

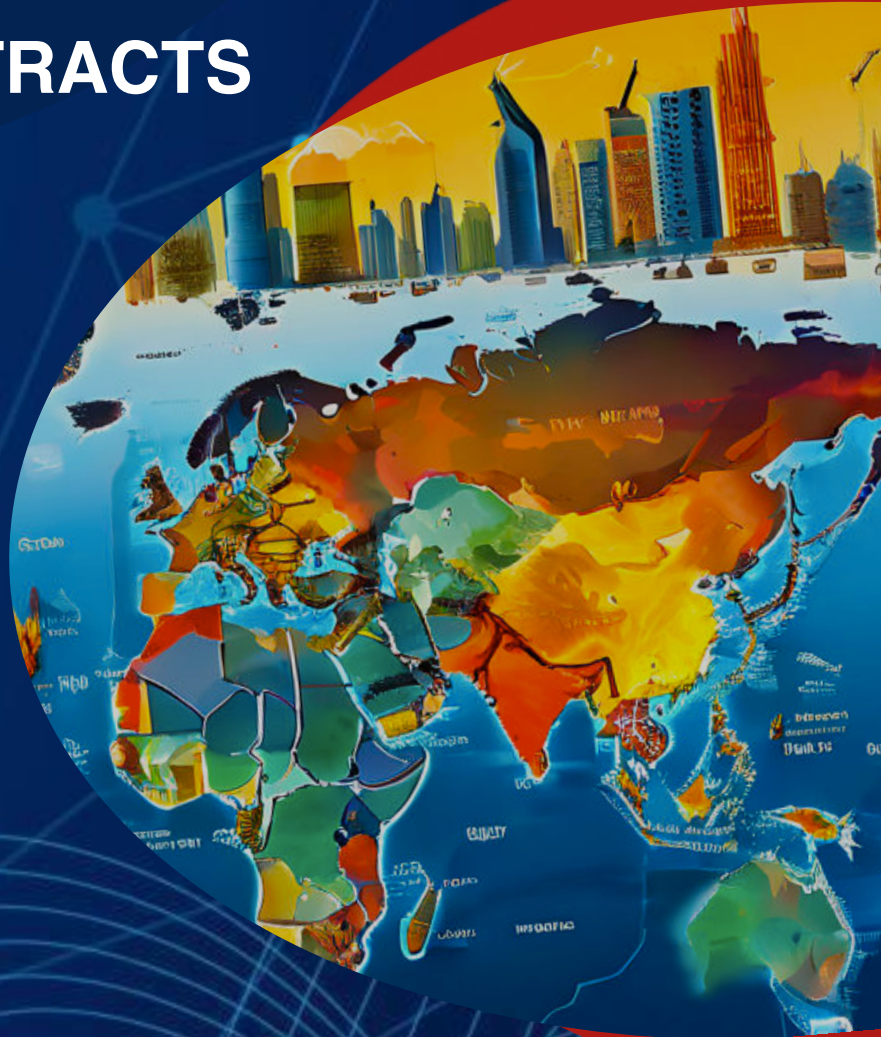
ICET 2026

8th International Conference on
Education and Technology

28 - 30, April, 2026

Bursa, Turkiye — Perth, Australia — Kyiv, Ukraine

BOOK OF ABSTRACTS



IATELS

International Association for Technology,
Education and Language Studies

ICET 2026

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Education and Technology

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BOOK OF ABSTRACTS

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

IATELS

International Association for Technology, Education and Language Studies

STARTINFORUM
2026

Book of Abstracts

ICET 2026

8th International Conference on Education and Technology

28 - 30, April, 2026, Bursa, Türkiye — Perth, Australia — Kyiv, Ukraine, pp. 88

This Book of Abstracts encapsulates the core academic material presented at the **8th International Conference on Education and Technology (ICET 2026)**, held from **April 28–30, 2026**, through the collaborative coordination of **STARTINFORUM (Türkiye)**, **Curtin University (Australia)**, and **Kyiv National Economic University named after Vadym Hetman (KNEU) (Ukraine)**.

The studies within this collection reflect the conference's central theme, **"EdTech Evolution: Fostering Transformative Perspectives."** This volume details cutting-edge research and pedagogical innovations across the landscape of modern education, with a heightened focus on the integration of **Artificial Intelligence (AI)** in teaching, the development of **resilient educational ecosystems**, and the ethical governance of emerging technologies. From the **AI Translator Model** for institutional adaptation to the impact of digital tools on language learning and professional development, these abstracts showcase a commitment to reimagining the human dimension of education in an increasingly automated world.

The contributions represent scholarly work from a broad international spectrum, including experts and practitioners from **Australia, Türkiye, Ukraine, the USA, Bahrain, Canada, Kazakhstan, and Kuwait**. This global diversity ensures the collection provides significant value to researchers and policymakers interested in the interdisciplinary intersection of technology and education.

All abstracts have undergone a rigorous double-blind peer review process and are published in the authors' original 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 presented, supporting a dialogue that bridges continents and fosters academic excellence.

ICET International Conference on Education and Technology

www.iatelsconference.org

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About ICET 2026 — 8th International Conference on Education and Technology “EdTech Evolution: Fostering Transformative Perspectives”



Welcome to the Book of Abstracts for the **8th International Conference on Education and Technology (ICET 2026)**. This edition marks a sophisticated evolution in our academic journey, gathering global thinkers under the transformative theme: **“EdTech Evolution: Fostering Transformative Perspectives.”**

A Tri-Continental Alliance for a New Era

ICET 2026 was coordinated through a strategic partnership between three major academic hubs: **STARTINFORUM (Türkiye)**, **Curtin University (Australia)**, and **Kyiv National Economic University (Ukraine)**.

This alliance underscores our commitment to cross-border intellectual synergy. In an era where educational challenges are global, our structure ensures that the dialogue remains culturally diverse and contextually rich, bridging the perspectives of the Eurasian, Australian, and Eastern European academic landscapes.

From AI Hype to Ethical Governance

By 2026, the global conversation has shifted. We have moved past the initial wonder of Generative AI into the complex reality of **Agentic AI** and institutional integration. The research presented in this volume reflects this shift, focusing on **The AI Translator Model for Ethical Governance** and the auditing of AI systems rather than just their introduction. This collection captures the urgent transition from reactive policy to the proactive design of resilient, human-centric educational ecosystems.

Core Themes and Research Insights

The peer-reviewed research compiled here represents a broad international spectrum, including scholars from **Australia, Ukraine, Türkiye, Bahrain, Canada, Kuwait, and the USA**. Key areas of investigation include:

- **Transformative Pedagogy:** Redefining the human dimension of teaching through the "Human-in-the-Loop" philosophy.

- **Ethical Governance & Digital Sovereignty:** Addressing the institutional adaptation gap and ensuring linguistic justice in an automated world.
- **The Green Curriculum:** Integrating climate literacy and circular economy principles across engineering and business disciplines.
- **Professional Integrity:** Exploring the intersection of academic integrity and modern digital transformation.

Commitment to Rigor and Plurality

Every abstract has undergone a rigorous **double-blind peer review process** to maintain the highest standards of scholarly excellence. We believe that true innovation stems from a plurality of visions. As such, this book hosts a diverse range of evidence-based views, even where they challenge traditional norms or diverge from the board's own perspectives.

The authors retain full responsibility for their research design, data accuracy, and language integrity. We celebrate these varied voices as the essential fuel for the next stage of the **EdTech Evolution**.

We trust that this collection will serve as a definitive guide for researchers, policymakers, and practitioners as we collectively navigate the future of global education.

Prof. Dr. Iryna Sekret

IATELS Committee Chair STARTINFORUM International Project Management and Business Consultancy

ICET Conference Sponsor



IATELS Sponsor — STARTINFORUM International

The organizing committee of the International Conference on Education and Technologies (ICET 2026) extends its sincere gratitude to **STARTINFORUM International (Türkiye)**, the official main sponsor of IATELS and its conferences.

STARTINFORUM International Project Management and Business Consultancy is a premier corporate entity based in Türkiye, providing a comprehensive suite of professional services at the intersection of international business development and global education. Established in 2018, the company leverages the extensive international expertise of its multi-disciplinary leadership to operate dynamically across both commercial and socially active global spheres.

Recognizing education, technology, and research as the core pillars of modern societal development, STARTINFORUM initiated the establishment of **IATELS (International Association for Technology, Education and Language Studies)**.

This collaborative partnership was designed to support international research, educational innovations, and provide robust professional growth networks for researchers at all stages of their academic careers.

Driven by the philosophy that Language, Education, Technology, and Business—intertwined with Human Psychology—are the defining keys to contemporary progress, STARTINFORUM and IATELS jointly founded an international portfolio of annual scientific forums:

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

Today, the company manages an expansive global network, collaborating closely with prominent business organizations, industrial enterprises, universities, schools, and social institutions across numerous countries, including Türkiye, Ukraine, Pakistan, India, the USA, the UK, the Czech Republic, the Netherlands, Morocco, Kazakhstan, Indonesia, Albania, and Poland.

In addition to driving high-impact international educational initiatives and academic research frameworks—including projects within the European Union's **Erasmus+** program—

STARTINFORUM actively develops, consults for, and coordinates strategic projects within international business operations and global production lines.

Contact & Global Inquiries:

For corporate counseling, institutional subcontracting, and international project collaboration, please visit the official corporate portal or reach out directly via email:

Website: <http://startinforum.com>

Email: start.inforum@gmail.com

ICET 2026 Conference Committee

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Assoc. Prof., Dr. Tetiana Fursenko, Kyiv National Economic University named after Vadym Hetman (KNEU), Ukraine

Assoc. Prof., Dr. Osama Al-Mahdi, University of Bahrain, Bahrain

Conference Partners and Organisations



Unique Experience of ICET 2026 — “From Perth to the World: A Live Glimpse into the Curtin University Classroom at ICET 2026”

The initiative showcased at **ICET 2026** represents a powerful example of how sustainability education can evolve into an active, globally connected learning experience.

Led by **Assoc. Prof. Dr. Tomayess Issa, IATELS Committee Board**, a renowned leading figure in Green IT and sustainable design, this special track, “Sustainability Awareness: The Intersection of AI and Global Responsibility”, offered a window into how the next generation of global leaders is tackling the 21st century’s most “wicked” problems.

On **Wednesday, April 29, 2026**, ICET 2026 conference participants had the rare opportunity to step inside a live, active classroom for “**MGMT6085: Corporate Sustainability Immersion**” at **Curtin University (Australia)**.

By opening a live Curtin University classroom to an international audience, the event demonstrated a model of teaching that moves far beyond traditional content delivery.

Sustainability was framed not as a topic to memorize but as a mindset to practice, a sentiment captured in the statement that education for sustainable development “is about more than data, it is about metacognition.” This philosophy shaped the entire experience, positioning students as emerging leaders capable of addressing complex global challenges.

Central to the session was the “*5-Minute, 4-Slide Challenge*” format requiring students to discuss major global crises, pollution, energy, education, and the ethical dilemmas of AI, into concise, actionable insights.

This approach mirrors real-world sustainability communication, where clarity, prioritization, and strategic thinking are essential. The students were encouraged to become active architects of sustainable solutions, demonstrating not only their understanding of the issues but also their ability to communicate them effectively to a global audience.

The integration of artificial intelligence added a contemporary dimension to the learning experience. The students examined AI not simply as a tool for efficiency but as a “cognitive partner” that must be governed by ethical and human-centered values. This dual perspective, AI as both a challenge and an enabler, allowed students to explore its environmental impacts, such as energy consumption and electronic waste, while also highlighting its potential for predictive modelling, resource optimization, and innovative sustainability solutions. One student noted that their presentation explored “*how Artificial Intelligence acts as both a challenge and a ‘cognitive partner’ in achieving sustainability*,” reflecting the depth and relevance of the discussion.

Presenting this initiative to an international audience requires a clear and compelling narrative. The presentation should begin by establishing the global urgency of sustainability and the need for innovative educational approaches capable of addressing “wicked problems.”

Introducing the collaboration between **Curtin University** and **ICET 2026** highlights the uniqueness of the event, particularly its virtual mobility component, which connected **Perth** with the global academic community.

Describing the *5-Minute, 4-Slide Challenge* provides insight into the pedagogical design, emphasizing its role in fostering critical thinking, communication skills, and solution-oriented mindsets.

The four thematic pillars, pollution and waste, energy, education, and the AI-sustainability intersection, were presented as interconnected components of global survival.

Concluding with the impact on the students and the international reception reinforces the value of this authentic learning model.

Reflecting on the experience, the event had a profound impact on the student learning and professional development. It was noted that the presentations were “*outstanding and warmly received by an international audience*,” with feedback praising the clarity, structure, visual design, and future-oriented thinking demonstrated by the students.

This response validates the effectiveness of the pedagogical approach and highlights the readiness of Curtin University students to engage in global leadership roles.

The experience also fostered confidence and a sense of achievement among participants. One student reflected, “*I never imagined I would have the opportunity to present internationally as part of my unit. This was a truly unique and valuable experience.*” Such comments illustrate the transformative nature of authentic, globally connected learning.

The emotional and developmental impact of the event is further reflected in the gratitude expressed by students. Several shared their appreciation, noting that opportunities like this “*help us not only in learning but also in gaining valuable experience.*” Another student emphasized the humanistic value of the unit, stating that it “*helps us become more human and more mindful of caring for our environment.*”

These reflections reveal that the initiative succeeded not only academically but also personally, shaping students’ values, confidence, and sense of global responsibility.

The recognition of the event in the Curtin University Vice-Chancellor’s Communications further underscores its significance. The students expressed pride in contributing to an initiative acknowledged at the highest levels of the institution, describing the experience as deeply rewarding and professionally meaningful.

This initiative ultimately demonstrates the power of authentic, globally connected learning to shape future leaders who can navigate the complexities of sustainability and technological change.

By combining rigorous academic inquiry with real-world communication, international engagement, and ethical reflection, the **Curtin and ICET** collaboration created an environment where students could experience the true impact of their work. It stands as a model for how universities can prepare graduates who are not only knowledgeable but also confident, responsible, and ready to contribute to a more sustainable and ethically grounded global future.

Assoc. Prof., Dr. Tomayess Issa

IATELS Committee Board, Faculty of Business and Law, Curtin University, Perth, Australia

Conference Program

The program is scheduled according to Istanbul Time Zone (Türkiye Time – UTC/GMT +3 hours)

All conference sessions are conducted online via **Zoom**.

