

Reimagining Education and Leadership

Abstract Book

Edited by
Margarita Kefalaki

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5th Annual
**International
Conference**
on **Education**

9th Annual
**International
Conference**
on **Communication
and Management**



Athens, Greece

Reimagining Education and Leadership

ABSTRACT BOOK

edited by
Margarita Kefalaki

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Reimagining Education and Nurturing Learner Wellbeing

And the

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Reimagining Leadership: Exploring Innovative Pathways for Business and Communication

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Margarita Kefalaki (edited by)



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Preface	7
Reimagining Education and Leadership.....	7
1: Designing Inclusive and Intercultural Learning Environments	10
Innovative Education Management: The Importance of Valuing Students' Voices	11
Kefalaki Margarita	11
Nurturing intercultural teaching and learning through curriculum design.....	12
Fotini Diamantidaki* & Jennifer Eddy**	12
Inclusive approaches to learning spaces: co-design of digital resources in international contexts	13
Jan Bamford* & Elena Moschini**	13
Preparation for flourishing: views of young people in high school.....	14
Emma Boboceca	14
Mindful Moments: Strategies for Alleviating Anxiety in Elementary Students, Both Onsite and Online	15
Gina Solano	15
Collaborative Online International Learning (COIL): Humanizing Education through Intercultural Film Projects	16
Tiecheng Li* & Fotini Diamantidaki**	16
Learning Through the Arts: Photography, Poetry, and Cultural Language Journeys in Education	17
Joanna Vasdeki*	17
2. Developing teacher and learner intercultural communicative competence through curriculum design ..	18
Developing teacher and learner intercultural communicative competence through curriculum design	19
Jennifer Eddy* & Fotini Diamantidaki**	19
3: Innovative Approaches in Educational Research.....	20
A Case Study of Subject Knowledge Construction in Primary Mathematics under the Embodied Cognition Perspective.....	21
Zhou Ziwen* & Nie Jiayu**	21
Smart Classrooms, Smarter Minds: Enhancing Social-Emotional Learning with AI	22
Efi Karatopouzi.....	22
Enhancing Communication Skills: Designing and Assessing the Effectiveness of Innovative E-Tools (POSTER)	23
Kwan Yuet Ling, Linda	23
Latent Profiles of Teacher Professionalism among Elementary School Teachers in Korea	25
Seunghee Kang* & Dayong Kwon**	25
4: Mental Health and Wellbeing in Education.....	26
Mental Health and/or Inappropriate Student Behaviour at the University of Geneva: A New Challenge for Academic Advisors	27

Valérie Favez* & Pascale Pasche-Provini*	27
Towards diverse, inclusive and sustainable practitioner action research in English language teaching.	28
Anne Burns	28
How does teacher education affect student development? An Empirical analysis based on CEPS data	29
Ran Zhao*, Xiaoyu Shi**, Jianpo Ma*** & Xuemei Li***	29
Self-Serve Brain: From Theory to Everyday Tools for Students (and their teachers)	30
Matthieu Paré	30
5: Official Board Meeting	31
6: Cultivating Spiritual Self-Leadership: The Pathway towards Authentic Spiritual Leadership (WORKSHOP)	32
Shelly Lyons	32
7: Emerging Global Trends in Education and Management	33
Ensuring Prosperity for Education	34
Alex Athanassoulas	34
Financial Symphony: The Asymmetric Harmony between Global Equity, Bond Prices, and Commodity Prices.	35
Marshall Sallah	35
8: Leadership and Communication Practices	36
The Impact of Healthy Eating and Physical Activity Programs on Employee Performance: Insights from Business Analytics	37
Michael Anibal Altamirano* & Md Samiul Alam Mazumder**	37
Framing and Stigma: A critical Discourse Analysis of BBC News' China-related Reporting on Twitter	38
Zhou Hui* & Akmar Hayati Binti Ahmad Ghazali**	38
The student experience during the COVID-19 pandemic: Implications for teaching and learning in higher education	39
Maria Eliophotou Menon	39
Online Presentations	40
9: Educational Innovation and Leadership	40
Embracing Design Thinking as a Paradigm Shift in Educational Innovation	41
Maria Concetta Carruba* & Barca Alessandro* & Mariella Tripaldi**	41
Agile Scrum: A case study in organisational culture and emergent leadership in two Christian faith-based schools	42
Massimiliano Caruso	42
How principal emotional leadership affects teacher knowledge sharing: a moderated mediation model	43
Min Qi* & Yufeng Zhang**	43
Generative AI tools as sophisticated companions in the classroom : A Framework for Project-Based Learning Design and Implementation	44
Xiren Tang* & Yaping Xu** & Honghui Li***	44

10: Emerging Technologies and Educational Aspirations.....	45
Who Would Prefer Applying for a PhD: A Study on the Factors Influencing Chinese Women's Willingness to Pursue a Doctoral Degree	46
Ling Wu	46
A study of the impact of generative artificial intelligence on adolescents' creative thinking	47
Jingyue Huang.....	47
Defining the communicative manager	48
Elizabeth Williams.....	48
11: Open discussion	49

Preface

Reimagining Education and Leadership, an Introduction

This Abstract Book includes the academic contributions presented during two concurrent conferences hosted by the Communication Institute of Greece (COMinG):

- The **9th Annual International Conference on Communication and Management (ICCM2025)**, under the theme *“Reimagining Leadership: Exploring Innovative Pathways for Business and Communication”*, and
- The **5th International Conference on Education (EDU2025)**, under the theme *“Reimagining Education and Nurturing Learner Wellbeing”*.

Both conferences are held in parallel from **June 30 to July 4, 2025**, at the Emmantina Hotel in Athens, Greece.

Over the five-day event, a total of **24 papers and 2 workshops** are presented by **42 researchers** from **11 countries** and **4 continents** (Europe, Asia, North America, Oceania). Represented countries include the UK, USA, China, Hong Kong, South Korea, Switzerland, Australia, Malaysia, Cyprus, Italy, and Greece.

The event features **10 conference sessions** covering diverse themes such as:

- Learning Environments
- Communicative Competences
- Innovative Approaches in Educational Research
- Mental Health and Wellbeing in Education
- Leadership
- Education Management

We are proud to present a distinguished group of researchers and their contributions:

- **Margarita Kefalaki** (President, Communication Institute of Greece & Professor, Hellenic Open University, Greece)
Innovative Education Management: The Importance of Valuing Students’ Voices
- **Fotini Diamantidaki** (UCL Institute of Education, University College London, UK) and **Dr. Jennifer Eddy** (Queens College, City University of New York, USA)
Nurturing Intercultural Teaching and Learning through Curriculum Design
- **Jan Bamford** and **Elena Moschini** (London Metropolitan University, UK)
Inclusive Approaches to Learning Spaces: Co-design of Digital Resources in International Contexts
- **Emma Boboce**a (London Metropolitan University, UK)
Preparation for Flourishing: Views of Young People in High School
- **Gina Solano** (State University of New York, Oneonta, USA)
Mindful Moments: Strategies for Alleviating Anxiety in Elementary Students, Both Onsite and Online
- **Tiecheng Li** (The Chinese University of Hong Kong, Hong Kong) and **Fotini Diamantidaki** (UCL Institute of Education, UK)
Collaborative Online International Learning (COIL): Humanizing Education through Intercultural Film Projects
- **Jennifer Eddy** (Queens College, CUNY, USA) and **Fotini Diamantidaki** (UCL Institute of Education, UK)

