striguna, Undine Gavrilenko, Inese Tigere, Aleksandrs Valisevskis, Aleksandrs Okss & Aleksejs Katasevs).....	79
Examination of Postgraduate Theses on the Use of Digital Materials in Turkish Language Education (Sultan Şükran Talancı)	81
A Comparative Analysis of Speech Disfluencies among Education and Engineering Faculty Students: The Case of Başkent University (Eylül Şerife Yüksel)	82
Responsible Leadership: Supporting Teachers in Crisis (Simona Lunina & Viada Jurgile)	83
Classroom Teachers' Perspectives on Adaptations for Students with Intellectual and Developmental Disabilities in Inclusive Classrooms (Adile Emel Sardohan Yıldırım & Metin Aris)	84
The Use of Artificial Intelligence Technologies in Program Development: Academician Perspectives and Innovative Approaches (Erhan Özmen & Filiz Elmali)	85
Linguistic Landscapes in Education: A Literature Review of Their Role in Shaping Identity Development (Ieva Margevica-Grinberga, Anna Stavicka, Ligita Grigule & Evija Latkovska)	86
Integrating Mindfulness into Pedagogical Practice: Experiences and Challenges of Mindfulness Program Graduates (Ivo Strante & Ieva Margevica-Grinberga)	87
The Effectiveness of Video Modeling in Teaching Soap Packaging Skills to Students with Intellectual Disabilities (Yavuz Erhan Kanpolat)	88
Job Shadowing as an Approach to Inclusive Education in Adult Education (Ieva Margevica-Grinberga & Aija Kaleja)	89
Digital Readiness and Cultural Contexts: Comparative Insights into Hybrid Learning (Valerija Drozdova)	90
Impact of Adult Learners' Learning Styles on Implementation of Culture-based Multilingual Blended-learning Language Course (Ineta Luka)	91
Transforming Higher Education: Exploring the Entrepreneurial Mindset and Institutional Innovation at Vidzeme University of Applied Sciences (Agita Smitina)	92

An Exploratory Comparative Study of Services for Students with Special Needs in Higher Education: A Baltic Countries Perspective (Ieva Margevica-Grinberga, Egija Laganovska & Andra Rektina)	93
An Innovative Model for the Professional Development of Academic and non-Academic Staff in Higher Education (Aiste Ragauskaitė & Simona Pilkiene).....	94
Cyber-control as an elementary structure of cyberviolence in young couples (Veronica C. Cala, Encarnacion Soriano Ayala & Rachida Dalouh Ounia)	95
Transformative Educational Tourism for Women: Strengthening Motherhood and Family Values through Personal Growth (Karina Stivrina & Santa Zimele).....	96
Experience of Using Artificial Intelligence in the Digital Transformation of Education: Benefits, Challenges and Solutions (Tamara Pigozne & Arturs Medveckis)	97
Promoting Self-Regulation Skills in Grades 4-6 in an Inclusive Environment (Viktorija Korolova).....	98
Deepfakes and Digital Violence in Adolescent Couples: Perceptions, Risks and Prevention Strategies (Rachida Dalouh, Encarnacion Soriano & Veronica C. Caballero)	99
Mapping of the Teachers' Awareness on Artificial Intelligence in the Changing Education Paradigm: A Mixed Method Exploration (Ramazan Bulut)	100
Strengthening the Employability and Professional Identity of Teachers Aged 50+: A Systematic Literature Review (Ilze Mikelsons, Indra Odina & Tatjana Bicjutko)	101
The Impact of Pedagogues' Soft Skills Orientated to Digital Teaching on Professional Satisfaction: Theoretical Literature Review (Nijole Ciuciulkiene).....	102
Pedagogical Use of Artificial Intelligence in Education: Teacher Training Needs and Solutions (Eva Cipi & Edvina Cipi)	103
Use of an AI as a Compensatory Aid in College Students with Specific Learning Disorders (Katerina Vesela & Kristyna Chaloupkova)	104
Implementing Micro-credentials: A Strategic Approach in Albanian Teachers Qualification Context (Eva Cipi & Edvina Cipi)	105
AI Tool Usage and Challenges: Insights from Lithuanian Students (Lina Kankeviciene)	106
Comparative Analysis of Adult Primary Education in Latvia and High-Performing Countries: A Focus on Foundational Skills (Vivita Ponciusa & Ieva Margevica-Grinberga)	107
Towards a Sustainable Urban Environment: Teacher Competences and Artificial Intelligence to Strengthen Civic Engagement in Future Generations (Pavels Jurs, Ilze Judrupa, Solvita Lodina & Osman Titrek)..	108
Digital Tools as a Leadership Development Tool for Children with Type 1 Diabetes (Indre Cergelyte-Podgrušienė & Rita Vaicekauskaitė).....	110
Preventing Sexual Violence in Adolescent Dating: Lifelong education for Equality (Encarnacion Soriano, Rachida Dalouh & Veronica C. Caballero).....	111
Perceptions of Addiction among Young Adults in University Age: Antalya Belek University Sample (Esra Nur Inanç & Mehmet Şeren)	112
Turkish Version of the Smartphone Pervasiveness Scale for Adolescents: The Validity and Reliability Study (Fatmagül Gürbüz Akçay, Adem Kantar & Seda Donat Bacioğlu).....	113
Adaptation of the Procrastination Scale into Turkish: A Validity and Reliability Study (Esef Hakan Toytok & Miray Özsu)	114
Teachers' Resilience, Job Satisfaction and Organisational Commitment in Low SES Schools in Lithuania (Agne Brandisauskiene & Loreta Buksnyte Marmiene)	115
A Review in AI and Conventional Psychological Assessment Tools in Sports (Dilay Ekiz)	116
Development of Digital Transformation Management Scale: Validity and Reliability Study (Bedel Samancı Kayhan, Münevver Çetin & İsmail Karsantık).....	117
Artificial Intelligence (AI) Applications in Schools: The Relationship Between Organizational Trust, Psychological Safety, and Development of Resistance to Change (Arslan Bayram, Aydın Balyer, Kenan Özcan & Püren Akçay).....	118
Professional Identity Formation amongst Pre-Service Language Teachers (Edvinas Ignatavicius & Vaida Jurgile)	119
A Comparative Analysis of Physical Education and Sports Teacher Training Programs in European Union Countries and Turkey (Sevdenur Çetkin & Ayça Kaya).....	120
A Scoping Review of Teacher Professional Vision in Multicultural Classrooms (Nano Khetsuriani)	121

The Predictive Power of Self-Esteem in Decision Making and Decision-Making Styles on Psychological Resilience in Adolescents (Elif Düzgün Dal, Oğuzhan Çolakkadıoğlu & Canan Büyükaşık Çolak)	122
From policy to practice: The role of teachers' explicit and implicit values in value education in early childhood settings (Gunita Delijeve).....	123
The Perceptions of Institutional Support for Educators' Individual Creativity Conditions (Süleyman Göksoy)	124
Implementing a Family-Centered Approach in Early Childhood Intervention in Latvia: Empirical Findings and International Context (Andra Rektina)	125
Experiences of Parents of Children with Autism Spectrum Disorder: Why is Personalized Interdisciplinary Support Important? (Daiva Bartninkiene & Julija Grigenaite)	126
Evaluation of Attitudes Towards Artificial Intelligence-Assisted Classroom Management: A Scale Development Study (Özden Ölmez Ceylan, Aslı Ağiroğlubakır & Feriha Hande İdil).....	127
The Relationship Between Instructional Leadership and Teachers' Adaptive Performance: The Mediating Role of Subjective Well-Being and Job Security (Ayhan Kandemir).....	128
Implication analysis of AI for Education process (Girts Zarins & Pavels Jurs).....	129
The Effectiveness of the Padlet Application in Teaching Turkish as a Foreign Language (Elif Bilgiç & Mustafa Altun)	130
Enhancing Teacher Professional Satisfaction: The Power of Social Attitudes and Leadership Collaboration (Rasa Didziulienė & Agnė Liucilė Grickevičė)	131
Challenging Traditional Vibraphone Pedagogy: Four-Mallet Technique in Early Non-Formal Music Education (Marius Šinkunas & Diana Strakšienė).....	132
Adolescent Girls' Stories About Digital Gender Violence: An Approach from The Narrative Wave (Antonio Gonzalez Jimenez)	133
The Use of AI-Supported Audemy Platform in Piano Playing Skills of Visually Impaired Students (Tuğçe Kaynak)	134
Non-Formal Strategies Used in the Development of Adults' Literacy Competencies (Adela Bradea & Vlantın Blandul).....	135
Challenges Posed by Artificial Intelligence to the Learning Habits of Vocational Secondary School Students (Juris Straume, Inta Kulberga, Pavels Jurs, Lasma Ulmane Ozolina & Daiva Malinauskiene)	136
Student Engagement in Fully Online Secondary Schooling: A PRISMA-Guided Systematic Review (Ieva Kalnina).....	137
Comparison of Educational Tools for Grading Physics Introductory Course Laboratory Exercises (Anita Jansone & Valdis Priedols)	138
Gossip and Synergy: Views from High School Teachers (Enes Çağalı & Türkan Argon).....	139
ARTfulness: A mindfulness skills in teaching program for the professional development of instrumental and vocal music teachers (Miguel Barata Gonçalves, Carlos Carona, Luis Pires, Margarida Lima & Albertina Oliveira)	140
Managing Digital Transformation Policies in Educational Institutions: A Comparative Study of Policymakers' and Practitioners' Views (Bedel Samancı Kayhan, Münevver Çetin & İsmail Karsantık)	141
Teachers' Opinions about the eTwinning Portal (Sakarya Province Example) (Ahmet Sakin)	142
A Systematic Review of Studies on Servant Leadership in the Field of Health (Mukaddes Örs & Seher Kardelen Karadurmuş)	143
Educational Leadership in the Early Identification and Support of Gifted Children: A Lithuanian Pre-school Perspective (Kristina Kondrotienė)	144
Analysis of Cognitive Flexibility Levels in 5-Year-Old Children According to Demographic Characteristics (Elvan Zeteroğlu & Emine Pekkarakaş).....	145
The Relationship between Pre-Service Teachers' Digital Technology Competencies and Their Attitudes towards Artificial Intelligence (Osman Titrek, Nermin Dingin & Cemile Yaşa)	146
Ethical Criticism, Children's Literature and AI Relevance (Mirzana Pasic Kodric & Seniha Krasniqi).....	147
The Use of Films as an Educational Tool : A Case Study of University Students' Learning Experiences (Daiva Karkockienė)	148

Use of an AI as A Compensatory Aid in College Students with Specific Learning Disorders (Kateřina Veselá & Kristýna Chaloupková).....	149
AI and Healing Education: Bibliotherapy and Musicotherapy in Primary Schooling (Mirzana Pašić Kodrić & Merima Čaušević)	150
Exploring the Impact of Artificial Intelligence on Student Performance in Saudi Arabian Higher Education: A Quantitative Study (Chiraz Rouissi).....	151
The Effect of Education and Health Expenditures on PISA Scores (Işıl Ayas).....	152
Artificial Intelligence Systems and Gender Bias in the Context of Turkey: Systematic Review of the Literature (Hatice Büber Kaya)	153
Promising Trends in Emotional Intelligence Training for Entrepreneurs (Yuliia Fedorova, Juraj Mikuš, Anna Pilková & Anastasiia Litvinova)	154
Structure of Couples: Text Linguistic Analysis (Nihal Yavuz)	155
Promoting Behavior Change through Social Marketing: An Analysis Based on the Theory of Planned Behavior (Ruta Petrauskiene & Mantas Svazas).....	156
An Evaluation of the Primary School 1st Grade Turkish Language Curriculum within the Framework of the Century of Türkiye Education Model Based on Teachers' Opinions in the Context of Stufflebeam's CIPP Evaluation Model (Birsel Aybek & Osman Oğuz).....	157
An Examination of Academics' Attitudes and Concerns toward Artificial Intelligence (Sadık Serçek & Mustafa Bulut & Melik Demirkoparan).....	158
A Study on The Use of Artificial Intelligence And Cloud Technology in SMEs (Sadık Serçek, Mustafa Bulut & Kadir Gökoğlan).....	159
The Role of the Parties in Determining the Effect of Technological Developments on Vocational Education in Sustainable Education (Sadık Serçek, Mustafa Bulut & Kadir Gökoğlan).....	160
Investigation of Sports Sciences Faculty Students' Attitudes towards Artificial Intelligence in Terms of Different Variables (Ender Özbek, Mehmet Aydoğan, Muhsin Duran & Ayşegül Çakmak).....	161
The Effect of Artificial Intelligence Literacy on the Future Anxiety of Physical Education and Sports Teacher Candidates (Nurdan Ateş & Gülseren Özaltaş Serçek)	162
Examination of Artificial Intelligence Anxiety and Self-Efficacy Levels of Volleyball Coaches (Hamdullah Ateş & Gülseren Özaltaş Serçek).....	163
The Effect of Artificial Intelligence Anxiety Levels of Football Coaches on Decision Making and Problem Solving Skills (Onur Akyüz & Gülseren Özaltaş Serçek).....	164
Artificial Intelligence in Education and Research – Transforming Teaching, Learning, and Research Practices (Joanna Paliszkiewicz).....	165
Educational Leadership and Research-Based Policy Decisions: Can We Use International Large-Scale Student Achievement Studies for Measuring Inclusion and Fairness in Education? (Rimantas Želvys).....	166
How Innovations Shape Teacher Education? (Lina Kaminskienė).....	167

HONOUR COMMITTEE

Prof. Dr. Juozas Augutis	Rector of Vytautas Magnus University- Kaunas-Lithuania
Prof. Dr. Amílcar Falcão	Rector of University of Coimbra, Portugal
Prof.Dr. Hamza Al	Rector of Sakarya University, Türkiye
Prof. Dr. Lina Kaminskienė	Chancellor of Education Academy, Vytautas Magnus University Kaunas-Lithuania
Prof.Dr. Hüseyin Çalışkan	Dean of Education Faculty, Sakarya University, Türkiye
Prof. Dr. Osman Titrek	Chair of Icel Conferences, Sakarya University, Türkiye

COORDINATORS

Prof.Dr. Carlos Sousa de Reis	Faculty of Education, University of Coimbra, Portugal
Assoc. Prof. Dr. Rasa Nedzinskaitė-Mačiūnienė	Vytautas Magnus University- Kaunas, Lithuania
Assoc. Prof.Dr. Vaida Jurgilė	Vytautas Magnus University- Kaunas, Lithuania
Assoc. Prof.Dr. İbrahim Limon	National Ministry of Education-Sakarya, Türkiye

ORGANIZATION COMMITTEE

Prof. Dr. Osman Titrek	Sakarya University, Türkiye,	General Chair
Prof. Dr. Lina Kaminskienė	Chancelor of Education Academy VMU-Kaunas, Lithuania,	Chair
Prof.Dr. Carlos Sousa de Reis	University of Coimbra, Portugal,	Chair
Assoc. Prof. Dr. Rasa Nedzinskaitė-Mačiūnienė	Vytautas Magnus University- Kaunas, Lithuania,	Co Chair
Assoc. Prof.Dr. Vaida Jurgilė	Vytautas Magnus University- Kaunas, Lithuania,	Co Chair
Assoc. Prof. Dr. İbrahim Limon	Nat. Ministry of Education, Türkiye,	Co-Chair
PhD Edvinas Ignatavičius	Vytautas Magnus University- Kaunas-Lithuania,	Coordinator
PhD Monika Šimkutė-Bukantė	Vytautas Magnus University- Kaunas-Lithuania,	Coordinator
PhD Marius Daugėla	Vytautas Magnus University- Kaunas-Lithuania,	Coordinator
Assoc. Prof. Dr. Pablo Garcia Sempere	Granada University, Spain,	Coordinator
Assoc. Prof. Dr. Mirzana Pasic Kodric	Un. of Sarajevo- Bosnia & Herzegovina,	Coordinator
Assoc. Prof.Dr. Eşef Hakan Toytok	K.Maraş Sütçü İmam University, Türkiye,	Coordinator
Assoc. Prof. Dr. Dilek Altun	Boğaziçi University, Türkiye,	Coordinator
Assoc. Prof.Dr. Demet Zafer Güneş	İstanbul Kültür University, Türkiye,	Coordinator
Dr. Cansu Bayrakcı	Nat. Ministry of Education, Türkiye,	Coordinator
Hasan Titrek	Sakarya University, Türkiye,	Technical Asistant
İlayda Varna	Sakarya University, Türkiye,	Organization Asistant
Ayfer Titrek	Nat.Ministry of Education, Türkiye,	Organization Asistant

Organization Asistant

Prof. Dr. Stephen HARMON -Assoc. Dean of Research, Professional Education Executive Director, Center for 21st Century Universities, GEORGIA TECH UNIVERSITY/ USA

Prof. Dr. Rimantas ŽELVYS-Vilnius University/ LITHUANIA

Prof.Dr. Vladan DEVEDŽIĆ, University of Belgrade Faculty of Organizational Sciences, SERBIA

Prof.Dr. Carlos de Sousa REIS, University of Coimbra / PORTUGAL

Prof. Dr Lina KAMISKIENĖ, Vytautas Magnus University/ LITHUANIA

Prof.Dr. Joanna PALISZKIEWICZ, Warsaw University of Life Sciences, Management Institute, POLAND

Assoc. Prof.Dr. Mirzana Pasic KODRIC, Sarajevo University- BOSNIA & HERZEGOVINA

Prof.Dr. Osman TİTREK & Assoc. Prof.Dr. İbrahim LİMON, TÜRKİYE

Prof. Dr. Stephen P. Harmon Georgia State University, USA

Prof. Dr. Michael Searson Kean University, USA

Prof. Dr. William W. Cobern Western Michigan University, USA

Prof. Dr. Festus E. Obiakor Valdosta State University, USA

Prof. Dr. Daniela Taana Smith Rochester Institute of Technology, USA

Prof. Dr. Kay S. Dennis Park University, USA

Prof. Dr. John Holford Nottingham University, USA

Prof. Dr. Malcolm Hoare De Montfort University, England

Prof. Dr. David Rae De Montfort University, England

Prof. Dr. Regina Frank Liverpool University, England

Prof.Dr. Lina Kamienskiene Vytautas Magnus University, Lithuania

Prof.Dr. Genutė Gedvilienė Vytautas Magnus University

Prof.Dr. Vilma Žydžiūnaitė	Vytautas Magnus University
Prof. Dr. Asuman Seda Saraçoğlu	Aydın Adnan Menderes University, Türkiye
Prof. Dr. Meral Uysal	Ankara University, Türkiye
Prof. Dr. Münevver Çetin	Marmara University, Türkiye
Prof. Dr. Mehmet Engin Deniz	Yıldız Teknik University, Türkiye
Prof. Dr. Aydın Balyer	Yıldız Teknik University, Türkiye
Prof. Dr. Necati Cemaloğlu	Gazi University, Türkiye
Prof. Dr. Yücel Gelişli	Gazi University, Türkiye
Prof. Dr. Murat Gülkan Gülcan	Gazi University, Türkiye
Prof. Dr. Serpil Murtezaoglu	İstanbul Technical University, Türkiye
Prof. Dr. Nilgün Sazak	Sakarya University, Türkiye
Prof. Dr. Mustafa Bayrakçı	Sakarya University, Türkiye
Prof. Dr. Ertuğrul Gelen	Sakarya Uygulamalı Bilimler University, Türkiye
Prof. Dr. Handan Asude Başal	Uludağ University, Türkiye
Prof. Dr. Türkan Argon	Abant İzzet Baysal University, Türkiye
Prof. Dr. Şenay Sezgin Nartgün	Abant İzzet Baysal University, Türkiye
Prof. Dr. Zekeriya Nartgün	Abant İzzet Baysal University, Türkiye
Prof. Dr. Şirin Karadeniz	Bahçeşehir University, Türkiye
Prof. Dr. Hüseyin Kaygın	Bartın University, Türkiye
Prof. Dr. Ebru Oğuz	Mimar Sinan University, Türkiye
Prof. Dr. Fadime Balkan Kıyıcı	Sakarya University, Türkiye
Prof. Dr. Soner Polat	Kocaeli University, Türkiye
Prof. Dr. Mustafa Altun	Sakarya University, Türkiye
Assoc.Prof.Dr. Dilek Altun	Ankara Yıldırım Bayezıt University, Türkiye
Assoc. Prof.Dr. Gülşah Taşçı	İstanbul 29 Mayıs University, Türkiye
Assoc.Prof. Dr. Arslan Bayram	Artvin Çoruh University, Türkiye
Assoc. Prof. Dr. İbrahim Limon	National Ministry of Education, Türkiye
Assoc. Prof.Dr. Gözde Sezen Gültekin	Sakarya University, Türkiye
Prof.Dr. Emilio Jesús Lizarte Simón	University of Granada, Spain
Prof.Dr. Marisa Hernández Ríos	University of Granada, Spain
Prof.Dr. José Gijón Puerta	University of Granada, Spain

Prof.Dr. Fatima Cruz Souza	Vallodolid University, Spain
Prof.Dr. Begoña Montero-Fleta	Universitat Politecnica De Valencia, Spain
Assoc. Prof.Dr Pablo Garcia Sempere	University of Granada, Spain
Ast. Prof.Dr. Mohammed El Homrania	University of Granada, Spain
Prof. Dr. María José Flores Tena	Universidad Atlántico Médio, Spain
Prof. Dr. Virgílio García Aparació	Universidad Alfonso X, El Sabio, Spain
Prof. Dr. Mariana Marinescu	Agora Oradea University, Romania
Prof. Dr. Vlantin Blandul	Agora Oradea University, Romania
Prof. Dr. Carlos S. Reis	University of Coimbra, Portugal
Prof. Dr. Albertina Lima de Oliveira	University of Coimbra, Portugal
Prof. Dr. António Gomes Alves Ferreira	University of Coimbra, Portugal
Prof. Dr. Maria Teresa Ribeiro Pessôa	University of Coimbra, Portugal
Prof. Dr. Fernando Diogo	Politechnico da Porto, Portugal
Prof. Dr. António Guedes	Politechnico da Porto, Portugal
Prof. Dr. Eduarda Ferreira	Politechnico da Guarda, Portugal
Prof. Dr. Maria Das Dores Formosinho	Portucalense University, Portugal
Assoc. Prof. Dr. Ana Campina	Portucalense University, Portugal
Prof. Dr. Ewa Kurantowicz	University of Lower Silesia Wroclaw, Poland
Prof. Dr. Pawel Rudnicki	University of Lower Silesia Wroclaw, Poland
Asst. Prof. Dr. Agnieszka Zembrzuska	University of Lower Silesia, Poland
Asst. Prof. Dr. Slawomir Krzychala	University of Lower Silesia, Poland
Asst. Prof. Dr. Magdalena Czubak-Koch	University of Lower Silesia, Poland
Asst. Prof. Dr. Joanna Minta	University of Lower Silesia, Poland
Assoc. Prof. Dr. Agnieszka Żyta	University of Warmia& Mazury in Olsztyn, Poland
Prof. Dr. Mohammed Karim	Faculté des Sciences Dhar El Mehraz, Fes
Assoc. Prof. Dr. Mohamed Johdi Salleh	International Islamic University, Malasia
Prof. Dr. Ilze Miklsone	RTU Liepaja Academy, Latvia
Prof. Dr. Linda Pavitola	RTU Liepaja Academy, Latvia
Prof. Dr. Anita Lidaka	RTU Liepaja Academy, Latvia
Prof. Dr. Pavel Jurs	RTU Liepaja Academy, Latvia
Assoc. Prof. Dr. Jana Grava	RTU Liepaja Academy, Latvia

Prof. Dr. Michele Biasutti	Padova University, Italy
Prof. Dr. Gara Latchana	Andhra University, India
Prof. Dr. Chandra B Sharma	Director DEP SSA Ignou New Delhi, India
Prof. Dr. Lokanath Mishra	Director of Vivek College Bijnor, India
Prof. Dr. Monika Garai-Fodor	Óbuda University-Hungary
Prof. Dr. Milon Potmesil	Palacky University, Czechia
Assoc. Prof. Dr. Cetmir Serafin	Palacky University, Czechia
Assoc. Prof. Dr. Hana Maresova	Palacky University, Czechia
Assoc. Prof. Dr. Stefan Chudy	Palacky University, Czechia
Assoc. Prof. Dr. Jitka Laitochova	Palacky University, Czechia
Assoc. Prof. Dr. Hana Maliskova	Palacky University, Czechia
Assoc. Prof. Dr. Jiri Langer	Palacky University, Czechia
Assoc. Prof. Dr. Dana Bernardová	MUCO, Czechia
Prof. Dr. Nerguz Bulut Serin	Lefke European University, Northern Cyprus
Prof. Dr. Oğuz Serin Lefke	European University, Northern Cyprus
Assoc. Prof. Dr. Mirzana Pasic Kodric	University of Sarajevo, Bosnia & Herzegovina
Assoc. Prof. Dr. Fariz Ahmadov	UNEC, Azerbaijan
Assoc. Prof. Dr. Rasa Nedzinskaitė-Mačiūnienė	Vytautas Magnus University, Lithuania
Assoc. Prof. Dr. Vaida Jurgile	Vytautas Magnus University, Lithuania
Assoc. Prof. Dr. Ilona Tandzegolskienė-Bielaglovė	Vytautas Magnus University, Lithuania
Assoc. Prof. Dr. Aušra Lisinskienė	Vytautas Magnus University, Lithuania
Assoc. Prof. Dr. Agnė Brandišauskienė	Vytautas Magnus University, Lithuania
Ast. Prof. Dr. Felix Angel Popescu	Agora Oradea University, Romania
Ast. Prof. Dr. Dan Petrica	Agora Oradea University, Romania
Ast. Prof. Dr. Ayça Kaya Bağmen	Haliç University, Türkiye
Dr. Ágnes Csiszárík-Kocsir	Óbuda University, Hungary
Dr. János Varga	Óbuda University, Hungary
Dr. Orsolya Szigeti	Óbuda University, Hungary
Dr. Szilárd Berke	Óbuda University, Hungary

Investigating the Factors Influencing Autonomous Learning Levels among University Students

Serhat ARSLAN

Prof.Dr., Gazi University, Faculty of Education Department of Educational Sciences

Email:serhatarslan@gazi.edu.tr

Orcid Id= 0000-0003-4422-8421

Abstract

Autonomous learning, in which individuals take responsibility for planning, managing, and evaluating their own learning processes, has gained increasing importance for university students due to the emphasis on individual responsibility and lifelong learning skills in modern education systems. In today's rapidly changing and information-driven world, the ability to learn independently has become a crucial competency, especially in higher education. As students are expected to adapt to new learning environments, technologies, and interdisciplinary knowledge areas, autonomous learning enables them to take initiative, set personal goals, monitor their progress, and reflect on their learning outcomes. This approach not only enhances academic success but also supports students in becoming self-regulated and motivated learners throughout their lives. The aim of this study is to examine whether university students' autonomous learning levels differ according to gender and university department variables. The Autonomous Learning Scale was used as the data collection instrument. The sample of the study consists of 303 university students, including 226 females and 77 males. The data were analyzed using independent samples t-test and one-way ANOVA techniques. The findings revealed that there were no statistically significant differences in students' autonomous learning levels in relation to gender and university department. The reliability coefficient (Cronbach's alpha) of the Turkish version of the scale was calculated as $\alpha=.895$. The findings were discussed within the framework of the relevant literature, and suggestions were provided for supporting autonomous learning in higher education.

Keywords: Autonomous learning, university students, gender, department, higher education

Investigation of University Students' State Hope Levels in Terms of Various Variables

Nihan ARSLAN
Assoc.Prof.Dr., Necmettin Erbakan University
Faculty of Education Department of Educational Sciences
Email: nihan.arslan@erbakan.edu.tr
Orcid Id= 0000-0002-2451-0852

Abstract

This study aims to investigate whether university students' levels of state hope differ according to demographic variables, specifically gender, academic class, and department affiliation. State hope, defined as an individual's goal-directed energy and planning to meet those goals, is a critical psychological construct associated with motivation, well-being, and academic success. Understanding how hope varies across different student groups can provide valuable insights for educators and counselors aiming to foster positive academic and personal outcomes. The State Hope Scale, a validated instrument designed to measure the situational or momentary experience of hope, was employed as the primary data collection tool. The study's sample consisted of 284 university students from various faculties, including 223 female students (78%) and 61 male students (22%). Participants represented multiple academic years and departments, allowing for a comprehensive analysis of the targeted demographic factors. Quantitative data analysis involved the use of independent samples t-tests and one-way analysis of variance (ANOVA) to examine differences in state hope scores across gender, class year, and department groups. Results indicated no statistically significant differences in state hope levels based on any of the examined demographic variables, suggesting a relative uniformity of hope experiences among university students regardless of these factors. Furthermore, the internal consistency of the State Hope Scale was confirmed for the Turkish sample, with a Cronbach's alpha coefficient of $\alpha = .86$, indicating a high level of reliability for the instrument in this context. These findings contribute to the growing body of literature on psychological resilience and motivational states in higher education settings and highlight the potential universality of hope among diverse student populations. The study discusses implications for academic support services and mental health interventions aimed at sustaining and enhancing students' hope, which is vital for coping with academic challenges and promoting overall well-being. Limitations of the study and recommendations for future research, such as exploring other potential influencing factors and longitudinal designs, are also addressed.

Keywords: Hope, State hope, University students, Scale, Gender

Role of Spatial Concentration in Access to Public Services and Language Learning in The Context of Migration

Hülya PILANCI
Prof.Dr. , Eskisehir Technical University, Türkiye
Email: hulyapilanci26@gmail.com
Orcid Id: 0000-0002-0276-4480

Abstract

It focuses on determining the role of spatial concentration (country/region/city/neighborhood) in accessing public services and language learning for those who come to this product and offering personal solutions. In this meeting, the role of spatial concentration in access to public services and language learning in migration regions will be evaluated and similar widespread practices will be investigated. This is a research based on scanning the study literature. In recent years, the whole world has been facing a serious influx of immigrants and refugees. Intensive migration movements put the receiving countries in a political, economic and social difficult situation. Immigrants choose to live collectively in certain places and concentrate in certain places and places for reasons such as being together, being strong, and communicating easily. The reasons for this concentration can be generalized as follows:

- Concentration in Camps and Temporary Accommodation Areas: Immigrants initially stay in temporary accommodation areas, but over time they begin to disperse to the cities in these regions.
- Concentration According to Job Opportunities: Immigrants, especially those working in the textile, construction and service sectors, settle in industrial cities intensively. Immigrants who settle in rural areas work in agriculture and animal husbandry.
- Concentration According to Familial Ties: Social and cultural ties among immigrants also affect spatial concentration. The desire of families to be close to each other in choosing a settlement has increased the density in certain regions.

Thus, immigrants who create spatial concentration have the opportunity to strictly protect all their cultural assets, especially their language. However, this situation; Immigrants, who generally choose to stay in places where urban inequalities are already widespread, cause cultural conflict with the local population, communication conflict, job conflict, service conflict, and may lead to further growth of social risks. In this context, the question of how to include them in the adaptation process becomes important. In the study, the issues specified in the aim will be examined with sample applications and a solution-based recommendation framework will be tried to be created. While the spatial concentration of immigrants hinders public services and prevents learning the language of the host country, it can also create opportunities with appropriate policies and planning. What is critical is that this situation is managed effectively.

Keywords: Immigration, Spatial concentration, Language learning, Access to public services, Immigration policies

Investigation of Lifelong Learning Trends of University Students

Sevgi ÇALIŞIR ZENCİ

Assoc. Prof., Anadolu University, Literature Faculty, Department of Turkish Language and Literature

E-mail: sevgicalisir@anadolu.edu.tr

Orcid Id: <https://orcid.org/0000-0002-7942-5452>

Abstract

The main purpose of this study is to examine the lifelong learning tendencies of university students. In this regard, the study will be carried out under the following subheadings:

1. What are the lifelong learning tendency levels of university students?
2. Do university students' lifelong learning tendency levels show a significant difference according to the gender variable?
3. Do university students' lifelong learning tendency levels show a significant difference according to the class variable?

In this study, university students' lifelong learning tendencies will be evaluated according to gender and class variables. The Lifelong Learning Tendencies Scale is a five-point Likert type and consists of 17 items. The lowest total score that can be obtained from the scale is 17 and the highest score is 85. Increasing scores from the scale indicate that the tendency for lifelong learning is increasing. Study data was collected online via Google Forms in the spring semester of the 2024-2025 academic year. A total of 109 university students participated in the study. The collected data was analyzed using the SPSS program. Research results have shown that gender and grade level can have an impact on lifelong learning tendencies. The results are limited to the participants' views and perceptions of themselves. Based on this, students can be provided with undergraduate education focused on continuous development and innovation, and supported with in-service training, especially in lifelong learning areas.

Key words: University students, Lifelong learning, Trend, Lifelong learning, Trend scale

To the Writers of the Future: The Art of Writing with Artificial Intelligence

Metin ELKATMIŞ

Prof. Dr., Kırıkkale University, Faculty of Education, Department of Primary Education

Email: metinelkatmis@hotmail.com

Orcid Id=0000 00026132 8865

Abstract

Heraclitus's assertion that "No one can step into the same river twice" and Schopenhauer's observation that "The only constant is change" underline the inevitability of transformation in life. The developments of the past century have further illuminated the power and impact of change for all, regardless of their level of interest or involvement. However, the advancements in computer and internet technologies have, as Postman aptly puts it, "changed change itself." For instance, the internet, which began as Web 1.0 with its passive and limited use, evolved into a dynamic and expansive domain with Web 2.0. Today, with Web 3.0, We are transitioning into a realm shaped by augmented reality, the metaverse, the Internet of Things, and artificial intelligence (AI). Artificial intelligence, which is anticipated to permeate all areas of life in the near future, is poised to disrupt humanity's social, cultural, economic, and technological developments. In this regard, while change in the past was driven by human thought and will, it is now plausible to argue that it will increasingly occur through humanoid machines.

Every new technology arrives with its distinct functionalities. Artificial intelligence, in particular, holds the potential to transform a wide range of fields, from healthcare to education, law to economics, security to entertainment. In the field of education, AI stands out as a powerful tool for enhancing writing skills, primarily through its ability to generate text. Indeed, writing itself has long been regarded as a form of technology. Over the course of history, it has evolved in form, type, and content, in parallel with technological advancements. While writing initially took place on clay tablets, cave walls, or papyrus sheets, it is now executed using pens, keyboards, screens, and AI tools.

This study examines the historical evolution of writing and explores how artificial intelligence has transformed the act of writing. It emphasizes that AI not only facilitates the writing process but also contributes to the development of writing skills, introducing a new conception of authorship. The research aims to discuss the impact of these technological changes on writing practices and the opportunities they offer for the writers of the future. To this end, national and international sources will be reviewed using document analysis techniques, and the data obtained will be interpreted accordingly.

Keywords: Artificial Intelligence, Writing, Authorship, Art, AI-Assisted Writing

Understanding the Role of Stress in Shaping Psychological Well-Being and Resilience of Fathers*

Özlem Altındağ KUMAŞ

¹Dicle University, Ziya Gökalp Faculty of Education, Department of Special Education, Diyarbakır,
Türkiye

Email:ozlemaltindag@gmail.com

Orcid Id= 0000-0002-6104-2381

Abstract

This study investigates the psychological well-being and resilience of fathers raising children with special needs in Turkey, focusing particularly on the moderating role of perceived stress in this relationship. While mothers have traditionally been the primary focus in caregiving research, fathers' unique experiences and mental health outcomes have received comparatively little scholarly attention. The sample comprised 120 fathers of children aged 3–17 with various disabilities, including intellectual disabilities, autism spectrum disorder, and physical impairments. Participants completed standardized instruments measuring psychological well-being, family resilience, and family stress. The findings revealed a significant positive correlation between psychological well-being and resilience, indicating that fathers with higher emotional functioning and life satisfaction are more likely to display adaptive coping strategies. However, moderation analysis using Hayes' PROCESS macro showed that perceived stress significantly weakened this relationship, suggesting that high stress may impair the protective benefits of psychological well-being on resilience. Group comparisons further indicated that fathers of children with mild intellectual disabilities reported significantly higher psychological well-being than those with children who had more complex or co-occurring disabilities. Interestingly, no significant differences emerged in overall stress levels among disability groups, yet fathers of children with both autism and intellectual disability showed lower resilience scores. These findings emphasize the importance of designing culturally sensitive, father-focused intervention programs that promote resilience and emotional well-being, particularly by addressing stress management. The study underscores the need for inclusive family support services and calls for further longitudinal and qualitative research to better understand the evolving dynamics of fatherhood in the context of disability.

Keywords: Psychological well-being, Resilience, Stress, Fathers, Children with disabilities,
Special education

Coping Effect of State Conscious Awareness in Exposure: Bayburt University

Dilay Ekiz [0000-0003-1206-2877]
Institute of Health, Kocaeli University, Sport Science, Türkiye
Email: dilayekiz@gmail.com

Uğur Aydemir [0000-0002-5051-7396]
Sport Science Faculty, Bayburt University, Türkiye
Email: uguraydemir@bayburt.edu.tr

Abstract

The objective of the study is to illustrate the potential advantages the awareness of being a university student. The focus of this study was Bayburt University students' concept of mindfulness and awareness. Duyan et al. (2022) 5-point Likert scale "State Conscious Awareness Scale," which was adapted for Turkish application used by the research. This study's 21 items and two sub-dimensions were translated and altered following the WHO recommendations published in 2021. The MAXQDA program qualitatively assessed data collected from the Google form to investigate the impact of conscious awareness on mental, spiritual, and physical health. The total estimation approach utilized the responses and their frequency of occurrence to classify and rank the objects. The obtained data indicated no significant variation in understanding levels throughout the program ($p: 0.835$). We used VOSviewer to identify five historical process clusters in the literature review. Standardizing procedures, practices, personal domains, and social support is essential in academia for students to effectively manage stress and gain exposure to cultural characteristics. We have highlighted the effects on mental health, emotional regulation, and the efficacy and cultural contexts of mindfulness techniques. This article sought to investigate the impact of conscious awareness on mental, spiritual, and physical health by reviewing existing research.

Keywords: Mindfulness, Awareness, Bayburt University.

Investigating the Relationship between Special Education Teacher Candidates' Artificial Intelligence Readiness Levels, Academic Literacy and Digital Literacy Levels

Adile Emel Sardohan YILDIRIM

Assoc. Prof. Dr., Akdeniz University, Faculty of Education, Department of Special Education

Email: esardohan@akdeniz.edu.tr

Orcid Id= <https://orcid.org/0000-0002-2393-299X>

Abstract

In this study, it was aimed to examine the relationship between pre-service special education teachers' readiness levels for artificial intelligence technologies, academic literacy and digital literacy levels in terms of various variables. The study group of the research consists of 600 pre-service teachers studying in special education teaching programs in Turkey. The study was designed within the framework of relational survey model. "Artificial Intelligence Readiness Scale", "Academic Literacy Scale" and "Digital Literacy Scale" will be used to collect the data. Independent sample t-test and one-way analysis of variance (ANOVA) will be applied to determine whether the scores obtained from the scales differ according to certain demographic and academic variables. In addition, Pearson Correlation Analysis will be used to determine the relationship between the level of readiness for artificial intelligence and academic and digital literacy skills. It is expected that the findings obtained from the research will contribute to the evaluation of pre-service special education teachers' ability to use artificial intelligence technologies effectively in educational environments, to provide suggestions for the development of academic and digital literacy skills in teacher training programs, and to contribute to strategic planning for artificial intelligence-based teaching practices.

