ICPATME 2025

7th International Conference on Education and Technology

08 - 09, May, 2025
Perth, Australia — Bursa, Turkiye

BOOK OF ABSTRACTS

IATELS
International Association for Technology, Education and Language Studies

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Edited by
Prof. Dr. Iryna Sekret and Dr. Tomayess Issa

IATELS
International Association for Technology, Education and Language Studies

STARTINFORUM
2025

Book of Abstracts

ICPATME 2025

5th International Conference on Education and Technology
08 - 09, May, 2025, Perth, Australia — Bursa, Turkiye, pp. 42

This Book of Abstracts encapsulates the core academic material presented at the 7th International Conference on Technology and Education (ICPATME 2025), held with coordination centers in Bursa, Türkiye (STARTINFORUM) and Perth, Australia (Curtin University).

The studies within this collection detail recent research, innovative best practices, and new pedagogical approaches across the converging fields of education and technology. A particular emphasis is placed on the rapid current developments and responsible usage of Artificial Intelligence (AI) in teaching, learning, and assessment, reflecting its profound influence on global educational systems.

The abstracts represent scholarly work conducted by experts from a wide international spectrum, including Australia, the Netherlands, Tanzania, Jordan, Malaysia, Türkiye, India, and Pakistan. This diversity makes the collection of definite value for the global academic community interested in the most current and contextually varied developments in educational technology, with a specific focus on AI applications.

All abstracts have undergone a rigorous blind double peer review process and are published in the authors' versions. The authors retain full responsibility for the research design, data accuracy, and language integrity of their studies. The editorial and scientific boards acknowledge the necessary plurality of visions and approaches presented, even where views may diverge from their own.

ICPATME International Conference on Education and Technology
www.patme.iatels.com

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About ICPATME 2025

7th International Conference on Education and Technology

Welcome to the Book of Abstracts for the 7th International Conference on Education and Technology (ICPATME 2025). This edition marks a pivotal moment in our continuous pursuit of excellence, uniting global scholars under the timely and transformative theme: "AI in Teaching and Learning."

A Global Collaboration and Urgent Focus

ICPATME 2025 was collaboratively hosted and coordinated across continents, with key centers in Bursa, Türkiye (STARTINFORUM) and Perth, Australia (Curtin University).

This structural collaboration symbolizes the conference's core mission: to foster borderless dialogue and shared solutions for the global educational community.

The central focus on Artificial Intelligence (AI) reflects the critical juncture currently facing education. The rapid deployment of Generative AI tools has necessitated an immediate and rigorous academic response. This volume captures that response, presenting cutting-edge research and innovative thinking aimed at moving beyond reactive policy to proactive pedagogical integration.

Core Themes and Research Insights

The abstracts compiled here represent the highest quality of peer-reviewed research, offering diverse perspectives from scholars spanning countries including Australia, the Netherlands, Jordan, Malaysia, Türkiye, India, Pakistan, and others. The studies address several vital areas:

- AI Integration and Pedagogy: Research exploring how AI can ethically and effectively be used to personalize learning, automate complex feedback, and support the development of essential human skills (such as critical thinking and ethical judgment).

- Green IT and Sustainability: Studies addressing the environmental impact of technology in education, including the development of tools and frameworks like Green IT Rating Tools for institutional sustainability.

- Methodological Innovation: Investigations into the efficacy of student-centric methodologies (e.g., Project-Based Learning, Constructivism) when augmented by intelligent technologies.

- Comparative Digital Literacy: Cross-cultural analyses of students' perceptions and practices regarding new technologies (e.g., ChatGPT usage in Ukraine and Turkey).

Commitment to Rigor and Plurality

Every abstract included in this Book has undergone a rigorous blind double peer review process to ensure academic quality and relevance. We are committed to fostering a platform where diverse, evidence-based views are exchanged freely.

The abstracts are published reflecting the contents of the conference presentations conducted by the research authors.

The authors of the studies bear full responsibility for the research design, data accuracy, and language of their studies.

While the editorial board acknowledges the necessity of diverse opinions, even those that may diverge from the board’s own views, we celebrate this plurality of visions as essential for advancing the educational technology field.

We trust that this collection will serve as an indispensable resource, driving future research, informing policy, and inspiring the next generation of educators and technologists.

Prof. Dr. Iryna Sekret
IATELS Committee Chair
STARTINFORUM International Project Management and Business Consultancy

Conference Committee

Prof. Dr. Iryna Sekret, IATELS Committee Chair, Turkiye
Prof. Dr. Piet Kommers, Netherlands
Dr. Tomayess Issa, Curtin University, Australia
Dr. Mahnaz Hall, Curtin University, Australia
Prof. Dr. Eugenia Smyrnova-Trybulska, University of Silesia in Katowice, Poland
Khalid Mahmood, University of Management and Technology, Lahore, Pakistan
Dr. Rohini Balapumi, Curtin University, Perth, Australia

Conference Partners and Organisations

Conference Sponsor

ICPATME Conference is sponsored by STARTINFORUM International (Turkiye).

STARTINFORUM International Project Management and Business Consultancy is a business company, located in Turkiye, providing a wide range of services in the fields of international business and education, being socially active at the national and international levels.

Being established in 2018, STARTINFORUM quickly entered the international market of business and education thanks to the many years of experience and expertise of its international staff.

Seeing education, technology and research as one of its priorities, the company initiated the establishment of **IATELS - International Association for Technology, Education and Language Studies (http://iatels.com),** as an organisation supporting international research and educational initiatives, giving opportunities to young researchers and those who are at the advanced levels of their careers to grow professionally, by exchanging their experiences and ideas.

