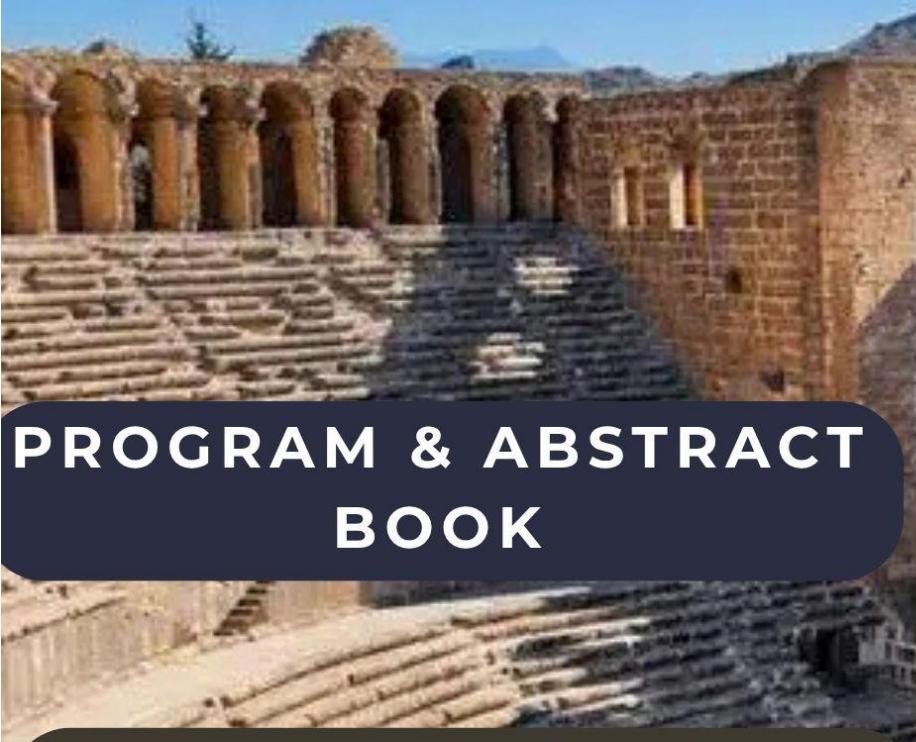


World Conference on Psychology and Behavioral Sciences



PROGRAM & ABSTRACT BOOK

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KEYNOTES



PROF. DR. HUSEYIN UZUNBOYLU

TITLE

Publishing in High Impact Factor International Journals; with Present Examples

BIOGRAPHY

Prof.Dr. Huseyin Uzunboylu he had completed high school at 20 Temmuz High School in Cyprus. In 1985, his higher education career began by winning the Anatolia University, Department of Communication and Planning on Education in Turkey. And after he had completed his preparatory education in one year and he completed his undergraduate degree in 1991. Prof. Dr. Huseyin Uzunboylu started his graduate education in Ankara University, the Department of Curriculum and Instruction in 1993 and graduated in 1995. He was accepted into the doctoral program in the same university, Educational Technology Department of Educational Sciences in 1995 and he completed his PhD degree in 2002. In 2003, he became an Assistant Professor in the Department of Computer Education and Instructional Technology at the Near East University. He was an Associate Professor in 2005 in Ataturk Faculty of Education, and in December 2010, with respect to the members of juries he was appointed as a professor. After doctoral studies he started working at the Near East University, Faculty of Arts and Sciences Department of Psychology in 1996 and he taught courses that educational sciences and research methods. He coordinated of 'Pedagogy Certificate Program' which was conducted by the University from 1997 to 1999, and since he conducted Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he serves as a Dean of Faculty of Education. Since 23 October 2019, he is appointed to member of Higher Education Planning, Supervision, Accreditation and Coordination Board by President of North Cyprus (TRNC). Prof. Dr. Uzunboylu has five academic books published by Turkey's respected publishing firms; he has supervised five doctoral and 63 master's theses up to now. He has 103 high-level articles that are searching by Web of Science (SSCI, SCI, SCI-Expanded, ESCI); He has 27 searching article and published papers are presented on international or national conferences. He is editor-in chief of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves as the boards of many journals referee within the searching in the Social Sciences Citation Index. Since 2004, he is taking place on the list as founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu has a major role representing KEB-DER and put effort on being a full member of European Educational Research Association.