Keywords: Special education, Pre-service teachers, Artificial intelligence, Academic literacy, Digital literacy, Teacher education.

Artificial Intelligence (AI) in Lifelong Education: Identifying and Developing Teachers' Competencies

Ömer Cem KARACAOĞLU

Assoc. Prof. Dr., Aydın Adnan Menderes University, Department of Educational Sciences, Türkiye

E-mail: okaracaoglu@adu.edu.tr

Orcid Id : 0000-0003-2474-5106

Abstract

Artificial Intelligence (AI) can assist teachers in various areas such as monitoring student performance, creating personalized learning environments, and optimizing teaching materials. This study aims to determine the most critical competencies that teachers should possess regarding the use of AI in education. The research was conducted by collecting data from interviews with 14 scholars from Romania and Turkey. The data were collected using the Storage technique, which allowed the participants to share information without being influenced by each other's views. The findings were analyzed using content analysis and categorized under six main themes: educational planning and content development, AI utilization and integration, assessment and decision-making, student-focused strategies and personalization, technology and resource usage, and collaboration and teamwork.

The results suggest that teacher competencies in AI usage are multifaceted, covering a wide range of areas including educational technology, personalization, assessment, and collaboration. These competencies are crucial for teachers to enhance their professional development and provide more effective education to students. The study offers several recommendations, including restructuring teacher education programs to integrate AI, increasing opportunities for continuous professional development, and facilitating access to digital tools and resources.

Keywords: Artificial intelligence, Teacher competencies, AI Integration in teaching, Personalized learning strategies, Educational technology

Investigation of The Early Math Skills And Performances of Children With Hearing Loss: A Case Study *

Halil İbrahim YILDIRIM

¹Research Assistant, Anadolu University, Faculty of Education, Special Education Department

Email: halilibrahimyildirim@anadolu.edu.tr

Orcid Id= 0000-0002-5525-9197

Murat DOĞAN

²Prof.Dr., Anadolu University, Faculty of Education, Special Education Department

Email: mudogan@anadolu.edu.tr

Orcid Id= 0000-0003-4942-3760

Abstract

Early mathematical skills in preschool and school-age children revolve around three interrelated yet distinct areas: counting skills, numerical relationships, and arithmetic operations. These areas are among the most extensively studied aspects of early mathematics. Cognitive and linguistic factors significantly influence the development of early mathematical skills. Research suggests a strong correlation between the development of early mathematical skills and academic success during the school years. Although children with hearing loss typically exhibit cognitive levels within normal limits, they are often reported to fall behind their typically developing peers in mathematical achievement tests. In this context, various individual differences identified in the literature impact the learning processes of children with hearing loss. This study aims to examine the performance and needs of preschool children concerning their early mathematical skills. A case study design, one of the qualitative research methods, was employed. The participants of this study included children with hearing loss and their teachers. Data were gathered through observations, researcher journals, and semi-structured interviews conducted with teachers. The collected data were analyzed using content analysis. The findings suggest that children with hearing loss require substantial support in early mathematics learning, particularly in areas such as numbers and basic arithmetic. Teachers reported relying heavily on concrete manipulatives to teach addition but encountering difficulties in teaching abstract addition and subtraction. They also highlighted challenges in conveying the conceptual understanding of these operations and noted that children needed more support in these areas compared to others. Given the academic, health, and financial significance of mathematics in everyday life, it is critical to identify effective strategies for developing mathematical skills in preschool children with hearing loss and to implement targeted interventions. This study could provide guidance for developing improved teaching strategies and effective interventions to support the early mathematical development of children with hearing loss.

Keywords: Hearing loss, Early mathematic, Case study, Preschool, Needs identification.

AI-Enhanced Active Learning: Impact on Performance and Satisfaction in Large-Class Speaking Courses*

Ali KARAKAŞ

Assoc. Prof.Dr., Burdur Mehmet Akif Ersoy University, Faculty of Education, Department of Foreign
Language Education, Türkiye
Email: akarakas@mehmetakif.edu.tr
Orcid Id: 0000-0002-9790-8562

Abstract

Developing effective oral communication skills in English is a significant challenge for language learners, particularly in large-class settings. Against this backdrop, this study investigates the effectiveness of active learning techniques, incorporating AI-generated speaking tasks, in enhancing oral communication skills and course satisfaction among prospective EFL teachers in a language teacher education program. The primary objective was to evaluate how these techniques influenced students' performance and perceptions of a large-class speaking course. A mixed-methods approach was employed with quantitative data being collected from midterm and final oral exam scores to measure progress in students' speaking abilities. Additionally, a post-course satisfaction survey captured both quantitative and qualitative insights regarding students' attitudes toward the active learning activities. Statistical analysis of exam scores revealed a significant improvement between midterm and final performance, demonstrating the positive impact of active learning activities on students' oral communication skills. Qualitative findings from the survey highlighted students' appreciation for activities such as AI-generated role-play scenarios, frequent speaking opportunities, and class discussions, which they found engaging and highly relevant to real-world communication. Additionally, students reported increased confidence, fluency, and motivation to speak English. Many credited the AI-generated tasks for providing variety, authentic practice, and opportunities to overcome their fear of speaking in front of others. This study underscores the value of integrating AI tools into active learning environments to enhance the effectiveness of speaking courses. By generating dynamic and contextually relevant tasks, AI can address common challenges in large-class settings, helping learners develop practical communication skills. The findings contribute to EFL pedagogy by demonstrating the combined power of technology and active learning to improve student outcomes and satisfaction.

Keywords: Active learning, AI-generated speaking tasks, Oral communication skills, English language learning, Student satisfaction

*This conference proceeding is financially supported by 2224-A programme of The Scientific and Technological Research Council of Turkey (TÜBİTAK).

The Effect of Digital Storytelling on the Phonological Development of Children with Intellectual Disabilities

Halime Miray SÜMER DODUR¹

¹Department of Social Work, Çankırı Karatekin University, Çankırı, Turkey

E-mail: miraysumer@gmail.com

Orcid Id: <https://orcid.org/0000-0002-1470-8195>

Abstract

This study examined the effectiveness of digital storytelling as an instructional method for improving phonological awareness in children with mild intellectual disabilities. A quasi-experimental design was employed, with pretest-posttest and a control group. The study involved 30 students aged 8 to 9 years who were enrolled in a special education program. The experimental group participated in an eight-week intervention using a digital storytelling program specifically designed to target three core areas of phonological awareness: rhyme, syllable, and sound awareness. In contrast, the control group received no additional intervention. Data were collected using standardized phonological awareness assessment tools and analyzed using nonparametric statistical methods. Results showed that the experimental group significantly outperformed the control group on post-intervention measures of phonological awareness. Furthermore, gains were maintained in follow-up assessments one month later, indicating the long-term benefits of the intervention. The effect sizes for the posttest and follow-up measures were large across all subskills.

These findings suggest that digital storytelling can be an effective and engaging method for enhancing early literacy skills in children with intellectual disabilities. By incorporating both visual and auditory elements, digital stories provide a multi-sensory learning experience that may help these students better retain phonological information. The results contribute to the growing body of evidence supporting the integration of technology-based interventions in special education settings.

Keywords: Digital storytelling, Educational technology, Intellectual disabilities, Phonological awareness

Bibliometric Analysis of The Application of Big Data in Sports Research

¹Erkan TİYEKLİ[0000-0003-1907-5670]

Email: erkan@tiyekli.com

²Muhammed Emin KOÇ [0000-0003-3756-753X]

Email: muhammedeminkc@gmail.com

³Yeliz ERATLI ŞİRİN [0000-0002-6143-1133]

Email: yelizsirin75@gmail.com

³Mehmet METİN[0000-0001-5527-4066]

Email: mehmetin01@hotmail.com

¹ Cukurova University, Faculty of Dentistry, Türkiye,

²Cukurova University, Health Science Institute, Department of Physical Education and Sports, Türkiye

³Cukurova University, Faculty of Sport Sciences, Sports Management Department Adana, Türkiye,

Abstract

The integration of advanced Big Data technologies has substantially impacted the sports sector, influencing training efficiency, performance analysis, and health monitoring. These data-driven approaches play a critical role in enhancing athletes' motor skills and strategic planning, thereby offering a competitive edge in professional sports. This study aims to examine the scientific landscape and evolution of Big Data applications in sports by analyzing literature indexed in the Web of Science Core Collection (WoSCC). Specifically, it investigates prominent authors, journals, institutions, countries, and recurring keywords within the field. A bibliometric analysis and topic modeling were conducted on 450 peer-reviewed journal articles published between 2014 and 2024. Inclusion criteria required that articles be in English, at the final publication stage, and subject to full-text review. Analytical tools included the R programming language with the Bibliometrix package, Python with NetworkX and Matplotlib libraries, and the Latent Dirichlet Allocation (LDA) algorithm. Key contributors to the literature included Pino-Ortega, Wang, Jee, and Park. A notable surge in publications occurred after 2020, with “big data,” “machine learning,” and “artificial intelligence” as the most frequent keywords. The United States, China, and the United Kingdom emerged as leading nations in publication output. The most productive journals were *Journal of Mobile Information Systems* and *Computational Intelligence and Neuroscience*. Topic modeling identified two primary research themes: (i) the application of Big Data in sports, and (ii) foundational data science and analytical methods. The findings offer valuable insights for identifying research gaps and future directions in the field.

Keywords: Big data, Sport, Bibliometric study, Topic study

¹ *This conference proceeding is financially supported by 2224-A programme of The Scientific and Technological Research Council of Turkey (TUBİTAK).

Development of a Self-Efficacy Scale for Arabic Reading-Comprehension Skills of High School Students*

Sara AKKUŞ

Fatih Sultan Mehmet Vakıf University, Faculty of Education, Department of Foreign Language

Email: sakkus@fsm.edu.tr

Orcid: 0000-0001-8612-3017

Abstract

In this study, it was aimed to develop a measurement tool to be used to measure high school students' self-efficacy towards Arabic reading-comprehension skills. In this direction, a 5-point Likert-type draft scale is prepared under the name of “High School Students' Self-Efficacy Scale for Arabic Reading-Comprehension Skills”. First of all, in order to determine the boundaries of the structure more clearly and to make the theoretical framework more concrete, a pool of 46 articles is created by using the reading-comprehension skill outcomes in the European Language Portfolio and the Arabic Language Teaching Program of the Ministry of National Education and similar scales obtained from the literature review and presented to the expert opinion (n=8). As a result of the content validity calculations which is made after the expert opinions, a 25-article trial form is created. For the explanatory factor analysis (EFA), the study group, which was determined by convenience sampling technique, consisted of 210 high school students. For confirmatory factor analysis (CFA), 473 students were reached. It was seen that the Kaiser-Meyer-Olkin value, which is calculated to evaluate the suitability of the data before EFA, is in a high level (KMO=.951). It was concluded that the Barlett's Test of Sphericity results ($\chi^2=2972.941$, $sd=253$, $p<.00$) were meaningful at ($p<.05$). After EFA, a structure that is consisted of 23 items and 3 sub-dimensions, is obtained. The relevant sub-dimensions are named as text interpretation and comprehension, linguistic and structural skills and practical skills. The compatibility indexes obtained as a result of CFA were calculated as RMSEA=.60, CMIN/df=2.71, GFI=.95, CFI=.95. In addition, Cronbach Alpha reliability coefficient is 0.958.

Keywords: Self-efficacy, Scale developing, Validity, Reliability, Arabic language teaching.

*This article is derived from Sara Akkuş PHD thesis by Prof. Dr. Ömer İŞAKOĞLU at İstanbul University Social Science Institute. This conference proceeding is financially supported by 2224-A programme of The Scientific and Technological Research Council of Turkey (TUBİTAK).

Investigating Mediators' Challenges in A Telecollaboration Between Türkiye and Uzbekistan

Gamze EMİR

Research Assistant, Gazi University, Faculty of Education, English Language Teaching Department

Email: gamzeemir@gazi.edu.tr

Orcid Id=0000-0002-9705-9767

Gonca YANGIN EKŞİ

Prof.Dr., Gazi University, Faculty of Education, English Language Teaching Department

Email: ygonca@gazi.edu.tr

Orcid Id=0000-0003-3555-7258

Abstract

A substantial body of research has explored the benefits and limitations of telecollaboration in English language education. Many studies have focused on preparing in-service and pre-service teachers for a globalized world, fostering their development of multiliteracy, multimodal communicative competence, and the necessary skills for teaching with multimodal technologies. Research showed that participating in telecollaboration and serving as facilitators and mediators in such environments fosters in-service and pre-service teachers' intercultural communicative competence, digital literacy, problem-solving skills, and adaptability. In that regard, the present study examined the experiences of pre-service teachers who acted as cross-cultural mediators in a telecollaboration project between Türkiye and Uzbekistan and investigated the challenges they encountered during the telecollaboration. A qualitative research design was adopted, and six pre-service teachers from the Department of English Language Teaching participated in the study. Prior to the telecollaboration, the participants received training on their roles as mediators, strategies for navigating cultural differences, potential challenges, and ways to address them. The telecollaboration lasted eight weeks, with each mediator overseeing a group of four participants. Their responsibilities included facilitating engaging and interactive discussions, managing task distribution and time allocation, and ensuring both synchronous and asynchronous communication within their groups. Data were collected through interviews and observations. The findings indicated that mediators primarily faced interactional difficulties during online meetings, largely due to cultural differences and varying levels of language proficiency. They noted that they struggled to foster an engaging and interactive discussion environment. They also reported encountering technological and time management challenges. Despite these difficulties, they stated that the experience enabled them to apply their knowledge in practice and gain insight into telecollaboration from an instructor's perspective. Given the increasing prevalence of telecollaboration in educational settings, this study offers valuable suggestions for mediators to overcome interactional and technological challenges.

Keywords: Telecollaboration, pre-service teachers, mediators,

Language Teaching through Games in Inclusive Classrooms

Tülay Kaya TEKMAN

Dr. Near East University, Atatürk Faculty of Education,

Turkish Language Teaching Department

Email: tulay.kaya@neu.edu.tr

Orcid Id:0000-0003-0200-047X

Mustafa YENİASIR

Prof. Dr. Near East University, Atatürk Faculty of Education,

Department of Turkish Language Teaching

Email: mustafa.yeniasir@neu.edu.tr ; Orcid Id: 0000-0002-9196-1805

Abstract

According to the Universal Declaration of Human Rights, which states that "everyone has the right of education," inclusive education has a foundational role and a unifying societal function. It includes disadvantaged individuals who are further from educational activities and opportunities than other members of society, regardless of the reason for their special needs. Additionally, in the third section of the declaration announced at the "Education for All Conference" organized by the European Union in Thailand in 1990, it was emphasized that the education rights of disadvantaged and marginalized groups such as the poor, street children and child laborers, rural inhabitants, migrant workers, nomads, ethnic, racial, and linguistic minorities, refugees, asylum seekers and those under occupation and female students should not be taken away. This declaration stressed that these groups should not face any discrimination, all barriers preventing women from accessing education should be eliminated, and individuals with disabilities should have equal access to all categories of education. These decisions have led to the widespread popularity of inclusive education today (UNESCO, 1990/1994; UNESCO, 2009:8). In inclusive language teaching, which is considered as one of the most important elements of inclusive education, the aim is to develop the reading, writing, speaking, and listening skills of students who have not acquired these skills at their level, despite not having a significant mental disability. This is achieved by using various educational activities. In this context, it is very important to diversify language teaching strategies and develop methods that will engage students' interest. Language teaching in inclusive and integrated classrooms holds special significance due to the presence of students who are at various language levels. In order to ensure that students have an interactive and fun learning process, it is necessary to enrich the learning process with innovative methods. Game-based teaching is considered as one of these methods. Game-based teaching offers an effective way to improve students' language skills as well as increasing their motivation to learn. The aim of this study is to evaluate the effects of game-based language teaching on the two basic language skills, namely reading and writing, of students in inclusive classrooms at the 3rd-grade level in primary school. The study will be conducted with a total of 12 students (6 girls and 6 boys) studying in the 3rd grade in a primary school in TRNC (Turkish Republic of Northern Cyprus) in the fall semester of 2024-2025 academic year. The study will be carried out for 6 weeks, with sessions held 3 hours each week, after the course contents and games are prepared. The research employed an action research model, which is one of the qualitative research methods. For data collection, semi-structured student opinion forms and teacher observation forms will be used. Data collection tools will be prepared by the researcher by taking expert opinions. It should not be forgotten that for inclusive education to be sustainable, it must progress in a planned and systematic manner. In inclusive classrooms, individual differences among students should not be considered as a problem, but rather as an opportunity to enrich teaching activities and a rich learning experience should be offered to all students by using of different activities and games. Research is significant in terms of demonstrating the impact of these rich learning environments on language teaching in inclusive classrooms where individual differences are prominent.

Key words: Language teaching, Games, Inclusive classrooms, Learning, Student

The Effectiveness of Traditional Turkish Cypriot Children's Games in Transmitting Values to Students with Special Needs

Özlem Dağlı GÖKBULUT

Dr., TRNC Ministry of Education

Email: daglioziem@hotmail.com ; Orcid Id: 0000-0002-1620-4564

Mustafa YENİASIR

Prof. Dr., Near East University, Atatürk Faculty of Education

Department of Turkish Language Teaching

Email: mustafa.yeniasir@neu.edu.tr ; <https://orcid.org/0000-0002-9196-1805>

Burak GÖKBULUT

Prof. Dr., Near East University, Atatürk Faculty of Education,

Department of Turkish Language Teaching

Email: burak.gokbulut@neu.edu.tr ; <https://orcid.org/0000-0003-3968-9207>

Abstract

Personality, human values, and character differences reveal the richness of a society and also play a significant role in determining the individuals' social positions within the society they live. Children begin to acquire certain social and cultural values within their family and community environment before reaching school age. Then, they develop these experiences at school, and these experiences shape their characters over time. As is known, raising individuals who embrace fundamental and human values in society is considered as one of the primary responsibilities of families, societies, and schools. Since societies sustain their development through the individuals, the transmission of fundamental values, particularly through education, is crucial for maintaining their existence in a healthy manner. Therefore, the proper acquisition of values that shape the children's personality is essential both for individuals to maintain their future lives and for the future of societies. Every individual in society has right to education, and the values that are vital for the continuity of society must be taught not only to normally developing children but also to individuals with special needs. Special education aims to develop the existing abilities of these individuals and enable them to participate in society as independent individuals, and also help them to acquire the aforementioned values. The aim of this study is to instil the values that contribute to the development of social adaptation skills in students with mild intellectual disabilities through traditional Cypriot Turkish children's games. In line with this purpose, action research, which is one of the qualitative research designs, was used as the method. In this context, five students with special needs, aged between 9-12, were engaged in games which were selected by the researchers and included the relevant values. These games were played twice a week for five weeks with the aim of instilling eight values determined. On the day following the game sessions, the students who participated in the study were assessed to determine whether they had acquired the target values or not. This was done by using worksheets which were prepared by the researchers and included key points related to the values. After the completion of the application phase, a one-week break was given. The aim of this break was to determine the permanence level of the targeted values. After a one-week break, researchers measured the permanence of the relevant values in children through visuals and texts. It was found out that, in general, the intensive applications with traditional Turkish Cypriot children's games had a positive impact on the learning process of the targeted values, the values were embraced by the children, and they were permanence.

Keywords: Special education, Traditional Turkish Cypriot children's games, Values education, Worksheets, Texts.

Determination of Primary School Students' Knowledge and Attitudes towards Cultural Heritage through Texts and Pictures

Burak GÖKBULUT

Prof. Dr., Near East University, Atatürk Faculty of Education,
Department of Turkish Language Teaching
Email: burak.gokbulut@neu.edu.tr
Orcid Id: 0000-0003-3968-9207

Tülay Kaya TEKMAN

Dr. Near East University, Atatürk Faculty of Education,
Turkish Language Teaching Department
Email: tulay.kaya@neu.edu.tr
Orcid Id:0000-0003-0200-047X

Abstract

The transmission of intangible cultural heritage to new generations is very crucial for the protection of human and societal values. The intangible cultural heritage of Northern Cyprus includes elements such as culinary culture (food and drink), handicrafts, folk literature, folk dances, children's games, traditions and customs, beliefs, local architecture, festivals, etc. One of the most effective, possibly the most important, ways of protecting intangible cultural heritage elements is to transfer them to new generations. Education is one of the most effective ways of transferring the intangible cultural heritage. The transfer of this heritage begins within the family, continues through formal education, and is made permanent and sustainable through non-formal education. In this context, the pre-school and primary school stages, which are the beginning of formal education, are crucial phases where the transfer of cultural heritage can be carried out consciously and in a desired manner.

The participants of this study are the students who are at the primary school age and studying in schools affiliated to the Ministry of National Education in Turkish Republic of Northern Cyprus (TRNC). Considering the material and spiritual aspects of cultural heritage, the participants' ages were preferred as 10-12. In order to be able to understand the knowledge and attitudes of children toward cultural heritage, effective and accurate tools are needed. For this purpose, creative writing and drawing activities were used in this study in order to measure the participants' knowledge and attitudes towards cultural heritage. Before the study, participants were given a 10-minute briefing on the concept of cultural heritage. Then, in order to collect data, the children were asked to do a creative writing and a drawing activity about cultural heritage and related elements. The obtained data were analysed by using content analysis and drawing analysis methods. Through these analyses, the children's knowledge and attitudes toward cultural heritage were measured based on their written and visual expressions. In addition, the "Intangible Cultural Heritage Attitude Scale," developed by Davut Gürel and Turhan Çetin, was used to collect quantitative data from the participants. The results of the research revealed that the participants' knowledge and attitudes toward cultural heritage were not very sufficient, emphasizing the importance of starting cultural heritage education at an early age. In order to enhance the transmission of cultural heritage, it is necessary to increase the elements related to cultural heritage in the social studies and Turkish textbooks used in Northern Cyprus. Furthermore, the inclusion of a folk culture course focusing on Turkish Cypriot culture in the curriculum is suggested as a beneficial step to help the younger generation learn about their cultural heritage.

Keywords: Cyprus, Text, Pictures, Intangible Cultural Heritage Attitude Scale

A Comparative Analysis of AI-Assisted and Teacher-Based Assessment of EFL Students' Writing

İbrahim TEKMAN

Cyprus International University, School of Foreign Languages, North Cyprus

Email: itekman@ciu.edu.tr

Orcid Id: 0009-0008-8458-3552

Tülay Kaya TEKMAN

Dr. Near East University, Atatürk Faculty of Education,

Turkish Language Teaching Department

Email: tulay.kaya@neu.edu.tr

Orcid Id:0000-0003-0200-047X

Abstract

Artificial intelligence (AI) has become an inevitable part of our lives in every aspect. Education is one of the leading fields that AI has been integrated in. Especially, the field of English as a Foreign Language (EFL) is undergoing a rapid innovation by the integration of AI, such as chatbots, language learning/teaching applications, etc. The use of AI in foreign language education has gained the interest and attention of many researchers recent. Assessment is one of the important aspects of foreign language education and integrating AI in EFL writing assessment is a point that aroused interest as it might enhance assessment practices by reducing grading workload and offering instant feedback. Therefore, it was seen significant to evaluate the effectiveness of AI on assessing foreign language learners. The aim of this study is to compare the AI-based grading and teacher grading in assessing EFL students' writing compositions. 34 compositions written by EFL learners were included in this study. The participants were B1 level students studying in the English preparatory department of a private university in Cyprus. The compositions were graded by ChatGPT Artificial Intelligence program and teachers based on a rubric. The same rubric was given to the teachers and the ChatGPT Artificial Intelligence program and they were asked to grade the given compositions accordingly. After the grading was completed, the grades of AI and teachers were compared. Both the potentials and limitations of AI were found out. The findings suggest that AI grading can be integrated as a supplementary tool rather than a replacement for teacher assessment.

Keywords: Artificial intelligence, EFL, Writing, Assessment.

Problems Observed in Studies Prepared Using Artificial Intelligence in Historical Research

Hüseyin GÜNEŞ

Prof. Dr., Şırnak University, Faculty of Theology

Email: huseyingunes@sirnak.edu.tr

Orcid Id: <https://orcid.org/0000-0001-8312-4444>

Abstract

Today, artificial intelligence (AI) is widely utilized in the research processes of various academic disciplines. In the field of historical research, AI offers significant advantages in areas such as data mining, natural language processing, document analysis, and simulation. However, the integration of these technologies into historical studies also introduces several challenges. One of the most critical issues is the reliability and consistency of data sets. The data sets employed in historical research are typically derived from archives, digitized documents, and a variety of written sources. Nevertheless, the accuracy and objectivity of such data cannot always be guaranteed. When AI algorithms are trained on flawed or incomplete data, they may produce misleading conclusions. Another major challenge lies in the nature of historical documents, which are often written in archaic languages, handwritten, or damaged over time. Optical Character Recognition (OCR) and natural language processing technologies frequently fall short in accurately processing these types of texts. Source criticism and interpretation difficulties also emerge as key concerns. Historians analyze sources through a critical lens and offer diverse interpretations of specific events. While AI models can statistically process textual data, they lack the human ability to contextualize and interpret historical nuances. Therefore, any output generated by AI in historical research must be rigorously reviewed by qualified historians. This article aims to examine the principal challenges associated with the use of AI in historical research. The discussion will focus on a Master's thesis defended at Şırnak University on May 30, 2024, which was rejected due to the aforementioned issues. A qualitative research method will be adopted, and document analysis will be conducted on the selected case.

Keywords: Artificial intelligence, Historical research, Mamluk Sultanate, Republic of Venice.

Investigating Teachers' Flexible Thinking Skills in Artificial Intelligence Use and Learning

Zeynep DERE

¹Assist. Prof. Dr., Ege University, Ödemiş Faculty of Health Sciences, Department of Child Development

Email: zeynep.dere@ege.edu.tr

Orcid Id= <https://orcid.org/0000-0001-6078-7077>

Naze Deniz DOĞAN

²Res. Asst., Ege University, Ödemiş Faculty of Health Sciences, Department of Child Development

Email: naze.deniz.dogan@ege.edu.tr,

Orcid Id= <https://orcid.org/0000-0002-7870-1047>

Abstract

This study aims to examine the relationship between teachers' levels of utilizing artificial intelligence (AI) technologies and their flexible thinking skills within learning processes. It also explores whether these two variables vary based on demographic and professional factors. A predictive correlational research design, one of the quantitative research methods, was employed. This design seeks to determine the direction and strength of relationships between variables and to predict one variable using others as predictors. The study population consists of teachers working in public and private institutions throughout Turkey. Due to constraints in time, accessibility, and data collection, convenience sampling was used to select a sample of teachers from specific provinces. A total of 200 teachers participated in the study voluntarily. After removing outliers using z-scores (± 3 SD), data from 195 teachers were included in the final analysis. Data collection tools included a Demographic Information Form, the Teacher Perception Scale on the Use of Artificial Intelligence in Education, and the Flexible Thinking in Learning Scale. The study found that teachers generally exhibit moderate to high levels of perception regarding artificial intelligence (AI) use and flexible thinking. No significant differences were observed across most demographic variables. However, teachers who received AI-related training showed significantly higher levels of flexible thinking and openness to learning technologies. Experience and age were also associated with increased adaptability and openness in learning. Overall, the findings highlight the importance of AI training in enhancing teachers' innovative and flexible approaches in education.

Keywords: Artificial intelligence, Flexible thinking, Learning, Teachers

Analysis of Psychological Resilience And Social Support Levels of University Student-Athletes

¹Özge AYDIN [0000-0002-1817-3343]
Email: denizguzelyurur@hotmail.com

²Yeliz ERATLI ŞİRİN [0000-0002-6143-1133]
Email: yelizsirin75@gmail.com

³Tayfun ŞİRİN [0000-0001-6305-0097]
Email: tayfunksu@gmail.com

²Mehmet METİN [0000-0001-5527-4066]
Email: mehmetin01@hotmail.com

¹ Cukurova University, Health Science Institute, Adana/Türkiye,
²Cukurova University, Faculty of Sports Sciences, Sports Management Department, Adana/Türkiye
³Kahramanmaraş Sütçü İmam Üniversty Faculty of Sports Sciences, Department of Coaching,
Kahramanmaraş/Türkiye

Abstract

Background: Sports play a crucial role as a protective factor in reducing stress levels, enhancing physical resilience, and improving psychological well-being. Individuals who engage in sports and socialize through them may feel calmer, happier, and more at peace due to the emotional, physical, and mental relaxation effects of sports. Additionally, social support is a significant factor in the well-being of university students, especially those who move away from their homes and integrate into a new city's culture and values. **Objectives:** This study aims to determine the psychological resilience and perceived social support levels of university student-athletes and to identify the related factors. **Methods/Approach:** The study employed a descriptive research design. The study primarily focused on sports science faculties at three universities. Data were collected using a demographic information form, the Social Support Scale, and the Connor-Davidson Resilience Scale. **Results:** The findings indicated that university student-athletes had moderate levels of social support and psychological resilience. No significant differences were found in social support levels and its sub-dimensions based on gender. However, male students had higher average psychological resilience levels compared to female students. A moderate positive correlation was observed between social support levels and psychological resilience. Furthermore, social support was found to be a significant predictor of psychological resilience. Based on the findings, it can be concluded that social support is an essential factor in university students' academic success and positively contributes to their psychological resilience

Keywords: Psychological Resilience, Social Support, Athlete, Student, University

Fostering Learner Autonomy: Teacher Beliefs and Actual Practices

Nesli Çiğdem SARAL

Instructor, Gendarmerie and Coast Guard Academy, School of Foreign Languages

Email: n.cigdemsaral@gmail.com

Orcid Id: 0000-0001-5582-8495

Cem BALÇIKANLI

Prof.Dr., Gazi University, Faculty of Education, English Language Teaching Department

Email: balcikanli@gazi.edu.tr

Orcid Id: 0000-0001-9344-2489

Abstract

Learner autonomy is an essential part of learning a language, and it is generally accepted that students need their teachers' assistance in order to become more independent in learning English. The beliefs and applications of teachers are essential for encouraging this independence. There have been numerous studies focusing on teacher beliefs based on learner autonomy; nonetheless, few studies have revolved around teachers' actual classroom practices to improve learner autonomy. In this vein, the current study investigates the beliefs and classroom practices of an English as a Foreign Language (EFL) teacher, who has a pseudonym-Melek-, with the objective of enhancing learner autonomy. In addition, it aims to discern potential discrepancies between the teacher's articulated beliefs and her pedagogical practices, while also emphasizing the challenges faced during her online classes. Using a case study, the study gathered information from a single participant by interviews and observations for eight weeks. Subsequently, the data was analyzed utilizing a thematic analysis. The results show the participant used several techniques to foster learner autonomy. Her stated values clearly differed from the observed classroom environment, though. The participant had difficulties applying procedures based on classroom-, learner-, and teacher-centered approaches to promote autonomy in the online teaching environment even if she recognized their potential. These results have various consequences. Policymakers are urged to understand the need of supporting learner autonomy by means of interaction in online learning environments and to modify guidelines in line with this realization. Furthermore, in-service training courses must be tailored to provide EFL teachers with efficient tools for encouraging learner autonomy.

Key words: Autonomy, Teacher beliefs, Classroom practices, Online teaching

Problems and Solution Suggestions in Studies on the History of Islamic Sects Prepared by Using Artificial Intelligence

Fevzi RENÇBER
Prof. Dr., University of Şırnak, Türkiye
Faculty of Teology, Department History of Islamic Sect.
Email: fevzirencber@gmail.com
Orcid Id: 0000-0002-5676-7871

Abstract

With technological developments, artificial intelligence (AI) is widely used as a tool in the research processes of many disciplines. In the history of Islamic sects, AI provides great convenience in areas such as data mining, natural language processing, document analysis and simulation. However, the application of these technologies in studies such as the History of Islamic Sects also brings some problems. One of these problems is the reliability and consistency of data sets or repositories. Because the data sets used in research on the History of Islamic Sects are generally obtained from archives, digitised documents and various written sources. However, the accuracy, consistency, reliability and objectivity of these data cannot always be guaranteed. When AI algorithms are trained with inaccurate or incomplete data sets, there is a high probability of making incorrect inferences. Moreover, different perspectives and ideological approaches play a major role in the interpretation of such historical data, which may jeopardise the objectivity of algorithms and data. On the other hand, the documents used in classical research on the history of Islamic sects often contain handwritten or corrupted texts in ancient languages. OCR (Optical Character Recognition) and natural language processing technologies may be insufficient to fully understand such texts or may be far from semantic analysis of concepts. In particular, old typefaces, changes in spelling rules over time and polysemous words may cause artificial intelligence systems to make incorrect interpretations. Source Criticism and Interpretation Problems are another issue that we encounter here. As is known, historians of Islamic sects evaluate the sources through a critical filter and offer various interpretations of certain events. However, although AI models analyse texts statistically, they are not as competent as humans in contextual interpretation, idiomatic and terminological interpretation. Therefore, the information provided by AI in historical research must be reviewed by historians. In this article, the main problems of using AI in the history of Islamic sects will be discussed. Qualitative and quantitative research methods will be used and document analysis will be carried out on the examples in question.

Keywords: Artificial intelligence, History of Islamic sects research, Problems, Solution, Suggestions.

The Importance of Courses on Disaster-Resistant Cities and Buildings in Architectural Education*

Özlem ATALAN

Prof. Dr., Manisa Celal Bayar University, Faculty of Fine Art, Design and Architecture, Department of
Architecture, Türkiye

Email: ozlem.atalan@cbu.edu.tr

Orcid Id= <https://orcid.org/0000-0002-9772-1642>

Abstract

Disaster-resistant cities and structures are of critical importance in the face of today's increasing environmental and climatic threats. In this context, the inclusion of courses devoted to these subjects in the architectural education process is very important in terms of developing the ability of future architects to design disaster-resistant structures and cities. Today, irregular urbanization, increasing population pressure and environmental problems lead to the emergence of cities that are vulnerable to natural disasters. Natural disasters such as earthquakes, floods, fires and storms can cause great loss of life and property in structures that have not been considered for disaster resistance since the design phase. In this context, the inclusion of disaster-resistant design principles in the curriculum of architectural education allows the development of solutions both at the individual structure and urban planning level.

In such courses, students learn various design criteria from material selection to structural static calculations, while at the same time being encouraged to adopt environmentally friendly and innovative approaches. Some of the basic contents of these courses include application-oriented examples such as durable foundations in earthquake zones, high-rise structures against flood risk, or fire-resistant building materials. In addition, providing the ability to conduct disaster risk analysis and developing crisis preparedness strategies are critical in architectural education. Including these courses in the curriculum contributes to the construction of resilient cities after disasters while also increasing social awareness. Addressing the issue of disaster-resistant cities and structures in architectural education is a fundamental requirement for the creation of safer and more resilient cities in the future. In this way, the effects of natural disasters can be minimized by ensuring effective cooperation between the disciplines of engineering, architecture, and urban planning. In this study, courses and their contents related to the subject of disaster in architecture departments at different universities will be examined.

Key words: Disaster-Resistant Cities and Buildings, Architectural Education, Education, Disaster-resistant cities

*This conference proceeding is financially supported by 2224-A programme of The Scientific and Technological Research Council of Turkey (TUBITAK).

A Phenomenological Study on the Perceived Effectiveness of CALL Tools on Reading Classes

^{1,2} Erva BULUT [0000-0003-1172-6854]
Email: erva.bulut@metu.edu.tr

¹ Rüveyda Betül ASMACI [0009-0009-4534-4097]
Email: ruveyda.asmaci@metu.edu.tr

¹Middle East Technical University, Graduate School of Social Sciences, Türkiye

²Burdur Mehmet Akif Ersoy University, Faculty of Education, Department of Foreign Language
Education, Türkiye

Abstract

The purpose of this study is to explore the experiences of the students who take an English reading course based on a comparatively high number of CALL tools as a part of their preparatory class studies. To reach that, a qualitative approach was adopted, and 12 semi-structured interviews were held with the students and the data were analyzed through thematic analysis to identify participants' insights and patterns based on their experiences with CALL tools about the unusual amount of CALL tools integrated in teaching compared to the other classes the students have joined in their current and previous institutions. The findings revealed that the preparatory school students hold positive opinions towards the incorporation of the CALL tools in reading classes and regarded these tools as critical motivation-enhancing factors. This implies that including more CALL tools than usual, replacing some outdated methods and tools with their technological, modern equivalents, and increasing the variety and number of tools that are actively used in instruction might result in more in-class participation and motivation towards learning English. Moreover, students expressed that the frequent and diverse use of digital tools helped them engage more deeply with the reading materials, improved their comprehension skills, and supported personalized learning experiences. The interviews also highlighted that students appreciated the interactive nature of these tools, which made lessons feel more dynamic and relevant to their interests. Overall, the study emphasizes the importance of thoughtful CALL tool integration and suggests that educational institutions consider adapting their instructional practices to better align with evolving learner needs and technological advancements.

Keywords: CALL Tools, Reading skills, English language, Teaching

*This conference proceeding is financially supported by 2224-A programme of The Scientific and Technological Research Council of Turkey (TUBİTAK).

**Metaphorical Perceptions of Teaching Practice:
A Study of Senior ELT Student Teachers in Türkiye**

Alperen YENİEL [0009-0007-9425-8027]

MA, Burdur Mehmet Akif Ersoy University, Institute of Education, Dep. of Foreign Language Education
Email: alperenyeniel@gmail.com

Mehmethan ÇEVİK [0009-0008-0564-6413]

MA, Burdur Mehmet Akif Ersoy University, Institute of Education, Dep. of Foreign Language Education
Email: mehmethancevik4@gmail.com

Ali KARAKAŞ [0000-0002-9790-8562]

Assoc. Prof. Dr., Burdur Mehmet Akif Ersoy University, Faculty of Education, Dep. of Foreign Language
Education
Email: akarakas@mehmetakif.edu.tr

Abstract

Metaphors offer unique insights into how people perceive and make sense of their experiences, often revealing perspectives that traditional questioning methods cannot capture. This qualitative cross-sectional study sampled via convenience and purposive sampling techniques explored how senior-year English Language Teaching student-teachers conceptualize their teaching practice experience through metaphors. The research involved fifty senior English Language Teaching students enrolled in the teaching practice course at Burdur Mehmet Akif Ersoy University in Türkiye. The research showcased how important it is to include metaphor elicitation in reflective practice and teacher training programs to help assemble emotional strength and shape a teacher's identity. This research helps fill a gap in studies that use metaphors by looking at how teachers see their roles during a key time in their training, giving useful ideas to teachers, mentors, and those who design education programs. Analysis of participants' metaphorical expressions was performed by administering the metaphor identification procedure, inductive thematic analysis, and the conceptual metaphor theory that appears in *Metaphors We Live By*. Analysis of the metaphors revealed both positive and negative themes. Positive themes encompassed professional identity, personal journey, interpersonal connections, vehicles of change, shifting perspectives, role understanding, developmental growth, transformation, emotional engagement, balance, and persistence. Negative themes included feelings of futility, pressure, internal conflict, disorientation, uncertainty, challenges, and role subordination. Findings revealed that negative metaphors expressed dominated the challenge-related metaphors, and positive metaphors expressed comprised particularly emotion-related expressions. Nevertheless, findings further indicate that metaphors with positive connotations dominated the majority of the outcomes, while metaphors with negative connotations were placed in a small ratio. Besides, findings indicated that emotional metaphors dominated participants' descriptions of their teaching practice experiences, followed by metaphors related to professional development, role identity, and extended journey narratives. These results provide valuable insights into how student-teachers perceive and process their pre-service teaching experiences as well as teacher identities as early career teachers.