Realising that Language, Education, Technology and Business with the accent on the human Psychology are the keys to the modern development, STARTINFORUM together with IATELS established three annual conferences (www.iatelsconference.org)-

- **ICLTE** International Conference on Language Studies, Translation and Education;
- **ICPATME** International Conference on Education and Technologies and
- **APBM** International Conference on Applied Psychology and Business Management

The company cooperates with a wide range of business organisations, factories, enterprises, universities, schools and social institutions from different countries of the world (Turkiye, Ukraine, Pakistan, India, USA, UK, Czech Republic, Netherlands, Morocco, India, Kazakhstan, Indonesia, Albania, Poland, etc).

Apart from the research and educational projects at the national and international levels, including ERASMUS+ framework, STARTINFORUM develops and coordinates projects in international business and production.

For contacts, inquiries and cooperation please visit the company's website http://startinforum.com and email to start.inforum@gmail.com

Conference Program

The program is scheduled according to Perth Time Zone

Online conference sessions are conducted via **Zoom:**

Topic: **ICPATME 2025 - 8 of May, Curtin University, Australia**

Time: **May 8, 2025 01:00 PM Perth**

Instructions for the Conference participants

1. Please check the time difference between Perth and your location.
2. As our main aim is to establish an interactive and productive working environment for enhancing international collaboration, **we would like to kindly ask all the participants to be active during the conference sessions.**

Your feedback and reflections about the conference or its presentations are welcome to be forwarded to patme.iatels@gmail.com

We believe that participating in the conference is not a final destination but a way to new projects and collaborative opportunities

We work to make ICPATME Conference an international platform for more collaborative projects and programs within Education and Technology.

That is why **all suggestions, ideas, initial plans and intentions are welcome to share at our interactive sessions to give them a way within future international projects and programs or to send via email to our organising committee for their further processing.**

Please use the time of ICPATME sessions to look for more collaborative opportunities in our international team.

Instructions for Speakers

All speakers have 20 minutes to make presentation and answer questions.

Before the presentation, the speakers must present themselves, their affiliation, professional area and research interests.

The presentation time is 15 minutes with 5 more minutes for questions and discussions.

The presenters should follow the timing and schedule of the conference.

Instructions for the Session Chairs

The Session Chairs are expected to:

- Introduce presentations according to the program;
- Monitor the presenting time;
- Initiate discussions and questions;
- Open and coordinate the links for the session;
- Support interaction between participants, give ideas, suggestions and all other props to enhance the interaction during the session.

The session chairs are invited to give their written reflective feedback on the work of their sessions and research presented.

Their reflective feedback will be published at the conference platform under their authorship.

May, 08, Thursday, 2025

	Registration of the Conference Participants	
	Plenary Session	**Plenary Session Chair:** **Dr. Mahnaz Hall** Curtin University Perth, Australia
01.00 pm	Opening of the 7th ICPATME International Conference on Education and Technology Welcome to Curtin!	**Dr. Tomayess Issa and Dr. Mahnaz Hall** Faculty of Business and Law Curtin University Australia Video Presentation by Curtin's students
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02.40 pm	The Purpose of AI in Teaching and Learning	**Dr. Tomayess Issa** Faculty of Business and Law Curtin University Australia **Dr. Mahnaz Hall** Curtin University Perth, Australia

03.00 pm	Integrating GenAI in Undergraduate Business Education	**Dr. Rohini Balapumi** Curtin University Perth, Australia
03.20 pm	Developing a Green IT Model for Australian Higher-educational Institutions	**Ms. Mahnaz Jafari** Curtin University Perth, Australia
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	Session 1	**Session Chair:** **Dr. Rohini Balapumi** Curtin University Perth, Australia
04.30 pm	Enhancing Learning Through Intelligent Systems and Extended Reality: A Literature Review on Innovations, Challenges, and Future Prospects in Education	**Dr. Aidrina Sofiadin** International Islamic University Malaysia Kuala Lumpur, Malaysia

04.50 pm	Leveraging Knowledge Graphs for Educational Innovation: Applications, Trends, and Impacts	**Assoc. Prof. Dr. Bilal Abu-Salih** The University of Jordan Amman, Jordan
05.10 pm	Optimising Students' Essential Skills In The Era Of Artificial Intelligence By Motivating Them And Giving Them Formative Feedback	**Dr. Tomayess Issa** Faculty of Business and Law Curtin University Perth, Australia **Dr. Mahnaz Hall** Faculty of Business and Law Curtin University Perth, Australia **Dr. Sarita Hardin-Ramanan** Curtin University Mauritius
05.30 pm	Students’ Insights into the Practices of Using ChatGPT in Ukraine and Turkiye	**Prof. Dr. Iryna Sekret** STARTINFORUM Turkiye

05.50 pm	The Impact of Green IT on Organizations in Pakistan to Promote Sustainable Living	**Sumaiya Pervaiz** Faculty of Business and Law Curtin University Perth, Australia **Dr. Tomayess Issa** Faculty of Business and Law Curtin University Perth, Australia **Dr. Sarita Hardin-Ramanan** Faculty of Business and Law Curtin University Perth, Australia **Dr. Nau Zaung** Faculty of Business and Law Curtin University Perth, Australia
06.00 pm - 07.00 pm	**Round Table Discussion** Perspectives of Developing New Paradigms of Teaching and Learning in the Era of AI	**Dr. Tomayess Issa** Faculty of Business and Law Curtin University Perth, Australia All the Participants
07.00 pm - 07.30 pm	**Conference Conclusions**	**Dr. Tomayess Issa** Faculty of Business and Law Curtin University Perth, Australia **Prof. Dr. Iryna Sekret** IATELS Committee Chair STARTINFORUM Turkiye

