WCES 2025

17th World Conference on Educational Sciences

KEMALIZER SPACE MEETING HALLS — CAIRO - EGYPT

5TH - 7TH FEBRUARY 2025

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WORLD CONFERENCE ON EDUCATIONAL SCIENCES

PROGRAM & ABSTRACT BOOK

WCES-2025 PARTICIPANTS FLAGS

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17th World Conference on Educational Sciences (WCES-2025)

Main Theme: New Trends in Teacher Education

American University in Cairo

Cairo, Egypt

Venue Address: District 5 – Marakez, Ain El Sokhna Rd, New Cairo 3, Cairo Governorate 11865

February 05 - 07, 2025

Google Meeting Code

https://meet.google.com/hob-pcfr-njm

Online and Face to Face International Conference

Program & Abstract Book

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Keynotes

Dr. Miguel Zapata-Ros

University of Murcia, Spain.

Keynote Title: Generative Artificial Intelligence and education: Need for educational research for a new pedagogy with "the non-human partner.

Biography: He is Honorary Professor of the Department of Electromagnetism and Electronics at the University of Murcia. Additionally, he is a member of the Information and Knowledge Engineering PhD program at the University of Alcalá and a researcher at the Interuniversity Institute of International Economics of the Universities of Alicante, Valencia and Jaime I of Castellón. Dr. Zapata got his PhD in Computer Science from the University of Alcalá, after getting his Master's Degree in Educational Theory from the University of Murcia and a BA in Mathematics from the University of Valencia. His main job has been as a professor of Education, specialized in Mathematics. Currently, he is an international evaluator of the A3ES-Agência de Valiação e Acreditação do Ensino Superior de Portugal.His honored recognition has led him to become a Representative at the New York headquarters and Member of the International Council (Geneva headquarters) of the INTERNATIONAL COMMISSION ON DISTANCE EDUCATION which, since 2003, has consultative status with the UNITED NATIONS Economic and Social Council. Besides all these extraordinary achievements, Dr. Zapata is the Editor and founder of RED Revista de Educación a Distancia (WOS, Scopus indexed) since 2001. He has also authorized more than 200 publications on teaching, learning, ICT and on teaching and university policy in the Knowledge Society in refereed and indexed publications. He has been a visiting professor and advisor to universities in the US, UK, Uruguay, Argentina, Mexico, Chile, Colombia, Peru, Ecuador, Venezuela, Portugal, Turkey and Cyprus. Advisor to ANEP Uruguay and the Telefónica Foundation of Spain, Uruguay and Argentina, among others.And Advisor and technical adviser to the scientific journals of University Teaching and Law Education All these merits in recognitions have gained him the recognition not only in

the fields of education and technology, but he was also recognized by the Association of Ecuadorian University Faculties of Medicine which granted him its Recognition of Institutional Merit AFEME 2017

Prof. Dr. Hüseyin Uzunboylu

University of Kyrenia, Cyprus

Keynote Title: TBA

Biography: Prof. Dr. Huseyin Uzunboylu 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 full 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 in educational sciences and research methods. He coordinated of 'Pedagogy Certificate Program which was conducted by the University from 1997 to 1999, and since he was Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he served as a Dean of Faculty of Education in Near East University.

From 23 October 2019, he worked as a member of Higher Education Planning, Supervision, Accreditation and Coordination Board by the President of North Cyprus (TRNC) to 1 April 2024. Prof. Dr. Uzunboylu has five academic books published by Turkey's respected publishing firms; he has supervised 24 doctoral and

63 master's theses up to now. His 119 articles have indexing in Scopus and these articles took 1576 Citations by 1,278 documents. His H-Index 19 in Scopus. Until now, He was invited to many international conferences as keynote speaker.

He graduated with a second doctorate on "special education" in February in 2023.

He is honorary of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves as the boards of many journals refereeing within the searching in the Social Sciences Citation Index. Since 2004, he has been on the list as founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu had a major role representing KEB-DER and put effort into being a full member of European Educational Research Association and World Educational Research Association.

Dr. Jesús García Laborda

Universidad de Alcalá, Spain

Keynote Title: Linguistic benefits of travel abroad and its relation to the UNESCO 2030 agenda

Biography: Dr. García Laborda holds a degree in English Philology (1988, Complutense University of Madrid), a Master's in ESL (University of Georgia), a Master's in Comparative Literature (University of Wisconsin), a PhD in English Philology, and a European Doctorate in Education (Complutense University of Madrid). He has extensive teaching and research experience, including visiting positions at Penn State University and the University of Antwerp, as well as teaching engagements in Lithuania, Cyprus, Turkey, Colombia, and Brazil.

Since 2019, he has served as Dean of the Faculty of Education at the University of Alcalá and previously directed its Department of Modern Philology (2016–2019). Dr. Laborda has over 270 publications, leads the RELTS research group, and specializes in language teaching, assessment, educational technology, and bilingual education. He is president of the European Association of Languages for Specific Purposes.

Prof. Dr. Funda Nayir

Agri Ibrahim Cecen University Faculty of Education, Turkey

Keynote Title: Culturally Responsive Teacher and Classroom Management

Biography: Dr. NAYIR who was born in Aydn-Nazilli, obtained a bachelor's degree in chemistry from the Faculty of Arts and Sciences at METU in 2000, a master's degree in educational administration and supervision at Ankara University in 2007, and Ph.D. in educational administration and supervision at Ankara University in 2011. NAYIR, who worked as a teacher in the institutions of the Ministry of National Education between 2000 and 2011, was appointed to the Department of Educational Sciences of Çankırı Karatekin University in 2011 and acquired the title of Associate Professor in 2017. Dr. NAYIR was assigned to Dublin City University School of Education as a visiting professor for 3 months in 2013. Dr. NAYIR instructs Inclusive Education, Turkish Education System and School Management, and Classroom Management at the undergraduate level, as well as Multiculturalism in Education, Organizational Behaviour, Multicultural Educational Practices, Qualitative Research in Education, and Mixed Method Research at the graduate level. Dr. NAYIR managed the Culturally Responsive Evaluation Project and Intercultural Community Based Assessment and Planning Project in three-year European Union-funded institutions in Turkey. Dr. NAYIR is vice president and Congress network coordinator at EJER Congress.

IMPORTANT EVENTS

10:00 - 10:10	Opening Ceremony

TIME	TITLE	SPEAKER	HALL NAME
Keynote 1 **5.02.2025** 10:10 - 10:50 Wednesday	Generative Artificial Intelligence and education: Need for educational research for a new pedagogy with "the non-human partner"	**Dr. Miguel Zapata-Ros** University of Murcia, Spain.	**1**

10:50 - 11:10	Coffee Break

TIME	TITLE	SPEAKER	HALL NAME
Keynote 2 **5.02.2025** 11:10 - 11:50 Wednesday	"Culturally Responsive Teacher and Classroom Management"	**Prof. Dr. Funda Nayır** Agri Ibrahim Cecen University Faculty of Education, Turkey	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 3 **5.02.2025** 11:50 - 12:30 Wednesday	"Linguistic benefits of travel abroad and its relation to the UNESCO 2030 agenda"	**Prof. Dr. Jesús García Laborda** Universidad de Alcalá, Spain	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 4 **6.02.2025** 10:10 - 10:50 Thursday	Navigating Distance Special Education: Effectiveness and Challenges in Meeting Diverse Learning Needs for Students with Disabilities in a Post-Pandemic World	**Prof. Dr. Hüseyin Uzunboylu** Department of Special Education, University of Kyrenia, North Cyprus	**1**

05/02/2025, Wednesday
PROGRAM

10:00 - 10:30	**Opening Ceremony**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 1 **5.02.2025** 10:10 - 10:50 Wednesday	Generative Artificial Intelligence and education: Need for educational research for a new pedagogy with "the non-human partner"	**Dr. Miguel Zapata-Ros** University of Murcia, Spain.	**1**