PROF. DR. JESUS GARCIA LABORDA

TITLE

Rethinking Formative Assessment: How Language Assessment Can Inform and Transform Educational Practice

BIOGRAPHY

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

PROGRAM
13/11/2025, Thursday
Face To Face and Online Presentations

13.11.2025 14:00 – 14:20	Opening Ceremony	Hall 1
TIME	TITLE	SPEAKER
13.11.2025 14:20 – 15:00 Keynote 1	“Publishing in High Impact Factor International Journals; with Present Examples”	Huseyin Uzunboylu, University of Kyrenia, North Cyprus

TIME	TITLE	SPEAKER	HALL NAME
13.11.2025 15:00 – 15:40 Keynote 2	“Rethinking Formative Assessment: How Language Assessment Can Inform and Transform Educational Practice”	Jesus Garcia Laborda, Alcala University, Dean of the College of Education, Spain	1

15:40 – 16:00	Coffee Break
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SESSION 1
HALL – 1 and Online

16:00 – 18:00

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1	Faculty Training as a Driver for Academic Success in Higher Education: Insights from the Opsa 2.0 Project	Susana Sardinha Monteiro, IJP-Polo de Leiria, CI&DEI, ESECS, IPLeiria Portugal Catarina Mangas, CICS.NOVA, CI&DEI, ESECS, IPLeiria. Portugal
2	Reconnecting with Nature: Biophilic Interior Design Strategies in Izmir-Turkey	Deniz Hasirci, Izmir University of Economics, Turkey Yasemin Albayrak Kutlay, Izmir University of Economics, Turkey Elif Gündogdu, Izmir University of Economics, Turkey Idil Bakir Küçükkaya, Izmir University of Economics, Turkey
3	Social And Pedagogical Conditions for the Adaptation of Preschool Children with Special Educational Needs to an Inclusive Environment Through Games	Rysty Kerimbayeva, Taraz university named after M.Kh. Dulaty, Kazakhstan Bibigul Vasic, Faculty of Applied Science, Nis, Serbia and Montenegro
4	The School Am the Leader of!	Seyed Mohammad Hassan Hosseini, University of Tehran, Iran, Islamic Republic Of
5	A Critique of Nigeria’s New Curriculum for Basic, Secondary, and Technical Education: Theoretical and Comparative Perspectives	Akeem Adedeji Adetunji, Obafemi Awolowo University, Ille-Ife, Nigeria.
6	Exploring the Instructional Value of Innovation-Focused Student Projects in Higher Education Contexts	Ademola Olumuyiwa Omotosho, University of the Witwatersrand, Johannesburg, South Africa.
7	Two Cases, One Protocol: Why Counselor Candidates Delivering Brief CBT for Social Anxiety Yielded Divergent Outcomes?	Nihan Osmanagaoglu, Amasya University, Turkey

14/11/2025, Friday
ONLINE PRESENTATIONS

Keynotes
9:00 – 10:30

TIME	TITLE	SPEAKER	HALL NAME
14.11.2025 9:20 – 10:00 Keynote 3	“The Human Rights Generations and the Artificial Intelligence”	Prof. Dr. Ana Campina, University Fernando Pessoa, Portugal Prof. Dr. Carlos Rodrigues, University Fernando Pessoa, Portugal	Online

TIME	TITLE	SPEAKER	HALL NAME
14.11.2025 10:00 – 11:00 Keynote 4	“AI-Powered Personalized Learning Pathways”	Prof. Dr. Özcan Asilkan, Senior Lecturer Business Analytics Department Higher Colleges of Technology Abu Dhabi, United Arab Emirates	Online

