



INTE

INTERNATIONAL CONFERENCE ON
NEW HORIZONS IN EDUCATION



IETC

INTERNATIONAL EDUCATIONAL
TECHNOLOGY CONFERENCE



ISTEC

INTERNATIONAL SCIENCE AND
TECHNOLOGY CONFERENCE

2025

July, 10-11, 2025

Rabat, Morocco

ABSTRACT BOOK

ISSN-2146-7366

www.int-e.net

www.iste-c.net

www.iet-c.net

Dear Colleagues,

It is with great pleasure that we present the proceedings of the INTE–International Conference on New Trends in Education, IETC–International Educational Technology Conference, and ISTE–International Science and Technology Conference, held concurrently in 2025. Over the years, these conferences have grown into internationally recognized academic events, serving as vibrant platforms for interdisciplinary exchange, collaboration, and innovation.

This year, we were honored to welcome participants from 13 different countries, all of whom contributed to the academic richness of the event by presenting their research and engaging in thoughtful discussions over the course of two dynamic days. The increasing number of paper submissions and attendees each year is a testament to the relevance and academic quality of these conferences.

We extend our sincere appreciation to our distinguished keynote speakers, invited guests, and reviewers, whose valuable contributions and commitment to academic excellence played a vital role in the success of these events. We are equally grateful to all authors and participants for sharing their work, insights, and expertise, and for fostering a collegial and intellectually stimulating atmosphere throughout the conference.

We trust that the ideas, findings, and discussions presented in these proceedings will inspire further research, dialogue, and collaboration among scholars and professionals across disciplines and borders.

Should you require any further information about the conferences, please do not hesitate to contact us. We look forward to your continued engagement in future editions of INTE, IETC, and ISTE.

July 29, 2025

Thank you...

Conference Organizing Committee

INTE-IETC-ISTEC 2025 CONFERENCES

Organizing Committee

General Coordinators

- ❖ Prof. Dr. Aytekin İŞMAN, Sakarya University, Turkey
- ❖ Prof. Dr. Buket AKKOYUNLU, Çankaya University, Turkey
- ❖ Prof. Dr. Douglas FRANKLIN, Ohio University, United States
- ❖ Prof.Dr. Ferhan ODABAŞI, Anadolu University, Turkey

Coordinators

- ❖ Prof. Dr. Tolgay KARANFİLLER
- ❖ Assoc. Prof. Dr. Azmiye YİNAL
- ❖ Assoc. Prof. Dr. Mustafa ÖZTUNÇ
- ❖ Assist. Prof. Dr. Hüseyin ESKİ

Associate Coordinators

- ❖ Lect. Başak ESER
- ❖ Yasmine NAAUOMI

KEYNOTES

Prof. Dr. Muzaffer Elmas

Rector, Kocaeli Health and Technology University, Turkey

Speech Title: New Developments on Higher Education

Eli Flourney

Award-Winning Journalist and Former CNN Executive

Speech Title: The transformation of newsroom operations by AI technologies - the cool new tools helping news organizations save and make more money

Prof. Dr. Badrul Khan

United States Of America

Speech Title: Effectiveness of AI in Learning and Communication

Dr. Musa Khan

Research Fellow at College of Communication, Sogang University, Seoul, South Korea

Speech Title: Streaming Beyond Borders: How Turkish and Korean Tv Dramas are redefing global culture and challenging Western Media Dominance

Prof. Dr. Buket Akkoyunlu

Çankaya University, Turkey

Speech Title: Future of Learning: Are we ready for education 5.0 with artificial intelligence?

Prof. Dr. Teresa Franklin

Ohio University, United States

Speech Title: Communication & Media in the age of AI: Striking a balance between ethics and practicality

Prof. Dr. Douglas Franklin

Ohio University, United States

Speech Title: QA in Higher Education: Using AI to Optimize Academic Support, Co-curricular Activities, Administration & Communication Functions of Higher Education

Prof. Dr. Fatoş Silman-Prof. Dr. Terin Adalı

Cyprus International University, TRNC- Girne American University, TRNC

Speech Title: Leveraging AI to uncover and enhance leadership skills in school

Prof. Dr. Mehmet Çağlar

European University of Lefke, TRNC

Speech Title: Education in the second quarter of the 21st Century, competencies of the new generation and the changing roles of educators

INTE-IETC-ISTEC 2025-Scientific / Editorial Board

Title, Name and Surname	University	Country
Ahmet ESKİCUMALI	Sakarya University	Turkey
Alptekin ERKOLLAR	ETCOP Institute for Interdisciplinary Research	Austria
Antoinette J. MUNTJEWERFF	University of Amsterdam	Netherlands
Arif ALTUN	Hacettepe University	Turkey
Arvind SINGHAL	University of Texas	United States
Asuman Seda SARACALOĞLU	Adnan Menderes University	Turkey
Aytekin İŞMAN	Cyprus International University	Turkey
Birgit OBERER	International Society for Engineering Pedagogy	Austria
Brent G. WILSON	University of Colorado at Denver	United States
Buket AKKOYUNLU	Cankaya University	Turkey
Carlos ALBUQUERQUE	Instituto Politécnico de Viseu - Escola Superior de Saude	Portugal
Carlos Francisco De Sousa REIS	University of Coimbra	Portugal
Christopher GILBERT	University of Washington, Tacoma, WA	
Colin LACHEM	Open Learning Consultant	Australia
D.P. MISHRA	Indian Institute of Technology Kanpur	India
Don M. FLOURNOY	Ohio University	United States
Douglas FRANKLIN	Ohio University	United States
Eralp ALTUN	Ege University	Turkey
Ferhan ODABAŞI	Anadolu University	Turkey
Gianni Viardo VERCELLI	University of Genova	Italy
Gregory ALEXANDER	University of The Free State	South Africa
Gwo-Dong CHEN	National Central University Chung-Li	Taiwan
Gwo-Jen HWANG	National Taiwan University of Science and Technology	Taiwan
Han XIBIN	Tsinghua University	China
Hellmuth STACHEL	Vienna University of Technology	Austria
Hülya ÇALIŞKAN	Istanbul University - Cerrahpasa	Turkey
İnanç İŞİL YILDIRIM	İstanbul Arel University	Turkey
J. Ana DONALDSON	AECT Former President	United States
J. Michael SPECTOR	University of North Texas	United States
Jaroslav Vesely	BRNO UNIVERSITY OF TECHNOLOGY	Czech Republic
Jerry WILLIS	Manhattanville College	United States
Kenan OLGUN	YILDIRIM BEYAZIT UNIVERSITY	Turkey
Kiyoshi NAKABAYASHI	Chiba Institute of Technology	Japan
Kumiko AOKI	The Open University of Japan	Japan
Liu MEIFENG	Beijing Normal University	China
Madalena CUNHA	The Health School of the Polytechnic Institute of Viseu	Portugal
Marina Stock MCISAAC	Arizona State University	United States
Muhammed AYDIN	Qatar University	Qatar
Nabi Bux JUMANI	International Islamic University	Pakistan
Özcan DEMİREL	Hacettepe University	Turkey
Paolo Di Sia	University of Padova	Italy
Pedro TADEU	Polytechnic of Guarda; UDI-Research Unit for Inland Development; Portugal	Portugal
Rana VAROL	Ege University	Turkey
Rauf YILDIZ	İstanbul Kültür University	Turkey
Rosa Maria Lopes MARTINS	Instituto Politecnica de Viseu	Portugal
Şerife EYÜPOĞLU	Neareast University	Turkey
Servet BAYRAM	Yeditepe University	Turkey
Teresita MERCED	Cotabato City State Polytechnic College	

Ahmet Zeki SAKA	Karadeniz Technical University	Turkey
Arzu SAKA		Turkey
Birova JANA	Pegas Journal	Slovakia
Çiğdem ŞAHİN	Pamukkale University	Turkey
Patricia J Slagter van TRYON	East Carolina University	United States
Jana PARÍLKOVÁ	Brno University of Technology	
Katarzyna Pietrucha URBANIK	Rzeszow University of Technology, Poland Faculty of Civil, Environmental Engineering and Architecture	Poland
Levent ERASLAN	Anadolu University	Turkey
Lyubov IKONNIKOVA	TPU	Russia
Nermin KARABACAK	RTEÜ Eğitim Fakültesi	Turkey
Abbas ERTÜRK	Muğla Sıtkı koçman üniversitesi	Turkey
Aygül OKTAY	Bolu İzzet Baysal Üniversitesi	Turkey
İsmail BECENEN	Trakya University	Turkey
Larysa OCHERETNA	Technical university of Liberec	
Marie Ann Gladys Delos ANGELES	Cagayan State University	Phillipines
Pavla TĚŠÍNOVÁ	Technická univerzita v Liberci	
Aaron DAVENPORT	Grand View College	United States
Abdulfatah MOHAMMED	Federal College of Education, Zaria	Nigeria
Ariane Baffa LOURENÇO	Universidade de São Paulo	Brazil
Dale HAVILL	Dhofar University	Oman
Giovanni ADORNI	University of Genova	Italy
Gulriz IMER	Mersin University	Turkey
Hanna ONYI YUSUF	Ahmadu Bello University ZARIA	Nigeria
Ina JOUBERT	University of Pretoria	South Africa
James C. HOLSTE	Texas A&M University at Qatar	Qatar
Jinil YOO	Hankuk University	South Korea
Kakha SHENGELIA	Caucasus University	Georgia
Manoj Kumar SAXENA	Advanced Institute of Management	India
Mariam MANJGALADZE	Institute of Linguistics	Georgia
Marleny Leasa		Indonesia
Martin STEIN	Westfälische Wilhelms University	Germany
Miguel j. ESCALA	Ins. Tech. de Santa Domingo	Dominican Republic
Mohammad YAMIN	King Abdulaziz University	Saudi Arabia
Monte CASSIM	Ritsumeikan Asi Pacific University	Japan
Pamela EWELL	Central College of IOWA	United States
Paul KGOBE	Centre of Edu. Pol. Dev.	South Africa
Paul Serban AGACHI	Babes-Bolyai University	Romania
Paula FITZGIBBON	University of Victoria	Canada
Psaltis IACOVOS	European University Cyprus	Turkish Republic of Northern Cyprus
Raja Rizwan HUSSAIN	King Saud University	Saudi Arabia
Santosh Kumar BEHERA	Sidho-Kanho-Birsha University	India
Vu Thi Thanh HOA	Oxfam Great Britain	Vietnam
Issa ALMASSRI	Istanbul Kemerburgaz University	
Nedrick T. DISTOR	University of the Philippines Los Banos	Phillipines
Vladislav BORECKY	University of Pardubice	
Jack KOUMI	Educational Media Production Training	United Kingdom
Jieun KIM	Pusan National University	
Fatma KÖPRÜLÜ	near east university	Turkey
Kathy ULLYOTT	University of Guelph-Humber	Canada
Ruqayyah Aliyu YUSUF	BAYERO UNIVERSITY, KANO	Nigeria

Table Of Contents

0-6 YAŞ ÇOCUKLAR İÇİN OYUNCAK ALIMINDA DİKKAT EDİLEN KRİTERLER	1
--	---

Cem Birol, Melek Karadeniz

A REVIEW OF TURKISH SCALES ON ARTIFICIAL INTELLIGENCE IN EDUCATION	2
--	---

Derya Uygun

AI IN STEM TEACHING: INSIGHTS FROM A PROFESSIONAL DEVELOPMENT PROGRAM FOR ELEMENTARY EDUCATORS	3
--	---

Sumreen Asim, Deepika Menon, Jeanna Wieselmann, Sarah Haines

AN AI-BASED DECISION SUPPORT FRAMEWORK FOR DETECTING HATE SPEECH AND HARMFUL CONTENT ON SOCIAL MEDIA	4
--	---

Kian Jazayeri

AN INVESTIGATION INTO THE COGNITIVE COMPETENCIES OF PRE-SERVICE TEACHERS	5
--	---

Tuğba Akkaya

AUGMENTED REALITY ASSISTING THE ASSEMBLY OF DO-IT-YOURSELF FURNITURE	6
--	---

Ana Ester Garcia de Paiva Pinheiro, Ana Regina Mizrahy Cuperschmid, Felipe Corres Melachos