10:50 - 11:10	**Coffee Break**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 2 **5.02.2025** 11:10 - 11:50 Wednesday	"Culturally Responsive Teacher and Classroom Management"	**Prof. Dr. Funda Nayır** Agri Ibrahim Cecen University Faculty of Education, Turkey	**1**

TIME	TITLE	SPEAKER	HALL NAME
Keynote 3 **5.02.2025** 11:50 - 12:30 Wednesday	"Linguistic benefits of travel abroad and its relation to the UNESCO 2030 agenda"	**Prof. Dr. Jesús García Laborda** Universidad de Alcalá, Spain	**1**

12:30 - 13:30	**Lunch**

Session – 1
Oral Presentation
13:30 – 14:30

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Exploring Three Levels Of Singer's Co-Innovation Outputs And Their Teaching Implications	Huang Xuejie - Chongqing University, Chongqing Academy of Education Science, China
2.	Effects Of Analogy Instructional Strategy On Senior Secondary School Physics Students' Academic Achievement In Adamawa State, Nigeria	Jibrilla Adamu - Modibbo Adama University, Nigeria

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
3.	Exploring The Role Of Vocational Education In Promoting Work Related Competencies In Selected Programmes In Tanzania	Haruni J. Machumu, Shafii Abdallah Rashid, Perpetua Joseph Kalimasi - Mzumbe University, United Republic Of Tanzania
4.	Adapting Teachers To Work Effectively With Language Teaching Assistants (Ltas) In Bilingual Education In Spain	Jesus Garcia Laborda, Iulia Vescan, Angela Sauciuc - Universidad de Alcala, Spain
5.	Implementation And Dissemination Of Peer Guidance Programs In Universities As A Supportive Program: The Case Of Hacettepe University	Dilek Avci - Hacettepe University, Turkey
6.	Childhood And Children Of Yesterday And Today: A Qualitative Study	Patricia Runcan - West University of Timisoara, Romania Remus Runcan - „Aurel Vlaicu" University of Arad, Romania
7.	Parenting And Parents Yesterday And Today: A Qualitative Study	Patricia Runcan - West University of Timisoara, Romania Remus Runcan - „Aurel Vlaicu" University of Arad, Romania

Session – 2
Oral Presentation
14:30 - 15:30

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Academic, Social And Psychological Difficulties Experienced By Disabled Individuals Studying At University During Their Education: Qualitative Study Example	Dilek Avci - Hacettepe University, Turkey Büşra Körüs - Turkey
2.	Prevalence Of Smoking Behavior: A Preliminary Research Of Young Smokers In Indonesia	Eva Imania Eliasa - Karangmalang, Sleman Yogyakarta, Indonesia
3.	Virtual Media In Microbiology Education: Trends, Challenges, And Future Directions	Hasminar Rachman Fidiastuti - Universitas Negeri Malang, Universitas Tribhuwana Tunggadewi, Indonesia. Suhadi Suhadi, Sitoresmi Prabaningtyas, Maesaroh Maesaroh - Universitas Negeri Malang, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia
4.	Integrating Environmental Ethics Into Teacher Education: A Bibliographic Review Of Emerging Trends And Pedagogical Approaches	Maesaroh Maesaroh - Universitas Negeri Malang; Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia, Mimien Henie Irawati Al Muhdhar, Sri Rahayu Lestari, Suhadi Suhadi - Universitas Negeri Malang, Indonesia
5.	The Effect Of Different Lesson Teaching Techniques On Students' Learning Processes And Retention Of Knowledge In Architectural History Courses	Haci Abdullah Erdogan - Konya Technical University, Turkey
6.	The Relationship Between Culturally Responsive Teacher Roles And Cultural Value Orientations: Canonical Correlation Analysis	Funda Nayır - Ağrı İbrahim Çeçen Üniversitesi, Turkey
7.	Comparative Study On Preparing Pedagogy Students For Working With Students With Special Needs In Inclusive Classrooms	Kaloyan Damyanov - Sofia University, Bulgaria

15:20 – 15:40	**Coffee Break**

Session – 3
Oral Presentation
15:30 - 16:30

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY

1.	Enhancing Foreign Language Assessment With Chatbots: Innovations And Designing Features	Jesus Garcia Laborda - Universidad de Alcala, Spain, Teresa Magal Royo
2.	Learner Centred Methods Within The Constraints Of Shortage Of Instructional Resources And Facilities	Titus K. Kawishe, Jacob K. Salasu, Haruni J. Machumu - Mzumbe University, United Republic Of Tanzania
3.	Integrating Tradition And Innovation: Bioclimatic Building Design Guidelines For Sustainable Development In Cyprus	Sertaç İlter - Cyprus International University, Cyprus
4.	Hormonal Health And Its Impact On Teacher Performance: Evaluating The Therapeutic Role Of Music	Jange Jalal Hasan, Hoshyar Abdulwahid Khudhur - Ministry of Education, Directorate of School Activities, Iraq
5.	The Effect Of In-Service Education On Chemistry Teachers' Understanding Of Nature Of Science	Suat Celik - Ataturk University, Turkey
6.	Impact Of Sun Spots On The Education Of Persons With Autism	Milen Zamfirov Zamfirov, Lyudmila Belenska Todorova - SU St. Kliment Ohridski, Bulgaria
7.	Measure Success: Standardized Assessment And Test-Optional Policy	Kiya Ma - University of Kansas, United States

Poster Presentations

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	The Impact Of Virtual Reality On Flow, Learning Motivation, And English Learning Effectiveness: A Study Of Sixth-Grade Students In Taiwan	Jaruwat Tipayanon - National Taiwan Ocean University, Taiwan, Province of China
2.	Impact Of Sun Spots In The Education Of Persons With Autism	Milen Zamfirov - SU St. Kliment Ohridski, Bulgaria

End of the Day

06/02/2025, Thursday

TIME	TITLE	SPEAKER	HALL NAME
Keynote 4 **6.02.2025** 10:10 - 10:50 (GMT+2) Thursday	Navigating Distance Special Education: Effectiveness and Challenges in Meeting Diverse Learning Needs for Students with Disabilities in a Post-Pandemic World	**Prof. Dr. Hüseyin Uzunboylu** Department of Special Education, University of Kyrenia, North Cyprus	**1**

Session – 1
Virtual Presentation
10:50 – 13:00 (GMT+2)

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Immersive Pedagogy: Harnessing Virtual Reality For Pre-Service Teacher Training	Ken Nee Chee - Sultan Idris Education University, Malaysia
2.	Deformable Scale Models As A Tool For Teaching Building Structures	Camil Octavian Milincu, Otilia Alexandra Tudoran - Politehnica University of Timișoara, Romania
3.	Triangulating The Student With Special Educational Needs In The Context Of School Based Social Work	Adelia Furdui (Florea), Patricia Runcan - West University of Timișoara, Faculty of Sociology and Psychology, Social Work Department, Vasile Pârvan no. 4, Romania Remus Runcan - Faculty of Educational Sciences, Psychology and Social Work „Aurel Vlaicu", Romania
4.	Witnessing Conflict: The Effects Of Parental Disputes On Children's Social Networks, And Parenting	Marius Marici - Stefan cel Mare University, Romania Patricia Runcan - West University of Timișoara, Romania Remus Runcan - „Aurel Vlaicu" University of Arad, Romania
5.	Exploring Students' Attitudes Toward The Integration Of Artificial Intelligence In Education	Patricia Runcan - West University of Timișoara, Romania Remus Runcan - „Aurel Vlaicu" University of Arad, Romania Dana Rad - „Aurel Vlaicu" University of Arad, Romania
6.	Love Learned Early: How Childhood Social Support Influences Adult Relationships	Remus Runcan - „Aurel Vlaicu" University of Arad, Romania Patricia Runcan - West University of Timișoara, Romania Marius Marici - Stefan cel Mare University, Romania
7.	Empowering Minds: How Students Embrace And Challenge Critical Pedagogy In Higher Education	Senem Zaimoğlu, Aysun Dağtaş - Çağ University, Turkey
8.	The Intervention Of The Social Worker In Promoting Resilience And Preventing School Bullying	Adelia Furdui (Florea), Patricia Runcan, Daniel-Junior Tudorie - West University of Timișoara, Romania, Remus Runcan - Faculty of Educational Sciences, Psychology and Social Work „Aurel Vlaicu", Romania