- Joanna Vasdeki (The American College of Greece & The Czech School of Athens)
Learning Through the Arts: Photography, Poetry, and Cultural Language Journeys in Education
- **Zhou Ziwen** (Guangzhou Nansha Academy of Educational Development, China) and **Nie Jiayu** (Jinlong Primary School, China)
A Case Study of Subject Knowledge Construction in Primary Mathematics under the Embodied Cognition Perspective
- **Efi Karatopouzi** (ACS Athens, Greece)
Smart Classrooms, Smarter Minds: Enhancing Social-Emotional Learning with AI
- **Kwan Yuet Ling, Linda** (The Education University of Hong Kong, Hong Kong)
Enhancing Communication Skills: Designing and Assessing the Effectiveness of Innovative E-Tools
- **Seunghye Kang** (Pusan National University, South Korea) and **Dayong Kwon** (Pukyong National University, South Korea)
Latent Profiles of Teacher Professionalism among Elementary School Teachers in Korea
- **Valérie Favez** and **Pascale Pasche-Provini** (University of Geneva, Switzerland)
Mental Health and/or Inappropriate Student Behaviour at the University of Geneva: A New Challenge for Academic Advisors
- **Anne Burns** (University of New South Wales, Australia)
Towards Diverse, Inclusive and Sustainable Practitioner Action Research in English Language Teaching
- **Zhao Ran, Xiaoyu Shi, Jianbo Ma, and Xuemei Li** (Beijing Normal University & affiliated schools, China)
How Does Teacher Education Affect Student Development? An Empirical Analysis Based on CEPS Data
- **Shelly Lyons** (Crandall University, Canada)
Workshop: Cultivating Spiritual Self-Leadership – The Pathway Towards Authentic Spiritual Leadership
- **Matthieu Paré** (Québec, Canada)
Self-Serve Brain: From Theory to Everyday Tools for Students (and their teachers)
- **Alex Athanassoulas** (STIRIXIS Group; Sustainable Building Council of Greece)
Ensuring Prosperity for Education
- **Elizabeth Williams** (Royal Roads University, Canada)
Defining the Communicative Manager
- **Michael Anibal Altamirano** and **Md Samiul Alam Mazumder** (Monroe College, USA)
The Impact of Healthy Eating and Physical Activity Programs on Employee Performance: Insights from Business Analytics
- **Zhou Hui** and **Akmar Hayati Binti Ahmad Ghazali** (Universiti Putra Malaysia, Malaysia)
Framing and Stigma: A Critical Discourse Analysis of BBC News' China-related Reporting on Twitter
- **Marshall Sallah** (Monroe College, USA)
Financial Symphony: The Asymmetric Harmony Between Global Equity, Bond Prices, and Commodity Prices
- **Maria Eliophotou Menon** (University of Cyprus, Cyprus)
The Student Experience During the COVID-19 Pandemic: Implications for Teaching and Learning in Higher Education
- **Maria Concetta Carruba, Barca Alessandro, and Mariella Tripaldi** (FORPSICOM, Università degli Studi Aldo Moro Bari, Italy)
Embracing Design Thinking as a Paradigm Shift in Educational Innovation
- **Massimiliano Caruso** (Wuxi United International School, China)
Agile Scrum: A Case Study in Organisational Culture and Emergent Leadership in Two Christian Faith-Based Schools

- **Min Qi and Yufeng Zhang** (Beijing Normal University, China)
How Principal Emotional Leadership Affects Teacher Knowledge Sharing: A Moderated Mediation Model
- **Xiren Tang, Yaping Xu, and Honghui Li** (Beijing Normal University and Northwest Normal University, China)
Generative AI Tools as Sophisticated Companions in the Classroom: A Framework for Project-Based Learning Design and Implementation
- **Ling Wu** (Beijing Normal University, China)
Who Would Prefer Applying for a PhD? A Study on the Factors Influencing Chinese Women's Willingness to Pursue a Doctoral Degree
- **Jingyue Huang** (Beijing Normal University, China)
A Study of the Impact of Generative Artificial Intelligence on Adolescents' Creative Thinking

The **Communication Institute of Greece (COMinG)** is an international, non-profit association established to promote the exchange of academic research and foster communication among scholars worldwide. Founded in 2003 in France and reestablished in 2013 in Greece, COMinG supports interdisciplinary engagement through high-quality academic events. COMinG conferences create meaningful opportunities for academics, researchers, and professionals to share their work, collaborate, and shape the future of education and communication. We welcome partnerships with institutions and individuals who align with our mission.

We sincerely thank all the participants, the members of the conference committee, our endorsing institutions, and the administration staff of COMinG. Your dedication and support have made these conferences a success.

Pr. Margarita Kefalaki,
President Communication Institute of Greece.

1: Designing Inclusive and Intercultural Learning Environments

Innovative Education Management: The Importance of Valuing Students' Voices

Kefalaki Margarita

President Communication Institute of Greece & Professor, Hellenic Open University

How innovative education management can foster resilience and guide educational practices toward a sustainable future, particularly by emphasizing the importance of listening to students' voices? In a rapidly changing world, where learners face ongoing uncertainty, student-centered approaches are essential for creating adaptable and inclusive educational systems.

Innovative education management prioritizes flexibility, inclusivity, and the active engagement of students in shaping their learning experiences. Valuing students' perspectives not only promotes equity and knowledge sharing but also strengthens educational resilience. Integrating student feedback into teaching practices has been shown to enhance engagement, foster empathy, and lead to transformative learning outcomes.

By involving students in decision-making processes, institutions can co-create meaningful solutions to address contemporary educational challenges. This participatory model empowers students, enhances institutional adaptability, and prepares learners to navigate complex global issues.

The study also examines practical strategies for overcoming barriers to student engagement and proposes solutions for cultivating a more inclusive, dynamic, and forward-thinking learning environment. In the face of increasing global complexity, the paper argues that co-creating educational experiences with students is vital for developing impactful and sustainable educational practices.

Keywords: Innovative education, global educational challenges, adaptability, empathy, knowledge sharing, educational impact, inspiring students and academics.

Nurturing intercultural teaching and learning through curriculum design

Fotini Diamantidaki* & Jennifer Eddy**

*Associate Professor of Language Learning and Intercultural Communication at the UCL Institute of Education, International Centre for Intercultural Studies, University College London, UK.

**Associate Professor, School of Education, Queens College, City University of New York, USA

This presentation aims to discuss an intercultural project initiated within the Masters Intercultural Communication at the Institute of Education University College London, UK, and in collaboration with Queens College City University of New York. The project takes place within the module of Intercultural Communication and the foreign language classroom, where the students engage in creating a language curriculum for intercultural communicative competence. During this process we aim to establish the correlation of language, culture and identity in language learning whilst also considering inclusive practice. We explore explicitly how to nurture intercultural communicative competence with learners at various stages of their learning journey. We experiment with virtual communication and digital resources, and the individual, community and collaborative pathways these facilitate, in order to transform the language learning experience and ensure we have the opportunity to develop meaningful intercultural experiences. As part of this, we explore the interface between language learning theory and research, language teaching policy and practice, with a particular focus on interculturality across themes that go beyond national cultures. We experiment with how to design a truly intercultural language teaching curriculum that allows learners to become both linguistically and interculturally competent, while also developing and broadening theoretical and practical understandings of language teaching and learning so as to develop innovative professionals who are equipped to transform their practice. The paper will conclude with sharing and discussing examples from students' designed languages curricula. The principles and theoretical framework of the designs are applicable across languages.