Keywords: Metaphor, Metaphor study, Student teacher, Pre-service teacher, Teacher identity

Navigating Generative AI in the Classroom: Insights from Pre-Service ELT Teachers

Mehmethan ÇEVİK¹ [0009-0008-0564-6413]

¹MA, Burdur Mehmet Akif Ersoy University, Institute of Education, Dep. of Foreign Language Education
Email: mehmethancevik4@gmail.com

Yusuf Emre YEŞİLYURT² [0000-0002-8520-1359]

²Assist. Prof. Dr., Burdur Mehmet Akif Ersoy University, Faculty of Education, Department of Foreign Language Education
Email: yeyesilyurt@mehmetakif.edu.tr

Abstract

Generative Artificial Intelligence (GAI) tools aid pre-service teachers in various ways during their teaching practicum. This study investigates the number of GAI tools used by pre-service teachers enrolled in an English Language Teaching (ELT) program, and their rationale for using these tools. The participants were 50 senior year ELT students studying at Burdur Mehmet Akif Ersoy University in Türkiye and taking the teaching practice course. They were asked to select the GAI tools they used during the teaching practicum. The list of GAI tools included mainstream GAI tools. The participants were also asked to explain why they used the GAI tools they selected. Participants could also add tools not included in the list, provided they explained their reasons for using them. Throughout the study, participants' reasons for using GAI tools were categorized. The categories included creating multiple-choice questions, comprehension questions, quizzes, stories, charts and diagrams, dialogues, essays, and texts, interactive activities, presentations, visuals for activities, flashcards, and presentations, audios for listening activities, songs with the key vocabulary, genre-specific songs for the students, and lesson plans; summarizing and simplifying information; finding new ideas for teaching; and turning reading tasks into listening tasks. The findings revealed that nearly all participants used ChatGPT during their teaching practicum, and the most frequent reason for using GAI tools was to create dialogues, essays, and texts. This study highlights the prevalence of GAI tools among pre-service ELT students. It argues for the integration of AI literacy into the ELT curriculum design and pedagogy. Educators are encouraged to prepare their students to use GAI tools effectively by fostering their AI literacy.

Keywords: English language teaching, ChatGPT, generative artificial intelligence, artificial intelligence, pre-service teachers

The Erasmus Effect: Intercultural Competence Levels of Erasmus and Non-Erasmus Students

Rüveyda Betül ASMACI

English Language Teacher, Ministry of National Education (MEB), Türkiye
MA Student, English Language Teaching, Middle East Technical University (METU)

Email: betulasmaci@gmail.com / ruveyda.asmaci@metu.edu.tr

Orcid Id: <https://orcid.org/0009-0009-4534-4097>

Abstract

As the world is now viewed as a *global village*, mobility programs among universities have become increasingly popular. Since 1987, Erasmus+ opportunities have been among the most prestigious and widely recognized mobility programs worldwide. Turkey ranks among the top five countries actively sending students abroad through Erasmus+. The goals of Erasmus+ include personal, professional, and cultural development. This study aims to compare the intercultural competence levels of students who studied abroad via Erasmus with those who did not. It also examines how duration and gender influence intercultural competence among students with Erasmus experience. Participants completed a modified version of Choe's ICS (Intercultural Competence Scale), which contains five sections with 30 items. Data were analyzed using SPSS (Statistical Package for the Social Sciences). Results show that Erasmus students demonstrate higher intercultural competence than non-Erasmus students. Additionally, students who spent more than three months abroad scored higher than those with shorter stays. The research found no gender differences in intercultural competence among Erasmus participants. It underscores the important role of Erasmus programs in enhancing students' intercultural skills and improving their English language abilities. Additionally, it advocates for incorporating more international experiences into language education programs.

Keywords: Intercultural competence levels, Erasmus, Student Mobility Programs, Non-Erasmus students, Turkish students.

Social Emotional Learning Practices in Primary Schools

Cansu BAYRAKCI
Ministry of National Education, Türkiye
Email: cansubbayrakci@gmail.com
Orcid Id: 0000-0002-3373-0048

Abstract

Social and emotional learning (SEL) is an integral part of education and human development. Social and emotional learning is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Social and emotional learning advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. Social and emotional learning can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Keywords: Social and emotional learning, education, educational equity

Exploring EFL Students' Emotional Experiences: A Study on Enjoyment, Anxiety, Peace of Mind and Boredom

Sabahattin YEŞİLÇINAR

Assist. Prof. Dr., Muş Alparslan University, Faculty of Education,

Department of Foreign Language Education, Türkiye

Email: s.ycinar@alparslan.edu.tr

Orcid Id= <https://orcid.org/0000-0001-6457-0211>

Abstract

This study investigates the emotional experiences of English as a Foreign Language (EFL) learners using a mixed-methods approach that combines both quantitative and qualitative data. The research focuses on four core emotional dimensions that frequently occur in language classrooms: enjoyment, anxiety, peace of mind, and boredom. To measure these emotions, standardized emotional scales were administered to a diverse sample of EFL students. These scales included the Foreign Language Classroom Enjoyment Scale, Foreign Language Anxiety Scale, Peace of Mind Scale, and Foreign Language Learning Boredom Scale. The quantitative results were supplemented by semi-structured interviews conducted with selected participants to capture in-depth insights into their emotional experiences during language learning. The findings reveal that positive emotions—especially enjoyment and peace of mind—are strongly associated with increased motivation, active classroom participation, and more effective language acquisition. In contrast, negative emotions such as anxiety and boredom correlate with disengagement, elevated stress levels, and reduced academic performance. The interview data provided further depth, revealing how students' emotional states are influenced by specific teaching strategies, classroom atmosphere, teacher support, peer interaction, and personal factors. Students emphasized that dynamic and interactive learning environments helped foster enjoyment and reduce anxiety, whereas repetitive or overly rigid classroom practices often led to emotional distress. This study highlights the critical role that emotions play in foreign language learning. It argues for the integration of emotional awareness into EFL curriculum design and pedagogy. Educators are encouraged to create emotionally responsive classrooms that support learners' well-being, increase motivation, and improve language learning outcomes.

Keywords: Enjoyment, Anxiety, Peace of mind, Boredom, English language learning

The Effect of the ARCS Instructional Design Model on Biology Course Achievement, Motivation and Learning Agility*

Yavuz ÇETİN

¹Dr., Ministry of National Education, Türkiye

Email: yavuz.cetin@yandex.com

Orcid Id=0000-0001-7257-1011

Asuman Seda SARACALOĞLU

²Prof. Dr., Aydın Adnan Menderes University, Department of Educational Sciences

Email: sedasaracal@gmail.com

Orcid Id=0000-0001-7980-0892

Abstract

The purpose of this study is to examine the effect of the circulatory system in the biology course, taught in accordance with the ARCS instructional design, on students' academic achievement, motivation for learning biology and learning agility. The experimental model used in the research is a quasi-experimental model. Relevant arrangements were made in the light of the feedback from the pilot application, which was carried out before the main application. Teaching activities in groups lasted for eight weeks. Quantitative data were collected through achievement test and scales, and qualitative data were collected through triangulation strategy. The tools to collect quantitative data are circulatory system achievement test, academic motivation scale towards learning biology and learning agility scale for high school students. Quantitative data were analysed through ANCOVA to measure the differences between groups. Qualitative data collection tools are semi-structured interview form, student reflective diaries and field observation notes and they were analysed using descriptive analysis technique. The results show that ARCS-based biology teaching is effective in increasing the academic success of students, increases their motivation, and provides learning agility in the application process. In addition, considering this instructional design and its answers and the reasons for these answers, it is seen that the applied instructional design is effective in terms of students' learning the circulatory system. It has aroused curiosity among the students and made the lesson fun and enjoyable. It can be said that students' thoughts and behaviours regarding the program carried out with ARCS instructional design are positive.

Keywords: ARCS instructional design model, Biology teaching, Motivation, Learning agility.

An Examination of the Relationship Between Mothers' Parenting Styles and Their Educational Competence*

Elif DİKTAS

Teacher, Istanbul Provincial Directorate of National Education

Email: elifdiktas55@gmail.com

Orcid Id: 0000-0003-1224-0899

Meral TANER DERMAN

Assoc. Prof. Dr., Bursa Uludag University, Faculty of Education, Department of Elementary Education

Email: mtaner@uludag.edu.tr

Orcid Id: 0000-0001-8619-3429

Abstract

This study examines the relationship between mothers' parenting styles and their perceived educational competence in the context of early childhood education. While previous research has explored parenting attitudes and educational competence as separate constructs, limited attention has been given to how specific parenting styles—authoritarian, democratic, protective, and overpermissive—relate to distinct subdimensions of maternal educational competence, including guiding the child, supporting development, instilling responsibility, recognizing the child, and communication. Employing a correlational survey design, the study sampled 231 mothers of 4–6-year-old children attending preschool institutions in Turkey. Data were collected using two standardized instruments: the Parenting Attitude Scale and the Parental Educational Competence Scale. Findings revealed that democratic parenting attitudes were positively associated with higher levels of educational competence, while authoritarian and overpermissive attitudes were negatively correlated. Mothers with higher educational attainment tended to adopt more democratic and less permissive styles. Additionally, full-time homemakers scored higher in certain competence subdimensions compared to self-employed mothers. Interestingly, no significant differences were found based on the child's age or gender, suggesting that parental factors may play a more central role than child characteristics. Younger mothers exhibited significantly higher overpermissive attitudes, indicating that parenting experience and developmental maturity may influence child-rearing approaches. The study concludes that promoting democratic parenting and providing support to mothers with lower education levels or limited parenting experience can improve child development outcomes. Practical implications include designing targeted parenting programs and implementing school-based interventions. Future research should consider paternal perspectives and utilize mixed-method designs to better understand the socio-cultural factors shaping parenting styles and competencies.

Keywords: Parenting styles, Educational competence, Early childhood education, Democratic parenting, Maternal self-efficacy

A Research on the Effect of Happiness on Sexual Well-Being

Duygu ÖZER
Antalya Belek University, Türkiye
Email:duygu.oz@belek.edu.tr

Abstract

The aim of this study is to investigate whether happiness has an effect on sexual well-being, which means human sexuality broader than physical sexual satisfaction. The study covers married women aged 18-50 in Turkey. Since the number of married women in our country could not be determined exactly at the time the research was conducted, sampling was used. 387 married women were reached through convenience sampling method and taking into account the 95% confidence interval. In the field study, data was collected using the survey technique. As a result of the research; It has been determined that married women are happy and therefore sexually good. While the happiness level of women varies depending on the type of marriage, it has been determined that sexual well-being does not show a significant difference. It has been determined that women's happiness and sexual well-being levels are close to each other according to their marriage age, marriage duration, duration of relationship with their spouse and sexual life status. It has also been determined that happiness is closely related to sexual well-being and happiness affects sexual well-being. Therefore, it has been concluded that general happiness plays a decisive role in women's sexual lives.

Keywords: Happiness, Sexuality, Sexual Well-Being, Women

The Relationship between Soft Skills and Academic Loafing through Academicians' Eyes

Ezgi ÇETİN

Lect. Dr., İzmir Katip Çelebi University, School of Foreign Languages

Email: ezgi.cetin@ikcu.edu.tr

Orcid Id:0000-0002-6532-8192

Yaşar YAVUZ

Asst. Prof. Dr., Dokuz Eylül University, Department of Educational Sciences

Email: yasar.yavuz@deu.edu.tr

Orcid Id: 0000-0002-5113-360X

Abstract

The purpose of this study is to examine the relationship between soft skills of educational administrators at universities and academic loafing based on academicians' perceptions. The research was carried out by using a quantitative research method on a population of 8703 academicians at universities in Izmir. The sample consisted of 4133 academicians at two public universities and 403 academicians out of the determined sample voluntarily took part in the research. 'Soft Skills Scale for Administrators' was employed to measure educational administrators' soft skills at universities and 'Academic Loafing Scale' was used to assess academicians' perceptions of their own academic loafing. Both of the scales were developed by the researchers as valid and reliable measurement tools. As data analysis techniques, descriptive statistics were used to identify academicians' perception levels of their educational administrators' soft skills and their own academic loafing perception levels. In order to find out academicians' perception levels of their educational administrators' soft skills and their own academic loafing perception levels based on the independent variables, total score analyses, independent groups t-test for two-group comparisons, one-way analysis of variance and Kruskal-Wallis H test for multiple comparisons were conducted. Pearson product-moment correlation analysis was used to determine the relationships between educational administrators' soft skills and academicians' academic loafing perceptions. Multiple Regression Analysis was conducted to examine the extent to which academicians' perceptions of academic loafing predict their perceptions of the soft skills of educational administrators. The results revealed that academicians' perception levels of their educational administrators' soft skills were high while their own academic loafing perception levels were low. The academicians' perceptions regarding the soft skills of their administrators were similar in terms of gender, seniority, the university they work at, the unit they work at, job title and administrative experience variables. Similarly, their perceptions regarding academic loafing behaviours did not show a significant difference in terms of seniority and the university they work at. On the other hand, there were notable disparities in the academic passivity dimension in relation to gender and administrative experience; in the academic disinterest dimension as for the units they work at, job title and administrative experience. A moderate negative correlation between educational administrators' soft skills and academic loafing was discovered. The independent variable of academic freedom, one of the dimensions of academic loafing, proved to be a remarkable negative predictor of the academicians' perceptions of their educational administrators regarding their soft skills. Based on the findings, several recommendations have been proposed for policymakers, professionals, and researchers.

Keywords: Soft skills, Academic loafing, University.

Sustainability of Teacher Development: Insights from the Monitoring of Activities of an Education Centre

Dalia SURVUTAITE
Vytautas Magnus University, Lithuania
Email: dalia.survutaite@vdu.lt

Abstract

Teachers develop their professional qualification in a variety of ways. They participate in continuing education, short-term courses and/or seminars, and read professional literature (TALIS, 2018). Teacher education centres make a significant contribution to the development of teacher's competences by offering a range of non-formal education programmes. Focused and targeted professional development for teachers increases the effectiveness of their daily educational practice (Neuman & Cunningham, 2009; Firestone et al. 2010). An attractive learning environments have a significant impact on teaching practice (European Commission, 2021 and OECD, 2021). For this reason, the continuity and uninterrupted nature of professional development become an essential prerequisite for improving teacher's qualifications and ensuring the sustainability of their successful performance. The aim of this paper is to analyse the sustainability of teacher development through the monitoring of the activities at an education centre. Methodological framework of the study. The study is constructed based on the theory of the teacher professional development model (Guskey, 2002). It is based on the complexity of professional development (Evans, 2008). The research reveals the role of the education centre in the perspective of teachers' professional development, where, within the linear routine of professional development (Scanlon et al., 2022), the purposefully developed dimensions of professionalism are chosen by the individual (Evans, 2014).

Keywords: Teacher qualification development, Monitoring, Education centre, non-formal education programmes, quality assurance, sustainability

The Impact of Teacher Leadership on Sustainable Performance: The Mediating Role of Job Satisfaction and Psychological Well-Being

Didem ÇELİK YILMAZ

Dr., Ministry of National Education, Düzce, Türkiye

Email: didemcell@gmail.com

Orcid Id: <https://orcid.org/0000-0001-7178-4840>

Türkan ARGON

Prof. Dr. Bolu Abant İzzet Baysal University, Bolu, Türkiye

Faculty of Education

Department of Educational Sciences

Email: argon_t@ibu.edu.tr

Orcid Id: <https://orcid.org/0000-0002-0744-8647>

Abstract

This study investigates job satisfaction and psychological well-being as the mediating factors in the relationship between teacher leadership and sustainable performance in Turkish educational contexts. The quantitative correlational study, developed from survey data obtained from 428 teachers in a number of provinces in Turkey, employed structural equation modeling in order to test a comprehensive theoretical model of the relationships among these variables. The findings indicated there were substantial direct and indirect pathways from teacher leadership to sustainable performance. Teacher leadership exerted a large positive effect on job satisfaction and psychological well-being, which contributed significantly to sustainable performance outcomes. Mediation analysis confirmed that both job satisfaction and psychological well-being are meaningful partial mediators, suggesting that leadership affects work through both professional fulfillment and personal well-being pathways. These findings align with contemporary educational research emphasizing the multidimensionality of teacher effectiveness. The study makes important theoretical contributions by integrating organizational leadership theory and psychological well-being theory in advancing a more holistic approach to conceptualizing sustainable teacher performance. Practically, the study identifies the importance of establishing school conditions that build teacher leadership opportunities, professional satisfaction, and psychological support networks simultaneously. Recommendations are made for the institutionalization of participatory decision-making structures, the granting of authentic professional autonomy, and the establishment of comprehensive teacher well-being programs. While making important contributions, the study acknowledges limitations in its cross-sectional design and cultural specificity to the Turkish context. The reliance on self-report measures also risks certain biases. Future research directions should include longitudinal designs to more definitively establish causal relationships, test these dynamics in different cultural contexts, and potentially incorporate objective performance metrics. The findings have critical implications for educational policy and school leadership practice for constructing sustainable, high-quality teaching workforces through integrated professional and personal support systems.

Keywords: Teacher leadership, Sustainable performance, Job satisfaction, Psychological well-being, Education,

The Relationship between Preschool Teachers' Professional Self-Efficacy and Attitudes towards Artificial Intelligence

Yakup YILDIRIM

Assist. Prof. Dr., Akdeniz University, Faculty of Education, Department of Early Childhood Education

Email: yakupyildirim@akdeniz.edu.tr

Orcid Id= <https://orcid.org/0000-0001-5319-5487>

Ece Arzum GÜÇLÜ

MAStudent, Akdeniz University, Institute of Educational Sciences, Dept.of Early Childhood Education

Email: ecearzu22@gmail.com

Orcid Id= <https://orcid.org/0009-0005-1023-776X>

Abstract

In recent years, artificial intelligence (AI) technologies have been increasingly integrated into the field of education, particularly in early childhood education, where they are regarded as tools to support the teaching process. This study aims to examine the relationship between preschool teachers' professional self-efficacy levels and their attitudes toward artificial intelligence. The research was conducted using a correlational survey model with a sample of two hundred fifty-three preschool teachers working in Antalya, Turkey. Data were collected using the "General Attitudes toward Artificial Intelligence Scale" and the "Preschool Teacher Professional Self-Efficacy Scale." The findings revealed that teachers demonstrated a "very high" level of professional self-efficacy, while their overall attitudes toward AI were at a "moderate" level. Participants reported a high level of positive attitudes, whereas negative attitudes remained in the neutral range. No significant differences were found in attitudes or self-efficacy levels based on demographic variables such as gender, age, educational background, or years of experience. However, teachers with higher computer usage levels exhibited significantly higher levels of technology literacy self-efficacy. The results of this study highlight the importance of enhancing teachers' technological competencies to ensure the effective integration of AI into early childhood education. These findings suggest that teacher education programs should be restructured to include professional development in AI technologies.

Keywords: Artificial intelligence, Teacher self-efficacy, Early childhood education, Technology literacy, Attitude.

The Effect of a Mindfulness and Compassion Program on Older Adults as a Positive Aging Intervention

Lutfiye İPEK ¹, Duygu ÖZER ², Gökçe Yağmur GÜNEŞ GENCER ³, Ayşen Mısra KARALOĞLU ⁴

¹ PhD Student, Akdeniz University, Institute Faculty of Health Sciences, Department of Gerontology
Email: lutfiyee.ipek@gmail.com ; Orcid Id=0000-0002-9070-0814

² Assistant Prof. Dr., Antalya Belek University, Faculty of Humanities, Department of Psychology
Email: duygu.ozar@belek.edu.tr ; Orcid Id=0000-0001-9878-3733

³ Assoc. Prof., Akdeniz University, Faculty of Health Sciences, Department of Gerontology
Email: gokcegunes@akdeniz.edu.tr ; Orcid Id=0000-0001-8651-8318

⁴ Mindfulness and Compassion Trainer
Email: aysenmisrakaraloglu@gmail.com ; Orcid Id=0000-0001-6153-2092

Abstract

As the aging population expands and life expectancy rises, research and policy must address how to extend not just longevity, but also biopsychosocial well-being, subjective happiness, and positive aging trajectories. Interventions promoting positive aging should be explored and implemented to enhance the quality of the aging process. This study aimed to evaluate the effects of a structured mindfulness and compassion program (MCP) on depression, anxiety, stress, pain, mindfulness, self-compassion, sleep quality, and social participation among older adults. Methods: This study utilized a quasi-experimental pretest-posttest design. Twenty-seven participants aged 60 years or older completed the Mindfulness and Compassion Program (MCP), an 8-week intervention accredited by the International Mindfulness Teachers Association (IMTA) that included an initial silent retreat. We collected comprehensive baseline data including socio-demographic characteristics and administered validated psychological measures: the Five Facet Mindfulness Questionnaire (FFMQ), Self-Compassion Scale (SCS), Depression Anxiety and Stress Scale (DASS-21), Pittsburgh Sleep Quality Index (PSQI), McGill Pain Questionnaire (MPQ), and Community Integration Questionnaire (CIQ). All measures were administered at both pre- and post-intervention time points. Treatment effects were evaluated using paired samples t-tests to compare baseline and post-treatment scores. Results: The post-intervention analysis revealed statistically significant enhancements in both mindfulness and self-compassion scores among participants. A clinically meaningful improvement in sleep quality was also observed. However, no significant changes were detected in social participation measures. An important consideration in the literature concerns whether observed intervention effects stem from the therapeutic components themselves or from increased social participation inherent in group-based delivery. The current findings demonstrate that treatment benefits persisted independent of changes in social participation measures (CIQ: $p=.356$), suggesting the intervention's efficacy is attributable to its core mindfulness and compassion components rather than secondary social effects. Conclusions: The older adults population in Turkey and around the world is increasing. Therefore, it is necessary to explore interventions that promote positive aging and improve the quality of life of older adults, which are accessible, feasible, and efficacious. MCP is one of the Mindfulness and compassion-based interventions. To our knowledge, this is the first study about a formal MCP program that includes mindfulness, compassion and self-compassion interventions. MCP is thought to be an important intervention because it includes both mindfulness and compassion and self-compassion components. large-scale studies are required to assess the long-term efficacy of MCP. Investigating the effectiveness of the abbreviated online version of MCP in clinical populations is also recommended. The programmes in question are also considered to contribute to the lifelong learning processes of older adults.

Keywords: Lifelong learning, Positive aging, Mindfulness, Self-compassion

The Relationship Between Parental Social Comparison and Intrinsic Learning Motivation: The Mediating Role of Rumination and the Moderating Role of Resilience

Hongyang LIU¹ (0000-0002-5135-2925)
Email: hongyang.liu@upol.cz

Jana KVINTOVA ²(0000-0003-0014-1666)
Email: janakvintova@seznam.cz

Justýna DOČKALOVÁ³ (0000-0001-5252-0049)
Email: justyna.dockalova01@upol.cz

Lucia LACKOVÁ ⁴(0000-0002-1167-2879)
Email: lucia.lackova@upol.cz

Lucie VACHOVA ⁵ (0000-0002-8400-4791)
Email. lucie.vachova@upol.cz
^{1,2,3,4,5}Palacky University, Olomouch, Czechia

Abstract

This study investigates the psychological mechanisms through which parental social comparison influences adolescents' intrinsic learning motivation, focusing on the mediating role of rumination and the moderating effect of resilience. A total of 576 junior high school students (aged 12–15) from Guangzhou, China, participated in the study by completing a battery of validated self-report questionnaires assessing parental social comparison, rumination, intrinsic learning motivation, and resilience. Correlation analyses showed that higher levels of perceived parental social comparison were significantly associated with increased adolescent rumination, reduced intrinsic learning motivation, and lower resilience. Mediation analysis revealed that rumination served as a significant mediator in the relationship between parental social comparison and intrinsic learning motivation, suggesting that adolescents who internalize social comparison messages may engage in maladaptive repetitive thinking, which in turn undermines their motivation to learn for personal interest. Additionally, moderation analysis using Hayes' PROCESS Model 59 indicated that resilience buffered the detrimental impact of rumination on intrinsic learning motivation. These findings shed light on the dual role of cognitive-emotional processes and protective personal traits in shaping adolescents' academic engagement within the context of familial influences.

Keywords: Parental social comparison, Rumination, Intrinsic learning motivation, Resilience, Moderated Mediation Model.

Relationships Between Lifelong Learning and Competency-Based Education (CBE)

Mirjana RADOVIC-MARKOVIC¹ [0000-0003-2002-8732]

¹ University Business Academy in Novi Sad, Serbia

Email: prof.mirjana.radovic.markovic@gmail.com

Sadika SHARMINA

²Department of Rural Sociology, Bangladesh Agricultural University, Mymensingh-2202

Email: sadika_rusoc@bau.edu.bd

Mohammad RAFIQUL ISLAM³ [0000-0002-0775-5698]

³Department of Anatomy and Histology, Bangladesh Agricultural University, Mymensingh-2202

Email: rafiquel.islam@bau.edu.bd

Md. Shajahan KABIR⁴ [0000-0002-2655-1324]

⁴Department of Rural Sociology, Bangladesh Agricultural University, Mymensingh-2202

Email: mskabir786@gmail.com

Abstract

The relationship between lifelong learning and competency-based education is complementary and synergistic, as both approaches focus on equipping students with the knowledge, skills and attitudes needed to thrive in a rapidly changing world. The aim of our research is to investigate CBE on cultivating lifelong learning habits. In terms of methodology, this study analyses existing academic studies, policy documents and reports on lifelong learning and CBE in the Baltic countries, which have a high degree of integration of competency-based learning into their curricula. In addition, we have selected several specific programmes that integrate lifelong learning and CBE. In addition, our own research was conducted on the example of Bangladesh, a country that is only just making strides in modernising its education system and recognising the importance of competences for work. In this context, we used the methods of deduction, interview and comparative analysis. This methodology provides a structured framework for exploring the intersection of lifelong learning and CBE while accommodating different perspectives and contexts. Research findings have found that students in CBE programs are more likely to develop self-directed learning skills, a key aspect of lifelong learning. The studies reviewed have often shown that CBE students retain and apply skills better because learning is contextual and practical. It has been concluded that CBE fosters the ability to effectively learn new skills, preparing students for continuous adaptation in a rapidly changing business environment. CBE frameworks also effectively incorporate prior learning experiences, which are critical for lifelong learning. Studies in countries such as Finland and Germany have shown that CBE improves employability by aligning skills with industry requirements. The Baltic countries—Estonia, Lithuania, and Latvia—have actively pursued initiatives in competency-based education (CBE) and lifelong learning to improve their education systems and align them with the growing needs of society and the labor market.

Keywords: Lifelong learning, Competency-based education, Workplace success

The Availability and Use of Assistive Technology to Children with Mental Retardation in Schools Found in Buea Municipality

Sigala JULIUS MUSI

Pan African Institute for Development -West Africa (PAID-WA) Buea Capu, Cameroon

Email: sigalajulio84@gmail.com

Abstract

This study set out to investigate the availability and use of assistive technology for children with mental retardation in the Buea municipality of the south west region in Cameroon. The main research question was; How does the availability and use of assistive technology for the mentally retarded influence the teaching learning process? Three specific research questions were passed thus: 1. What are the types of assistive technologies available in schools? 2. Do trained personnel handle or use these assistive technologies? 3. Does the use of assistive technologies affect the teaching learning process of children with mental retardation? The survey research designed was use in carrying out this study. The population of this study was made up of all the schools and teachers of the Buea Sub-Division. A sample of 32 randomly selected teachers and schools were used for the study. From the questionnaire administered, descriptive statistical method with percentages to describe responses and opinions were used to analyze the collected data. The results obtained showed that about 90% of the respondents' answers and opinions proved the near absence or lack of assistive technology devices for mental retardation children in most of the schools. This would likely affect the smooth teaching and learning process for both teachers of and pupils with mental retardation. Some recommendations were made thus: • Basic special education courses should be included in the curriculum of all teacher training colleges. • Special education teacher should be parts of the curriculum planning for schools. • Schools administrator and the government should organize seminars, workshops and in- service training to help regular teachers acquire knowledge and skills in special needs education.

Keywords: Assistive technology, Mental retardation, Schools, Teachers, Cameroon

Understanding Teacher Attrition in Times of Change: The Impact of Change Fatigue and Emotional Exhaustion

İbrahim LİMON (0000-0002-5830-7561)
MONE, Türkiye
Email: ibomon@gmail.com

Abstract

The Turkish educational system has undergone frequent and rapid changes in recent years, often resulting in unfavorable consequences for educators. Among these, change fatigue, a psychological state arising from excessive exposure to change in a short period, has gained attention. Prior research suggests that change fatigue is associated with various negative individual outcomes. Building on this literature, the present study investigates the relationships among teachers' change fatigue, emotional exhaustion, and intention to leave, with a particular focus on the mediating role of emotional exhaustion. A quantitative design was employed using data from 441 teachers in Türkiye, and structural equation modeling (SEM) was conducted to test the hypothesized relationships. The findings reveal that change fatigue significantly predicts emotional exhaustion but does not directly influence intention to leave. However, emotional exhaustion significantly predicts intention to leave and mediates the relationship between change fatigue and intention to leave. These results suggest that while change fatigue may not directly increase teachers' intention to leave, it contributes indirectly through emotional exhaustion. Thus, educational leaders and policymakers should implement strategies to alleviate emotional exhaustion, such as cultivating supportive work environments and providing psychological support, to reduce teacher attrition amid ongoing organizational change.

Keywords: Teacher, Attrition, Change, Fatigue, Exhaustion

Teachers' Perceptions on the Use of AI in Teaching Turkish as a Foreign Language: Opportunities, Challenges, and Emotions¹

Eda TEKİN

Ast. Prof. Dr., Yıldız Technical University, Department of Turkish Language Education

Email: etekin@yildiz.edu.tr

Orcid Id: <https://orcid.org/0000-0001-6831-8101>

Yusuf KARAKAHRAMAN

MA Student, Yıldız Technical University, Department of Turkish Language Education

Email: yusuf.karakahraman@std.yildiz.edu.tr

Orcid Id: <https://orcid.org/0000-0002-7384-1746>

Abstract

The integration of artificial intelligence (AI) into second and foreign language (L2) education has increased significantly in recent years. AI tools are being used in various areas of language teaching, including vocabulary learning, speaking practice, writing feedback, and assessment. However, while there is growing interest in AI-supported language education, the impact of this integration on teachers particularly their perceptions, experiences, and emotional responses has not been sufficiently explored. Most existing studies focus on widely taught languages such as English. In contrast, there is a lack of research on the use of AI in teaching less commonly taught languages, including Turkish. This study aims to address this gap by examining the views of teachers who teach Turkish as a foreign language (TFL). Specifically, it investigates the opportunities they associate with AI use, the challenges they face, and the feelings they experience during the process. The study adopts a qualitative research design. Data were collected through individual, semi-structured interviews with 17 TFL teachers teaching Turkish as a foreign language. The interviews were transcribed and analyzed thematically. Thematic analysis revealed that teachers have had various positive and negative experiences with AI and experienced a range of feelings. The findings were discussed in the light of the relevant literature, and suggestions were provided for teachers of Turkish as a foreign language.

Keywords: Artificial intelligence, Foreign language teaching, Opportunities, Challenges, Emotions

¹This conference proceeding is financially supported by 2224-A programme of The Scientific and Technological Research Council of Turkey (TUBİTAK).

The Importance of a Conducive Educational Environment in Developing Learners' Musical Abilities According to China's New Curriculum: A Case Study of Luoyang City

Jiayi LIU

Email: jiayi.liu@vdu.lt

Vytautas Magnus University; Lithuania

Nationality: China

Jolanta ABRAMAUSKIENE

Email: jolanta.abramauskiene@vdu.lt

Vytautas Magnus University; Lithuania

Abstract

The importance of a conducive educational environment in developing students' musical abilities according to China's new curriculum standards: A case study of Luoyang City. Abstract In recent years, educational reforms in China have changed the approach to music education, with more and more attention being paid not only to the transfer of knowledge but also to the comprehensive growth of learners. The new music curriculum also emphasizes interdisciplinary connections and aesthetic perception of music as one of the most important conditions for education. However, the implementation of such changes also requires an educational environment in which the learning process takes place. The aim of the research is to reveal how a favourable educational environment contributes to the development of learners' musical abilities according to the China 2022 curriculum, based on the case of schools in Luoyang city. During the study, 16 music teachers from Luoyang city were interviewed. The research used a qualitative methodological framework, which allowed revealing the impact of the educational environment on the development of musical abilities through teachers' experiences. A review of the scientific literature revealed that a supportive educational environment has several aspects: a resource-integrated environment strengthens musical literacy through interdisciplinary pedagogical models; culturally inclusive systems strengthen aesthetic and cultural understanding; and systematic support systems support the long-term development of musical abilities. The following challenges were identified in the Luoyang school case study: lack of resources and funding, lack of methodological support and professional teachers, problems with assessment standards, lack of family-school cooperation, excessive academic pressure, irrelevance of content, and lack of motivation. These problems are evident in both urban and rural areas, but in rural areas, they are often even more pronounced due to limited opportunities and resources.

Keywords: Educational environment, Curriculum standards, Musical abilities

Swot Analysis of University Students's Use of Artificial Intelligence in Education

Ayşegül Çelik GELDİ

Assoc. Prof. Dr., Yozgat Bozok University, Faculty of Education,

Department of Turkish and Social Sciences Education

Email: aysegulll_clk@hotmail.com

Orcid Id: 0000-0002-9310-2350

Abstract

Artificial intelligence has been used in every stage of social life in recent years. One of these areas of use is undoubtedly the field of education. Artificial intelligence has begun to be widely used in the field of education in recent years. This research also aims to examine the use of artificial intelligence by university students. What are the strengths and weaknesses of using artificial intelligence in education by university students and what are the situations they see as opportunities and threats of using artificial intelligence? The question constitutes the problem status of the research. In this research conducted on the use of artificial intelligence by university students in education, a qualitative model was used. The study group of the research consists of 100 students at the 1st, 2nd, 3rd and 4th grade levels selected according to maximum diversity sampling. Expert opinion was obtained for the reliability and trustworthiness of the research. At the same time, quotes regarding the opinions of the participants were also included. An interview form consisting of open-ended questions was used as the data collection tool in the research. Participants were given this interview form and asked to fill it out within a certain period of time. The SWOT analysis method was used for the data obtained in the research. According to the findings obtained in the research, university students expressed their opinions on the strengths and weaknesses of using artificial intelligence in education, as well as the opportunities and threats related to the use of artificial intelligence.

Keywords: University students, Education, Artificial Intelligence, Swot Analysis, Interview

General Education Teachers' Collaborative Activities as a Prerequisite for Self-Regulated Learning

Rita MICIULIENE

Vytautas Magnus University, Lithuania

Email. rita.miciuliene@vdu.lt

Edita GUDŽIŪNIENĖ

Vytautas Magnus University, Lithuania

Email: edita.gudziuniene@gmail.com

Abstract

Recent research emphasizes the evolving learning processes of educators, highlighting their collaborative and self-regulated (SRL) aspects. However, there is a lack of studies examining how self-regulation manifests in teachers' collaborative environments, especially informal ones. This paper explores the application of SRL principles and processes in teachers' collaborative activities. The key question is whether collaborative learning possesses the essential characteristics of SRL. A qualitative exploratory study was conducted to address the research question. Twelve general education teachers shared their experiences with collaborative learning by responding to semi-structured interview questions. The qualitative data were analyzed both deductively and inductively, using Zimmerman's theoretical model as the initial framework for categorization. The analysis revealed that general education teachers' collaborative learning provides the prerequisites for self-regulated learning since it has the inherent characteristics of the Cyclical Phases Model. However, the processes of the cycle phases differ from the theoretical model because they reflect the characteristics of adult self-regulated learning. The most significant differences occur during the performance phase, when features of socially shared regulation become apparent. Research findings indicate that SRL strategies – cognitive, motivational, and behavioral – are consistently interconnected. Metacognition plays a role in every phase of SRL, while teachers' intrinsic motivation is essential for their engagement in collaborative learning. Additionally, group behavior patterns tend to take precedence over individual self-control processes in teachers' collaborative activities. The theoretical model offers a valuable framework for understanding the teachers' SRL cycle. Further research is necessary that utilizes multiple data sources and examines different settings of teachers' SRL.

Keywords: Collaborative learning, Continuous development, General education, Teacher, Self-regulated learning

Early Childhood Educators' Need to Develop Competences in Multiprofessional Teamwork: The Case of Lithuania *

Ilona TANZEGOLSKIENE BIELAGLOVE
Vytautas Magnus University, Lithuania
Email: ilona.tandzegolskiene-bielaglove@vdu.lt

Leta DROMANTIENE
Vytautas Magnus University, Lithuania
Email: leta.dromantiene@vdu.lt

Abstract

The paper applies a lifelong learning paradigm, which refers to the personal commitment of early childhood educators (ECEC) to professional development and lifelong learning. Inclusive education in ECEC requires multiprofessional cooperation, which is essential for providing holistic support to children and families and which has been highlighted in a recent law adopted by the Minister of Education, Science and Sport of the Republic of Lithuania “On the approval of the guidelines for the pre-school curriculum” (2023). However, ensuring effective cooperation between educators, social workers, healthcare professionals, and other specialists requires deliberate strategies for developing shared competences. The aim of the research was to find out what competences ECEC educators need to develop for work in a multiprofessional team. A theoretical Child-Centered Approach in ECEC, which refers to a pedagogical approach that puts the child at the center of the educational process and calls for the use of multiprofessional collaborative practices to contribute to the child's development (Peleman, B., Lazzari, A., et al, 2018), has been applied into research. The methodology of the paper is based on the analysis of national and international documents and previous research by other scholars on the promotion and strengthening of teamwork in kindergartens (S.Neifachas 2021); integrated services for children with special needs (S. Ališauskiene, L. Milteniene ,2018); inclusive education and development of social-emotional and cognitive teaching strategies in early preschool education (O.Monkeviciene, 2023), etc.; on the practice of applying the content analysis method of the qualitative research model in order to find out the needs and attitudes of early childhood educators in terms of the development of basic multiprofessional competences. Interviews of ECEC educators, managers and social representatives have been provided in ECEC institutions main Lithuanian cities- Vilnius and Kaunas, in January 2025. The main results show that in the Lithuanian case, the core competences of communication, cooperation, shared decision-making, shared learning practices, reflection, problem solving and conflict management (couching) are essential for effective work in a multidisciplinary team of early childhood education staff. Based on the identified need for competences to work in a multidisciplinary team, lifelong learning activities, such as professional development training and seminars, have been planned and identified. The aim of the training is to provide an interactive and holistic approach to the development of competences for the multidisciplinary team.

Keywords: Professional development; Multiprofessional teamwork competences; Lifelong learning activities; Child-centered approach

* This article has been prepared within the framework of the Erasmus+ KA220 project "Socially Sustainable Early Childhood Education" (SoSECE) No. 2024-1-FI01-KA220-SCH-000254061.