13:00 – 13:30	**Coffee Break**

Session – 2
Virtual Presentation
13:30 – 15:00 (GMT+2)

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	New Trends In Teacher Education: Multidisciplinary Collaboration In Business Administration	Cristina Carrasco-Garrido, Marta Villatoro Borque, Elena Pineros Polo - University Rey Juan Carlos, Spain
2.	Is There Still Socio-Cultural Identity In The Ai Era?	Irina Nicolau, Doina Maria Tilea, Ana Maria Dinu - "Dimitrie Cantemir" Christian University, Romania Luiza Elena Negură - "Alexandru Ioan Cuza" University, Romania
3.	Leveraging New Trends In Teacher Education: Ai-Based Approaches For Preparing Students In Business, Engineering, And Social Work For The Labor Market	Cristina Carrasco-Garrido - University Rey Juan Carlos, Spain
4.	Comparative Study On Preparing Pedagogy Students For Working With Students With Special Needs In Inclusive Classrooms	Kaloyan Damyanov - Sofia University "St.Kliment Ohridski", Bulgaria
5.	An Analysis Of K12 Students' Digital Literacy And Cybersecurity Awareness In The Context Of Teachers' Views	Hasan Taşay - Ministry of National Education of Türkiye and Erciyes University, Turkey Semra Demír Başaran - Erciyes University, Turkey
6.	Designing A Polygamy Education Curriculum: An Islamic Values-Based Approach In Educational Institutions In Indonesia	Ulyan Nasri - Institut Agama Islam Hamzanwadi, Indonesia
7.	Nurses' Knowledge, Attitudes, And Implementation Of Evidence-Based Practice Comparative Study	Mohammad Qtait - Palestine Polytechnic University, Occupied Palestinian Territory
8.	Acquiring Holistic Education Skills For Teachers: Curriculum Design And Evaluation	Maram Fathi Rabah, Semra Demir Başaran - Erciyes University, Turkey
9.	Teaching Industrial Heritage Approaches In The Faculty Of Architecture In Diploma Projects	Maja Bâldea, Gabriela Domokos - Pașcu, Andrada Sandu - Politehnica University Timișoara, Romania
10.	Teachers, Is Teleworking Suitable For You?	Ionela – Andreea Stoicov - West University of Timișoara, Romania Laurenţiu – Gabriel Ţîru - West University of Timișoara, Romania Patricia Runcan - West University of Timișoara, Romania Cosmin Goian - West University of Timișoara, Romania

15:00 – 15:20	**Coffee Break**

Session – 3
Virtual Presentation
15:20 – 16:45 (GMT+2)

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1.	Evaluation Of Afamily Education Program Designed For The Transition Of Individuals With Special Needs Into The Workforce: A Qualitative Analysis	Serap Kuyubasi, Semra Demir Başaran - Erciyes University, Turkey
2.	A Needs Analysis Study On The Learning-To-Learn Awareness Training Program For Teachers	Doğa Coşgun - Abdullah Gül University, Erciyes University, Turkey, Semra Demir Başaran - Erciyes University, Turkey
3.	Determining The Need For Classroom Teachers' Skills In Using Cognitive Awareness Strategies	Sevgi Özden Karakurt, Semra Demir Başaran - Erciyes University, Turkey
4.	The Relationship Between Science High School Students' Critical Thinking Tendencies And Climate Literacy	Yurdanur Akyol, Doç.Dr. Gülenaz Selçuk - Manisa Celal Bayar University, Turkey;

5.	De-A Arhitectura - A New Approach In Teachers' Training To Implement Heritage Education At Pre-University Level In Romania	Brindusa Raluca Havasi, Mirela-Adriana Szitar-Sirbu, Maja Baldea, Otilia Alexandra Tudoran, Carmen Elena Sandescu - Politehnica University of Timișoara, Romania
6.	Preschool Education As The First Form Of Institutional Education For Children In The Basics Of Sustainable Development And The Development Of Environmental Awareness Among The Youngest	Snezana Stavreva Veselinovska - Education, The Former Yugoslav Republic Of Macedonia
7.	Current Trends In Early Childhood Environmental Education	Snezana Stavreva Veselinovska - Education, The Former Yugoslav Republic Of Macedonia
8.	Why Do Learners Quit Open And Distance Learning Programs?	Zeynep Ersoy, Ali Simsek - Bahcesehir University, Turkey
9.	Implementación De Buenas Prácticas De Laboratorio (Bpl) En El Laboratorio De Biotecnología Celular De La Facultad De Ciencias Biológicas, Universidad Ricardo Palma	Jeremy Nuñez Diaz - Universidad Ricardo Palma, Peru

06.02.2025 17:00 – 17:20	**Closing Ceremony**

07/02/2025, Friday

07.02.2025 09:30 – 17:00	**Social activities**

ABSTRACTS

Deformable Scale Models As A Tool For Teaching Building Structures

Camil Octavian Milincu, Otilia Alexandra Tudoran, Politehnica University Of Timișoara, Romania

Abstract

The present article analyzes the activity and results of students during a seminar related to a technical subject, Building Construction, studied in the first year of the Furniture and Interior Design department at the Faculty of Architecture and Urbanism of Timișoara. In previous years, wooden models were created to understand roof trusses. To simulate deformations and to better grasp the overall behavior of the truss, the use of a flexible material for the model was attempted for the first time. The study suggests that creating models from flexible materials allows for a better understanding of how trusses function, both at the element level and as a whole, enabling visualizations of deformations without the risk of damaging the model. Additional benefits come from the lower hardness of the material, making joint processing easier. The faster work pace leaves more time for discussions during class. This type of modeling can serve as a study foundation for developing structural models of spatial structures, which can be intuitively understood and help students make decisions regarding the construction of wooden structures.

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Triangulating The Student With Special Educational Needs In The Context Of School Based Social Work

Adelia Furdui (Florea), Patricia Runcan, West University Of Timișoara, Romania
Remus Runcan, „Aurel Vlaicu" University of Arad, Romania

Abstract

This article explores the concept of triangulation from different perspectives such as: social work, psychology and psychotherapy. Within the article is defined the triangulation in the educational context and proposes an innovative approach to school social work, offering a model of best practices regarding the intervention for the inclusion of students with special educational needs (SEN). The research is based on a qualitative approach, by analyzing the dynamics between parents, teachers and school social workers in supporting students with SEN. By examining the expectations and needs of each group, the study develops a systemic model for efficient collaboration. The findings highlight the need for optimal collaboration between teachers and specialists, the active involvement of parents and changing power dynamics are essential to create a supportive and effective educational environment. A systemic approach, involving all actors (teachers, social workers, parents), is essential for creating an educational environment that promotes both social inclusion and academic progress of students with special needs. The study emphasizes the necessity of implementing school social assistance services in Romanian pre-university education in order to promote a favorable and inclusive educational environment for students with special needs,

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The Intervention Of The Social Worker In Promoting Resilience And Preventing School Bullying

Adelia Furdui (Florea), Patricia Runcan, Daniel-Junior Tudorie, West University Of Timișoara, Romania
Remus Runcan, „Aurel Vlaicu" University of Arad, Romania

Abstract

The article explores the protective factors in the case of school bullying and the role of social workers in promoting resilience. Recent research on factors that increase students' resilience is analysed, with the aim of identifying and understanding how these factors contribute to students' well-being and integration into the school environment. The study uses a qualitative approach, looking at five key academic articles on bullying and resilience. Factors such as integration into the classroom, student-parent relationships, teacher support and social perception were analysed in detail. The analysis highlights the main protective factors that promote resilience: students' degree of integration into the classroom, relationships with parents, sense of belonging to the classroom, well-being at school, positive relationship with teachers, close relationship with parents, empathetic educational style, awareness and different perceptions, communication skills, positive social relationships, awareness of the need for intervention and prevention, involvement of the actors present at the school level. The findings suggest that resilience is a determinant of coordinated efforts by social workers, teachers and families. The study provides recommendations on how to improve collaboration between these stakeholders to create a safer and more conducive school environment for learning.