Instructions for the Conference participants

1. Please check the time difference between Istanbul 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 ICET 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 ICET 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 about their sessions and research presented.

Quick Reference Guide for Conference Roles

Role / Category	Core Guidelines	Time Management & Logistics
All Participants	• Active engagement and collaboration are encouraged. • Share ideas, feedback, and project proposals during sessions or via email (patme.iatels@gmail.com).	• All sessions operate on Istanbul Time (UTC/GMT +3). • Please verify your local time difference before joining via Zoom.
Speakers	• Briefly state your name, affiliation, professional background, and research interests before presenting. • Engage in discussions and Q&A.	• 20 minutes total per speaker: - 15 minutes for presentation. - 5 minutes for Q&A and discussion. • Strictly adhere to the conference schedule.
Session Chairs	• Introduce presentations and coordinate Zoom links. • Drive active discussions, encourage participant engagement, and support networking. • Submit written reflective feedback on the session.	• Monitor and strictly manage presentation time limits to keep the schedule on track.

April, 28, Tuesday, 2026

09.30 – 10.00	Registration of the Conference Participants	
10.00 – 12.30	Plenary Session	Plenary Session Chair: Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM Türkiye
10.00 – 10.30	ICET 2026: 8th International Conference on Technology and Education – Developments and Perspectives	Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM Türkiye
10.30 – 10.50	Curtin University, Perth: Keys to Success	Assoc. Prof., Dr. Tomayess Issa Faculty of Business and Law Curtin University, Perth Australia
11.00 – 11.30	Innovating out of Research: Ecosystem, Resilience and Opportunities in Science	Prof. Dr. Denys Ilnytskyy Department of International Economy, Faculty of International Economy and Management, Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
11.30 – 12.00	Leading to Learn: How Effective Leadership Drives Professional Development of Educators	Prof. Dr. Mir Afzal Vice-Dean for Academic Affairs Nazarbayev University Graduate School of Education (NUGSE) Nazarbayev University, Astana Kazakhstan
12.00 – 12.30	Technological Innovations in Foreign Language Prep Programs: The Anadolu University Experience	Prof. Dr. Ilknur Istifci Anadolu University, Eskişehir Türkiye

12.30 – 13.30	Coffee Break	
Workshop 13.30 – 15.00	The Architect of Inquiry: Strategy, Resilience, and Success in the Modern PhD	Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM Türkiye Assoc. Prof., 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. Theodora Issa The University of Western Australia Australia External Evaluators: Assoc. Prof., Dr. Osama Al-Mahdi University of Bahrain Bahrain Prof. Dr. Denys Ilnytskyy Kyiv National Economic University named after Vadym Hetman Ukraine Prof. Dr. Vira Haponenko Head of Political Technologies Department, Kyiv National Economic University named after Vadym Hetman Ukraine
15.00 – 15.30	Coffee Break	

15.30 – 17.10	Session 1.1	Session Chair: Assoc. Prof., Dr. Osama Al-Mahdi University of Bahrain Bahrain
15.30 – 16.00	Artificial Intelligence and the Future of Educational Research	Prof. Greg Kessler Ohio University USA
16.00 – 16.30	Bridging the Institutional Adaptation Gap: The AI Translator Model for Ethical Governance	Muhammad Yasir Babar AEES Global Canada
16.30 – 16.50	The Impact of Digital Learning and Note-Taking on Vocabulary Retention	Assoc. Prof., Dr. Tetiana Fursenko Deputy Head of the Department of Foreign Languages, Faculty of Marketing, Vadym Hetman Kyiv National Economic University Ukraine
16.50 – 17.10	Assessing the Need and Academic Opportunity for Low-Cost, Accessible Virtual Reality in UK Secondary STEM Education	Ibrahim Anwar Khalid STEAM Minds – Co-Founder & CSO, London UK
17.10 – 17.40	1st Conference Day Conclusions	Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM Türkiye Assoc. Prof., Dr. Tomayess Issa Faculty of Business and Law Curtin University, Perth Australia Assoc. Prof., Dr. Osama Al-Mahdi University of Bahrain Bahrain

April, 29, Wednesday, 2026

10.00 – 12.40	Plenary Session Day 2	Plenary Session Chair: Assoc. Prof., Dr. Tetiana Fursenko Deputy Head of the Department of Foreign Languages, Faculty of Marketing, Vadym Hetman Kyiv National Economic University Ukraine
10.00 – 10.20	Empowering Low-Resource Educators to Co-Design AI-Supported STEAM Lessons	Assoc. Prof., Dr. Asma Shahid Kazi Chairperson of the Department of Elementary and Teacher Education Lahore College for Women University Pakistan
10.20 – 10.50	Architecture of Research Readiness: An Integrated Teaching-Research Model Based on the KNEU Project ‘Creativity as a Prerequisite for Post-War Economic Reconstruction of Ukraine	Prof. Dr. Larysa Ligonenko Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine Dmytro Terpylo Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
10.50 – 11.10	Bridging Industry and Academia on GenAI Skills: Findings from an Industry Roundtable on Graduate Readiness	Dr. Rohini Balapumi Curtin University, Perth Australia Dr. Sharyn Curran Curtin University, Perth Australia
11.10 – 11.40	School Education in Türkiye: Psychological Dimension	Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM Türkiye

11.40 – 12.00	LLM-Assisted Legal English Instruction: A Pre-Registered Quasi-Experimental Study of NLP Tools in ESP Andragogy	Assoc. Prof., Dr. Olena Titova Head of the Foreign Languages Department at Law Institute, Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
12.00 – 12.20	Explainable AI-Based Student Performance Prediction Using Machine Learning	Assoc. Prof., Dr. Dibya Jyoti Bora Dean, School of Computing Sciences Assam Kaziranga University India
12.20 – 13.15	Coffee Break	
Special Topic Track 13.15 – 15.00	Sustainability Awareness: The Intersection of AI and Global Responsibility – MGMT6085: Corporate Sustainability Immersion	Assoc. Prof., Dr. Tomayess Issa Faculty of Business and Law Curtin University Australia External Evaluators: Assoc. Prof., Dr. Osama Al-Mahdi University of Bahrain Bahrain Prof. Dr. Denys Ilnytskyy Department of International Economy, Faculty of International Economy and Management, Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
15.00 – 15.10	Coffee Break	

15.10 – 17.20	Session 2.1	Session Chair: Assoc. Prof., Dr. Tetiana Fursenko Deputy Head of the Department of Foreign Languages, Faculty of Marketing Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
15.10 – 15.40	AI and Its Points of Connection with Educational Renewal	Prof. Dr. Piet Kommers University of Twente Netherlands
15.40 – 16.00	Integrating AI Tools for Enhancing Academic English Skills Among Undergraduate History Students	Assoc, Prof., Dr. Shabunina Viktoriia Taras Shevchenko National University of Kyiv Ukraine Assoc, Prof., Dr. Oksana Labenko Taras Shevchenko National University of Kyiv Ukraine
16.00 – 16.20	Enhancing Trust in Learning Analytics: Integrating SHAP for Explainable Machine Learning Predictions of Student Engagement	Mr. Veerajay Gooljar Computing Lecturer, Curtin Mauritius. PhD candidate at Curtin University Australia Dr. Shabanaz Baboo Senior Lecturer in Marketing and Tourism, Curtin University Mauritius Mauritius
16.20 – 16.40	Prompt Mediated Instruction for Autonomous and Mastery Oriented Learning	Rafik El Amine Ghoibrini Abdelhamid Ibn Badis University (DSPM research Lab) Algeria

16.40 – 17.00	Legal English Academic Writing: Cognitive Load and LLM Assistance for Law Students	Assoc. Prof., Dr. Volodymyr Machuskyi Deputy Head of the Department of Foreign Languages, Law Institute of Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine Assoc. Prof., Dr. Olena Titova Head of the Foreign Languages Department at Law Institute Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
17.00 – 17.20	How SaleCompass Uses AI to Help Small Businesses Make Smarter Growth Decisions	Danyal Mohiuddin University of Northampton CEO SaleCompass UK
17.20 – 17.40	2nd Conference Day Conclusions	Assoc. Prof., Dr. Tetiana Fursenko Deputy Head of the Department of Foreign Languages, Faculty of Marketing Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine Assoc. Prof., Dr. Tomayess Issa Faculty of Business and Law Curtin University Australia

April, 30, Thursday, 2026

	Session 3.1	Session Chair: Dr. Nil Goksel Anadolu University, Eskişehir Türkiye
Special Topic Track 10.00 – 12.00	New Horizons in Tourism Management – Rethinking the Field through AI-Based Applications	Dr. Nil Goksel Anadolu University, Eskişehir Türkiye External Evaluators: Assoc. Prof., Dr. Osama Al-Mahdi University of Bahrain Bahrain Assoc. Prof., Dr. Olena Titova Head of the Foreign Languages Department at Law Institute Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
12.00 – 13.00	Coffee Break	
13.00 – 16.40	Session 3.2	Session Chair: Assoc. Prof., Dr. Olena Titova Head of the Foreign Languages Department at Law Institute Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine

13.00 – 13.30	Rethinking Architectural Education in the Age of AI: Ethical Implications and Pedagogical Transformation	Assoc. Prof., Dr. Haifa Ebrahim Al-Khalifa Dean of the College of Engineering, University of Bahrain Bahrain
13.30 – 14.00	Academic Integrity in the Context of Modern Education Transformation	Prof. Dr. Vira Haponenko Head of Political Technologies Department Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
14.00 – 14.30	Innovative Teaching Methods for Better Student Engagement	Prof. Dr. Pranay Guru Dean at Madhyanchal Professional University, Bhopal India
14.30 – 14.50	Exploring Teacher Perspectives on AI and Educational Technology in the GCC: Evidence from TALIS 2024	Assoc. Prof., Dr. Osama Al-Mahdi University of Bahrain Bahrain Hasan Husain Abdulnabi, University of Bahrain Bahrain Salman Yusuf Zayed University of Bahrain Bahrain
14.50 – 15.10	AI-Powered Personalized Learning Paths as a Framework for Developing Reflective Intelligence in Economics Students	Assoc. Prof., Dr. Olha Herasimova Department of Foreign Languages, Faculty of Marketing Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine

15.10 – 15.30	Undergraduate Students' Attitudes Toward the Integration of Artificial Intelligence in the Educational Process in Kuwait	Assoc. Prof., Dr. Osama Al-Mahdi University of Bahrain Bahrain Assist. Prof., Dr. Nouf Al-Moray University of Bahrain Bahrain Prof. Dr. Salwa Abdullah Al-Jassar Kuwait University Kuwait
15.30 – 15.50	Artificial Intelligence in E-Commerce: Developing Solutions To Support Beginner Entrepreneurs	Areej Tahir MSc Management with Project Management, BPP University London UK
15.50 – 16.10	The Importance of Using Artificial Intelligence in the Process of Learning Foreign Languages	Dr. Antonina Artemenko Department of Foreign Languages, Faculty of Marketing Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine
16.10 – 16.30	Teaching Responsible AI for Real-World Decision-Making: Preparing Students for ESG, Compliance and Industry Challenges	Mohammad Rizwan Hammond Chemicals Ltd UK
16.30 – 16.40	Challenges to Academic Integrity for Language Teachers in the Age of AI	Iryna Hryshchuk Department of Foreign Languages, the Faculty of Marketing Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine

16.40 – 17.00	Artificial Intelligence in Optimizing the Supply Chain and Cutting Down the Carbon Emissions	Muhammad Hamza Tariq AI & Digital Optimisation Researcher University of Worcester UK
17.00 – 17.30	Conference Conclusions	Dr. Nil Goksel Anadolu University, Eskişehir Türkiye Assoc. Prof., Dr. Olena Titova Head of the Foreign Languages Department at Law Institute Kyiv National Economic University named after Vadym Hetman (KNEU) Ukraine Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM Türkiye Assoc. Prof., Dr. Tomayess Issa Faculty of Business and Law Curtin University Australia

Abstracts

Opening ICET 2026 - 8th International Conference on Education and Technology

ICET 2026: 8th International Conference on Education and Technology – Developments and Perspectives

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



Prof. Dr. Iryna Sekret (PhD in Educational Psychology, ELT, and Education) is a distinguished international academic, educational strategist, and Chairperson of the Board for **IATELS**. She plays a pivotal role in engineering cross-border alliances, establishing global research networks, and driving contemporary educational innovations. Prof. Dr. Sekret has been instrumental in the internationalization of major academic platforms, successfully expanding the **ICET** conference portfolio into a multi-dimensional global forum. Additionally, her extensive work in curriculum

engineering includes serving as an expert **External Evaluator** for international university course programs, aligning pedagogical frameworks with modern global benchmarks. As a senior lead at **STARTINFORUM International**, she bridges academic research with international business development, spearheading B2B subcontracts and professional training programs. Her research and teaching expertise centers on the digital frontier—specializing in the integration of AI in higher education, advanced adult language pedagogy, and digital literacy frameworks.

Abstract

In the rapidly evolving landscape of global higher education, the intersection of advanced technology and human pedagogy presents both unprecedented challenges and transformative opportunities.

As we open the 8th International Conference on Education and Technologies (ICET 2026), this address explores the essential mechanisms required to successfully navigate today's digital frontier. Central to this exploration is the strategic integration of Artificial Intelligence (AI) and technological pedagogical frameworks within university classrooms. Moving beyond temporary digital adaptations, institutions must systematically cultivate digital literacy and establish proactive, evidence-based training models for the long-term professional development of educators.

Drawing upon multi-dimensional international collaborations—exemplified by continuous curriculum evaluations, joint research initiatives, and strategic B2B educational engineering—this speech underscores the critical role of continuous institutional quality assurance. In an interconnected academic ecosystem, aligning local course programs with international benchmarks is vital to preparing modern adult learners for global professional demands. Furthermore, the

address advocates for a decisive shift away from traditional, passive teaching methodologies in favor of dynamic, project-based, and highly communicative learning models.

By embedding robust technical frameworks, advanced language competencies, and ethical technological standards directly into syllabus design, higher education institutions can foster equitable and modern educational spaces. Ultimately, this opening address serves as a call to action for international researchers, educators, and institutional leaders to collaboratively engineer resilient, future-oriented educational standards that prioritize technological agility alongside pedagogical excellence.