CHALLENGES OF INTEGRATING ARTIFICIAL INTELLIGENCE INTO ACADEMIC-INDUSTRY COLLABORATION	7
--	---

Yan Castonguay

CHARACTERIZATION OF ALUMINUM OXIDE-TITANIUM COMPOSITES FABRICATED VIA THE SLIP CASTING METHOD	8
---	---

Marcin Wachowski, Justyna Zygmuntowicz

CONSUMER PREFERENCES AND PURCHASING BEHAVIOR IN THE AUTOMOTIVE SECTOR	9
---	---

Tayfun Junior Zabit, Abdul Ghafar, Azmiye Yinal

CONTENT ANALYSIS OF PUBLISHED ARTICLES ON HUMAN RESOURCES MANAGEMENT	10
--	----

Evren Değirmencioğlu, Azmiye Yinal

ÇOCUKLARIN DİJİTAL ARAÇLARLA OYNADIKLARI OYUNLARIN ÇEŞİTLİ DEĞİŞKENLERLE İNCELENMESİ	11
--	----

Dönay Nisa Kara, Tubanur Çelik İskifoğlu

DATA-DRIVEN INSTRUCTIONAL DESIGN IN ENGINEERING: A MIXED-METHODS EVALUATION OF FLIPPED LEARNING IN CIRCUITS	12
---	----

Natasha Quandour

DYNAMIC ETHICAL GUIDELINES FOR ARTIFICIAL INTELLIGENCE IN INSTRUCTIONAL DESIGN: A FRAMEWORK FOR ADAPTIVE AND RESPONSIBLE LEARNING	13
---	----

Billy Malone

EFFECT OF EMPLOYEE SATISFACTION LEVEL ON ORGANIZATIONAL COMMITMENT	14
--	----

Aykan Demir, Mustafa Vurucu, Azmiye Yinal

ENHANCING FAMILY ENGAGEMENT IN EARLY CHILDHOOD LEARNING: LEVERAGING EDUCATIONAL TECHNOLOGY TO FOSTER CURIOSITY AT HOME	15
--	----

Bih Ni Lee

ENHANCING STUDENTS' ACADEMIC PERSEVERANCE VIA GENERATIVE AI	16
---	----

Min Jou, Chun-Chiang Huang

ENTREPRENEURSHIP, INNOVATION, INNOVATIVE THINKING OF ENTREPRENEURS AND INNOVATIVE ENTREPRENEURSHIP LEVELS	17
---	----

Berk Sezenler, Seyfi Atakan, Turgut Cenkçiler, Azmiye Yinal

EVALUATION OF SATISFACTION LEVELS OF INTERNATIONAL STUDENTS STUDYING ABROAD: THE CASE OF NORTHERN CYPRUS	18
--	----

Cem Birol, Muslu Akgüney

EXPLORING THE DEVELOPMENT AND CHALLENGES OF TPACK IN PRE-SERVICE TEACHER EDUCATION WITH THE INTEGRATION OF GENERATIVE AI	19
--	----

Min Jou, Chun-Chiang Huang

İNSAN KAYNAKLARI YÖNETİMİ ÜZERİNE YAYINLANAN MAKALELERİN İÇERİK ANALİZİ	20
---	----

Evren Değirmencioğlu, Azmiye Yinal

INTEGRATING GENERATIVE AI IN TEACHER EDUCATION: A QUALITATIVE EXPLORATION OF TPACK GROWTH AND CRITICAL REFLECTION	21
---	----

Min Jou, Yu-Chun Chiang, Tzu-Hsuan Kuo, Chun-Chiang Huang, Yungwei Hao

INTERSECTIONALITY AND EDUCATION IN EAST JERUSALEM: NAVIGATING IDENTITY, INEQUALITY, AND RESISTANCE IN DIVIDED CITY	22
--	----

Khansaa Diab Diab

INVESTIGATING HISTORICAL SKILLS THROUGH THE LENS OF FILM: A CASE STUDY ON HISTORICAL THINKING SKILLS ACQUIRED THROUGH STUDENT-PRODUCED VIDEO	23
--	----

Alex Boggs

INVESTIGATION OF EMPLOYEES' PERCEPTION LEVELS TOWARDS THE STRATEGIC MANAGEMENT PROCESS AND ORGANIZATIONAL CYNISM	24
--	----

Aykan Demir, Azmiye Yinal

KIBRIS VE ANADOLU TÜRK MASALLARININ KÜLTÜREL ÖZELLİKLERİ: KARŞILAŞTIRMALI BİR ANALİZ	25
--	----

Kemal Baş, Mehmet İğnecioğlu

KURUMSAL SOSYAL SORUMLULUK UYGULAMALARI ÜZERİNE TURİZM SEKTÖRÜNDE YAPILMIŞ ARAŞTIRMALAR: BİR SİSTEMATİK DERLEME ÇALIŞMASI	26
---	----

Zeliş Ufuk Haksever, Azmiye Yinal

LEAN MANAGEMENT: BIBLIOMETRIC ANALYSIS AND VISUALIZATION ANALYSIS	27
---	----

Salih Demirci, İssever Efe, Azmiye Yinal

MOBBING IN ORGANIZATIONS AND INDIVIDUAL STRUGGLE METHODS OF EMPLOYEES AGAINST MOBBING	28
---	----

Seher Kofalı, Azmiye Yinal

MODERN DEVELOPMENT OF TECHNOLOGIES BASED ON ARTIFICIAL INTELLIGENCE IN THE TOURISM INDUSTRY	29
---	----

Saodat Rassulova, Adil Baymurzin

NAVIGATING DIGITAL TRANSFORMATION: AI COMPETENCIES FOR JOURNALISTS IN ARABIC-LANGUAGE CHANNELS BASED IN ISTANBUL	30
--	----

Ruba Mohd, Samer Awad

ONSET OF ADDICTION IN EARLY CHILDHOOD: SYMPTOMS AND PROPOSED SOLUTIONS	31
--	----

Çağla Gür

POSITIVE BEHAVIOR INTERVENTION SUPPORT AND SOCIAL-EMOTIONAL LEARNING IN EARLY CHILDHOOD EDUCATION: A SYSTEMATIC LITERATURE REVIEW	32
---	----

Chandra Madden

REALIZING AND COMPARING THE EFFECTS OF BLOOM'S TWO-SIGMA PHENOMENON IN AI-ENHANCED EDUCATION: A CASE STUDY ON HUMAN-AI COLLABORATIVE TEACHING WITH GENERATIVE AI	33
--	----

Xiaoli Han

RELATIONSHIP BETWEEN ECO-INNOVATION AND ENVIRONMENTAL PERFORMANCE: BIBLIOMETRIC ANALYSIS AND VISUALIZATION ANALYSES	34
---	----

Ahmet Yurteri, Sıla Yurteri, Azmiye Yinal

RESEARCH ON CORPORATE SOCIAL RESPONSIBILITY PRACTICES IN THE TOURISM SECTOR: A SYSTEMATIC REVIEW	35
--	----

Zeliş Ufuk Haksever, Azmiye Yinal

SHAPING THE FUTURE OF UNIVERSITY EDUCATION: THE ROLE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION AND ITS IMPACT ON FOREIGN LANGUAGE AND CHEMISTRY COURSES WITHIN HEALTH SCIENCES FACULTIES	36
---	----

Soykan Ağar, Muzaffer Elmas

SOCIAL MEDIA APPLICATIONS AS PEDAGOGICAL TOOLS FOR TEACHING	37
---	----

Kimera Moodley, Anna Sophia Robberts, Bereldene Robin-Lee Abrahams

TEACHERS' CONTINUOUS LEARNING APPROACHES: A RELATIONAL ANALYSIS	38
---	----

Tuğba Akkaya

TEACHERS' PERCEPTIONS OF ETHICAL STANDARDS FOR DEVELOPING DIGITAL LEARNING ENVIRONMENTS	39
---	----

Yousri Attia Mohamed Abouelenein, Amr Mohsen Abd Elhade Hassan Ghannam

THE CREATION OF GENOCIDAL DISCOURSE BY ISRAELI MEDIA DURING ITS COVERAGE OF GAZA WAR 2023	40
---	----

Samer Awad, Yasser Manaa

THE EFFECT OF INDIVIDUAL-ORGANISATION FIT ON JOB SATISFACTION	41
---	----

Serdar Yüksel, Azmiye Yinal

THE IMPACT OF FLIPPED CLASSROOM ON STUDENT LEARNING IN HIGHER EDUCATION INSTITUTIONS IN THE MIDDLE EAST	42
---	----

Lina Daouk, Ahmad Tabbara

THE INFLUENCE OF BRICK POWDER FROM A 20TH-CENTURY SINGLE-FAMILY HOUSE DEMOLITION ON THE PROPERTIES OF NEWLY DEVELOPED CONCRETE COMPOSITES	43
---	----

Marcin Malek, Piotr Smarzewski, Janusz Kluczynski

THE ROLE OF THE NURSE IN HOME PREVENTIVE PUBLIC HEALTH SERVICES: A STUDY ON ELDERLY INDIVIDUALS IN GÖNYELİ	44
--	----

Naciye Tekeli, Azmiye Yinal

THEMATIC CONTENT ANALYSIS FOR CURRICULUM LITERACY IN EDUCATION	45
--	----

İbrahim Yasar Kazu, Aslan Kaplan, Murat Kuvvetli

THEORETICAL AND EXPERIMENTAL INVESTIGATION OF STEEL STRUCTURE'S THERMAL INSULATION USING THE OVERALL HEAT TRANSFER COEFFICIENT FOR HIGH-TEMPERATURE REGIONS	46
---	----

Ehab Bani Hani, Khaled Sarhan

UNDERSTANDING DEMAND AND PROFILE-BASED NEEDS FOR STUDENT-CENTERED APPROACHES: AI-DRIVEN INSIGHTS FROM MATHEMATICS TEACHERS	47
--	----

Arif Emrah Toyoğlu, Merve Nur Candan, Bahadır Yıldız

UNDERSTANDING HONG KONG'S UNIVERSITY/COLLEGE STUDENT PERSPECTIVES ON THE USE OF AI FOR ACADEMIC SUPPORT	48
---	----

Hon Keung Yau, Tsun Yee Cheuk

UNIFICATION: A NOVEL PARADIGM FOR CURRICULUM DEVELOPMENT	49
--	----

Leelanga Seneviratne, Suchintha Fernando

UNIVERSAL CODE	51
----------------	----

A Mohamed Wahid

UNIVERSITY SOCIAL RESPONSIBILITY: DESIGNING LOCAL CURRICULUM WITH THEORY OF CULTURAL CREATIVITY VALUE-ADDED	52
---	----

Cheng Ta Lin, Pei-Ying Lin

0-6 YAŞ ÇOCUKLAR İÇİN OYUNCAK ALIMINDA DİKKAT EDİLEN KRİTERLER

Cem Birol

cem.birol@final.edu.tr

Melek Karadeniz

melek.karadeniz@final.edu.tr

ÖZET

Anne, baba ve çocukların ilişkilerinin güçlenmesinde, en önemli destekleyicilerden biri oyuncaklardır. Çocukların gelişim düzeylerine uygun oyuncakların seçilmesi özellikle okul öncesi dönem için büyük bir önem taşımaktadır. Çalışmanın amacı, 0–6 yaş arası çocuklara yönelik oyuncak seçim sürecinde , ebeveynlerin dikkate aldığı ölçütlere ilişkin mevcut durum analizi yapmaktır. Araştırma Kuzey Kıbrıs temsiliyeti olduğu düşünülen Levent Koleji’nde 3–5 yaş aralığındaki okul öncesi grubu çocukların ailelerininince oluşturulan çalışma grubu görüşlerince desenlenmiştir. Çalışmada , ebeveynlerin oyuncak seçimi sürecindeki yeterliliklerini belirlemek üzere geliştirilmiş ölçme aracı araştırmacılar tarafından geliştirilmiştir. Çalışmada nicel araştırma yöntemi benimsenmiş; betimsel tarama modeli kapsamında veriler, 81 maddelik beşli Likert ölçeği kullanılarak toplanmıştır. Elde edilen veriler madde ağırlıkları ve karşılaştırmalı ilişkilere dayalı olarak analiz edilmiş ve yorumlanmıştır. Araştırma sonucunda oyuncak alan veliler 81 maddeden sadece 12 maddede her zaman için yeterli görülmüş özellikle çocukların gelişimi ile ilişkili maddelerin büyük çoğunluğu orta sıklıkta veya ortadan az yeterli olarak belirlenmiştir.

Anahtar Kelimeler: 0-6 yaş çocuklar, çocuk oyuncakları

A REVIEW OF TURKISH SCALES ON ARTIFICIAL INTELLIGENCE IN EDUCATION

Derya Uygun
derya.u1@gmail.com

ABSTRACT

Background: The increasing integration of artificial intelligence in education highlights the pressing need for effective policies and practices. However, much of the existing research has predominantly concentrated on international contexts, creating a gap in Turkish scales that address the specific needs of Turkey's educational landscape. Therefore, reviewing Turkish scales is crucial for developing solutions tailored to the unique characteristics of Turkey's education system.

Methods: This study aims to systematically review and evaluate scales adapted to Turkish or developed originally in Turkish that measure various dimensions of artificial intelligence in education. The study employed a systematic review methodology, searching various databases to identify relevant scales. A total of 16 scales were included, comprising 10 adaptations and 6 original developments. Each scale was examined in detail to assess its structure, target constructs, and psychometric robustness.

Results: The scales reviewed primarily measured constructs such as artificial intelligence awareness, anxiety, literacy, attitudes, and readiness, organized across 2 to 7 factors. Target populations included teachers, university students, pre-service teachers, and adults, with sample sizes ranging from 85 to 653 participants. Reliability and validity analyses demonstrated that these scales are robust and effective tools for measuring AI-related dimensions in education.