TIME	TITLE	SPEAKER	HALL NAME
14.11.2025 11:00 – 12:00 Keynote 5	“Devising Algorithmic Framework for Cybersecurity Scientific Analytics”	Prof. Dr. Bekim Fetaji, Faculty of Informatics, Mother Teresa University, Skopje, North Macedonia	Online

14.11.2025 12:00 – 12:20	Closing Ceremony
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15/11/2025, Saturday
09:00 – 18:00

15.11.2025 09:00 – 18:00	Antalya Historical Places Tour
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Abstracts

Exploring the Instructional Value of Innovation-Focused Student Projects in Higher Education Contexts

Ademola Olumuyiwa Omotosho, University of the Witwatersrand, Johannesburg, South Africa.

Abstract

As the world undergoes rapid technological advancements, more attention is being paid to the value of project-based learning in higher education pedagogy. This article explores the potential for entrepreneurial project initiatives to help narrow the skills gap in Sub-Saharan African higher education. Focusing on two rural-based universities in South Africa and Nigeria, the study obtained student feedback through semi-structured questionnaires. Findings revealed that, even though the participants were engaged with entrepreneurial projects for a considerable period of time, a substantial percentage of them still demonstrate low levels of practical competencies. This finding indicates that entrepreneurial projects alone may not create transformative learning experiences without other key enablers, such as effective mentoring from practitioners and continued institutional support for student-led projects. These enablers are critical to developing an entrepreneurial ecosystem within the universities and ensuring that these educational interventions can be appropriately assessed.

Reconnecting with Nature: Biophilic Interior Design Strategies in Izmir-Turkey

Deniz Hasirci, Izmir University of Economics, Turkey
Yasemin Albayrak Kutlay, Izmir University of Economics, Turkey
Elif Gündogdu, Izmir University of Economics, Turkey
Idil Bakir Küçükaya, Izmir University of Economics, Turkey

Abstract

As urban environments become increasingly detached from nature, interior spaces must be reimagined to restore human-nature connections for the sake of individual well-being, ecological responsibility, and cultural continuity. Biophilic Design, which is an approach that integrates natural elements into built environments, has emerged as a critical strategy to address this disconnection. This international workshop hosted by the Department of Interior Architecture and Environmental Design at Izmir University of Economics and with the joining of faculty and students from the Department of Architecture in Chiba University, Japan, explores how biophilic principles can be contextually embedded into interior architecture within Izmir, a city known for its Mediterranean climate, biodiversity, and culturally layered identity.

Focusing on the design of a biophilic library and multimedia center at the Izmir Culture and Arts Factory, a landmark of sustainable architecture, participants will engage with interdisciplinary themes such as material tactility, sensory engagement, passive lighting and ventilation, native flora integration, and cultural sustainability. Through hands-on design work, site analysis, and collaborative critique, the workshop will facilitate conceptual development of site-specific interiors that merge ecological awareness with cultural heritage.

Outcomes include conceptual design solutions biophilic design statements, scaled drawings, 3D visualizations, and mood boards, which are presented by student teams in the form of an exhibition. Special emphasis was placed on Izmir's local materials (such as cork, stone, and clay), traditional design motifs, and the educational role of libraries as restorative learning environments. The highlight of the workshop is that cultural connection between Turkey and Japan, representing the academic collaboration of the professors involved and formed over twenty years.

Bringing together Turkish and Japanese students and faculty, the workshop also fosters cross-cultural collaboration and shared design knowledge. This work positions biophilic design not merely as an aesthetic and sustainable strategy, but as a guiding philosophy that cultivates multisensory well-being, ecological literacy, and a design ethos attuned to the challenges of an ecologically precarious future.