Keywords: Artificial Intelligence in Education, Pedagogical Innovation, Quality Assurance, International Collaboration, Curriculum Engineering.

Curtin University, Perth: Keys To Success

Assoc. Prof., Dr. Tomayess Issa

Faculty of Business and Law
Curtin University
Perth, Australia



Assoc. Prof., 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.

Abstract

This presentation provides an overview of Curtin University's Strategy 2030, highlighting its commitment to *People, Planet and Partnerships* as core pillars shaping future learning, research, and global engagement. Curtin, located in Perth, Western Australia, serves "over 58,000 students around the world" and operates a network of international campuses that strengthen its global footprint. The university's strong academic reputation is reflected in its rankings, including being placed "174th globally and 13th in Australia," and recognised within the top 1% of universities worldwide. Strategy 2030 emphasises high-quality teaching, innovative assessment through Assessment2030, and the co-creation of learning experiences between teachers and students. Curtin's leading research strengths—spanning sustainability, AI, mining, health sciences, and social policy—support its mission to address real-world challenges. Graduate employability remains a key focus, with "86% of graduates find jobs within 6 months," supported by industry partnerships, internships, and global learning opportunities. Overall, Curtin positions itself as a future-focused, industry-connected institution committed to sustainability, innovation, and global impact.

Keywords: Curtin University, Strategy 2030, People Planet Partnerships, Assessment2030, Sustainability, Employability, AI in Education, Industry Collaboration, Research Excellence.

Innovating out of Research: Ecosystem, Resilience and Opportunities in Science

Prof. Dr. Denys Ilnytskyy

Kyiv National Economic University named after Vadym Hetman (KNEU)
Ukraine



Denys Ilnytskyy, Professor at Department of International Economy, Faculty of International Economy and Management, Kyiv National Economic University named after Vadym Hetman (KNEU), Ukraine. His academic career began in 1999 at the Chair of International Economics, Faculty of International Economics and Management, Kyiv National Economic University named after Vadym Hetman (KNEU). In 2004, he graduated from the doctoral programme in World Economy and International Economic Relations at the Chair of International Economics, Faculty of International Economics and Management.

His dissertation topic was "Information Resources of International Cooperation." In 2016, he completed his habilitation and was awarded the academic degree of Doctor of Economic Sciences for his dissertation entitled "Global Competition in the Area of Science and Education: The Intellectual-Resource Dimension." He has authored and coauthored more than 180 papers and books. He took active part in implementation of scientific and educational projects. His recent research project include: "Digital economy: the impact of ICT on human capital and the formation of future competencies", "Youth leadership towards the consolidation of EU initiatives in the context of cross-border instability in Ukraine", Win-Win European Digital Innovation Hub (WIN2EDIH).

Abstract

Key focus of the speech is bridging the gap between the university and the real world without losing academic integrity. In KNEU, Ukraine we have unique experience and culture in this field, especially through the last 5 years.

1. The core of innovation is shifting the mindset from what the technology *is* (features) to what it *does* for someone else (benefits).
2. Most scientific breakthroughs die between the lab and the commercial product because of a lack of funding or business expertise.
3. Intellectual Property should be approached as a tool, not a barrier. Understanding IP patents, licensing, and trade secrets is of high importance in mature economies.
4. Creating new knowledge rest on resilience in a high-uncertainty environment. Since innovation is a series of failed experiments, resilience is not just about survival and patience, it's about changing direction.
5. For any researcher it is vital to map the innovation ecosystem. Since PhD students often work in isolation, understanding the players is crucial for resilience.
6. Resilience in science often comes from the strength of your network, especially in social sciences.

7. PhD students don't have to choose between academia and industry. They may have good dual-career trajectory: the "scientist-entrepreneur".
8. Innovation doesn't happen in a vacuum, national and international environments have impact (first of all - science diplomacy and policy influence) and it's shaped by regulations and ethics.
9. Scientists often meet resource scarcity, time constraints and lean research.

Keywords: University-Industry Knowledge Transfer, Academic Entrepreneurship (Scientist-Entrepreneur), Research Resilience and Ecosystems, Intellectual Property Commercialization, Lean Research Methodology.

Leading to Learn: How Effective Leadership Drives Professional Development of Educators

Prof. Dr. Mir Afzal

University Graduate School of Education (NUGSE), Nazarbayev University, Astana, Kazakhstan



Dr. Mir Afzal is a Professor and the Vice-Dean for Academic Affairs at the Nazarbayev University Graduate School of Education (NUGSE) in Astana, Kazakhstan. He earned his PhD in Educational Leadership and Management from the Ontario Institute for Studies in Education at the University of Toronto, Canada, and a Master of Education from the Aga Khan University Institute for Educational Development (AKU-IED) in Karachi, Pakistan. Prior to joining NUGSE in September 2016, he held several key institutional leadership roles at AKU-IED, including Interim Dean, Associate Dean, Head of Graduate

Programs, and Director of Outreach and Professional Development Centres. Notably, Dr. Mir directed AKU-IED's extensive capacity-building programs across Afghanistan and Tajikistan. His specialized teaching and research interests center on educational leadership and management, school improvement and effectiveness, English-medium instruction (EMI) in higher education, and teacher education. An accomplished scholar, he has co-edited two books and published numerous chapters and articles with leading international publishers. In recognition of his profound contributions to academia, leadership, and teaching quality, Dr. Mir has received multiple prestigious honors, including: The Nazarbayev University Award for Leadership in Teaching (2024), The Aga Khan University Award for Distinguished Service (2024), The Kehinde Award for Academic Integrity (2023), The Aga Khan University Award for Sustained Excellence in Scholarship of Application (2009).

Abstract

This presentation examines how effective educational leadership shapes and sustains the professional development of educators within complex and evolving institutional contexts. In the context of this presentation, leadership is not a position held by an individual in an institution, but it is a practice that is engaged by a variety of stakeholders working at the institution. Moving beyond traditional notions of leadership as a position or oversight, it conceptualises leadership as a relational and learning-centred practice that creates the conditions for continuous professional growth. Drawing on contemporary leadership theories and empirical insights from school and higher education settings, the presentation explores how leaders influence professional learning through strategic alignment of vision, curriculum, assessment, and organisational culture. It highlights the role of leaders in fostering collaborative learning environments, supporting reflective practice, and enabling educators to exercise agency in their professional development. The presentation further argues that effective leadership integrates formal and informal learning opportunities, linking individual growth with institutional improvement. By positioning leadership as a driver of professional learning, the study contributes to a deeper understanding of how educational institutions can build sustainable capacity for teaching excellence and innovation.

Keywords: Relational Educational Leadership, Sustainable Professional Development, Distributed Leadership Practice, Learning-Centered Institutional Culture, Teacher Agency and Collaboration.

Technological Innovations in Foreign Language Prep Programs: The Anadolu University Experience

Prof. Dr. İlknur İstifci
Anadolu University, Eskişehir
Türkiye



Prof. Dr. İlknur İstifci is a distinguished academic in the field of English Language Teaching (ELT) and a Professor at the School of Foreign Languages at Anadolu University in Eskişehir, Türkiye. She earned her bachelor's, master's, and PhD degrees in ELT from Anadolu University, where she has built an extensive career in higher education. Her specialized research and teaching interests encompass teacher training, curriculum development, discourse analysis, cross-cultural studies, and the strategic integration of information and communications technology (ICT) in language learning. In addition to her institutional responsibilities, Prof. Dr. İstifci is an active contributor to the international academic community. She serves as a committee member, prominent speaker, and expert reviewer for the International Association for Technology, Education and Language Studies (IATELS), frequently sharing her expertise on educational innovations and language studies globally.

Abstract

This speech explores the transformative integration of technological innovations within intensive foreign language preparatory programs, drawing directly on the institutional experience of Anadolu University in Eskişehir, Türkiye. As higher education demands rapid adaptation to digital ecosystems, preparatory schools face the dual challenge of maintaining rigorous linguistic standards while engaging a tech-savvy student demographic. The presentation analyzes Anadolu University's strategic deployment of modern educational technologies, including blended learning platforms, artificial intelligence (AI) integrated feedback loops, interactive digital materials, and automated assessment tools. These innovations are evaluated based on their structural impact on student engagement, vocabulary acquisition, and the development of core communicative fluencies. Furthermore, the speech addresses the critical operational shifts required from language educators, emphasizing the importance of ongoing teacher training and the balance between digital automation and personalized pedagogical interaction. By sharing localized data, curricular challenges, and practical successes, the presentation provides a transferable framework for institutions looking to upgrade their language preparatory models. Ultimately, the Anadolu University experience demonstrates how structured technological integration can optimize learning environments, mitigate language learning anxiety, and effectively prepare students for the globalized academic challenges of the 21st century.

Keywords: Educational Technology, Foreign Language Preparatory Programs, Blended Learning, Digital Pedagogical Innovation, Anadolu University Experience.

Special Topic Track

The Architect of Inquiry: Strategy, Resilience, and Success in the Modern PhD

Assoc. Prof., 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. Theodora Issa

The University of Western Australia Australia



Assoc. Prof., 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.



Dr. Theodora Issa is a multi-award-winning scholar, author, and academic based at the UWA Business School within the Department of Management and Organisations at the University of Western Australia. She holds a PhD in Management from Curtin University, where her research on ethical mindsets, aesthetics, and spirituality earned the prestigious EFMD/Emerald Outstanding Doctoral Research Award. Her advanced qualifications also include an MBA and a Master of Management Research from the University of Western Australia, alongside a Master of Electronic Commerce from Murdoch University. Prior to her transition into higher

education, Dr. Issa established a strong corporate foundation within the international banking sector. Her current academic and research expertise focuses tightly on business ethics, sustainable development, green IT, corporate social responsibility, and artificial intelligence frameworks. An accomplished author and editor, she serves as an Associate Editor for the *Journal of Business Ethics, Environment, and Responsibility*. Dr. Issa is recognized globally as a Senior Fellow of the Higher Education Academy (SFHEA) and a Fellow of the Australian Institute of Management (FAIM).

Abstract

This study presents a structured framework designed to guide doctoral students from the early stages of research development to long-term career opportunities. The presentation emphasises that a successful PhD journey begins with establishing clarity, ambition, and effective planning, noting that the session “aims to prepare you with tools for successful growth through concept mapping and strategic planning”. The importance of this work lies in helping students define a strong, feasible research question, as “early clarity sets the stage for a successful and impactful project”. By addressing common challenges in supervision, productivity, and career preparation, the study supports both academic progress and professional development.

The framework is organised into three phases. **Phase 1: The Foundation: Identity & Focus** guides students in narrowing broad interests, conducting gap analysis, and defining a research agenda. This phase highlights the challenge of moving from general topics to specific, researchable questions and stresses the value of reviewing literature, mapping gaps, and setting achievable goals. **Phase 2: The Construction: Productivity & Persistence** focuses on building sustainable academic habits, managing supervisor relationships, adopting a publication-first mindset, and using digital tools to maintain productivity. **Phase 3: The Landscape: Career Mapping & Branding** prepares students for diverse career pathways by developing a digital academic identity, engaging in networking, and leveraging international collaborations.

In conclusion, the study reinforces that defining a clear research focus, maintaining productivity, and engaging with academic and professional networks collectively enable students to build a strong foundation for both PhD success and future career advancement.

Keywords: PhD Success, Research Development, Doctoral Journey, Academic Growth, Career Opportunities.

Artificial Intelligence and the Future of Educational Research

Prof. Greg Kessler
Ohio University
USA



Greg Kessler has published extensively and delivered invited talks around the world. He is a professor of Innovative Learning Design & Technology in the Educational Studies department at Ohio University. His research addresses technology, teaching, learning, culture and language with an emphasis on teacher preparation and curricular design. He has held transformative leadership positions, including president of the computer assisted language instruction consortium (CALICO), president of the Ohio teachers of English to speakers of other languages (TESOL) and chair of the TESOL CALL interest section. He

has been editor for numerous monographs, special issues and serial publications, including the TESOL Encyclopedia of English Language Teaching, CALICO Equinox book series, Advances in CALL Practice & Research, and the Language Teaching & Technology forum in the journal Language Learning & Technology among others.

Abstract

The presenter will explore how artificial intelligence (AI) is transforming educational researchers. AI enables researchers to move beyond traditional linear approaches by supporting data-informed topic generation through large-scale literature synthesis and trend analysis. In participant recruitment and sampling, AI facilitates more precise identification of learner profiles through analytics and behavioral clustering, particularly in digital and global learning environments. The chapter highlights how AI-enhanced tools, including adaptive surveys, automated transcription systems, and conversational agents, enable the collection of rich, multimodal data in authentic language use contexts.

In analysis, natural language processing (NLP) and machine learning techniques allow researchers to detect linguistic patterns, discourse structures, and affective dimensions across large datasets while also supporting qualitative inquiry through automated coding and pattern recognition. AI-driven visualization tools further enhance interpretation by revealing complex relationships and enabling dynamic representations of findings.

The chapter also addresses how AI reshapes research dissemination and collaboration, supporting multimodal outputs and distributed research teams. Importantly, it engages critically with ethical and epistemological challenges, including bias, authorship, and data privacy.

Positioning AI as a partner rather than a replacement for human inquiry, the chapter proposes a framework for integrating AI into language learning research that balances innovation with methodological rigor. It concludes by arguing that AI enables more responsive, ecologically valid, and inclusive research practices, fundamentally redefining how language learning is studied in technology-rich environments.

Keywords: AI-Driven Research Methodology, Educational Research Transformation, Multimodal Data Collection, Natural Language Processing (NLP) in Analysis, Methodological Rigor and Ethics.

Bridging the Institutional Adaptation Gap: The AI Translator Model for Ethical Governance

Muhammad Yasir Babar
AEES Global
Canada



Yasir Babar is the Director of Learning Innovation at AEES Global, where he leads initiatives at the intersection of educational technology, AI integration, and institutional readiness. His work focuses on addressing the “Institutional Adaptation Gap” by developing practical frameworks that connect educational policy with classroom-level implementation. His research and professional practice emphasize human-centered and ethically informed approaches to generative AI in education, with particular attention to institutional

decisionmaking and teacher agency. He contributes to international discourse on AI governance in education and serves as a peer reviewer for Research in Learning Technology.