Conclusion: This review highlights a predominant focus on adapting existing scales to the Turkish context, reflecting a need for more original scale development tailored to specific educational requirements. These findings provide valuable insights for future research aimed at enhancing Artificial intelligence in education.

Keywords: Artificial Intelligence in Education, Turkish Scales, Systematic Review, AI Literacy, Scale Adaptation, Scale Development

AI IN STEM TEACHING: INSIGHTS FROM A PROFESSIONAL DEVELOPMENT PROGRAM FOR ELEMENTARY EDUCATORS

Sumreen Asim

sasim@iu.edu

Deepika Menon

dmenon2@unl.edu

Jeanna Wieselmann

jwieselmann@mail.smu.edu

Sarah Haines

shaines@towson.edu

ABSTRACT

As artificial intelligence (AI) continues to shape the educational landscape, its integration into elementary science and STEM instruction presents both exciting opportunities and complex challenges. This study investigates the outcomes of a two-day, multi-session professional development (PD) program designed to introduce elementary educators to AI tools and support their thoughtful integration into integrated STEM (iSTEM) teaching.

A cohort of 42 elementary educators participated in the PD, engaging in hands-on exploration of AI tools, collaborative dialogue, and guided reflection on AI's instructional applications. Pre- and post-session surveys captured shifts in participants' familiarity with AI, perceptions of its classroom utility, and anticipated barriers to implementation. Prior to the PD, 15% of educators had no experience with AI, while 42% reported limited familiarity—primarily through tools like ChatGPT. Post-PD, 92% of participants described themselves as moderately to extremely with AI's potential in STEM instruction, citing its potential to support personalized learning, streamline lesson planning, and enhance instructional differentiation.

Despite these gains, the study also surfaced persistent concerns. Educators noted barriers such as time constraints, the cost of premium AI tools, district-level restrictions, and the need for vigilant fact-checking of AI-generated content. Concerns about student misuse, such as overreliance on AI for answers, underscore the importance of fostering responsible and ethical AI use in the classroom. Participants expressed a strong desire for continued training to ensure AI is used to enrich, rather than replace, student-centered learning in STEM areas..

These findings carry important implications for teacher preparation and ongoing professional learning for using AI effectively. While educators are increasingly open to leveraging AI to enhance STEM instruction, they require sustained, scaffolded support to do so effectively and equitably. This session will offer participants hands-on engagement with select AI tools and facilitate critical discussions around their pedagogical integration. By modeling interactive strategies and surfacing real-world classroom insights, this session aims to equip science teacher educators with practical, research-informed approaches to embedding AI meaningfully into their methods courses.

Ultimately, this work contributes to the evolving dialogue on AI in education, advocating for its responsible use as a catalyst for innovative, inclusive, and future-ready STEM learning experiences.

Keywords: professional development, artificial intelligence, STEM

AN AI-BASED DECISION SUPPORT FRAMEWORK FOR DETECTING HATE SPEECH AND HARMFUL CONTENT ON SOCIAL MEDIA

Kian Jazayeri
kjazayeri@ciu.edu.tr

ABSTRACT

Hate speech and harmful content on social media threatens user safety and platform integrity. Detecting and mitigating such content is crucial for safer and more responsible digital platforms. This study presents an integrated machine learning framework for detecting this type of abusive content on social media, contributing to the development of intelligent decision support systems within digital platforms. Utilizing a comprehensive dataset from X (formerly known as Twitter), the traditional classifiers (Naive Bayes, Support Vector Machine, Random Forest, and Logistic Regression) with advanced ensemble methods including AdaBoost, Gradient Boosting, and Stacking, alongside deep learning via Gated Recurrent Units (GRU) are compared. The results demonstrate that ensemble models, particularly Random Forest and Stacking Classifier, achieved outstanding accuracy (up to 99.9%) in classifying harmful content. The study emphasizes the critical role of advanced preprocessing (such as lemmatization and contraction handling) in enhancing model performance. This study offers actionable insights for organizations aiming to implement AI-driven decision support systems that monitor and mitigate online hate speech, thereby nurturing safer digital environments and supporting responsible management information systems.

Keywords: AI-Based Decision Support

AN INVESTIGATION INTO THE COGNITIVE COMPETENCIES OF PRE-SERVICE TEACHERS

Assist. Prof. Dr. Tuğba Akkaya
e-mail: tgb.akkaya1@gmail.com

ABSTRACT

This study focuses on the core cognitive skills that pre-service teachers are expected to develop throughout their education. It is designed to examine the current levels of various thinking styles among teacher candidates and to explore the interactions between these styles. The participant group consisted of pre-service teachers from different academic departments. Based on data obtained through applied measurement tools, significant insights were gathered regarding how individuals' cognitive skills complement one another. The findings indicate that certain individual variables (such as gender and grade level) can lead to differences in thinking skills. In light of these results, the study emphasizes the need to structure teacher education programs in ways that promote cognitive diversity.

Keywords: Cognitive Skills, Pre-service Teachers, Teacher Education, Cognitive Diversity

AUGMENTED REALITY ASSISTING THE ASSEMBLY OF DO-IT-YOURSELF FURNITURE

Ana Ester Garcia de Paiva Pinheiro
a188159@dac.unicamp.br

Ana Regina Mizrahy Cuperschmid
cuper@unicamp.br

Felipe Corres Melachos
melachos@unicamp.br

ABSTRACT

Furniture assembly is often perceived as a confusing and demotivating task, especially when relying on traditional manuals and/or online videos, which can be mis. Do It Yourself (DIY) furniture manufacturing can be even more challenging, as it requires not only assembly steps but also material fabrication stages, often demanding access to advanced technologies. This research introduces a set of DIY furniture designs and evaluates the use of WebXR to assist the assembly process. This study aims to assess the potential of AR in supporting the assembly of DIY furniture, identifying its benefits and challenges. The chosen research method was a proof-of-concept exploratory trial, which in turn was divided into three stages: (i) design of DIY furniture, (ii) development of AR tutorials to support furniture assembly, and (iii) user evaluation. These stages were integrated into undergraduate and graduate courses within teaching, research, and community outreach activities, thus fostering interdisciplinary collaboration, with undergraduates contributing to furniture design and assembly, while graduates focused on AR tutorial development. The data analysis was based on the participants' responses to the questionnaires following the furniture assembly. None of the participants had prior experience with AR tutorials. Nevertheless, all participants successfully assembled the proposed furniture: a table, a stool, and a chair. The assembly process, however, was hindered by the instability of the webXR system in keeping virtual objects fixed in space, the excessive grouping of tasks within each step, and the difficulty participants faced in identifying the furniture components. It was observed that the average assembly time was directly related to the level of complexity previously assigned to each piece of furniture. These findings highlight the need for improvements in the proposed experience. By leveraging AR technology, this project has the potential to improve accessibility to DIY furniture by providing autonomy in assembly tasks.

Keywords: Extended Reality, Tutorial, Mounting, User experience.

CHALLENGES OF INTEGRATING ARTIFICIAL INTELLIGENCE INTO ACADEMIC-INDUSTRY COLLABORATION

Yan Castonguay

yan_castonguay@uqar.ca

ABSTRACT

Artificial intelligence (AI) is profoundly transforming many fields, particularly higher education. AI is redefining the way we learn, work and collaborate. This technology opens up new perspectives while posing some challenges for both industries and universities. The main objective of this research is to understand the challenges related to the integration of artificial intelligence in collaboration between academia and industry. The methodology adopted is based on the analysis and synthesis of existing scientific work related to this subject. This research is based on an exploratory approach and aims to guide future studies on this topic. A review of the literature was carried out with a focus on three specific objectives: identifying the benefits of using AI in higher education and university research, examining how AI can promote collaboration between universities and industries and analyze the challenges related to its integration. This literature review highlights the challenges of integrating AI into university-industry collaboration and emphasizes the importance of in-depth research to fully exploit its potential.

Keywords: Artificial Intelligence, University-Industry Collaboration, Technology Integration, higher education

CHARACTERIZATION OF ALUMINUM OXIDE-TITANIUM COMPOSITES FABRICATED VIA THE SLIP CASTING METHOD

Marcin Wachowski

marcin.wachowski@wat.edu.pl

Justyna Zygmuntowicz

justyna.zygmuntowicz@pw.edu.pl

ABSTRACT

In this study, ceramic-metal composites in the $\text{Al}_2\text{O}_3/\text{Ti}$ system were investigated. The research aims to characterize the microstructure and mechanical properties of innovative $\text{Al}_2\text{O}_3/\text{Ti}$ composite fabricated via the slip casting method, which is one of the cheapest and most effective methods of forming composites. In the manufacturing process, a solution of nanometric alumina and submicrometric titanium as metallic components was used. In the research, composites with 10% of metallic phase and 50% of solid phase were produced during the sintering at 1450°C . Many research techniques were used to characterize the base powders, the slurries used in the slip casting method, and the composite samples after the sintering process in an air atmosphere. The initial powders, green body samples, and sintered composites were characterized by XRD, SEM/EDS studies, and density measurements using picnometric and Archimedes methods. Rheological properties and analysis of the sedimentation tendency of slurries were investigated as well. The microstructure and phase composition and mechanical properties of the sintered composites obtained were determined. A monotonic compression test and hardness measurements were used to investigate the mechanical properties of the composites. A fractography investigation was also carried out. Research results revealed that the proposed method of fabrication allows for obtaining a ceramic-metal composite from $\text{Al}_2\text{O}_3/\text{Ti}$ system enhanced with new phases. XRD studies showed that after the sintering process, new TiO_2 and Al_2TiO_5 (Tialite) phases appeared in the produced composites. The presence of Tialite as a new phase significantly affects the final properties of the composite due to its low thermal expansion coefficient, high thermal shock resistance, relatively high refractoriness, and high chemical resistance. The prepared samples were characterized by a density exceeding 96% of the theoretical density.

Keywords: composites, slip casting, titanium, aluminum oxide

CONSUMER PREFERENCES AND PURCHASING BEHAVIOR IN THE AUTOMOTIVE SECTOR

Tayfun Junior Zabit
tayfunzabit9@gmail.com

Abdul Ghafar
isman12@sakarya.edu.tr

Azmiye Yinal
azmiye.yinal@akun.edu.tr

ABSTRACT

The aim of this study is to examine the factors affecting individuals' vehicle purchase intentions and to analyze the variables that determine consumer preferences in this direction. This study is structured on the basis of quantitative research method and relational survey model was adopted. The population of the study consists of individuals residing in the Turkish Republic of Northern Cyprus (TRNC) and over the age of 18. In this context, the data set obtained from 405 people was found sufficient in terms of the reliability of statistical analyzes. In order to determine the vehicle purchase intentions and consumer preferences of the participants, the consumer preferences scale developed by Walsh and Mitchell (2010) was used. The data were analyzed using the SPSS 26.0 statistical program.

Research findings show that individuals' vehicle purchase behavior is shaped by multidimensional factors such as functional features, brand reputation, service and price/cost factors. Individuals with high purchase intentions attach more importance to these factors, and this tendency is especially evident in individuals who plan to purchase a vehicle in the short term. In terms of demographic variables, it has been determined that men are more sensitive to technical features, middle-aged individuals are more sensitive to brand and function, while married and high-income individuals attach more importance to functional and economic factors. Variables such as occupation, vehicle ownership, frequency of vehicle replacement and intention to purchase a vehicle also significantly affect consumer behavior. In addition, the purpose of visiting an authorized dealer also stands out as a factor affecting the level of evaluation. The positive correlations between the subscales reveal that consumer decisions are driven by multiple complementary factors. These results suggest that marketing strategies should be designed to be sensitive to both economic and psychosocial variables.

Keywords: Automotive sector, Consumer preferences, Purchasing.

CONTENT ANALYSIS OF PUBLISHED ARTICLES ON HUMAN RESOURCES MANAGEMENT

Evren Değirmencioğlu
evren_d1979@yahoo.com

Azmiye Yinal
azmiye.yinal@akun.edu.tr

ABSTRACT

The aim of this research; It aims to evaluate the article researches on ‘Human Resources Management’ and ‘Strategic Human Resources Management’ by content analysis between 2019 and 2024. In addition, it is aimed to reveal the status of researches on ‘Human Resources Management’ and ‘Strategic Human Resources Management’ in the literature and to contribute to researchers who want to work in this field and to the relevant literature.

Studies in the field of business administration were searched using Google Academy databases. A total of 27 articles were included in the research. As a result of the analyses, the most articles on ‘Human Resources Management’ and ‘Strategic Human Resources Management’ between 2019 and 2024 were published in 2022 (f = 6; 22%) and 2021 and 2019 (f = 5; 19%), and the publications were mostly published in Turkish (f = 16; 59%), 27 articles on ‘Human Resources Management’ and ‘Strategic Human Resources Management’ were published in 27 different journals, quantitative research method (f=16; 59%) was mostly used in the publications, questionnaire (f=16; 59%) data collection tool was mostly used in the articles examined, SPSS (f=14; 52%) data analysis programme was mostly used in the articles.