Social And Pedagogical Conditions for the Adaptation of Preschool Children with Special Educational Needs to an Inclusive Environment Through Games

Rysty Kerimbayeva, Taraz University named after M.Kh. Dulaty, Kazakhstan

Bibigul Vasic, Faculty of Applied Science, Nis, Serbia, Serbia and Montenegro

Abstract

The article examines the social and pedagogical conditions for the adaptation of preschool children with special educational needs (SEN) to an inclusive environment through the use of games. It highlights the importance of creating a supportive, emotionally safe, and inclusive learning space that takes into account the individual characteristics of each child. The study emphasizes the role of diagnostic, socio-psychological, and educational games in promoting cognitive, social, and emotional development. The comparative analysis of international approaches from the United States, Canada, Finland, Germany, Kazakhstan, and Russia demonstrates the effectiveness of integrated gaming methods for fostering social inclusion and personal growth. In a pedagogical experiment conducted in kindergartens No. 7, No. 17, and No. 18 in Taraz, a program of cooperative and role-playing games adapted for children aged 3–4 with special educational needs was tested. The results showed increased participation in joint activities, improved communication skills, and reduced anxiety levels, confirming the effectiveness of the proposed play-based methodology in an inclusive environment. The article also presents practical recommendations for educators on the selection and adaptation of games to meet the diverse needs of children with SEN, ensuring their successful integration into mainstream educational settings.

Keywords: inclusion, children with special educational needs, adaptation, socio-pedagogical conditions, educational games, social integration.

Faculty Training as a Driver for Academic Success in Higher Education: Insights from the Olsa 2.0 Project

Susana Sardinha Monteiro, **IJP-Polo de Leiria, Portugal**
Catarina Mangas, **CICS.NOVA, CI&DEI, ESECS, IPLeiria, Portugal**

Abstract

Conceived with a holistic and innovative approach, the Observatory for Academic Success (OPSA 2.0) of the Polytechnic University of Leiria (Portugal) is committed to promoting student success and reducing early dropout among first-year students enrolled in short-cycle and undergraduate programs. Structured around seven strategic axes, OPSA 2.0 pursues its mission through: (i) student support via peer and faculty Mentoring Programs; (ii) promotion of innovative, active, and diversified teaching practices through the Pedagogical Training and Development Program; (iii) the development of self-learning and collaborative skills supported by Special Learning Support Programs; (iv) implementation of a digital platform with predictive risk analysis of dropout, based on artificial intelligence and data science (plataform@sucessoacademico); (v) creation of partnerships with local and regional stakeholders of a social, cultural, and sporting nature through the Together with the Community Program; and (vi) coordination, communication, interaction, and dissemination activities ensuring effective project governance. As a transformative initiative, OPSA 2.0 positions itself as a catalyst for inclusive, sustainable, and equitable higher education, providing integrated responses to the challenges of academic success.

Historically, higher education faculty recruitment has focused on academic qualifications and scientific merit, often overlooking pedagogical competence. A significant number of higher education faculty are selected for their technical expertise, having no formal training in teaching. Higher education institutions are increasingly recognizing the importance of professional development focused on pedagogy, which provides faculty with tools for curriculum planning, critical reflection, and collaborative practice.

Aligned with these theoretical foundations and international best practices, the OPSA 2.0 Pedagogical Training and Development Program seeks to enhance faculty knowledge and skills by developing professional, interpersonal, and transversal competences. The program promotes innovative, student-centered pedagogical practices, recognized as crucial for teaching quality, while reinforcing faculty commitment to inclusive and forward-looking educational practices.

In 2025, training sessions covered a broad spectrum of themes, including Active Learning Strategies and Collaborative Methodologies, Innovative Assessment and Feedback Approaches, and Curricular Planning and Pedagogical Innovation.

To evaluate the program's impact, a satisfaction survey was conducted among participating faculty. This article aims to present the results of the survey, particularly regarding the aspects most valued by the participating faculty, as well as suggestions for improvement and the areas in which they wish to receive further training.

The School Am the Leader of!