Abstract

As educational institutions globally navigate the rapid integration of generative artificial intelligence, a significant “Institutional Adaptation Gap” has emerged between formal policy frameworks and classroom-level practice. While institutional guidelines increasingly address AI governance, their translation into pedagogical implementation remains inconsistent, creating misalignment between governance structures and instructional realities. This presentation introduces the AI Translator Model, a conceptual framework designed to bridge this gap by enabling the interpretation of policy into actionable forms of classroom microgovernance. Drawing on multi-country field observations and institutional risk-decision perspectives, the model emphasizes the role of intermediary actors who facilitate the translation of complex governance structures into pedagogically meaningful practices. The discussion further examines the Visible–Invisible Misalignment in educational systems, highlighting how unarticulated policy assumptions often shape classroom practice. The framework proposes a human-centered approach to AI integration that prioritizes ethical resilience, teacher agency, and adaptive institutional capacity. By reframing AI not merely as a technical tool but as a socio-pedagogical system, this work contributes to ongoing discourse on sustainable AI governance in education.

Keywords: AI Governance, Institutional Adaptation, AI Translator Model, Educational Leadership, Ethical AI, Generative AI in Education.

The Impact of Digital Learning and Note-Taking on Vocabulary Retention

Assoc. Prof., Dr. Tetiana Fursenko

Kyiv National Economic University named after Vadym Hetman (KNEU)
Ukraine



Tetiana Fursenko holds a PhD in Education and is an Associate Professor and Deputy Head of the Department of Foreign Languages at the Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman (KNEU). She has over 11 years of experience teaching English to university students majoring in marketing, economics, management, and aviation, as well as 6 years of experience teaching Business and General English to corporate clients at language schools. In addition, she has 2 years of experience as a sole proprietor delivering Business and General English courses. Her teaching focuses on developing learners' grammar, vocabulary, and speaking skills

through a communicative approach, using modern ICT tools and coursebooks such as *English File*, *Outcomes*, and the *Career Path* series, alongside authentic video and podcast materials. Her research interests include English for Specific Purposes (ESP), foreign language teaching methodology, the integration of digital and AI-based tools in language education, and comparative pedagogy.

Abstract

This study aims to examine the screen inferiority effect and its influence on vocabulary retention and retrieval in comparison to the approach to learning vocabulary through taking notes. The research methodology is grounded in both theoretical and empirical approaches. The theoretical methods include analysis, synthesis, comparison, and generalization of scholarly sources to clarify key concepts and develop the analytical framework of the study. The empirical methods involve pedagogical observation, testing, and questionnaires designed to assess learners' performance and perceptions. The results indicate a consistent, albeit small, advantage of digital formats, which can be explained by differences in learning strategies, reduced cognitive load, increased student motivation due to gamification elements and so called "digital mindset" which makes language learners more receptive to apps and e-resources; the last but not least is a more structured revision routine which provides for a smoother integration of revision activities into students' lives the availability of sorting options enables students to target the vocabulary of interest more precisely. Although spatial and tactile cues used in memorizing vocabulary through note-taking are indeed helpful, they do not replace spaced repetition, which is more effectively facilitated by digital applications. These findings suggest that combining traditional note-taking with digital tools within a balanced learning environment may create optimal conditions for long-term vocabulary acquisition and retention.

Keywords: Screen Inferiority Effect, Digital Vocabulary Retention, Spaced Repetition Applications, Note-Taking vs. Digital Learning, Cognitive Load Optimization.

Assessing the Need and Academic Opportunity for Low-Cost, Accessible Virtual Reality in UK Secondary STEM Education

Ibrahim Anwar Khalid

STEAM Minds – Co-Founder & CSO, London
UK



Ibrahim Anwar Khalid is a prominent educational technology strategist, innovative social entrepreneur, and the Co-Founder and Chief Strategy Officer (CSO) of STEAM Minds, based in London, United Kingdom. He focuses heavily on bridging educational divides by designing and deploying high-impact, inclusive technology solutions tailored for modern classroom realities. His professional and research expertise centers tightly on addressing socioeconomic disparities in science, technology, engineering, and mathematics (STEM) disciplines. Through his leadership at STEAM Minds, Khalid spearheads the creation of an Inclusive Technology Blueprint, a strategic framework dedicated to developing affordable, completely offline

Virtual Reality (VR) tools for secondary education. An active contributor to the international academic discourse, his work aligns directly with national equity agendas and inclusive innovation mandates. He regularly shares his field insights and methodology frameworks as an expert speaker at major institutional platforms and international conferences.

Abstract

This presentation delivers critical insights from a desk-based scoping review addressing the widening Science, Technology, Engineering, and Mathematics (STEM) attainment gap in UK secondary education. Socio-economic disparities frequently restrict disadvantaged students from accessing high-quality, practical laboratory experiences, directly stifling engagement and long-term academic progression. While immersive educational technology has proven highly effective in improving spatial and procedural knowledge, traditional Virtual Reality (VR) platforms remain out of reach for underfunded schools due to prohibitive hardware costs and a dependence on high-speed internet infrastructure. To bridge this digital divide, this session explores operational strategies for deploying low-cost, completely offline VR solutions designed explicitly around the realities of marginalized classrooms. The session aligns these technological pathways with national equity mandates, including the UK's inclusive innovation priorities. Attendees will examine an actionable Inclusive Technology Blueprint that balances technical constraints with pedagogical rigor. Furthermore, the discussion establishes robust methodologies for local pilot studies, illustrating how localized, budget-conscious immersive learning tools can democratize scientific inquiry. Ultimately, this review demonstrates how affordable, offline VR can dismantle systemic educational barriers, foster deep cognitive engagement, and build lasting educational equity in STEM disciplines.

Keywords: STEM Educational Equity, Offline Virtual Reality, Inclusive Technology Blueprint, Socioeconomic Disparities, Secondary School Pedagogy.

Empowering Low-Resource Educators to Co-Design AI-Supported STEAM Lessons

Assoc. Prof., Dr. Asma Shahid Kazi
Lahore College for Women University
Pakistan



Dr. Asma Shahid Kazi is a distinguished Associate Professor with over 20 years of expertise in teacher education, curriculum development, educational leadership, and research. Holding a PhD in Education (Curriculum & Instruction) from the University of the Punjab, Lahore, she specializes in blended learning, STEAM pedagogy, early childhood education, and English language teaching. Dr. Kazi has led the design of multiple postgraduate programs and spearheaded national and international research initiatives, including projects funded by USAID, the British Academy, British Council and the Higher Education Commission of Pakistan (HEC/NRPU). Her work

emphasizes innovative instructional strategies, educational technology and AI integration, as well as community development. She has authored over 50 peer-reviewed publications, contributed to books by Springer, IGI Global, Bloomsbury and AIOU, and supervised numerous doctoral and postgraduate theses. Dr. Kazi is also a dedicated advocate for youth leadership and social responsibility, serving as the head of the Active Citizens Program (ACP) and organizer of TEDxLCWU, aligning her efforts with the Sustainable Development Goals (SDGs). Her accolades include the prestigious Skoll Foundation scholarship and recognition as a master trainer for NAHE-HEC and USAID-led initiatives.

Abstract

This paper presents a 12-week design-based research intervention conducted across two under-resourced schools in Lahore, Pakistan, in which AI-supported STEAM (Science, Technology, Engineering, Arts, and Mathematics) pedagogy was introduced to grade 4 teachers with limited technology access. Drawing on the Stanford Design Thinking principles, and the SDG 4 mandate for inclusive quality education, 11 teachers were provided training on the use of ChatGPT as an AI tool for planning and co creating three inquiry based lessons and design challenges on integrated STEAM pedagogy. Without any laptop, institutional Wi-Fi, and prior technical expertise, teachers collaborated to design and deliver hands-on STEAM lessons using low-cost, locally available materials. Reflection logs were taken after each session, and focus group interview was conducted post-intervention. Data revealed satisfaction for PD workshops and increase in reported confidence to apply AI tools. Classroom dynamics shifted from teacher-led, worksheet-heavy instruction to student-directed inquiry and peer problem-solving. All the teachers did not adopt AI tools in the same way. Approximately one-third of participants transitioned from ChatGPT to Meta AI, citing better compatibility with their mobile devices. This shift reflects teacher agency and adaptive problem-solving rather than non-compliance. Two additional factors supported adoption: the availability of multilingual prompting in Urdu, which reduced the language barrier significantly, and the use of locally familiar, low-cost materials, which sustained both teacher confidence and student motivation throughout the intervention. This study demonstrates that AI-supported teacher professional development is achievable in low-resource settings when designed with accessibility,

language, and context in mind. It offers a replicable model, built around a smartphone, local materials that schools can adapt and scale. The findings invite educators and policymakers to rethink what equitable, technology-enhanced professional development can look like in practice.

Keywords: AI-Supported STEAM Pedagogy, Low-Resource Educational Settings, Teacher Professional Development (TPD), Mobile AI Integration, Multilingual Prompting (Urdu).

Architecture of Research Readiness: An Integrated Teaching-Research Model Based on the KNEU Project ‘Creativity as a Prerequisite for Post-War Economic Reconstruction of Ukraine

Prof. Dr. Larysa Ligonenko

Kyiv National Economic University named after Vadym Hetman (KNEU)
Ukraine

Dmytro Terpylo

Kyiv National Economic University named after Vadym Hetman (KNEU)
Ukraine



Prof. Larysa Ligonenko — Doctor of Economics, Professor of Business Economics and Entrepreneurship at Kyiv National Economic University named after Vadym Hetman (KNEU), with 40 years of experience in scientific and pedagogical activities. For the past 6 years, she has served as the program guarantor of the PhD program C1 “Economics,” which has achieved exemplary status in state accreditation. She has participated in numerous research projects for business engagement and prestigious grant initiatives. She specializes in developing innovative pedagogical models that integrate classroom instruction

with research publication outcomes and in fostering student competencies in digital technologies and international academic communication.



Dmytro Terpylo — Second-year doctoral candidate in the PhD program C1 “Economics” at Kyiv National Economic University named after Vadym Hetman (KNEU) (2024-2028) under the supervision of Prof. Larysa Ligonenko. Active participant in the project “Creativity as a Prerequisite for Post-War Economic Reconstruction of Ukraine’s Economy,” and one of 14 student co-authors of the Zenodo publication. His dissertation focuses on “Effective Implementation of Cloud Technologies in Enterprises.” He exemplifies how research competencies develop through an integrated teaching-research-publication model.

Abstract

This workshop presents a systematically designed pedagogical model for integrating teaching and research as a unified process of developing research readiness in PhD students. Drawing on a research project conducted within the “Creative Economics” discipline (PhD program in Economics), we demonstrate an architecture wherein teaching and research mutually reinforce each other to achieve synergistic competency development for doctoral candidates, eschewing curriculum delivery and student research as parallel activities.

During two academic years (2024-2025), 14 PhD students at Kyiv National Economic University named after Vadym Hetman (KNEU) completed a full research cycle on the topic “Creativity as a Prerequisite for Post-War Economic Reconstruction of Ukraine’s Economy.” The project encompassed: (1) the design phase—critical analysis of prior research, development of survey instruments, and formulation of research hypotheses; (2) the data collection phase—engagement

and surveying of 168 respondents; (3) the analysis phase—quantitative-mathematical analysis of results; (4) the dissemination phase—preparation of a comprehensive report published on the international Zenodo platform (DOI: 10.5281/zenodo.15790532).

The research process will be presented from two perspectives: the faculty organizer-architect's view of program design, and the doctoral candidate-participant's view as an active agent in the research enterprise. We will share practical tools and a “PhD Blueprint”—a replicable framework for organizing integrated teaching-research projects, managing multi-author collaborations, and accelerating research outputs toward the publication.

Keywords: Teaching-Research Integration, Doctoral Research Readiness, Creative Economics Pedagogy, Replicable PhD Frameworks, Academic Synergistic Competency.

Bridging Industry and Academia on GenAI Skills: Findings from an Industry Roundtable on Graduate Readiness

Dr. Rohini Balapumi
Curtin University, Perth
Australia

Dr. Sharyn Curran
Curtin University, Perth
Australia



Dr. Rohini Balapumi is a Lecturer in Business Information Systems at Curtin University's School of Management and Marketing, where she currently serves as Interim Director of Learning and Teaching. She coordinates core information systems units across six global campuses and holds Fellowship of the Higher Education Academy (FHEA). Her research and teaching focus on the societal and organisational impact of AI, with particular attention to pedagogical and assessment innovation in response to generative AI. She chairs the Australian Computer Society (ACS) WA AI Special Interest Group and serves as WA Representative to the ACS National Congress (2026-2028).



Dr. Sharyn Curran is the Director of Graduate Research, School of Management & Marketing, Curtin University in Western Australia. Her research interests include Information Technology leadership, Strategic IT/Business Alignment and Innovation, Doctoral Education and Organisational Psychopathy.

Dr Curran holds an undergraduate degree in Computer Science, postgraduate degrees in Information Science and Business and a PhD from Curtin University.

Abstract

As generative AI reshapes hiring, workflows, and curriculum design simultaneously, universities face mounting pressure to produce graduates who are both AI-capable and AI-critical. Yet what industry actually wants from graduates, beyond tool familiarity, remains unevenly articulated and poorly understood inside the academy. This paper reports findings from two industry roundtables conducted at Curtin University in June 2025 with twelve senior participants across mining, recruitment, professional services, public sector, utilities, K-12 education, higher education, startups, AI consulting, real estate, and emerging technology sectors.

Using a semi-structured roundtable format, discussions explored how organisations use GenAI in practice, how they perceive graduate AI capabilities, and what skills they consider essential for the next three to five years. Thematic analysis surfaced three interrelated findings. First, industry consistently privileges critical thinking, verification, and domain fluency over tool proficiency, framing AI as an amplifier of existing expertise rather than a substitute for it. Second, ethical

judgement, particularly around data privacy and context-appropriate use, is emerging as a hiring discriminator that outweighs self-reported tool knowledge. Third, a widening software-versus-software dynamic in recruitment is destabilising traditional assessment signals, with employers pushed back to phone screens, in-person validation, and process evidence to recover assurance of genuine capability.

These findings inform a set of curriculum and assessment design principles centred on process-visible, AI-integrated assessment that scaffolds ethical reasoning alongside technical fluency. The paper contributes an industry-grounded account of graduate GenAI readiness and offers a translational framework for aligning higher education design responsibilities with evolving workforce expectations.