Keywords: Human Resource Management, Strategic Human Resource Management, Article, Content Analysis, Google Scholar.

ÇOCUKLARIN DİJİTAL ARAÇLARLA OYNADIKLARI OYUNLARIN ÇEŞİTLİ DEĞİŞKENLERLE İNCELENMESİ

Dönay Nisa Kara
karadonay@gmail.com

Tubanur Çelik İskifoğlu
tubanurcelik@gau.edu.tr

ÖZET

Çocukların mahalle ve parklarda akranlarıyla sosyalleştikleri ve geleneksel oyunlarımızı oynadıkları günler, günümüzde yerini çoğunlukla odalarında tek başlarına bilgisayar karşısında sanal alemde oyunlar oynadıkları günlere bırakmıştır. Günümüzde, teknolojik gelişmelerin sonucu olarak birçok dijital oyun ortaya çıkmıştır. Çocuk ve gençlerin yaşadığı fiziksel, duygusal ve sosyal problemlerin altında bilgisayar destekli sanal ortamda oynanan oyunların olduğuna dair birçok bilimsel açıklama vardır. Alan yazın incelendiğinde çocukların dijital oyun oynama eğilimlerine ve gelişimlerini nasıl etkilediğine yönelik ve ayrıca ebeveynlerin bu konuyla ne kadar bilinçli olduklarına yönelik sınırlı çalışma bulunmaktadır. Çocukların sağlıklı ruh hallerine sahip olmaları ancak sağlıklı ebeveyn desteği ile mümkündür.

Çalışmanın amacı, ilköğretim çağındaki çocukların dijital oyun bağımlılık düzeylerini ortaya koymak ve yaş dönemi bağlamında belirlenen bazı kritik değişkenler açısından değişkenliğini incelemektir. Çalışmanın veri toplama araçlarını ‘Kişisel Bilgi Formu’ ve ‘Çocuklar İçin Bilgisayar Oyun Bağımlılığı Ölçeği’ oluşturmaktadır. Çocuklardan veri toplamak için 21 maddeden oluşan 4 faktörlü bilgisayar oyun bağımlılığı ölçeği kullanılmıştır.

Bu çalışma 2023-24 eğitim öğretim yılının güz döneminde, KKTC’deki özel bir ilköğretim okulunda okuyan 150 öğrenciyi dikkate alarak yürütülmüştür. Veriler yüz yüze ve gönüllülük esasına bağlı kalınarak toplanmıştır. Çalışma, nicel araştırma yöntemlerinden betimsel tarama yoluyla yürütülmüştür. Kolayda örnekleme yöntemi kullanılmıştır ve elde edilen verilere göre uygun istatistiksel analizler yapılmıştır. Araştırmanın analizleri için SPSS-24 programı kullanılmıştır.

Bu çalışmanın bulgularına bakıldığında, dijital araçları kullanımın bağımlılık düzeyine ulaştığı durumlarda, çocuğun sosyal, duygusal ve bilişsel gelişiminin olumsuz yönde etkilendiği ve diğer sosyal faaliyetlere karşı ilgi kaybının yaşandığı tespit edilmiştir.

Anahtar Kelimeler: Dijital oyun, ilkokul öğrencileri, dijital oyun bağımlılığı

DATA-DRIVEN INSTRUCTIONAL DESIGN IN ENGINEERING: A MIXED-METHODS EVALUATION OF FLIPPED LEARNING IN CIRCUITS

Natasha Quandour
natasha.quandour@gmail.com

ABSTRACT

In the contemporary landscape of blended learning, higher education faculty are tasked with optimizing instructional tools to enhance student engagement and performance. This case study addresses the challenge of a foundational electrical engineering course, Circuits 1, which is known for requiring students to transition from theoretical knowledge to practical engineering application. Characterized by high failure rates and student repetition, this course necessitates innovative pedagogical approaches. Princess Sumaya University for Technology (PSUT), recognized for its commitment to academic excellence (QS World University Rankings 2024: 901-950), was selected as the site for this research. Employing the ADDIE instructional design model, this study analyzed historical student grades, Course Assessment by Students (CAS) data, and faculty interviews to inform the design and development of a flipped learning intervention. SPSS, Power BI, and Google Forms facilitated data analysis and faculty interviews, respectively. Collaborating with Circuits 1 faculty, the design phase focused on aligning learning objectives, conducting subject-matter analysis, and sequencing content with ABET learning outcomes and the standard textbook (W. Hayt, J. Kemmerly, & S. Durbin, 2007). The resulting data-driven design was implemented in a select-flipped learning environment during the Fall 2024-2025 semester.

The research evaluated the effectiveness of this data-driven, faculty-collaborative flipped learning model in enhancing student engagement and performance in Circuits 1. Using a mixed methods approach, this study examined the impact of strategic instructional design on student outcomes in engineering education, providing valuable insights into the efficacy of flipped learning in foundational engineering courses.

Keywords: ADDIE, Select-flipped learning, engineering education, student performance, Jordanian higher education.

DYNAMIC ETHICAL GUIDELINES FOR ARTIFICIAL INTELLIGENCE IN INSTRUCTIONAL DESIGN: A FRAMEWORK FOR ADAPTIVE AND RESPONSIBLE LEARNING

Billy Malone

bmalone8@liberty.edu

ABSTRACT

The purpose of this qualitative research study is to develop dynamic ethical guidelines for the incorporation of artificial intelligence into the instructional design process. Data privacy, learner autonomy, and algorithmic bias are the ethical questions raised by using AI-enhanced instructional design. The absence of specific guidelines for instructional designers is a consequence of the current ethical frameworks' inability to incorporate advancements in AI capabilities. The interaction between human agency and technological structures in the context of ethical AI usage will be examined in this study using Adaptive Structuration Theory (AST). The central research question for this research asks how can Dynamic Ethical Guidelines (DEG) be developed and implemented to ensure ethical AI integration in instructional design for adult learners. This research will employ semi-structured interviews, qualitative surveys, and focus groups to gather data from instructional designers and policymakers engaged in AI-enhanced learning environments. Thematic analysis will identify ethical issues and methodologies for incorporating adaptive ethical frameworks into instructional design. The anticipated findings indicate that instructional designers encounter challenges with ethical AI policies, resulting in inconsistent practices. Participants are expected to underscore the necessity for real-time ethical assessment tools, professional development opportunities, and robust institutional support. The importance of collaboration between AI developers, instructional designers, and ethics committees and policymakers will be highlighted by the results of this research. By suggesting an adaptive and iterative methodology for the integration of ethical AI practices, this work intends to enhance the ethical issues of artificial intelligence in educational design. This article will provide useful guidance for educators, policymakers, and instructional designers, thereby promoting the creation of responsive ethical frameworks fit for changes in artificial intelligence.

Keywords: Artificial intelligence, instructional design, ethical guidelines, AI ethics, adaptive ethics, adult learning

EFFECT OF EMPLOYEE SATISFACTION LEVEL ON ORGANIZATIONAL COMMITMENT

Aykan Demir
aykan.dmr3@gmail.com

Mustafa Vurucu
mvurcu@gmail.com

Azmiye Yinal
azmiye.yinal@akun.edu.tr

ABSTRACT

The main purpose of this research is to examine the effect of employee satisfaction levels on organizational commitment. The study aimed to analyze the relationships between employee satisfaction levels and organizational commitment. In this direction, quantitative research method was used and relational screening model, which allows examining the relationships between variables, was adopted as the research model. In the data collection process, personal information form was used from the participants, Minnesota Job Satisfaction Scale was used to measure employee satisfaction and Organizational Commitment Scale was used to determine organizational commitment levels. While Minnesota Job Satisfaction Scale measures employee satisfaction levels in two dimensions as intrinsic and extrinsic satisfaction; Organizational Commitment Scale evaluates commitment levels in three dimensions as affective commitment, continuance commitment and normative commitment. The obtained data were analyzed using SPSS 26.0 program for statistical analysis.

The results of this study show that employee satisfaction has a significant and strong effect on organizational commitment. As the levels of intrinsic satisfaction, extrinsic satisfaction and general satisfaction increase, the organizational commitment of employees also increases. In particular, general satisfaction stands out as the most effective factor on organizational commitment, and it has been determined that intrinsic satisfaction has a positive effect on commitment. The study examined organizational commitment within the framework of emotional commitment, continuance commitment and normative commitment dimensions. Emotional commitment reflects the voluntary and affection-based commitment of employees to the organization; continuance commitment reflects the commitment arising from economic and social obligations; and normative commitment reflects the sense of moral responsibility. However, it has been determined that general commitment levels are low-medium. In the correlation analysis, strong and positive relationships were found between employee satisfaction and organizational commitment. According to the regression analysis, general satisfaction stood out as the variable with the strongest effect on organizational commitment.

Keywords: Employee Satisfaction, Organizational Commitment, Intrinsic Satisfaction, Extrinsic Satisfaction.

ENHANCING FAMILY ENGAGEMENT IN EARLY CHILDHOOD LEARNING: LEVERAGING EDUCATIONAL TECHNOLOGY TO FOSTER CURIOSITY AT HOME

Bih Ni Lee
leeh_ni@yahoo.com

ABSTRACT

This research examines how educational technology can improve family involvement to stimulate curiosity in early childhood education. By integrating studies on digital resources, parental engagement, and curiosity-led education, the research emphasizes how interactive apps, AI-driven educational partners, and multimedia resources foster enhanced learning settings at home. Research indicates that when parents engage in technology-driven learning, children enhance their inquiry abilities and cognitive curiosity. The research also investigates issues like disparities in digital literacy and worries about screen time, providing suggestions for maximizing technology utilization to enhance comprehensive early childhood education.

Keywords: Educational technology, family engagement, early childhood learning, curiosity development

ENHANCING STUDENTS' ACADEMIC PERSEVERANCE VIA GENERATIVE AI

Min Jou

joum@ntnu.edu.tw

Chun-Chiang Huang

c.c.huang@narlabs.org.tw

ABSTRACT

With the increasing integration of Generative Artificial Intelligence (GAI) into higher education, its pedagogical potential to enhance students' academic perseverance has become an emerging focus. While previous studies have emphasized GAI's cognitive benefits, limited research has explored how GAI-based instructional strategies can alleviate psychological stress and strengthen students' sustained engagement in learning. This study addresses this gap by investigating the impact of GAI-supported learning environments on academic expectation stress and learning anxiety, with a specific focus on the mediating role of self-efficacy in fostering academic perseverance.

Findings demonstrate that GAI-integrated learning support significantly reduces both learning anxiety and academic expectation stress. Moreover, self-efficacy was found to partially mediate these effects, suggesting that well-designed GAI-supported learning activities can indirectly enhance students' academic perseverance by strengthening their belief in their learning abilities. Students who engaged more frequently with GAI tools reported lower stress levels and greater persistence in academic tasks.

Theoretically, this study advances the understanding of how GAI can be strategically embedded into teaching practices to support students' psychological resilience and perseverance. Practically, it provides actionable implications for designing GAI-enhanced curricula and learning support systems that promote students' long-term academic engagement and well-being.

Keywords: Generative Artificial Intelligence (GAI) ; Academic Perseverance

ENTREPRENEURSHIP, INNOVATION, INNOVATIVE THINKING OF ENTREPRENEURS AND INNOVATIVE ENTREPRENEURSHIP LEVELS

Berk Sezenler

berk9_sezenler@hotmail.com

Seyfi Atakan

satakan98@gmail.com

Turgut Cenkciler

turgut8865@gmail.com

Azmiye Yinal

azmiye.yinal@akun.edu.tr

ABSTRACT

In this study, the levels of entrepreneurship, innovation, innovative thinking and innovative entrepreneurship of entrepreneurs who are owners of small and medium-sized enterprises (SMEs) operating in the Turkish Republic of Northern Cyprus (TRNC) were examined. The research was conducted with a quantitative approach and the population consisted of SME owners in TRNC and the sample consisted of 170 entrepreneurs. A scale developed by Alkan (2014) was used to collect the data. The data obtained were analyzed with the SPSS 26 program and the relationships between entrepreneurship and innovation levels were evaluated in detail with the help of descriptive statistics, correlation and regression analyses.

The findings showed that entrepreneurs adopt high levels of product, organizational and marketing innovation and that these types of innovations have an important place in entrepreneurial processes. The relationships between entrepreneurship, innovation and innovative thinking were found to be positive and significant, with a particularly strong influence of entrepreneurship on innovation types and innovative entrepreneurship. Regression analyses revealed that entrepreneurship is an important explanatory factor for these variables and shapes innovation processes.

Keywords: Entrepreneur, Entrepreneurship, Innovation, Innovative Thinking, Innovative Entrepreneurship.