Seyed Mohammad Hassan Hosseini, Iran

Abstract

As an educator, I believe that the success of our nations depends on the achievements of our schools, and that any change we want to see in our societies should be initiated and pursued from our schools and classes. This is why the environment, atmosphere, the culture, facilities and particularly the sort of teachers I avail myself of in the course of my leadership are among the most important issues I take great care of.

A Critique of Nigeria's New Curriculum for Basic, Secondary, and Technical Education: Theoretical and Comparative Perspectives

Akeem Adedeji ADETUNJI, Obafemi Awolowo University, Ile-Ife, Nigeria.

Abstract

This paper interrogates Nigeria's newly proposed curriculum for basic, senior secondary, and technical education in light of the national philosophy and goals of the Nigerian State. Guided by classical and contemporary curriculum theories—including Tyler's Objective Model, Dewey's Pragmatism, Freire's Critical Pedagogy, Stenhouse's Process Model, Constructivism, and concepts from human capital and capability approaches—the paper provides a conceptual analysis of the proposed reforms, contrasts them with empirical lessons from developed systems (e.g., Finland, Singapore, Scotland, Ontario, Estonia, Germany, Australia), and synthesizes African experiences (South Africa, Kenya, Ghana, Rwanda, Ethiopia). The Nigerian context is examined historically and contemporaneously, covering the 9-Year Basic Education Curriculum, Universal Basic Education (UBE), and long-standing Technical and Vocational Education and Training (TVET) implementation issues. Drawing on international frameworks (UNESCO, OECD, World Bank) and national policy (FRN, NERDC, UBEC, NBTE), the paper applauds the curriculum's emphasis on streamlined subject loads, early vocational/digital skill integration, and inter-agency collaboration, while warning against underfunding, teacher-capacity constraints, equity gaps, risks of academic dilution, and excessive standardization. A set of policy directions is proposed: targeted funding and resourcing; robust teacher education and continuous professional development; flexible, multi-pathway architecture; equity-sensitive delivery for rural and underserved communities; and rigorous monitoring and evaluation. The paper argues that the reform can only realize Nigeria's democratic, egalitarian, and self-reliant aspirations if approached as an implementation science challenge—not merely a programmatic redesign—and if curriculum content and pedagogy are indigenized, future-focused, and inclusive.

Keywords: Nigeria, curriculum reform, TVET, competency-based education, equity, assessment, implementation science, national philosophy, SDG 4, teacher education

Two Cases, One Protocol: Why Counselor Candidates Delivering Brief CBT for Social Anxiety Yielded Divergent Outcomes?

Nihan Osmanagaoglu, Amasya University, Turkey

Abstract

Background: Social anxiety disorder (SAD) is prevalent among university students, yet limited research examines how counselor candidates (novice trainees) deliver brief Cognitive Behavioral Therapy (CBT) in real-world settings. This study explores why identical protocols yielded divergent outcomes in two cases.

Methods: Two female university students (18- and 19-year-olds) with severe SAD (Liebowitz Social Anxiety Scale [LSAS] scores: 114 and 129) received 7–8 sessions of manualized brief CBT from supervised undergraduate counselor candidates. Treatment included psycho-education, relaxation, cognitive restructuring, and exposure. LSAS scores and qualitative behavioral data were collected at pre-treatment, post-treatment, and 1-month follow-up.

Results: Case 1 improved from 114 to 54, while Case 2 plateaued from 129 to 88. Qualitative analysis revealed key differences. Case 1 engaged readily in exposure, applied cognitive restructuring flexibly, and had strong therapeutic alliance. Case 2 struggled with avoidance persistence, rigid cognitive distortions (e.g., catastrophizing), and needed longer skill-building before exposure.

Conclusions: Brief CBT delivered by counselor candidates can be effective but depends on client-specific factors (cognitive flexibility, avoidance severity). Divergent outcomes highlight the need for adapted protocols for high-avoidance clients, extended preparatory work before exposure, and enhanced supervision to tailor CBT for trainees.