Keywords: Generative AI, Graduate Employability, Industry-Academia Alignment, Assessment design, Ethical AI.

School Education in Türkiye: Psychological Dimension

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



Prof. Dr. Iryna Sekret (PhD in Educational Psychology, ELT, and Education) is a distinguished international academic, educational strategist, and Chairperson of the Board for **IATELS**. She plays a pivotal role in engineering cross-border alliances, establishing global research networks, and driving contemporary educational innovations. Prof. Dr. Sekret has been instrumental in the internationalization of major academic platforms, successfully expanding the **ICET** conference portfolio into a multi-dimensional global forum. Additionally, her extensive work in curriculum

engineering includes serving as an expert **External Evaluator** for international university course programs, aligning pedagogical frameworks with modern global benchmarks. As a senior lead at **STARTINFORUM International**, she bridges academic research with international business development, spearheading B2B subcontracts and professional training programs. Her research and teaching expertise centers on the digital frontier—specializing in the integration of AI in higher education, advanced adult language pedagogy, and digital literacy frameworks.

Abstract

This speech addresses the critical psychological dimension of school education in Türkiye, examining the systemic and cultural bottlenecks that hinder effective student support. Despite legal mandates anchoring Guidance and Psychological Counseling (PCG) in Turkish schools, critical gaps remain. The presentation highlights severe role ambiguity, where qualified school counselors are routinely misallocated to administrative tasks or disciplinary roles rather than clinical and emotional support. This structural misdirection is exacerbated by heavy caseloads, a widespread lack of standardized, culturally sensitive diagnostic tools, and minimal integration between counselors, teachers, and school administrations. To transform PCG from a perceived institutional luxury into an operational necessity, a distinct tripartite action plan is proposed. First, educational frameworks must undergo a rigorous systemic re-alignment to legally isolate clinical counseling duties from administrative tasks. Second, mandatory cross-disciplinary training must be established to foster collaborative mental health literacy among teachers and school administrators. Finally, there must be a concentrated, tech-driven push to develop and digitize modern, culturally relevant psychological diagnostics. By executing these strategic actions, Turkish schools can move beyond superficial academic guidance and build resilient, psychologically secure environments capable of fostering true student well-being.

Keywords: School Counseling (PCG), Turkish Education System, Role Ambiguity, Cross-Disciplinary Collaboration, Mental Health Literacy.

LLM-Assisted Legal English Instruction: A Pre-Registered Quasi-Experimental Study of NLP Tools in ESP Andragogy

Assoc. Prof., Dr. Olena Titova

Kyiv National Economic University named after Vadym Hetman (KNEU)
Ukraine



Assoc. Prof., Dr. Olena Titova is a dynamic academic, manager, and corporate trainer with a rich multidisciplinary background spanning economics and behavioral science. She holds a Master's degree in International Economics (2008), a PhD in Economic Sciences specializing in World Economy and International Economic Relations (2012), and a Master's degree in Practical Psychology (2021), all from Kyiv National Economic University named after Vadym Hetman (KNEU).

As an effective administrator, strategist, and cross-cultural communicator, Dr. Titova possesses extensive expertise in project management, corporate finance, marketing, international travel logistics, and business negotiations. She is highly skilled in designing and delivering specialized training courses in international management, diplomacy, and foreign languages. Her diverse research interests focus on the intersection of modern global markets and advanced educational technologies, specifically covering international and creative management, global economics, diplomacy, cross-cultural consulting, foreign language teaching methodology, and the integration of Artificial Intelligence in education.

Abstract

The rapid proliferation of large language models (LLMs) in higher education presents both significant teaching opportunities and substantial challenges for English for Specific Purposes (ESP) instruction. This paper aims to investigate how the structured integration of LLM tools — specifically ChatGPT — influences the development of Legal English competencies among undergraduate law students, to identify teaching practices that enable effective AI integration while preserving academic integrity, and to assess the impact of LLM-assisted learning on authentic legal communication performance. The study employs a pre-registered quasi-experimental pre-test/post-test control group design involving approximately 30–50 undergraduate law students at the Law Institute of Kyiv National Economic University named after Vadym Hetman, Ukraine. Participants are divided into experimental and control groups over a ten-week instructional period. The experimental group engages in structured LLM-assisted tasks — legal case analysis, role-based simulations of professional legal communication, legal argumentation exercises, and treaty clause drafting — while the control group follows traditional instructional approaches. The study is grounded in TPACK, Bloom's Taxonomy, Scaffolded Learning Theory, and ESP frameworks. Data collection instruments include a 30-item pre-test and post-test measuring gains in legal writing, argumentation, and professional communication, and a 22-item Academic Integrity Baseline Questionnaire. Expected outcomes include empirically grounded methodological and teaching recommendations for responsible AI integration in Legal English and broader ESP contexts, as well as a replicable methodological framework for AI-assisted ESP research. The study has been pre-registered on AsPredicted (№278663) prior to data collection, ensuring full methodological transparency.

Keywords: Legal English Competencies, LLM-Assisted ESP Instruction, Academic Integrity Frameworks, Scaffolded Learning Theory, Quasi-Experimental Design.

Explainable AI-Based Student Performance Prediction Using Machine Learning

Assoc. Prof., Dr. Dibya Jyoti Bora

School of Computing Sciences Assam Kaziranga University
India



Dr. Dibya Jyoti Bora is the Dean, School of Computing Sciences at The Assam Kaziranga University, India, and an Associate Professor specializing in Artificial Intelligence, Machine Learning, and Image Processing. He holds a Ph.D. in Computer Science with a focus on image segmentation and soft computing techniques. With over 1400+ citations and significant contributions to AI research, he has published extensively in reputed journals. Dr. Bora has guided numerous Ph.D., postgraduate, and undergraduate students and actively contributes as a reviewer, editor (Springer, Nature

Portfolio, Elsevier, etc), and technical committee member for international journals and conferences. His research interests include AI, computer vision, and data-driven intelligent systems, with a focus on real-world and low-resource applications.

Abstract

Artificial Intelligence is playing a significant role in transforming education through predictive analytics and intelligent decision support systems. This work presents an explainable AI-based approach for predicting student performance using machine learning techniques implemented in Python. The proposed system utilizes structured academic data such as attendance, study hours, and assessment scores to build predictive models. In addition to applying standard algorithms such as Logistic Regression, Decision Trees, and Random Forest, the study emphasizes model interpretability using feature importance analysis to understand the factors influencing student outcomes. The system is developed using widely used Python libraries, ensuring simplicity, reproducibility, and practical applicability. The primary objective is not only to predict student performance but also to provide meaningful insights that can assist educators in identifying key academic challenges and enabling timely interventions. The proposed approach is lightweight, transparent, and suitable for real-world educational environments. This study highlights the importance of explainable AI in building trust and effectiveness in educational decision-making systems.

Keywords: Explainable AI (XAI), Student Performance Prediction, Predictive Educational Analytics, Model Interpretability, Machine Learning in Education.

Special Topic Track

Sustainability Awareness: The Intersection of AI and Global Responsibility – MGMT6085: Corporate Sustainability Immersion

Assoc. Prof., Dr. Tomayess Issa

Faculty of Business and Law
Curtin University
Perth, Australia



Assoc. Prof., 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.

Abstract

This abstract describes the pedagogical framework, execution, and educational impact of the international special topic track, “*Sustainability Awareness: The Intersection of AI and Global Responsibility*,” organized by the IATELS Committee Board at the ICET 2026 conference. Led by Curtin University (Australia) on April 29, 2026, this special track aimed to pioneer a model for global sustainability education that moves beyond passive content delivery, framing sustainable development as an active, metacognitive mindset required to address 21st-century “wicked” problems.

The methodology of the track utilized a virtual mobility format, opening a live, synchronized university classroom (*MGMT6085: Corporate Sustainability Immersion*) to an international academic audience. Central to the session was a specialized “5-Minute, 4-Slide Challenge.” This pedagogical format required student participants to distill complex crises into concise, actionable strategic insights. The track's curriculum was structured around four interconnected thematic pillars: pollution and waste, energy, education, and the AI–sustainability intersection. Within this framework, participants evaluated Artificial Intelligence dualistically—critiquing its environmental costs, such as energy consumption, while exploring its potential as an ethical “cognitive partner” for predictive modeling and resource optimization.

The outcomes of the track reveal a profound developmental impact on participants, significantly accelerating their professional communication skills, cross-cultural competence, and sense of global responsibility, earning formal recognition in the Curtin University Vice-Chancellor’s Communications. The educational value of this special topic track lies in providing a highly

replicable, authentic learning blueprint that demonstrates how higher education can successfully integrate international engagement, technological ethics, and solution-oriented sustainability leadership.

Keywords: Sustainability Education, Authentic Learning, Artificial Intelligence. Global Responsibility, Student Engagement.

Key Students' Presentations of the Special Topic Track

“Sustainability Awareness: The Intersection of AI and Global Responsibility – MGMT6085: Corporate Sustainability Immersion”

Storytelling the Future: AI and Sustainability Education

Dimitri Defita

Curtin University, Perth, Australia



Dimitri Defita is a student at Curtin University in Perth, Australia, currently enrolled in MGMT6085 Corporate Sustainability Immersion. With a longstanding awareness of and interest in sustainability, Dimitri has developed a solid understanding of what it takes to drive responsible practices and sustainable development. As an emerging voice in the sustainability space, Dimitri brings a thoughtful and forward-looking perspective to her work. She is honoured to participate in the international conversation on sustainability alongside researchers, practitioners, and leaders from around the world.

Abstract

Literacy about sustainability is essential for spreading awareness and driving action. So far, awareness exists, yet inadequate action has occurred. This is caused by a lack of motivation, limited connection to personal experience, low engagement in education, general apathy, and poor understanding of impact. The differences in internet access and formal education further complicate the issue. Hence, a new, innovative, and engaging teaching tool is required, for example, AI-generated stories. The storytelling method is proven to be engaging and attention-grabbing through evoking emotions. Moreover, readers are more likely to retain information when learning through narratives. These stories are low-cost, printable, and easily distributable; therefore, the content can still reach areas with limited internet access. In addition, teachers can easily create these stories, which can be adapted to different languages and cultures to feel more relevant to readers. With these AI-generated stories, sustainability education can be more accessible, engaging, and impactful for everyone.

Keywords: Sustainability Literacy, AI-Generated Storytelling, Accessible Education. Narrative-Based Learning. Culturally Adaptive Pedagogy.

Energy Awareness: Decarbonization Digital and Physical Footprints

Twinkle Gupta

Curtin University, Perth, Australia



Twinkle Gupta is currently pursuing a Master of Commerce at Curtin University, Western Australia. Prior to this, she worked for over three years in India in client-facing and business development roles within the insurance and financial services industry. These experiences helped her develop strong communication, problem-solving, and stakeholder management skills. Alongside her studies, she has developed a strong interest in marketing, marketing analytics, and understanding consumer behaviour. She enjoys exploring how businesses and individuals can make more responsible decisions

through awareness and innovation. In the future, she aspires to become a marketing specialist in the insurance industry and contribute to creating more customer-focused and sustainable solutions.

Abstract

We often think carbon emissions come mainly from transport, factories, or electricity use, but many people overlook the environmental impact of their digital activities. Every online search, cloud storage file, streaming service, and AI system consumes energy, creating what we call a digital footprint. At the same time, our physical activities continue to contribute significantly to emissions. This presentation explores why energy awareness matters now more than ever and how both digital and physical footprints influence sustainability. It highlights the hidden energy behind everyday actions and explains why rising demand for technology, especially artificial intelligence and connected lifestyles, may increase emissions if not managed responsibly.

The presentation introduces a simple but practical approach of 3 steps “Measure, Reduce, and Switch” encouraging individuals, businesses, and communities to track energy use, reduce unnecessary consumption, and move towards cleaner energy choices. It also reflects on Australia’s sustainability efforts and practical actions that can be adopted in everyday life. Through this presentation, I hope to encourage greater awareness and inspire people to rethink small everyday choices, as even small actions can contribute to meaningful environmental change.

Keywords: Digital Carbon Footprint, Energy Consumption Awareness, Artificial Intelligence Emissions, Sustainable Consumer Behavior, Environmental Impact Mitigation.

AI and its Disadvantages

Muhammad Maazuddin
Curtin University, Perth, Australia



Muhammad Maazuddin is a Master's student in his second semester at Curtin University, studying Business Analytics. He is highly passionate about business and data-driven strategy. Before coming to Australia, he gained hands-on business experience by launching and running a successful online business that sold customized gift baskets in his home country. He also has a strong corporate background in the healthcare sector, where he worked in hospital marketing and corporate relations. By combining his entrepreneurial spirit with marketing experience, Muhammad brings a practical and analytical approach to the world of business.

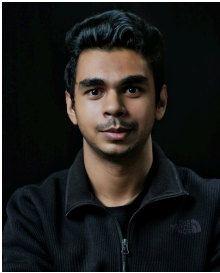
Abstract

In my speech, I talked about AI as not only being very helpful but also having a lot of negatives like having high carbon emissions, electronic wastes, and much more. There are many reasons for this. For example, such technologies have high energy consumptions and might use rare materials. We do say to use AI but use not in a way that it would harm the environment. This is because we must work on these things for the current generation as well as for the upcoming generations as well as the impacts of these steps would take years to showcase their positive impacts.

Keywords: AI Environmental Impact, Electronic Waste (E-waste), Sustainable Technology Governance, High Energy Consumption, Intergenerational Sustainability.

The Integration of Artificial Intelligence in Sustainable Solutions

Syed Mohammad Sadman
Curtin University, Perth, Australia



Syed Mohammad Sadman is a Master's student at Curtin University, studying a Master of Commerce with a double major in Artificial Intelligence and Business Analytics. He is highly passionate about business data, sustainability, data science, and consumer behavior. Alongside his studies, Syed has gained valuable hands-on experience in the retail and food & beverage industries, where he built strong communication, teamwork, and leadership skills. His primary focus is exploring how technology and Artificial Intelligence can be used to improve business strategies and better understand consumer buying choices.

Abstract

In our presentation, we discussed how AI can be used as Cognitive Partner of Sustainability. The implementation of AI is extremely expensive, along with it having negative environmental consequences such as electronic waste, carbon emissions and many more. We discussed how AI can be used in a way which can overcome these issues in the long term, and it can be used as a responsible way which promotes sustainability. Our aim should be to integrate AI technology and environment in a way, which helps us to achieve long term sustainable objectives.