Self-Regulated Learning Promotion in Primary Education: Student and Teacher Related Factors

Jovita MATULAITIENE
Vytautas Magnus University, Lithuania
Email: jovita.matulaitiene@vdu.lt

Abstract

Students spend countless hours at school not only pursuing new knowledge or abilities but also learning to learn—that is, learning to systematically govern their thoughts, feelings and actions to achieve an academic goal (Zeidner&Stoeger, 2019). This process is called “self-regulated learning“(SRL). SRL is a multidimensional construct that links cognitive, metacognitive, behavioural and affective–motivational content related to academic learning (Panadero, 2017). Particularly in primary education, developing self-regulation in students is challenged by the impacts of different instructional strategies (Vandavelde et al., 2016). SRL skills are important indicators of student success (Donatella et al., 2023), but many students encounter difficulties in self-regulation. It has been extensively investigated (Donatella et al., 2023; Karlen et al., 2023; Panadero et al., 2021; Schunk & Greene, 2018). This study investigates how teacher-applied strategies and learners’ behaviour contribute to the development of self-regulated skills (SRL) in primary education. For example, the development of SRL skills has been analysed in different teaching and learning contexts, but research recommendations for further analyses emphasise that the results are not always transferable to educational solutions (Tzimas & Demetriadis, 2024). Particularly in primary education, developing SRL is not much investigated, whereas SRL skills are important indicators of student success in their later years of studies. This article discusses the results of a survey carried out among fourth graders (n = 253) and their class teachers (n = 16) in Lithuania. To provide new insights into the interplay of factors of SRL development in primary education, a quantitative research approach was chosen (Cohen et al., 2013). A quantitative research approach allows us to identify teachers and learners’ attitudes towards the development of SRL in primary education. To explore a range of perspectives, this study was carried out with fourth-grade students aged 9–10 years to explore the development of SRL skills among primary school learners and with primary school teachers to explore their attitudes towards their students’ SRL skills development. Four main predictors of the development of SRL skills in primary education were identified including teachers’ attitudes towards teaching, teachers’ support strategies for students, learning environment and students’ perceived teacher support. In Lithuania, positive developments in improving primary school students’ achievements have been noted, but the average quality of lessons is not yet good, according to an external evaluation of schools (National Education Agency’s Education Policy Analysis, 2022). It has been pointed out that primary schools in country must promote students’ active learning more vigorously. In fact, as already mentioned, direct and indirect SRL has been recognised as an important school survival tool of students at all education levels (Bjork et al., 2013). Therefore, the aim of this study was to identify factors that contribute to SRL development in the primary school classroom. However, this study focused on primary school teachers’ attitudes towards SRL strategies for improving their students’ active learning and student’s engagement to SRL through teacher support. The research questions were as follows: 1. Which teacher-related factors contribute to the development of self-regulated skills? 2. Which student-related factors contribute to the development of self-regulated skills?

Keywords: Self-regulation, Learning strategies, Primary education

Self-Efficacy Development in Prospective Music Teachers: A Qualitative Study on Singing Activities

Guanhua BI
Vytautas Magnus University, Lithuania
Email: guanhua.bi@vdu.lt

Asta RAUDUVAITE
Vytautas Magnus University, Lithuania
Email: asta.rauduvaite@vdu.lt

Abstract

The aim of this research is to theoretically and empirically explore how singing activities can support the development of self-efficacy in prospective music teachers. Self-efficacy plays a central role in shaping teachers' professional beliefs, instructional behaviour, and motivation (Biasutti & Concina, 2017; Soland, 2019; Wettstein et al., 2021). In music education, where performance pressure and emotional demands are especially high, cultivating strong self-efficacy is considered vital for the resilience of prospective music teachers and their long-term commitment to teaching (Burak, 2019; Girgin, 2017; Uptis et al., 2017). Despite widespread recognition of self-efficacy in teacher education (Biasutti & Concina, 2017; Sun, 2022; Zelenak, 2024), its development through singing activities in music teacher training remains underexplored, particularly in Chinese higher education settings.

This study explores how singing activities in higher music education can effectively promote the self-efficacy of prospective music teachers. Grounded in Bandura's self-efficacy theory (Bandura, 1977, 1986), the research draws on data from semi-structured interviews with eight professors teaching four types of singing activities: solfeggio, vocal music, Chinese opera, and choir. The analysis focuses on how professors help students build self-efficacy by designing manageable singing tasks, encouraging peer observation, providing verbal feedback, and creating emotionally safe learning environments.

The findings demonstrate that when students gain successful experiences, observe peers' achievements, receive encouragement, and feel emotionally supported, their self-efficacy improves markedly. This growth in self-efficacy contributes to greater motivation, emotional regulation, persistence, and confidence in musical learning, performance, and teaching preparation. The study provides practical implications for designing music curricula that foster the professional growth of prospective music teachers through singing-based activities grounded in psychological theory.

Keywords: Self-efficacy, Prospective music teachers, Singing activities, Teacher development

Investigation of the Relationship between Problem Solving Skills and Life Skills in Preschool Children

Yakup YILDIRIM

Akdeniz University, Türkiye

Email: yakupyildirim1986@gmail.com

Orcid Id= <https://orcid.org/0000-0001-5319-5487>

Abstract

The preschool period is a critical phase in which the foundations of cognitive, social, and emotional development are laid. During this period, problem-solving skills emerge as a fundamental competency that enables children to navigate both academic and social challenges effectively. Similarly, life skills—such as communication, collaboration, self-care, and emotional awareness—play a pivotal role in helping children form healthy relationships with their individual and societal environments. In this context, this study aims to examine the relationship between problem-solving skills and life skills in preschool children. The hypothesis of the study posits that children with a higher capacity for problem-solving will exhibit stronger life skills. This research was designed as a quantitative study within the framework of a correlational survey model and was conducted with 100 children aged 4-6 years, attending four different preschools. As data collection tools, the "Problem-Solving Skills Scale" and "Preschool Life Skills Scale" were used. To measure problem-solving skills, structured, story-based problem-solving scenarios and game-based tasks were implemented. Life skills were assessed through Likert-type questionnaires completed by teachers. The data were analyzed using SPSS, and Pearson correlation analysis was conducted to examine the relationship between problem-solving and life skills. Moreover, multiple regression analysis was performed to assess the impact of variables such as age and gender. The findings of the study revealed a significant and strong positive correlation ($r=0.68$, $p<0.01$) between problem-solving skills and life skills. This indicates that children with advanced problem-solving competencies also exhibit more developed life skills in social and emotional domains. Furthermore, age was identified as a significant factor influencing both skill sets; children aged 5-6 years scored significantly higher in both problem-solving and life skills compared to younger age groups. Gender differences, while not significant for life skills, showed that male children were more active in tackling individual problems, whereas female children demonstrated stronger proficiency in group-based problem-solving activities. The findings underscore the central role of problem-solving skills in the individual and social development of preschool children. Problem-solving processes foster children's capacities for creative and constructive thinking while simultaneously supporting life skills such as collaboration, empathy, and self-confidence in social relationships. These results align with Vygotsky's social learning theory and constructivist pedagogical approaches. The study offers several practical recommendations for educators and parents: integrating problem-solving-focused activities into preschool curricula, prioritizing group work and game-based learning, increasing teacher awareness of these developmental areas, and providing guidance programs for parents to help develop life skills at home. This research highlights that problem-solving skills are not merely cognitive abilities but are intricately linked to life skills such as communication, emotional awareness, and collaboration, thereby making a substantial contribution to the field.

Keywords: Life Skills, Problem-solving, Preschool period, Cognitive development, Socio-emotional learning

*This conference proceeding is financially supported by 2224-A programme of The Scientific and Technological Research Council of Turkey (TUBİTAK).

Vocational Expectations, Career Adaptability And Academic Achievement Of Students In Vocational Education And Training

Jūratė ČESNAVIČIENĖ¹
Rita MIČIULIENĖ²
Kristina KOVALČIKIENĖ³

¹Assoc. prof. dr., Vytautas Magnus University, Education Academy, Institute of Teacher Training
Email: jurate.cesnaviciene@vdu.lt

Orcid Id=0000-0001-6405-9173

²Assoc. prof., dr., Vytautas Magnus University, Education Academy, Institute of Educational Research
Email: rita.miciuliene@vdu.lt

Orcid Id=0000-0002-3048-3061

³Assoc. prof., dr., Vytautas Magnus University, Department of Psychology
Email: kristina.kovalcikiene@vdu.lt

Orcid Id=0000-0001-6826-8175

Abstract

Vocational expectations, career adaptability and academic achievement are important factors in a successful transition to the labour market. Recent research highlights the significant relationship between career adaptability and academic achievement. On the other hand, the causal link between academic achievement at school and students' vocational expectations has been questioned. The research aims to a more in-depth investigation of the relationship between academic achievement, career adaptability, and vocational expectations of Lithuanian VET students. The research sample consisted of 342 students from 29 vocational training institutions. A short version of the Academic Expectations Scale adapted for first-year students was used to assess students' professional expectations (Fleith et al., 2020). Career adaptability was measured using the Career Adapt-Abilities Scale (Savickas and Porfeli, 2012). Academic achievement was measured by the average of grades for all subjects (modules) in the last semester. The statistical analysis included descriptive statistics, Student t-test, ANOVA test, Pearson's correlation coefficient, and regression analysis. The data analysis showed that girls have statistically significantly higher vocational expectations than boys (respectively $M = 5.09$ and $M = 4.73$, $t = -3.400$; $p < .001$), students with a vocational qualification than students in initial vocational education after grade 10 and after grade 12 (respectively $M = 5.23$, $M = 4.72$ and $M = 4.98$, $F = 7.548$; $p < .001$). There is a weakly statistically significant relationship between vocational expectations and the age of the participants in the study ($r = .207$, $p < .0001$). When analysing career adaptability in different groups of respondents, no statistically significant differences or relationships with age were found. However, it was found statistically significant weak correlation between academic achievement and vocational expectations ($r = .252$, $p < .0001$) and between academic achievement and career adaptability ($r = .113$, $p < .05$). The strongest correlation was found between career adaptability and vocational expectations ($r = .441$, $p < .0001$). The results of a hierarchical linear regression analysis suggest that career adaptability affects academic achievement only through vocational expectations. These findings have important implications for practice and highlight the need to support young people in their life design process.

Keywords: Vocational expectations, Career adaptability, Academic achievement, Vocational education and training

The Power of Structured Thinking: The Relationship Between Mind Mapping and Problem Solving

Çiğdem ARSLAN¹

Email: arslanc@uludag.edu.tr

Zeynep ÖZAYDIN²

Email: zeynepozaydin@uludag.edu.tr

Neslihan DEMİRCİ³

Email: neslidamlademirci@gmail.com

^{1,2,3}Bursa Uludağ University, Türkiye

Abstract

Problem solving skills are critical in terms of coping with the difficulties they encounter in their daily lives and maintaining their academic success. With the increasing complexity of knowledge, it is not enough to just have the characteristics; it is also important to be able to analyze, interpret and adapt this information to new situations. At this point, using methods that support the individual's thinking processes can also be effective in increasing the possibility of solving problems. Mind mapping, as a technique that allows information to be organized hierarchically and visually, offers great advantages to the individual in the problem solving process. This technique allows the person to mentally classify information related to the problem, define sub-problems and systematically structure solutions. Mind mapping paves the way for both analytical and creative thinking by concretizing the thought processes; Thus, the problem solving process becomes more effective and efficient. Based on the importance of problem solving and the potential of mind mapping in this process, this study aimed to investigate the relationship between the problem solving success of mathematics teacher candidates and mind mapping skills. For this purpose, a mixed research method was preferred, in which quantitative and qualitative research methods were used together. The participant group of the study consisted of 30 mathematics teacher candidates. A 14-week training was given to mathematics teacher candidates within the scope of a project on Task-Focused Problem Solving and Problem Posing. At the beginning of this training process, teacher candidates were informed about what mind mapping is and how to prepare a mind map. During the training process, teacher candidates prepared mind maps weekly and at the end of the training, they created mind maps related to the entire training process. Within the scope of this research, the mind maps of teacher candidates, which include the entire training process, and the problem solving achievement test were discussed. The collected mind maps were analyzed with the "Mind Map Evaluation Rubric" developed by the researchers, and the problem solving achievement test was analyzed with the evaluation rubric developed by the researchers. The quantitative data obtained from the data collection tools were subjected to a correlation test. As a result of the correlation test, it was determined that there was a positive and significant relationship between the participants' mind map scores and their problem solving achievement test scores. There are several reasons why students with high mind mapping skills have high problem solving skills. Students with high mind mapping skills can organize information more effectively and see the relationships between concepts more clearly. This can make it easier for them to make more accurate analyses and determine more accurate solutions during the problem solving process. In addition, the mind mapping process can improve students' creativity and flexibility; thus, it may be possible for them to produce different solutions and adapt quickly to various situations. Students who can structure their thoughts in a planned manner can take more effective and systematic steps in the problem solving process.

Keywords: Mathematics education, Mathematics teacher candidates, Mind mapping, Problem solving

Beyond Control: The Mediating Role of Socioeconomic and Cultural Status in the Relationship Between School Autonomy and Student Achievement in OECD PISA

Rasa MACIUNIENE

Vytautas Magnus University, Education Academy, Lithuania

Email: rasa.nedzinskaite-maciuniene@vdu.lt

Antonios KAFA

Vytautas Magnus University, Education Academy, Lithuania

Email: antonios.kafa@ouc.ac.cy

Abstract

This study examines the mediating effect of students' economic, social, and cultural status (ESCS) on the relationship between school autonomy and academic achievement in three domains: reading, mathematics, and science. Drawing on data from the OECD's Programme for International Student Assessment (PISA) 2022, the study includes responses from school leaders and students across 60 participating countries. Using Hayes' PROCESS macro (Model 4) in SPSS, we conducted mediation analyses to assess whether ESCS explains the indirect pathways linking school autonomy to student performance. Results indicate that ESCS significantly mediates this relationship across all subject areas, with the strongest indirect effects observed in science and the weakest in reading. The findings suggest that the positive impact of school autonomy on achievement is not uniform but is contingent upon the socioeconomic context of students. In high-ESCS environments, autonomy is more likely to translate into improved outcomes, whereas in low-ESCS settings, its effect is diminished. Implications for education policy and leadership development are discussed.

Keywords: OECD PISA, Socioeconomic status, School autonomy, Student achievement, Mediation analysis

AI-Enhanced Lifelong Learning Ecosystems: Bridging Intergenerational Gaps in Digital Competence

Nihan ÖZBALTAN
İzmir Bakircay University, Türkiye
Email: nihan.ozbaltan@bakircay.edu.tr

Abstract

The rapid evolution of artificial intelligence (AI) technologies has transformed the landscape of education, necessitating a rethinking of Lifelong Learning (LL) strategies to accommodate increasingly diverse learner profiles. This paper investigates how AI-enhanced learning platforms can promote inclusive and adaptive lifelong education, with a particular focus on bridging the digital competence gap across generations. Drawing on recent EU-funded initiatives and pilot programs, the study explores the integration of intelligent recommendation systems, natural language processing (NLP)-based tutoring agents, and real-time learner analytics to personalize content delivery across formal and informal learning environments. The research emphasizes the role of AI in enhancing educational equity, especially for adult learners and senior citizens who are often marginalized in digital transformation processes. Moreover, the study outlines a proposed framework for AI-supported educational leadership, designed to equip educators and policymakers with actionable tools for curating sustainable, equitable, and human-centered lifelong learning ecosystems. By synthesizing insights from educational psychology, digital pedagogy, and AI ethics, the paper contributes a multidimensional perspective on how artificial intelligence can not only support, but also reimagine, lifelong learning in Europe and beyond.

Keywords: Lifelong learning, Artificial intelligence, Digital equity, Intergenerational learning, Educational leadership

The Availability and Use of Assistive Technology to Children with Mental Retardation in Schools Found in Buea Municipality

Manyi Nnkongho FELIX
Higher Institute of Professional Studies (HIPS-Buea), Cameroon
Email: nkonghofelix@gmail.com

Abstract

This study set out to investigate the availability and use of assistive technology for children with mental retardation in the Buea municipality of the south west region in Cameroon. The main research question was; How does the availability and use of assistive technology for the mentally retarded influence the teaching learning process? Three specific research questions were passed thus: 1. What are the types of assistive technologies available in schools? 2. Do trained personnel handle or use these assistive technologies? 3. Does the use of assistive technologies affect the teaching learning process of children with mental retardation? The survey research designed was use in carrying out this study. The population of this study was made up of all the schools and teachers of the Buea Sub-Division. A sample of 32 randomly selected teachers and schools were used for the study. From the questionnaire administered, descriptive statistical method with percentages to describe responses and opinions were used to analyze the collected data. The results obtained showed that about 90% of the respondents' answers and opinions proved the near absence or lack of assistive technology devices for mental retardation children in most of the schools. This would likely affect the smooth teaching and learning process for both teachers of and pupils with mental retardation. Some recommendations were made thus: • Basic special education courses should be included in the curriculum of all teacher training colleges. • Special education teacher should be parts of the curriculum planning for schools. • Schools administrator and the government should organize seminars, workshops and in-service training to help regular teachers acquire knowledge and skills in special needs education.

Keywords: Cameroon, Research question, Schools, Study, Teachers

Growing Together: Leaders' Mentorship

Ausra RUTKIENE
Vytautas Magnus University, Lithuania
Email: ausra.rutkiene@vdu.lt

Abstract

The introduction to any professional activity is crucial especially for young specialists. Teachers' mentoring is often talked about in the education system, but it is certainly challenging for school leaders who are new to their roles. Mentoring is understood as a dynamic relationship between two individuals in which more experienced person helps the younger colleague through advice, support and professional development opportunities (Eby, Butts and Lockwood, 2003). In Lithuania, mentoring by educational leaders is a relatively new formalised phenomenon, although informal mentoring goes back many years. The aim of the study is to identify the advantages and disadvantages of mentoring educational institution leaders. The research method is interviews with experienced and young leaders of educational institutions. The sample was 10 managers, 5 experienced leaders (with more than 5 years of management experience) and 5 young leaders (less than 2 years). The results of the study showed that there is a clear need for mentors for young leaders, but that a mentor does not have to be an all-knowing educator who gives all the answers to all questions. The value of mentoring is in helping to solve problems with advice and support, which helps to feel more confident in making those decisions. Furthermore, mentors' ability to communicate and encourage reflection has been shown to contribute significantly to the professional and personal development of young leaders. The results did not reveal any examples, but dysfunctional mentoring is theoretically possible, where the mentor does not provide adequate support, behaves unethically or negatively impacts the learner, hindering their professional development, self-esteem and emotional well-being (Limeri et al., 2020). And more generally, mentoring is often also reversible, where the roles that are customary in the mentoring process are reversed, with a younger professional taking on the role of mentor and a more senior one learning from them (Vujnovic, 2016).

Keywords: Education, Leaders, Mentorship

Philosophy and Childhood: Bridging the Gap Between Adults and Children Through Philosophy

Gül Ece ARSLAN
Boğaziçi University, Türkiye
Email: arslangece@gmail.com

Abstract

Philosophy, derived from the Greek words "philos" (love) and "sophia" (wisdom), is the discipline dedicated to exploring fundamental questions about existence, knowledge, values, reason, mind, and language. In the broadest sense, it is the process of discovering fundamental truths about oneself, the world, and one's role in it as well as in relationships with other people. So, those who engage with philosophy are in a lifelong never-ending process of questioning, answering, and arguing about themselves and the world. Considering the main characteristics of being engaged with philosophy, the questioning nature of it can be closely associated with the concept of curiosity in children. Despite traditional views that rational and critical thinking develop only with adulthood, children actively engage in philosophical questioning as they explore their world. It can be said that Mathew Lipmann was one of the most prominent pioneers when it came to implementing the idea of bringing children and philosophy together. Philosophy for Children (P4C), initiated by Matthew Lipman, emphasizes the importance of creating spaces where children's voices are heard and their perspectives valued, thus bridging the longstanding gap between adults and children. This approach challenges the marginalization of children, recognizing them as competent thinkers and active participants in society. Bridging this gap is essential not only for respecting children's agency but also for fostering a more inclusive understanding of human development. Moreover, nurturing philosophical thinking from early childhood lays the groundwork for lifelong learning by cultivating skills such as critical reasoning, dialogue, and reflection. These competencies not only support intellectual growth but also contribute to leadership skills that continue to evolve throughout life. Integrating philosophy into early education, therefore, serves a dual role: it empowers children today and strengthens their capacity as lifelong learners and future leaders. This study aims to focus on how philosophical dialogue can bridge the gap between children and adults, enhance children's voice and agency, and contribute to a sustainable model of lifelong education.

Keywords: Philosophy for children, Children's voice, Lifelong learning

The Level of EFL Teachers' Intercultural Communicative Competence and Its Integration into Classes

İlayda VARNA

Sakarya University, Türkiye

Email: ilaydavarna1419@gmail.com

Orcid Id: 0009-0005-5725-57X

Fatmanur AKDAŞ

Sakarya University, Türkiye

Email: ssfatmanurss26@gmail.com

Orcid Id:0009-0004-0429-2802

Abstract

The aim of this study is to observe the level of Turkish high school EFL teachers' intercultural communicative competence and integration of intercultural communicative competence into the classes. For these reasons, this paper answers the following questions: What is the level of Turkish high school EFL teachers' intercultural communicative competence? How do teachers integrate intercultural communicative competence into the classes? In this process, two different scales developed by Kazykhankyzy & Alagözlü (2019) and by Sercu et al. (2005) were used, and each research question had their own scales to be analyzed through Statistical Package for the Social Sciences. A quantitative survey study was conducted with Turkish high school EFL teachers to determine the status of intercultural communicative competence (ICC) and how they integrated their knowledge into classroom practices. Two different scales consisting of a total of 84 items were used in the study, and the data were analyzed using the Statistical Package for the Social Sciences (SPSS). The result showed that Turkish high school EFL teachers had statistically significant levels of intercultural communicative competence, and they were capable of integrating intercultural communicative competence into their classes as they self-evaluated themselves.

Keywords: Intercultural communicative competence, EFL Teachers, Integration of ICC, Cultural awareness, Communicative skills.

Exploring How Effort Mediates the Link between Resilience and Job Performance in Teachers ¹

Mustafa BAYRAKCI
Sakarya University, Türkiye
Email: mbayrakci@sakarya.edu.tr
Orcid Id. 0000-0002-7196-6203)

İbrahim LİMON
MONE, Türkiye
Email: ibomon@gmail.com
Orcid Id. 0000-0002-5830-7561)

Kübra TİRYAKİ
MONE, Türkiye
Orcid Id: 0009-0008-2403-2265

Abstract

The aim of this study is to examine the effect of organizational resilience on employee performance and to explore the mediating role of work effort in this relationship. Organizational resilience is defined as the capacity of individuals to withstand professional stressors, maintain motivation in the face of adversity, and stay focused on goals despite challenges encountered in the workplace. Performance refers to the level at which individuals effectively, efficiently, and successfully fulfill their job responsibilities. Based on data collected through a survey conducted with employees from various sectors, the hypotheses were tested using structural equation modeling. This paper aims to provide both theoretical and practical contributions to the fields of organizational psychology and human resource management.

The findings reveal that organizational resilience has a positive direct effect on employee performance. Moreover, work effort plays a significant mediating role in this relationship. In other words, the high performance of resilient employees is not solely explained by their resilience levels, but also by the dedication and effort they put into their work. These results suggest that organizations should adopt strategies to enhance employees' resilience skills and foster a work environment that supports strong work effort, as both are critical factors for improved performance.

Keywords: Organizational resilience, Employee performance, Work effort, Effectiveness, Medating effect

Reconceptualizing EFL Instruction through Technology: An Inquiry into The Affective and Motivational Impacts of Cross-Cultural Virtual Collaboration

Kübra Aksoy ÇINAR

Gaziantep Islam Science and Technology University, Türkiye

Email: kubraaksoyedu@gmail.com

Merve ULUKAYA

Ministry of National Education, BİLSEM (Science and Art Center), Türkiye

Email: merveulukaya@yandex.com

Abstract

As digital technologies redefine educational paradigms, the integration of synchronous video conferencing emerges as a transformative approach in foreign language instruction. Examining the extent of foreign language anxiety and motivation of real-time virtual interactions in alleviating EFL students' anxiety and motivation in secondary schools, this mixed-method study clarifies its pedagogical importance. The study employed a control group experimental design where the control group were given normal instruction, and the experimental group had weekly video conferencing with international peers via the eTwinning platform. Quantitative data were collected through standardized motivation and anxiety scales, and qualitative data were collected through thematic analysis of student interviews. Results showed statistically significant anxiety reduction and dramatic motivation gains in the experimental group with large effect sizes (Cohen's $d > 3.00$). Thematic results showed confidence, willingness to communicate, and increased learner engagement gains, though minor difficulties were faced due to technical constraints and time management. Participants also experienced a greater control over their own learning process through cross-cultural interaction. In addition, the regular occurrence of real-life language use facilitated increased listening skill and vocabulary, as well as the further development of learners. Outcomes verify the efficacy of synchronous virtual environments in mediating more affectively positive, interactive, and engaging language learning processes. The study has important implications for instructors and curriculum planners as a way of upgrading language teaching with successful integration of computer tools. By linking pedagogical practices to the digital means and social norms of students, instructors can create more motivation and fewer barriers normally found within physical classroom environments.

Keywords: Synchronous communication, EFL teaching, Foreign language anxiety, Learner motivation, Virtual exchange, Mixed-method research

Promoting Learning to Learn Abilities in Primary Music Education: Teachers' Perspectives

Bo SUN

Vytautas Magnus University, Lithuania

Email: bo.sun@vdu.lt

Asta RAUDUVAITE

Vytautas Magnus University, Lithuania

Email: asta.rauduvaite@vdu.lt

Greta SARKOVAITE

Vytautas Magnus University, Lithuania

Email: greta.sarkovaite@vdu.lt

Abstract

Examining the significance of learning to learn reveals the intricate nature of this concept. In the study by Kazlauskiene et al. (2012), "learning to learn" and "learning to learn competence" are depicted as interchangeable and are defined in the same way. Delving into the concept of learning to learn, its current understanding connects various frameworks, including metacognitive, social constructivist, socio-cognitive, and socio-historical perspectives, along with considerations from lifelong learning and assessment studies. According to Caena (2019), learning to learn involves a complex interplay of preparation, experience, social relationships, values, attitudes, and beliefs. In theoretical discussions, learning to learn is typically defined as both a process and an outcome. Zou and Chen (2021) define learning to learn ability as the integration of learning motivation, perseverance, ability, and creativity. They describe it as the capacity of individuals to acquire, share, use, and generate knowledge. Chen (2023) contrasts knowledge education with learning to learn promotion, highlighting that the latter empowers learners to transform knowledge into applicable abilities and methods, fostering the capacity to apply and develop knowledge rather than only absorbing it. Callan et al. (2022) state that promoting self-regulated learning, including goal setting, strategy use, and self-monitoring, strengthens motivational aspects such as self-efficacy, interest, and task value. Motivation is very important for achieving learning goals (Urgo & Arguello, 2024). Considering the importance of learning autonomy, a structured, progressive, and inclusive music education curriculum in primary schools should be the core of formal education for all learners within the national education system. Music learning not only strengthens learners' musical abilities but also equips them with skills that improve academic performance. It has significant implications for communication abilities, social development, and personal growth (Guerra et al., 2020). Through a variety of musical activities and creative pursuits, primary school music programmes provide learners with a wide range of opportunities for self-expression and personal development (Fasya et al., 2022; Yin, 2024). Music activities that incorporate these elements demonstrate a strong potential to enhance learning to learn, reflecting the interrelated and interdependent nature of its components within the music learning process. The process of musical activity aims to empower individuals with motivation, self-confidence, and the ability to assess their own abilities, engage in critical reflection, make informed decisions, and self-evaluate. In this context, music lessons, due to their attractiveness and complex nature, have a distinct advantage: purposefully planned musical activities can be important in strengthening learning to learn abilities. However, there is still a gap in research on the promotion of learning to learn abilities in musical activity for the third and fourth year primary school learners. For this reason, the research question is formulated as follows: how does the process of expressing and promoting learning to learn abilities that facilitate engagement in musical activity among primary school learners occur during music lessons? The aim of the research: to theoretically and empirically reveal the opportunities for promoting primary school learners' learning to learn abilities in musical activity.

Keywords: Learning to learn abilities, Promoting, Musical activity

Ways of Encouraging Emotional Expression in Singing Activities of Primary Music Education

Zhiyu YAO

Vytautas Magnus University, Lithuania

Email: yaozhiyu5588@163.com

Asta RAUDUVAITE

Vytautas Magnus University, Lithuania

Email: asta.rauduvaite@vdu.lt

Abstract

Emotion, originating from the Latin word "emovere" meaning to stir or agitate, generally encompasses intense feelings directed at events or objects in the world, often prompting specific behavioural responses. Throughout history, these emotional experiences have been categorised and labelled as emotions such as shame, anger, fear, joy, embarrassment, or disgust. Emotions are believed to have communicative functions, often expressed through facial or vocal cues, making them crucial for social interaction. (Pan et al., 2022; Cristóvão et al., 2023). According to Keltner et al. (2016), emotional expressions are multifaceted dynamic behavioural patterns that encompass facial expressions, vocalisations, bodily movements, gaze, gestures, head movements, touch, autonomic responses, and even scent. They argue that these emotional expressions serve as the language of social interaction, binding individuals together in dyadic and group-based interactions. At its core, emotions are essentially geared towards prompting action and altering the likelihood of future actions (Frenzel et al., 2021; Raugh & Strauss, 2024). They empower individuals to respond to impactful stimuli, external or internal, by eliciting intricate patterns of behaviour that encompass various modalities, such as facial muscle movements, vocal signals, bodily motions, gestures, posture, and more. The notion that music serves as a powerful form of emotional expression and communication has a long-standing tradition. In this discourse, vocal music holds a particularly unique position, especially when examining the interconnections among the evolution of non-verbal affective expression, the origins of music, and its capacity to evoke emotions in the listener (Angel-Alvarado et al., 2022; Váradi, 2022). If the roots of singing are embedded in the emotional expression conveyed through the human voice, then the singing voice (or vocal music) emerges as the most likely catalyst for eliciting strong emotional responses. Davies et al. (2023) present three main features of singing: it is an enjoyable experience when done in a group, it is a social activity, and it has a soothing effect. According to Zhao, & Song, (2022); Picado et al. (2023), songs are not only a sphere of aesthetic appeal but also serve as a significant educational tool. Since human emotions are grounded in spiritual and moral concepts, singing and emotional intelligence are interconnected in the teaching and learning process, mutually stimulating each other. The teaching of music thus presents an opportunity for students to heighten awareness of the emotions associated with music, comprehend their role in the creative and artistic dimensions of musical performance, and concurrently develop cognitive and metacognitive skills, aligning with the concept of "know how to do." However, there is a lack of detailed research on promoting emotional expression in singing practice for third and fourth grade learners in primary education. The research question: What is characteristic of the process of promoting emotional expression in the music lesson for primary learners of the third and fourth grades, which helps to involve learners in the practice of singing activities? The aim of the research is to theoretically and empirically reveal the possibilities of promoting emotional expression among third and fourth grade primary school learners in singing activities.

Keywords: Emotion, Emotional expression, Promoting, Singing

Post-Qualitative Learning Pathways of Education Researchers: Insights from a Systematic Literature Review (PRISMA 2020)

Aida KAIRIENE

Postdoctoral research fellow at Klaipėda University, 84 H. Manto St., LT-92294 Klaipėda, Lithuania.

Email: aida.kairiene@ku.lt

Orcid Id= <https://orcid.org/0000-0002-4520-8732>

Abstract

The rapid changes, such as the development of AI, robotics, industry, etc., recall the uncertainty of the future. As Jackson (2023) notes, an unpredictable, challengeable world has been with us all along, and various changes offer a new vision of human progress with creativity, growth and discovery. Such changes evoke learning research methodologies. Many strategic documents around the world (UNESCO, 2021; OECD, 2022, etc.) emphasise the role of education research in improving educational systems. Therefore, researchers from around the world are invited to conduct quality education research (UNESCO, 2021). More recently, post-quantitative inquiry has begun to take hold alongside quantitative, qualitative, and mixed research methodologies, in line with the new materialism and the interdisciplinary approach to theory and research, the rejection of the dominance of “power” from above, and the rejection of hierarchical approaches. The founder of the post-qualitative approach, St. Pierrie (2021c), uses the term “post-qualitative inquiry” and calls it not a methodology with predefined designs, nor does it follow formalised, systematic processes to ensure validity. The research aim – to disclose the learning of post-qualitative inquiry among education researchers. The systematic literature was performed during the study using the PRISMA2020 guidelines (Page et al., 2021a, 2021b, 2021c) to demonstrate the learning of post-qualitative inquiry as an educational phenomenon. The conducted systematic review disclosed PRISMA 2020 principles from identification to materials used in the review (Page et al., 2021a, 2021b, 2021c). The research question was formulated using PICO (Population, Intervention, and Context), and the flow diagram has been created. A total of 854 scientific articles have been selected from the EBSCO, Scopus, and Web of Science databases; 34 articles were included into analysis. To disclose main themes in learning post-qualitative among education researchers, thematic analysis (Braun and Clarke, 2006) has been conducted using Maxqda 24 software. In addition, thematic mapping (Attride-Stirling, 2001) has been depicted. This study disclosed that learning and applying post-qualitative inquiry is as a resistance to a neoliberal university’s strict rules, control, and pressure. The education researchers mostly learn post-qualitative inquiry through nomadic thinking, reading and writing assemblages, practical experiences, doing material-led research, and art-based research.

Keywords: Education researchers, Post-qualitative inquiry, learning, systematic literature review, PRISMA 2020, thematic analysis.

*This presentation is a part of the national research project “Rhizomatic Learning of Scientific Research Methodologies Among Education Researchers: Trajectories of Assemblages and Becomings” funded by the Lithuanian Research Council (LRCLT), Contract No S-PD-24-116.

The Practice of Digital Technologies in Higher Education Institutions of Latvia The Labyrinth of Teachers & Students' Daily Routine

Mudassir ARAFAT
Turība University, Latvia
Email: mudassir.arafat@gmail.com

Abstract

This doctoral thesis investigates the development and validation of a novel Learning Management System (LMS) tailored to the pedagogical needs of contemporary digital education environments. The study addresses the shortcomings of existing LMS platforms by proposing a model that integrates advanced pedagogical and technological frameworks to enhance teaching and learning outcomes. The quantitative evaluation of the newly designed LMS model through a comprehensive survey and statistical analysis involving educators and students. The data confirm the model's efficacy in improving user satisfaction, perceived usefulness, and ease of use, core metrics aligned with the Technology Acceptance Model (TAM). The results showed a statistically significant improvement in digital engagement and instructional quality when compared to traditional LMS platforms. The thesis introduces the new LMS model, grounded in the TAM and TPACK frameworks. This dual-framework integration ensures the system is not only technologically robust but also pedagogically sound. The model fosters synergy between technology use, content delivery, and pedagogical strategies. By doing so, it empowers educators to design more effective and interactive digital learning experiences. The implementation of this model demonstrated enhanced digital competency among teachers and improved learning outcomes among students. The study concludes by asserting the critical role of pedagogically informed design in LMS development and provides a scalable model adaptable to various Latvian Higher educational contexts.

Keywords: LMS, Latvia, HEIs, Digital, TAM, TPACK, KANO

A Psychological Approach to Surveying Content for Ai-Powered Plush Robots: Evaluating Usability in Educational and Rehabilitation Contexts

Anete HOFMANE¹

¹Lecturer, Researcher, Mg.psych., Mg.sc. administr., Riga Tech. University, Institute of Digital Humanities
Email: Anete.Hofmane@rtu.lv; Orcid Id: 0000-0001-5436-5732

Airisa ŠTEINBERGA²

²Assoc.prof, leading researcher, Dr. psych, Riga Technical University, Institute of Digital Humanities
Email: Airisa.Steinberga@rtu.lv ; Orcid Id: 0000-0003-3990-1482

Dina BETHERE³

³Full prof., leading researcher, Dr. paed., Riga Technical University, Liepaja Academy, Centre for
Pedagogy and Social Work
Email: Dina.Bethere@rtu.lv ; Orcid Id: 0000-0002-0290-7058

Santa STRIGUNA⁴

⁴Lecturer, researcher, Mg. paed., Riga Technical University, Liepaja Academy, Centre for Pedagogy and
Social Work
Email: Santa.Striguna@rtu.lv; Orcid Id: 0000-0001-5685-4222

Undīne GAVRIĻENKO⁵

⁵Research assist., Mg.sc.soc. Riga Technical University, Liepaja Academy, Centre for Pedagogy and
Social Work
Email: Undine.Gavrilenko@rtu.lv; Orcid Id: 0009-0009-0619-8453

Inese TĪGERE⁶

⁶Research assist., Mg. paed. Riga Technical University, Liepaja Academy, Centre for Pedagogy and
Social Work
Email: Inese.Tigere@rtu.lv; Orcid Id: 0009-0007-2498-6803

Aleksandrs VALIŠEVSKIS⁷

⁷ Leading researcher, Dr.sc.ing., Riga Technical University, Institute of Architecture and Design
Email: Aleksandrs.Valisevskis@rtu.lv; Orcid Id: 0000-0003-3974-0842

Aleksandrs OKSS⁸

⁸Leading researcher, Dr.habil.sci.eng., Riga Technical University, Institute of Architecture and Design
Email: Aleksandrs.Okss@rtu.lv; Orcid Id: 0000-0001-6925-1842

Aleksejs KATAŠEVŠ⁹

⁹Full prof., leading researcher., Dr.phys., Riga Technical University, Mechanical and Biomedical
Engineering Institute
Email: Aleksejs.Katasevs@rtu.lv; Orcid Id: 0000-0001-8894-3748

Abstract

As artificial intelligence (AI) and plush robotics has become increasingly integrated into educational and rehabilitation environments, there is a growing need to evaluate the psychological and contextual appropriateness of the content these systems deliver. This article outlines a methodological framework for

evaluating such content through a psychological lens, focusing particularly on the use of qualitative research methodology. While the technological capabilities of AI-powered plush robots continue to advance, less attention has been paid to how users – children with autistic spectrum disorder and specialists who work with them - perceive and interact with the content these systems present. The aim of this study is to introduce psychological research methodology to study AI-driven plush robots used in educational and rehabilitative settings. The research seeks to answer the following questions: (1) How can semi-structured interviews be designed to capture users understanding about AI-delivered content? (2) What psychological and technological constructs are most relevant in evaluating usability in these contexts? To address these questions, the article presents the theoretical rationale for using semi-structured psychological interviews, details their methodological design, and outlines the research tasks involved in data collection and analysis. These tasks include identifying relevant psychological and technological constructs, developing an interview guide, training interviewers, conducting interviews, and planning for thematic analysis. By establishing a rigorous and flexible methodology, this work contributes to the broader field of human–plush robot interaction research and lays the foundation for empirical studies that assess the psychological impact and usability of AI-mediated content.

Keywords: Artificial intelligence, Plush robots, Autistic spectrum disorder, Semi-structured interviews, Education and rehabilitation.