EVALUATION OF SATISFACTION LEVELS OF INTERNATIONAL STUDENTS STUDYING ABROAD: THE CASE OF NORTHERN CYPRUS

Cem Birol

cem.biol@final.edu.tr

Muslu Akgüney

muslu.akguney@final.edu.tr

ABSTRACT

In the developing and globalizing world, activities on education sector have spread around the world. While opening up to the world brings the diversity of customs and culture sharing, it also raises the problems. The 24% share of the Higher Education sector in the economy in the TRNC reveals the reality of the country's economy, which was affected by the losses experienced because of the cessation of education during the pandemic process.

This project which reveals the economic importance of the student's presence in the country, also shows how necessary it is for being a "student-friendly island". Higher education, which is among the locomotive sectors of the country, should be protected and promoted by the state. The importance of the necessity to safeguard the students, who make great contribution to economy, by the people as well as the state, is revealed as a result of this data. However, possible problems and student dissatisfaction regarding this process will negatively affect the education sector and it is a problem.

This project aims to find ; the satisfaction of international students studying in the Turkish Republic of Northern Cyprus, their demographic information, the rate of racism against foreign students, their satisfaction; on the learning experiences, on campus life, on academic support and attention, on situation management, the diversity of learning resources, personal development and career support and to make research according to the countries they come from and the districts where the students live.

Keywords: student satisfaction

EXPLORING THE DEVELOPMENT AND CHALLENGES OF TPACK IN PRE-SERVICE TEACHER EDUCATION WITH THE INTEGRATION OF GENERATIVE AI

Min Jou

joum@ntnu.edu.tw

Chun-Chiang Huang

c.c.huang@narlabs.org.tw

ABSTRACT

In the rapidly evolving digital era, the rise of generative artificial intelligence (GAI) has profoundly transformed teaching models and learning practices across the educational landscape. Contemporary classrooms no longer focus solely on the delivery of traditional subject knowledge but increasingly demand that teachers possess the ability to meaningfully integrate technology into pedagogy. In this context, the Technological Pedagogical Content Knowledge (TPACK) framework has emerged as a critical model for evaluating teachers' capacities to integrate technology, pedagogy, and content knowledge effectively.

However, pre-service teachers face numerous challenges when attempting to incorporate generative AI into curriculum design. They must learn how to appropriately embed GAI tools in specific teaching contexts—particularly within technical and vocational education—and adopt effective instructional strategies that enhance student learning outcomes. Yet, due to their limited practical teaching experience, pre-service teachers often struggle to strike a balance between technological tools, pedagogical methods, and disciplinary content, which may hinder the development and refinement of their TPACK competencies.

This study aims to examine the impact of integrating generative AI into curriculum design on the development of pre-service teachers' TPACK capabilities. It further seeks to identify the key challenges and needs that emerge in the process of practical implementation. The ultimate goal is to propose feasible educational strategies that can support the effective cultivation of TPACK competencies, thereby contributing to the professional growth of future educators.

Keywords: Generative Artificial Intelligence (GAI); Pre-service Teachers; TPACK; Teacher Education; Curriculum Design; Educational Technology Integration; Vocational Education; Pedagogical Innovation; AI-supported Teaching;

İNSAN KAYNAKLARI YÖNETİMİ ÜZERİNE YAYINLANAN MAKALELERİN İÇERİK ANALİZİ

Evren Değirmencioğlu
230633014@std.akun.edu.tr

Azmiye Yinal
azmiye.yinal@akun.edu.tr

ÖZET

Bu araştırmanın amacı; “İnsan Kaynakları Yönetimi” ve “Stratejik İnsan Kaynakları Yönetimi” üzerine yapılan makale araştırmalarını 2019 ile 2024 tarihleri arasında içerik analizi yaparak değerlendirmeyi amaçlamaktadır. Ayrıca, literatürdeki “İnsan Kaynakları Yönetimi” ve “Stratejik İnsan Kaynakları Yönetimi” konulu araştırmaların durumunu ortaya çıkarmak ve bu alanda çalışma yapmak isteyen araştırmacılara ve ilgili literatüre katkı sağlaması amaçlanmıştır. Google Akademi veri tabanları kullanarak işletme alanında yapılan çalışmalar araştırılmıştır. Toplam 27 makale araştırma kapsamına dahil edilmiştir. Yapılan analizler sonucunda 2019- 2024 tarihleri arasında “İnsan Kaynakları Yönetimi” ve “Stratejik İnsan Kaynakları Yönetimi” konusunda en çok makale yayını 2022 (f=6; % 22) ve 2021 ve 2019 (f= 5; % 19) yıllarında yayınlandığı, yayınlarda çoğunlukla Türkçe (f=16; %59) olarak yayınlandığı, “İnsan Kaynakları Yönetimi” ve “Stratejik İnsan Kaynakları Yönetimi” konusunda incelenen 27 makalenin 27 farklı dergide yayınlandığı, yayınlarda en çok nicel araştırma yönteminin (f=16; % 59) kullanıldığı, incelenen makalelerde en çok anket (f=16; % 59) veri toplama aracının kullanıldığı, makalelerde çoğunlukla SPSS (f=14; % 52) veri analiz programının kullanıldığı, sonuçlarına ulaşılmıştır.

Anahtar Kelimeler: İnsan Kaynakları Yönetimi, Stratejik İnsan Kaynakları Yönetimi, Makale, İçerik Analizi, Google Akademik.

INTEGRATING GENERATIVE AI IN TEACHER EDUCATION: A QUALITATIVE EXPLORATION OF TPACK GROWTH AND CRITICAL REFLECTION

Min Jou

joum@ntnu.edu.tw

Yu-Chun Chiang

yunchun71@gamil.com

Tzu-Hsuan Kuo

kuotzuhsuan@gmail.com

Chun-Chiang Huang

c.c.huang@narlabs.org.tw

Yungwei Hao

hao@gapps.ntnu.edu.tw

ABSTRACT

This study investigates how generative AI technologies influence pre-service teachers' pedagogical thinking and instructional design practices within a vocational education context. Drawing on a qualitative framework, the research engaged students in a task-based learning environment that integrated tools such as ChatGPT and image generators into authentic teaching design tasks. Data were collected through reflective journals, interviews, and teaching artifacts.

Thematic analysis revealed three core trajectories of professional growth: (1) a shift from uncertainty to confidence in using AI tools; (2) the situated development of TPACK through iterative design and reflection; and (3) the emergence of critical awareness regarding AI ethics, accuracy, and bias. Students not only explored how AI could support their instructional creativity, but also expressed concerns about content reliability and the limitations of automated outputs. Their reflections illustrated an evolving understanding of AI not just as a tool, but as a co-participant in instructional reasoning.

The findings suggest that meaningful integration of generative AI requires more than technical training; it calls for pedagogical framing, ethical discourse, and reflective space. Teacher education programs must therefore cultivate not only AI fluency, but also critical and adaptive instructional mindsets capable of navigating the complexities of AI-supported teaching.

Keywords: Generative AI, TPACK, Pre-Service Teachers, Critical Reflection, Vocational Education, Instructional Design

INTERSECTIONALITY AND EDUCATION IN EAST JERUSALEM: NAVIGATING IDENTITY, INEQUALITY, AND RESISTANCE IN DIVIDED CITY

Khansaa Diab Diab
diabkna@gmail.com

ABSTRACT

The education in East Jerusalem is shaped by complex interplay of social, cultural and political factors which influence students access, experiences and outcomes. This study applies intersectional lens to examine how identity markers such as nationality, ethnicity, gender and socioeconomic status impact educational trajectories of Palestinian students in contested urban space. Drawing on qualitative research, including interviews and case studies, this paper explores structural inequalities embedded in education system, including disparities in funding, language barriers and lack of culturally responsive curricula. Additionally, it highlights lived experiences of students and educators navigating these challenges, revealing strategies of adaptation, resistance and resilience.

Findings indicate that Palestinian students in East Jerusalem face institutional discrimination, limited mobility and political marginalization, which affect their sense of belonging and academic success. However, many also develop agency and strategies of empowerment, using education as means of self-determination and social mobility. The study further examines how educators negotiate their roles within fractured system, balancing political realities with pedagogical commitments.

By situating these findings within broader discourse of intersectionality in education, this research contributes to global discussions on inclusive and equitable education in conflict zones. It offers critical insights for policymakers, educators and researchers on fostering educational environments that acknowledge and address unique challenges of marginalized communities.

This presentation will engage conference participants in thought-provoking discussion on how intersectional approaches can reshape educational policy and practice in divided societies.

Keywords: Identity, Inequality, and Resistance

INVESTIGATING HISTORICAL SKILLS THROUGH THE LENS OF FILM: A CASE STUDY ON HISTORICAL THINKING SKILLS ACQUIRED THROUGH STUDENT-PRODUCED VIDEO

Alex Boggs
jalexboggs@gmail.com

ABSTRACT

The purpose of this descriptive, instrumental case study was to understand the acquisition of historical skills through the use of the student-produced videos for graduate students in the history classroom. The theories guiding this study were cognitive constructivism (Bruner, 1977; Dewey, 1910) and activity theory (Engeström, 1987; 2001) as they pertain to student-produced videos in the history classroom. This descriptive, instrumental case study evaluated 10 graduate students who developed their own videos within the course of their history classes, selected by a criterion sample of those who participated in the video assignment. Data collection techniques included individual interviews, focus groups, journal artifacts, and video artifacts. Data analysis strategies included structural, attributive, and axial coding structured through explanation building and linear-analytic models (Saldaña, 2015; Yin, 2018). This study connected the process of filmmaking with the discrete historical skills of the discipline by identifying key themes of framing, evaluating, and synthesizing. These key themes overlap and build upon common historical thinking and analysis skills of argumentation, evaluation of primary sources, contextualization, empathy building, and supporting claims with evidence. (Monte-Sano, 2016; Seixas, 2017; SHEG, 2020). The results offer a perspective into incorporation of video assessments through student generated video into the classroom while reinforcing historical skill development and content acquisition.

Keywords: student-generated video, historical thinking skills, digital literacy, media literacy, videography, digital storytelling

INVESTIGATION OF EMPLOYEES' PERCEPTION LEVELS TOWARDS THE STRATEGIC MANAGEMENT PROCESS AND ORGANIZATIONAL CYNISM

Aykan Demir
aykan.dmr3@gmail.com

Azmiye Yinal
azmiye.yinal@akun.edu.tr

ABSTRACT

The main purpose of this study is to examine the perception levels of employees residing in the Turkish Republic of Northern Cyprus (TRNC) towards strategic management process and organizational cynicism. The population of the study consists of all employees residing in TRNC. The size of the sample consists of 393 people. The data collection tools used in the study include demographic information form, Organizational Cynicism Scale and Strategic Management Scale. SPSS 28 program was used to analyze the data. The findings show that the participants are generally moderately involved in the strategic management process. In the resource dimension, the level of involvement was found to be moderate, while in the environment dimension, this involvement was slightly higher. The general perception of strategic management is distributed in a wide range among the participants and is at a medium level on average. In terms of organizational cynicism perceptions, it was determined that the participants' cognitive, affective and behavioral cynicism perceptions ranged from low to medium. In particular, it was determined that cognitive cynicism and behavioral cynicism perceptions were between low and medium, while affective cynicism perception was at lower levels. The perception of general organizational cynicism is similarly distributed in a wide range and is at a medium level on average.

Keywords: Management, Strategic management, Cynicism, Organizational cynicism.

KIBRIS VE ANADOLU TÜRK MASALLARININ KÜLTÜREL ÖZELLİKLERİ: KARŞILAŞTIRMALI BİR ANALİZ

Kemal Baş

kemalbaskibris@gmail.com

Mehmet İğnecioğlu

mehignecioğlu@gmail.com

ÖZET

Bu çalışma, Kıbrıs ve Anadolu Türk masallarının kültürel özelliklerini karşılaştırmalı bir yaklaşımla incelemeyi amaçlamaktadır. Türk halk anlatı geleneğinin önemli bir parçası olan masallar, kültürel bellek, toplumsal değerler ve kimlik oluşumu açısından kritik bir rol oynamaktadır. Literatürde bu iki bölge masallarına yönelik kapsamlı karşılaştırmalı çalışmaların sınırlı olduğu gözlemlenmiş olup, bu araştırma söz konusu boşluğu doldurmayı hedeflemektedir. Çalışma kapsamında, hem sahada derlenen masallar hem de yazılı kaynaklardan elde edilen anlatılar, nitel araştırma yaklaşımlarından tematik ve sosyolojik analiz yöntemleri kullanılarak incelenmiştir. Araştırma bulguları, masallarda ahlaki mesajlar, toplumsal normlar, doğa ve mitolojik unsurların öne çıktığını göstermiştir. Kıbrıs Türk masallarında ada kültürüne özgü denizle ilişkili motifler, dayanışma ve aile bağları gibi temalar belirginleşirken; Anadolu Türk masallarında kırsal yaşam, kahramanlık destanları ve toprağa bağlı mitolojik unsurlar baskın olarak tespit edilmiştir. Ayrıca, öğrencilere yönelik yapılan anket çalışması, masalların hayal gücü gelişimine katkısını ve kültürel mesajların aktarımındaki rolünü ortaya koymuştur. Bu araştırma, kültürel mirasın korunması, yeni nesillere aktarılması ve eğitim materyali olarak etkin kullanımı için somut öneriler geliştirmektedir.