Keywords: Cognitive Partner of Sustainability, Responsible AI Integration. Environmental Impact Mitigation, Sustainable Technology Governance. Long-Term Sustainability Objectives.

AI and Its Points of Connection with Educational Renewal

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 rapid evolution of Artificial Intelligence (AI) marks a paradigm shift in pedagogy, demanding a structural educational renewal that moves beyond standard automation toward cognitive optimization. This address explores how generative systems and predictive diagnostics can be purposefully leveraged to catalyze deeper student self-regulation, conceptual awareness, and creative problem-solving. Rather than rendering traditional learning obsolete, AI serves as an active cognitive partner, opening new vectors for curriculum personalization and systemic institutional reform.

Central to this educational renewal is the realignment of assessment metrics and instructional methodologies. By offloading computational and information-retrieval friction to AI tools, learners are empowered to cultivate high-level metacognitive skills and practice experiential, project-based inquiry. However, this technological integration must be balanced with strict socio-ethical safeguards, ensuring that AI-driven frameworks support human-centered equity, active collaboration, and cultural inclusivity. Ultimately, the successful convergence of AI and educational renewal relies on preparing adaptive educators who see technology not merely as a mechanism for institutional delivery, but as a conceptual catalyst to nurture more reflective, critically engaged, and agile future citizens.

Keywords: Educational Renewal, Metacognitive Skills, Cognitive Partnership, Conceptual Awareness, Pedagogical Innovation.

Integrating AI Tools for Enhancing Academic English Skills Among Undergraduate History Students

Assoc. Prof., Dr. Shabunina Viktoriia

Taras Shevchenko National University of Kyiv
Ukraine

Assoc. Prof., Dr. Oksana Labenko

Taras Shevchenko National University of Kyiv
Ukraine



Dr. Shabunina Viktoriia is an Associate Professor and Head of the Department of Foreign Languages for the Faculties of History and Philosophy at the Educational and Scientific Institute of Philology, Taras Shevchenko National University of Kyiv. Holding a PhD, her extensive academic career focuses on English for Specific Purposes (ESP), intercultural competence development, and modern pedagogical innovations. Her recent research explores the digitalization of the language classroom, focusing on gamification and artificial intelligence to drive student motivation in academic environments. As a department head, she actively designs specialized curriculum frameworks that bridge linguistic mastery with historical and philosophical disciplines.



Dr. Oksana Labenko is an Associate Professor within the Department of Foreign Languages for the Faculties of History and Philosophy at Taras Shevchenko National University of Kyiv. She holds a PhD and specializes in cognitive linguistics, ESP methodology, and technology-enhanced language learning. Her diverse research portfolio spans linguistic analysis, cultural discourse, and digital transformation in higher education. Dr. Labenko is deeply committed to implementing innovative, student-centered practices—including flipped classrooms and blended learning models. Her work centers on leveraging modern digital tools to enrich academic literacy and cross-cultural communication for humanitarian students.

Abstract

This presentation explores the strategic integration of Artificial Intelligence (AI) tools to enhance academic English literacy and communication skills among undergraduate history students. Designed for learners within an English for Specific Purposes (ESP) framework, the research addresses the unique linguistic challenges history students face, such as analyzing complex historical source materials, structuring historiographical essays, and mastering specialized academic discourse.

The authors demonstrate how generative AI platforms and digital writing assistants can be applied as personalized cognitive partners in the classroom. The methodology focuses on utilizing AI for vocabulary expansion, stylistic refinement, and structural scaffolding of research texts without compromising academic integrity. Rather than replacing traditional analytical methods, these

technological tools serve as catalysts for accelerating text comprehension, fostering critical comparison of historical narratives, and building confidence in international scholarly communication. The outcomes highlight a marked improvement in student engagement, writing precision, and self-regulated language learning. Ultimately, this presentation provides a practical, replicable model for educators seeking to combine technological innovation with discipline-specific academic English pedagogy, preparing humanities graduates to participate effectively in the global academic community.

Keywords: Academic English (ESP), AI-Assisted Language Learning, Humanities Pedagogy, Digital Literacy, Historiographical Discourse.

Enhancing Trust in Learning Analytics: Integrating SHAP for Explainable Machine Learning Predictions of Student Engagement

Veerajay Gooljar

Computing Lecturer, Curtin Mauritius. PhD candidate at Curtin University
Australia

Dr. Shabanaz Baboo

Senior Lecturer in Marketing and Tourism, Curtin University Mauritius
Mauritius



Veerajay Gooljar is a Computing Lecturer at Curtin Mauritius and a PhD candidate at Curtin University. His research focuses on sentiment-based predictive modelling, integrating machine learning, deep learning, and aspect-level sentiment analysis to forecast customer purchasing behaviour. With industry experience in software development, advertising analytics, data engineering, and cloud-based data science, he bridges academic research with real-world applications. His interests include sentiment analysis, predictive modelling, knowledge graph analytics, and AI-driven decision-making in Marketing 5.0

contexts.



Shabanaz Baboo is a Senior Lecturer in Marketing and Tourism at Curtin University Mauritius, with extensive experience in teaching, curriculum design, and research. She delivers courses in marketing, consumer behaviour, tourism, and hospitality, using innovative and experiential teaching approaches such as simulations and virtual reality. Her research focuses on AI-enabled and immersive learning in higher education, as well as regenerative tourism in Small Island Developing States, emphasising sustainability, stakeholder collaboration, and destination development. She actively contributes to international research collaborations and aims to bridge theory and practice in education and tourism.

Abstract

Student engagement is widely recognised as a key predictor of academic performance and retention in online learning environments. In recent years, learning analytics has increasingly applied machine learning techniques to predict engagement and detect students at risk of disengagement. However, many high-performing predictive models, particularly ensemble-based approaches, lack transparency and are often criticised as black-box systems, limiting their adoption in educational decision-making. This study proposes an explainable learning analytics framework that combines predictive modelling with SHapley Additive exPlanations (SHAP) to enhance interpretability of student engagement predictions. Using behavioural interaction data extracted from a publicly available learning analytics dataset, multiple supervised learning models were trained to classify student engagement levels based on learning management system activity indicators, including virtual learning environment interactions, assessment-related behaviour, and participation measures. Model performance was evaluated using accuracy, precision, recall, Macro F1-score, and ROC-AUC. To address the interpretability limitation, SHAP was applied to generate global feature

importance rankings and local explanation profiles for individual student predictions. The results demonstrate that SHAP effectively identifies key engagement determinants, enabling transparent interpretation of model outputs and supporting actionable insights for targeted intervention strategies. The proposed framework improves the trustworthiness of learning analytics systems by bridging predictive accuracy and explainability, contributing toward more accountable and data-driven student engagement monitoring. This study highlights the potential of explainable artificial intelligence to support educators and institutions in understanding and justifying engagement-related predictions in real-world educational contexts.

Keywords: Explainable Learning Analytics (XLA), Student Engagement Prediction, SHapley Additive exPlanations (SHAP), Predictive Modeling Interpretability, Machine Learning in Education.

Prompt Mediated Instruction for Autonomous and Mastery Oriented Learning

Dr. Rafik El Amine Ghobrini

Abdelhamid Ibn Badis University (DSPM research Lab)
Algeria



Dr. Rafik El Amine Ghobrini is an assistant professor at Abdelhamid Ibn Badis University in Mostaganem. He holds a PhD in Applied Linguistics and New Technologies, along with a master's degree in computing from the same university. He has also been a full-time secondary school teacher for seven years. He has participated in more than 20 seminars and conferences -both locally and globally- on various topics related to enhancing and fostering the teaching-learning process. This rich background has shaped his path toward integrating and leveraging educational technology to maximize and optimize

English language learning and teaching.

Abstract

With the exponential rise of generative AI (GenAI) comes unfathomable opportunities and infinite possibilities that can potentially benefit the EFL (English as a Foreign Language) arena. One of them is the use of Interactive practice prompts for learners, which are simply prompts – an instruction given to AI so it can generate a response – that are pre-designed by the teacher and given directly to the learners to practice inside or outside of the bounds of their respective educational institutions. In this conceptual paper, a practical blueprint is put forward on how to leverage such AI-driven modes of instruction and how they can be applied in different scenarios, tackling the language skills and subskills. The paper also shows how prompts can be leveraged as a pedagogical mediator teaches, learners, and AI-empowered learning environments. The merits and limitations of this AI-focused teaching practice are laid out. The practical use of such a simple yet revolutionary AI-based avenue can yield a significant improvement in terms of students' academic achievement by fostering learners' autonomy within a mastery-oriented framework. Its implications are discussed, and future research directions are suggested.

Keywords: EFL, GenAI, Grammar, Interactive Practice Prompt.

Legal English Academic Writing: Cognitive Load and LLM Assistance for Law Students

Assoc. Prof., Dr. Volodymyr Machuskyi

Kyiv National Economic University named after Vadym Hetman (KNEU)
Ukraine

Assoc. Prof., Dr. Olena Titova

Kyiv National Economic University named after Vadym Hetman (KNEU)
Ukraine



Volodymyr Machuskyi is Associate Professor at the Department of Foreign Languages, Law Institute, National Economic University named after Vadym Hetman (KNEU), Ukraine, where he has taught since 1989. He holds a PhD in Law and combines deep legal expertise — gained through senior roles in Ukrainian financial institutions — with over three decades of Legal English instruction. Author of six textbooks and developer of two master's programmes in Insurance Law and Business Law, he has been recognised with a Commendation from the Ministry of Education and Science of Ukraine. His current research focuses on the responsible integration of large language models

in Legal English education, including a pre-registered quasi-experimental pilot study (AsPredicted №278663) and the founding of the FLAIR Laboratory — Foreign Languages, AI and Legal Research — at the Law Institute. He is also the ideological inspiration of SynthEthics Society, a student club exploring ethical AI and human rights.



Assoc. Prof. Dr. Olena Titova is a dynamic academic, manager, and corporate trainer with a rich multidisciplinary background spanning economics and behavioral science. She holds a Master's degree in International Economics (2008), a PhD in Economic Sciences specializing in World Economy and International Economic Relations (2012), and a Master's degree in Practical Psychology (2021), all from Kyiv National Economic University named after Vadym Hetman (KNEU).

As an effective administrator, strategist, and cross-cultural communicator, Dr. Titova possesses extensive expertise in project management, corporate finance, marketing, international travel logistics, and business negotiations. She is highly skilled in designing and delivering specialized training courses in international management, diplomacy, and foreign languages. Her diverse research interests focus on the intersection of modern global markets and advanced educational technologies, specifically covering international and creative management, global economics, diplomacy, cross-cultural consulting, foreign language teaching methodology, and the integration of Artificial Intelligence in education.

Abstract

This paper presents the theoretical foundations and proposed research design of a mixed-methods pilot study examining the relationship between cognitive load, large language model (LLM) assistance, and Legal English academic writing for undergraduate law students. Despite the rapid

proliferation of LLM tools in higher education, no empirical study has investigated how AI assistance shapes the cognitive experience of academic writing specifically in a Legal English English for Specific Purposes (ESP) context for non-native speakers. The study integrates Cognitive Load Theory (Sweller, 1988), Scaffolded Learning Theory (Vygotsky, 1978), and ESP Pedagogy (Swales, 1990; Dudley-Evans & St John, 1998) as its theoretical framework. A within-subjects mixed-methods design is proposed, combining quantitative cognitive load measurement via the NASA Task Load Index (NASA-TLX) with qualitative thematic analysis of semi-structured interviews. Approximately 20–30 undergraduate law students at the Law Institute of Kyiv National Economic University named after Vadym Hetman (KNEU), Ukraine, will complete comparable Legal English academic writing tasks under both LLM-assisted and unassisted conditions. Expected outcomes include empirically grounded guidance for Legal English instructors on responsible AI integration in ESP writing curricula, with broader implications for academic integrity policy and curriculum design in Ukrainian legal education.

Keywords: Legal English Writing (ESP), Cognitive Load Theory (NASA-TLX), Large Language Model Assistance, Mixed-Methods Research Design, Higher Education AI Integration.

How SaleCompass Uses AI to Help Small Businesses Make Smarter Growth Decisions

Danyal Mohiuddin

University of Northampton
CEO SaleCompass
UK



SaleCompass was founded by Pakistani entrepreneur **Danyal Mohiuddin**, who built the company to help small and medium-sized businesses make smarter revenue decisions using AI-powered marketing intelligence. Danyal launched SaleCompass after recognizing that many businesses struggle to connect fragmented data from digital ads, POS systems, delivery apps, websites, and CRM tools into meaningful insights. His platform uses artificial intelligence to unify online and offline customer interactions into a single dashboard, enabling clear attribution, predictive analytics and optimized marketing spend insight previously available mainly to large enterprises. Danyal holds advanced

academic credentials from his Master's studies in the UK and has published research on technology adoption and AI systems, grounding his entrepreneurial work in rigorous analytics expertise. Beyond building technology, he mentors students and early-stage researchers, supporting the next generation of innovators.

Abstract

The paper examines 34 research and practice sources to establish the requirements of the multi-channel analytics on the point of sale (POS) of food companies in the UK. Platform data, menu scraping, and social media indicators are mostly relied on in the literature of this field, with little relation to the POS transactions. Although the tools of Artificial Intelligence (AI) and machine-learning processes are implemented in such activities as menu analysis, outlet matching, and customer segmentation, the tools are rarely combined to assist in decision-making. The outcomes refer to fragmented data, unjustified attribution, poor analytical ability. To remove such grey areas, the work proposes an integrative framework made of a compound data warehouse, an artificial intelligence (AI)-anchored attribution model, and an operational board to enable real-time, POS-sanctioned decision making.

Keywords: Omnichannel Analytics, UK Food Service, POS Integration, AI Marketing, Delivery Platforms.