May, 09, Friday, 2025

01.00 pm - 02.00 pm	Conference Organiisng Committee Meeting "Analysis of the Conference Outcomes and Publication Plans"	**Dr. Tomayess Issa and Dr. Mahnaz Hall** Faculty of Business and Law Curtin University Perth, Australia **Prof. Dr. Iryna Sekret,** IATELS Committee Chair STARTINFORUM Turkiye **Prof. Dr. Piet Kommers** University of Twente Netherlands **Assoc. Prof., Dr. Nadia Anwaz** University of Management and Technology Lahore, Pakistan
02.00 pm - 03.00 pm	Further Interventions on AI in Education: Research Directions, Development of the Training Programs	**Dr. Tomayess Issa and Dr. Mahnaz Hall** Faculty of Business and Law Curtin University Perth, Australia **Prof. Dr. Iryna Sekret,** IATELS Committee Chair STARTINFORUM Turkiye **Prof. Dr. Piet Kommers** University of Twente Netherlands
03.00 pm - 04.00 pm	Collaborative Plans and Developments in IATELS	**Prof. Dr. Iryna Sekret** IATELS Committee Chair STARTINFORUM Turkiye

04.00 pm - 04.30 pm	ICPATME Conference Plans in 2026: Rebrading and Topic Specification	**Dr. Tomayess Issa** Faculty of Business and Law Curtin University Perth, Australia **Prof. Dr. Iryna Sekret** IATELS Committee Chair STARTINFORUM Turkiye

Abstracs

Opening of the 7th ICPATME International Conference on Education and Technology

Dr. Tomayess Issa

Faculty of Business and Law
Curtin University
Perth, Australia

Dr. Mahnaz Hall

Faculty of Business and Law
Curtin University
Perth, Australia

Dr. Tomayess Issa is a recognized academic and senior lecturer within the Faculty of Business and Law at Curtin University, Perth, Australia. Her expertise lies at the critical intersection of Information Systems, Green IT, and Business Sustainability. Dr. Issa's foundational research focuses on developing frameworks and tools to assess and improve the environmental performance of technology within organizations, particularly in higher education institutions. Her work is highly influential in the field of Green IT, promoting ethical and sustainable digital practices globally. In addition to her research, Dr. Issa is a dedicated educator, preparing students for careers that require both technological proficiency and a commitment to sustainability. She is also an active contributor to the international academic community, frequently presenting her work and collaborating on global initiatives focused on technology, ethics, and corporate responsibility.

Dr. Mahnaz Hall is a Senior Lecturer within the Faculty of Business and Law at Curtin University in Perth, Australia. Her academic work focuses on language education, particularly within higher education settings. Dr. Hall's research expertise includes linguistic diversity on university campuses, English language proficiency and its perception among speakers of different native languages, such as Farsi, the use of e-Assessments and digital presentations by independent learners, strategies for promoting academic integrity and collaborative skills, particularly in the Age of Artificial Intelligence (AI), through methods like teamwork assessment and formative feedback. She actively contributes to research in technology and education, with publications appearing in international journals and conferences. Dr. Hall also provides support and resources for English language development within the Faculty of Business and Law at Curtin.

Abstract

The Opening Speech for the 7th International Conference on Education and Technology (ICPATME) served as a powerful call to action, emphasizing the critical intersection of technology and educational reform in the 21st century.

It officially inaugurated the conference, setting the stage for discussions focused on research, innovation, and best practices in educational technology. It highlighted an urgent need for renewed dedication to studies within this domain, stressing that rapid technological advancements require educators and institutions to constantly evolve their pedagogical approaches to remain relevant and effective.

It urged attendees to embrace the opportunities presented by digital tools to enhance learning outcomes, promote accessibility, and personalize educational experiences. The address specifically recognized Curtin University as a leading institution in driving this change, commending its commitment to research and its pivotal role in hosting and advancing the crucial conversations facilitated by the ICPATME. The speech concluded by inspiring delegates to leverage the conference as a collaborative platform for shaping the future of global education through responsible and transformative technology integration.

Keywords: education, Curtin University, technology, AI.

ICPATME from Turkiye to Australia: Vision and Mission of IATELS in International Education, Collaboration and Research

Prof. Dr. Iryna Sekret,
IATELS Committee Chair
STARTINFORUM
Turkiye

Prof. Dr. Iryna Sekret (PhD in Educational Psychology, ELT, Education) is a leading academic and researcher recognized for her organizational and strategic contributions to international education and technology studies. She holds a key leadership and coordinating role within the International Association for Technology, Education and Language Studies (IATELS). In her capacity at IATELS, Prof. Dr. Sekret has been instrumental in the development and expansion of global academic platforms. Notably, she is credited with the successful coordination and internationalization of the International Conference on Technology and Education (ICPATME), moving the event from its initial base to establishing its current global collaborative structure. Her academic portfolio centers on digital transformation in education, with research expertise including AI integration, comparative digital literacy, and the impact of technology on pedagogical methodologies. Her work focuses on evidence-based strategies to enhance educational standards and promote structured international collaboration among diverse academic institutions.

Abstract

The address traced the expanding global trajectory of the International Conference on Technology and Education (ICPATME), symbolizing the shift from its foundational roots in Turkiye to its collaboration with partners in Australia. This geographic expansion serves as a metaphor for the broader Vision and Mission of the International Association for Technology, Education and Language Studies (IATELS).

The speech outlined IATELS's commitment to fostering a truly international and borderless approach to education, where technology is the primary driver for innovation, accessibility, and quality. It was highlighted that IATELS's core mission is to bridge geographical and pedagogical gaps by promoting robust international collaboration among educators, researchers, and institutions. This collaboration is crucial for sharing cutting-edge research and developing standards-based, technology-integrated curricula.

The address emphasized the necessity of research focused on the responsible integration of AI and digital tools to meet the complex cognitive and emotional needs of the modern student. Ultimately, the move from Turkiye to Australia underscores IATELS's vision to be a leading global catalyst for academic excellence and collaborative educational reform.

Keywords: education, research, international collaboration, IATELS, ICPATME, technology, academic development.