Keywords: Intercultural, Curriculum, Education, culture, film

Inclusive approaches to learning spaces: co-design of digital resources in international contexts

Jan Bamford* & Elena Moschini**

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** Head of Student Experience, Associate Teaching Professor,
School of Computing and Digital Media, London Metropolitan University

In this paper we will explore perspectives on student and staff collaboration in international settings. We consider how student participation in the design and development of a project to create interactive resources promotes authentic inclusive leadership learning in two different country settings. The project considers the development of inclusive leadership skills for postgraduate students in different country settings, as well as the development of citizenship skills through the knowledge exchange process. Through the voices of students and practitioners in the UK and in France, with international students, insights are provided into the importance of student collaboration in pedagogic innovation. The theoretical underpinning of the project centres around understanding the role of the third space (Bamford and Moschini 2024) in co-creation projects with students who encourage other students to build relationships, student/student, student/lecturer and student/community. The focus for the co-creation project was the development of digital reusable learning objects (RLOs) in a participatory design context, where students were consulted with and engaged with on the development and design of the tools. Through participation in the design and the intervention, there were enhanced possibilities for developing inclusive leadership and citizenship skills. The un-boundedness of the learning spaces allowed the researchers to conceptualise the learning as allowing for the relational and dialogic aspects of the interactions to be seen as critical aspects of knowledge creation, engaging dimensions of knowledge creation that were international as well as creative, in the fluid spaces in which the project was located. The ideation and reimagination aspects of the co-creation dynamic represent both the knowledge exchange and the knowledge creation dimension of this learning environment. The methodology for the project uses a participatory research approach, drawing on participant observations, visual data, focus group and workshop data, collected both in the UK and in France. This knowledge creation can be seen as being in addition to the formal curriculum. It furthers the aim of higher education institutions in meeting the educational needs of a culturally heterogenic student bodies, including international students and the improvement of learning outcomes.

Keywords: Third space, Co-creation, Inclusive leadership, Cultural awareness skills

Preparation for flourishing: views of young people in high school

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This ongoing doctoral thesis, "Preparation for flourishing: views of young people in high school", explores the perspectives of Year-11 students in England on how their school experiences shape their abilities and prepare them for a flourishing life. This study investigates adolescents' views on their future aspirations and the role schools play in fostering their personal development beyond academic success. The research employed a narrative inquiry approach that gathered rich, detailed stories from students, providing insights into their lived experiences and the factors that contributed to their overall well-being and potential.

The project aims to examine the impact of education on students' potential to flourish, not only in terms of career advancement but also in realising their true potential. This involves understanding the role of schools in promoting the holistic development of an individual's true potential, as described by educational theorists such as Dewey, Maslow, and Bronfenbrenner. The study focuses on identifying the resources and activities within the school environment that facilitate students' personal growth and aspirations.

The study has three primary objectives:

To establish students' understanding of flourishing in relation to high school objectives.

To explore the variety of activities that promote personal development and flourishing after high school.

To investigate students' willingness and desire to engage in activities that promote flourishing.

These objectives are addressed through the following research questions:

What factors and resources within the school environment facilitate personal growth?

What school resources and activities do students find most effective for promoting their talents to flourish?

What experiences have inspired students to thrive and pursue flourishing?

Narrative inquiry is used as the research methodology to capture the temporality and sociocultural context of students' lived experiences. This approach allows for a comprehensive understanding of how students perceive and experience the opportunities available to them in school, providing a rich, contextualised account of their pathways to flourishing.

The study highlights the importance of holistic education that goes beyond academic achievement, emphasising the role of schools in preparing students for a flourishing and fulfilling life. By focusing on students' narratives, the research provides valuable insights into how educational environments can better support adolescents in realising their true potential and achieving a state of flourishing.

Keywords: Flourishing, High School, Wellbeing, True Potential, Aristotle, Self-discovery

Mindful Moments: Strategies for Alleviating Anxiety in Elementary Students, Both Onsite and Online

Gina Solano

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Childhood anxiety has increasingly become a significant concern for classroom teachers in recent years. This issue not only disrupts the learning environment but also contributes to a range of other health-related problems. If left unaddressed, childhood anxiety can lead to long-term mental health issues such as depression and social isolation, as children become accustomed to coping with anxiety on a daily basis. Recognizing the urgency of this problem, this curriculum project was developed to design and implement a series of mindfulness lessons aimed at alleviating anxiety among second-grade students. Initially, these lessons were delivered in-person on a weekly basis. However, the onset of the COVID-19 pandemic necessitated a shift to remote learning. Despite this transition, the mindfulness activities continued to be delivered through online instruction, providing significant benefits to the young students during this challenging period. The primary objective of this qualitative action research study was to create and evaluate mindfulness-based interventions as a viable approach to enhancing student learning and emotional well-being in the classroom. The study involved a small group of teachers who either worked at or volunteered for the school where the curriculum was implemented. These participants were purposefully selected based on their knowledge and experience with mindfulness-based interventions. Data collection was conducted using an open-ended evaluation questionnaire, which allowed for in-depth feedback from the participants. The collected data was then analyzed by identifying recurring codes and themes, which informed subsequent improvements to the curriculum. Following the analysis, the refined curriculum was implemented both onsite in the classroom and online during the pandemic. The results of the study indicated that mindfulness-based interventions were highly effective in both settings. Teachers reported noticeable improvements in students' ability to manage anxiety and enhance their overall emotional well-being. Consequently, the study recommends the inclusion of mindfulness practices in the daily routines of elementary schools to foster a supportive and nurturing learning environment. This approach not only addresses immediate anxiety-related issues but also contributes to the long-term mental health and resilience of young students.

Keywords: Mindfulness, educational technology, childhood anxiety, wellness

Collaborative Online International Learning (COIL): Humanizing Education through Intercultural Film Projects

Tiecheng Li* & Fotini Diamantidaki**

*Lecturer / Associate Director, Department of Cultural and Religious Studies, The Chinese University of Hong Kong, Hong Kong

**Associate Professor in Education, UCL Institute of Education, University of London, UK.

After the global pandemic, educators have accumulated significant experience in online education. Leveraging this expertise and incorporating documentary practices, we strive to conduct cross-geographical comparative research on social issues.

This presentation will analyze the COIL case jointly conducted by UCL (University College London) and CUHK (The Chinese University of Hong Kong). Students from two MA classes in London and Hong Kong collaborated on a project to explore different areas of their cities beyond the classroom. They created short documentary films to represent and compare social issues such as immigration gathering places, homeless people, cross-cultural miscommunication, etc., in their respective cities, considering the unique societal environments and cultural backgrounds.

This report utilizes student-produced short documentary films, reflections from individuals and groups at different project stages, and their final project reports as research data. By employing methodologies such as film studies, visual text analysis, and student reflection analysis, the report synthesizes and organizes the outcomes of this cross-geographical online collaborative teaching and learning initiative through documentary. It identifies the project's strengths, commonalities, and shortcomings, contributing to innovative practices in global education.

Keywords: cross-geographical teaching and learning, film studies, visual text analysis, innovative practices, intercultural filming editing, ethics.

Learning Through the Arts: Photography, Poetry, and Cultural Language Journeys in Education

Joanna Vasdeki*

Independent Educator & Freelance Researcher; Instructor at Pierce – The American College of Greece & The Czech School of Athens

This presentation highlights two interdisciplinary, arts-based educational projects developed by Joanna Vasdeki in different contexts: one involving photography and poetry as experiential educational and cultural tools and the other focusing on creative language learning through the book *Kouzelná kniha češtiny* (The Magical Book of the Czech Language). Both initiatives draw on experiential pedagogy, arts-based education, and holistic teaching approaches that invite learners of all ages to engage with knowledge in creative, meaningful, and diverse ways.

1. Photography & Poetry in Education - for children, teenagers and adults
The first part of the presentation explores a methodology developed in workshops for adults and school settings (children and teenagers), where photography and poetry are combined to cultivate students' observation skills, emotional literacy, and creative expression. This approach emphasizes mindful engagement with one's environment and inner world, encouraging learners to explore identity, "seeing", memory, and storytelling through visual and verbal

means. The process includes reflective walks, image-making, poetic writing, and group sharing. Outcomes show enhanced student motivation, stronger narrative skills, and greater self-awareness. Documentation includes visual journals, exhibitions, and student-led presentations.

2. *Kouzelná kniha češtiny* (The Magical Book of the Czech Language): A Creative Cultural Journey in the Czech Language and Beyond
The second part introduces *Kouzelná kniha češtiny*, created by Joanna Vasdeki — an educational resource designed not as a formal language course, but as a creative and playful way for children to engage with the Czech language and culture beyond the standard curriculum. While developed specifically for Czech learners, the principles and methods of the book are adaptable and can inspire similar arts-based language learning approaches for other languages and cultural contexts. The book, written and conceptually developed by the author as an original work, was implemented within the Czech School of Athens and supported by the Czech Ministry of Foreign Affairs. It invites children with an existing foundation in Czech to explore cultural concepts, stories, traditions, and values through drawing, songs, fairy tales, photography, and collaborative activities.