Examination of Postgraduate Theses on the Use of Digital Materials in Turkish Language Education

Sultan Şükran TALANCI
Başkent University, Türkiye
Email: sultan.talanci8@gmail.com

Abstract

The aim of this study, conducted through document analysis—a qualitative research method—is to examine postgraduate theses regarding the use of digital materials in Turkish language education, taking into account various factors. Specifically, the study investigates the universities, institutes, and departments involved, the types of theses, publication years, research designs, participant groups and sizes, data collection tools, data analysis methods, topics, and the results of these theses. A search was conducted through the YÖK National Thesis Center using relevant keywords, leading to the examination of 34 theses based on specific inclusion-exclusion criteria. The data obtained were analyzed through descriptive content analysis. The analysis revealed that most of the theses were produced at Gazi University and Bursa Uludağ University, specifically within the Institutes of Educational Sciences and the Department of Turkish Education / Turkish Language and Social Sciences Education. Most of the theses were completed in 2024 and were largely master's theses. Participants ranged from primary school to doctoral levels, including native Turkish speakers and students learning Turkish as a foreign language, as well as secondary school Turkish teachers and instructors teaching Turkish to foreigners. Notably, most participants were middle school students, with participant group sizes typically varying between 11 and 50 individuals. The “interview form” was the preferred data collection tool in over half of the theses. For data analysis methods, content analysis was predominantly used for qualitative data, while t-tests were employed for the quantitative data analysis in nearly all of the theses. When examining the subjects of the theses, it is noteworthy that they addressed both teaching Turkish to native speakers and the use of digital materials in teaching Turkish as a foreign language. Almost half of the theses focused on “the effects of digital storytelling and applications on listening, reading, writing skills, motivation, attitude, values education, academic achievement, etc., among native and non-native Turkish speakers at various educational levels.” Several studies also explored the impact of digital games and educational applications on course achievement, motivation, vocabulary, writing skills, and learning processes. The results of the theses indicate that the use of digital materials in Turkish education significantly enhances student achievement, motivation, and language skills in both native and foreign language contexts. It was found that applications such as digital storytelling, digital games, digital dictionaries, Web 2.0 tools, and digital storytelling positively contribute to listening, reading, writing, and vocabulary learning skills. These tools also increase students' interest and support lasting learning, while enhancing their self-efficacy and attitudes towards learning. Generally, both teachers and students have positive attitudes towards the use of digital materials, which support technology-based 21st-century skills. However, deficiencies in technological infrastructure and issues with digital access may limit the implementation process. Based on these findings, several recommendations were made for teachers, policymakers, and researchers.

Keywords: Digital material use, Turkish language education, Postgraduate theses

A Comparative Analysis of Speech Disfluencies among Education and Engineering Faculty Students: The Case of Başkent University

Eylül Şerife YÜKSEL
Başkent University, Türkiye
Email: eylulyuksel@baskent.edu.tr

Abstract

This study investigates the frequency of typical speech disfluencies in the spontaneous speech of students from the Faculties of Engineering and Education at Başkent University. It focuses on disfluency types such as hesitation, prolongation, filled pause, silent pause, repair, and repetition, comparing the performance of prospective engineers and teachers. The sample was selected considering the curriculum characteristics of both faculties: The Education Faculty emphasizes verbal skills, while the Engineering Faculty is more focused on numerical content. Education students were included also due to the belief that teachers' effective speech contributes to classroom productivity. A total of 30 participants were selected—15 from each faculty. The study employed content analysis as a qualitative research method. Audio data were collected using an iPhone 13, and all recordings were transcribed by the researcher. Transcripts were then analyzed using the Pandas library in Python. Only native Turkish speakers were included, and participants had to produce at least 300 words of spontaneous speech. A non-native speaker of Arabic was excluded to ensure linguistic consistency. Previous research (Carlo & Watson, 2003; Bjerkan, 1980; Pellowski & Conture, 2002) also emphasizes word or syllable count as a standard basis for measuring disfluency. Findings show that Education students produced a total of 367 disfluencies, with a disfluency rate of 6.34%. The most common types were filled pauses (75.84%, $f = 135$), repairs (7.87%, $f = 14$), and hesitations (5.62%, $f = 10$). Prolongation occurred least frequently ($f = 2$). Additionally, appropriateness repairs ($f = 9$) were more common than error repairs ($f = 5$), indicating a preference for meaning-oriented corrections. Engineering students showed a slightly higher number of disfluencies ($f = 394$) and a higher disfluency rate of 7.98%. The most frequent types mirrored those of Education students: filled pauses (77.32%, $f = 150$), repairs (7.73%, $f = 15$), and hesitations (5.67%, $f = 11$). Prolongation was again the least observed (1.12%, $f = 2$). Similarly, these students also used more appropriateness repairs ($f = 9$) than error repairs ($f = 6$), favoring lexical over grammatical or phonological corrections during speech. In conclusion, both groups most frequently used filled pauses and least frequently used prolongation. The difference between their total disfluency counts ($f = 27$) and disfluency rates (1.64%) was minimal, suggesting no statistically significant difference. This similarity may reflect the verbal competence of Engineering students, possibly explained by shared brain functions related to language and logic in the left frontal lobe. These findings may be valuable for educators and curriculum designers. Introducing an elective course such as “Speech Education” could raise awareness about speech fluency in all faculties. Future research is recommended with a larger and more diverse sample to enhance the generalizability of the findings.

Keywords: Speech, Impromptu speech, Typical disfluency, Prospective engineers, Prospective teachers

Responsible Leadership: Supporting Teachers in Crisis

Simona LUNINA
Vytautas Magnus University, Finland
Email: simona.lunina@gmail.com

Vaida JURGILE
Vytautas Magnus University, Lithuania
Email: vaida.jurgile@vdu.lt

Abstract

A preschool teacher who educates refugee children becomes "all mighty" because she is often left alone in the process of educating refugee children, and the lack of necessary assistance becomes the norm. The study showed that teachers face not only a lack of help from other professionals in accepting and educating refugee children or a lack of communication with colleagues, but most importantly, the study revealed that teachers experience different feelings and inner struggles, such as loneliness, burnout, and psychological stress caused by the war.

Teachers feel alone, abandoned, and useless in the educational process. Informants say they feel abandoned because the administration is unable or unwilling to hear teachers' requests for help, and in some cases, teachers themselves are afraid to ask for help due to tense relationships with colleagues at work. One teacher says, "I am alone, I am by myself, like a ship in the ocean." In the absence of external assistance such as psychological or social support, teachers often face various psychological problems such as burnout, fatigue, and stress.

Keywords: Leadership; Refugee education; Teacher loneliness; Professional support

Classroom Teachers' Perspectives on Adaptations for Students with Intellectual and Developmental Disabilities in Inclusive Classrooms

Adile Emel Sardohan YILDIRIM

Assoc. Prof. Dr., Akdeniz University, Faculty of Education, Department of Special Education

Email: esardohan@akdeniz.edu.tr

Orcid Id: <https://orcid.org/0000-0002-2393-299X>

Metin ARİS

Hamravat Primary School, Diyarbakır, Türkiye

Email: metinaris21@gmail.com

Orcid Id: <https://orcid.org/0009-0002-4868-3464>

Abstract

Inclusive education offers essential opportunities for students with intellectual and/or developmental disabilities (IDD) to engage meaningfully in general education settings. However, the success of inclusive practices largely depends on classroom teachers' ability to implement meaningful instructional adaptations that address the diverse needs of all learners. This study aims to explore the perspectives of classroom teachers regarding the strategies they use to support students with IDD in inclusive classrooms. The study was conducted using a qualitative research design. Data were collected through semi-structured interviews with eleven classroom teachers, who were selected using the maximum variation sampling method. The interview protocol was developed by the researcher. All interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis. As a result of the analysis, four main themes were identified: Individualization Process, Challenges in Adaptations, Need for Support, and Impact of Adaptations. Each main theme included several sub-themes, and the findings were supported by direct quotations from participants. The results revealed that while teachers often face significant challenges in making instructional adaptations, they make substantial efforts to meet the individual needs of their students. Furthermore, the findings highlight the importance of improving in-service training and strengthening institutional support mechanisms to better equip teachers for inclusive practices.

Keywords: Inclusive education, Intellectual and developmental disabilities, Instructional adaptations, Teacher perspectives, Thematic analysis

The Use of Artificial Intelligence Technologies in Program Development: Academician Perspectives and Innovative Approaches

Erhan ÖZMEN
Firat University, Türkiye
Email: eozmen@firat.edu.tr

Filiz ELMALI
Firat University, Türkiye
Email: fvarol@firat.edu.tr

Abstract

In this study, the knowledge and experiences of academicians regarding the use of artificial intelligence (AI) technologies in program development processes, as well as their views on the advantages, disadvantages, risks and future opportunities that AI can offer in these processes were obtained. A phenomenological design was adopted as a qualitative research method and semi-structured interviews were conducted with 15 academics selected through purposive sampling. The findings were grouped under four categories: knowledge and experience perception of artificial intelligence, advantages and disadvantages of using artificial intelligence, risk and ethical evaluation, future expectations and suggestions. Academics stated that the use of AI in program development processes is effective in content development, course design and evaluation processes. In addition, advantages such as personalized learning, fast feedback and time saving were emphasized. On the other hand, disadvantages such as data security, technological dependency and inequality of access were also mentioned. Among the risk factors, privacy violations, ethical issues and legal regulations come to the forefront. However, the results of the study predict that in the future, AI technologies can be supported by inclusive learning environments, digital twins and smart education systems in program development processes. In addition, academics suggest that technological infrastructure should be strengthened, policy development and academic collaborations should be increased. In this context, it is emphasized that the effectiveness of AI-supported program development processes can be ensured by conscious use and security policies.

Keywords: Artificial intelligence, Program development, Academic opinions, Educational technologies

Linguistic Landscapes in Education: A Literature Review of Their Role in Shaping Identity Development

Ieva MARGEVICA-GRINBERGA

Latvia University of Latvia

Email: ievam@lu.lv

Anna STAVICKA

Latvia University of Latvia

Email: anna.stavicka@lu.lv

Ligita GRIGULE

Latvia University of Latvia

Email: ligita.grigule@lu.lv

Evija LATKOVSKA

Latvia University of Latvia

Email: evija.latkovska@lu.lv

Abstract

In an increasingly multilingual and multicultural world, education systems adapt to reflect linguistic diversity in inclusive, engaging, and identity-affirming ways. The linguistic landscape (LL) — the visible display of language in public, institutional, and digital spaces — is a pedagogical resource that mirrors and shapes language practices, ideologies, and learner identities. This topic is particularly relevant as schools become more linguistically diverse and the demand for culturally responsive pedagogy grows. This study evaluates the pedagogical potential of LLs, focusing on their role in supporting language learning, cultural awareness, and student identity development. The research addresses the limited integration of LLs in formal education despite their growing theoretical and practical relevance. Sub-problems include scarce longitudinal data on LLs' impact on identity, the predominance of Western and urban research settings, under-exploration of virtual linguistic landscapes (VLLs), and limited focus on learners' perspectives in LL scholarship. A systematic literature review, guided by PRISMA principles, was conducted. Fifteen peer-reviewed articles published between 2010 and 2025 were selected from databases such as Google Scholar, ERIC, and JSTOR using keyword combinations and Boolean operators. Inclusion criteria prioritized peer-reviewed, English-language studies with a pedagogical focus. Thematic analysis extracted core findings and pedagogical implications. Findings suggest that LL-based practices, particularly project-based learning (PjBL), foster critical thinking, metalinguistic awareness, and identity engagement. VLLs, though under-researched, show promise for creating inclusive digital learning environments. The study recommends integrating LL approaches into teacher training, expanding research to non-Western and rural contexts, and exploring identity dimensions such as gender and multilingualism. These steps will strengthen LLs' role in fostering inclusive and transformative educational spaces.

Keywords: Linguistic landscape, Virtual linguistic landscape, Identity development, Systematic literature review, Transformative education

Integrating Mindfulness into Pedagogical Practice: Experiences and Challenges of Mindfulness Program Graduates

Ivo STRANTE
University of Latvia, Latvija
Email: ivo.strante@klusumaskola.lv

Ieva MARGEVICA-GRINBERGA
University of Latvia, Latvija
Email: ievam@lu.lv

Abstract

In recent years, mindfulness has emerged as a significant pedagogical innovation, increasingly recognized for its potential to enhance educator well-being and student engagement. Despite growing interest, the sustainable integration of mindfulness into educational practice remains a complex and under-researched challenge. While previous studies have highlighted the benefits of mindfulness in education, such as improved focus, emotional regulation, and classroom climate, less attention has been paid to the lived experiences of educators implementing these practices in real-world school settings. This qualitative study addresses this gap by examining how graduates of a structured mindfulness program apply acquired skills in pedagogical contexts and the challenges they encounter. The research is guided by two sub-questions: How are mindfulness practices used in classroom and school settings? and What systemic or personal factors hinder their consistent implementation? Grounded in Transformative learning theory and informed by Shapiro's three-axiom model of mindfulness (intention, attention, attitude) and the Whole School Mindfulness (WSM) framework, the study employed semi-structured interviews with 12 educators from diverse school contexts. Data were analyzed using thematic analysis with iterative coding and category development to ensure validity and depth. Findings indicate that mindfulness is integrated at individual (e.g., enhanced emotional regulation, increased present-moment awareness) and systemic levels (e.g., adapted lesson structures and mindfulness-based classroom management strategies). Key challenges include time constraints, limited institutional support, and skepticism from colleagues. However, personal motivation and regular practice were identified as critical enablers of sustained mindfulness use. The study concludes that effective mindfulness integration requires individual commitment and supportive institutional structures. Recommendations include embedding mindfulness principles in school policies, establishing peer mentorship networks, and promoting a collective approach to mindfulness as a shared educational value. These findings offer actionable insights for educational leaders and policymakers seeking to foster mindful teaching cultures.

Keywords: Mindfulness, Pedagogical practice, Educator experience, School mindfulness

The Effectiveness of Video Modeling in Teaching Soap Packaging Skills to Students with Intellectual Disabilities

Yavuz Erhan KANPOLAT

Dr., Akdeniz University, Faculty of Education, Department of Special Education, Türkiye

Email: yekanpolat@akdeniz.edu.tr

Orcid Id: <https://orcid.org/0000-0002-6729-300X>

Abstract

This study examines the effectiveness of video modeling as an instructional approach for teaching soap packaging skills to students with intellectual disabilities. The research employed a multiple probe design across participants, a rigorous single-subject research methodology commonly used in special education. The participants were three students formally diagnosed with intellectual disabilities and enrolled in a special education vocational school. Carefully prepared video models illustrating each step of the soap packaging process were utilized to support observational learning and promote skill acquisition. Individualized sessions were provided to address each student's specific learning pace and needs. The intervention was implemented sequentially, beginning with each participant only after meaningful improvement was observed in the preceding participant to ensure experimental control and validity. Performance data were collected using detailed observational charts and video analyses to evaluate skill mastery, maintenance, and generalization. At the conclusion of the study, all participants demonstrated significant improvements in performing the soap packaging task independently and accurately. Furthermore, follow-up sessions confirmed the durability and transferability of the acquired skills across different contexts and over time. The findings provide strong evidence that video modeling is an effective, practical, and accessible instructional strategy for teaching vocational skills to individuals with intellectual disabilities. This approach not only enhances vocational competence and independence but also supports social inclusion by enabling students to participate more fully in daily life and potential work environments.

Keywords: Video modeling, Intellectual disability, Special education, Single-subject research, Vocational skill instruction

Job Shadowing as an Approach to Inclusive Education in Adult Education

Ieva MARGEVICA-GRINBERGA

University of Latvia, Latvia

Email: ievam@lu.lv

Aija KALEJA

University of Latvia, Latvia

Email: puke17@inbox.lv

Abstract

Inclusive education is one of the most essential goals in the modern education system, especially in adult education, where special attention is paid to the needs of diverse students, the development of their abilities, and the reduction of the dropout risk. This educational approach is based on the principle that every person, regardless of their origin, social status, or special needs, should have the opportunity to receive an education and fully participate in the life of society. By understanding the experience, development, and current trends of inclusive education, this article reflects the essence of an effective inclusive learning environment. It offers an approach to support diverse students and prepare them for successful societal integration. The study aims to explore job shadowing as a transformative pedagogical method in adult education that enhances inclusivity, supports diverse learners, and prepares them for the labour market. The methodology combines qualitative interviews with 12 respondents to gain in-depth insights into personal experiences and perspectives, alongside a survey of 118 respondents to capture broader trends and attitudes. The analysis of the inclusive education experience promotes a student-centred approach through new pedagogical methods and a transformative learning environment to adapt the learning process through job shadowing more effectively. The results highlight the multifaceted benefits of job shadowing, including its role in equipping students with practical skills, fostering social integration, and addressing the unique needs of diverse learners. Challenges such as logistical barriers and varying levels of support are identified, alongside potential solutions that can enhance the implementation of job shadowing in adult education. This study provides a detailed overview of the benefits, challenges, and solutions associated with job shadowing, demonstrating its value as an effective pedagogical solution for supporting diverse students and preparing them for meaningful participation in the workforce and society.

Keywords: Adult education, Career development, Inclusive education, Job shadowing, Professional development

Digital Readiness and Cultural Contexts: Comparative Insights into Hybrid Learning

Valerija DROZDOVA
Turība University, Latvia
Email: valerija.drozdova@turiba.lv

Abstract

The COVID-19 pandemic prompted a rapid digital transformation in higher education (HE), transitioning institutions worldwide into online and later hybrid learning models. While this shift created new educational opportunities, it also highlighted digital inequalities and intercultural challenges. This study presents a cross-cultural analysis of hybrid learning implementation in Latvia and India, two countries with differing levels of digital readiness, infrastructure, and student preparedness. The research integrates theoretical perspectives on hybrid education and digital literacy from 2017 to 2025, alongside an empirical mixed-methods study involving Business English and Latvian language students. It investigates how cultural background, prior educational experience, and e-learning styles shape student perceptions of hybrid learning. Findings reveal distinct behavioral and attitudinal differences between Latvian and Indian cohorts. Latvian students, benefiting from earlier digital integration and greater infrastructure support, demonstrated more structured engagement and higher satisfaction. In contrast, Indian students often constrained by regional disparities in access and digital literacy attended online lectures more frequently but reported lower satisfaction. The study concludes that hybrid education must be contextually adapted, considering intercultural, technological, and pedagogical dimensions. It recommends the development of targeted educational policies and preparatory programs, particularly in countries with emerging digital infrastructures. Ultimately, the findings underscore the need for academic staff to embrace adaptive teaching strategies that address the evolving demands of internationalized and hybrid higher education environments.

Keywords: Hybrid learning, Digital readiness, Higher education, E-Learning styles, Digital literacy, Intercultural differences, Student satisfaction

Impact of Adult Learners' Learning Styles on Implementation of Culture-based Multilingual Blended-learning Language Course*

Ineta LUKA [0000-0003-4706-1663]

Email: ineta.luka@turiba.lv

Turiba University, Latvia

Abstract

The COVID-19 crisis and the post-crisis period have emphasized the vital role of non-formal adult education and lifelong learning highlighting the importance of basic skills, particularly language, digital and critical thinking skills. Since adult learners have accumulated rich experience in learning and have adopted their preferred learning styles, it is crucial to study their impact on the course implementation to create the most appropriate language teaching/learning materials to engage adults in learning. This international research conducted in six European countries studied the learning styles of adults to create a targeted adult education offer for them. The research employs Kolb's experiential learning theory and Flemming's VARK model for teaching/learning foreign languages. The aim of the current research is to analyze the various learning styles of course participants and their influence on the course design and implementation. A culture-based multilingual blended-learning language course for adult learners, comprising 18 modules in ten languages, was created and implemented in six European countries – Croatia, Latvia, Poland, Romania, Slovenia, and the Czech Republic. A survey of 568 adult learners was conducted in the target countries after the course acquisition. The tool comprised 27 Likert scale and ranking questions. The data were analyzed applying SPSS software performing descriptive and inferential statistics tests. The research results support the cognition of experiential learning that adult education must ensure learners' reflective observation, abstract conceptualization, active experimentation, and concrete experiencing. To maximize benefits for all course participants, learning based on joint application of Kolb's Learning Style Inventory and VARK model may be applied.

Keywords: Adult learning, Learning styles, Experiential learning, VARK model, Language teaching/learning methods and tools

* This research has been funded with support from the European Commission. The Project title: "Cultural knowledge and language competences as a means to develop the 21st century skills", the Project number: 2018-1-HR01-KA204-047430, Date: 2018–2021.

Transforming Higher Education: Exploring the Entrepreneurial Mindset and Institutional Innovation at Vidzeme University of Applied Sciences

Agita SMITINA
Vidzeme University of Applied Sciences Latvia
Email: agita.smitina@va.lv,

Abstract

An increasingly important role in today's higher education for the students are both to acquire an understanding of entrepreneurship, as well as to get experience that promotes entrepreneurial abilities and a study environment that develops these competencies. The aim of the research is to explore Vidzeme University of Applied Sciences' academics, professional staff, universities leaderships and students' opinion, vision, attitudes and intentions toward entrepreneurial activities and mindset in higher education. A mixed method (both quantitative and qualitative) approach was used to obtain a deeper understanding of the participants' views of the entrepreneurial university concept, to explore the perspectives of the university community regarding entrepreneurial and innovation activities and perceptions of the entrepreneurial mindset and organizational structures and policies. Main results and suggestions: Results showed that that Vidzeme University of Applied Sciences (VIA) is seen by participants as a potential leader in driving regional development through entrepreneurship and innovation, but the transformation of ViA into an entrepreneurial institution requires coordinated efforts across all levels. The institution must proactively guide the regional ecosystem, deliver high-value services to stakeholders, and foster research collaborations that benefit both the university and its external partners. Including entrepreneurship in the university's curriculum through problem-solving learning, internships, and practical research collaborations is vital to boost students' and also staff's entrepreneurial skills. Leadership's role appeared as crucial in setting a clear vision and fostering an environment that supports entrepreneurship. Further research is needed on staff awareness-raising activities on the entrepreneurial mindset as well as on how to accelerate regional universities as important players in the ecosystem. To advance as an entrepreneurial institution, it is recommended that Vidzeme University develops structured faculty training programmes focused on entrepreneurial education.

Keywords: Entrepreneurial mindset, Entrepreneurial university, Innovation, Institutional transformation

An Exploratory Comparative Study of Services for Students with Special Needs in Higher Education: A Baltic Countries Perspective

Ieva MARGEVICA-GRINBERGA

Latvia University of Latvia

Email: ievam@lu.lv

Egija LAGANOVSKA

Latvia University of Latvia

Email: egija.laganovska@lu.lv

Andra REKTINA

Latvia University of Latvia

Email: andra.rektina@lu.lv

Abstract

Despite global progress in inclusive education, disparities remain in the availability and accessibility of services for students with special needs at the tertiary level. There is a noticeable lack of comparative research on how such services are organized and presented within the higher education systems of the Baltic region. This study explores the services provided to students with special needs at higher education institutions (HEIs) in Estonia, Latvia, and Lithuania. These services encompass enrollment accommodations, academic support mechanisms during studies, and the presence of specialized departments or units. The research addresses the following questions: What services are offered to students with special needs across HEIs in the Baltic region? How transparent and accessible is the information about these services on institutional websites? Are there significant differences between countries or between public and private institutions? A qualitative content analysis was conducted using the official websites of 30 selected HEIs (10 from each country), chosen based on institutional size, academic ranking, and type (public/private). Data collection focused on publicly available information in English and national languages regarding services for students with special needs. A coding framework was developed using international guidelines for inclusive higher education (e.g., UNESCO and EU standards). Thematic content analysis was applied, supplemented by frequency counts and comparative matrices to highlight key patterns and differences. Preliminary results reveal substantial variation in the scope of service provision and the clarity of information. While some institutions have established comprehensive support systems — including specialized units, assistive technologies, and adaptive learning strategies—others offer limited or vague references to inclusion. Estonian HEIs align more with international standards, followed by Lithuania, while Latvian institutions display the least developed online resources and support structures. The study concludes with recommendations to harmonize inclusive education policies across the Baltic region and to improve the transparency and accessibility of service-related information on university websites.

Keywords: Comparative website analysis, Inclusive higher education, Special needs services, Special needs support

An Innovative Model for The Professional Development of Academic and Non-Academic Staff in Higher Education

Aiste RAGAUSKAITE
Vytautas Magnus University, Lithuania
Email: aiste.ragauskaite@vdu.lt

Simona PILKIENE
Vytautas Magnus University, Lithuania
Email: simona.pilkiene@vdu.lt

Abstract

Digitalization in higher education is rapidly changing the fundamentals, and one of the cornerstones of a quality higher education institution is the seamless professional development of staff. New knowledge and continuously improved competencies create more added value for the organization and the employee himself. Continuous learning enables academic and non-academic staff to adapt more smoothly to changing conditions, increases their resilience to challenges, and develops more innovative solutions. However, it should be noted that HEIs are facing challenges that encourage more research on the professional development of academic and non-academic staff. It is noted that there is often a lack of a unified professional development framework in HEIs and a lack of a systematic professional development strategy. This paper aims to identify the elements of professional development for academic and non-academic staff in HEIs and to provide recommendations for implementing an innovative model. While the usual focus is on the professional development of academic staff, a recent concept shows that synergies between academic and non-academic staff are essential in higher education institutions. It is precisely to create synergies and ensure consistent professional development that innovative solutions, a clear system, and a culture of lifelong learning are needed. It is also noted that the development of professional development systems in HEIs faces a number of challenges: the need to identify the professional development needs of academic and non-academic staff, to create a motivating system, and to prepare the documentation of the system. The paper will discuss the essential components of such a system.

Keywords: Professional development, Innovation, Higher education

Cyber-Control as an Elementary Structure of Cyberviolence in Young Couples

Verónica C. CALA
University of Almeria, Spain
Email: vcc284@ual.es

Encarnacion SORIANOAYALA
Spain University of Almeria
Email: esoriano@ual.es

Rachida DALOUHOUNIA
University of Almeria, Spain
Email: rachidadalouh@ual.es

Abstract

This study explores cyber-control in young couples' relationships, framing it as a central and normalized form of cyberviolence in digital culture. Rather than viewing it as an isolated or exceptional behavior, cyber-control is understood as part of how social media platforms shape relationships—through constant visibility, monitoring, and interaction. These digital environments encourage control as a way of relating, especially in intimate contexts, where it can become emotionally harmful.

The study analyzes a corpus of 30 semi-structured interviews with undergraduate students in Social Education (19-24), conducted during the 2024–2025 academic year. The narratives focused on experiences of cyberviolence in romantic and sexual-affective relationships.

The analysis identifies four interconnected dimensions of cyber-control: (1) surveillance of the digital body (password sharing, location tracking); (2) symbolic possession (pressure to display the relationship online); (3) emotional coercion (blackmail, emotional punishment); and (4) self-censorship (adjusting behavior to avoid conflict or jealousy).

Cyber-control functions both as a socially accepted form of digital intimacy and as a strategy of emotional domination. Its normalization makes it harder for young people to recognize it as a form of violence. The study concludes that cyber-control reinforces gendered power dynamics and teaches emotional inequality. It should be addressed through educational strategies and public health frameworks that acknowledge the relational and structural nature of this type of violence.

Keywords: Cyber-control, Cyberviolence, Cyber dating abuse (CDA), Spanish, Youth

Transformative Educational Tourism for Women: Strengthening Motherhood and Family Values Through Personal Growth

Karina STIVRIŅA¹ [0009-0003-6797-5777]

Email: karinastiv@inbox.lv

Santa ZĪMELE² [0009-0009-1476-2296]

Email: santa.zimele@du.lv

¹ Rezekne Academy of Technologies, Rezekne, Latvia

² Dr.psych., Daugavpils University, Daugavpils, Latvia

Abstract

This study explores the concept of transformative educational tourism for women, emphasizing its role in strengthening motherhood and family values through personal growth. In a world of ongoing social and cultural change, women are increasingly seeking opportunities for self-development that enrich their family roles. Transformative educational tourism offers a platform for women to experience personal growth, reflection, and skill-building, which empowers them to embrace their roles as mothers and partners more fully. The research focuses on how transformative tourism can enhance emotional intelligence, empathy, and interpersonal relationship skills, which directly influence women's roles within their families. It aims to understand how these experiences reinforce core family values, such as love, respect, and mutual responsibility, through personal transformation. A qualitative approach is employed, using open-ended surveys to gather descriptive data from approximately 40 participants representing diverse cultural and social backgrounds. The survey explores women's experiences with transformative tourism, their emotional and psychological development, and the subsequent impact on relationships and family dynamics. The findings aim to deepen the understanding of how transformative educational tourism fosters women's personal growth, reshapes their perceptions of motherhood, and supports the reinforcement of family values. This study contributes to a growing body of knowledge on the intersection between tourism, education, and familial well-being.

Keywords: Transformative educational tourism, Women's personal growth, Family values, Motherhood, Qualitative research

Experience of Using Artificial Intelligence in The Digital Transformation of Education: Benefits, Challenges and Solutions

Tamara PIGOZNE
University of Latvia, Latvija
Email: tamara.pigozne@lu.lv

Arturs MEDVECKIS
Latvia Riga Technical University Liepaja Academy
Email: arturs.medveckis@gmail.com

Abstract

Artificial intelligence in the 21st century has been transformed into a transformative force, tool, and resource that can be used to develop various sectors, most notably education (Gorriz et al., 2020). Although meta-analytic studies show that research on artificial intelligence has been conducted in six of the world's seven continents and education is one of the sectors with the highest concentration of research (Crompton & Burke, 2023), at the same time, scholars emphasize the need to continue research to analyze the opportunities and risks of using artificial intelligence in the educational context (Hrastinski et al., 2019; Zawacki-Richter et al., 2019). The most frequently cited risks are the need to address ethical issues, the risks of plagiarism, and the lack of transparency in the use of artificial intelligence (Crawford et al., 2023; Lund et al., 2023). Aligning AI with educational goals and effectively addressing related challenges are cited as key factors in fostering positive attitudes and perceptions. These findings highlight the need for comprehensive implementation strategies that include technical, ethical, social, and educational considerations. Studies highlight the value of AI not only in enriching teaching and learning experiences, but also in improving resource availability, streamlining administrative processes, and fostering innovation in higher education and adult education (Al-Zahrani & Alasmani, 2024). Artificial intelligence applications are most relevant in adult education (Peng, 2024) as they offer potentially transformative ways to design and implement personalized and adaptive learning environments and training systems (Oberdieck & Moch, 2024), marking the transition from fixed curricula to adaptive learning experiences, emphasizing education as a continuous journey rather than a static destination, and it is the use of artificial intelligence that is a catalyst for change, opening up opportunities to direct one's own learning that is aligned with personal interests and needs (Fidalgo & Thormann, 2024). The aim of the descriptive cross-sectional study is to analyze the experiences of educators and students in educational institutions regarding the use of artificial intelligence. The study was attended by 213 respondents: representatives of academic staff of higher education institutions, students, teachers, as well as adult educators and learners. The study used data collection methods – a questionnaire and data processing methods for processing quantitative data in the SPSS environment. The results of the study show that in Latvia, 91.05% of respondents use AI for work / study purposes - most often for learning needs analysis, courseware development and curriculum design. The statistically significant difference ($p=.000$) in the use of AI depends on the profile of the respondents - students use AI the most, and teachers the least. Respondents believe that the use of AI has the greatest impact on the development of problem-solving and transdisciplinary thinking skills, as well as learners' employability and work performance. The biggest challenges faced by AI are accountability and responsibility, job displacement and economic impact, as well as transparency and explainability.

Keywords: Artificial intelligence, Education, Impact, Skills

Promoting Self-Regulation Skills in Grades 4-6 in an Inclusive Environment*

Viktorija KOROLOVA
University of Latvia, Latvija
Email: viktorija.daksa@gmail.com

Abstract

Self-regulated learning is one of the most relevant research directions in education. Studies show that, especially at the primary school stage, pupils often lack the self-regulation skills necessary for successful completion of learning tasks, especially in the context of inclusive education. The aim of the master's thesis is to explore the self-regulation skills of students in grades 4-6 in an inclusive environment and to develop an effective model for improving self-regulation skills. The scope of the master's thesis is 65 pages with appendices, 2 appendices, 4 images and 5 tables. Part 1 of the study carried out updating of self-regulation skills and inclusive education, research, analysis of self-regulated learning and its environment in the context of the learning process. Part 2 of the study describes the research methodology, 6 interviews, on the possibilities of promoting self-regulation skills in the learning process and performs a result analysis or discussion, creating a link with the results obtained from the empirical research based on the findings of the theoretical part. At the end of the master's thesis, the main conclusions are summarized on the theoretical frameworks of self-regulation skills, in the aspect of self-regulated learning and inclusive environment. Keywords: self-regulation, self-regulated learning, self-regulated learning environment, inclusive education, peculiarities of age stages.

Keywords: Self-regulation, Self-regulated learning, Self-regulated learning environment, Inclusive education, Peculiarities of age stages

*Viktorija Korolova's master's thesis "Promoting self-regulation skills in grades 4-6 in an inclusive environment" has been developed in Educational Sciences, Department of Educational Sciences and Pedagogical Innovations of the Faculty of Educational Sciences and Psychology of the University of Latvia, Dr. paed. under the direction of Professor Ieva Margevica-Grinberga.

Deepfakes and Digital Violence in Adolescent Couples: Perceptions, Risks and Prevention Strategies

Rachida DALOUH
University of Almeria, Spain
Email: rd149@ual.es

Encarnacion SORIANO
University of Almeria, Spain
Email: esoriano@ual.es

Verónica C. CALA
University of Almeria, Spain
Email: vcc284@ual.es

Abstract

The use of deepfakes in adolescent couple relationships represent an emerging problem of great seriousness, consolidating itself as a new form of control, blackmail and humiliation that generates deep psycho-emotional damage in the victims. This phenomenon, driven by the accessibility of artificial intelligence tools, facilitates the creation and dissemination of manipulated images and videos that violate privacy, digital security and emotional integrity (Boté Vericad and Váñez, 2022). This qualitative study aimed to explore the perceptions of students in the 3rd and 4th years of Compulsory Secondary Education, with diverse socio-cultural backgrounds, on the risks associated with deepfakes, with special emphasis on their impact on privacy, digital security and the psycho-emotional health of the victims. The methodology was based on the thematic analysis of data collected through group dynamics and guided questions, promoting critical reflection and open dialogue among participants. The categories analyzed included risk perception, socio-emotional impact, ethics and responsibility, and prevention strategies. The results showed that, although adolescents have a general awareness of the existence of deepfakes, there is a growing concern about the ease with which personal images can be manipulated and disseminated without consent. Girls expressed greater concern than boys, reflecting a greater female vulnerability to this form of digital violence. In addition, students recognized the importance of protecting their data and the need to take ethical and legal responsibilities. However, a tendency to minimize the seriousness of these acts was identified, as many students considered that sanctions should be less severe for adolescents, arguing that they are not fully aware of the magnitude of the problem. In conclusion, it is essential to raise awareness among young people about consent, respect and the legal and emotional consequences of these behaviors. Likewise, digital platforms and educational institutions are required to strengthen prevention, detection and victim support strategies to effectively curb this new manifestation of digital violence.

Keywords: Digital violence, Deepfakes, Teenage couples, Digital privacy, Education

Mapping of the Teachers' Awareness on Artificial Intelligence in the Changing Education Paradigm: A Mixed Method Exploration

Ramazan BULUT
Afyon Kocatepe University, Türkiye
Email: bulut0476@gmail.com

Abstract

Artificial intelligence (AI) tools, which reflect the rapid developments in technology, are becoming widespread today and are effectively used in many fields such as health, finance, defense and education. However, the unconscious use of these tools can also lead to undesirable outcomes. The effective and efficient use of AI tools in education is closely related to teachers' awareness in this regard. Therefore, the aim of the study is to address and examine in depth the AI awareness status of teachers using a mixed method. The study, in which is designed based on a diversification model, is conducted with a sample of 260 teachers. The findings of the study demonstrate that teachers have a moderate level of AI awareness, and that this awareness improves through AI tool use, receiving training, following publications and internet use. Qualitative findings of the study support the quantitative findings in that these also show that teachers have limited awareness of conceptual perception, educational use and positive-negative effects concerning AI tools. Although teachers have developed a positive attitude towards AI, they do not have sufficient awareness, especially about the negative effects of AI. Most teachers think that AI cannot replace teachers because it cannot yet imitate affective skills such as empathy and bonding. However, they also report that it can provide effective support to them only with conscious use. The study draws attention to teacher awareness in the process of educational technological integration and offers important results to higher education and in-service training program development experts.

Keywords: Artificial intelligence, Teacher awareness, Potential risks, Benefits

Strengthening the Employability and Professional Identity of Teachers Aged 50+ : A Systematic Literature Review

Indra ODINA¹, Ilze MIKELSONE², Tatjana BICJUTKO³

¹Dr.paed., Prof., University of Latvia

E-mail: indra.odina@lu.lv

<https://orcid.org/0000-0002-4681-8487>

²Dr.paed., Prof., University of Latvia

E-mail: ilze.mikelsone@lu.lv

<https://orcid.org/0000-0002-9538-059X>

³Mg.philol., University of Latvia

E-mail: tatjana.bicjutko@lu.lv

<https://orcid.org/0000-0002-9894-7555>

Abstract

Among today's key challenges in education is the convergence of teacher shortages and an ageing workforce. While recruiting and retaining new teachers is essential, it is equally important to support the continued Professional engagement of experienced educators. Late-career teachers face the dual pressures of rapidly evolving educational demands and the need to continuously update their competences, often leading to identity erosion and decreased motivation. Their sustainable employability must be grounded in a resilient professional identity and recognition of their pedagogical value. This paper presents a conceptual framework that links employability and professional identity in late-career teachers (50+), guided by two research questions: (1) What conceptual frameworks connecting identity and employability are found in existing literature (2) How these constructs are theoretically interrelated. A systematic literature review was conducted following PRISMA guidelines across ERIC, Scopus, and Web ofScience databases, focusing on peer-reviewed studies in English from 2015–2025 addressing general school teachers aged 50+. Thirty-five studies were selected for thematic synthesis. The analysis identified three conceptual model types: (1) dynamic, contextual models influenced by educational and societal shifts; (2) multifaceted models encompassing personal, relational, and institutional dimensions; and (3) reflective, agency-oriented models emphasizing autonomy and self-awareness. The findings confirm a reciprocal relationship between identity and employability, shaped by factors such as reflective practice, motivation, and institutional support. Strengthening this relationship through tailored professional development and recognition is essential for sustaining the engagement and value of teachers in the later stages of their careers.