AI And STEAM For A More Active Learning

Prof. Dr. Piet Kommers
University of Twente
Netherlands

Prof. Dr. Piet Kommers is a globally recognized pioneer in Educational Technology and Artificial Intelligence (AI) for Cognitive Achievement. He began his influential career as a chairman and project initiator for UNESCO and NATO, establishing a foundation in large-scale international collaboration. A pivotal moment in his career occurred in 1991 when his scientific evidence regarding learning styles during Hypertext browsing garnered significant attention from Deep Learning theorists. This led to his involvement in substantial research programs, including those funded by the European Commission, UNESCO, and the World Bank. Prof. Kommers's specialty lies in designing and evaluating technology that genuinely enhances cognitive processes. His sustained leadership in managing these large, complex research programs is widely valued, positioning him as a global authority committed to advancing educational science through sophisticated digital tools.

Abstract

The speech explored the transformative potential of integrating Artificial Intelligence (AI) with the STEAM framework to cultivate truly active learning environments. It is argued argued that the traditional, passive model of education is insufficient for preparing students for an AI-driven future, emphasizing that innovation requires a synthesis of technical skill and creative thinking.

The study details how AI tools can move beyond simple automation to become cognitive partners in the learning process, facilitating highly personalized and dynamic educational experiences. The speaker highlighted the role of AI in providing instant, tailored feedback, automating administrative tasks, and freeing up teachers to focus on complex, high-impact human interactions.

The core argument centered on how the Arts (A in STEAM) provides the essential framework for ethical design, critical inquiry, and creativity—skills indispensable for leveraging AI effectively.

The author advocated for curricular redesign that promotes project-based, interdisciplinary collaboration where students use AI and STEAM principles to actively construct knowledge and solve real-world problems, thus ensuring learners are not just users of technology, but innovative creators within the digital age.

Keywords: AI, STEAM, eduaction, technology, critical thinking, innovation.

The Purpose Of AI In Teaching And Learning

Dr. Tomayess Issa

Faculty of Business and Law
Curtin University
Perth, Australia

Dr. Mahnaz Hall

Faculty of Business and Law
Curtin University
Perth, Australia

Dr. Tomayess Issa Dr. is a recognized academic and senior lecturer within the Faculty of Business and Law at Curtin University, Perth, Australia. Her expertise lies at the critical intersection of Information Systems, Green IT, and Business Sustainability. Dr. Issa's foundational research focuses on developing frameworks and tools to assess and improve the environmental performance of technology within organizations, particularly in higher education institutions. Her work is highly influential in the field of Green IT, promoting ethical and sustainable digital practices globally. In addition to her research, Dr. Issa is a dedicated educator, preparing students for careers that require both technological proficiency and a commitment to sustainability. She is also an active contributor to the international academic community, frequently presenting her work and collaborating on global initiatives focused on technology, ethics, and corporate responsibility.

Dr. Mahnaz Hall is a Senior Lecturer within the Faculty of Business and Law at Curtin University in Perth, Australia. Her academic work focuses on language education, particularly within higher education settings. Dr. Hall's research expertise includes linguistic diversity on university campuses, English language proficiency and its perception among speakers of different native languages, such as Farsi, the use of e-Assessments and digital presentations by independent learners, strategies for promoting academic integrity and collaborative skills, particularly in the Age of Artificial Intelligence (AI), through methods like teamwork assessment and formative feedback. She actively contributes to research in technology and education, with publications appearing in international journals and conferences. Dr. Hall also provides support and resources for English language development within the Faculty of Business and Law at Curtin.

Abstract

The study provided a focused analysis of how Artificial Intelligence (AI) is fundamentally reshaping the educational landscape. It was argued that the primary purpose of AI is not to replace human educators, but to act as a powerful augmentative tool to enhance personalized learning, optimize teacher efficiency, and cultivate future-ready skills in students.

The address highlighted AI's capacity to facilitate personalized learning pathways by analyzing vast amounts of student data to pinpoint learning gaps, predict performance, and deliver tailored content or instructional support in real-time. This includes automating tasks such as grading, scheduling, and providing instant feedback, thus freeing up teacher time for high-impact human interactions like mentorship, complex problem-solving, and emotional support.

It was emphasized that responsible AI integration must align with pedagogical goals, focusing on ethical considerations and ensuring that technology genuinely enhances, rather than distracts from, deep conceptual understanding.

The authors concluded by advocating for an educational future where AI serves as a catalyst for equity and innovation, empowering both students and teachers to achieve unprecedented levels of excellence.

Keywords: education, technology, AI, ethics, responsibility, evaluation, feedback.

Integrating GenAI in Undergraduate Business Education

Dr. Rohini Balapumi
Curtin University
Perth, Australia

Dr. Rohini Balapumi is an academic and researcher affiliated with Curtin University in Perth, Australia. Her expertise lies in the critical areas of Information Technology and educational innovation, with a strong focus on leveraging digital systems to enhance learning outcomes and organizational efficiency. Dr. Balapumi's research often examines the application of complex IT systems, including areas such as data management, business analysis, and the implementation of digital tools within academic and professional settings. She is committed to investigating how technology can be optimized to meet modern challenges, particularly in creating more effective and sustainable organizational processes. As a valued member of the Curtin University faculty, she contributes to both teaching and research, helping to shape the next generation of IT professionals. Her work ensures a direct link between theoretical advancements in technology and their practical, real-world application in education and industry.

Abstract

The study addresses the urgent necessity and strategic implications of Integrating Generative Artificial Intelligence (GenAI) into undergraduate business education programs. As tools like ChatGPT rapidly become ubiquitous in the professional world, it is argued that higher education must move beyond policy enforcement to focus on pedagogical adaptation.

The abstract outlines a framework for responsibly embedding GenAI into the business curriculum, focusing on two key pillars: enhancing learning processes and developing future-ready ethical judgment. The discussion explores practical applications, such as using GenAI to simulate complex business scenarios, analyze case studies, and refine communication skills through iterative drafting and feedback—thereby increasing the efficiency and personalization of learning.