Rather than focusing on grammar or formal instruction, the activities aim to immerse children in the sounds, images, and symbols of Czech culture, encouraging them to expand their vocabulary and deepen their linguistic confidence naturally. The sessions promote intercultural identity building and emotional connection with language through art-based learning. The approach responds to the needs of bilingual and bicultural children who may not study Czech as a school subject but wish to maintain and enrich their connection with the language and heritage.

Keywords: Arts-Based Education, Experiential Pedagogy, Photography and Poetry, Language Learning, Cultural Identity

2. Developing teacher and learner intercultural communicative competence through curriculum design

Developing teacher and learner intercultural communicative competence through curriculum design

Jennifer Eddy* & Fotini Diamantidaki**

*Associate Professor of World Language Education, School of Education, Queens College, City University of New York.

**Associate Professor in Education, UCL Institute of Education, University of London, UK.

How do our learners clarify, compare, elaborate, and collaborate with others to move plurilingual and pluricultural space forward and place new language and cultural contexts within reach for others? How can we design bespoke curricula for transferable concepts with relevance to community, career, and world?

This workshop guides you in a content-rich design model as curriculum framer for authentic assessment, innovative learning, mediation and intercultural communicative competence. Let our presenters make the case for the language teacher as designer and learner as mediator to underpin practices for greater uptake and autonomy. Based on MFL projects in the UK and the United States, see task exemplars which unfold pupil deliverables for vertical transition across levels within transdisciplinary themes. Through these tasks, learners solve problems and create products with value beyond the classroom and develop confidence to use language they own right now to mediate for others between, among and within languages and cultures. During our workshop, participants will unpack key components of the design model, identify overarching ideas for thematic inquiry and develop tasks collaboratively across a range of learner engagement. Participants will also receive design templates for application within their learning context and communities of practice.

Keywords: Intercultural, Curriculum, assessment

3: Innovative Approaches in Educational Research

A Case Study of Subject Knowledge Construction in Primary Mathematics under the Embodied Cognition Perspective

Zhou Ziwen* & Nie Jiayu**

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**Teacher, Jinlong Primary School, Nansha District, Guangzhou, China

AI has become, the future of educational practice from the ‘hard’ delivery of knowledge transmission to the ‘soft’ experience of knowledge construction, embodied cognition emphasises the construction and understanding of the world from the body, which broadens the field of experience of the learner and extends the boundary of knowledge construction in disciplinary curricula. The boundary of knowledge construction in disciplinary courses has been extended. How to accurately use AI tools to empower the framework thinking of discipline teaching to enhance students’ knowledge and ability, how to improve the teaching space environment, enhance the dialogue consciousness of teachers and students, so as to create a vivid teaching situation and enhance students’ critical thinking and innovation ability, is a nurturing goal of discipline teaching that deserves in-depth exploration. Based on the empowerment of digital intelligence technology, this study constructs an empirical case of ‘experience-heavy inquiry teaching’ under the perspective of embodied cognition, and pays attention to students’ physical and mental experience through the problem-oriented learning themes in real contexts, project-based practical activities in the disciplines, cross-cutting interdisciplinary large-unit model construction, and embedded multiactive learning evaluation, so as to promote students’ holistic development and enhance their physical and mental abilities. It promotes the holistic development of students' minds and bodies so that they can manage uncertainty in future learning challenges.

Keywords: Knowledge construction; Digital intelligence technology; Empirical cases; Multi-subject learning assessment; Holistic development;

Smart Classrooms, Smarter Minds: Enhancing Social-Emotional Learning with AI

Efi Karatopouzi

ACS Athens American Community School Athens Greece

In today's rapidly evolving educational landscape, fostering social and emotional learning (SEL) is more critical than ever. As schools strive to cultivate emotionally intelligent, empathetic, and resilient students, the integration of artificial intelligence (AI) offers powerful new tools to support this mission. This presentation explores how AI can enhance SEL in classrooms by providing personalized learning experiences, facilitating emotional self-regulation, and promoting student well-being.

We will examine real-world applications of AI in SEL, including AI-driven platforms that assess and support students' emotional needs in real time, adaptive technologies that offer tailored feedback for developing emotional intelligence, and tools that help educators track SEL progress at scale. Additionally, the ethical considerations of using AI in this sensitive domain will be discussed, ensuring that technology is implemented in ways that respect student privacy and individuality.

By combining the insights of human educators with the capabilities of AI, schools can create "smart classrooms" that not only improve academic performance but also nurture "smarter minds" capable of understanding and managing emotions effectively. Join us to discover how AI can become a meaningful ally in fostering the emotional and social development of students, ultimately shaping a more compassionate and emotionally intelligent generation.

Keywords: Social- Emotional Learning AI

Enhancing Communication Skills: Designing and Assessing the Effectiveness of Innovative E-Tools (POSTER)

Kwan Yuet Ling, Linda

Senior Lecturer, Department of Psychology, The Education University of Hong Kong, Hong Kong

Communication skills are an important aspect of psychology because they are key to understanding and influencing human behavior. Effective communication requires both verbal and nonverbal skills, and it involves the ability to listen actively, express oneself clearly, and interpret the messages of others accurately. Effective communication is essential for building positive relationships, promoting personal growth, and facilitating social change. With the development of Communication Skills e-Tools Kit which includes e-booklets and e-cards, focus on oral communication skills, and create a dynamic and engaging experience that helps students develop their communication skills in a supportive environment. The research study is aimed at addressing the effectiveness of using e-Tools Kit among University students.

The research was conducted over 2 years period employing the undergraduate students of The Education University of Hong Kong and SEGi University in Malaysia. The e-Tools will be used in the courses related with Psychology. Design surveys and interviews exploring their experiences, preferences, and regarding perceived changes in their communication skills after using the e-Tools. Those who participate in this research study are expected to develop essential communication skills. By leveraging innovative aspects to enhance the learning experience, these mediums can help learners achieve their learning goals in a more efficient and effective manner.

Bellow you can take a look of the poster:

ENHANCING COMMUNICATION SKILLS: DESIGNING AND ASSESSING THE EFFECTIVENESS OF INNOVATIVE E-TOOLS

Dr Kwan Yuet Ling, Linda



Introduction

- Communication skills are an important aspect of psychology, the key to understanding and influencing human behavior.
- Communication skills require both verbal and nonverbal skills, involving the ability to listen actively, express oneself clearly, and interpret the messages of others accurately.
- Effective communication builds positive relationships, promotes personal growth, and facilitates social change.

Purpose

- To enhance the quality of learning and teaching.
- To develop and try out innovative practices related to enhancing student learning.
- To enhance students' oral communication skills.

Research question

How effectively do Innovative E-Tools enhance university students' communication skills?

Methodology

- To create a collaborative team among EdUHK and SEGi University students, a resource pack was made to enhance the learning objectives of courses related to communication skills.
- Roles and responsibilities were assigned to each team member based on their skills and interests, encouraging all team members to share their ideas and collaborate on creating engaging and effective content.
- Lecturers and students for different relevant courses can use the resource pack.
- Students are interviewed and surveyed. Quantitative research was used to collect data.



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Communication Soft Skills Resource Pack



- 1) Communication skills booklets
 - Include step-by-step instructions, diagrams, examples, and troubleshooting tips.
 - Designed in both landscape and portrait orientations.
 - Printed in color, with text, images, and graphics.
 - Topics include: communication styles, conflict resolution, body language in communication, etc.
- 2) Communication skills handy cards
 - Develop cards with visual aids, using scenarios or characters for role-playing exercises.
 - Help learners practice their argumentation skills and learn how to express their opinions effectively.