Key words: Late-career teachers, Employability, Professional identity, Systematic literature review

The Impact of Pedagogues' Soft Skills Orientated to Digital Teaching on Professional Satisfaction: Theoretical Literature Review

Nijole CIUCIULKIENE
Email: nijole.ciuciulkiene@vdu.lt
Vytautas Magnus University, Lithuania

Abstract

Changing educational processes and their social context create new requirements for pedagogues' soft skills related to teaching in the conditions of digitalization, expanding intercultural inclusion (migration) of educational provision, learner - centred pedagogy, creative adaptation to changing knowledge and skill needs in the world of work, changing in the field of citizenship and related attitudes. For this reason, the pedagogues are urged to develop not only their personal soft skills, but also to be able to help learners acquire and develop analogous skills (Robles, 2012; Ciuciulkiene et al, 2024). As the role of a pedagogue changes, with the increasing roles of facilitating and leading learning processes, the importance of vocation and professional satisfaction in this profession increases significantly. Though there is a considerable amount of research, directed towards the investigation of soft skills, attitudes and values stating that they provide important prerequisites for developing pedagogues' vocation and professional satisfaction (Hendriana, 2017; Tutlys et al., 2021) still there is a lack of research-based knowledge about the influence of educators' soft skills development on their professional satisfaction. The research aim – to analyze theoretical insights, highlighting the impact of pedagogues' soft skills related to the application of digital technologies in the teaching process on professional satisfaction. Theoretical literature review will concentrate on three main issues: the aspect of Pedagogues' Soft Skills Orientated to Digital Teaching, theoretical analysis of teachers 'professional satisfaction and the impact that pedagogues 'soft skills orientated to digital teaching produce on professional satisfaction of the teachers. Being a pedagogue and having a professional satisfaction in a fast-changing world might be challenging. The challenges of the teaching career today can be more easily overcome with soft skills also known as interpersonal and intrapersonal abilities (Scheerens et al., 2020; Fernandez-Arias et al., 2021). Teaching is a complex act, requiring a wide range of knowledge and skills including hard (such as academic knowledge and expertise, digital skills) and soft skills (such as resilience, flexibility, empathy, collaborative work, self-efficacy, and effective communication) in order to manage successfully the demands of the classroom (Hendriana, 2017; Fernandez et al., 2021). Educators' soft skills account for 85% of success in long-term careers, with hard skills accounting for 15% (Robles, 2012; Tang, 2020; Hendriana, 2017; Scheerens et al., 2020; Fernandez-Arias et al., 2021). Hence, it should be noted that both the OECD and the European Union consider the development of pedagogues' soft skills to be among the priorities of national training policies (Fernandez et al., 2021). Professional satisfaction of pedagogues is a positive emotional state determined by a psychological state of the human mind that depends on individual experiences and expectations (Bano, 2023). Pedagogues who are satisfied with their profession are able to develop the emotional skills needed to manage social relationships in the classroom and foster an engaging learning atmosphere and student academic achievement (Rodriguez et al., 2020; Condom-Bosch, Ruiz, & Oliver, 2020; Toropova et al., 2021; Tutlys et al., 2021; Kasáková et al., 2023). In today's dynamic context can be distinguished several important relationships between development of soft skills and pedagogues' professional satisfaction: 1) development of soft skills being a factor of professional satisfaction (e.g., by equipping pedagogues with capacities needed to handle complexity of changing educational processes); 2) implications of professional satisfaction for development of soft skills. In Lithuania, the general competences of pedagogues are widely discussed in both scientific and methodological literature. However, a comprehensive review and systematization of general competencies is lacking, as well as intervention measures and their evaluation studies. Therefore, new didactic methodologies for their instruction and new training models, methods and instruments.

Keywords: Pedagogue, Learner, Soft skills, Professional satisfaction

Pedagogical Use of Artificial Intelligence in Education: Teacher Training Needs and Solutions

Eva CIPI
University Ismail Qemali Vlore, Albania
Email: eva.cipi@univlora.edu.al

Edvina CIPI
University Ismail Qemali Vlore, Albania
Email: cipivina@gmail.com

Abstract

Artificial intelligence (AI) tools in education profoundly impact the evolution of teaching methodologies and the establishment of creative settings for interactive students, emphasizing global citizenship education in addressing future concerns. How equipped can our educators be to identify and utilize intelligent technologies to enhance knowledge efficacy and cultivate sustainable student capabilities? This research aims to investigate teachers' current perception as educators and assess their knowledge of artificial intelligence and their awareness of AI's significant impact on education. The educational setting includes numbers and personal experiences with new innovative technologies, looking into the need for digital skills and teaching abilities to solve different problems faced in daily teaching. The research looks at teachers from various backgrounds, including those from rural and urban areas, who have other skills in lifelong learning, recognized needs, and the effects of using both qualitative and quantitative methods. The essay performs a comprehensive literature review to examine current AI uses in education. The questionnaire references prominent intelligent applications and systems within the educational context, including demonstrations, decision-making tools, adaptive learning platforms, and predictive analytics. Most of the 200 selected teachers expressed a willingness to acquire further knowledge about intelligent applications, and they were chosen from a comprehensive database of trained educators. The study calls for researchers to investigate how teachers currently use AI tools, how they rate their own digital skills, what training they think they need, and how they feel about using AI in schools. This research recommends a well-structured training program for early childhood educators to cultivate specific pedagogical competencies in utilizing audiovisual tools in the classroom.

Keywords: Artificial intelligence, Early childhood education, Teacher training, Augmented reality, Virtual reality

Use of an AI as A Compensatory Aid in College Students with Specific Learning Disorders

Katerina VESELA

Palacky University Olomouc Czech Republic

Email: katerina.vesela@upol.cz

Kristyna CHALOUPKOVA

Palacky University Olomouc Czech Republic

Email: kristyna.chaloupkova01@upol.cz

Abstract

Artificial Intelligence (AI) is increasingly recognized as a valuable tool in higher education, particularly for students with Specific Learning Disorders (SLDs) such as dyslexia and dysgraphia. Recent studies highlight AI's potential to serve as a compensatory aid that meets individual learning needs and supports inclusive education. Tools like recommendation systems, generative AI (e.g., ChatGPT), and visual recognition technologies (e.g., Google Lens) have shown effectiveness in enhancing reading, writing, and comprehension for students with cognitive challenges. These technologies foster greater autonomy and engagement by offering personalized support and real-time feedback (Morciano et al., 2024; Lembo et al., 2024). Scientific articles confirm that AI-based learning platforms can significantly contribute to students' academic performance and self-efficacy (Panjwani-Charania & Zhai, 2023). Despite ongoing concerns regarding implementation and ethical considerations, AI offers considerable promise as a long-term, inclusive solution for supporting neurodiverse learners in academic settings. This research aims to inform future support systems for students with SLDs by exploring how AI can be integrated effectively as a compensatory strategy. The study includes a theoretical section based on a literature review and a practical section using a qualitative methodology. Semi-structured interviews are conducted with students with SLDs to gain insight into their lived experiences and interactions with AI-based tools. This combined approach ensures both scientific grounding and practical relevance, ultimately contributing to the development of equitable interventions in higher education.

Keywords: AI, artificial intelligence, Specific learning disorders, Compensatory aid, College students

Implementing Micro-credentials: A Strategic Approach in Albanian Teachers Qualification Context

Eva CIPI
University Ismail Qemali Vlore, Albania
Email: eva.cipi@univlora.edu.al

Edvina CIPI
University Ismail Qemali Vlore, Albania
Email: cipivina@gmail.com

Abstract

This study investigates the introduction of micro-credentials (MCs) as a strategic paradigm to enhance teacher abilities in Albania, addressing the increasing demand for flexible, skills-based professional development in education. The research examines how higher education institutions can develop, implement, and maintain accredited micro-credentials that align with European standards, enhance lifelong learning pathways, and meet the changing requirements of classrooms, all aimed at addressing educators' professional needs. The research employs a design-based research (DBR) methodology, executed in four phases: a national needs assessment engaging different profiles of stakeholders; the collaborative design of eleven modular, competency-based MCs aligned with the EQF and national frameworks; pilot implementation involving over 200 educators through a specialized MOOC platform; and iterative evaluation grounded in performance metrics, learner feedback, and external quality assessment. Research indicates that MCs provide a feasible framework for scalable, adaptable, and inclusive teacher professional development. They augment digital, pedagogical, and inclusive teaching competencies, foster alignment with labor market demands, and enable recognition via transparent evaluation and digital certification. The established institutional architecture encompasses governance structures, quality assurance methods, and delivery models underpinned by a strong technology infrastructure. This article presents a reproducible model for the incorporation of MCs into Albania's higher education system, with strategic recommendations for national implementation. It underscores the capacity of MCs to enhance teacher development, address education-policy disparities, and facilitate Albania's integration into the European educational and professional qualification framework.

Keywords: Micro-credentials, Teacher professional development, Education reform, MOOC courses, Teacher accreditation system

AI Tool Usage and Challenges: Insights from Lithuanian Students

Lina KANKEVICIENE ¹[0009-0005-6754-4197]

¹ Kaunas Kolegija Higher Education Institution, Alytus, Lithuania

Email: lina.kankeviciene@kaunokolegija.lt

Abstract

This study examines Artificial intelligence (AI) tool usage patterns and perceived challenges among students across Lithuanian universities, colleges, and vocational schools. Using a quantitative cross-sectional design with validated usage frequency and risk perception scales, the research employed descriptive statistics, Chi-square tests, and correlation analyses to investigate institutional differences and usage patterns. Results revealed ChatGPT as the dominant AI tool across all educational contexts, with usage patterns indicating monthly to weekly frequency. University and college students demonstrated significantly higher usage rates compared to vocational school students. Statistical analysis confirmed significant institutional differences in AI risk perception across most challenge categories, with university students showing heightened awareness of overreliance concerns and AI inaccuracies. Field-specific analysis revealed that students in informatics and technology demonstrated greater skepticism regarding overreliance, while biomedical and health sciences students expressed particular concern about AI inaccuracies and personalized feedback limitations. Master's students exhibited the highest overall risk awareness across all categories, suggesting that academic maturity enhances critical evaluation capabilities. Intensive ChatGPT users showed significantly higher awareness of AI limitations, contradicting assumptions about passive technology dependence. Strong correlations emerged between usage frequency and perceived AI knowledge, indicating that practical experience enhances both competence and critical awareness. The findings emphasize the need for differentiated AI implementation strategies that consider institutional context, disciplinary requirements, and student experience levels. Educational institutions should develop comprehensive approaches combining technological access with systematic AI literacy development, ethical guidelines, and strategies to address digital inequalities across different educational sectors.

Keywords: Artificial intelligence, Education, ChatGPT, Challenges, Usage.

Comparative Analysis of Adult Primary Education in Latvia and High-Performing Countries: A Focus on Foundational Skills

Vivita PONCIUSA
Daugavpils University, Latvia
vivita_ponciusa@inbox.lv

Ieva MARGEVICA-GRINBERGA
University of Latvia, Latvia
ieva.margevica@lu.lv

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, Canada, and South Korea. 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 education, Comparative analysis, Education policy, Foundational skills, Lifelong learning

Towards A Sustainable Urban Environment: Teacher Competences and Artificial Intelligence to Strengthen Civic Engagement in Future Generations

Pavels JURŠ

Riga Technical University Liepaja Academy, Latvia
Email: pavels.jurs@rtu.lv

Ilze JUDRUPA

Riga Technical University, Latvija
Email: ilze.judrupa@rtu.lv

Solvita LODINA

Riga Technical University Liepaja Academy, Latvia
Email: solvita.lodina@gmail.com

Osman TİTREK

Sakarya University, Türkiye
Email: otitrek@sakarya.edu.tr
Orcid Id: <https://orcid.org/0000-0001-7614-6821>

Abstract

One of the fundamental prerequisites for the development of a sustainable urban environment is the active engagement of citizens in shaping their cities and, by extension, the future trajectory of the nation. Every individual possesses the agency to either contribute to or abstain from efforts aimed at fostering urban sustainability. Consequently, the capacity for civic engagement among citizens has become a critical issue, one that is intrinsically linked to the effective implementation of civic education, particularly in the context of educating younger generations. As technological advancements and shifts in social behavior continue to redefine the digital landscape, it is increasingly imperative to examine the role of artificial intelligence (AI) as a tool for enhancing civic engagement through the meaningful integration of civic education. Evolving social norms and changing perceptions of individual responsibility in urban sustainability have significantly transformed the modalities of civic participation. Traditionally, civic engagement has been characterized by physical involvement, wherein individuals actively contribute to the improvement of their communities, cities, regions, and nations. However, this conventional model is gradually being supplanted by digital forms of civic engagement, wherein individuals leverage technology to advocate for and enhance their urban environments. This paradigm shifts – from physical to digital engagement – enabled by AI, necessitates a re-evaluation of how civic education is implemented within educational institutions. Digitalization, personalization, and the enhancement of teachers' professional competencies through AI have emerged as pedagogical imperatives. The aim of this article is to conduct a semantic and systemic analysis of literature indexed in the Scopus database. Quantitative and qualitative literature selection criteria were used, such as high citation rate, literature from the last six years, opinions of three experts, etc. As well as inclusive and exclusive criteria for literature selection – as a result, based on the selection criteria, 38 publications from the last six years were analyzed in the Scopus database. The aim is to identify contemporary theoretical insights, trends, and strategies at the intersection of AI and civic education, particularly in the context of teacher professional development. The systematic literature review highlights key opinion leaders in the field, including Li, Mao M., Farthing, Pamela P., Kleib, Manal M., Boscardin, Christy Kim C.K., Golde, Polo Black P.B.,

and Gin, Brian C. B.C., all of whom have made significant contributions and are highly cited within the academic discourse. The theoretical analysis underscores the necessity of enhancing teachers' professional competencies across diverse pedagogical approaches to effectively integrate AI into civic education. This, in turn, can foster proactive civic participation among youth—future urban developers and engaged citizens. To achieve this, educators must cultivate a range of competencies, including: AI literacy; Curriculum integration; Personalized learning facilitation; Ethical application of AI; Collaboration with industry experts; Methodological and technical support; Contextualized implementation; Interdisciplinary approaches. To develop these competencies, pedagogical strategies such as AI literacy training, problem-based learning, and inter-institutional collaboration are essential.

Keywords: Civic engagement, Civic education, Competence dimension, Sustainable urban environment, Teacher competences, AI integration.

Digital Tools as a Leadership Development Tool for Children With Type 1 Diabetes

Indrė ČERGELYTĖ-PODGRUŠIENĖ¹

Email: cergelyte@gmail.com

¹Klaipėda University, Faculty of health sciences, STEAM centre, Lithuania

Rita VAIČEKAUSKAITĖ²

Email: rita.vaicekauskaite@ku.lt

² Klaipėda University, Faculty of health sciences, STEAM centre, Lithuania

Abstract

A childhood diagnosis of a chronic illness is not only a medical condition, but also a long-term personal experience that affects a child's emotional, social and psychological world. One such illness is type 1 diabetes, which requires constant self-monitoring, responsibility for controlling the disease and interaction with others in order to integrate into normal life. In today's world, digital tools are playing an increasingly important role, becoming an integral part of not only leisure time, but also of self-awareness, communication and learning. The aim of the study is to reveal digital tools as a leadership development tool for children with type 1 diabetes. Methods - theoretical: analysis, comparison and generalization of scientific literature; empirical – a semi-structured method of interview has been used for the collection of data; method of content analysis has been applied for the study of research data. Semi-structured interviews with children with type 1 diabetes were conducted in July 2024. Children were selected according to the following criteria: 1) children with type 1 diabetes; 2) children with type 1 diabetes who have been ill for at least 2 years. The qualitative study involved 15 children with type 1 diabetes, aged between 14 and 17 years. The study found that children with type 1 diabetes use digital tools for self-management of their disease, not only because it allows them to monitor their condition, but also because it gives them a sense of responsibility. The study also revealed that digital environments allow children to distance themselves from the stigma of the disease in real life, and feel more accepted because their condition is not seen or judged. This encourages their social activity and strengthens their communication skills. The study found that digital space becomes an alternative educational environment for children with type 1 diabetes, where leadership is formed through everyday practices: decision-making, communication, taking responsibility.

Keywords: Digital tools, Diabetes, Children, Leadership.

Preventing Sexual Violence in Adolescent Dating. Lifelong Education for Equality

Encarnación SORIANO-AYALA

Prof.Dr, University of Almeria, Faculty of Educational Sciences, Department Education

Email: esoriano@ual.es

Orcid Id=0000-0002-9506-0625

Verónica CABALLERO CALA

Prof.Dr., University of Almeria, Faculty of Educational Sciences, Department Education

Email: vcc284@ual.es

Orcid Id=0000-0003-1254-1667

Rachida DALOUH OUNIA

Prof.Dr., University of Almeria, Faculty of Educational Sciences, Department Education

Email: rd149@ual.es

Orcid Id=0000-0003-4459-3891

Abstract

Sexual violence in adolescent couples continues to be a public health and social justice problem today. This type of violence is related to aggressive and violent childhood experiences, such as sexual abuse and battering. In contrast, family monitoring and religious practice are considered protective factors against violence. The general objective of the present study is to determine predictors and protective factors of sexual violence in adolescent couples. Two scales were applied to a sample of 453 adolescents between 13 and 19 years of age, one of sexual violence victimization and the other of perpetration. Complementing the scales, questions were asked about parental monitoring, religious practice and the possibility of having suffered sexual abuse in childhood. Significant differences were found in the experience of sexual violence, with women recognizing greater victimization and men greater perpetration. On the other hand, having been sexually abused and beaten in childhood predicted the perpetration of sexual violence by young men toward their partners. In contrast, having been beaten and sexually abused in childhood did not predict sexual violence victimization in adolescence. That is, adolescents who were sexually abused and beaten in childhood were more likely to be less likely to be victims in adolescence and young adulthood. In this study, parental monitoring and religious practice did not yield statistically significant results, so they were not considered protective factors for violence. The results of this research support the improvement or design of psychosocial and educational programs for the prevention of sexual violence.

Keywords: Adolescents, Prevention, Sexual violence, Education

Perceptions of Addiction among Young Adults in University Age: Antalya Belek University Sample

Esra Nur İNANÇ
Independent Researcher, Antalya, Türkiye
Email: psikolog.esrainanc@gmail.com
Orcid Id:0009-0004-2832-9067

Mehmet ŞEREN
Assoc. Prof. Dr. Antalya Belek University, Türkiye
Email: mehmet.seren@belek.edu.tr
Orcid Id: 0000-0001-5855-0193

Abstract

This study aims to determine the opinions of Antalya Belek University students about addiction and identify psychosocial, cultural, and environmental factors that influence the risk of addiction. The main problem addressed in this study is how university students perceive addiction. The sub-problems include identifying risk factors for addiction among students, determining the relationship between addiction and social environment and psychological effects, and asking questions related to these issues. The sample of the study consists of 14 young adult students studying at Antalya Belek University. Six of the participants interviewed were female and eight were male students. The research was conducted using a qualitative method and a phenomenological design. The young adult students who were interviewed were selected based on purposive sampling. According to the data collected from the students at the university, the unique value of this study, which distinguishes it from other studies, is to understand and interpret the students' views on the concept of addiction using qualitative methods, to raise awareness about the phenomenon, and to propose solutions to the phenomenon. The data analysis was carried out by describing the themes and interpreting the data. Research findings suggest that while there is a negative attitude towards drug-related substances, tobacco and tobacco products are considered normal. It was noted that the age at which the interviewed students began using addictive substances was during their high school years. A significant influence of peer groups was observed in the use of addictive substances. It was also noted that the students were unaware of institutions that assist in overcoming addiction.

Keywords: Addiction, Phenomenology, Psychosocial factors.

Turkish Version of the Smartphone Pervasiveness Scale for Adolescents: The Validity and Reliability Study

Fatmagül GÜRBÜZ AKÇAY

¹Res. Asst., Trakya University, Faculty of Education, Educational Sciences Department
Email: fatmagulgurbuz@trakya.edu.tr
Orcid Id = 0000-0001-9101-5889

Adem KANTAR

²Res. Asst., Erzurum Teknik University, Faculty of Letters, Department of Psychology
Email: adem.kantar@erzurum.edu.tr
Orcid Id = 0000-0001-8486-9376

Seda DONAT BACIOĞLU

³Assoc. Prof. Dr., Trakya University, Faculty of Education, Educational Sciences Department
Email: sedadonatbacioglu@trakya.edu.tr
Orcid Id = 0000-0001-9901-0601

Abstract

The “Smartphone Pervasiveness Scale for Adolescents” (SPS-A) was developed to measure how often adolescents use smartphones during key moments in daily life, such as during meals, conversations, or studying. Unlike traditional addiction-focused tools, this scale captures context-based smartphone use that may be frequent or disruptive, yet normalized and not necessarily perceived as problematic. The current study aimed to adapt the SPS-A into Turkish and examine its psychometric properties in a sample of Turkish adolescents. Data were gathered from 405 high school students aged 14 to 17, recruited through convenience sampling from various secondary education institutions in Türkiye. Participation was voluntary and conducted via online forms. In addition to the SPS-A, five other validated measures were administered to assess convergent and discriminant validity: the “Smartphone Addiction Scale – Short Form,” the “Bergen Social Media Addiction Scale,” the “Social Media Usage Scale,” the “Depression Anxiety Stress Scale–21,” and the “Warwick-Edinburgh Mental Well-Being Scale–Short Form.” Confirmatory factor analysis (CFA) was conducted to test the one-dimensional structure of the scale. Results showed a good model fit. All standardized factor loadings were statistically significant ($p < .001$), ranging from .49 to .68. The explained variances (R^2) for individual items ranged from .24 to .46, indicating moderate item reliability. These findings suggest that the Turkish version of the SPS-A is a valid and reliable instrument for assessing smartphone pervasiveness among adolescents. The scale offers a nuanced perspective by focusing on smartphone use during everyday routines, providing added value for research and practice in youth mental health and technology-related behavior.

Keywords: Smartphone pervasiveness, Adolescence, High school students, Scale adaptation

Adaptation of the Procrastination Scale into Turkish: A Validity and Reliability Study

Esef Hakan TOYTOK
Kahramanmaraş Sütçü İmam Üniversitesi, Türkiye
Email: hakantoytok@hotmail.com

Miray ÖZSU
Kahramanmaraş Sütçü İmam Üniversitesi, Türkiye
Email: mirayyolacanozs@gmail.com

Abstract

The aim of this study is to adapt the the Even Purer Procrastination Scale (EPPS), developed by Svartdal and Steel (2017), into Turkish. The sample of the study consists of a group of 208 participants, selected from teachers working at various educational levels in the central district of Kahramanmaraş, Türkiye. As part of the adaptation process, the scale was initially translated into Turkish by two independent academics who are proficient in English. The two resulting translations were evaluated by the researchers in terms of linguistic appropriateness, cultural relevance, and clarity; a single version of the scale was then created by preserving semantic integrity. To assess semantic consistency, the Turkish version was translated back into English by another translator, and the back-translated version was compared with the original form. Necessary revisions were made accordingly to ensure coherence, and the final Turkish version was produced. This final version was reviewed in collaboration with a linguistics expert and revised for compliance with Turkish grammar and spelling rules. To ensure face validity, the developed scale was examined by an expert in measurement and evaluation. Subsequently, cognitive interviews were conducted with eight teachers from different subject areas to evaluate the clarity and face validity of the scale. During this process, participants' interpretations of the scale items, the meanings they derived from the statements, potential comprehension difficulties, and the extent to which the items reflected the target construct were analyzed. The cognitive interview method, as defined by Willis (1999) and outlined by Doğan (2017) in four stages (comprehension of the question scope, retrieval of information from memory, decision-making process, and response formulation), was employed to enhance the validity of the scale items. Based on the feedback received from the participants, the final version of the scale was established. For the linguistic equivalence study, both the original English version of the scale and the Turkish adaptation were administered separately to a group of 30 individuals comprising academics and teachers in the field of English language teaching. As a result of the analysis conducted on the data obtained from both administrations, a high-level correlation was observed between the original English version and the Turkish version of the scale ($r = .82$, $p = .000$). According to the results of the paired samples t-test, which was employed as an additional indicator of linguistic equivalence, there was no statistically significant difference between the two versions ($t_{(29)} = -.72$, $p = .47$). The paired samples t-test was chosen because each participant responded to both versions of the scale. The mean difference was found to be $-.20$, indicating that participants scored, on average, 0.2 points higher on the English version than on the Turkish version. However, this difference is minimal and not meaningful. These findings support the conclusion that the Turkish version of the scale is linguistically and structurally equivalent to the original version.

Keywords: Procrastination scale, Scale adaptation, Validity, Reliability

Teachers' Resilience, Job Satisfaction and Organisational Commitment in Low SES Schools in Lithuania

Agne BRANDISAUSKIENE
Vytautas Magnus University, Lithuania
Email: agne.brandisauskiene@vdu.lt
Orcid Id: 0000-0002-5187-3739

Loreta BUKSNYTE-MARMIENE
Vytautas Magnus University, Lithuania
Email: loreta.buksnyte-marmiene@vdu.lt
Orcid Id: 0000-0001-9268-2659

Abstract

Teachers in today's schools face many challenges to meet the educational needs of every student, and society's expectation that all students, regardless of their social status or where they live, receive a high quality education. Teachers therefore need both internal and external resources to be able to deliver quality work. One such resource is resilience. This is the ability to use their resources to successfully adapt and flourish in a changing environment at work, even when faced with challenges and difficult circumstances (Näswall et al., 2015). Teachers with high resilience are more positive, more self-confident, express more optimism and positive emotions, cope more easily with challenges and pressure at work, recover faster from failures and help students learn more successfully (Liu et al., 2021; Wang, 2021). Two other factors that are important for teacher quality are job satisfaction and organisational commitment. Teachers' job satisfaction is recognised as an indicator of effective performance (Hascher and Waber, 2021; Polatcan and Cansoy, 2019), and is closely linked to high levels of motivation, activity, positive emotions, attitudes and a positive attitude towards work. And job satisfaction, according to researchers, is significant for teachers' organisational behaviour (Abdulahi, 2020; Ali, 2016; Sahito and Vaisanen 2020). Unfortunately, there is still little research analysing teacher resilience, job satisfaction and organisational commitment in schools with low SES. Thus, this study seeks to clarify: what is the expression of resilience, job satisfaction and organisational commitment among teachers working in low SES schools, and what are the links between these phenomena? The research performed in 23 schools from 9 municipalities with low SES contexts in Lithuania and 311 teachers participated in the study. The Employee Resilience Scale (Näswall, Kuntz and Malinen, 2015), the Michigan Organisational Assessment Questionnaire (Fichman, Jenkins and Klesh, 1975), and the Organisational Commitment Scale (Balfour and Wechsler, 1996) were used in this quantitative research. The results of the study show that teachers in the low SES schools have high levels of job satisfaction and commitment to the organisation, but their resilience is not strongly expressed. It can be seen that all three variables have statistically significant moderate positive correlations with each other.

Keywords: Teachers, Resilience, Job satisfaction, Commitment, Low SES

A Review in AI and Conventional Psychological Assessment Tools in Sports

Dilay EKIZ
TurkiyeKocaeli University
Email: dilayekiz@gmail.com

Abstract

This study aims to conduct a qualitative literature review of measurement to evaluate the psychological effects on sport. Review the literature regarding the following key issues in sports-related psychological assessment: the advantages and disadvantages of AI and conventional assessment in psychological assessment modalities; the theories and bases of testing; and the role of psychological factors in the evaluation. We conducted a systematic search of the literature in studies from “ProQuest” and studies from “EBSCOhost” published in psychological tools. In comparison to conventional approaches, the precision and ease of use of AI-supported analyses, their ability to deliver prompt feedback and customized reporting features, and their quick outcomes in sport were demonstrated. Studies using SCI (an AI program) and the ChatGPT program were found for possible inclusion in the first search, as well as searches on EndNote, EBSCOhost, and ProQuest. Research on sports outcomes with psychological evaluation was found after the papers were screened for inclusion criteria. Thematic analysis identified three main subjects: performance, neuropsychological, and psychological resilience. The integration of traditional methodologies with modern AI-driven techniques in sport psychology will focus on the lack of pre- and post-tests in further studies. The study examines the similarities between AI-based and traditional methodologies in sports psychology, indicating that their integration could augment theoretical frameworks and practical applications for athlete development and performance enhancement in sports psychology, emphasizing the interplay of health determinants, genetic composition, environmental factors, and cultural context. It contrasts traditional and AI-augmented psychological approaches for evaluating cognitive variables, physical stamina, and results.

Keywords: Psychological assessment tools, AI, Sport

Development of Digital Transformation Management Scale: Validity and Reliability Study

Bedel SAMANCI KAYHAN
Marmara University, Türkiye
Email: bedelsamancii@hotmail.com

Münevver ÇETİN
Marmara University, Türkiye
Email: mctetin@marmara.edu.tr

İsmail KARSANTIK
Recep Tayyip Erdogan University, Türkiye
Email: ismail.karsantik@erdogan.edu.tr

Abstract

Digital transformation plays a critical role in the development of contemporary education systems. Digitalization in education requires not only the integration of technological tools but also the restructuring of teaching processes and management strategies. Effective management of the digital transformation process is an important factor in improving the quality of educational institutions, and it can be said that the active participation of teachers and administrators in this process plays an important role in ensuring that students acquire 21st-century skills. In this study, the Digital Transformation Management Scale was developed as an important tool for evaluating teachers' perceptions and experiences regarding the digital transformation process, as well as for understanding the effectiveness of digital transformation strategies in education. The 28-item draft scale, developed based on a literature review, was administered to 50 teachers in the pilot application phase, 330 teachers in the exploratory factor analysis (EFA) phase, and 320 teachers in the confirmatory factor analysis (CFA) phase. The sample of the study was selected using simple random sampling. The three factors obtained as a result of the CFA conducted to test the structural validity of the scale (school management support, access to digital tools and infrastructure, and central management support) were confirmed by the CFA. As a result of the analyses, the final version of the scale consisting of 18 items was obtained. The reliability coefficient of the Digital Transformation Management Scale was calculated using Cronbach's alpha, and it was determined that each factor has a high level of reliability. The research results reveal that the Digital Transformation Management Scale is a valid and reliable tool that can be used to assess teachers' perceptions of the digital transformation process.

Keywords: Digital transformation, Management, Education, Scale, Validity

Artificial Intelligence (AI) Applications in Schools: The Relationship Between Organizational Trust, Psychological Safety, and Development of Resistance to Change

Arslan BAYRAM
Türkiye Artvin Çoruh Üniversitesi
Email: abayram@artvin.edu.tr

Aydın BALYER
Yıldız Teknik Üniversitesi, Türkiye
Email: balyer2001@gmail.com

Kenan ÖZCAN
Türkiye Adıyaman Üniversitesi
kozcan@hotmail.com

Püren AKÇAY
Türkiye Haliç Üniversitesi
Email: purenakcay@halic.edu.tr

Abstract

With the rapid increase in digitalization in the field of education, understanding the impact of artificial intelligence (AI) technologies on school culture and their relationship has become increasingly important. In this context, the current study aims to examine the relationship between AI applications and organizational trust, psychological safety, and resilience in school organizations. This study is also significant in that it evaluates AI applications in educational organizations not only from a technological perspective but also from organizational and psychological dimensions. The research was conducted using a mixed-methods design. Quantitative data were collected through the Organizational Trust, Psychological Safety, and Resistance to Change Scales, while qualitative data were obtained through semi-structured interviews. This approach aimed to uncover both quantitative trends and in-depth perspectives and experiences regarding AI use in schools. The quantitative data of the study were analyzed using the SPSS software package. In the statistical analyses, in addition to descriptive statistics, Structural Equation Modeling (SEM) was applied to test the relationships between variables. The qualitative data were analyzed using content analysis. The research results reveal that AI applications lead to organizational insecurity while also reducing resistance to change. Based on these findings, it is recommended that educational organizations develop a comprehensive transformation model to adapt to technological change in a sustainable and inclusive manner.

Keywords: Artificial intelligence, Organizational trust, Psychological safety, School, Organizational resistance

Professional Identity Formation Amongst Pre-Service Language Teachers

Edvinas IGNATAVICIUS
Vytautas Magnus University Lithuania
Email. edvinas.ignatavicius@vdu.lt

Vaida JURGILE
Vytautas Magnus University Lithuania
Email: vaida.jurgile@vdu.lt

Abstract

The aim of this paper is to present initial, partial results of ongoing doctoral research. The focus of the research is to understand the process of professional identity formation during bachelor studies including the external and internal factors that shape the professional identities of the students. The primary question: what are the factors affecting professional identity formation amongst bachelor students? The study uses Constructivist Grounded Theory methodology, following the structured approach of Corbin Strauss, this framework assures structured and sound approach to data collection, coding and analysis. The data was collected using semi-structured interviews, with extensive researcher memoing through the process. The research is still in the initial stages, with a limited sample size, nevertheless the initial results are as follows: Individual experiences prior to enrollment play a role in student motivation and expectations, the need for connection between students and learners is explicit, a significant factor in understanding of teaching at a conceptual level stems from practical experiences acquired prior or during the study process.

Keywords: Grounded Theory, Professional identity, Language teachers

A Comparative Analysis of Physical Education and Sports Teacher Training Programs in European Union Countries and Turkey

Sevdenur ÇETKİN
Halic University, Türkiye
Email: sevdenursamsa8@gmail.com
Orcid Id: 0009-0005-9292-4845

Ayça KAYA
Halic University, Türkiye
Email: aycabagmenkaya@halic.edu.tr
Orcid Id:0000-0001-7510-7708

Abstract

The main aim of this study is to thoroughly examine and compare the physical education and sports teacher training programs in Poland, Portugal, Germany, and Turkey, highlighting both the similarities and differences among these countries. The Bologna Process, which aims to create a European Higher Education Area, has significantly influenced the structure, duration, curriculum, and assessment methods of teacher education programs. Efforts to align with the European Union, the impact of globalization, and the goal of improving educational quality have necessitated the restructuring of teacher education based on international standards. This research adopts a qualitative design, utilizing literature review and document analysis techniques. Data regarding the physical education and sports teacher training systems in the selected countries were gathered from academic publications, master's theses, scientific articles, official reports, and digital resources. A horizontal comparison model was used to highlight structural differences between countries. Within the scope of the study, teacher training systems were compared in terms of university entrance requirements, levels of education (undergraduate and graduate), curriculum content (subject knowledge, pedagogical formation, general education), practical training components (internships, course content), and post-graduation professional transition requirements. Influenced by the Bologna Process, elements such as outcome-based education structures, the European Credit Transfer System (ECTS), and the three-cycle degree model have become widespread, accelerating harmonization efforts. The findings reveal notable structural and procedural differences in physical education and sports teacher training systems across the analyzed countries. Identifying the strengths and weaknesses of each model may provide valuable insights for reform efforts in Turkey. The results are expected to contribute to the development of national education policies.

Keywords: Physical Education teacher training, Sports education, Comparative education, European Union, Curriculum analysis

A Scoping Review of Teacher Professional Vision in Multicultural Classrooms

Nano KHETSURIANI
Vytautas Magnus University Lithuania
Email: nano.khetsuriani@vdu.lt

Abstract

This scoping review examines how teacher professional vision - the ability to notice, interpret, and respond to classroom events - develops and functions within multicultural educational contexts. As multiculturalism becomes more prominent in education, teachers are increasingly expected to extend their pedagogical expertise beyond generic teaching and include more culturally responsive practices. The aim of this study is to understand how teachers' perceptual, interpretive and decision-making skills evolve in response to multiculturalism and how these skills are influenced by dispositions such as beliefs, self-efficacy, cultural background and professional learning. Research shows that teachers may struggle to recognize culturally meaningful behaviors or may misinterpret them through dominant cultural norms - particularly when their professional vision lacks a multicultural grounding or exposure. This review draws on Goodwin's concept of professional vision as socially shared expertise, while acknowledging that such expertise, shaped by dominant, shared values, does not necessarily translate into competence for culturally responsive teaching. Without explicit integration of multicultural education into teacher preparation and practice, professional vision may remain limited, causing educators to overlook or misinterpret culturally grounded student behaviors. This scoping review was conducted following PRISMA-ScR guidelines and employed a question-driven approach to examine how teacher professional vision functions in multicultural classroom contexts. A comprehensive search was completed in January 2025 across EBSCO, Web of Science, and Scopus using targeted terms related to teacher noticing and gaze patterns, reasoning, decision-making and multicultural competence. Nine empirical studies were selected based on their investigation of teacher professional vision in multicultural education. The scale of the review is international, encompassing studies from Europe, North America, and East Asia. The selected studies used diverse methods: eye-tracking research examined how teachers distribute visual attention and whether gaze patterns reflect implicit bias or cultural responsiveness; video-based and reflection-based studies explored the impact of guided prompts and collaborative analysis on interpretive reasoning; and survey-based studies assessed how self-efficacy, beliefs, and prior intercultural experiences influence components of professional vision such as noticing and instructional decision-making. Each study was reviewed using a structured data extraction framework aligned with the guiding research questions. To ensure consistency, two researchers independently reviewed the studies, with interrater reliability reaching approximately 90% agreement across key categories. Findings from the nine reviewed studies reveal that teachers' professional vision in multicultural classrooms is inconsistently developed. Noticing of multicultural cues often remains surface-level unless scaffolded through structured reflection or targeted training. Visual attention, as seen in eye-tracking studies, does not reliably predict culturally responsive practice, while video-based and survey-based research highlights the importance of interpretive reasoning shaped by beliefs, self-efficacy, and prior experience. Teachers' cultural backgrounds and normative expectations also influence what is noticed and how it is understood. Importantly, effective professional development characterized by guided reflection, experiential learning, and disposition-building emerged as essential for strengthening the perception–interpretation–decision process of teacher professional vision. The review suggests that professional vision should be nurtured through culturally grounded, reflective practice embedded in both pre-service and in-service teacher learning programs.

Keywords: Teacher professional vision, Multicultural education, Culturally responsive teaching, Reflective practice, Eye-tracking

The Predictive Power of Self-Esteem in Decision Making and Decision-Making Styles on Psychological Resilience in Adolescents

Elif DÜZGÜN DAL
Osmaniye Korkut Ata University, Türkiye
Email: elif25051992@hotmail.com

Oğuzhan ÇOLAKKADIOĞLU
Osmaniye Korkut Ata University, Türkiye
Email: colakkadioglu@gmail.com

Canan BÜYÜKAŞIK ÇOLAK
Osmaniye Korkut Ata University, Türkiye
Email: cananbuyuka@gmail.com

Abstract

This study investigates the predictive role of self-esteem in decision-making and decision-making styles on psychological resilience among adolescents. Psychological resilience refers to an individual's ability to effectively manage adversity, adapt to stressful situations, and recover from setbacks, all of which are particularly relevant during adolescence. This life stage is marked by emotional turbulence, growing autonomy, and frequent decision-making demands, making it essential to understand the psychological mechanisms that influence young individuals' adaptive capacities. The study focuses on self-esteem in decision-making and four distinct decision-making styles: vigilant, hypervigilant, buck-passing, and avoidant. A total of 505 high school students (280 females, 225 male), studying in grades 9 to 11 during the 2023–2024 academic year in Ceyhan, Adana, Türkiye, participated in the research. Data was collected using two validated instruments: The Child and Youth Resilience Measure and the Adolescent Decision-Making Questionnaire. Statistical analyses included descriptive statistics, Pearson correlation coefficients, and multiple linear regression models. Results revealed that self-esteem in decision-making and the vigilant decision-making style were significant and positive predictors of psychological resilience. In contrast, hypervigilant, buck-passing, and avoidant decision-making styles significantly predicted lower resilience levels. These findings suggest that fostering self-confidence in adolescents' decision-making processes, along with promoting adaptive decision strategies, plays a key role in enhancing resilience. Furthermore, the study emphasizes the importance of early psychoeducational interventions aimed at identifying and modifying unhelpful decision-making patterns. Family involvement and school-based support systems should be integral to such interventions. This research offers valuable contributions for educators, mental health professionals, and policymakers working to support adolescent development and well-being.

Keywords: Adolescence, Psychological resilience, Self-esteem, Decision-making styles

From Policy to Practice: The Role of Teachers' Explicit and Implicit Values in Value Education in Early Childhood Settings

Gunita DELIJEVA
Riga Technical University, Latvia
gunitadelijeva@inbox.lv

Abstract

Values hold a significant place in early childhood education. The Latvian legislation outlines ten core values to be implemented: life, human dignity, freedom, family, marriage, work, nature, culture, the Latvian language, and the State of Latvia. Effectively integrating values into educational practice depends on aligning them with teachers' personal and professional values. This study aims to examine the relationship between teachers' explicit values, implicit values, and value education practices in early childhood settings. A total of 206 early childhood education teachers (age $M = 47.04$, $SD = 10.76$) participated in an online survey. The survey included a sociodemographic questionnaire and three scales specifically developed for this study. Two of the scales measured the extent to which each value was explicitly and implicitly implemented in the participants' personal lives outside the educational setting, while a third scale assessed how each value was enacted in their educational practices. All scales demonstrated good internal consistency, with Cronbach's alpha values ranging from $\alpha = .795$ to $\alpha = .889$. The Wilcoxon signed-rank test indicated statistically significant differences between explicit and implicit values across all ten values ($p < .001$), with explicit values consistently assessed lower. Similarly, explicit values were assessed lower than value education practices ($p < .001$), except for the Latvian language. It can be concluded that teachers implement values in both personal and professional contexts but often fail to consciously recognize them. The findings reveal that the policy value framework is insufficiently embedded in educational practice across all values and therefore requires targeted, systemic national-level initiatives.