Crucially, the presentation addresses the core challenge of maintaining academic integrity and fostering critical thinking when using powerful generative tools. It advocates for redesigning assignments to require synthesis, evaluation, and application of knowledge that GenAI cannot independently produce. This shift prepares students not just to use AI, but to manage, critique, and strategically direct AI outputs in professional settings. The research provides recommendations for faculty development and curriculum restructuring necessary to cultivate graduates who are both technologically literate and ethically responsible business leaders in the age of AI.

Keywords: GenAI, business education, undergraduate curriculum.

Developing a Green IT Model for Australian Higher-Educational Institutions

Mahnaz Jafari
Curtin University
Perth, Australia

Mahnaz Jafari is an accomplished researcher and academic professional specializing in the intersection of Information Technology (IT) and Sustainability. She completed her Bachelor's degree in IT in Iran (2009–2013) before migrating to Australia, where she earned a Master of Information Systems and Technology from Curtin University in 2018. She is currently nearing the completion of her PhD, focusing on the critical area of environmental responsibility in higher education by developing a Green IT Rating Tool for Australian institutions. Since 2021, Ms. Jafari has leveraged her expertise as a casual academic staff member at both Curtin University and Edith Cowan University (ECU). Her teaching portfolio includes essential courses such as Business Sustainability and Computer Fundamentals, demonstrating her commitment to preparing students for a technologically advanced and environmentally conscious professional world.

Abstract

The advancement in the field of Information Technology (IT) has been an intrinsic element in the developments of the 21st century. However, its widespread application has been associated with inadvertent negative environmental impacts, necessitating selective interventions to mitigate these impacts. Key challenges facing the IT industry today in meeting environmental sustainability goals include determining sustainable operating standards and evaluating the effectiveness of those practices. IT organisations lack a practical framework for evaluating sustainability beyond data centre (DC) operations and IT equipment purchases. Due to the lack of a standardised framework, each company is responsible for developing sustainable IT practices. It is difficult to establish a baseline for sustainable practice in the sector because of this inconsistency. To address this gap, an IT sustainability assessment framework was designed which is called a Green Rating for IT (GRIT). The tool aimed to aid in reducing CO2 emissions in the context of academic institutions. Higher education institutions with their significant amount of energy consumption in data centres (DCs), research facilities and computer labs, are ideal candidates for implementing Green IT practices. The rating system relied on a list of weighted criteria validated by IT experts at Western Australian (WA) universities.

The development of GRIT was supported by two approaches. First, an extensive literature review was undertaken which provides a comprehensive understanding of advancements in Green IT. This included the advent of cloud computing, and the growth of renewable energy technologies used to reduce energy usage and environmental impact. Secondly, these findings were validated through interviews with IT experts, whose insights helped refine the GRIT indicators. Furthermore, this study also investigates the correlation between Green IT attitudes and the potential behavioural

changes of different IT end users in implementing Green ITin the higher-education sector. The aim is to see how findings from this attitudinal study can be reflected in the GRIT assessment tool.

IT experts' opinions helped design the survey questionnaires. The survey participants were IT experts at Western Australian (WA) universities (Murdoch, ECU, Curtin, and UWA), WA's different IT companies, and general academics at mentioned universities. The survey results formed the basis of a framework that ranked Green IT practices based on their perceived importance in reducing CO2 emissions. This framework formed the basis of GRIT. The development of the tool was informed by drawing inspiration from established green building certification systems such as LEED, BREEAM, and Green Star. This tool can be used as a benchmark for any organisation to evaluate to what extent they have implemented sustainable IT practices. (Abatan et al. 2024).

Through compliance with energy efficiency standards, GRIT indicates whether an organisation effectively controls CO2 emissions or requires improvement. Ultimately, GRIT helps corporations achieve sustainable outcomes, improving environmental performance while reducing operational costs. This thesis is inspired by the importance of sustainability and the need to address climate change.

Keywords: Green IT-Model, Australia, higher education, institution.

Artificial Intelligence In Higher Education

Arindam Mondal
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Bhubaneswar, India

Prof. Dr. Phalgu Niranjana
School of Business, ASBM University
Bhubaneswar, India

Assoc. Prof. Smaraki Pattanayak
School of Business, ASBM University
Bhubaneswar, India

Arindam Mondal is an academic and researcher affiliated with the School of Business at ASBM University in Bhubaneswar, India. His scholarly interests lie in the intersection of Business Management and Information Technology, with a focus on how digital advancements influence organizational strategies and educational practices. Mr. Mondal actively contributes to research concerning the implementation and impact of new technologies, such as Artificial Intelligence (AI), in higher education, particularly within the context of business curricula. His work aims to provide practical insights for optimizing student learning outcomes and preparing graduates for the digitally transformed global market. He is a committed member of the ASBM faculty, involved in teaching and collaborative research projects.

Dr. Phalgu Niranjana works as a Professor in OB & HRM in School of Business of ASBM University. She has done Masters and M. Phil. in Psychology and Ph.D. in Business Administration. She has to her credit thirty-nine publications in nationally and internationally referred journals and fourteen books published by Sage, Response Books, Excel, and Bloomsbury. She has also presented a number of papers in different national and international conferences. She is one of the eleven teachers in the world to have been awarded with the ACBSP Teaching Excellence Award for her continued commitment to student success in 2022.

Dr. Smaraki Pattanayak is an Associate Professor at ASBM University, specializing in Organizational Behaviour and Human Resource Management. She holds a doctorate from Ravenshaw University and is an alumnus of the Indian Institute of Management Ahmedabad. Dr. Pattanayak was honored with the ACBSP Teaching Excellence Award in 2023 for her outstanding contributions to teaching and innovative teaching practices. She has published widely in national and international journals and contributed to several books. Her research interests include psychological contracts, organizational culture, happiness, performance appraisal etc. she is affiliated with the Indian Science Congress Association and the Indian Society for Training and Development.