Literature review

- Students with strong written and verbal communication skills perform better academically and are more likely to succeed in collaborative projects (Quible, 2005).
- Cultural sensitivity and adaptability in communication foster mutual understanding and reduce the risk of cultural misunderstandings (Ting-Toomey & Chung, 2012).
- Effective communication enhances self-esteem and empowers individuals to navigate social and professional challenges (Adler & Elmhorst, 2012).

Results

- Communication competencies are enhanced through the development of educational materials by approximately 60 students from both Universities in Social Psychology, Cross-Cultural Psychology, Counselling Skills, and Applied Psychology courses.
- Students assessed its clarity and relevance, provided constructive feedback on their understanding, and learning experience.
- The materials were evaluated to be practical, engaging, and applicable to real-world psychological contexts, facilitated cross-institutional knowledge exchange, and encouraged critical thinking and the practical application of communication principles.

Conclusion

- The designed resource pack allows students in both universities to enhance their learning in the courses, and provides inspiration for professionals' teaching related to oral communication skills.
- Students engaged in designing booklets and creating handy cards, enhanced their leadership skills, communication skills, and creative thinking skills.

Latent Profiles of Teacher Professionalism among Elementary School Teachers in Korea

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The purpose of this study is to conduct a latent profile analysis (LPA) on teacher professionalism, which consists of student assessment expertise, instructional improvement activities, teacher efficacy, and collaboration with colleagues, by distinguishing between elementary and secondary school teachers. Specifically, this study focuses on identifying the types of latent profiles that emerge among elementary school teachers. For this purpose, data were drawn from the third wave of the Gyeongnam Education Longitudinal Study (GELS), specifically the teacher data associated with sixth-grade elementary school panels (N = 266).

The LPA identified three distinct profiles. The first profile group, comprising 41.0% of the total sample, demonstrated the highest levels across all four domains—student assessment, instructional improvement, teacher efficacy, and collaboration. This group was labeled as the “high group.” The second group, which included approximately 51.0% of the teachers, exhibited moderately lower levels in all domains compared to the high group and was thus named the “moderate group.” The third group, accounting for 8.0% of the sample, showed the lowest levels across all four domains and was accordingly labeled the “low group.”

Based on these findings, this study discusses strategies for enhancing teacher professionalism tailored to the characteristics of each identified profile.

Keywords: LPA, Teacher Professionalism, Elementary School Teacher

4: Mental Health and Wellbeing in Education

Mental Health and/or Inappropriate Student Behaviour at the University of Geneva: A New Challenge for Academic Advisors

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In each faculty or institute of the University of Geneva, academic advisors monitor and regulate the students' study programs, ensuring the optimal organization and execution of their academic course. As is the case in other higher education institutions in Switzerland, one of the challenges academic advisors are increasingly facing since the Covid crisis is supporting students with mental health issues and/or problematic behaviors. Thus, academic advisors are now confronted with an unprecedented challenge: supporting students throughout their academic journey while considering their mental health concerns. Consequently, they must adapt their approach and expand their role.

Ordinary appointments with the students may serve as an opportunity to detect signs of psychological distress and/or misbehaviors. The academic advisor must be able to bring an appropriate response, for example by referring the student to appropriate resources. However, advisers are not trained in psychology, basic knowledge of mental health issues is necessary to help them better understand the issues involved. Training in this domain (e.g., active listening, crisis management, psychological first aid) will provide them with practical tools to support distressed students and to manage students with problematic behaviors, while remaining within the boundaries of their role. Furthermore, to effectively address this challenge, it is crucial that advisors receive support to avoid burnout, especially when they are regularly exposed to the distress of students.

As a result, in 2023 academic advisors in Geneva requested that the University of Geneva (UNIGE) implement a tailor-made training program on the topic: Critical Personal Situations: How to Identify, Prevent, and Act. The objectives of this training course were as follows:

- Be able to define:
 - o Crisis vs. critical vs. urgent personal situations
 - o Signs of imbalance/psychological vital signs
- Be able to identify these situations
- Prevent the escalation of such situations
- Act in response to these situations
- Know the available resources and referral pathways

The present presentation aims to highlight the issues and benefits of this type of training, emphasizing the specific nature of the academic advisor's work and unique role. Moreover, it shows that the training must be specifically designed for the responsibilities of academic advisors due to the dual mandate of identifying mental health problems and providing academic guidance to students throughout their academic progression.

Towards diverse, inclusive and sustainable practitioner action research in English language teaching

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Practitioner research (PR) is a transformative form of language teacher education enabling practitioners to contribute to their own knowledge base for teaching (Freeman, 2020)). The last two decades have seen the field of language PR flourish, with numerous studies exploring ways research-engaged practitioners develop knowledge, agency and new identities (e.g. Edwards, 2021). Despite much important work on content or outcomes of language PR development, there has been little conceptualisation of how such development occurs and can be sustained. If we endeavour to support practitioners in maintaining a reflective mindset through doing research, and simultaneously encourage a ripple effect of PR benefits extending across an institution, then we need better understanding of how that development arises and how institutions, in particular, can create a rich environment for development (Burns, Edwards & Ellis, 2022). This presentation offers new understanding of the development of language practitioner researchers, in particular processes and contexts underpinning such development and their interactions.

I draw on sociocultural and ecological systems theories (e.g. van Lier, 2011; Vygotsky, 1994), and my extensive research in action research (AR) and 30-year involvement in AR programs in Australia and elsewhere, to present a model of PR development that aims for multilevel inclusion and sustainability. The model acknowledges the multi-diversity of development, as well as the ecological layers of context that act as environments for development. It distinguishes between the environments, dimensions and outcomes of practitioner researcher development, and presents a holistic conceptualisation of this development in the context of AR. The model also considers how sustainability can be achieved at the micro, meso and macro ecological levels of a system, and how these levels interact. The model is illustrated using cases of individuals, institutions and AR programs.

Keywords: practitioner research, action research, language teacher education, sociocultural/ecological systems theory, inclusivity, sustainability

How does teacher education affect student development? An Empirical analysis based on CEPS data

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The quality of teachers directly determines the quality of education, with the professional background and practical ability of teachers having a profound impact on student development. Marked by the rapid advancement of science and technology, the digital transformation of education is accelerating, thereby rendering the role of information and communication technology (ICT) in education increasingly prominent. In this context, exploring the association between teachers' teacher education background and students' cognitive ability development, as well as the role of ICT in this process, is of great theoretical and practical significance.

The study utilized the follow-up data from the CEPS, setting teacher education background as the core independent variable and students' cognitive ability development as the dependent variable, while considering the role of ICT. Multilayer linear modeling and propensity score matching is used to explore the relationship between teacher education background and students' cognitive ability development. The findings revealed that students' background characteristics exerted a substantial influence on their cognitive development, with the background characteristics of schools and teachers exhibiting differential impacts. Teachers with a background in education exhibited a significant positive effect on students' cognitive development, with this effect being more prominent among rural school teachers, female teachers and class teachers. Furthermore, the study revealed that ICT has a significant positive effect on students' cognitive development and functions as a moderator in the relationship between teachers' education background and students' cognitive development. Specifically, teachers in the non-teacher education group utilize ICT to enhance students' cognitive ability to a greater extent, and the disparities in cognitive ability between students taught by non-teacher education group teachers and teachers in the teacher education group gradually diminish as teachers' ICT level increases. The contributions of this study are threefold: first, this study explores how teachers with a background in teacher education, in their role as class teachers, affect students' cognitive abilities, considering demographic factors; second, it employs the propensity score matching method to circumvent the estimation bias of the traditional ordinary least squares method and accurately identify causal relationships; and third, it delves into the intricate relationship between teachers' education background, ICT, and student development.