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De-A Arhitectura Workshops Offer Teachers New Ways Of Approaching Heritage With Primary And Secondary Students In Romania

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Abstract

88% of European citizens think that Europe's cultural heritage should be taught in schools because it teaches us about our history and culture. Education for built heritage is deficient at the level of primary and secondary education in Romania. In November 2022 the Ministry of National Education launched 21 programs for new subjects that schools could include in their secondary curriculum starting from the 2023-2024 school year. Heritage Education or Science and Heritage, are some of the new optional courses announced by the Ministry of Education and for which school programs have been developed. The problem is that these programs lack course support, and this is where the De-a Arhitectura Association intervenes, providing educational resources for teachers and pupils. Following some projects in partnership with the Faculty of Architecture and Urbanism in Timisoara and other institutions, such as museums, teachers had the opportunity to collaborate with university teachers and architects enrolled in De-a Arhitectura Association. During the project Heritage and Water, they developed observation, documentation and analysis sheets for three heritage objectives in the city of Timisoara, adapted to primary and secondary school students. The aim of this study is to see how the teachers used and applied the educational resources offered for free by De-a arhitectura Association and how the students reacted to the workshop activities proposed by teachers and architects. A feedback provided by teachers will be analyzed, students and architects following the workshops held on heritage buildings during the summer holiday and the 2023-2024 school year in several schools in Timisoara, Romania. We investigate how easy it is for teachers to use the observation sheets and if they have used them on other occasions, without the presence of the architect. All the participants involved in the project note that they learned new things about heritage, but also from the collaboration with others: primary and secondary school teachers with university teachers, teachers with architects, and pupils with architecture students. The educational resources are available on the De-a arhitectura website and can be freely downloaded by teachers, but their use depends to a large extent on the presence of the architect in the activity. A collaboration between architects, primary and secondary and university teachers is recommended to familiarize them with the topic of built heritage and for the exchange of knowledge and educational practices between different professional categories.

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Teaching Industrial Heritage Approaches In The Faculty Of Architecture In Diploma Projects

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Abstract

This paper addresses the didactic approach related to the specific theme of industrial heritage applied within the diploma projects at the Faculty of Architecture and Urban Planning în Timișoara, developed within the Reuse unit during the academic year 2022-2023. The last year of academic curricula comprises the development of the theoretical approach of the diploma in the first semester, with input from a group of teachers within the Reuse unit, followed by the development of the diploma in the second semester, where students rely on a 1:1 dialogue with a single teacher that serves as the coordinator. The didactic approach described within the paper follows the activities during both last semesters, based on the activities of two of the teachers of the Reuse unit that collaborated within the industrial heritage subunit.

The subject of the diploma represents the student's own choice, based on some criteria such as: the pre-existence of any kind of former industrial activity regardless of the time period in which it was carried out; the site should not have been the subject of a prior architectural design in the contemporary period; it should be accessible for students for visiting and carrying out surveys ; the local authorities and/or the current owner should be open to a minimal dialogue in relation to possible strategies. All diplomas were developed on relevant historical sites located within Romania, most of them being in an extreme state of disrepair, showing the sensitivity and openness of the students to relevant contemporary subjects. Specifically, the developed subjects targeted different former industrial sites developed between the 19th and 20th century: rehabilitation of historic railway stations and their proximity infrastructure developed mostly during the 19th century in Anina, Oravița, Bocșa Montană and Caransebeș, and the reconversion of a complex comprising of a former hydroelectric plant and a tower for feeding a former furnace from Bocșa Montană developed during the 19th century (the Mountainous Banat region); the adaptive reuse of hydrotechnical heritage and of the former rice husking mill constructed in the 19th century in Banloc, and the re-functionalization of the former vinegar factory complex from Margina which is an industrial site containing a worker's colony developed during the 19th century (the Banat plain region); the re-functionalization and urban reintegration of the dispersion furnace within the former Phonix complex in Baia Mare, a socialist industrial site developed during the 20th century (the north of Transylvania region).

The approach follows a stratified discourse, containing both theoretical and practical elements. It includes context research carried out on different scales, architectural survey and material research, while simultaneously tackling contemporary theories and concepts regarding the built heritage (including adaptive reuse), methodologies of operating within historical contexts and the development functional strategies in order to consolidate a best adapted approach for the specific sites. The diplomas manage to establish complex strategies in relation to the former industrial sites, each highlighting specific problematics related to industrial heritage.

The paper presents the outline of the approach, its main objectives, the main results of the diplomas while also presenting the struggles of both teachers and students in relation to the relevant topic of industrial heritage. The endeavour is to develop a set of specific skills and a sense of awareness of the students in understanding and operating within the domain of industrial heritage, preparing them as future young professionals.

Keywords: architecture design, diploma, industrial heritage, historical context, adaptive reuse

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Childhood And Children Of Yesterday And Today: A Qualitative Study

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Abstract

Background of the Study: What happens when childhood is lost too early? In this study, the children of yesterday and today are compared from the perspective of seven adults of different age, sex, professional training, and nationalities, interviewed about their own childhood – how they could define it in one word and who had the strongest impact on it – and with the way they see kids today. The goal is to identify the similarities and differences between childhood and children of yesterday and today in order to find remedial solutions.
Method: The method used in the study is qualitative, and the technique used is the interview.
Results: Childhood means authenticity, victory, joy, family, outdoor play, freedom, sadness, and flight; parents and grandparents had the greatest impact on childhood. Compared to the children of yesterday, today's children are both happy and unhappy. If yesterday's children were happy, fulfilled, modest, contented, grateful, respectful, simple, but also under terror and "on guard", today's children are creative, smart, critical, brave, beautiful, informed, intelligent, free, wonderful, nonchalant and precocious, but also absent, weird, gullible/naive, confused, disoriented, selfish, without a role model, frustrated, unaware, uncommunicative, uneducated, not confident in themselves, dissatisfied, helpless, unruly, naughty, bored, spoiled, rebel, and terrorist.
Conclusion: Remedial solutions should address the causes that led to these mutations: broken families, social media, and technology.

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Parenting And Parents Yesterday And Today: A Qualitative Study

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Abstract

Background of the Study: In this study, parenting styles and parents of yesterday and today are compared from the perspective of seven adults of different age, sex, professional training, and nationalities, interviewed about their own parents. The aim is to identify the similarities and differences between the parenting style and parents of yesterday and today in order to identify the profile of the parent that today's children need.

Method: The method used in the study is qualitative, and the technique used is that of the interview.