Abstract

The presentation examines the transformative impact and strategic integration of Artificial Intelligence (AI) within the higher education sector. The abstract outlines a comprehensive analysis of AI's current and prospective roles, moving beyond initial fears of displacement to focus on practical applications that enhance institutional effectiveness and student learning outcomes. The discussion covers several key areas, including the use of AI for personalized learning pathways, automated assessment and feedback mechanisms, and optimizing administrative efficiency (e.g., enrollment forecasting and resource allocation).

A significant portion of the presentation addresses the necessity for higher education institutions to proactively re-evaluate pedagogical methodologies and curricula to prepare students for an AI-driven workforce. The speakers explore the ethical frameworks and policy adjustments required to govern AI usage, ensuring academic integrity and data privacy are maintained. Furthermore, the analysis provides context-specific insights relevant to institutions in India, discussing the challenges of infrastructure readiness and the opportunities for large-scale educational access offered by AI tools.

The presenters conclude by arguing that the strategic adoption of AI is not merely a technological upgrade but a fundamental requirement for maintaining academic excellence and global competitiveness in the digital age. The speech advocates for collaborative institutional effort to ensure that AI serves as a catalyst for a more equitable, efficient, and student-centric educational future.

Keywords: AI, education, higher education, India.

Enhancing Learning Through Intelligent Systems and Extended Reality: A Literature Review on Innovations, Challenges, and Future Prospects in Education

Dr. Aidrina Sofiadin
International Islamic University Malaysia
Kuala Lumpur, Malaysia

Dr. Aidrina Sofiadin is an esteemed academic and researcher affiliated with the International Islamic University Malaysia (IIUM) in Kuala Lumpur, Malaysia. Her work is centered on critical areas within educational innovation and instructional technology, often focusing on how digital tools and advanced methodologies can be implemented effectively within higher education and diverse cultural contexts. Dr. Sofiadin's research portfolio frequently explores themes related to technology acceptance, the design of effective e-learning environments, and pedagogical shifts driven by digital transformation. She is particularly interested in promoting quality and accessibility in education through systematic research and practical application. As a faculty member at IIUM, she contributes significantly to both teaching and scholarly output, guiding future educators and technologists. Her commitment to international collaboration ensures her research remains relevant to global discussions on enhancing educational quality and student engagement through technology.

Abstract

The integration of intelligent systems and extended reality technologies into education is revolutionizing traditional pedagogical approaches, offering immersive and personalized learning experiences that cater to diverse student needs. This literature review synthesizes current research on the innovations, challenges, and future prospects of employing intelligent systems, such as Artificial Intelligent (AI)-driven tutoring systems and adaptive learning platforms, and extended reality technologies, including virtual reality, augmented reality, and mixed reality, in educational settings. The main of this paper focus is on how these technologies are reshaping the learning landscape, enhancing student engagement, and fostering deeper understanding of learning. This review examines the application of AI in personalized learning, which facilitate customized and effective educational experiences. Looking ahead, the review envisions the future prospects of AI in personalized learning, emphasizing the potential for more advanced adaptive systems, AI-driven content creation, and the integration of immersive technologies like virtual and augmented reality. In conclusion, this literature review offers a comprehensive overview of the current state of research on intelligent systems and extended reality in education, providing insights into their transformative potential and highlighting the key challenges that must be addressed to unlock their full potential.

Keywords: Artificial Intelligent; extended reality; intelligent systems; education; virtual reality; augmented reality.

Knowledge Graphs in Education: Principles, Applications, Challenges, and Future Directions

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Assoc. Prof. Dr. Bilal, Abu-Salih is a distinguished academician based at The University of Jordan in Amman, Jordan. His research and teaching focus primarily within the field of Information Technology and Computer Science, addressing critical challenges and innovations in the digital domain. Dr. Abu-Salih holds expertise in areas such as data analysis, computational methods, and the application of technology to solve complex real-world problems. His work contributes significantly to the academic community through publications in peer-reviewed international journals and presentations at global conferences, reflecting a commitment to advancing knowledge in IT. At The University of Jordan, he plays a vital role in educating the next generation of technologists and researchers. Dr. Abu-Salih actively engages in collaborative projects that bridge theoretical research with practical implementation, solidifying his standing as a valued expert in computer science research and education in the region.

Abstract

Knowledge Graphs (KGs) represent a significant technological advancement with considerable potential to transform educational methodologies and outcomes. This paper investigates the foundational principles of KGs, differentiating between general-purpose and domain-specific KGs, and delineates the principal stages inherent in their construction. It examines the multifaceted applications of KGs within the educational sector, encompassing personalized learning pathways, curriculum structuring, conceptual knowledge mapping, and intelligent content recommendation systems. These applications are analyzed in terms of their capacity to augment the learning experience and improve educational efficacy. Concurrently, the paper addresses critical challenges in the development and deployment of educational KGs, including issues of data sparsity, semantic heterogeneity, operational scalability, the necessity for real-time information updates, and prevailing privacy considerations. Furthermore, essential metrics for the evaluation of KGs in educational settings, such as accuracy, scalability, and user satisfaction, are discussed. The paper concludes by exploring prospective research and development trajectories, including the refinement of personalized learning algorithms, the creation of interoperable cross-domain KGs, the synergistic integration of KGs with Large Language Models (LLMs), the deployment of AI-driven virtual tutoring systems, and the imperative to continually address and mitigate data privacy concerns.

Keywords: Knowledge Graphs (KGs), educational technology, personalized learning, curriculum design, Artificial Intelligence in education; Large Language Models (LLMs).