Keywords: Teacher education, Cognitive ability, Information and communication technology

Self-Serve Brain: From Theory to Everyday Tools for Students (and their teachers)

Matthieu Paré

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This presentation introduces a powerful metaphorical framework to understand executive functions—like planning, inhibition, and flexibility—and how they are impacted by anxiety in students.

Drawing from the upcoming book *Self-Serve Brain* (2026), Matthieu Paré, Ph.D., shares vivid illustrations, real-life student stories, and practical tools co-created with learners to help educators support cognitive regulation in daily academic life.

Keywords: Executive Functions and Anxiety, College Students, Cognitive and Emotional Challenge, Postsecondary Education

5: Official Board Meeting

COMinG conferences create meaningful opportunities for academics, researchers, and professionals to share their work, collaborate, and shape the future of education and communication. We welcome partnerships with institutions and individuals who align with our mission.

6: Cultivating Spiritual Self-Leadership: The Pathway towards Authentic Spiritual Leadership (WORKSHOP)

Shelly Lyons

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Finding ways to promote connection and inclusivity in our increasingly diverse workplaces, and doing so authentically, can often be a challenge for leaders. Being authentic requires leaders who have the ability to lead others towards holistic well-being that mirrors how they lead themselves. Spiritual self-leadership provides one pathway for leaders to know and develop their own inner lives which, in turn, allows them to create space for connectedness and purpose within their organizations.

In this study employing narrative inquiry, the lived experiences of 25 Adult Third Culture Kids (ATCKs), ranging in age from 18 to almost 80, were examined for how spiritual self-leadership can foster identity development and sense of belonging in ATCKs in order for them to elevate their potential and value contribution in the workplace. ATCKs are adults who have had a highly mobile cross-cultural childhood and, as a result, bring both benefits and challenges into their personal and professional lives (Pollock et al., 2017). The objectives of this study were to: 1) identify how ATCKs' professional lives are impacted by their cross-cultural mobile life before the age of 18; 2) explore how the Spiritual Leadership model (Fry & Nisiewicz, 2020) can foster identity development (inner life) and sense of belonging (membership) for ATCKs within the workplace; 3) examine how ATCKs' deconstruction and/or construction of faith impacts their inner life and, by extension, spiritual self-leadership; and, 4) propose recommendations for how ATCKs can cultivate spiritual self-leadership for themselves and leverage their value within their workplaces. A signature contribution from this study is my Spiritual Self-Leadership model, which I will introduce in this workshop. We will delve into the questions: How can this model influence my spiritual self-leadership journey? How could cultivating spiritual self-leadership impact the way I lead others? What am I already doing to cultivate spiritual self-leadership in myself and others? and How can I continue to prioritize the development of spiritual self-leadership in myself and others?

Keywords: Spiritual self-leadership, authentic leadership, spiritual leadership, adult third culture kids

7: Emerging Global Trends in Education and Management

Ensuring Prosperity for Education

Alex Athanassoulas

President & CEO, STIRIXIS Group; President, Sustainable Building Council Greece; Vice President, CEO Clubs Greece; Founder, Metallaxis.org

Though the values and objectives of Education are concrete, the world around us is in a mode of exponential change and constant disruption. As society changes fast, so do its needs, its expectations and the tools and protocols we collectively use to advance and stay ahead. In this era of extreme uncertainty about the world tomorrow, the educational model can either evolve to deliver impactful solutions and a compass to what lies ahead, or become irrelevant and inevitably lead to an uncontrolled educational disruption. The way we communicate with students, the tools we use, the environments within which we invite them to nurture education are in urgent need of optimization or even redefinition.

Through our globally awarded work at STIRIXIS Group (www.stirixisgroup.com) in the educational sector, we provide design solutions rooted in a deep understanding of trends and a structured strategic foresight framework. Through this process and working closely with the professionals of the sector we are able to create engaging and sustainable environments that transcend the traditional “educational institution image”, increase student performance, functionality, wellness, safety and user experience, even joy, resulting in higher efficiency models and the further attraction and successful retention of students in the academic cycle. Even more so, we are able to integrate elements of organic growth and evolution, creating environments that are agile, transformational and versatile, thus allowing long lasting results and financial sustainability.

Education is a choice taken every minute of the day by millions. As the noise and competing signals become stronger, so should the promise of Education as well as the experience and its rewards. By looking at the educational sector with modern market lenses, we are able to add value to it and keep it more relevant and attractive than ever.

Keywords: Education, Educational Institutions, Exponential Change, Disruption, Design, User Experience, Strategy, Strategic Foresight, Trends, Communication

Financial Symphony: The Asymmetric Harmony between Global Equity, Bond Prices, and Commodity Prices

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Recent economic shocks, including the COVID-19 pandemic, trade wars, and geopolitical tensions, have significantly impacted global financial markets, influencing equity, bond, and commodity prices. Understanding the interconnectedness and asymmetric relationships among these markets is crucial for investors and policymakers. This study explored these dynamics using daily data spanning from January 2, 2014, to May 31, 2024. This study aimed to explore the interconnectedness and asymmetric relationships between global equity, bond prices, and commodity prices. The analysis focuses on how these relationships vary under different market conditions and their implications for investment strategies, risk management, and policy decisions. The study employed a dual methodological approach utilizing Quantile-on-Quantile Regression (QQR) and Bi-wavelet analysis. QQR is used to model the non-linear interactions and asymmetric relationships across different quantiles of the distribution of these asset classes. This approach allows for a granular examination of how various levels of global equity, bond prices, and commodity prices impact each other, revealing that changes in bond yields, driven by central bank policies or market forces, have varying effects on equity and commodity prices across different quantiles. Rising bond yields typically push investors towards bonds, reducing equity prices, while falling yields increase investments in equities and commodities. Bi-wavelet analysis provides a time-frequency perspective, identifying evolving patterns and asymmetries in these interactions over time, influenced by economic, political, and environmental factors. The findings revealed significant asymmetric relationships between global equity, bond prices, and commodity prices. The QQR analysis shows that changes in bond yields, driven by central bank policies or market forces, have varying effects on equity and commodity prices across different quantiles. For instance, rising bond yields tend to push investors towards bonds, reducing equity prices, while falling yields increase investments in equities and commodities. The Bi-wavelet analysis uncovers time-frequency patterns, indicating that these relationships are not static but evolve over time, influenced by economic, political, and environmental factors. The study provides robust evidence of the asymmetric harmony between global equity, bond prices, and commodity prices. Understanding these complex interactions is crucial for investors seeking to diversify risks and optimize their portfolios. The insights from this study have significant implications for predictive modeling and market forecasting, equipping investors with the foresight to anticipate market movements and identify investment opportunities. Moreover, this research contributes to adaptive market hypothesis by enriching the testing the hypothesis, offering a comprehensive understanding of market dynamics and influencing the evolution of the financial theory.

Keywords: Global equity, bond prices, commodity prices, Quantile-on-Quantile Regression, Bi-wavelet analysis, asymmetric relationships, financial markets, portfolio management, risk management.

8: Leadership and Communication Practices

The Impact of Healthy Eating and Physical Activity Programs on Employee Performance: Insights from Business Analytics

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In recent years, the importance of employee health and well-being in improving company performance has become an issue of attention for companies at an increasing rate. Programs for physical activity and eating well are essential to corporate wellness programs aimed at enhancing productivity, overall well-being, and promoting the leadership potential of employees. This study aims to explore and substantiate the role of healthy eating and physical activity programs in augmenting employee performance using business analytics tools to garner more insight into program effectiveness. The research conducted in this study utilized a mixed-methods strategy to accomplish this aim. Primary data was gathered through employee surveys that evaluated employee's participation in programs associated with physical activity and healthy eating. Secondary data was collected from a wide range of companies that have launched wellness programs, and the results were implemented before and after those programs were conducted. The study's findings demonstrated that workers who took part in initiatives promoting physical activity, as well as healthy nutrition, reported higher levels of performance in comparison to those who did not. The study also illustrates that when wellness programs were implemented, evidence demonstrates that employee productivity significantly improved. Companies reported a 10–20% drop in absenteeism and a 15–25% boost in productivity. The economic benefits of these activities were validated by the 12% average decrease in healthcare costs. The conclusion of the study highlights the critical roles that physical exercise and a healthy diet play in enhancing worker productivity, which might influence the success of a company, a nation's economy, and public health overall.