Keywords: Early childhood education, Explicit values, Implicit values, Teachers' values

The Perceptions of Institutional Support for Educators' Individual Creativity Conditions

Süleyman GÖKSOY

Prof. Dr. University of Düzce, Faculty of Education, Educational Sciences, Educational
Administration and Supervision 81600, Düzce, Türkiye

Email: suleymangoksoy@duzce.edu.tr

Orcdi Id: 0000-0002-7151-0863

Abstract

In the study, phenomenology study was used among qualitative research designs in order to deeply understand the institutional support perceptions of educators towards their individual creativity. Purposive sampling method was preferred in determining the study group of the study. The study group consists of 23 educators who work in various branches at various levels of education in the Central District of D. Province in the 2024-2025 academic year and also participate in postgraduate education activities. The data were collected through semi-structured interview forms including teacher opinions and subjected to content analysis. The research results demonstrated that mistakes in school are accepted as valuable experiences and learning opportunities. The variety of areas where educators can make free decisions in their areas of duty increases students' participation in lessons and projects, creating a more creative learning environment. According to educators, there are areas in which they can make free decisions in schools, although limited. Besides, they state that their professions match their personality, personal characteristics, abilities, and efforts. When educators undertake a task that is not compatible with them in terms of their profession, it creates various problems in terms of both their professional and personal development. Educators perceive that there is an open communication environment in the school and state that administrators and colleagues in the schools they work in encourage and support them in creative ideas and innovative projects.

Keywords: Educator, Educational institution, Creativity, Management

Implementing a Family-Centered Approach in Early Childhood Intervention in Latvia: Empirical Findings and International Context

Andra REKTINA¹

¹PhD cand., University of Latvia, Faculty of Educational Sciences and Psychology

Email: andra.rektina@lu.lv

Orcid Id=0000-0001-9037-3043

Abstract

Early childhood intervention (ECI) plays a crucial role in supporting children's development, particularly for those at risk of developmental delays. A family-centered approach is widely recognized as one of the most effective strategies in ECI, as it empowers families, enhances child outcomes, and fosters sustainable progress. Research has consistently shown that active family involvement in intervention processes leads to improved cognitive, social, and emotional development, greater parental confidence, and stronger support networks. Despite this, the implementation of a truly family-centered approach remains challenging in many countries due to structural, procedural, and cultural barriers.

This study examines the current state of family-centered practices in Latvia's early intervention system, focusing on how professionals integrate families into decision-making and service provision. The empirical research involved eight semi-structured interviews with early intervention service providers. Using qualitative research methods, this study identifies both best practices and systemic challenges in ensuring meaningful family participation. The findings indicate that while Latvia has made progress in adopting family-centered principles, service fragmentation and a lack of standardized approaches hinder its full realization.

This research forms part of a broader comparative study on ECI in Latvia, Portugal, and Italy. However, this paper specifically focuses on the Latvian case, presenting empirical findings in detail. Future publications will expand the analysis by comparing the three countries, highlighting differences, shared challenges, and lessons for strengthening ECI systems worldwide. By addressing existing gaps and leveraging international best practices, Latvia and other countries can build more effective and inclusive early intervention services. A stronger family-centered approach will not only improve child and family well-being but also contribute to the long-term sustainability of intervention programs by fostering collaboration, empowerment, and holistic support structures.

Keywords: Early childhood intervention, Family-centered approach, Parental involvement, Qualitative research, Service improvement

Experiences of Parents of Children with Autism Spectrum Disorder: Why Is Personalized Interdisciplinary Support Important?

Daiva BARTNINKIENE
Vytautas Magnus University, Lithuania
Email: daiva.bartninkiene@vdu.lt

Julija GRIGENAITE
Vytautas Magnus University, Lithuania
Email: julija.grigenaite@vdu.lt

Abstract

This study focuses on personalized interdisciplinary support for children on the autism spectrum disorder (ASD) in an inclusive school. Providing support for a child with ASD in an educational setting aims to ensure educational equity for all learners, recognizing their diversity and emphasizes the importance of learner cognition in finding the best ways to teach and learn. An important personalized approach to students with autism spectrum disorder contributes to a comprehensive understanding of the learner. However, implementation in educational practice varies greatly. The study aims to reveal individual experiences of families in receiving and evaluating personalized interdisciplinary support for primary school students with autism spectrum disorder in an inclusive school. The question is raised, what are the dynamics of personalized interdisciplinary support for students with autism spectrum disorder in an inclusive school and what intentions to reconstruct the existing support model for students with autism spectrum disorder in Lithuania are evident in the experiences of families as participants in the educational process. The study is conducted using a qualitative narrative research methodology, using a semi-structured interview method to communicate with parents (N=3) raising children with ASD. Based on Barkhuizen (2016) main dimensions of narrative research, the aim is to understand the meanings of the stories presented - lived experiences, which allow us to reveal the dynamics of interdisciplinary support and the prospect of change. Interdisciplinary support is a dynamic system, i.e. a set of variables that interact with each other over time, and the provision of interdisciplinary support is a dynamic process. Applying dynamic systems theory (DST) aims to better understand not only individual experiences but also contextual interactions in a broader context. The research shows the desire of families to create a safe environment for children and to receive the necessary personalized support, but many challenges arise in practice.

Keywords: Personalized support, Interdisciplinary support, ASD, Families experiences

Evaluation of Attitudes Towards Artificial Intelligence-Assisted Classroom Management: A Scale Development Study

Özden ÖLMEZ CEYLAN

Izmir Provincial Directorate of National Education, Türkiye

Email: olmezozen@gmail.com

Aslı AĞIROĞLU BAKIR

Izmir Provincial Directorate of National Education, Türkiye

Email: asliabakir@gmail.com

Feriha Hande İDİL

Izmir Provincial Directorate of National Education, Türkiye

Email: deuhande@gmail.com

Abstract

In today's world, the integration of artificial intelligence into education is no longer an option but a strategic necessity. This integration allows learning processes to be adapted to individual needs, supports the creation of more effective learning experiences, and contributes to increasing equal opportunities in education. The growing use of artificial intelligence in educational settings also reshapes the interactions between educational stakeholders and leads to changes in classroom dynamics. Making classroom management processes supported by artificial intelligence more efficient and effective is a critical step for enhancing students' learning experiences. Measuring attitudes toward classroom management supported by artificial intelligence is necessary for evaluating and improving these processes in a reliable way. However, there is a limited number of valid and reliable measurement tools in this field. Based on this need, the aim of this study is to develop a valid and reliable scale that measures attitudes toward classroom management supported by artificial intelligence. To achieve this goal, existing scales related to the use of artificial intelligence in education were reviewed, and their theoretical frameworks were analyzed in detail. Then, an item pool was created with items that reflect the values and educational philosophy of the Turkish education system. These draft items were evaluated by field experts. During the item development process, items were classified based on classroom management dimensions (such as learning environment, instruction, time use, interaction, behavior, technology, motivation, and special needs) and the three components of attitude (cognitive, affective, and behavioral). The development of the scale is currently in progress.

Keywords: Artificial Intelligence, Attitude scale, Classroom management, Scale development

The Relationship Between Instructional Leadership and Teachers' Adaptive Performance: The Mediating Role of Subjective Well-Being and Job Security

Ayhan KANDEMİR

Dr., Ministry of National Education, Bolu, Turkey

Email: ayh_81@hotmail.com

Orcid Id= 0000-0002-2565-4292

Abstract

The aim of this study is to reveal the mediating role of subjective well-being and job security in the relationship between instructional leadership and teachers' adaptive performance. The sample of the study consists of 529 teachers working in public schools (preschool, primary school, secondary school, high school) in the Bolu city center during the second term of the 2024-2025 academic year. The study data were collected by the researcher using the instructional leadership scale (short form)(Bellibaş et al., 2016), adaptive performance scale (Dilekçi & Sezgin Nartgün, 2020), subjective well-being scale (Ergün & Sezgin Nartgün, 2017), and job security perception scale (Gençdoğan Yılmaz, 2020). As a result of the analyses, it was concluded that the proposed models were validated within the context of the presented model.

According to the results; it has been concluded that instructional leadership has a positive significant effect on subjective well-being. Subjective well-being has a positive significant effect on adaptive performance, instructional leadership has a positive significant effect on adaptive performance, instructional leadership has a positive significant effect on job security, and job security has a positive significant effect on adaptive performance. Additionally, it was found that job security plays a mediating role in the effect of instructional leadership on adaptive performance, and subjective well-being plays a mediating role in the effect of instructional leadership on adaptive performance. In this context, it has been suggested that school administrators receive training in instructional leadership, activities that increase collaboration and solidarity among teachers be implemented, and actions that positively affect teachers' perceptions of job security be included.

Keywords: Adaptive performance, Instructional leadership, Job security, Subjective well-being, Teacher

Implication Analysis of AI for Education Process

Girts ZARINS
Riga Technical University, Latvia
Email: girts.zarins_1@rtu.lv

Pavels JURŠ
Riga Technical University Liepaja Academy, Latvia
Email: pavels.jurs@rtu.lv

Abstract

The impact of AI developments requires as integration of Artificial Intelligence (AI) into educational systems by reshaping traditional pedagogical models, to enhance for AI potential in teaching, learning, education administrative operations, together with impact analysis of overall knowledge and skills of society. This article presents an implication analysis model of AI applications within the education process, examining its effects on instructional delivery, student engagement, curriculum personalization, and institutional decision-making together with society levels of education need and planning. Article discusses indicated education lifecycle model elements from current understanding of AI use impact. Methods – Literature overview and Integrated Case analysis. Impact assessment discussed are from several stakeholder points of view, indicating integration and abuse of AI support in education, primarily from learner and education provider point of view and insights for economic agents and companies. This article is limited in scope and especially long term impact and second level or next generation or above, would be needed to assess in-depth. In same time recognition of AI would lead to integrated methods and harness power with limiting adverse effects of implications.

Keywords: Artificial intelligence (AI) , Curriculum design, Education technology, Educational policy, Innovation.

The Effectiveness of the Padlet Application in Teaching Turkish as A Foreign Language*

Elif BİLGİÇ [0009-0007-4339-3114]
Sakarya University, Educational Science Institute, Türkiye
E-mail: elif.bilgiç@ogr.sakarya.edu.tr

Mustafa ALTUN [0000-0002-1826-793X]
Sakarya University, Education Faculty, Türkiye
E-mail: maltun@sakarya.edu.tr

Abstract

In today's world, Web 2.0 tools are transforming the nature of language teaching by converting students from passive recipients into active, productive, and interactive individuals. Among these tools, Padlet stands out with its multimedia-supported and collaboration-based structure, contributing to the development of four core language skills while enhancing student motivation. In this study, the effects of Padlet were examined with regard to reading comprehension skills, attitudes toward reading comprehension, motivation, and Web 2.0 awareness levels of students learning Turkish as a foreign language. The study was conducted using an explanatory sequential mixed-methods design and carried out with 36 B1-level students enrolled at the Turkish Language Teaching Application and Research Center (TÖMER) of Sakarya University. Students divided into experimental and control groups were administered pre- and post-treatment proficiency tests along with scales measuring attitude, motivation, and awareness. The experimental group received Padlet-supported instruction for six weeks, while the control group was taught using traditional methods. Structured interviews were conducted with the experimental group after the intervention; quantitative data were analyzed using SPSS, and qualitative data were evaluated through content analysis. The results indicated numerical increases in reading comprehension achievement, attitude, and motivation; however, these increases did not reach statistically significant levels. Similarly, no significant difference was observed in Web 2.0 awareness. Qualitative findings revealed that students perceived Padlet as an entertaining, participatory, learning-facilitating, and collaboration-promoting tool; however, they encountered limiting factors such as internet connection issues, technical problems, and lack of appropriate environment.

Keywords: Teaching, Turkish as a foreign language, Reading comprehension skills, Web 2.0 tools, Padlet

*This conference proceeding is derived from Elif Bilgiç MA thesis advised by Prof.Dr. Mustaf ALTUN at Sakarya University Educational Science Institute.

Enhancing Teacher Professional Satisfaction: The Power of Social Attitudes and Leadership Collaboration

Rasa DIDZIULIENE
Vytautas Magnus University, Lithuania
Email: didziulienerasa13@gmail.com

,
Agne Liucile GRICKEVICE
Vytautas Magnus University Lithuania
agne.grickevice@vdu.lt

Abstract

The professional activity of teachers, their quality and the efficiency of their work depend on social changes and constantly changing educational policies. This analysis focuses on strengthening teachers' professional satisfaction, emphasizing the importance of leadership cooperation with colleagues and social attitudes. Teachers who develop their leadership and actively collaborate are more likely to be interested in innovation, able to discover their strengths in areas of competence, and are willing to share their experiences with the school community (Sumiati et al. 2024; Wullschleger et al., 2025). Social attitudes become an integral part of professional satisfaction, and teacher leadership acquires even greater importance in the context of the modern school (Diener et al., 2018; Tutlys et al., 2021; Capone et al., 2023). The research problem question: How social attitudes and leadership in collaboration with colleagues can help strengthen teachers' professional satisfaction? For the theoretical explanation of the research problem, the analysis of the scientific literature was chosen and the quantitative research method (N=1902). Data from theoretical and empirical analysis revealed that by promoting social dialogue and creating an environment conducive to cooperation, every teacher would have the opportunity to experience professional satisfaction.

Keywords: Teacher, Professional Satisfaction, Social Attitudes; Leadership Collaboration

Challenging Traditional Vibraphone Pedagogy: Four-Mallet Technique in Early Non-Formal Music Education

Marius ŠINKUNAS,
PhD Student, Vilnius University, Šiauliai Academy, Lithuania
Email: marius.sinkunas@sa.stud.vu.lt
Orcid Id=0009-0006-2719-6826

Diana STRAKŠIENE
Prof.Dr., Vilnius University, Šiauliai Academy, Institute of Education, Lithuania
Email: diana.straksiene@sa.vu.lt
Orcid Id=0000-0002-5590-8564

Abstract

Traditionally, early-stage non-formal music education with melodic percussion instruments has relied almost exclusively on the two-mallet technique, especially when introducing young learners to the vibraphone (Funk, 1936; Payson A., McKenzie J., 1976; Hertel, 2005; Pickering, 2020). However, this presentation challenges the conventional approach by exploring the pedagogical advantages of implementing the four-mallet technique from the outset. The vibraphone, with its rich tonal possibilities and expressive range, serves as an ideal instrument for this innovative methodology. By engaging students with four mallets at the initial learning stage, educators can accelerate the development of technical skills, hand independence, and musical expression. This approach not only broadens students' musical horizons but also supports the development of cognitive (cf. Schlaug et al. 2005), sensory-motor (cf. Hyde et al. 2009), and social competencies (cf. Vygotsky's 1978). The aim of this presentation is to assess the impact of introducing the four-mallet technique (Burton, 1968; 1975) in early non-formal music education by comparing its effectiveness to the traditional two-mallet approach among young vibraphone students. This study represents the first quasi-experimental research in this area, involving experimental and control groups of young learners: the experimental group received instruction using the innovative four-mallet method, while the control group was taught with the conventional two-mallet technique. Focusing on the quasi-experiment's design and implementation (Cook, Campbell, 1979), this presentation will outline the pedagogical framework, assessment criteria, and challenges encountered in adapting the vibraphone—a staple of early music education—to a four-mallet system. While the full data analysis is still in progress, this presentation highlights the most important preliminary findings, which indicate that the experimental group demonstrated improved hand coordination, greater rhythmic accuracy, and increased creative engagement compared to their peers using the traditional two-mallet technique.

Keywords: Four-mallet technique, Non-formal music education, Vibraphone

Adolescent Girls' Stories About Digital Gender Violence: An Approach from The Narrative Wave

Antonio Gonzalez JIMENEZ
University of Almeria, Spain
Email: ajgonzal@ual.es

Abstract

Summary Digital gender-based violence has become a pressing issue affecting adolescent girls, including behaviors such as online harassment, pressure to share intimate images, and control via social media. These experiences often go unnoticed and are normalized within peer or romantic relationships, severely impacting girls' mental health. Symptoms such as anxiety, low self-esteem, social isolation, and even self-harm are frequently reported (Daloun, Ouina, González-Jiménez y Rodríguez Martínez, 2023 y 2024). This research addresses the lack of participatory, emotionally-centered studies that explore how girls interpret and narrate their experiences. Through a qualitative, participatory approach, the study implemented the Narrative Wave methodology, which involves storytelling, collective reflection, and creative expression in safe group settings. The sample consisted of 10 girls aged 14–18 from diverse backgrounds, recruited from three secondary schools. Data collection included narrative workshops, emotional diaries, and field notes. Sessions involved free writing, peer reading, and discussion about experiences with digital violence. Emotional themes such as guilt, fear, anxiety, and shame were common, alongside experiences of control, threats, and image-based abuse. Thematic and narrative analysis identified patterns of emotional impact and highlighted protective factors like supportive peers, empathetic teachers, and open communication with mothers. Importantly, the collective sharing of stories fostered relief, mutual recognition, and critical awareness among participants. Many transitioned from feelings of isolation to empowerment, reframing their experiences as part of a broader structure of gender inequality. This demonstrates the potential of narrative methodologies to act as transformative pedagogical tools in educational settings, encouraging emotional care, agency, and gender equality.

Keywords: Digital violence, Adolescent girls, Narrative methodology, Mental health, Technology
Facilitated gender-based violence, Online gender-based violence

The Use of AI-Supported Audemy Platform in Piano Playing Skills of Visually Impaired Students

Tugce KAYNAK
Kirikkale University, Türkiye
Email: tugcekaynak79@gmail.com

Abstract

This study aims to examine the effects of the AI-supported digital piano learning platform Audemy on the piano education of visually impaired individuals. Music education for the visually impaired becomes challenging with traditional visually-based methods, and individuals face various accessibility and application barriers. This study investigates how technological solutions like Audemy can reduce these obstacles. The objective is to evaluate Audemy's contributions to the piano playing skills of visually impaired individuals and to reveal its impact on accessibility, learning motivation, technical competencies, and independent learning processes. A qualitative research approach was adopted, using a semi-structured interview technique. Interviews were conducted with 8 visually impaired students aged between 13 and 20. The participants had been using the Audemy platform for a minimum of 3 months and a maximum of 1 year. The data were analyzed using descriptive and content analysis methods. Data analysis was conducted through open coding, and results were grouped under 9 themes: • Usage Habits: The duration and frequency of platform usage varied among students. Regular use was found to positively contribute to the learning process. • Technical Skills: Participants stated that Audemy helped them improve in fundamental piano skills such as finger positioning, sense of rhythm, and note knowledge. • Voice Guidance: Audio instructions were generally found sufficient; however, some technical explanations were noted to be inadequate. • Independent Learning: Audemy supported independent learning, reduced the need for assistance, and helped users gain confidence. • Accessibility Issues: Some users reported problems such as incompatibility with screen readers (VoiceOver) and difficulties accessing buttons. • Substitute for Teachers: Although Audemy could not fully replace one-on-one teaching, it was evaluated as an effective tool for preparation and support. • Motivation and Self-Confidence: Participants reported feeling more motivated and confident thanks to the structure of the platform and its voice feedback system. • Suggestions for Improvement: Users expressed requests such as full voice-over of texts, the addition of more training levels, and provision of progress reports.

According to the results, Audemy facilitates the learning process of these individuals through its customizable structure, voice guidance, and accessible design; increases their independence; and supports their motivation. It offers sustainable learning opportunities for the visually impaired when combined with technical improvements and pedagogical content diversity. However, it is recommended that the platform be improved in some technical aspects and user feedback be evaluated more systematically.

Keywords: Visually impaired, Piano education, Artificial intelligence, Audemy platform, Music education technologies

Non-Formal Strategies Used in The Development of Adults' Literacy Competencies

Adela BRADEA
University of Oradea Romania
Email: adelabradea@yahoo.com

Vlantin BLANDUL
Univ of Oradea Romania
Email: bvali73@yahoo.com

Abstract

Literacy competencies encompass the integrated set of skills required for reading, writing, comprehension, and the critical use of information acquired across various everyday, professional, and social contexts. Within adult education, the development of these competencies is fundamental for fostering active, informed participation in society. Non-formal strategies employed in cultivating literacy skills include experiential learning, interactive workshops, collaborative learning, community-based projects, and the use of digital resources. These approaches provide a flexible, learner-centered environment, tailored to the participants' prior experiences and individual needs, thereby enhancing engagement and facilitating the transfer of knowledge to real-life situations. Based on these premises, the objective of this research was to identify the main non-formal techniques preferred by adults for continuous learning and literacy skill development. The study sample consisted of 135 participants (N=135) who completed an online questionnaire comprising 25 items, both objective (multiple-choice) and subjective (open-ended). Findings reveal that most respondents prefer to personalize their learning process by rephrasing content, extracting key ideas, constructing their own understanding through summaries and conceptual diagrams, and articulating acquired knowledge to others. In conclusion, adults tend to favor a personalized learning approach aligned with their specific needs and intrinsic motivation when developing literacy competencies, capitalizing metacognitive strategies.

Keywords: Adults learning, Critical thinking, Non-formal strategies, Literacy competences, etacognition

Challenges Posed by Artificial Intelligence to The Learning Habits Of Vocational Secondary School Students

Juris STRAUME

Riga Technical University Latvia

juris.straume@rtu.lv

Inta KULBERGA

Riga Technical University Latvia

inta.kulberga@rtu.lv

Pavels JURŠ

Riga Technical University, Latvia

pavels.jurs@rtu.lv

Lasma ULMANEOZOLINA

Riga Technical University, Latvia

lasma.ulmane-ozolina@rtu.lv

Daiva MALINAUSKIENE

Vilnius University Šiauliai Academy, Lithuania

daiva.malinauskiene@sa.vu.lt

Abstract

One of the fundamental prerequisites for conceptualizing education as an ecosystem – particularly in light of the rapid evolution of information and communication technologies – is the development of digital competence in both teaching and learning contexts. Digital competence, understood as a synergy of knowledge, skills, attitudes, and abilities, is essential for navigating contemporary educational environments. In parallel, the integration of artificial intelligence (AI) and the purposeful use of AI tools play a critical role in enhancing students' learning outcomes. The notion of digital competence presents significant challenges for the teaching process, especially in relation to students' ability to critically analyze information, solve problems, collaborate effectively, and adapt to dynamic life circumstances. These capabilities are part of a broader set of transversal skills – skills that extend beyond academic achievement and influence students' lifelong learning, employability, social integration, and overall adaptability. As the education system continues to evolve, it increasingly incorporates technology into pedagogical practices and seeks to implement personalized learning strategies. Within this context, AI serves as a supportive resource, enabling the development of adaptive learning platforms tailored to individual student needs. The current pedagogical landscape necessitates the cultivation of students' digital competence, which in turn fosters essential life skills that drive long-term innovation and generate added value. AI has significantly transformed the learning process by offering novel opportunities for both educators and learners. Its impact is multifaceted, ranging from personalized instruction and administrative support to the creation of interactive learning tools and the application of data analytics to enhance educational quality. Recognizing the growing importance of AI and digitalization in education, this study aims to explore the learning habits of vocational secondary school students in relation to their use of AI tools. To achieve this objective, the authors employ a combination of research methods, including a systematic review of scientific literature, content analysis of regulatory frameworks governing vocational education in the context of AI, and a case study involving a student survey conducted at a vocational secondary school. The findings indicate that vocational secondary school students frequently utilize AI tools to enhance their academic performance or to obtain information more efficiently – often as a response to a lack of self-confidence. Empirical evidence further demonstrates the influence of AI on students' creativity, critical thinking, and learning outcomes, while also reflecting their perceptions and attitudes toward the integration of AI in the educational process.

Keywords: Artificial intelligence, AI tools, Digital competence, Learning process, Learning habits

Student Engagement in Fully Online Secondary Schooling: A PRISMA-Guided Systematic Review

Ieva KALNINA
Latvia University of Latvia
Email: ikalnina.mail@gmail.com

Abstract

The aim of this research is to systematically synthesise and evaluate empirical evidence regarding the factors that foster or hinder student engagement in formal, full-time distance education settings for adolescents Grades 7-12 and to identify existing gaps for future research. While distance education has expanded significantly over the past two decades, existing research predominantly focuses on higher education or the pandemic remote learning scenarios. Consequently, unlike much of the existing literature shaped by pandemic-related remote learning, this study examines engagement in established, long-term virtual schooling environments designed for secondary students. The research methodology adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to systematically select, screen and analyse peer-reviewed articles. Scopus and Web of Science were systematically searched using defined inclusion and exclusion criteria, after which relevant studies were identified, assessed for quality and synthesized thematically. The findings reveal that similar factors can simultaneously promote or hinder student engagement, depending on their implementation and context. These include instructional design quality, teacher practices and roles, student characteristics, peer interactions, parental involvement and technological environment. High-quality engagement—characterized by active participation, motivation and emotional investment—is essential in online learning environments for enhancing students' academic achievement, retention, satisfaction and overall learning outcomes. Conversely, barriers to engagement arise primarily from inadequacies or inconsistencies in instructional design, insufficient teacher support, limited peer and community interaction, technological issues and weak external support systems.

Keywords: Student engagement, Online learning, Distance education, Systematic literature review, Secondary school

Comparison of Educational Tools for Grading Physics Introductory Course Laboratory Exercises

Anita JANSONE
RTU Liepaja Academy, Latvia
Email: anita.jansone_3@rtu.lv

Valdis PRIEDOLS
RTU Liepaja Academy, Latvia
Email: valdis.priedols@rtu.lv

Abstract

Practical tasks and laboratory work are essential components of physics and engineering education. They play a critical role in helping students develop problem-solving skills, apply theoretical knowledge, and engage with real-world problems. One of the key factors in supporting effective learning through laboratory exercises is the provision of timely and constructive feedback. However, manual grading of laboratory reports and worksheets can be highly time-consuming, particularly in courses with large enrollments. As a result, the implementation of automatic grading tools has become an increasingly attractive solution for educators. This study investigates and compares several educational tools that support the automatic grading of laboratory tasks. The tools examined include Moodle (with integrated tools such as H5P and quiz modules), Google Classroom, Live Worksheets, Microsoft Excel, etc. These environments were selected based on their widespread use in high schools and universities. Each platform was evaluated using a set of criteria, including ease of registration, availability of instructional resources, user-friendliness, grading flexibility, and the ability to provide immediate feedback. The findings indicate that while automatic grading is effective for structured tasks - such as multiple-choice questions, numerical problem solving, and fill-in-the-blank exercises - open-ended responses and detailed written descriptions still require manual evaluation. The study provides examples of how laboratory worksheets can be redesigned to separate automatically gradable sections from those requiring teacher input. This approach enables educators to streamline the grading process while maintaining pedagogical quality. Ultimately, the study concludes that no single environment offers a complete solution, but educators can strategically combine tools and adapt lab protocols to balance automation with meaningful feedback. The use of online worksheets and grading systems is particularly valuable in remote or hybrid learning settings, offering increased flexibility and accessibility for both students and instructors.

Keywords: Automatic assessment, Online grading tools, Physics instruction

Gossip and Synergy: Views from High School Teachers

Enes ÇAĞALI

Bolu Abant İzzet Baysal University, Türkiye

Email: enescagali14@gmail.com

Türkan ARGON

Bolu Abant İzzet Baysal University, Türkiye

Email: argon_t@ibu.edu.tr

Abstract

This study examines how high school teachers perceive organizational gossip and synergy, and whether these perceptions are influenced by personal factors. The Organizational Synergy Scale and the Organizational Gossip Scale were used to collect data, which were then analyzed using the SPSS program. The results showed that the majority of teachers' views were at "disagree" level based on organizational gossip. As for investigating the organizational synergy within the institutions, their views were found to be at the level of "often.". Teachers' views on organizational gossip were not significantly affected by their gender or marital status. Interestingly, seniority and union membership revealed notable variations when it came to how individuals perceived the potential harm of gossip to the organization. In terms of organizational synergy, factors such as gender, teaching branch, marital status, and union membership all showed substantial differences in various analyses of how high school teachers perceive organizational gossip and synergy, and whether these perceptions are influenced by factors of organizational synergy. Based on these results, a number of suggestions are made as follows: to improve organizational synergy, school leaders should create an environment where teachers can learn from each other, help each other with problems, talk about ideas openly, and be open to different points of view. To help less experienced teachers work better together, it's also important to get them involved in training, encourage them to speak up at meetings, set up professional development seminars, and work harder to connect with teachers who don't have any union membership.

Keywords: Organisational gossip, Organisational synergy, High school

Artfulness: A Mindfulness Skills in Teaching Program for The Professional Development of Instrumental and Vocal Music Teachers

Miguel BARATA GONÇALVES
University of Coimbra, Portugal
Email: uc2010155706@student.uc.pt
Carlos CARONA
University of Coimbra, Portugal
Email: ccarona@fpce.uc.pt
Luis PIRES
University of Coimbra, Portugal
Email: lpirez@fpce.uc.pt
Margarida LIMA
University of Coimbra, Portugal
Email: mplima@fpce.uc.pt
Albertina OLIVEIRA
University of Coimbra, Portugal
Email: aolima@fpce.uc.pt

Abstract

Instrumental and vocal music teachers frequently experience pedagogical isolation, limiting their opportunities for reflective collaboration and structured professional support. Traditional one-to-one instructional practices in conservatories and private studios intensify this isolation, potentially compromising teacher well-being and pedagogical effectiveness. Effective continuing professional development (CPD) in music education must therefore provide contextually relevant and collaborative learning opportunities to support teachers' professional and personal growth. Mindfulness-based interventions (MBIs) have emerged as a promising approach to CPD, known for enhancing stress management, reducing burnout, and cultivating resilience and emotional regulation among teachers. While MBIs have predominantly been developed for classroom teaching contexts, there remains a significant gap in tailored mindfulness programs specifically addressing the unique professional demands faced by instrumental and vocal music teachers. To address this gap, this poster presents ARTfulness, an innovative mindfulness-based CPD program designed explicitly for instrumental and vocal music teachers. ARTfulness draws on an extensive literature review, empirical findings on mindfulness skills in teaching, and careful analysis of previously validated MBIs for educators. It specifically targets the distinctive pedagogical contexts of music teachers, aiming to enhance mindfulness, emotional regulation, compassionate communication, and overall well-being within one-to-one teaching environments. The ARTfulness program includes four structured online sessions, each lasting 90 minutes, conducted weekly. The first two sessions focus on developing intrapersonal mindfulness skills through formal practices such as body awareness and sitting meditation. The subsequent two sessions foster interpersonal mindfulness through interactive practices like insight dialogue and compassionate communication exercises. ARTfulness employs experiential and reflective learning methods, supplemented by at-home formal and informal mindfulness practices, reflective journaling, and recommended readings. Given its concise structure, accessible delivery format, and innovative integration of experiential mindfulness practices tailored to music teaching contexts, ARTfulness has significant practical implications for the professional growth of instrumental and vocal teachers. A forthcoming pilot feasibility study will evaluate the program's acceptability, practicality, and preliminary effectiveness, setting the stage for broader empirical validation.

Keywords: Mindfulness skills in teaching, Mindfulness-Based intervention, Music teachers, Teacher professional development, Lifelong education.

Managing Digital Transformation Policies in Educational Institutions: A Comparative Study of Policymakers' and Practitioners' Views

Bedel SAMANCI KAYHAN
Marmara University, Türkiye
bedelsamancii@hotmail.com

Münevver ÇETİN
Marmara University, Türkiye
munevverolcum@gmail.com

İsmail KARSANTIK
Recep Tayyip Erdogan University, Türkiye
ismailkarsantik@gmail.com

Abstract

This research examines the management of the digital transformation process in educational institutions affiliated with the Turkish Ministry of National Education and the strategies related to this process, based on the opinions of senior managers and information technology teachers. Digital transformation is recognized as a multidimensional process that goes beyond the establishment of technological infrastructure, requiring the reorganization of institutional structures, the updating of management strategies, and the adaptation of educational culture to the digital world. In this study, qualitative research methods were employed using the phenomenology model, and semi-structured interviews were conducted with both managers and teachers. The data obtained based on the participants' experiences were analyzed using content analysis. The research findings revealed that managers' leadership, strategic planning, and the transformation of organizational culture were seen by participants as important dynamics for the effective implementation of digital transformation in educational institutions. However, it was found that teachers' views on the digital transformation process vary according to internal support structures and digital literacy experiences. In this context, the research aims to provide strategic recommendations to managers and policymakers to enhance the sustainability and effectiveness of digital transformation in education.

Keywords: Digital transformation, Digital transformation management, Policy makers, Education date

Teachers' Opinions About the eTwinning Portal (Sakarya Province Example)

Ahmet SAKİN

Sakarya University, Department of Basic Education

Email: asakin@sakarya.edu.tr

Orcid Id: 0000-0002-9226-7858

Abstract

Today, technology integration practices in schools are supported by various national and international projects. One of these, the eTwinning project, began in 2005 and is currently implemented within the framework of the EU's Erasmus+ program. Turkey became a part of this network in 2009; teachers who are members of the platform carry out projects through this platform, contribute to their professional development, and maintain effective communication with their colleagues. Teachers in the province of Sakarya are conducting national and international projects through the eTwinning portal, and interest in the portal is increasing daily. The aim of this study is to gather the opinions of teachers in Sakarya about the eTwinning portal and to examine the portal's usage in Sakarya in terms of variables such as subject matter, professional experience, gender, and age. A survey form developed by the researchers was used as the data collection tool in the study. The survey consists of six questions regarding demographic characteristics. The survey includes one yes-no question. The survey also included 15 Likert-type questions about the eTwinning portal. Based on the factor analysis results of the survey questions, the final survey was determined to have two dimensions: "Entrepreneurship" and "Participation." The reliability of the survey was found to be Cronbach's Alpha: .94. The survey model was used as the research method. Survey models are research approaches that aim to describe a past or present situation as it exists. The event, individual, or object under investigation is described as it is and within its own context. The research was conducted using a random sampling method with teachers working in schools at all levels in five districts of Sakarya province. Research questions: 1- What are the teachers' views on the eTwinning portal? 2- Do teachers' views on the eTwinning portal differ in terms of variables such as branch, professional seniority, gender, age, educational status, and the type of institution they work in? 3-Do the "eTwinning Portal Opinions Scale" sub-dimensions differ in terms of entrepreneurship and participation scores based on the variables of branch, professional experience, gender, age, educational background, and type of institution they work in? When we look at the results, we see that teachers' opinions about the eTwinning Portal are highly positive in terms of averages. A t-test was applied to the gender variable, and no significant difference was found. An ANOVA test was applied to the teachers' age, educational background, professional experience, branch, and type of institution, and no significant difference was found between the variables. A significant difference was found only for the type of institution variable at a significance level of $P < .05$.

Keywords: Entrepreneurial teacher, eTwinning projects, Technology Integration, Erasmus+

A Systematic Review of Studies on Servant Leadership in the Field of Health

Mukaddes ÖRS [0000-0003-0707-5892]
University of Akdeniz, Türkiye
Email: mukaddesors@hotmail.com

Seher KARDELEN KARADURMUŞ [0009-0003-5986-3900]
University of Akdeniz, Türkiye
Email: kardelenkrdrms@gmail.com

Abstract

The healthcare sector stands out as an area where elements such as employee satisfaction, motivation and commitment directly affect service quality. Servant leadership is a leadership model in which the leader focuses primarily on supporting the needs and development of their employees, and the effects of this approach in the healthcare sector have become an important research topic. This systematic review aims to examine the effects of servant leadership on employees in the healthcare field. Within the scope of the study, a systematic review was conducted in the Web of Science database and 69 articles published on the subjects of servant leadership and healthcare were reached. From these articles, relevant articles were determined in line with the inclusion and exclusion criteria (type of study, including statistical tests), and after removing the inappropriate ones, 48 articles were evaluated and analyzed in depth. According to the findings of articles taken from Web of Science, the aspects that the servant leadership model increases the most in the healthcare sector are job commitment (6), job satisfaction (6), employee motivation (3) and organizational commitment (2). On the other hand, the aspects that servant leadership decreases in healthcare workers are job turnover (6), burnout (5) and stress levels (3). The results of the study show that servant leadership provides significant positive effects in the healthcare sector. This leadership model increases employees' motivation and commitment to the organization, while reducing negative situations such as burnout and turnover. These findings reveal that the adoption of servant leadership in the healthcare sector can have a significant impact on employee performance and satisfaction.

Keywords: Servant leadership, Health services, Healthcare worker, Healthcare sector

Educational Leadership in the Early Identification and Support of Gifted Children: A Lithuanian Pre-school Perspective

Kristina KONDROTIENE
Email: kristina.kondrotiene@vdu.lt
Vytautas Magnus University, Lithuania

Abstract

Effective educational leadership is a critical factor in ensuring the early recognition and support of gifted children in preschool settings. This study investigates how preschool teachers in Lithuania assume leadership roles in navigating the policy-practice gap related to gifted education. While national legislation formally recognizes gifted children as learners with special educational needs, systemic support in terms of funding, teacher training, and programmatic guidelines remains absent. Drawing on qualitative data from interviews with preschool teachers and parents, this research reveals that teachers often act as de facto leaders—identifying giftedness through professional intuition, initiating collaboration with families, and adapting educational environments to meet diverse needs. Despite lacking formal recognition or resources, these educators lead innovation in inclusive and differentiated learning strategies. However, their efforts highlight a broader policy shortfall: without institutionalized frameworks, leadership in gifted education remains individualized and unsustainable. The findings emphasize the urgent need to empower early childhood educators through targeted policy reform, leadership development, and systemic investment. By positioning teachers as central agents of change, this study reaffirms the role of distributed leadership in bridging educational equity gaps and supporting gifted learners from the very beginning of their learning journeys.

Keywords: Educational leadership, Gifted children, Lithuania, Pre-school

Analysis Of Cognitive Flexibility Levels in 5-Year-Old Children According To Demographic Characteristics

Elvan ŞAHİN ZETEROĞLU

Assist. Prof. Dr., Bursa Uludağ University, Faculty of Education, Department of Early Childhood Education

Email: eszeteroglu@uludag.edu.tr

Orcid Id= 0000-0002-2900-7033

Emine PEKKARAKAŞ

PhD. Student, Bursa Uludağ University, Faculty of Education, Department of Early Childhood Education

Email: epekkarakas@gmail.com

Orcid Id= 0000-0003-4431-9278

Abstract

Cognitive flexibility in the preschool period refers to an individual's ability to recognize that there are different options available when faced with situations in life, consider these options, and, if necessary, change their initial thoughts and behavior in accordance with the option they have decided upon. This cognitive skill is essential in early childhood development as it allows children to adapt to new situations, solve problems more efficiently, and engage with their environment in a flexible manner. The aim of this study is to examine the cognitive flexibility levels of five-year-old children based on various demographic variables, including gender and previous preschool education. The sample for this research consists of 66 preschool children attending an independent kindergarten affiliated with the Ministry of National Education in Manisa province during the 2023-2024 academic year. Data collection was carried out using the "Child Information Form" to obtain demographic information about the children, such as their gender and whether they had prior preschool education. In order to assess the children's cognitive flexibility levels, the Flexible Item Selection Task (FIST) Scale, developed by Jacques and Zelazo (2001) and adapted into Turkish by Şahin (2015), was employed as the primary quantitative data collection tool. The data gathered will be processed using the SPSS 26 program. Various statistical techniques, including descriptive and inferential analyses, will be used to evaluate the cognitive flexibility levels and their relationships with the demographic variables. The findings of this study aim to contribute to understanding how different factors influence cognitive flexibility in early childhood and offer insights into effective educational strategies for enhancing this important skill.