Optimising Students' Essential Skills In The Era Of Artificial Intelligence By Motivating Them And Giving Them Formative Feedback

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Dr. Mahnaz Hall is a Senior Lecturer within the Faculty of Business and Law at Curtin University in Perth, Australia. Her academic work focuses on language education, particularly within higher education settings. Dr. Hall's research expertise includes linguistic diversity on university campuses, English language proficiency and its perception among speakers of different native languages, such as Farsi, the use of e-Assessments and digital presentations by independent learners, strategies for promoting academic integrity and collaborative skills, particularly in the Age of Artificial Intelligence (AI), through methods like teamwork assessment and formative feedback. She actively contributes to research in technology and education, with publications appearing in international journals and conferences. Dr. Hall also provides support and resources for English language development within the Faculty of Business and Law at Curtin.

Dr. Sarita Hardin-Ramanan heads the Faculty of IT, Design and Communication at Curtin Mauritius. With over 20 years of teaching experience at both undergraduate and postgraduate levels, Sarita holds a PhD in IT Governance and Green IT from Curtin University (Australia), a Masters in Computer Science from Imperial College (UK), and a BEng in Electrical and Electronics Engineering from the University of Mauritius. Alongside her leadership responsibilities, teaching and PhD supervision roles, her research interests include IT Governance, Green IT, Graduate Work-Readiness and, more recently, Predictive Analytics and AI in Education.

Abstract

The presentation addresses the critical need to adapt pedagogical practices to ensure students develop essential human skills in an educational landscape increasingly dominated by Artificial Intelligence (AI).

The core argument posits that as AI automates routine tasks, skills like critical thinking, ethical judgment, collaboration, and creativity become paramount. The presenters argue that the most effective way to cultivate these complex skills is through targeted strategies focused on student motivation and strategic use of formative feedback.

The abstract details practical methods for boosting intrinsic student motivation, particularly through the use of authentic, project-based tasks that require students to go beyond AI-generated solutions. Crucially, the presentation explores how AI itself can be leveraged to enhance the quality and frequency of formative feedback. This includes using AI tools to provide instantaneous, personalized guidance on drafts and exercises, allowing instructors to focus their efforts on high-level, human-to-human feedback concerning strategy, ethical implications, and complex argumentation.

Drawing on multi-campus insights from Australia and Mauritius, the speakers offer a framework for integrating motivation and feedback loops to foster a Growth Mindset. The ultimate goal is to empower students to use AI effectively as a tool while simultaneously deepening the essential cognitive and socio-emotional skills that remain uniquely human.

Keywords: AI, education, motivation, technology, formative feedback, assessment.

Students' Insights into the Practices of Using ChatGPT in Ukraine and Turkiye

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Prof. Dr. Iryna Sekret (PhD in Educational Psychology, ELT, Education and Technology) is a leading researcher and academic with extensive experience at the intersection of education and technology. Her comprehensive research portfolio spans several critical areas of digital pedagogy, including the development and efficacy of Massive Open Online Courses (MOOCs) and the strategic use of social media for educational engagement and learning. Prof. Dr. Sekret is particularly known for her contemporary work on the ethical and practical integration of Artificial Intelligence (AI) in education and learning, investigating its impact on student outcomes, academic integrity, and personalized learning pathways. Her research contributes vital, evidence-based insights to global discussions on digital literacy and the future-proofing of educational systems. She is committed to advancing standards-aligned and technology-enhanced methodologies.

Abstract

The presentation explored the emerging educational practices and challenges surrounding the use of ChatGPT as perceived through the experiences of university students in Ukraine and Turkiye. The study provided crucial comparative insights into how students in these diverse cultural and academic contexts are integrating generative AI into their learning workflows.

The findings revealed that students in both countries are actively utilizing ChatGPT for tasks such as drafting, brainstorming, summarizing, and improving language fluency, confirming its status as a significant study aid. However, the insights also underscored varying levels of awareness regarding academic integrity, ethical usage, and the risk of over-reliance on AI for core critical thinking tasks.

The study discussed the need for institutions to move beyond simply banning AI tools and instead focus on developing clear digital literacy guidelines and curriculum modifications that teach students how to use ChatGPT effectively and ethically as a collaborative tool.

The comparative data emphasizes the need for context-specific policies that leverage AI's potential while mitigating its risks, ensuring that its usage promotes, rather than hinders, deep learning and skill development.

Keywords: AI in education, learning, university students, Ukraine, Turkiye, ChatGPT.

The Impact Of Green IT On Organizations In Pakistan To Promote Sustainable Living

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Sumaiya Pervaiz is a dedicated doctoral researcher currently pursuing her PhD at Curtin University, Australia. Her extensive academic background includes an impressive three completed master's degrees from the same institution: a Master of Project Management, a Master of Information Systems, and a Master of Philosophy in Information Systems. Her current PhD research builds upon her established interests at the intersection of technology and education. Specifically, her previous scholarly work focused on the use of social networking sites within higher education institutions in Pakistan. This foundational research directly informs her doctoral thesis, which seeks to advance understanding of complex information systems and their strategic application, particularly within contexts related to sustainability and organizational impact. Ms. Pervaiz is committed to contributing evidence-based insights to the fields of IT governance and educational technology.

Dr. Tomayess Issa is a recognized academic and senior lecturer within the Faculty of Business and Law at Curtin University, Perth, Australia. Her expertise lies at the critical intersection of Information Systems, Green IT, and Business Sustainability. Dr. Issa's foundational research focuses on developing frameworks and tools to assess and improve the environmental performance of technology within organizations, particularly in higher education institutions. Her work is highly influential in the field of Green IT, promoting ethical and sustainable digital practices globally. In addition to her research, Dr. Issa is a dedicated educator, preparing students for careers that require both technological proficiency and a commitment to sustainability. She is also an active

contributor to the international academic community, frequently presenting her work and collaborating on global initiatives focused on technology, ethics, and corporate responsibility.

Dr. Sarita Hardin-Ramanan heads the Faculty of IT, Design and Communication at Curtin Mauritius. With over 20 years of teaching experience at both undergraduate and postgraduate levels, Sarita holds a PhD in IT Governance and Green IT from Curtin University (Australia), a Masters in Computer Science from Imperial College (UK), and a BEng in Electrical and Electronics Engineering from the University of Mauritius. Alongside her leadership responsibilities, teaching and PhD supervision roles, her research interests include IT Governance, Green IT, Graduate Work-Readiness and, more recently, Predictive Analytics and AI in Education.