Results: The parenting style of the parents of the interviewees oscillated between adequate (correct, understanding, permissive, etc.) and inadequate (authoritarian, classic, conflictual, firm, inconsistent, uncompromising, loose, repetitive, selective, and severe); the parental style had an impact on the interviewees, but only one of them stated that he had learned to build a more consistent model in terms of authenticity. The profile of the parent that children need today should include acceptance, accompaniment, harmony, authenticity, cooperation, discipline, balance, Christian education, love, referentiality (God), and vigilance – without devaluation, defeat, punishment, reward, blackmail, or humiliation.

Conclusion: To avoid situations where parents are from the past and children are from the future, the parent profile should include the components above.

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Teachers, Is Teleworking Suitable For You?

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Abstract

The labor market is in a state of constant dynamism and uncertainty, as the pandemic has changed the predictable trajectory, proving that work can be performed in various ways. Telework, as an emerging form of work organization, can generate unwanted effects on all levels of individuals' professional and social lives. In particular, for teachers, the absence of physical interaction creates difficulties with concentration, decreases motivation, distracts attention, and degrades relationships with students. The objective of the study is to explore how teachers perceive the most frequently perceived disadvantages of telework, as mentioned in the literature review. Thus, the study analyzes the impact of social isolation, professional exhaustion, and the conflict between personal and professional life on teachers. The present study is conducted using a convenience sample of 103 participants and uses a quantitative design. The questionnaire used includes three scales: The Friendship Scale, Burnout scale and Work–Family Conflict scale, to which are added questions specific to the theme and socio-demographic variables. The questionnaire was administered online, using the QuestionPro platform, between 03 and 17.06.2024. The research results indicate that among the negative aspects of telework, the subdimensions with the highest average scores are: 'social connection' (3.66), 'social isolation' (3.39), and 'work-family conflict' (2.84). In conclusion, the high scores for 'social connection' and 'social isolation' suggest that, although telework offers flexibility, it may lead to a decrease in the social interactions essential for professional and personal well-being. Similarly, the results indicate that telework negatively affects the balance between professional and personal life.

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Witnessing Conflict: The Effects Of Parental Disputes On Children'S Social Networks, And Parenting

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Abstract

Background of the Study: Parental conflict in the presence of children is widely recognized as a critical factor influencing disruptive behavior in children. This study aimed to explore the broader effects of parental conflict witnessed by children, specifically focusing on its impact on children's perceptions of social support, parental support, and experiences of psychological control.
Method: A total of 105 children (mean age = 11.17 years, SD = 1.24) participated in the research, providing self-reported data through structured questionnaires. The data were analyzed using AMOS software from IBM SPSS to ensure robust statistical analysis.
Results: As hypothesized, the findings revealed that parental conflict, when observed by children, significantly affects their social relationships and perceptions of parenting, particularly in terms of parental support and control. Notably, the conflict altered the children's social network dynamics, potentially disrupting their sense of security and stability. However, the study found no significant gender differences in how boys and girls are affected by parental conflict, suggesting that its impact may be universally experienced across genders.
Conclusion: These results highlight the importance of addressing family conflict to mitigate its potential negative effects on child development.

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Exploring Students' Attitudes Toward The Integration Of Artificial Intelligence In Education

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Abstract

This research investigates the attitudes of university students from Western Romania toward the use of artificial intelligence (AI) in educational contexts. The study gathered 600 valid responses from students enrolled in various programs and forms of study. The goal of this research is to understand how students perceive the integration of AI in education, focusing on their views about the current and future roles of AI in shaping both teaching and learning experiences. The survey aimed to capture students' opinions on the potential benefits and challenges posed by AI, as well as its influence on their academic growth and future career prospects. The results provide crucial insights into students' perceptions of AI's evolution and its capacity to transform educational practices in Romania. These findings can serve as a guide for educators and policymakers to better incorporate AI tools in academic settings, aligning with students' expectations and the demands of the future job market.

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Love Learned Early: How Childhood Social Support Influences Adult Relationships

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Abstract

Background of the Study: It is widely believed that love is a learned behavior, with the common assumption that children who experience love and support are more likely to develop healthy, loving relationships, while those exposed to abuse may continue cycles of abuse in their own partnerships. This study aims to investigate how social support experienced in childhood influences the capacity for marital love in adulthood, addressing the potential long-term impact of early social experiences on later relational dynamics.

Method: A total of 114 adults (mean age = 38.7, SD = 6.55) participated in the study. Respondents completed self-administered, individual self-reported questionnaires, standardized and distributed online via Google Forms. The data focused on assessing the relationship between the level of social support perceived during childhood and the dimensions of love in adult relationships, including emotional intimacy, commitment, and passion.

Results: As hypothesized, the results indicated a significant positive association between the social support felt during childhood and the ability to experience and express love in adulthood. Respondents who reported higher levels of childhood social support demonstrated stronger love dimensions in their adult relationships, suggesting that a nurturing early environment contributes to healthier relational outcomes later in life.

Conclusion: The findings of this study highlight the crucial role of childhood social support in shaping an individual's capacity for love and emotional connection in adulthood. These results underscore the importance of early positive social experiences for the development of healthy, long-lasting marital relationships, providing valuable insights for interventions and strategies aimed at fostering emotional well-being from childhood through adulthood. results highlight the importance of addressing family conflict to mitigate its potential negative effects on child development.

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Empowering Minds: How Students Embrace And Challenge Critical Pedagogy In Higher Education

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Abstract

The present study examines higher education students' perceptions of and engagement with critical pedagogy as a teaching and learning paradigm that aims to promote critical thinking, social justice, and the co-construction of knowledge. Critical pedagogy transforms traditional power ideologies, encouraging students to interrogate prevailing ideologies and engage in dialogues regarding significant socio-political issues. This paper draws on qualitative interviews with twelve university students in order to explore their experiences of this transformative pedagogy, focusing on opportunities and challenges they face. The findings reveal that many students were highly eager to engage with the active and participatory dimensions of critical pedagogy, seeing it as a means through which greater understanding and personal empowerment might be achieved. They appreciate the opportunity to interact with real issues and to interrogate the established norms. However, this research also highlights several key moments of resistance from within the examined framework. Students at times feel uncomfortable with the confrontational positions that come with critical pedagogy in challenging topics which may lead to conflict with their peers or even expose their vulnerabilities. Moreover, this research touches on how the continuous power relations between the teacher and student often hinder students' willingness to fully participate, as they remain cautious about expressing opposing views.
Despite these challenges, the study concludes that critical pedagogy offers significant potential for transformative learning experiences. Students who receive this kind of pedagogical approach while in school acquire not only critical thinking skills but also a keen sense of agency and responsibility about their own education and social functions. This paper, therefore, invites educators to negotiate class ecology tactfully in order to provide an inclusive and secure environment within which students can engage with critical pedagogy freely without feeling vulnerable.

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The Relationship Between Culturally Responsive Teacher Roles And Cultural Value Orientations: Canonical Correlation Analysis

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Abstract

Culturally responsive teachers are teachers who recognize the cultures of their students, see these cultures as richness and use them in classroom practices. These teachers go beyond traditional roles and try to create a common culture in the classroom. These teachers are expected to exhibit a more collectivist and integrative approach especially in classroom management. In this case, it can be said that the teacher should move away from an individualism classroom management approach and adopt a collectivism classroom management approach. It can be said that cultural value orientation is effective for teachers to exhibit culturally responsive teacher roles. Cultural value orientation is a set of beliefs transmitted to the individual by the society. These beliefs affect the individual's relationships and behaviors. At this point, it can be assumed that teachers' cultural value orientations will be reflected on classroom management and teachers' behaviors. The purpose of this study is to examine the relationship between teachers' cultural value orientations and culturally responsive teacher roles. Correlational survey model will be used in the study. The sample of the study consists of 200 teachers working in 7 provinces selected from 7 geographical regions in Turkey. The data collection process of the study is ongoing. The data will be collected with the culturally responsive teacher roles scale developed by Nayır (2020) and the cultural value orientation scale developed by Gaines et al. (1997) and adapted into Turkish by Aydın (2020). The culturally responsive teacher roles scale consists of two dimensions: culturally regulating and culturally mediating. The cultural value orientation scale consists of 3 dimensions: individualism, collectivism and marginal values. In the analysis of the data, confirmatory factor analysis and Cronbach's alpha analysis will be performed for the validity and reliability analysis of the scales. Then, Canonical correlation analysis will be used to examine the relationship between culturally responsive teacher roles and cultural value orientations. As a result of the analysis, it is expected that there will be a positive relationship between culturally responsive teacher roles and collectivist values.