Anahtar Kelimeler: Türk Masalları, Kıbrıs Türk Kültürü, Anadolu Kültürü, Kültürel Miras, Halk Anlatıları, Tematik Analiz.

KURUMSAL SOSYAL SORUMLULUK UYGULAMALARI ÜZERİNE TURİZM SEKTÖRÜNDE YAPILMIŞ ARAŞTIRMALAR: BİR SİSTEMATİK DERLEME ÇALIŞMASI

Zeliş Ufuk Haksever
zelisufuk1@icloud.com

Azmiye Yinal
azmiye.yinal@akun.edu.tr

ÖZET

Kurumsal sosyal sorumluluk, günümüz işletmelerinde gönüllü faaliyetlerden çok zorunlu faaliyetler haline gelmiştir. İşletmenin toplumdaki rolü, iç ve dış paydaşların bilincinin artması bu sorumluluğun nedenlerinden biri olarak görülmektedir. Bir başka neden, rekabet avantajları elde etmek ve işletmenin uzun vadeli ekonomik performansına katkı koymak olarak karşımıza çıkmaktadır. Paydaşların güvenini kazanmak ve kurumsal itibar sağlamak, bilinçli bir toplumda sosyal sorumluluk faaliyetlerini yükümlülük haline getirmektedir. Bu bağlamda, işletmeler finansal karlılık hedefleri yanında, sosyal sorumluluk uygulamalarına da yatırım yapmak durumundadırlar. Son yıllarda, iş dünyasında bu kadar önemli hale gelen bu uygulamalar, araştırılacak bir sorunsal olarak akademide de bolca yerini almıştır. Bu çalışmada da, 2020-2024 yılları arasında kurumsal sosyal sorumluluk üzerine, turizm sektörü özelinde yapılmış araştırmaların, belirlenmiş başlıklar altında incelenip bir araya getirilmesi hedeflenmiştir. Alan yazın taramasında uygun bulunan 40 bilimsel yayının, yayın yılı, yazar sayısı, yayınlandığı dergi, yöntemi, veri toplama araçları, veri analiz teknikleri belirlenmiş ve derleme yöntemiyle analiz edilip yorumlanmıştır. Bu araştırmanın, alanda araştırma yapacak bilim insanlarına kolay kaynak erişimi sağlaması amaçlanmıştır.

Anahtar Kelimeler: Kurumsal Sosyal Sorumluluk, Derleme, Yöntem

LEAN MANAGEMENT: BIBLIOMETRIC ANALYSIS AND VISUALIZATION ANALYSIS

Salih Demirci

salihdemirciua20@gmail.com

İsseven Efe

efeisseven.1@outlook.com

Azmiye Yinal

azmiye.yinal@akun.edu.tr

ABSTRACT

Lean management increases efficiency by reducing waste and maximizes customer value. Therefore, studies on lean management can indirectly positively affect the performance of businesses. Examining these studies, creating clear and consistent new research routes can contribute to the formation of studies that have a strong impact on the future of businesses. The aim of this study is to apply bibliometric analysis to studies on the concept of lean management. The Bibliometrix application in the R package was used to perform the bibliometric analysis. According to the analysis results, it was found that the number of studies on the subject has increased since 2007, the journal with the most published studies is Sustainability, the author who has done the most studies is Thomas Rundall, the organization that has done the most studies is the University System of Ohio, the country that has done the most studies in terms of the number of authors is the USA, the keywords lean management, lean production, lean leadership, continuous improvement, and quality development are mentioned the most in the articles.

Keywords: Lean Management, Bibliometric Analysis, Visualization Analysis

MOBBING IN ORGANIZATIONS AND INDIVIDUAL STRUGGLE METHODS OF EMPLOYEES AGAINST MOBBING

Seher Kofalı

kofaliseher@gmail.com

Azmiye Yinal

azmiye.yinal@akun.edu.tr

ABSTRACT

In this study, the mobbing phenomenon in hotel businesses operating in the Turkish Republic of Northern Cyprus (TRNC) was examined in detail and the individual struggle methods of employees exposed to mobbing were examined. The research was conducted using the relational survey model, which is one of the quantitative research methods. While the population of the research consists of the employees of hotel enterprises in TRNC, the sample consists of 425 hotel employees selected from this population. As a data collection tool, the questionnaire form developed by Yıldız (2023) was taken as a basis and adapted and used. The collected data were analyzed using SPSS (Statistical Package for the Social Sciences) software, which is widely used in the field of social sciences.

The findings revealed that the mobbing experiences of the employees were generally at a moderate level and that the perception of mobbing varied in different dimensions such as threats, harassment, work obstructions, work engagement and relations with coworkers. According to gender, women were found to be less active in individual struggle against mobbing. While demographic factors such as age, education level, marital status and working time did not generally create a significant difference, it was determined that the perception of mobbing in relations with coworkers increased as the level of education increased. As the professional seniority increased, it was determined that employees exhibited a more passive attitude in individual struggle against mobbing. According to the results of the study, employees mostly prefer passive methods such as ignoring the mobbing perpetrator and less frequently resort to methods such as official complaints and applying to professional associations. This situation shows that employees are more protected and hesitant in the face of mobbing.

Keywords: Mobbing, Hotel businesses, Employee behavior, Individual struggle methods

MODERN DEVELOPMENT OF TECHNOLOGIES BASED ON ARTIFICIAL INTELLIGENCE IN THE TOURISM INDUSTRY

Saodat Rassulova
777resort@gmail.com

Adil Baymurzin
araykazast@mail.ru

ABSTRACT

This research examines the prospects and challenges of implementing artificial intelligence (AI) in the tourism sector. AI technologies offer significant benefits such as enhanced personalization, improved service efficiency, and optimized resource management. However, barriers such as high implementation costs, data privacy concerns, and the need for specialized workforce training present notable challenges. This study evaluates AI applications in tourism, assesses their impact on industry dynamics, and provides strategic recommendations for overcoming existing limitations. The findings highlight AI's transformative potential while emphasizing the necessity for ethical guidelines and regulatory frameworks to ensure responsible adoption.

Keywords: Tourism, artificial intelligence, technology, automation, personalization, cybersecurity.

NAVIGATING DIGITAL TRANSFORMATION: AI COMPETENCIES FOR JOURNALISTS IN ARABIC-LANGUAGE CHANNELS BASED IN ISTANBUL

Ruba Mohd

rubazeidan@bau.edu.jo

Samer Awad

sam.awad1985@gmail.com

ABSTRACT

This study aims to examine the future skills related to artificial intelligence that the journalistic workforce in Arabic-language media channels operating in Istanbul should possess, from the perspective of their management teams. The study employs a descriptive survey methodology, using a structured questionnaire designed to achieve the study's objectives. The questionnaire is directed to a sample that includes editors-in-chief and senior managers of Arabic-language television and digital news channels headquartered in Istanbul.

The study population consists of Arabic-language media organizations based in Istanbul, a city that has emerged as a central hub for prominent Arabic broadcasters and digital platforms. These outlets play a significant role in serving audiences across the Arab world and are key contributors to the regional media landscape.

The study seeks to identify the AI-related competencies most needed in the journalistic field, as well as the anticipated challenges that may hinder the integration of artificial intelligence into editorial workflows. It further aims to explore management perceptions of AI's impact on media production, editorial decision-making, and employment structures.

The study is expected to provide valuable insights that can inform training programs, policymaking, and institutional strategies to better prepare Arabic-language media organizations for the ongoing digital transformation. It will also offer recommendations regarding the development of ethical and regulatory frameworks that support the responsible adoption of AI technologies in journalism.

Keywords: Artificial Intelligence in Media, Future Journalism Skills, Arabic Media in Istanbul, Digital Transformation, AI and Newsrooms.

ONSET OF ADDICTION IN EARLY CHILDHOOD: SYMPTOMS AND PROPOSED SOLUTIONS

Çağla güř

gurcagla@yahoo.co.uk

ABSTRACT

Early childhood is a critical period during which the foundations of personality, habits, and social behaviors are established. Behaviors and patterns acquired during this stage significantly influence an individual's future lifestyle. Recent studies suggest that the roots of addictive behaviors can be traced back to the preschool years, particularly in the form of screen addiction, excessive reward-seeking (such as for sweets, games, or attention), and overstimulation.

The onset of addiction in early childhood often manifests when caregivers struggle to set boundaries. Observable symptoms include prolonged screen use, persistent demand for rewards, restlessness, inability to be alone, constant search for stimuli, and avoidance of social interaction. Key contributing factors include poor family communication, lack of consistent discipline, and emotional neglect.

To address these issues, it is essential to equip children with self-regulation skills and enforce age-appropriate screen time limits. Promoting alternative social and physical activities, enhancing parental awareness about media literacy, and fostering healthier family dynamics are also crucial steps. Additionally, training preschool educators to recognize early warning signs and intervene effectively can significantly support addiction prevention efforts.

This paper advocates for a holistic and collaborative approach to prevent addiction in early childhood and emphasizes the importance of early detection and intervention in shaping healthier developmental trajectories.

Keywords: early childhood, addiction, behavioural disorders

POSITIVE BEHAVIOR INTERVENTION SUPPORT AND SOCIAL-EMOTIONAL LEARNING IN EARLY CHILDHOOD EDUCATION: A SYSTEMATIC LITERATURE REVIEW

Chandra Madden
goodbookmad91@gmail.com

ABSTRACT

This systematic literature review examines Positive Behavior Intervention Supports (PBIS) and Social-Emotional Learning (SEL) in the early childhood setting, and how they influence developmental outcomes in young children. Grounded in behaviorism, emotional intelligence theory, and the CASEL framework, this review explores how these approaches affect pedagogy, social development, academic readiness, and behavior management. By synthesizing findings from peer-reviewed studies, qualitative research, and theoretical literature, the review identifies key themes: the integration of PBIS and SEL, their combined impact on behavior and mental health, and challenges in implementation. Preliminary analysis highlights their complementary roles in promoting holistic child development and underscores the ongoing need for educator training and support. The results highlight just how important PBIS and SEL are in early childhood settings, and they also point to the continued need for professional development to help educators grow within these approaches.

Keywords: Keywords: PBIS, SEL, early childhood education, school readiness, child developmen

REALIZING AND COMPARING THE EFFECTS OF BLOOM'S TWO-SIGMA PHENOMENON IN AI-ENHANCED EDUCATION: A CASE STUDY ON HUMAN-AI COLLABORATIVE TEACHING WITH GENERATIVE AI

Xiaoli Han

hanxiaoli692@gmail.com

ABSTRACT

本研究探讨了生成式人工智能（GenAI）支持的人机协作教学模式对学习动机和学业成绩的影响。65名中学生被分配到实验组（GenAI支持）或硬盘（传统技术支持）。使用标准化量表和测试来测量动机和表现。结果显示，实验组的动机显著着着提高（ 3.88 ± 0.49 vs. 3.65 ± 0.41 , $p=0.032$ ），但学术没有显著差异（ 64.84 ± 10.39 vs. 63.47 ± 8.61 , $p=0.567$ ）。这些发现表明，虽然GenAI通过动态支架和多模反馈来增强动机，但其对认知收益的影响可能需要更长的时期。未来的研究应该改进人工智能与教师的合作，改进，并加强扩展措施。

Keywords: Two-Sigma Effect; Generative Artificial Intelligence; Human-Computer Collaboration; Teaching Effectiveness

RELATIONSHIP BETWEEN ECO-INNOVATION AND ENVIRONMENTAL PERFORMANCE: BIBLIOMETRIC ANALYSIS AND VISUALIZATION ANALYSES

Ahmet Yurteri

domadez9@gmail.com

Sıla Yurteri

syurteri1283@gmail.com

Azmiye Yinal

azmiye.yinal@akun.edu.tr

ABSTRACT

Eco-innovation is defined as the discovery and development of innovative practices by businesses to solve environmental problems. With this aspect, eco-innovation contributes to the reduction of costs and environmental pollution in the long term. The aim of this study is to examine the relationship between eco-innovation and environmental performance through bibliometric analysis and visualization methods. Biblioshiny and VOSviewer programs were used to perform the analysis. According to the results of the analysis, it has been determined that the interest in Eco-Innovation and Environmental Performance studies has accelerated since 2021, the journal with the highest number of studies is the Journal of Cleaner Production, the author with the highest number of on the subject is Cai Li, the institution with the highest number of studies is Jiangshu University, the country with the highest number of studies on the subject is China, the most mentioned keywords other than eco-innovation and environmental performance are sustainability, sustainable development, financial performance, economic performance.