Keywords: Employee Health, Corporate Wellness Programs, Leadership, Business Analytics, Physical Activities, Eating Well

Framing and Stigma: A critical Discourse Analysis of BBC News' China-related Reporting on Twitter

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This study examines the discursive construction of China's image in BBC News' social media coverage from 2023 to 2024, using Critical Discourse Analysis (CDA) within the frameworks of Framing Theory and Stigma Theory. The research aims to analyze how linguistic and rhetorical strategies shape public perception and influence international narratives. By applying qualitative content analysis, the study investigates the use of selective attribution, oppositional framing, symbolic language, historical narratives, and the expansion of global threats in BBC's reporting. The findings reveal that selective attribution assigns unilateral responsibility to China for regional tensions, downplaying the roles of other actors. Oppositional framing constructs binary conflicts such as "democracy vs. authoritarianism," turning political and economic disputes into moral confrontations. Symbolic language reinforces stereotypes through recurring labels like "economic coercion," "military aggression," and "digital authoritarianism." Historical narratives link contemporary Chinese actions to past geopolitical threats, portraying its policies as a continuation of expansionism. The expansion of global threats escalates localized disputes into systemic crises, presenting China as a destabilizing force in global politics, security, and technological governance. The study concludes that these discursive patterns contribute to a stigmatized media portrayal of China, reinforcing ideological divisions and shaping public discourse in a confrontational manner. This framing influences global public opinion and policymaking, potentially exacerbating international tensions. The research highlights the need for balanced reporting, contextualized narratives, and diverse perspectives to promote more objective and comprehensive global media coverage.

Keywords: Critical Discourse Analysis, Framing Theory, Stigma Theory, Media Representation, China Coverage

The student experience during the COVID-19 pandemic: Implications for teaching and learning in higher education

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The present study aims at investigating the student experience during the COVID-19 pandemic, with emphasis on the extent to which university students were satisfied with the management of the pandemic on the part of their institution. Data were collected through a qualitative research study 12-18 months after the pandemic. Semi-structured interviews were conducted with 20 undergraduate and 10 graduate students of a public university in the Republic of Cyprus. Respondents were asked to discuss the perceived strengths and weaknesses of their university in relation to the management of the pandemic crisis. Based on the findings, undergraduate students were satisfied with the immediacy of the university response to the pandemic despite the lack of previous institutional experience with online teaching and learning. Moreover, students were satisfied with several measures used to manage the situation such as on-site testing, frequent communication and notifications from university authorities. Respondents expressed satisfaction in relation to measures related to teaching and learning such as the ability of most instructors to adapt to the transition. As regards perceived weaknesses, undergraduate students felt that the separation of students into two main groups (vaccinated and non-vaccinated) constituted a form of exclusion and discrimination. Moreover, weaknesses included the fact that a small number of instructors were not considered to be effective in online teaching and learning. Additional weaknesses included lower student participation, less interaction between instructors and students, technical problems in online teaching and learning, and insufficient resources and support. As regards graduate students, perceived strengths and weaknesses were similar to those reported by undergraduate students. However, graduate students tended to be more critical in relation to instructors' practices and knowledge of technology, the use of online platforms, and the organisation of online examinations. Overall, based on the views of respondents, it appears that students were generally satisfied with the management of the pandemic on the part of their institution. However, there was a perceived negative impact on the effectiveness of teaching and learning, especially in relation to the separation of students into two groups (vaccinated and non-vaccinated). The study draws the implications of the findings for teaching and learning in higher education at times of crisis, drawing attention to the need to address students' problems and concerns. This could be done through the better preparation, training and support of instructors, and the use of more individualised approaches in the teaching and learning process.

Keywords: Student perceptions, COVID-19 pandemic, teaching and learning

Online Presentations

9: Educational Innovation and Leadership

Embracing Design Thinking as a Paradigm Shift in Educational Innovation

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Design Thinking (DT), originally developed within the context of industrial design, has now become an innovative educational methodology. It allows students to acquire cross-disciplinary skills and tackle complex problems in a creative and innovative way. According to Brown (2008), DT is an interactive process comprising five stages: empathize, define, ideate, prototype, and test. These stages encourage educators to understand students' needs, define educational problems, generate creative ideas, develop prototype solutions, and test these solutions in real-world contexts to foster life skills. Due to its human-centered nature, design thinking creates personalized and engaging learning pathways, enabling students to explore, experiment, and learn in an active way. By employing targeted strategies and specific tools, DT promotes innovation, the creation of experiences, knowledge, and artifacts, and enhances motivation and engagement. It supports students in meeting their educational needs efficiently. Through DT, both teachers and students learn to empathize, identify and define problems, generate ideas, prototype, and test solutions, improving their ability to face real-world challenges. DT emphasizes lateral thinking, experimentation, and interdisciplinarity, fostering participation, interaction among students, and the development of positive relationships to create an inclusive and stimulating learning environment.

Keywords: Design Thinking, Innovation at school, Active Learning

Agile Scrum: A case study in organisational culture and emergent leadership in two Christian faith-based schools

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This case study examined the impact on the evolving leadership cultures in two schools following their participation in the Smarter Schools National Partnerships Program (SSNPP) an initiative of the former Federal Labor Government (2007–2013).

The focus was on the co-developed interventions and strategies designed to meet the aims and objectives of the SSNPP, with a particular focus on the implementation of an adapted version of an inclusive participatory approach titled the Agile Scrum Method.

Of the fifteen schools supported by the researcher through the SSNPP, two were selected for further engagement as both schools had demonstrated a keen intent to participate in the SSNP program. The principals of these two schools were also supportive in co-developing additional initiatives and investigations in order to enhance their respective school cultures and leadership approaches. As Principal Advisor and Cluster Leader, I have the dual role of author and researcher. This dual role is further explored below.

This case study was underpinned by an ethnographic approach that focused on the social interactions, behaviours and perspectives that occurred within groups, teams, organisations and communities (Reeves, Kuper & Hodges, 2008). The conceptual framework of this research was underpinned by Bolman and Deal's Frames (2008, 2017) research in investigating organisational cultures. Qualitative data was drawn from several sources, including semi-structured Interviews, documents such as newsletters, minutes of meetings, school websites and notes from the researcher's journal.

The results highlighted the importance of principal leadership in the creation of highly collaborative and distributive leadership cultures in both schools. Faith and religion played a major role in influencing a predominant servant leadership style. The Agile Scrum process supported the creation of conditions of collaborative cultures and distributed leadership in both schools.

This study concluded with practical recommendations for school principals, teachers, and policy makers interested in the development of principal and teacher leadership and collaborative school cultures.

Keywords: Leadership, Servant Leadership Transformative Leadership, Agile Leadership

How principal emotional leadership affects teacher knowledge sharing: a moderated mediation model

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Knowledge sharing is an indispensable determinant in promoting teachers' professional development and enhancing school effectiveness. However, the status quo of teacher knowledge sharing within schools is not optimistic. Previous studies have recently begun paying increasing attention to how various principal leadership styles affect teacher knowledge sharing, yet few studies have explored the role of principal emotional leadership. Emotional leadership is garnering heightened attention in the realm of organizational behavior, exerting a profound impact on employee behaviors and nurturing meaningful workplace relationships. Therefore, this study tested a moderated mediation model to investigate how emotional leadership affects teacher knowledge sharing and the roles of psychological safety and organizational trust in this relationship. Data from 416 primary and secondary school teachers in China were analyzed using multiple regression and bootstrap methods. The results affirmed that principal emotional leadership was positively related to teacher knowledge sharing, with psychological safety playing a partial mediating effect. In addition, organizational trust acted as a positive moderator and strengthened the relationship between emotional leadership and teacher knowledge sharing via psychological safety. The study highlights the benefits of emotional leadership, psychological safety, and organizational trust in the effectiveness of teacher knowledge sharing, providing implications for school managerial practices.