Special Topic Track

New Horizons in Tourism Management – Rethinking the Field through AI-Based Applications

Assoc. Prof., Dr. Nil Goksel
Anadolu University, Eskişehir
Türkiye



Assoc. Prof., Dr. Nil Goksel is an English Language Instructor at Anadolu University, Eskişehir, Türkiye. She received her M.A. in Distance Education with a thesis entitled *Learner–Instructor Interaction within University–Community Partnerships: Samples from Second Life (SL)* and later earned her Ph.D. in Open and Distance Learning with a dissertation titled *Utilizing the Personal Learning Environment for English as a Foreign Language within the Scope of Open and Distance Learning*. Her academic work lies at the

intersection of language education, educational technology, and open and distance learning, with research interests including online and immersive learning, emerging learning technologies, Personal Learning Environments (PLEs), educational social networks, virtual interaction, Augmented Reality, Web 2.0 tools for foreign language teaching and learning, Artificial Intelligence, and Intelligent Personal Assistants (IPAs). More recently, she has delivered a series of seminars that reflect these interdisciplinary interests, including *Professions of the Future and Artificial Intelligence: New Opportunities in Technical Fields and Global Alignment through English*, *Innovative Approaches in Tourism: AI-Based Applications*, and *Smart Gastronomy through Artificial Intelligence: From Experience to Innovation*. Through these academic engagements, as well as her broader national, international, and cross-cultural studies and projects, Assoc. Prof., Dr. Nil Goksel continues to advance innovative pedagogy, AI-supported learning, and technology-enhanced education across diverse disciplinary contexts.

Abstract

New Horizons in Tourism Management – Rethinking the Field through AI-Based Applications
April, 30, Thursday, 2026 / Special Topic Track: 10.00 – 12.00.

Session Chair: Assoc. Prof. Dr. Nil Goksel (Anadolu University, Eskişehir - Türkiye)

1. Aiyem BATIKHANOVA (from Kazakhstan). Application - TripIt
2. Benazir IBRAIMOVA (from Kyrgyzstan). Application - Tripadvisor
3. Maryam MAKHKAMOVA (from Tajikistan). Application - Culture trip
4. Belva Lee Xevinov ERLIANTO (from Indonesia). Application - Roamy Travel
5. Aktan Bolotovovich DUISHEKEEV (from Kyrgyzstan). Application - Booking.com
6. Leila IULDASHEVA (from Kyrgyzstan). Application - Amadeus

This special topic session explores the transformative impact of artificial intelligence (AI) and digital platforms on contemporary tourism management. As the tourism industry shifts toward hyper-personalization, automated logistics, and data-driven decision-making, this track brings together diverse international perspectives—spanning Central Asia to Southeast Asia—to evaluate how leading and emerging travel applications are redefining the global traveler experience.

The session features a series of case studies and analytical presentations focusing on distinct AI-driven and digital ecosystems. Navigating the operational side of travel management, researchers examine **Amadeus** and its role in automated global distribution systems, alongside the corporate and personal itinerary optimization offered by **TripIt**. The democratization of travel data is analyzed through **Tripadvisor**, focusing on user-generated content algorithms, and **Booking.com**, detailing predictive pricing and lodging recommendations. Finally, the session shifts toward cultural curation and niche tourism by evaluating **Culture Trip**, as well as next-generation AI travel assistants represented by **Roamy Travel**.

Collectively, these presentations illustrate how AI streamlines backend logistics while drastically enhancing frontend user engagement. By critically examining these platforms, the track provides valuable insights into how tourism managers can leverage intelligent automation to foster sustainable growth, improve service quality, and navigate the evolving digital horizons of the hospitality and travel sectors.

Keywords: Tourism Management, Artificial Intelligence, Digital Transformation, Travel Applications, Hyper-Personalization.

Rethinking Architectural Education in the Age of AI: Ethical Implications and Pedagogical Transformation

Assoc. Prof., Dr. Haifa Ebrahim Al-Khalifa
College of Engineering, University of Bahrain
Bahrain



Dr. Haifa Ebrahim Al-Khalifa is a distinguished Bahraini academic, architect, and Associate Professor of Architecture, currently serving as the Dean of the College of Engineering at the University of Bahrain. She earned her PhD in Architecture from Cardiff University, an MBA from the New York Institute of Technology, and a bachelor's degree in interior architecture from King Faisal University. Recognised for her leadership in higher education and innovation, she has played a pivotal role in advancing engineering and architectural education through strategic program development, interdisciplinary research, and strong partnerships with industry and government. Her scholarship focuses on sustainable architecture and the

integration of cultural and Islamic design principles into contemporary practice. An accomplished keynote speaker and published researcher, Dr. Al-Khalifa has received national recognition for her contributions to education, leadership, and the built environment.

Abstract

Artificial intelligent (AI) accelerated development represents an ethical dilemma and academic integrity concerns for the educational institutions. This study investigates the ethical use of AI tools and applications in terms of data privacy; data biased and the role of the academic institutions in the higher education environments to maintain the academic integrity. It will focus on architectural education and the utilization of AI in the process of student design thinking, creativity and authorship, to create a scientific dialogue on the vital issue of keeping the originality of student work.

Through the current literature on the recent practices of architectural education in the era of AI, this study will adopt a theoretical approach to propose a framework of the ethical utilization of AI for the students enrolled in the undergraduate program of architecture, with the focus on the architectural studio design courses, for the 400 and 500 levels. The formatted conceptual framework will be constructed on four parameters: accountability, transparency, inclusivity and human-centered learning.

The finding indicates that an emphasis on developing AI literacy skills for educators and students is critically important and should be integrated into the governmental policies and laws on the AI ethical utilization in education. In addition to that, the final students project should be evaluated on a cycled-evaluation process and to ensure that through this process of evaluation that the student does not replace his critical thinking skills with AI. It is also found that a practical recommendation could be adopted through architectural courses to sustain an ethical and responsible use of AI.

Keywords: Ethical Use of AI, Academic integrity, Architectural education.

Academic Integrity in the Context of Modern Education Transformation

Prof. Dr. Vira Haponenko

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research in Political Science and Public Relations. She is the author of approximately 60 scientific publications, including 30 articles published in Ukrainian and European academic journals, focusing on democratic institutional capacity in times of crisis.

Abstract

In the post-information age, the content of all educational areas crucially changes. In particular, the understanding of academic integrity and culture is constantly expanding. Thus, the paper examines new approaches to the responsibility of faculty members, authorship in educational and scientific works, substantiation of research methodology, development of standards for acceptable means of artificial intelligence application.

Also, it discusses the peculiarities of academic integrity in societies at risk, the role of the expert environment in society services, including disinformation counteraction, the avoidance of information distortion, "half-truths", use of context or manipulative techniques.

The paper offers recommendations of academic integrity development by shaping the conscious and purposeful person which can verify and critically analyze information, effective measures to deepen the education of democratic European values, patriotism and national identity, social pacification and consolidation, the stimulation of critical thinking skills, media literacy, mechanisms of conventional public participation and control over representatives of state institutions, and debunking of historical and modern fakes as the best antidote to the hostile information and propaganda influence.

Keywords: Academic Integrity, Artificial Intelligence, Disinformation and Propaganda, Media Literacy, Societies at Risk.

Innovative Teaching Methods for Better Student Engagement

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Dr. Pranay Guru is a distinguished academician, Professor, and Dean with over 26 years of experience in higher education, research, and academic administration. Currently serving as Dean at Madhyanchal Professional University, Bhopal, he has held key leadership positions in several reputed institutions. His research expertise lies in chemistry, particularly in coordination compounds, drug delivery systems, and environmental studies. He has published over 50 research papers, authored academic books, and holds multiple patents. A committed mentor and researcher, Dr. Guru has successfully guided numerous

Ph.D. scholars. He has significantly contributed to curriculum development and academic excellence. Honored with multiple Academic Excellence Awards, he is dedicated to promoting innovation, quality education, and student success through visionary leadership and research-driven teaching.

Abstract

Innovative teaching methods aimed at enhancing student engagement and improving academic outcomes. It highlights three key dimensions of student engagement: emotional, behavioural, and cognitive. Emotional engagement emphasizes students' motivation, sense of belonging, and positive attitudes toward learning. Behavioural engagement involves active participation in academic activities such as attending classes, completing assignments, and collaborating with peers. Cognitive engagement refers to critical thinking, effort, and the ability to connect new knowledge with prior understanding.

Introduces several modern teaching strategies, including bridge courses to support academic transitions, flipped classroom models that promote self-learning and interactive classroom sessions, peer learning to encourage collaboration, and student-led learning to foster independence. Additionally, online discussion platforms like Zoom, MS Teams, and Google Meet are suggested as effective tools for interactive learning.

A major focus is on structured strategies for improving student performance by grouping students based on academic levels (A, B, C, D/F). Tailored interventions such as regular testing, skill assessment, targeted assignments, and additional learning resources are recommended for each group. Peer teaching and weekly discussion sessions are encouraged to strengthen understanding and engagement.

The use of WhatsApp groups and progressive test monitoring ensures continuous evaluation and communication. The overall approach aims to create an inclusive and supportive learning environment. The conclusion emphasizes that these strategies lead to improved academic performance, higher motivation, better retention, positive social development, and the cultivation of lifelong learners while reducing negative academic outcomes.

Keywords: Student Engagement, Innovative Teaching Methods, Flipped Classroom, Tailored Interventions, Academic Performance.

Exploring Teacher Perspectives on AI and Educational Technology in the GCC: Evidence from TALIS 2024

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Osama Al-Mahdi is an Associate Professor at the University of Bahrain, with a 30-year career dedicated to education. His research interests center on teacher professional development and educational leadership. He holds a PhD in Education from the University of Bristol (UK) and is a Fellow of the Higher Education Academy (UK). He has a strong publication record in international journals and conference proceedings, as well as contributions to edited books and book chapters. His collaborative work with researchers and institutions worldwide has enriched his research and teaching.



Hasan Husain Abdulnabi is a Lecturer in the Department of Education Studies at Bahrain Teachers College, University of Bahrain. He has over 10 years of teaching experience across local and international higher education institutions. Hasan holds a Master of Education and a BA (Honours) in Education (First Class Honours), as well as a BA in Education and Economics, from University of Auckland. His research interests include educational assessment, measurement, school improvement, school leadership, educational policy, blended learning, and quality assurance.



Salman Yusuf Zayed is a lecturer at Bahrain Teachers College, University of Bahrain. He earned a Bachelor's degree in Education and Economics (2011) and a Master's degree in Education (2013) from the University of Auckland. Between 2021 and 2022, he also completed several professional certifications in university teaching and educational leadership from Harvard University and Pearson. His research focuses on school leadership and school improvement, with nine peer-reviewed publications indexed in leading international databases such as Scopus and Web of Science. Salman also contributes regularly to local media by publishing opinion articles and engaging in television and public discussions on educational issues.

Abstract

As the world changes rapidly, updating how we teach has become a top priority for school systems everywhere. A key part of this effort is the OECD Teaching and Learning International Survey (TALIS) 2024, a global project that tracks how teachers work and lead. TALIS intends to generate

valid and reliable data that allows making robust comparable research and analyses of teachers and school leaders' practices. This latest survey places a high priority on the "teacher's voice," specifically looking at how and why educators use Artificial Intelligence (AI) to meet their teaching goals. While AI is becoming a part of daily life, its long-term impact on the classroom is still being discovered.

This study uses the TALIS 2024 data to compare the views of teachers in three Gulf Cooperation Council (GCC) countries: Bahrain, Saudi Arabia, and the United Arab Emirates. The research looks at how these teachers use digital tools, their ethical concerns, and their thoughts on AI-driven instruction. It also explores the the AI training teachers feel they need and the professional development they actually receive.

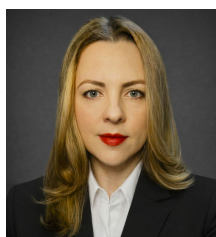
By analyzing this large-scale data, the study aims to show how ready schools really are for these new technologies. The findings will provide evidence to help improve teacher training and shape future digital literacy policies in the GCC. Ultimately, this research helps us understand how educators in the region are navigating the complexities of AI to better support student learning.

Keywords: TALIS 2024, Artificial Intelligence in Education, GCC Countries, Teacher Professional Development, Digital Literacy Policies.

AI-Powered Personalized Learning Paths as a Framework for Developing Reflective Intelligence in Economics Students

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Olha Herasimova holds a PhD in Pedagogical Sciences and is an Associate Professor at the Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman (Ukraine). Her academic work lies at the intersection of applied linguistics, pedagogy, and English for Specific Purposes in economics-oriented higher education. Her research focuses on the development of reflective skills and metacognitive awareness in university students through English language learning. Drawing on

extensive experience in teaching undergraduate students of economics and marketing, her recent research addresses the pedagogical integration of artificial intelligence in EFL and ESP instruction. Particular attention is given to learner autonomy, reflective practices, and professional identity formation through language use. She is actively involved in the design of AI-supported learning environments and reflective instructional tools for higher education. Her current research explores AI-enhanced pedagogical models that support a shift from passive language learning to reflective, learner-centered educational practices.

Abstract

AI-Powered Personalized Learning Paths as a Framework for Developing Reflective Intelligence in Economics Students

The growing use of artificial intelligence in higher education has intensified interest in personalized learning paths. However, personalization is often reduced to algorithm-driven content adaptation, overlooking its pedagogical dimension. In economics-oriented universities, where English functions as a professional communication tool, there is a need to reconceptualize personalization as a process that supports reflective learning rather than passive content consumption.

This study explores how AI-powered personalized learning paths can contribute to the development of reflective intelligence among undergraduate students of economics, marketing, and business. The research builds on a reflective learning framework shaped by sustained pedagogical practice in EFL and ESP contexts. Within this approach, personalization is understood as a learner-driven process grounded in self-assessment, learning autonomy, critical reflection on language use, and the formation of professional identity.

Methodologically, the study follows a qualitative, practice-based approach and examines AI-supported reflective practices embedded into ESP tasks. These include guided reflective prompts, iterative self-evaluation cycles, and AI-mediated feedback designed to support individualized learning trajectories.

The analysis indicates that personalized learning paths, when structured through reflection, foster deeper learner engagement, greater autonomy, and a more conscious use of English as a

professional resource. The study highlights AI's role in enabling reflective personalization as a key direction for contemporary language education.

Keywords: Reflective Intelligence, Personalized Learning Paths, Artificial Intelligence in Education, English for Specific Purposes (ESP), Learner Autonomy.