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Implementación De Buenas Prácticas De Laboratorio (Bpl) En El Laboratorio De Biotecnología Celular De La Facultad De Ciencias Biológicas, Universidad Ricardo Palma

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Abstract

Este proyecto se enfoca en la implementación de las Buenas Prácticas de Laboratorio (BPL) en el Laboratorio de Biotecnología Celular de la Facultad de Ciencias Biológicas de la Universidad Ricardo Palma, el objetivo es mejorar la calidad, seguridad y confiabilidad en los procedimientos académicos y de investigación en biotecnología celular. Las BPL consisten en una serie de directrices estandarizadas que garantizan la integridad de los datos, la reproducibilidad de los resultados y un entorno seguro de trabajo para estudiantes e investigadores.
El proceso de implementación incluyo la capacitación de los profesores y estudiantes en el manejo adecuado de materiales y reactivos, el uso de equipos de laboratorio y la elaboracion de procedimientos y diseños experimentales, así como la supervisicion del cumplimiento de los protocolos de bioseguridad. Esta iniciativa busca fomentar una cultura de responsabilidad y profesionalismo en el laboratorio, promoviendo una comprensión profunda de las normativas y su importancia en la práctica científica.
Se realizaron evaluaciones periódicas para monitorear el cumplimiento de las BPL y evaluar su impacto en la calidad de las prácticas de laboratorio y los resultados de la investigación. A través de esta implementación, el Laboratorio de Biotecnología Celular aspira no solo a cumplir con estándares internacionales, sino también a mejorar las competencias de los estudiantes, preparándolos para las exigencias del ámbito científico profesional.

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New Trends In Teacher Education: Multidisciplinary Collaboration In Business Administration

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Abstract

This study explores innovative teaching practices in higher education to align with emerging trends in teacher education. It presents a multidisciplinary project implemented in the Business Administration program at the University Rey Juan Carlos, Madrid, Spain. The project involved three professors from finance, law, and business disciplines across two faculties, collaborating to design a practical, problem-based activity that bridges theoretical knowledge with real-world application. Inspired by Scandinavian pedagogical models, this approach fosters active learning, critical thinking, and creativity. Findings reveal significant improvements in students' knowledge acquisition, motivation, and engagement, highlighting the effectiveness of interdisciplinary collaboration in enhancing both academic and professional competencies. The results demonstrate the potential of this replicable model to contribute to the advancement of teacher education and prepare students for dynamic workplace challenges.

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Is There Still Socio-Cultural Identity In The Ai Era?

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Abstract

Although it seems that AI is revolutionizing and controlling a large part of the aspects of our lives, and the future cannot be imagined otherwise than under the influence of technology, one cannot, however, deny the duality of the process. On the one hand, digital identities, online communities, and the tailored nature of cultural experiences can be seen as elements that contribute to the development of contemporary society. On the other hand, AI algorithms have the ability to limit and influence exposure to specific perspectives, which may eventually result in the manipulation of society as a whole. Understanding the complexity of the juxtaposition between AI and socio-cultural identity can have the effect of developing a superior societal model, but, at the same time, the refusal of integration can be seen as a regression in development.

In this situation, education becomes an even more sensitive subject than it was before, particularly when considering the way it helps individuals comprehend, accept, and integrate the traditional ways of relating to socio-cultural identity with the resulting effects of the technological revolution we are currently experiencing.

It is crucial that educational paradigms undergo transformation to reflect the updated learner profile in the new environment that is emerging before our eyes. This will ensure that everyone benefits from the learner's possible entry into the workforce. The article proposes a critical analysis of the concept of socio-cultural identity in the current context, under the influence of the changes brought about by the exponential growth of the role of technology in a key area of society, such as education, while also seeking answers to the question: what is the new role that cross-curricular competencies must play in the AI-economy-school-society system?

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Impact Of Sun Spots In The Education Of Persons With Autism

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Abstract

The report presents data related to the interaction between solar activity compared to the number of persons with autism in Bulgaria.Our star follows an 11-year cycle in which there are significant changes in its activity. Now, according to scientists, she is in her 25th cycle.Near the beginning of each cycle, there are almost no spots on the Sun, and flares are rare. Gradually, these phenomena increase to reach the so-called peak.The solar cycle is natural for the Sun, where it goes between low and high activity.The maximum of the solar cycle is characterized by many spots on the Sun, frequent and powerful coronal mass eruptions. When they are aimed at our planet, they cause so-called strong and very strong geomagnetic storms.During geomagnetic storms, people with autism may experience discomfort, changes in blood pressure and headaches, which may affect various types of educational activities.The analysis carried out covers 20 years - from 2003 until 2024 The analyzed violations include the groups of persons with disabilities registered by the centers for assistance to persons with disabilities in Bulgaria, among which are those with autism.A frequency and statistical analysis was made, which shows the interrelationship between the investigated phenomena.

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Leveraging New Trends In Teacher Education: Ai-Based Approaches For Preparing Students In Business, Engineering, And Social Work For The Labor Market

Cristina Carrasco-Garrido, University Rey Juan Carlos, Spain

Abstract

This study explores how the integration of Artificial Intelligence (AI) in higher education can improve the preparation of students in Industrial Organization Engineering, Social Work, and Business Administration for the evolving labor market. As these fields encompass diverse branches of knowledge—Engineering, Social Sciences, and Economics and Business—AI-based tools offer innovative approaches to help students explore career opportunities, identify industry trends, and develop actionable professional strategies. Conducted at Universidad Rey Juan Carlos, the project examines how AI-driven labor market analysis can empower students with practical skills and knowledge for their careers. The methodology involves a semester-long course in which students use AI tools for data analysis, identifying opportunities, and developing professional profiles. Early results show that students' understanding of the labor market has significantly improved, with increased motivation and a deeper appreciation for the role of AI in career planning. This approach not only enhances student engagement but also prepares them for successful transitions into the workforce, demonstrating the potential of AI in transforming teacher education and aligning academic training with industry demands.

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Enhancing Foreign Language Assessment With Chatbots: Innovations And Designing Features

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Abstract

Abstract: This presentation explores the integration of chatbots in foreign language assessment, highlighting their potential to provide immediate feedback, personalized learning experiences, and scalable assessment solutions. We will discuss the design and implementation of chatbot-based assessments, their impact on student engagement and performance, and future directions for research and practice in educational technology. Join us to discover how chatbots can revolutionize language learning and assessment.

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Hormonal Health And Its Impact On Teacher Performance: Evaluating The Therapeutic Role Of Music

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Abstract

The research study examines the effect of hormone on educators' achievement, focusing on hormonal variations and imbalances such as high cortisol status as a result of stress and other thyroid related problems. For managing energy, emotional stability, and effective teaching, hormonal equality is essential. The research also investigates positive aspects of musical therapy in upgrading teachers' hormonal wellbeing. It has been found that music plays a vital role to lower stress hormone and trigger the generation of hormones relevant to enhancing mood like dopamine and serotonin. The study employs a mixed method approach, combining biological data and qualitative elements. The results show that musical therapy is essential in improving the hormonal balance of teachers, inner healthiness, and career performance. The research article recommends incorporating musical therapy into professional development programs for teachers, which can significantly improve and promote health conditions and occupational performance.