Keywords: Eco-Innovation, Environmental Performance, Sustainability Bibliometric Analysis, Visualization Analysis

RESEARCH ON CORPORATE SOCIAL RESPONSIBILITY PRACTICES IN THE TOURISM SECTOR: A SYSTEMATIC REVIEW

Zeliş Ufuk Haksever

azmiye.yinal10@akun.edu.tr

Azmiye Yinal

azmiye.yinal@akun.edu.tr

ABSTRACT

Corporate social responsibility has become mandatory rather than voluntary activities in today's businesses. The role of the business in society and the increased awareness of internal and external stakeholders are seen as one of the reasons for this responsibility. Another reason is to gain competitive advantages and contribute to the long-term economic performance of the business. Gaining the trust of stakeholders and ensuring corporate reputation makes social responsibility activities an obligation in a society with awareness. In this context, businesses have to invest in social responsibility practices as well as financial profitability targets. In recent years, these practices, which have become so important in the business world, have also taken their place in academia as a problem to be researched. This study aims to examine and bring together research on corporate social responsibility, specific to the tourism sector, conducted between 2020 and 2024, under certain headings. 40 scientific publications were found suitable in the literature review, determined based on their publication year, number of authors, journal in which they were published, method, data collection tools, and data analysis techniques. These categories were analyzed and interpreted using the systematic review method. This research is intended to provide easy access to resources for scientists conducting research in the field.

Keywords: Corporate Social Responsibility, Systematic Review, Methodology

SHAPING THE FUTURE OF UNIVERSITY EDUCATION: THE ROLE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION AND ITS IMPACT ON FOREIGN LANGUAGE AND CHEMISTRY COURSES WITHIN HEALTH SCIENCES FACULTIES

Soykan Ağar

soykan.agar@kocaelisaglik.edu.tr

Muzaffer Elmas

muzaffer.elmas@kocaelisaglik.edu.tr

ABSTRACT

This review article investigates the incorporation of artificial intelligence (AI) into the learning processes of chemistry students studying in foreign language coordinator programs, and examines how AI can support foreign language education in higher education. It considers the historical, current and emerging roles of AI in higher education settings, particularly its potential to improve the learning experiences of students in preparatory programs. The study underlines the importance of equipping chemistry students with the knowledge and tools to use AI in an efficient and ethical use in their education. It also underscores the important role that AI can play in foreign language teaching in faculties of health sciences, with particular emphasis on chemistry lectures. The research offers a detailed analysis of how AI can transform teaching and learning approaches in chemistry preparatory courses, especially in areas like curriculum development and educational applications. Additionally, the paper deals with the main challenges, advantages and ethical issues related to the use of AI in education, examining how both students and academics can benefit from AI to improve learning outcomes. It also investigates how AI can offer more impactful syllabus preparation and teaching techniques while maintaining ethical standards. The paper also addresses the ethical consequences of integrating AI technologies into educational settings, discussing both potential benefits and risks. In the end, the paper stresses the importance of using AI in education in an ethically appropriate way, emphasizing the need for a responsible and ethically mindful practice. The paper finishes by reflecting on how AI can shape the future of higher education, underlining the importance of addressing its moral and social implications while capitalizing on its potential to foster growth and renewal in education.

Keywords: Artificial Intelligence (AI), Adaptive Learning Systems, Chemistry Education, Foreign Language Education, AI-powered Tutoring, History of chemistry science

SOCIAL MEDIA APPLICATIONS AS PEDAGOGICAL TOOLS FOR TEACHING

Kimera Moodley
moodleykimera@gmail.com

Anna Sophia Robberts
ankie.robberts@up.ac.za

Bereldene Robin-Lee Abrahams
Bereld26@gmail.com

ABSTRACT

Social media applications are increasingly prevalent, yet their educational potential remains underexplored. While these platforms can enhance communication and collaboration in both formal and informal learning environments, their effective integration into education requires further investigation. Guided by the Technological Pedagogical Content Knowledge (TPCK) framework, this study examines how seven Grade 6 and 7 teachers at a public primary school in Cape Town, South Africa, integrated social media platforms like WhatsApp, YouTube, TikTok, Facebook, and Instagram into their lessons. Although literature highlights the benefits of social media in boosting student motivation and confidence, its role in primary education remains limited. This qualitative case study explored teachers' integration of social media tools and their impact on learning outcomes. Conducted in a socioeconomically diverse school, purposive and convenience sampling was used to select participants. Data was gathered through questionnaires, lesson plan analysis, and semi-structured interviews, offering a detailed understanding of teachers' experiences. While WhatsApp was frequently used, YouTube and TikTok were the preferred platforms, promoting creativity, collaboration, and student engagement. The findings suggest that while social media positively impacts educational outcomes, challenges persist due to limited training and technological knowledge. Further research should explore the long-term effects, the role of professional development, and the potential use of social media in summative assessments to enhance dynamic learning environments.

Keywords: Pedagogy, pedagogical tools, social media, teaching and learning, Technological Pedagogical Content Knowledge (TPCK) framework

TEACHERS' CONTINUOUS LEARNING APPROACHES: A RELATIONAL ANALYSIS

Assist. Prof. Dr. Tuğba Akkaya

e-mail: tgb.akkaya1@gmail.com

ABSTRACT

The ever-evolving and dynamic nature of education has transformed teachers from being mere transmitters of knowledge into active learners who continuously renew and adapt themselves. This study explores the relationship between teachers' professional learning processes and their tendencies toward lifelong learning. It also examines how individual characteristics influence these two forms of learning. The findings reveal that female teachers and those with less professional experience exhibit more open attitudes toward learning, while preschool teachers stand out in terms of professional learning engagement. The data suggest that professional development not only enhances occupational competencies but also fosters a more enduring attitude toward learning. In this context, the role of teachers' professional learning processes in building a culture of lifelong learning is brought into focus.

Keywords: Professional Learning, Lifelong Learning, Teacher Education, Continuous Professional Development, Educational Research

TEACHERS' PERCEPTIONS OF ETHICAL STANDARDS FOR DEVELOPING DIGITAL LEARNING ENVIRONMENTS

Prof. Yousri Attia Mohamed Abouelenein
dr.yousri@du.edu.eg

Amr Mohsen Abd Elhade Hassan Ghannam
amr.moh8833@gmail.com

ABSTRACT

The field of developing digital learning environments is witnessing rapid development with the increase in applications in various aspects of life. This raises fundamental and renewed questions about how to develop and use digital learning environments in an ethical, responsible, and beneficial manner for the Global Knowledge Society. The ethics of developing digital learning environments refer to a set of standards and values that guide the responsible development and use of learning environments, ensuring maximum benefit while minimizing all potential risks. The current research aimed to investigate the most important ethical standards for designing and developing digital learning applications in the digital age. A list of ethical standards was developed for the design and development of these environments. This list included fifteen criteria, the most important of which are: responsibility, accountability, transparency, justice, privacy, and environmental sustainability. The research recommended the necessity of considering these standards and their sub-indicators when designing and developing digital learning environments. These standards help guide the design and development of digital learning environments to ensure maximum benefit while minimizing potential risks. The research also suggests the need for further research to address the implications of adhering to these ethical standards from the perspectives of educators, developers, and users.

Keywords: Teachers' Perceptions; Ethical standards; Developing digital learning environments

THE CREATION OF GENOCIDAL DISCOURSE BY ISRAELI MEDIA DURING ITS COVERAGE OF GAZA WAR 2023

Samer Awad

sam.awad1985@gmail.com

Yasser Manaa

Yaseermanaa22@gmail.com

ABSTRACT

The researchers examine the role of Israeli media in shaping and crafting genocidal discourse during its coverage of the 2023 war on the Gaza Strip. The study relies on a critical discourse analysis approach to understand how language, images, and narrative frameworks are used to produce a discourse that dehumanizes Palestinians and legitimizes the use of excessive violence against them. Initial findings reveal that Channel 14 played a central role in reproducing a far-right discourse that portrays Palestinians as an existential threat and promotes the idea of "total war" as a moral and national necessity.

The article also highlights the close relationship between this media discourse and the political incitement issued by some members of the Israeli government, and its impact on the formulation of field policies that tend toward genocide or ethnic cleansing. The study demonstrates how media coverage has contributed to obscuring the Palestinian narrative and neutralizing human suffering, influencing local and international public opinion and weakening opportunities for accountability.

Moreover, the researchers seek to highlight the importance of media accountability in times of war and calls for a review of the functional role of the media in protracted conflicts, particularly when they become a tool for incitement and exclusion. The researchers relied on a critical discourse analysis approach, which will complement the semiotic analysis of the research sample.

This article aims to analyze the media content on Channel 14's Facebook page during the war, to understand how it contributed to shaping and promoting a discourse that legitimizes violence against Palestinians. It also aims to uncover the mechanisms for producing and promoting what can be called "extermination discourse," which excludes the Palestinian other as an existential threat that must be eradicated. This is done through a critical analysis of the discourse and semiotics used in its media coverage.

Keywords: Israeli media, genocide, media discourse, political incitement.

THE EFFECT OF INDIVIDUAL-ORGANISATION FIT ON JOB SATISFACTION

Serdar Yüksel

serdarryuksel@gmail.com

Azmiye Yinal

azmiye.yinal@akun.edu.tr

ABSTRACT

The main purpose of this study is to examine the relationship between the level of harmony between the individuals working in the private sector in the Turkish Republic of Northern Cyprus (TRNC) and their job satisfaction. The research is designed with quantitative method and is based on relational survey model. In the data collection process, 385 participants selected by convenience sampling method from individuals working in the private sector in TRNC were reached. Individual-Organisation Fit Scale and Minnesota Job Satisfaction Scale were used as data collection tools. The data obtained were analysed using SPSS 28 statistical analysis software.

The results revealed that there is a significant and positive relationship between individual-organisation fit and job satisfaction. In terms of demographic variables, it was determined that factors such as age, marital status, education and years of experience created significant differences in both harmony and satisfaction levels; especially as age and experience increased, these levels increased. It was found that female and married employees had higher organisational adjustment and satisfaction scores. It was also noted that organisational cohesion and job satisfaction increased as the level of education increased. These findings show that individual-organisation fit is a critical factor that affects not only job satisfaction but also other organisational outcomes such as commitment and performance. Accordingly, it is suggested that human resources practices should be structured in a way to support individual-organisation fit.

Keywords: Individual-organisation fit, Job satisfaction, Internal satisfaction, External satisfaction

THE IMPACT OF FLIPPED CLASSROOM ON STUDENT LEARNING IN HIGHER EDUCATION INSTITUTIONS IN THE MIDDLE EAST

Lina Daouk

ldaouk@hct.ac.ae

Ahmad Tabbara

Atabbara1@gmail.com

ABSTRACT

This research examines how flipped classroom (FC) instruction affects the academic results of university students throughout the Middle East. FC teaching pedagogy is one of these relatively new innovative teaching pedagogies that have benefited from the latest technological advancements and emerged as a potential replacement for traditional classroom teaching pedagogies. Based on activity theory, this investigation used two sections from a human-computer interaction course in the Computer Information Sciences department to conduct its quasi-experimental research design. The research included one traditional teaching approach alongside an FC methodology. The assessment of student achievement relied on moderated examinations that measured individual Course Learning Outcomes (CLOs). The research shows that students who learned through an FC achieved better results than traditional education methods ($p = 0.007$), scoring 81.25 on average versus 74.25, respectively. Scores measuring CLO3 (81.25) in the FC group exceeded those of CLO2 (79.85) with statistical significance ($p = 0.011$). The traditional section showed no meaningful differences between CLO2 and CLO3 results. The study demonstrates that FC tools, student-centered activities, and educational technology mediate student learning outcomes. The research demonstrates that FC pedagogies offer superior results to traditional teaching models by enhancing student learning achievements and study participation. The research provides essential quantitative findings supporting FC integration within Middle Eastern higher education institutions.

Keywords: Activity Theory, Teaching Pedagogies, Flipped Classroom, Higher Education, Traditional Education

THE INFLUENCE OF BRICK POWDER FROM A 20TH-CENTURY SINGLE-FAMILY HOUSE DEMOLITION ON THE PROPERTIES OF NEWLY DEVELOPED CONCRETE COMPOSITES

Marcin Malek

marcin.malek@wat.edu.pl

Piotr Smarzewski

piotr.smarzewski@wat.edu.pl

Janusz Kluczynski

janusz.kluczynski@wat.edu.pl

ABSTRACT

This study investigates the incorporation of brick powder, derived from the demolition of a 20th-century single-family residential building, into concrete composites to improve sustainability and reduce environmental impact in the construction sector. The recycled brick waste was mechanically crushed and ground into fine powder (0/2 mm fraction) and used as a partial replacement for fine granite aggregate in various concrete mixtures. The aim was to evaluate the influence of brick powder on the mechanical, thermal, and physical properties of concrete, while supporting circular economy principles. Three modified concrete mixtures (M1, M2, M3), containing 5%, 10%, and 15% of brick powder by mass respectively, were tested against a reference mix (R). The results demonstrated that the 10% addition (M2) significantly enhanced mechanical performance, including compressive strength (67.3 MPa), tensile strength, and Young's modulus, surpassing the reference mix. Conversely, the 15% addition (M3) showed a decline in mechanical properties but achieved the lowest thermal conductivity (1.325 W/m·K), indicating its suitability for thermally insulating applications. The use of brick powder also reduced the overall density of the concrete, potentially supporting lightweight structural elements in seismic zones.