Keywords: Cognitive Flexibility, Early Childhood, Demographic Characteristics.

The Relationship Between Pre-Service Teachers' Digital Technology Competencies and Their Attitudes Towards Artificial Intelligence

Osman TİTREK

Prof.Dr., Sakarya University, Faculty of Education, Türkiye

Email: otitrek@sakarya.edu.tr

Orcid Id: 0000-0001-8176-4958

Nermin DİNGİN

Sakarya University, Educational Science Institute MA, Türkiye

Email: nermin.dingin@ogr.sakarya.edu.tr

Orcid Id: 0009-0006-1364-3592

Cemile YAŞA

Sakarya University, Educational Science Institute MA, Türkiye

Email: cemile.yasa2@ogr.sakarya.edu.tr

Orcid Id: 0009-0001-4790-0482

Abstract

The aim of this study is to determine the level of relationship between pre- service teachers' digital technology competencies and their attitudes towards artificial intelligence. For this reason, the sample of the study, which was conducted using relational survey and causal comparison models from quantitative research approaches, consists of 260 pre-service teachers studying in different teaching departments in the 2024-2025 academic year. The Digital Technology Competencies Scale and the Attitudes Towards Artificial Intelligence Scale, which showed a high level of reliability, were used as data collection tools in the study. According to the findings, there is a positive and statistically significant relationship between pre-service teachers' digital technology competencies and their attitudes towards artificial intelligence. This shows that as the level of digital competence increases, positive attitudes towards artificial intelligence also increase. In the comparisons made according to the gender variable, while no significant difference was observed in digital technology competencies, it was found that male pre-service teachers had higher attitudes towards artificial intelligence than female pre-service teachers. According to the variables of people's mother and father education levels, no significant difference was found in both scales. In the analysis made according to the departments of the study, no significant difference was found in terms of digital technology competencies, while a statistically significant difference was found in attitudes towards artificial intelligence. Especially higher artificial intelligence attitude scores were observed in English, Preschool and Elementary Mathematics teaching departments. The results of the study reveal that pre-service teachers' technological competencies are determinants of their attitudes towards contemporary educational technologies and especially towards artificial intelligence-based applications. These findings emphasize the importance of strengthening digital pedagogical content in teacher education programs, and reveal the need to develop applied courses and strategies to increase pre-service teachers' technological literacy.

Keywords: Digital technology, Competences, Artificial intelligence, Attitudes, Pre-service teachers

Ethical Criticism, Children's Literature, And AI Relevance in Teaching Practice

Seniha KRASNIQI

Assoc. Prof.Dr., University of Prishtina, Faculty of Philology

Email: seniha.krasniqi@uni-pr.edu

Orcid Id: 0000-0001-9737-8429

Mirzana PAŠIĆ KODRIĆ

Assoc. Prof. Dr., University of Sarajevo, Faculty of Educational Sciences

Email: mpkodric@pf.unsa.ba

Orcid Id: 0000-0002-1982-3352

Abstract

In the era of technological advancement artificial intelligence creates division between circles of those who consider it an excessive challenge and those who value AI assistance. Notwithstanding the viewpoint, AI is inflowing the classrooms and slowly is uprooting the traditional teaching/learning which obliges educators to adapt and learn its incorporation into their classrooms. Digital competence is critical skill that educators of this particular generation are uncertain about its appropriate practice in the classroom and need to acquire it. Hence, transformative steps have to be undertaken which leads to increase of research on the matter, starting from the digital literacy to the pedagogical implication of AI in the classroom. Conversely, raises the questions if this transformation is equal in all fields and whether AI is equally valid while teaching morals in children's literature where ethical criticism is of outmost value. In this process, one will focus on ethos of the narrative and characters, which traditionally relies on human judgment. The question is how accurate of ethical reasoning can be offered by AI, due to the unhuman character of the tools and based on use of various, occasionally even distrusting sources by the tool. Hence, through a qualitative research methodology, this study inquires the incorporation of AI tools in the creation of children's literature classrooms and concerns in use of the AI tools and its validity in ethical reflection. The results indicate the complementary features of human factor and AI tools on behalf of up-to-date teaching accentuating the irreplaceable and replaceable aspects during ethical criticism in a literature classroom.

Keywords: AI tools, Educators, Ethical criticism, Teaching, Children's literature

The Use of Films as an Educational Tool: A Case Study of University Students’ Learning Experiences

Daiva KARKOCKIENE

Vytautas Magnus University and Mykolas Romeris University, Lietuva
Email: daiva.karkockiene@vdu.lt

Abstract

This paper shares over ten years of practice-based insights into the use of films in teaching psychology, specifically in a Counselling Psychology course. The case study describes a one-semester (16-week) implementation conducted with 60 third-year psychology students at a Lithuanian university. At the beginning of the semester, students received a list of 24 pre-selected films, chosen for their potential to illustrate psychological phenomena such as personality traits, communication styles, conflict dynamics, and counselling strategies. Students formed groups of 3–4, selected a film, and prepared a 90-minute classroom presentation that incorporated both theoretical and practical components. The study concludes that incorporating films into psychology courses not only enhances learning, but also fosters critical thinking, emotional engagement, and collaboration. Students emphasized the motivational impact of selecting their own film and topics, the value of flexible guidelines over rigid requirements, and the creative freedom to shape their presentations. They also noted that working with emotionally complex films broadened their perspectives, encouraged deeper psychological analysis, and prompted critical reflection beyond the classroom. Overall, the use of films in the Counselling Psychology course significantly enhanced students’ cognitive, emotional, and collaborative engagement, while promoting a deeper understanding and reflection on psychological theories and practices.

Keywords: Film-based learning, University students, Psychological counselling.

Use of an AI as A Compensatory Aid in College Students with Specific Learning Disorders

^{1,2} Kateřina VESELÁ

Email: katerina.vesela@upol.cz
Orcid Id = 0000-0002-6601-7863

^{1,2,3} Kristýna CHALOUPKOVÁ

Email: kristyna.chaloupkova01@upol.cz
Orcid Id=0009-0002-5080-4173

¹ PhD candidate, Palacky University, Faculty of Education, Department of Special Education,
Žižkovo náměstí 5, Olomouc 779 00, CZECHIA

² Coordinator for students with special needs, Support Centre for Student with Special Needs, Palacky
University, Žižkovo náměstí 5, Olomouc 779 00, CZECHIA

³ School-based special education specialist, Waldorf School and Kindergarten Olomouc,
Tomkova 48, Olomouc 779 00, CZECHIA

Abstract

Artificial Intelligence (AI) is increasingly recognized as a valuable tool in higher education, particularly for students with Specific Learning Disorders (SLDs) such as dyslexia and dysgraphia. Recent studies highlight AI's potential to serve as a compensatory aid that meets individual learning needs and supports inclusive education. Tools like recommendation systems, generative AI (e.g., ChatGPT), and visual recognition technologies (e.g., Google Lens) have shown effectiveness in enhancing reading, writing, and comprehension for students with cognitive challenges. These technologies foster greater autonomy and engagement by offering personalized support and real-time feedback. Scientific articles confirm that AI-based learning platforms can significantly contribute to students' academic performance and self-efficacy. Despite ongoing concerns regarding implementation and ethical considerations, AI offers considerable promise as a long-term, inclusive solution for supporting neurodiverse learners in academic settings. This research aims to inform future support systems for students with SLDs by exploring how AI can be integrated effectively as a compensatory strategy. The study includes a theoretical section based on a literature review and a practical section using a qualitative methodology. Semi-structured interviews are conducted with students with SLDs to gain insight into their lived experiences and interactions with AI-based tools. This combined approach ensures both scientific grounding and practical relevance, ultimately contributing to the development of equitable interventions in higher education.

Keywords: AI, Artificial intelligence, Specific learning disorders, Compensatory aid, College students

AI and Healing Education: Bibliotherapy and Musicotherapy in Primary Schooling

Mirzana PAŠIĆ KODRIĆ

Prof. Dr., University of Sarajevo – Faculty of Educational Sciences

Email: mpkodric@pf.unsa.ba

Orcid Id= 0000-0002-1982-3352

Merima ČAUŠEVIĆ

Prof. Dr., University of Sarajevo – Faculty of Educational Sciences

Email: mcausevic@pf.unsa.ba

Orcid Id= 0000-0001-6754-8888

Abstract

Contemporary methods in teaching children's literature and music education are increasingly replacing traditional approaches to education in these fields and with the advent of AI, these processes are becoming even more interesting and challenging for both teachers and pupils. The AI boom has raised key questions about the role and readiness of teachers to engage in new methodologies in preparing and implementing classes, as well as the willingness of pupils to acquire higher-quality knowledge and achievements through such paths. Children's literature and music educate, nurture, and heal, and through their interdisciplinary nature, they offer primary school teachers rich interdisciplinary and creative approaches that must be researched and improved, especially in the time of AI. This paper wants to draw attention to the idea that the teaching of children's literature and music in primary schooling must be taught more within the framework of AI and healing education. It can be done creatively and interdisciplinarily through different AI tools and a combination of bibliotherapy and musicotherapy approaches and methods, which are concurrently the methods of this research. The paper will analyse the results of the Teachy application as well as the Donna AI Song Generator application in the context of healing education, to find the best solutions for teachers and pupils. The results of such approaches in teaching could help teachers in creating different teaching methodologies, as well as a conclusion of how to creatively use AI tools in interdisciplinary primary school teaching.

Keywords: AI, Healing education, Bibliotherapy, Musicotherapy

Exploring the Impact of Artificial Intelligence on Student Performance in Saudi Arabian Higher Education: A Quantitative Study

Chiraz ROUISSI
University of Jeddah, Saudi Arabia
Email: cmrouissi@uj.edu.sa

Abstract

The goal of this study is to find out how Artificial Intelligence (AI) tools affect the academic performance of students at Saudi Arabian higher education institutions. The problem statement talks about a big challenge: even though more and more people throughout the world are interested in AI-driven learning, there isn't much real-world information about how reliable it is and what results it can produce in Saudi universities. To cover this gap, the study used a quantitative research strategy, which included a structured survey and an objective audit of academic records to make sure the data was accurate. Five hundred undergraduate students from different universities in Saudi Arabia took part. A big sample size makes the results more representative and applicable to other situations. Cronbach's alpha was used to check the reliability of the survey tool. It showed that the internal consistency was high ($\alpha > .85$), which means that the measurements were trustworthy. We used descriptive statistics (means and standard deviations) to look at how people used AI, Pearson correlation to look at the link between using AI tools and doing well in school, and multiple regression to account for differences in age and discipline. We also did a factor analysis to make sure that the "AI integration" construct dimensions were correct. The results showed a strong positive link ($r = .42$, $p < .001$) between using AI tools and getting better grades. According to regression analysis, individualized learning platforms and virtual tutoring were the best indicators of how well students did in school ($\beta = .31$ and $\beta = .29$, respectively, $p < .01$). The benefit was strongest in subjects that need a lot of technical knowledge, like engineering and computer science, where AI technologies helped students learn by giving them specific feedback and having them do things over and over again. The study indicates that more Saudi universities should use AI-driven personalized learning and automated feedback systems based on these results. It suggests that schools should: 1) invest in verified AI platforms, 2) train teachers to use AI insights in their lessons, and 3) do more long-term studies to see how the effects last over time and how fair they are across different types of students.

Keywords: Artificial Intelligence (AI), Academic performance, Higher education institutions, Saudi Arabia, Quantitative research methodology

The Effect of Education and Health Expenditures on PISA Scores

İşıl AYAS

Sakarya University Faculty of Political Sciences

Email: isilyeter1985@hotmail.com

Orcid Id: 0000-0002-5441-006X

Abstract

Education enables people to discover innovation and develop human capital to increase productivity. Education has an important role in the economic, social and cultural development of countries. Health can be defined as a state of complete physical, mental and social well-being. Education and health expenditures are known as development expenditures in the literature. The benefits of development goods to the society exceed a period of time, but they also contribute to the productive capacity in the long term. The Programme for International Student Assessment (PISA) is a tool that measures students' academic achievement in mathematics, science and reading, organized by the Organization for Economic Co-operation and Development (OECD) every three years, and enables international comparison. The fact that education expenditures are effective in ensuring academic achievement is supported by many studies in the literature. However, there is no study measuring the effect of health expenditures on PISA scores. In this study, the effect of education and health expenditures on PISA scores of OECD countries participating in the PISA program will be measured. In this direction, the long-run effect of education expenditures on PISA scores will be determined by panel data analysis. It is thought that the results will be guiding in determining the policies in this field.

Keywords: Education Expenditures, Health Expenditures, PISA Scores, Panel Data Analysis

Artificial Intelligence Systems and Gender Bias in the Context of Türkiye: Systematic Review of the Literature

Hatice BÜBER KAYA

Asst. Prof. Dr., Kırklareli University, Faculty of Engineering, Software Engineering Department

Email: hatice.buberkaya@klu.edu.tr

Orchid Id= <https://orcid.org/0000-0002-4726-4412>

Abstract

This systematic review methodically examines of the types, causes and mitigation techniques of gender bias in artificial intelligence (AI) systems in Turkey, with reference to the social, technical and organisational dimensions. Relevant peer-reviewed literature in English and Turkish was unearthed in the course of literature screening that was published between 2012 and 2024 in the Scopus, Web of Science, and TR Index academic and professional database collections. Analysis examines how the perpetuation of cultural stereotypes, gendered work division, linguistic characteristics such as gender-neutral pronouns, and the underrepresentation of women in developmental teams and data collections manufacture the vicious circle of self-amplifying bias in Turkish AI systems. The technical challenges that must be addressed are manifold. These include the difficulties occasioned by the morphology of the Turkish language, imbalances in data and the fact that optimisation of algorithms has the propensity to disregard minority groups. The results indicate that the biases are not merely technical flaws but rather embedded with broader societal and sectoral arrangements. Mitigation is best achieved by an interdisciplinary approach, with diversified data, contextual and sectoral audits, and unique law reform for Turkey. The review concludes with the provision practical directives to policymakers and professionals in AI with practical directives to eliminate the biases and achieve gender equality during Turkey's digital transformation. By superimposing global findings on regional realities, the research provides an integrated theoretical and practical agenda with which to combat gender bias in the technology sector of Turkey and offer guidance towards future research, policy and practice.

Keywords: Algorithmic justice, Türkiye, Systematic literature review, Gender bias, Artificial intelligence

Promising Trends in Emotional Intelligence Training for Entrepreneurs

^{1,2} Yuliia FEDOROVA [0000-0002-9381-1229]

Email: yuliia.fedorova@fm.uniba.sk

¹Juraj MIKUŠ [0000-0001-8868-9698]

Email: juraj.mikus@fm.uniba.sk

¹Anna PILKOVÁ [0000-0002-4296-4823]

Email: anna.pilkova@fm.uniba.sk

¹Anastasiia LITVINOVA [0009-0007-9326-4759]

Email: litvinova7@uniba.sk

¹ Comenius University Bratislava, Slovakia,

² V. N. Karazin Kharkiv National University, Kharkiv, Ukraine

Abstract

The development of emotional intelligence (EI) in future entrepreneurs is a promising area of focus in the field of entrepreneurship. EI provides high adaptability, resilience, stress resistance and the ability to cooperate with older generations. EI promotes a better understanding of current market trends, strategic thinking, and self-control, increases empathy and understanding of others, fosters active knowledge-sharing behaviour, enhances effective communication, and promotes cooperation, which in turn increases the efficiency of entrepreneurs. This article aims to identify the weak components of Ukrainian entrepreneurs; EI and to determine the ways of their development through digital training tools. This study is based on the 4-component instrumental model (4EI Model) of EI development. The survey results of Ukrainian entrepreneurs from 2023 to 2025 were used. The EI components of Ukrainian entrepreneurs with activities in different European countries were compiled and studied. Furthermore, the survey results were compared with those of a similar survey conducted in 2023-2024 in Ukraine. The findings indicate that it is necessary to develop the Self-management and Relationship Management components. Focusing on tactical rather than strategic decisions is a problem in Entrepreneurial Self-Management. Ignoring opportunities to build long-term relationships is a major problem in Relationship Management. RAG systems, custom GTPs, LLMs (simulation agents), and CrewAI have been identified as promising tools for developing these EI components.

Keywords: Emotional Intelligence, Entrepreneurship, Self-management, Relationship Management, Digital Training Tools.

Structure of Couples: Text Linguistic Analysis

Nihal YAVUZ
Baskent University, Türkiye
Email. nhlfrk@gmail.com

Abstract

Classical Turkish literature works were written mainly in verse. Many verse forms such as ghazal, kaside, mesnevi, musammat are based on couplets. The basic feature of couplets, which are two-line verse units, is that they complete the meaning integrity within themselves. The meaning is given in the couplet with the grammatical integrity that is intended to be given to the lines with a limited number of syllables. In other words, couplets are two-line texts rich in terms of meaning and fulfill the rule of being a semantic and logical integrity at the basis of the texts. In the science of eloquence, which is to speak in accordance with the required state, the permissibility shows itself in the couplet. The ways of expressing a lot with few words are meanî, beyan, fesahat and sanayi-i edebiyye. Eloquence deals with the theoretical ways in which the meaning will be revealed. Classical Turkish poetry has taken the methods of eloquence to be a guide in creating literary texts. While examining these texts, traditional methods such as the poet's life, literary arts, and the period in which the work was written were used. With the emergence of linguistics in the 20th century, all possibilities of language began to be examined. New approaches were applied to texts that are products of language, and the integrity that the text provides within itself was addressed. Text linguistics, which is a text-centered examination method, includes the criteria that a text should have. It is based on the principle that a text should be integral in terms of meaning and logic, and evaluates this according to the principles of cohesion, consistency, purposefulness, situationality, informativeness, and intertextuality. While text linguistics addresses the meaning and the solidity of meaning, it is mostly applied to narrative types. However, couplets that complete the meaning within themselves can also be examined in this way. The purpose of this study is to investigate whether the meaning completed within two lines coincides with the textuality criteria. In this study, textuality criteria will be applied to selected texts (couplets) from Classical Turkish poetry, and how artistic, solid, and logical integrity is achieved within the couplet will be examined.

Keywords: Classical Turkish poetry, Couplet, Text linguistics, Meaning

Promoting Behavior Change through Social Marketing: An Analysis Based on the Theory of Planned Behavior

¹ Rūta Petrauskienė [0000-0003-4194-297X]

Email: ruta.petrauskiene@go.kauko.lt

¹ Mantas Švažas [0000-0003-1762-961]

Email: mantas.svazas@go.kauko.lt

¹ Kauno kolegija Higher Education Institution, Kaunas, Lithuania

Abstract

This article aims to evaluate the effectiveness of social marketing campaigns in influencing target audience behavior, utilizing the Theory of Planned Behavior (TPB) as a theoretical framework. The objective is to determine how attitudes, subjective norms, and perceived behavioral control affect behavioral intentions in response to social marketing messages. Problem Statement. The research adopts a quantitative cross-sectional design. A structured self-administered questionnaire was developed using validated TPB-based items. Respondents assessed statements on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), measuring attitudes, subjective norms, perceived behavioral control, and behavioral intention. The instrument included 16 items across the four constructs. The survey was distributed to a sample of 300 individuals, selected via random sampling to ensure representativeness. Scale and Reliability. Internal consistency of the constructs was evaluated using Cronbach's alpha: Attitude ($\alpha = 0.84$), Subjective Norms ($\alpha = 0.78$), Perceived Behavioral Control ($\alpha = 0.81$), and Behavioral Intention ($\alpha = 0.87$), indicating acceptable to high reliability. Correlation analysis was used to examine the relationships between TPB components, and multiple regression analysis assessed their predictive power on behavioral intentions. Results. The findings showed that both attitude and perceived behavioral control were statistically significant predictors of behavioral intention ($p < 0.01$), whereas subjective norms were not significant ($p > 0.05$). Suggestions. It is recommended that social marketing campaigns focus more on shaping positive personal attitudes and strengthening individuals' perceived control over behavior. Future interventions should also integrate reliable theoretical constructs to improve impact assessment and campaign design.

Keywords: Social marketing, Social marketing campaign, Theory of Planned Behavior, Behavior change, Questionnaire scale.

An Evaluation of the Primary School 1st Grade Turkish Language Curriculum within the Framework of the Century of Türkiye Education Model Based on Teachers’ Opinions in the Context of Stufflebeam’s CIPP Evaluation Model

Birsel AYBEK

Assoc. Prof.Dr., Çukurova University, Faculty of Education, Educational Sciences
Department, Türkiye
Email: baybek@cu.edu.tr
Orcid Id=0000-0001-5846-9838

Osman OĞUZ

Phd Student, Cukurova University, Institute of Social Sciences, Türkiye
Email: oguz.osman91@gmail.com
Orcid Id=0009-0003-9598-5227

Abstract

This study evaluates the effectiveness of the 1st Grade Turkish Language Curriculum, redesigned within the "Century of Türkiye Maarif Model," using Stufflebeam’s CIPP Evaluation Model to assess its context, input, process, and product dimensions. Employing a convergent parallel mixed methods design, the research was conducted with 112 primary school teachers in Adana during the 2024–2025 academic year. Quantitative data were collected through the “Turkish Language Curriculum CIPP Evaluation Scale,” and qualitative data were obtained via semi-structured interviews developed by the researchers. While descriptive and inferential statistical methods were used to analyze the quantitative data, content analysis with thematic coding based on CIPP dimensions was conducted for the qualitative data. The findings revealed that teachers generally held positive attitudes toward the curriculum, with particular emphasis on its suitability to students’ developmental levels and its incorporation of cultural values within the context dimension. However, limitations were also identified regarding the depth of content, adaptability for disadvantaged groups, time and infrastructural constraints during implementation, and the attainability of certain learning outcomes. The study revealed significant differences in teacher perceptions based on gender, experience, and education level—especially within the context dimension—and recommended targeted improvements in teacher training, infrastructure, and curriculum adaptability, highlighting the CIPP model’s value in guiding informed educational policy and program development.

Keywords: Curriculum, Primary school Turkish curriculum, CIPP model, Program evaluation,

An Examination of Academics' Attitudes and Concerns Toward Artificial Intelligence

Sadık SERÇEK

Assoc. Prof. Dr., Dicle University, faculty of Economics and Administrative Sciences

Email: sadik.sercek@dicle.edu.tr

Orcid Id=0000-0003-2429-320X

Mustafa BULUT

Assoc. Prof. Dr., Dicle University, Vocational School of Social Sciences

Email: mbulut@dicle.edu.tr

Orcid Id=0000-0002-3747-7887

Melik DEMİRKOPARAN

MSc Student, Dicle University, Faculty of Economics and Administrative Sciences, Business

Administration Department

Email: melikdemirkoparan@gmail.com

Orcid Id=0009-0002-3107-8321

Abstract

Artificial Intelligence (AI), one of the most prominent technologies of our time, is increasingly utilized and rapidly advancing across various domains of life. In higher education, AI offers several advantages, including the facilitation of personalized learning experiences, the provision of instant feedback, the monitoring of student performance, and the simplification of complex topics. However, its integration into educational settings raises concerns regarding data security, educational inequality, and ethical implications, prompting the need for careful evaluation and informed implementation strategies. The primary aim of this study is to examine the general attitudes of academic staff toward AI and their levels of AI-induced anxiety. To this end, a survey will be conducted with faculty members at a public university during the 2024–2025 academic year. The Artificial Intelligence Anxiety Scale and the General Attitude Toward Artificial Intelligence Scale will be employed as measurement tools. Additionally, demographic data such as gender, age, academic title, faculty/department, professional experience, and income level will be collected to determine whether significant differences exist in attitudes and anxiety levels based on these variables. The data will be analyzed using SPSS statistical software. In addition to descriptive statistics, parametric tests will be applied to evaluate group differences. While previous studies in Türkiye have investigated attitudes or anxiety toward AI among students or staff within specific departments or faculties, a notable lack of multidisciplinary research involving academics from diverse fields remains. The findings of this study are expected to make a significant contribution to the literature on artificial intelligence in education.

Keywords: Artificial intelligence, Higher education, Anxiety, Academic staff

A Study on The Use of Artificial Intelligence and Cloud Technology in SMEs

Sadık SERÇEK

Assoc. Prof. Dr., Dicle University, faculty of Economics and Administrative Sciences, Türkiye

Email: sadik.sercek@dicle.edu.tr

Orcid Id=0000-0003-2429-320X

Mustafa BULUT

Assoc. Prof. Dr., Dicle University, Vocational School of Social Sciences, Türkiye

Email: mbulut@dicle.edu.tr

Orcid Id=0000-0002-3747-7887

Kadir GÖKOĞLAN

Assoc. Prof. Dr., Dicle University, Diyarbakır Vocational School of Social Sciences, Türkiye

Email: kadir.gokoglan@dicle.edu.tr

Orcid Id= 0000-0001-6397-8477

Abstract

In the contemporary digital era, the capacity of businesses to attain competitive advantage is contingent upon their ability to adapt to technological transformation. In this context, artificial intelligence (AI) and cloud computing technologies offer numerous advantages, including operational efficiency, cost savings, and enhancement of customer relations, particularly for small and medium-sized enterprises (SMEs). The objective of this study is to analyze the level of adoption of artificial intelligence (AI) and cloud technologies by small and medium-sized enterprises (SMEs) operating in Diyarbakır, their intended use, and the challenges they face. A quantitative research method was employed, and the data obtained through a questionnaire were statistically analyzed. The findings indicate that the interest of SMEs in these technologies has increased; however, their adoption is constrained by a lack of information, financial inadequacy, and infrastructure problems. In this context, the implementation of strategies aimed at enhancing technological awareness, coupled with the introduction of supportive public policies, is imperative.

Keywords: SME, Artificial Intelligence, Cloud Computing, Digital Transformation

The Role of the Parties in Determining the Effect of Technological Developments on Vocational Education in Sustainable Education

Sadık SERÇEK

Assoc. Prof. Dr., Dicle University, faculty of Economics and Administrative Sciences, Türkiye

Email: sadik.sercek@dicle.edu.tr

Orcid Id=0000-0003-2429-320X

Mustafa BULUT

Assoc. Prof. Dr., Dicle University, Vocational School of Social Sciences, Türkiye

Email: mbulut@dicle.edu.tr

Orcid Id=0000-0002-3747-7887

Kadir GÖKOĞLAN

Assoc. Prof. Dr., Dicle University, Diyarbakır Vocational School of Social Sciences, Türkiye

Email: kadir.gokoglan@dicle.edu.tr

Orcid Id= 0000-0001-6397-8477

Abstract

In line with the sustainable development goals, restructuring vocational education is inevitable. Although technological developments will play a decisive role in this process, their impact on vocational education will be influenced by various parties. Sustainably adapting technological developments in vocational education is important for improving the quality of education and meeting the needs of the labour market. Additionally, activating public policies, adapting educational institutions and educators to technological transformation, and improving students' digital literacy will contribute to providing sustainable vocational education. Private sector partnerships and support will be critical in strengthening sustainability. To this end, increasing coordination and cooperation between stakeholders, as well as establishing data-based monitoring and evaluation systems, will ensure that technological innovations are used permanently and effectively in vocational education. This study examines the impact of technological transformation on vocational education in the context of sustainable education, analyzing the role of academics in determining this impact. To this end, face-to-face and email surveys were conducted with academic staff working in departments offering vocational education at Turkish universities. The results show that academics perceive a disconnect between students, workplaces and universities in vocational education and identify various obstacles to technological transformation. They believe this situation can be improved by maximising the positive effects of technological developments on vocational education within a sustainable framework and by clarifying and defining the roles of those involved. Furthermore, they argue that increased coordination between these parties is necessary for the sustainable implementation of technological developments in vocational education.

Keywords: Vocational education, Sustainable education, Educational innovation, Technology integration, Digital transformation

Investigation of Sports Sciences Faculty Students' Attitudes Towards Artificial Intelligence in Terms of Different Variables

Ender ÖZBEK

Assistant Professor Dr. Dicle University School of Physical Education and Sports

Email: endersozbek@gmail.com

Orcid Id= 0000-0003-4348-5290

Mehmet AYDOĞAN

Assoc. Prof. Dr. Istanbul Gelişim University Faculty of Sports Sciences

Email: meaydogan@gelisim.edu.tr

Orcid Id= 0000-0002-6856-8319

Muhsin DURAN

Assoc. Prof. Dr., Dicle University School of Physical Education and Sports

Email: muhsinduran80@gmail.com

Orcid Id= 0000-0002-9109-5804

Ayşegül ÇAKMAK

Free Researcher, Turkey,

Email: aysegulcakmak2905@gmail.com

Abstract

The purpose of this research is to examine the attitudes of Sports Sciences Faculty students towards artificial intelligence in terms of different variables. The study analyzes the effects of factors such as gender, age, class level, and technological competence on students' attitudes towards artificial intelligence. In this quantitative research, data were collected using a survey technique, and statistical analyses were performed. The data were analyzed using the SPSS program. According to the research findings, the overall attitudes of students towards artificial intelligence are at a positive level. No significant differences were found in attitudes based on variables such as gender, age, class level, department, and employment status. However, it was determined that as the frequency of artificial intelligence usage and the level of participation in social activities increased, students' attitudes towards artificial intelligence became significantly more positive. It was observed that the perception of benefits and usage of artificial intelligence had a high positive impact on the overall attitude, while the perception of risk negatively affected this attitude. The results of the research indicate that university students' awareness and acceptance levels of artificial intelligence technologies are related to factors such as exposure to technology and social participation. In this context, it is suggested that practical and interdisciplinary studies aimed at increasing artificial intelligence literacy be included in educational institutions.

Keywords: Artificial intelligence, Physical education, Student attitude, Variable analysis, Educational technologies

The Effect of Artificial Intelligence Literacy on the Future Anxiety of Physical Education and Sports Teacher Candidates

Nurdan ATEŞ

Ass. Prof. Dr., Dicle University, Physical Education and Sports School

Email: nurdan.ates@dicle.edu.tr

Orcid Id=0000-0002-8626-970X

Gülseren ÖZALTAŞ SERÇEK

Assoc. Prof. Dr., Mardin Artuklu University, Faculty of Tourism

Email: gulserenozaltassercek@artuklu.edu.tr

Orcid Id=0000-0001-6552-4559

Abstract

The human brain, unlike all other living things, has many features such as thinking, analyzing, reasoning, and synthesizing. Rapid developments in technology reveal that these features of the human brain can also be performed by machines. The concept of artificial intelligence, which emerged from this idea, has become an interesting issue in almost every field. Artificial intelligence is defined as an information processing technology that can imitate human cognitive abilities. When the literature is examined, artificial intelligence is defined as a system that can perform human abilities such as perception, reasoning, comprehension, interpretation, generalization, inference, and learning and successfully complete many tasks in the same time. It is seen that with the developing technology, artificial intelligence applications have increased even more and have enabled the emergence of many applications that make people's lives easier. Today, artificial intelligence algorithms are frequently used in multiple areas such as automatic language translation, autonomous vehicles, health diagnosis, sales forecasting, and personal assistants. Artificial intelligence, which is used in many areas from health to industry, education to trade, finance to transportation, makes it necessary for people to develop themselves in this field and acquire the necessary skills to adapt to the innovations brought by artificial intelligence.

Keywords: Artificial intelligence, Physical education, Sports Teacher candidates

Examination of Artificial Intelligence Anxiety and Self-Efficacy Levels of Volleyball Coaches

Hamdullah ATEŞ

Ass. Prof. Dr., Dicle University, Physical Education and Sports School

Email: hamdullah.ates@dicle.edu.tr

Orcid Id=0000-0002-4745-4881

Gülseren ÖZALTAŞ SERÇEK

Assoc. Prof. Dr., Mardin Artuklu University, Faculty of Tourism

Email: gulserenozaltassercsek@artuklu.edu.tr

Orcid Id=0000-0001-6552-4559

Abstract

The technological revolution, which is the product of the 21st century, is becoming more and more obvious day by day. Technological developments affecting every area of our lives are pioneering in facilitating workflows. The simplification, simplification and convenience experienced as a result of the movement of information consumed the fastest today provide great benefits to humanity. The most felt thing is the added value thanks to the systems developed to make the flow of life go more controlled and faster. While all the progress in expert systems, internet of things, artificial intelligence and roboticization under the name of technological developments mostly benefit humanity, they sometimes also bring danger and uncontrollability to mind. In the comments related to artificial intelligence, which has been discussed by societies recently and which are generally newsworthy, concerns are expressed about the future development of artificial intelligence, and there are discussions that artificial intelligence can get out of control and affect people and society in disastrous ways. Most of these warning notes are alarmist and unrealistic, and although there have been some backlashes on these concerns, the deep flaws in the ideas that lead to them have not been mentioned. Much of the fear and anxiety is based on misunderstandings and confusion about what artificial intelligence is and what it can be. Studies have argued that there are good reasons to be concerned about artificial intelligence, but not the reasons typically given by AI alarmists.

Keywords: Artificial intelligence, Volleyball coaches, Self-Efficacy levels

The Effect of Artificial Intelligence Anxiety Levels of Football Coaches on Decision Making and Problem Solving Skills

Onur AKYÜZ

Dr., Dicle University, faculty of Economics and Administrative Sciences

Email: onur.akyuz@dicle.edu.tr

Orcid Id=0000-0002-7631-460X

Gülseren ÖZALTAŞ SERÇEK

Assoc. Prof. Dr., Mardin Artuklu University, Faculty of Tourism

Email: gulserenozaltassercek@artuklu.edu.tr

Orcid Id=0000-0001-6552-4559

Abstract

The primary aim of this study is to examine the impact of football coaches' anxiety levels toward artificial intelligence (AI) on their decision-making and problem-solving skills. As digitalization increasingly influences the field of sports, the integration of AI technologies into coaching processes has become essential, yet it also raises concerns and uncertainties among some professionals. This research employs a quantitative methodology using a relational screening model. Data were collected from 200 football coaches working at various league levels across Turkey, utilizing the Artificial Intelligence Anxiety Scale and the Decision-Making and Problem-Solving Skills Scale. Statistical analyses revealed that coaches with higher levels of AI-related anxiety tended to exhibit indecision in critical moments and showed deficiencies in effective problem-solving. Significant differences were especially observed in the sub-dimensions of cognitive flexibility and creative problem resolution. These findings highlight the importance of providing educational and psychosocial support programs to help coaches adapt to emerging technologies. The study contributes to the understanding of how technological transformations in sports affect coaching psychology and cognitive competence.

Keywords: Football coaches, Artificial intelligence, Anxiety, Decision-making, Problem-solving,

Artificial Intelligence in Education and Research – Transforming Teaching, Learning, and Research Practices

Joanna PALISZKIEWICZ [0000-0002-6250-0583]
Warsaw University of Life Sciences (WULS—SGGW), Poland
Email: Joanna_paliszkiewicz@sggw.edu.pl

Abstract

Artificial Intelligence (AI) is transforming the educational and research landscapes by offering innovative solutions to traditional challenges and significantly enhancing both teaching and learning practices. This presentation explores the profound impact of AI in education and research, highlighting the advancements in personalized learning, adaptive tutoring systems, and interactive educational experiences. AI-driven tools such as ChatGPT, Grammarly, Quillbot, and Synthesia enable improved problem-solving, content creation, multimedia learning, and assessment, fostering greater engagement and personalized support for students and educators. Additionally, the integration of AI in research facilitates the management of information, enhances the quality of academic writing, and streamlines the research process through specialized tools like Scite. ai, Humata, and Scholarcy. Despite its benefits, generative AI introduces ethical and practical controversies concerning academic integrity, equity, and the role of human educators, necessitating careful consideration by educators and policymakers. Looking forward, AI's role is expected to evolve further, transitioning from a supplementary educational tool to a collaborative co-teacher, enabling immersive, fully integrated learning environments by 2034. Addressing these transformations ethically and effectively will require interdisciplinary collaboration and continued dialogue among stakeholders to maximize AI's educational potential.

Keywords: Artificial intelligence, Personalized learning, Ethical considerations, Educational innovation, Adaptive learning

Educational Leadership and Research-Based Policy Decisions: Can We Use International Large-Scale Student Achievement Studies for Measuring Inclusion and Fairness in Education?

Rimantas ŽELVYS [0000-0002-2757-5651]
Vilnius University, Lithuania
Email: rimantas.zelvys@fsf.vu.lt

Abstract

Artificial Intelligence (AI) is transforming the educational and research landscapes by offering innovative solutions to traditional challenges and significantly enhancing both teaching and learning practices. This presentation explores the profound impact of AI in education and research, highlighting the advancements in personalized learning, adaptive tutoring systems, and interactive educational experiences. AI-driven tools such as ChatGPT, Grammarly, Quillbot, and Synthesia enable improved problem-solving, content creation, multimedia learning, and assessment, fostering greater engagement and personalized support for students and educators. Additionally, the integration of AI in research facilitates the management of information, enhances the quality of academic writing, and streamlines the research process through specialized tools like Scite. ai, Humata, and Scholarcy. Despite its benefits, generative AI introduces ethical and practical controversies concerning academic integrity, equity, and the role of human educators, necessitating careful consideration by educators and policymakers. Looking forward, AI's role is expected to evolve further, transitioning from a supplementary educational tool to a collaborative co-teacher, enabling immersive, fully integrated learning environments by 2034. Addressing these transformations ethically and effectively will require interdisciplinary collaboration and continued dialogue among stakeholders to maximize AI's educational potential.

Keywords: Artificial intelligence, Personalized learning, Ethical considerations, Educational innovation, Adaptive learning

How Innovations Shape Teacher Education?

Lina KAMINSKIENĖ¹

¹Prof. Dr., Vytautas Magnus University, Education Academy

Email: lina.kaminskiene@vdu.lt

Orcid Id <https://orcid.org/0000-0002-0019-6141>

Abstract

The increasing use of digital technologies, growing classroom diversity, and evolving student learning behaviors impact how teachers navigate these complex contexts. However, developing the ability to address these challenges through educational innovation can improve the learning and teaching experience. The paper presents an overview of two recent studies, which investigated how digital technologies can challenge teacher development. The first study focused on teachers working in Lithuanian kindergartens and aimed to analyze the impact of teachers' attitudes and beliefs about digital technologies on their educational practices. The study identified the main factors that support or restrict the use of technology in kindergartens, including teamwork, an early start with technology, and a positive attitude toward technology. The second study examined how digital technologies can support the professional development of university teachers. Mobile eye-trackers were used to collect data which was later used to stimulate teachers' reflection. The study revealed that eye-tracking video provides a first-person perspective for analyzing one's teaching practice and is a powerful tool for developing teachers' professional vision. The results of the two studies suggest that innovations, such as digital technologies, can contribute to high-quality teaching and the development of teacher expertise. Early and positive experiences with digital technologies can impact their subsequent use in teaching. Data gained using technologies such as eye tracking provides richer learning opportunities in teacher education.

Keywords: Teacher education, Digital technologies, Innovations, Eye-tracking, Teacher professionalism

THANKS for ATTENDING ICLEL CONFERENCE 2025
www.iclel.com



**INTERNATIONAL CONFERENCE ON
LIFELONG EDUCATION AND LEADERSHIP
FOR ALL**