Keywords: cortisol, dopamine, hormonal healthiness, musical therapy, stress management, teacher outcomes

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An Analysis Of K12 Students' Digital Literacy And Cybersecurity Awareness In The Context Of Teachers' Views

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Abstract

This study aims to evaluate the digital literacy and cybersecurity awareness of K12 students based on teachers' views. The research adopts a qualitative design, and data were collected through semi-structured interviews with 15 teachers working at primary, secondary, and high school levels. The data are analysed by descriptive analysis method. Through the teachers' evaluations, various findings were obtained regarding students' skills to accessing, understanding, interpreting, producing, and using the information and awareness of cybersecurity.

The results show that students generally do not have a problem in accessing information, but they have lack of interpreting, validating, and critically assessing digital content. Although search engines are widely used by students, artificial intelligence (AI)-based technologies are reported to have limited usage among them. Teachers state that students' inability to develop a critical approach to the data they gained in digital environment and students think about the data in a superficial way are derived from their lack of digital literacy skills. It is emphasized that skills such as verification of information and critical approach to the digital content have to be improved.

The study also reveals that students lack proficiency in demonstrating productivity and creativity using digital tools. The prevalence of a "copy-paste" approach among students reflects a passive attitude toward information usage. Teachers noted that students primarily use digital tools for entertainment and consumption rather than educational or productive purposes. However, in national projects, the effective use of digital tools was found to enhance problem-solving skills, boost self-confidence, and contribute positively to learning processes. The use of digital tools with a guidance and direction improves learning motivation and permanent learning.

Findings on cybersecurity awareness show that students are vulnerable to digital threats such as cyberbullying, phishing, and blackmail. Teachers report that the lack of awareness regarding digital privacy and security protocols contributes to this vulnerability. The need for comprehensive education on personal data protection, implementing digital security measures, and raising awareness of cyber threats are strongly emphasized. Teachers also state that digital literacy and cybersecurity skills should not be limited to ICT classes, but they should be mentioned in all courses with an interdisciplinary approach.

In conclusion, this study emphasises the need for systematic educational programs to enable students to use digital tools consciously, securely, and productively and the need for increased support for the teachers' professional development. It is also concluded that critical thinking, information verification, and creative problem-solving, as core components of digital literacy, should be included more in curricula. These findings point to the importance of a comprehensive educational reform to improve students' digital literacy and cybersecurity skills.

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Acquiring Holistic Education Skills For Teachers: Curriculum Design And Evaluation

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Abstract

The new curriculum introduced in Turkey in 2024 was designed based on the principles of the holistic education approach. For this contemporary philosophical framework to be effectively implemented, it is essential for teachers to acquire sufficient knowledge of holistic education. To address this need, this study focuses on the design and evaluation of a program titled Holistic Education, developed specifically for teachers to integrate the theoretical and practical aspects of teaching within the holistic education philosophy. The program's design was guided by the Morrison-Ross-Kemp instructional design model. Employing a phenomenological design, a pilot implementation of the Holistic Education program was conducted with 20 teachers actively working in schools affiliated with the Ministry of National Education. Following the implementation, the researchers developed a semi-structured interview form to assess teachers' awareness, knowledge acquisition, and perceptions of the program. The development of the interview form incorporated feedback from curriculum development experts and assessment specialists. Additionally, several preliminary trials were conducted to ensure the clarity and comprehensibility of the questions. The teachers who participated in the study shared overwhelmingly positive feedback, highlighting that the program offered them valuable new perspectives both personally and professionally. Their overall evaluations of the program were largely favorable.

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Evaluation Of Afamily Education Program Designed For The Transition Of Individuals With Special Needs Into The Workforce: A Qualitative Analysis"

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Abstract

The challenges faced by both individuals with special needs and their families during the transition from the education period to the workforce pose a significant problem. In this process, it is crucial for families to support their children effectively. To provide this support, families need to acquire the knowledge and skills necessary to navigate their children's transition from education to employment. This study aims to explore the opinions of families of individuals with special needs regarding a family education program designed to support their children's transition to the workforce after school. The research follows a qualitative research paradigm. Data were collected using the typical case sampling design and through semi-structured interviews. The obtained data were analyzed using descriptive analysis methods. The study was conducted with 20 secondary school parents who participated in an online family education program. Families generally described the education they received as "informative" and "valuable." The findings indicate that families of individuals with special needs generally evaluated the benefits of the education positively but highlighted areas for improvement. Elements such as personalized guidance, increasing societal awareness, and integrating more practical applications could enhance the effectiveness of the program. The experiences of families underscore the importance of a comprehensive support system in facilitating the transition of individuals with special needs into the workforce.

Keywords: Individuals with Special Needs, Transition to the Workforce, Family Education

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Why Do Learners Quit Open And Distance Learning Programs?

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Abstract

Open and distance learning programs have gained worldwide popularity in recent years. Accessibility and flexibility, which are the direct consequences of the latest technological developments, have played a great role in this process. The overall student population of distance education programs around the world includes learners from different countries and cultures. However, a significant number of learners do not complete or quit open and distance learning programs too early due to a various reasons. The purpose of this paper is to analyze the reasons and suggest possible solutions for the dropout problem in distance education programs. It appears that the most common reasons for dropout in open and distance learning may be personal, environmental, social, psychological, even pedagogical. The models that explain the general dropout phenomenon in education may be applied as operational frameworks to understand the specific roots and characteristics of dropout in distance education. The potential of data mining also deserves particular attention within the context of lowering dropout rates. Considering that there is a relatively limited number of studies examining the dropout problem in distance education, the present paper is expected to provide a particular contribution to the literature in this area.

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De-A Arhitectura - A New Approach In Teachers' Training To Implement Heritage Education At Pre-University Level In Romania

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Abstract

Following the 2017 Eurobarometer survey, 88% of European citizens consider that Europe's cultural heritage should be taught in schools because "it teaches us about our history and culture". According to Romanian Government data, education for built heritage is deficient at the level of primary, secondary and high school education in Romania. In November 2022 the Ministry of National Education approved 21 programs for new optional courses that schools could include in their curriculum starting from the 2023-2024 school year. "Education for Heritage" or "Sciences and Heritage", are among the new optional courses for which school programs have been developed. The problem is that these programs lack course support. Educational resources specific to heritage education have been developed by multidisciplinary teams or professional associations, but we do not know if teachers use these resources in the classroom. This is where De-a Arhitectura Association stepped in. In addition to educational resources for teachers, it also creates the necessary framework for teachers' collaboration with architects enrolled in the educational program. In the „Heritage and Water" project, carried out in partnership with the Faculty of Architecture and Urban Planning in Timisoara, teachers collaborated with architects in the design and development of observation, documentation and analysis sheets for three heritage sites in Timisoara, adapted to students in the primary and secondary school. The educational resources are available on the De-a Arhitectura website and can be downloaded for free by teachers, but their use depends largely on the presence of the architect in the activity. The aim of this study is to see what benefits the collaboration between teachers and architects brings and what teachers need in order to use the educational resources in the classroom. The answers provided by teachers from De-a Arhitectura network following a survey conducted in January 2025 will be analysed. Teachers recommend working with architects to maximize the educational purpose of the resources provided. Following the feedback of these teachers, we could reflect on the benefits the expansion of this type of collaboration would bring in the case of other disciplines, in pre-university education in Romania.