Undergraduate Students' Attitudes Toward the Integration of Artificial Intelligence in the Educational Process in Kuwait

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Dr. Nouf Almoray is an Assistant Professor of Educational Studies at Bahrain Teachers College, University of Bahrain. She specializes in educational planning, curriculum development, and the integration of artificial intelligence and 21st-century skills in education. She holds a PhD in Educational Planning and a UK fellowship in higher education. Dr. Almoray has an extensive academic and professional background spanning higher education and school leadership. She has published widely in Scopus-indexed journals, authored academic books, and actively contributes as a trainer, researcher, and keynote speaker in regional and international educational initiatives.



Professor Salwa Abdullah Al-Jassar is a Professor of Curriculum and Instruction and Teacher Education at the College of Education, Kuwait University. She is a former Member of the Kuwaiti National Assembly and former Chair of its Education Committee. She has held prominent academic and leadership roles locally and internationally, contributing significantly to curriculum development and educational reform. She earned her PhD from the University of Pittsburgh and holds advanced certifications in educational leadership and political training. She has received numerous prestigious awards and has an extensive record of publications, academic books, and contributions to teacher education, women's empowerment, and citizenship education.

Abstract

This study aims to identify undergraduate students' attitudes toward the integration of artificial intelligence in the educational process in Kuwait. By converting these perspectives into actionable data, the research aims to contribute to the improvement of educational policies to help Kuwait higher education institutes to compete more effectively on both local and international levels.

The study employed a descriptive survey methodology, utilizing a structured questionnaire administered to a sample of students (n=195) from the College of Education at Kuwait University. The instrument aimed to measure levels of AI literacy, frequency of use, and awareness of ethical considerations and regulatory guidelines, while also analyzing the impact of demographic and academic variables such as gender, major, and academic achievement.

The preliminary findings reveal a strong correlation between students' academic specializations and their perceptions about AI tools; students in scientific disciplines demonstrated greater awareness of technical challenges, while those in other fields focused more on the dimensions of sustainable development. Regarding gender differences, the study found that males scored higher on the overall scale of attitudes toward AI tools. Furthermore, there was a variance in innovation priorities: male students prioritized "compatibility and ease of use," whereas female students emphasized "relative advantage and trialability."

The study concludes that these attitudes provide vital data for decision-makers to guide data-driven institutional development. It emphasizes the necessity of designing generative AI technologies that are demographically sensitive and user-centered, ensuring the preservation of academic integrity and the enhancement of learning outcomes within the university environment.

Keywords: Student Attitudes, Artificial Intelligence in Education, Kuwait University, Academic Specializations, Gender Differences in AI.

Artificial Intelligence in E-Commerce: Developing Solutions To Support Beginner Entrepreneurs

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Areej Tahir is a research-focused professional with a strong interest in emerging technologies and their practical applications in business environments. Her work focuses on artificial intelligence and its implementation in e-commerce, particularly in developing solutions to support beginner entrepreneurs.

She is currently working on an AI-powered e-commerce business assistant aimed at improving usability, accessibility, and efficiency for non-technical users. Her interests include digital transformation, innovation, and the strategic application of AI to solve real-world challenges. She is motivated to contribute to inclusive and user-friendly technology solutions that support the wider adoption of digital tools.

Abstract

This presentation focuses on the design and development of an AI-powered e-commerce business assistant aimed at supporting beginner entrepreneurs with limited technical expertise. The proposed system integrates key functionalities such as product listing assistance, pricing recommendations, automated marketing, and customer interaction into a single, user-friendly platform. The research emphasizes human–AI collaboration, explainable AI, and accessibility, ensuring that non-technical users can effectively utilize advanced digital tools. The work highlights how simplified and inclusive AI solutions can reduce operational complexity, improve decision-making, and promote wider adoption of e-commerce technologies.

My motivation to join this conference is to share my research, gain valuable feedback from experts, and engage with a diverse academic and professional community. I am particularly interested in exploring emerging trends in artificial intelligence and digital transformation, as well as learning from innovative research presented by other participants. Attending this conference will provide an opportunity to enhance my knowledge, expand my perspective, and contribute to discussions on making technology more accessible and impactful in real-world applications.

Keywords: AI-Powered Business Assistant, Beginner Entrepreneurs, E-Commerce Accessibility, Human–AI Collaboration, Explainable AI.

The Importance of Using Artificial Intelligence in the Process of Learning Foreign Languages

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Antonina Artemenko holds a PhD in Education and is a Senior Lecturer of the Department of Foreign Languages at the Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman (KNEU). She has over 11 years of experience teaching English to university students majoring in marketing, economics, management, as well as two years of experience teaching Grammar to students of Kyiv National Linguistic University and six years of experience teaching English to students of National Technical University of Ukraine "Igor Sikorsky Kyiv Politechnic Institute".

Her teaching focuses on developing learners' grammar, vocabulary, speaking skills through communicative approach. In the process of teaching the modern communicative methods are used to develop the ability to speak English fluently. Didactic games, which are the most important methods in teaching, are widely used at lessons. Interactive approach to learning foreign languages is very important for students to be successful in English. Her research interests include linguistics, pragmatics, interactive methods of teaching.

Abstract

The research analyzes the importance of using artificial intelligence in the process of learning foreign languages. It is admitted that interactive methods can be used in educational process which requires modernization, especially with regard to learning foreign languages at universities.

Artificial intelligence can help universities provide to a wide range of students learning foreign languages and it offers interactive content depending on learning style and skills. AI-powered mode brings new possibilities to foreign language learning. The using of AI technologies allow students to practice speaking in real time, practice their skills and confidence before they have to talk with real people.

AI is a great tool for foreign language learning but it can't replace face-to-face practice. It is very important for students to have practice in speaking. One of the best uses of AI is that you can practice conversation anytime and anywhere. AI is also important for showing what words you need to review and practice. A creative attitude to words is one of the most important qualities of student, allowing them to conduct a dialogue with precision and wit, surprising interlocutors with vivid thoughts. This leads to the development of communicative skills.

In conclusion we can acknowledge that AI is an important tool for learning foreign languages and one of the most significant development in foreign language learning.

Keywords: Artificial Intelligence in Language Learning, Interactive Teaching Methods, Communicative Skills, Personalized Learning Content, Real-Time Speaking Practice.

Teaching Responsible AI for Real-World Decision-Making: Preparing Students for ESG, Compliance and Industry Challenges

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Mohammad Rizwan is a Compliance Engineer, researcher, and speaker working at the intersection of AI, ESG, sustainability, and industry compliance. With a background in Chemical Engineering and Supply Chain Sustainability, he focuses on practical AI applications that support responsible decision-making, risk assessment, and real-world business challenges. His work and presentations explore how AI can prepare students and professionals for emerging careers in ESG, compliance, and digital transformation.

Abstract

This session explores how responsible AI can be taught in a practical way to prepare students for real-world decision-making in ESG, compliance, sustainability, and wider industry settings. As AI becomes more integrated into education and business, there is a growing need to move beyond theory and help learners understand how AI tools can be applied ethically, critically, and effectively in professional environments.

The presentation will show how AI can support tasks such as data analysis, risk identification, documentation review, reporting, and decision support, while also addressing important concerns including transparency, accountability, bias, and human oversight. It will highlight why students should not only learn how to use AI, but also how to question its outputs, understand its limitations, and apply it responsibly in high-impact sectors.

Drawing on industry-focused examples, the session will connect classroom learning with employability and future skills development. It will also discuss how interdisciplinary learning can help students combine technical awareness with sustainability, compliance, and strategic thinking.

Keywords: Responsible AI, ESG and Sustainability Education, Ethical AI Application, Interdisciplinary Learning, Employability and Future Skills.

Challenges to Academic Integrity for Language Teachers in the Age of AI

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Iryna Hryshchuk is a senior lecturer in the Department of Foreign Languages within the Faculty of Marketing at Kyiv National Economic University named after Vadym Hetman. As an experienced English language educator, she specializes in teaching adult learners in both higher education and professional settings. Her academic and professional interests center on language pedagogy, academic communication, and the practical integration of digital technologies in education. In particular, her work explores how AI-enhanced tools can support language learning, increase student engagement, and assist teachers with lesson planning and assessment. She applies a practice-oriented approach to teaching

that prioritizes learner needs, motivation, and the ethical use of technology. Rather than replacing human interaction, she views AI as a pedagogical assistant designed to complement traditional teaching methods. Her current research focuses on English language teaching methodology, technology-mediated learning, and the evolving connection between language education, translation, and artificial intelligence in modern academic environments.

Abstract

Academic integrity has long been a cornerstone of higher education. Today it faces new pressure from rapidly evolving artificial intelligence tools. Language teachers find themselves at the center of this shift. AI systems can generate fluent essays, translations, and summaries within seconds. This creates uncertainty about authorship and learning outcomes. The paper explores how AI reshapes traditional understandings of student work in language classrooms. It considers both risks and emerging opportunities. While some fear the erosion of independent thinking, others see potential for deeper engagement with language use. The discussion draws on classroom observations and recent pedagogical research. Particular attention is given to assessment design. Tasks that once revealed individual competence may no longer serve this purpose. Teachers are therefore encouraged to rethink evaluation strategies and emphasize process over product. At the same time, students need guidance in responsible AI use. This includes transparency, critical reflection, and ethical awareness. The paper argues that academic integrity should not be framed only as control. It should be approached as a shared educational value. In this changing environment, language teachers play a key role in shaping not only skills, but also intellectual honesty.

Keywords: Academic Integrity, Artificial Intelligence in Language Education, Assessment Design, Ethical AI Use, Process-Oriented Evaluation.

Artificial Intelligence in Optimizing the Supply Chain and Cutting Down the Carbon Emissions

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Muhammad Hamza Tariq is a Chemical Engineer with a master's degree in logistics and supply chain management from the University of Worcester (UK), specializing in AI optimization, digital engineering, and sustainable energy systems. His work focuses on supporting the UK in achieving its net-zero goals by applying machine learning, process modeling, and digital twin technology to address real-world industrial challenges, including hydrogen system optimization. He has published his research on these topics in peer-reviewed journals, investigating how innovative technologies can drive efficiency and sustainability.

Currently, he is developing an AI-based platform designed to identify carbon emission hotspots across supply chains and recommend data-driven solutions. Alongside his research, he is committed to digital inclusion and knowledge sharing, regularly delivering accessible sessions on AI and emerging technologies to help individuals and organizations build confidence in using digital tools effectively.

Abstract

I plan to facilitate an interesting and relevant discussion around the use of Artificial Intelligence to optimize the supply chain as well as cut down the carbon emissions in the process. This will enable people to understand the benefits that can come from the usage of Artificial Intelligence in solving real world problems.

This session will be geared towards beginners in the field of Artificial Intelligence and will include explanations as well as interactive discussions about how the field is evolving and helping other industries to thrive. In addition, I will explain how the technology can be used to help in making decisions in various sectors of life. Moreover, the attendees will have a chance to view a model demonstrating the effect on the carbon emissions in the supply chain.

My motivation for joining this conference is to contribute to digital inclusion and knowledge sharing, particularly by making complex technologies like AI more accessible and meaningful to a wider audience. I am passionate about bridging the gap between advanced research and practical application, and I believe initiatives like this play a key role in building confidence and capability in digital skills. I look forward to supporting the community and contributing to discussions around innovation, sustainability, and the future of technology.

Keywords: AI in Supply Chain Optimization, Carbon Emission Reduction, Digital Inclusion and Literacy, Sustainable Technology, Accessible AI Education.

Closing Remarks: Navigating the Frontiers of Education and Technology

It is with immense pride and profound gratitude that we present this Abstract Book, marking the successful conclusion of the 8th International Conference on Education and Technology (ICET 2026).

This collection of research stands not merely as a record of presentations, but as a tangible representation of a dynamic, cross-continental dialogue defining the future of learning in a digital-first era.

This year, the scope of ICET has been truly global, seamlessly bridging institutions across multiple continents—anchored by our cooperative foundation with STARTINFORUM in Türkiye, Curtin University in Australia, and Kyiv National Economic University named after Vadym Hetman (KNEU) in Ukraine, alongside esteemed contributions from scholars spanning the UK, USA, Pakistan, Bahrain, India, Algeria, and beyond.

This robust international participation underscores a fundamental reality: the challenges and opportunities of modern education demand a unified, borderless approach to academic innovation and ethical practice.

The Architecture of Educational Evolution

The central theme woven throughout the conference abstracts is the urgent imperative for systemic educational evolution. Our discussions advanced far beyond surface-level device integration into classrooms and focused on deep pedagogical restructuring, addressing the needs of a digitally native, visually inclined student body that requires both high technical fluency and a grounded ethical compass.

From post-war economic reconstruction frameworks and research readiness to innovative models in language and architectural education, the research presented offers actionable blueprints for moving from passive delivery to active, student-centric, and purpose-driven methodologies.

AI, Explainability, and the Human Element

The integration of Artificial Intelligence has dominated our discourse as an immediate, practical reality rather than futuristic speculation. The abstracts contained within detail pioneering work on generative AI governance, LLM-assisted language instruction, and Explainable AI (XAI) models designed to predict student engagement while preserving trust.

Crucially, our contributors have emphasized a balanced, human-centered approach: AI must serve the emotional, cognitive, and ethical needs of learners. Through specialized tracks—such as the corporate sustainability immersion projects presented by our international student researchers—we are reminded that technology must be harnessed for environmental stewardship, equity, and global responsibility. The goal is not merely to prepare students to use tools, but to empower them as the ethical architects of technologies yet to come.

ICET Collaboration

The undeniable value of ICET 2026 and its Abstract Book is in their commitment to transforming dialogue into action.

Guided by the conference interactive framework—emphasizing active Q&A discourse, strategic session moderation, and the pursuit of collaborative partnerships—ICET 2026 served as a truly integrative platform for future international projects and joint programs.

We extend our deepest gratitude to all authors, session chairs, evaluators, and attendees.

Their dedication has solidified ICET 2026 as a pivotal milestone in IATELS ongoing mission to build connected, human-centered educational environments worldwide.

We are happy to invite all readers to use the Book's insights as a foundation for their national and international reforms, continued research and enduring academic collaboration.

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ICPATME 2027, 9th International Conference on Education and Technology

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We would like to invite you to ICET 2027, our 9th International Conference on Education and Technology.

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 2027 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



ICET 2027 is included into the structural framework of Horizon Europe MSCA (Marie Skłodowska-Curie Actions) Staff Exchanges project

“Higher Education in the Age of AI – How Can We Preserve the Human Dimension of Teaching and Learning?” (HUMAN-AI)

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