S Zaung Nau is currently a Lecturer in the School of Management and Marketing, at Curtin University. For her PhD thesis, she analysed the determinants of public transport use in Western Australia and its temporal and spatial variations. Her research interests include collaborative e-learning, data mining, demand modelling and transport data analytics. She has been conducting her research on travel behaviour patterns and demand planning for public transport and sustainable transportation in Perth, Western Australia. Her current research interest is the comparative analysis of private car use and public transport use to identify the areas where they are competing or complementing each other. Her other research areas are geospatial analysis on socio-economic, public health and sustainability developments, especially in waste management to reduce CO2 emission from it.

Abstract

The information technology (IT) industry is currently grappling with challenges in meeting environmental, economic, and sustainability goals. To tackle these challenges, it is crucial to assess and compare the industry's performance in sustainable operating standards and best practices against traditional methods. This study aims to identify the green IT impact factors necessary for promoting green IT (GIT) practices in organizations in Pakistan. By developing a sustainable GIT model for organizations in Pakistan (SGITMOP) framework, the aim is to mitigate the adverse effects of IT usage and recycling issues in line with Pakistan's goal of achieving environmental sustainability by 2030.

The literature highlights four key factors of green IT impacts: economical, environmental, social, and political. Energy savings due to dynamically turned on/off nodes equate directly to reductions in operating expenses and, consequently, cost savings. The environmental footprint, energy consumption, and corresponding costs of IT have also compelled IT firms to include green IT in their strategic plans and set ambitious goals to reduce their direct carbon footprint and indirect environmental effects including global warming, toxicity, ozone depletion, resource exhaustion, and water pollution. The consideration of social concerns, such as the presence of harmful elements in IT hardware, is also considered in green IT procurement. Green IT has a profound impact on politics, especially since it is related to any government’s SDG.

The study used an online survey to determine the key factors necessary for successful implementation of Green IT in organizations in Pakistan. A total of 1030 responses were collected and analysed using factor analysis and alpha testing to identify the critical factors related to Green IT impacts. The study highlighted four essential factors - environmental, social, economic, and political - crucial for the effective adoption of a Green IT impact model in Pakistan. These factors are important for reducing pollution, promoting eco-friendly practices, and ensuring environmental sustainability by 2030. The study also aimed to raise awareness among organizational staff about the environmental impact of technology for the benefit of future generations.

Keywords:. Green IT, organisation, Pakistan, sustainability.

Closing Remarks

It is with immense pleasure and profound gratitude that we present this Abstract Book, marking the successful conclusion of the VII International Conference on Technology and Education (ICPATME 2025). This collection of research stands not merely as a record of presentations, but as a tangible representation of a dynamic and essential global conversation that will define the future of learning.

This year, the energy and scope of ICPATME have been truly global, successfully bridging countries and continents—from our roots in Turkiye to our collaborative staging with partners in Australia, and including contributions from scholars across Europe and Asia. This international participation underscores a fundamental truth: the challenges and opportunities in contemporary education are universally shared, demanding a unified, international approach to solutions.

The Imperative of Educational Evolution

The central theme woven through the conference abstracts is the urgent imperative for educational evolution. Our discussions have gone far beyond simply integrating devices into classrooms. They have focused on a deep pedagogical restructuring necessary to serve the modern student—a student who is digitally native, visually inclined, and requires both high technical fluency and a strong ethical compass. The research presented offers blueprints for moving from teacher-centric delivery to constructivist, student-centric methodologies, ensuring that learning is active, authentic, and purpose-driven.

Technology, AI, and the Human Element

The integration of Technology and Artificial Intelligence (AI) has dominated our discourse, not as futuristic speculation, but as immediate, practical reality. The abstracts contained within detail pioneering work on how AI can be leveraged for personalized learning pathways, immediate diagnostic feedback, and the reduction of administrative burdens on educators. Crucially, contributors have emphasized the need for a balanced approach: AI must serve the human purposes of education. It is a powerful tool to enhance equity and access, but its implementation must be guided by principles of ethics, academic integrity, and a deep understanding of the cognitive and emotional needs of learners.

The vital inclusion of STEAM (Science, Technology, Engineering, Arts, Mathematics) research across the papers reminds us that creativity and critical design (the 'A') are essential components for navigating an AI-driven world. The goal is not just to prepare students to use technology, but to empower them to be the innovators and ethical shapers of the technologies yet to come.

A Platform for Collaboration and Research

The true legacy of this ICPATME Abstract Book lies in its commitment to international collaboration and rigorous research. The diverse insights—from comparative studies on ChatGPT usage in different nations to advanced models of digital curriculum design—provide a rich repository for scholars seeking to build upon existing knowledge.

This book is an open invitation for readers to reach across geographical boundaries and engage in the collaborative spirit forged at the conference.

We extend our deepest gratitude to all authors, reviewers, and attendees. Your dedication has solidified ICPATME 2025 as a pivotal moment in the discourse on education and technology.

We close this chapter inspired by the vision of a connected, innovative, and human-centered future for education worldwide.

May this Abstract Book serve as a guide and motivation for the research and reforms ahead.

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ICPATME 2026, 8th International Conference on Education and Technology

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ICET 2026 - 6th International Conference on Education and Technologies

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We would like to invite you to ICET 2026, our 8th International Conference on Education and Technology which follows the traditions of ICPATME and focusses on AI in Education and Research.
The Conference focusses on the case studies, best practices and innovative solutions in the fields of AI and its implication for the purposes of education and research.
The main aim of ICET 2026 is to bring together researchers and practitioners for creating an international platform for sharing ideas, experiences and exploring the opportunities for collaboration and partnership within education, research and related AI technologies.

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