Microscopic analysis confirmed a homogeneous distribution of brick powder in the concrete matrix without agglomeration. The findings affirm the pozzolanic reactivity of brick powder and highlight its potential as a valuable additive in concrete technology. This approach aligns with global sustainability goals by promoting waste reuse, lowering cement consumption, and enhancing energy efficiency in buildings. Future research may explore optimal blending ratios with other waste materials or fibers to further improve concrete durability, sustainability, and thermal performance across diverse climatic conditions.

Keywords: Brick Powder

THE ROLE OF THE NURSE IN HOME PREVENTIVE PUBLIC HEALTH SERVICES: A STUDY ON ELDERLY INDIVIDUALS IN GÖNYELİ

Naciye Tekeli

naciyetekeli15@gmail.com

Azmiye Yinal

azmiye.yinal@akun.edu.tr

ABSTRACT

This study aims to examine the satisfaction levels of individuals aged 55 years and over living in Gönyeli with home preventive health services and the roles of nurses in this process. In the study, which was conducted using quantitative research method, data were collected from 301 participants with a structured questionnaire form. The scale is the Nurse Practitioner Satisfaction Survey developed by Lucie J. Agosta and adapted by Manay (2016). The data were analyzed with the SPSS 26.0 program; normality tests and parametric analyses were applied.

In this study, the participants' overall satisfaction level with nursing services was found to be high. In general, satisfaction sub-dimensions and total scores showed that the participants were quite satisfied with nurses and that there was a low difference in this satisfaction level. There was no significant difference between male and female participants in terms of gender, and both groups showed similar satisfaction levels. In terms of educational status, the satisfaction levels of primary school graduates were higher than the other groups in the General Satisfaction sub-dimension, but no significant difference was found between the other sub-dimensions and total scores. Significant differences were observed between the number of visits to the health center and satisfaction, and participants who applied more frequently had higher scores in both the Planning sub-dimension and the overall satisfaction level. According to the health insurance variable, while individuals without health insurance showed higher satisfaction in the General Satisfaction sub-dimension, no significant difference was found in other sub-dimensions and total scores. In terms of health perception, individuals who felt very healthy showed higher satisfaction than other groups in the Planning sub-dimension; however, no significant difference was found in terms of total score and other sub-dimensions. These results reveal that the participants have a high satisfaction perception with nursing services in general.

Keywords: Home Health Services, Nurse Satisfaction, Public Health, Preventive Health Services, Elderly Individuals.

THEMATIC CONTENT ANALYSIS FOR CURRICULUM LITERACY IN EDUCATION

İbrahim Yasar Kazu
iykazu@firat.edu.tr

Aslan Kaplan
aslanakademik@gmail.com

Murat Kuvvetli
murat4595@gmail.com

ABSTRACT

This study was conducted to understand the importance of curriculum literacy in education and current trends in the literature. The research covers national and international academic studies published on SCOPUS. Studies on curriculum literacy during this period were examined to determine the contents and trends addressed at different levels of education. Data were collected using thematic content analysis method and analyzed with a qualitative approach. The research design was determined as document review; coding and thematic classification methods were used. The findings obtained in the research show that the role of curriculum literacy in education is increasingly emphasized and the literature in this field is expanding. In addition, it was determined that curriculum literacy studies focused especially on digital literacy, teaching methods and content integration. The results reveal that curriculum literacy is a critical skill for individuals to exist effectively in the digital world. However, since a limited number of databases were examined, a more extensive literature review is needed. In the future, it is recommended that applied and interdisciplinary studies be conducted to increase the integration of curriculum literacy into teaching processes.

Keywords: Thematic Content

THEORETICAL AND EXPERIMENTAL INVESTIGATION OF STEEL STRUCTURE'S THERMAL INSULATION USING THE OVERALL HEAT TRANSFER COEFFICIENT FOR HIGH-TEMPERATURE REGIONS

Ehab Bani Hani

e.hani@au.edu.kw

Khaled Sarhan

k.sarhan@au.edu.kw

ABSTRACT

Steel structures, such as hangers, are widely used for many purposes, i.e., storage areas, temporary housing, and exhibition venues. Simplicity, low-cost, and easy assembly are two main features that make them attractive in the industry; however, their ability to isolate heat is limited, especially during extreme weather conditions, hot or cold. Therefore, it is thought that their thermal insulation property needs to be investigated.

In this study, a proposed design of insulation is addressed - a wall that replaces the simple boards and provides enough insulation for human comfort at an acceptable cost. Cabin (size 1 m width, 1 m depth, 2.8 m height) was constructed using 75 mm Polyurethane sandwich panels (insulation walls) to simulate low energy buildings in Kuwait. The overall heat transfer coefficient of the wall is calculated and compared with the standard values in hot weather conditions. After testing the built model, the experimental data is used to validate the theoretical calculations. The study showed that, theoretically, the value of the overall heat transfer coefficient is calculated to be 0.2771; whilst, the experimental value measured is 0.2534 W.

Keywords: Thermal insulation, thermal resistance, heat transfer, overall heat transfer coefficient

UNDERSTANDING DEMAND AND PROFILE-BASED NEEDS FOR STUDENT-CENTERED APPROACHES: AI-DRIVEN INSIGHTS FROM MATHEMATICS TEACHERS

Arif Emrah Toyoğlu
eariftoyoglu@gmail.com

Merve Nur Candan
mrvrndn96@gmail.com

Bahadır Yıldız
bahadir@bahadiryildiz.net

ABSTRACT

This study examines the professional development needs of mathematics teachers in integrating student-centered instructional approaches, particularly within technology-enhanced learning environments. Using AI-driven clustering techniques, the research identifies distinct teacher profiles based on demographic characteristics, pedagogical experience, and perceived support mechanisms. The findings reveal that while teachers acknowledge the importance of student-centered learning, challenges persist due to insufficient training, lack of institutional support, and digital competency gaps. Traditional professional development models, often limited to one-time workshops, fail to address the evolving needs of educators. The study highlights the necessity of differentiated training programs, tailored to specific teacher profiles, that incorporate sustained mentorship and stakeholder engagement. By leveraging AI in teacher profiling, this research provides data-driven recommendations for improving digital integration and student-centered methodologies. The results offer critical insights for educational policymakers and institutions seeking to enhance mathematics instruction through targeted professional development strategies.

Keywords: Mathematics Education, Mathematics Teacher Education, Technology, Artificial Intelligence, Clustering.

UNDERSTANDING HONG KONG'S UNIVERSITY/COLLEGE STUDENT PERSPECTIVES ON THE USE OF AI FOR ACADEMIC SUPPORT

Hon Keung Yau
honkyau@cityu.edu.hk

Tsun Yee Cheuk
tycheuk6-c@my.cityu.edu.hk

ABSTRACT

This study investigates Hong Kong university and college students' perceptions of artificial intelligence (AI) tools as academic support in higher education. Through a quantitative survey of 91 respondents, the research explores how factors such as gender, year of study, field of study, and frequency of AI usage influence students' trust, perceived effectiveness, and interest in AI-driven academic tools. Findings reveal widespread adoption (95.6%) of AI tools for tasks like homework help, writing assistance, and research, with a strong correlation between usage frequency and perceived effectiveness ($r = .60$, $p < .001$). Students express optimism about AI's potential to enhance learning, with 73.6% desiring greater integration in areas like teacher instruction and assessment, and 59.3% believing it can reduce educational inequalities. However, concerns about accuracy (89.0%), dependency (57.1%), and critical thinking (68.1%) persist, with only 26.4% believing AI can replace traditional study methods. The study underscores the need for balanced AI integration, supported by clear university guidelines, to maximize benefits while addressing ethical and practical challenges. These insights offer valuable directions for educators and institutions to optimize AI's role in Hong Kong's higher education landscape.

Keywords: Artificial intelligence, academic support

UNIFICATION: A NOVEL PARADIGM FOR CURRICULUM DEVELOPMENT

Leelanga Seneviratne
leelangas@uom.lk

Suchintha Fernando
suchintha.fernando@rutgers.edu

ABSTRACT

At present, most educational curriculums for high schools and universities are developed around an assessment-based method. Regardless of the realization that students are being taught a lot of facts and concepts that they may have no or little practical use for in life, and that some of the most important concepts are not being given the importance they deserve, what is taught in a class room, and what is learned by a student is what a student needs to write for their examination. It is difficult to get away from the examination-oriented approach because examinations are one of the easiest methods of evaluating a student. Yet, once graduated, the student faces many difficulties during job searching, due to the lack of practical skills, knowledge, and thinking to adapt to different situations not covered in the classroom. There are many other factors that come into play concerning education and learning. It is of utmost importance to consider these different aspects and to unify different semantic networks in order to develop a curriculum that is of full value to a student. A student's success in their career after graduation pivots on a thought-behavior process. When considering subjects in knowledge, students tend to make subject specific associations, creating a bias in their thinking. Instead, curriculum development should adopt a top-down approach by visualizing what the student could ultimately become, how they should be thinking, what skills they would need, and then deciding which areas to be covered under which subjects.

This study aims to provide a novel approach for curriculum development by unification of different semantic networks that come in to play in education. The ability to perform a task can be conceptualized as the thought process based on the associations in memory that the task activates. This study proposes to unify these multiple subject specific networks and the knowledge elements created by these memory associations.

A curriculum developed using a bottom-up approach, where subjects are often treated as the basis, would lead to creating subject specific semantic networks with a fewer number of associations made between the other similarly created networks. This situation often constrains students to think predominantly in a subject due to the subject specific associations, thus creating a bias in thinking towards a specific subject regardless of the number of other subjects being taught in a curriculum. The aim of this study is to try to provide an approach based on unification to curriculum development, which, instead of being centered around examinations and evaluations, hopes to center education around the three elements which are identified as most important for a complete education: knowledge, skills, and thinking. The proposed approach to curriculum development is predominantly pivoting on the thought-behavior process, which we call unification. We conceptualized that the "ability" to perform something is a function of the human thought process which is based on a complex set of activated semantic and implicit associations in the memory system, both declarative and nondeclarative, in relation to a task (either cognitive or conative) to be performed. Therefore, creating multiple associations among the "subject", related knowledge elements would enable unification of subject specific networks that would otherwise have been created. In other words, education is necessarily a process of "transformation" into thinking and skills, and knowledge is only instrumental in this process. It serves a transient purpose by facilitating input (in form of information), output (in form of expression), and process (in form of cognitions).

The approach proposed is to list all concepts taught within a module and all other concepts related to it, and to identify which of the three elements of education those concepts belong to within the context of that specific module. Associative elements should then be mapped as intra-subject or inter-subject, thereby removing any redundant elements, and distinguishing the boundaries of each subject in the curriculum. When combined with journey-mapping, this approach could identify specific career paths and subjects required to achieve these. Not only does this approach of unification provide a proper method of evaluation and assessment of subjects taught in a university curriculum, but when used in

collaboration with existing models, it also allows the ability to evolve and grow by incorporating future educational needs.

Keywords: Curriculum Development, Skills, Knowledge, Thinking, Top-Down Approach, Thought-Behavior Process

UNIVERSAL CODE

A Mohamed Wahid
s1623jn26@yahoo.fr

ABSTRACT

Conventional personal identification methods (ID, password, authorization certificate, etc.) entail various issues, including forgery or loss. Technological advances and the diffusion across industries have enhanced convenience; however, privacy risks due to security attacks are increasing. Hence, personal identification based on biometrics such as the face, iris, fingerprints, and veins has been used widely. However, biometric information including faces and fingerprints is difficult to apply in industries requiring high-level security, owing to tampering or forgery risks and recognition errors. This paper proposes a personal identification technique based on Coccyx with an Artificial Intelligence.

Keywords: Universal Code, Personal identification; Convolutional Neural network; Ensemble approach.

UNIVERSITY SOCIAL RESPONSIBILITY: DESIGNING LOCAL CURRICULUM WITH THEORY OF CULTURAL CREATIVITY VALUE-ADDED

Cheng Ta Lin

johna02361@gmail.com

Pei-Ying Lin

johna023612@gmail.com

ABSTRACT

Four contributions are found in this study. First, we adopt open innovation concept and Theory of Cultural Creativity Value-added to develop interested, interactive and educational teaching materials and kits related to living environment of Siraya. Second, flowcharts of new curriculum development are developed for young teachers to reference. Third, we have proven that listening has positive influence on multiple intelligence acquisition in this study. Finally, the results of t-test verified significant differences in two different teaching approach. In conclusions, the results indicate that project-based learning could help the students to enhance both listening competence as well as multi-intelligence acquisition more than spoon-feeding education is able to.

Keywords: Theory of Cultural Creativity Value-added; listening; open innovation; multi-intelligence acquisition