Keywords: principal emotional leadership; psychological safety; organizational trust; teacher knowledge sharing

Generative AI tools as sophisticated companions in the classroom : A Framework for Project-Based Learning Design and Implementation

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In the context of education guided by core competencies, Project-Based Learning (PBL) has received significant attention due to its unique value in cultivating students' autonomous learning and innovative abilities. However, traditional PBL encounters bottlenecks such as limited teaching resources, insufficient teacher guidance, and an imperfect evaluation system. This study takes Generative Artificial Intelligence (GAI) as a breakthrough point. Based on the ADDIE instructional design model, it constructs a project-based courses framework for junior high school information technology that integrates GAI. With the theme of "Smart Life," the courses is divided into three gradient sub-topic: "Smart Home," "Smart Classroom," and "Smart Agriculture." Through the intelligent recommendation, real-time tutoring, and scientific evaluation functions of GAI, the teaching content, teaching process, and evaluation system are optimized, aiming to address the deficiency of inadequate personalized support in traditional project-based courses. This study recruited 32 students from a junior high school in Guangdong Province for a small-scale pilot and analyzed the courses effectiveness by combining questionnaire surveys and interviews. The results show that the courses has received high evaluations (Average score > 4.0 out of 5) overall. It particularly stands out in terms of Artistry (4.63), Teaching Effect (4.62), and Topic Selection (4.57). Students' feedback indicates that GAI's instant question answering, code error correction, and personalized resource recommendation have significantly improved learning efficiency. At the same time, the project-based task design effectively promotes the development of teamwork, problem-solving, and innovative thinking. This study validates the feasibility of GAI empowering PBL and provides an innovative example for the reform of junior high school information technology courses. In the future, it is necessary to further expand the sample size, enrich the teaching content by integrating multiple types of hardware platforms, and verify the long-term impact of the curriculum through real classroom practice, so as to promote the in-depth application of artificial intelligence education in basic education.

Keywords: Generative Artificial Intelligence, Project-Based Learning, ADDIE

10: Emerging Technologies and Educational Aspirations

Who Would Prefer Applying for a PhD: A Study on the Factors Influencing Chinese Women's Willingness to Pursue a Doctoral Degree

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The main objectives of this qualitative research are to explore what factors affect Chinese women's willingness to pursue a doctoral degree? What factors affect or even hinder Chinese women's academic progress in pursuing a doctoral degree? What development bottlenecks do Chinese women face in the process of pursuing a doctoral degree compared to men?

This research introduces social capital theory to analyze the impact of family economic capital, cultural capital and social capital on Chinese women's choice to pursue a doctoral degree. This research uses grounded theory to explore the process of generating Chinese women's willingness to pursue a doctoral degree. Data were generated from in-depth semistructured interviews.

Family capital, which consists of economic capital, cultural capital and social capital, is the basic condition for Chinese women to study for a doctorate. Chinese women's perceptions of studying for a doctorate are affected by both internal and external contexts, of which the external context refers to the social roles assumed by Chinese women and the perceived social support, while the internal context is Chinese women's self-perception. Social roles and social support together shape Chinese women's self-perceptions, and ultimately determine Chinese women's willingness to pursue a doctoral degree.

The analysis revealed that family capital, which consists of economic capital, cultural capital and social capital, is a prerequisite for Chinese women pursuing a doctoral degree. The more abundant the family capital, the greater the opportunity for Chinese women to pursue a doctoral degree. However, coming from a low-class family may also motivate Chinese women to choose to pursue a doctoral degree in order to achieve social mobility. Chinese women's doctoral studies are influenced by both internal and external factors. The external factors mainly refer to the social roles that Chinese women undertake and the perceived social support. The internal factors refer to Chinese women's self-perception. Together, they influence Chinese women's perception of doctoral studies and regulate the strength of their willingness to pursue a doctoral degree. Family and society discipline Chinese women's behavior by assigning role expectations to them, which induces intense role conflicts and dampens their willingness to pursue a doctoral degree. However, emotional support, instrumental support and informational support from significant others positively reinforce Chinese women's willingness to pursue a doctoral degree. Chinese women's self-perception, which is jointly constructed by social gender and biological constructed by gender and sex is a decisive factor affecting whether Chinese women choose to pursue a doctoral degree. The outside world's high expectations of Chinese women's roles and Chinese women's low evaluation of their own abilities exacerbate the psychological conflict of choosing to pursue a doctoral degree, causing Chinese women to waver between self-limitation and self-development.

Keywords: Female doctoral students; Willingness to pursue a doctoral degree; Influencing factors; Conflict of roles

A study of the impact of generative artificial intelligence on adolescents' creative thinking

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The rapid evolution of generative artificial intelligence (GAI) offers opportunities for educational innovation, yet its dual-edged effects on adolescents' creative thinking remain unclear. Existing studies predominantly focus on GAI's short-term pedagogical functions, lacking systematic exploration of its underlying mechanisms, particularly the dynamic interplay among adolescents' individual traits, psychological-cognitive processes, and learning contexts. Furthermore, prior research often relies on homogeneous samples or single-context designs, insufficiently addressing the heterogeneity of educational scenarios (e.g., classroom vs. extracurricular self-directed learning) and adolescents' cognitive developmental stages, which limits the precision of educational interventions. To address these gaps, this study proposes a three-tiered research agenda: (1) how adolescents' individual characteristics moderate GAI's impact on creative thinking; (2) how psychological-cognitive shifts mediate the relationship between GAI usage and creative thinking; and (3) the contextual variations in GAI's effects across learning environments and their underlying causes.

Through an interdisciplinary experimental design incorporating the Torrance Tests of Creative Thinking (TTCT), psychological-cognitive scales, and multi-context behavioral observations, findings reveal that GAI's influence on creative thinking exhibits stage-dependent characteristics and significant contextual effects. This study elucidates the complex, nonlinear relationship between GAI and adolescents' creative thinking, addressing theoretical gaps in existing literature regarding dynamic mechanisms and contextual heterogeneity. However, limitations such as insufficient longitudinal tracking and a monocultural sample warrant further investigation. Future research should expand cross-cultural comparisons and longitudinal analyses to refine context-adaptive educational frameworks, balancing GAI's innovative potential with cognitive autonomy to foster sustainable creativity development in adolescents.

Keywords: Generative Artificial Intelligence, Creative Thinking, Adolescents

Defining the communicative manager

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Strong communication skills are a feature of most management job descriptions and are considered to be elemental to building trust, engagement, and retention among employees, customers, and other stakeholders. Indeed, some consider that leadership itself is enacted through communication. Yet, recent global studies find that consumer and employee trust in business has been eroding for years, while employers struggle to engage and retain talent. These trends suggest, perhaps, that managers and executives in organizations are not communicating as effectively as required. This research addresses the following question: In which communication skills do Canadian employers expect their managers to be highly proficient? Using data from semi structured interviews with Canadian executives, this paper will offer a working definition of a communicative manager: that is, a manager with the knowledge, skills, and abilities to communicate effectively with a variety of stakeholders, using a variety of tools and channels. By understanding the communication needs of businesses, this research may inform how communication competencies can be built through business school curricula and employer sponsored training programs. It can also offer a framework through which employers can define and assess manager communication competencies in existing employees and prospective new hires. These data have been collected and are currently being analyzed using an iterative inductive-deductive qualitative methodology.

Keywords: Manager communication, Leadership communication, Organizational communication

11: Open discussion

on the conference themes. Final Message of the conference:

***Reimagining Education and Nurturing Learner Wellbeing**

***Reimagining Leadership: Exploring Innovative Pathways for Business and Communication**