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Preschool Education As The First Form Of Institutional Education For Children In The Basics Of Sustainable Development And The Development Of Environmental Awareness Among The Youngest

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Abstract

Despite the existence of pedagogy as a separate science, its direct impact on environmental education is still superficial and can most often be recognized only in the definition of some global educational goals and activities the pedagogical aspects of which are insufficiently developed. A comprehensive theory of environmental education has not yet been created, because the educational fields in which it is realized are diverse and often not integrated. Sustainable development is a concept that integrates environmental, social and economic considerations for a balanced and sustainable progress of society. Traditional development paradigms have focused exclusively on economic growth, often at the expense of environmental degradation and increasing social inequality. These consequences were considered inevitable and acceptable costs of economic prosperity, leading to serious global problems, such as climate change, massive loss of biodiversity, increased air and water pollution, and deep social inequality.

Contemporary challenges are forcing the limits of the old paradigm, forcing humanity to understand that economic development alone cannot ensure a sustainable future. That is why the new paradigm of sustainability integrates economic, social and environmental aspects as equally important.

Delving into scientific analysis and applying an ecological approach, [8] interprets environmental education as a precursor to education for sustainable development, and its organization and realization as a specific ecological-pedagogical process. Through this in-depth integral and broad-spectrum analysis, the author establishes a basic environmental law of the educational process that is based on a specific model of environmental education. It very thoroughly and perspicaciously creates a system of scientific facts, generalizations, conclusions, and hypotheses and charts the path along which environmental education for sustainable development should be developed.

Preschool, as the first form of institutional education for children, has the main role in laying the foundations for sustainable development and developing environmental awareness among the youngest. Bearing in mind the importance of forming healthy habits from an early age, we conducted a survey among educators in preschool institutions.

The research includes an analysis of the role of educators, parents and the community, who are key actors in supporting the educational process for sustainable development and jointly contribute to its successful application, is analyzed.

The conclusions of this research confirm that education for sustainable development in the preschool period is of great importance for the formation of future sustainable citizens. Raising aware and responsible children, who understand and care for their environment and community, is the basis for creating a more sustainable and responsible future.

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Current Trends In Early Childhood Environmental Education

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Abstract

Environmental education has a very important place in early childhood as it is known that during this period children develop a positive attitude towards the environment. Although environmental education differs by age groups, it still has some common characteristics. These are the awareness, knowledge, attitude and skills that make up the common aspects of environmental education and upbringing.
The perception of the environment in which people live is an important prerequisite for the development of ecological awareness. Environmental education, especially in childhood, will make people in the future feel responsible for the environment in which they live only if a sensitivity is developed that will further develop people's perception of the importance of a clean environment and which will make them environmentally responsible inhabitants of planet Earth. The awakening of this feeling of responsibility is particularly significant in this era due to the rapid development of technology and unplanned urbanization. While technology increasingly immobilizes us and limits our communication with the external environment, losing contact with nature can lead to the development of biophobia towards natural beauty, instead of developing biophilia that brings many positive benefits to the development of health and mental development in children.
In this sense, environmental perception and sensitivity should be instilled in individuals from early childhood so that they develop into individuals who are aware of the environment and its elements, sensitive and responsible for their environment. Children are curious and can be curious about almost anything. It is known that this curiosity arises as soon as they open their eyes to the world and try to understand what is happening around them. One of the topics for which this curiosity develops over time is the environment. When children encounter the environment, they realize that there is life outside of them, and this stimulates their sense of curiosity to a much higher level because in the preschool period children have a self-centered way of thinking. Therefore, the environment they perceive is limited only by the things they interact with, and with each new experience with living and non-living things they come into contact with, elements of curiosity are created.
This paper will analyze the key aspects of environmental education and upbringing in early childhood development among children who will further give the final product - environmentally responsible and conscious individuals.

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Determining The Need For Classroom Teachers' Skills In Using Cognitive Awareness Strategies

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Abstract

Environmental education has a very important place in early childhood as it is known that during this period children develop a positive attitude towards the environment. Although environmental education differs by age groups, it still has some common characteristics. These are the awareness, knowledge, attitude and skills that make up the common aspects of environmental education and upbringing. The perception of the environment in which people live is an important prerequisite for the development of ecological awareness. Environmental education, especially in childhood, will make people in the future feel responsible for the environment in which they live only if a sensitivity is developed that will further develop people's perception of the importance of a clean environment and which will make them environmentally responsible inhabitants of planet Earth. The awakening of this feeling of responsibility is particularly significant in this era due to the rapid development of technology and unplanned urbanization. While technology increasingly immobilizes us and limits our communication with the external environment, losing contact with nature can lead to the development of biophobia towards natural beauty, instead of developing biophilia that brings many positive benefits to the development of health and mental development in children.

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A Needs Analysis Study On The Learning-To-Learn Awareness Training Program For Teachers

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Abstract

This study is the result of a needs analysis conducted for the development of a training program aimed at enhancing teachers' learning-to-learn awareness. Considering the impossibility of keeping up with the ever-growing body of knowledge, the focus has shifted from directly transmitting information to individuals toward enabling them to learn how to access the necessary information through appropriate means. Learning to learn, as one of the key competencies of the 21st century, is a critical indicator for fostering effective lifelong learners and teachers with positive attitudes toward professional development. This study aims to identify teachers' needs concerning learning to learn. A multi-phased mixed-methods research model combining quantitative and qualitative methods was used in this study. Two instruments were employed for collecting quantitative data. The first was "Teacher Perceptions on Learning-to-Learn Competence Survey", designed to measure teachers' perceived competencies in learning to learn. The second was "Attitude Towards Professional Development Scale", which assessed teachers' attitudes toward professional growth. Both tools were validated for reliability and validity. For qualitative data, "Learning-to-Learn Awareness Development Program Interview Form", developed and validated by the first researcher, was utilized. The quantitative sample of this study consisted of 350 teachers working in schools affiliated with the Ministry of National Education in Kayseri, selected through a simple random sampling method. The qualitative sample included English, Turkish, Music, Classroom, Science, and Mathematics teachers, selected using the maximum variation sampling method. Descriptive statistics were calculated to explore the relationship between teachers' learning-to-learn competencies and their attitudes toward professional development, followed by a simple regression analysis as a quantitative research method. For the analysis of qualitative data, content analysis and descriptive analysis techniques were employed using MAXQDA, a qualitative data analysis software. The needs analysis revealed a strong positive relationship between learning-to-learn competence and attitudes toward professional development. Additionally, content and descriptive analyses highlighted the conceptual schemas teachers associate with learning to learn. The findings indicate a significant need for an in-service training program to enhance teachers' awareness and skills in learning to learn.

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Nurses' Knowledge, Attitudes, and Implementation of Evidence-based Practice comparative study

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Abstract

Aim: To compare between diploma nursing and bridging nursing for Nurses' Knowledge, Attitudes, and Implementation of Evidence-based Practice (EBP).

Method: descriptive-comparative study to compare Diploma and bridging, convenience sampling 200 nurses) diploma, 104 (, and (bridging nursing 96) .

Results: Attitudes towards EBP for diploma mean 5 and for Bridging 5.8. Level of knowledge for diploma 5 and bridging 5.9, for Level of practice for diploma 5.2 and for bridging 5.4, Level of implementation 4.9 for diploma and for bridging 5.4. Hence, the nurses' EBP appeared moderate. Diploma and bridging nurses expressed significant comparison which bridging nurses had 2.886 times the odds of application of implementation EBP and improved KAP rather than diploma nurses by p – value (0.002) and, Nurses with 6 – 10 years of experience are compliance with implementation of EBP according KAP with 1.6 times the odds higher than who have 1 – 5 years by p-value (.005).

Conclusion: The diploma demonstrated moderate knowledge and practice and attitudes and implantation   attitudes about EBP, however, majority of the nurses did not implement it in their daily clinical practice, The nurses bridging   demonstrated high knowledge and practice and attitudes and implantation   attitudes about EBP, however, after bridging improve the EBP for nurses

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