



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

7th Annual International Symposium on
“Higher Education in a Global World”
3-6 July 2023 Athens, Greece

Edited by
Nick Linardopoulos & Olga Gkounta

2023

Abstracts
7th Annual International
Symposium on “Higher
Education in a Global World”
3-6 July 2023, Athens, Greece

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Preface

This book includes the abstracts of all the papers presented at the 7th Annual International Symposium on “Higher Education in a Global World” (3-6 July 2023), organized by the Athens Institute for Education and Research (ATINER).

A full conference program can be found before the relevant abstracts. In accordance with ATINER’s Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER’s many publications only after a blind peer review process.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which they can discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world can meet to exchange ideas on their research and consider the future developments of their fields of study.

To facilitate the communication, a new references section includes all the abstract books published as part of this conference (Table 1). I invite the readers to access these abstract books –these are available for free– and compare how the themes of the conference have evolved over the years. According to ATINER’s mission, the presenters in these conferences are coming from many different countries, presenting various topics.

Table 1. *Publication of Books of Abstracts of Proceedings, 2017-2023*

Year	Papers	Countries	References
2023	26	13	Linardopoulos and Gkounta (2022)
2022	49	22	Linardopoulos and Gkounta (2022)
2021	25	17	Papanikos (2021)
2020	26	17	Papanikos (2020)
2019	35	16	Papanikos (2019)
2018	37	17	Papanikos (2018)
2017	29	13	Papanikos (2017)

It is our hope that through ATINER’s conferences and publications, Athens will become a place where academics and researchers from all over the world can regularly meet to discuss the developments of their disciplines and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published over 200 books. Academically, the institute is organized into 6 divisions and 37

units. Each unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications together.

Gregory T. Papanikos
President

Editors' Note

These abstracts provide a vital means to the dissemination of scholarly inquiry in the field of Higher Education. The breadth and depth of research approaches and topics represented in this book underscores the diversity of the symposium.

ATINER's mission is to bring together academics from all corners of the world in order to engage with each other, brainstorm, exchange ideas, be inspired by one another, and once they are back in their institutions and countries to implement what they have acquired. The *7th Annual International Symposium on "Higher Education in a Global World"* accomplished this goal by bringing together academics and scholars from 13 different countries (Albania, Australia, Chile, Germany, Italy, Jordan, Mexico, Oman, Serbia, South Africa, Taiwan, Türkiye, USA), which brought in the conference the perspectives of many different country approaches and realities in the field.

Publishing this book can help that spirit of engaged scholarship continue into the future. With our joint efforts, the next editions of this symposium will be even better. We hope that this abstract book as a whole will be both of interest and of value to the reading audience. May it be a stimulus for further research and the progress of the discipline.

Nick Linardopoulos & Olga Gkounta
Editors

7th Annual International Symposium on “Higher Education in a Global World”, 3-6 July 2023, Athens, Greece

Organizing & Scientific Committee

All ATINER’s conferences are organized by the Academic Council. This conference has been organized with the assistance of the following academic members of ATINER, who contributed by reviewing the submitted abstracts and papers.

1. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, U.K.
2. David Philip Wick, Director, Arts, Humanities and Education Division, ATINER & Retired Professor of History, Gordon College, USA.
3. Nick Linardopoulos, Head, Education Unit, ATINER & Associate Teaching Professor & Public Speaking Course Coordinator, Rutgers University, USA.
4. John Spiridakis, Co-Editor, Athens Journal of Education & Interim Chair and Professor, St. John University, USA.
5. Ali Abusalem, Director, Center for Higher Education Futures (CHEF), ATINER & Course Coordinator, Kent Institute Australia & External Member of Academic Board, Elite Education Institute, Australia.
6. Lorraine Bennett, Deputy Director, Center for Higher Education Futures (CHEF), ATINER & Managing Director, Lorraine Bennett Learning and Teaching Consultancy, Australia.

FINAL CONFERENCE PROGRAM

7th Annual International Symposium on “Higher Education in a Global World”, 3-6 July 2023, Athens, Greece

PROGRAM

Monday 3 July 2023

08.30-09.15
Registration

09:15-10:00

Opening and Welcoming Remarks:

- o **Gregory T. Papanikos**, President, ATINER.

10:00-11:30 Session 1

Moderator: Nick Linardopoulos, Head, Education Unit, ATINER & Associate Teaching Professor & Public Speaking Course Coordinator, Rutgers University, USA.

1. **Ramashwar Bharuthram**, Emeritus Professor, University of the Western Cape, South Africa.
Title: A Holistic Approach to Embedding Impact Studies within an Institution, with Particular Reference to Universities in South Africa.
2. **Dominique Hammonds**, Associate Professor, Appalachian State University, USA.
Angie Cartwright, Assistant Vice Provost, University of North Texas, USA.
Title: Diversifying the Profession through Holistic Admissions Review: Considerations for Educators and Administrators in a Global Society.
3. **Janee Avent Harris**, Associate Professor, East Carolina University, USA.
Title: Higher Education and Participatory Action Research Collaborations.
4. **Loni Crumb**, Associate Professor, East Carolina University, USA.
Title: Community Learning Exchanges: A Model for International School-University-Community Collaborations.

Discussion

11:30-13:00 Session 2

Moderator: Ramashwar Bharuthram, Emeritus Professor, University of the Western Cape, South Africa.

1. **Nick Linardopoulos**, Associate Professor, Rutgers University, USA.
Title: Challenging Student Engagement in Large Lecture Courses.
2. **Sharita Bharuthram**, Associate Professor, University of the Western Cape, South Africa.
Title: Teaching Reflection in Higher Education: Some Successes and Challenges.
3. **Larisa Vujnovic**, Managing Editor, Serbian Journal of Public Health, Serbia.
Verica Jovanovic, Acting Director, Institute of Public Health of Serbia “Dr Milan Jovanovic Batut”, Serbia.
Title: The Role of Serbian Journal of Public Health in Continuing Medical Education – A Case Study.
4. **Sonal Nakar**, Lecturer, Griffith University, Australia.
Title: Investigating VET Teacher’s Experiences during and Post COVID.

Discussion

13:00-14:30 Session 3

Moderator: Ayşe Nur Kocak, Lecturer, Atlas University, Turkey.

1. **Claudine Benoit**, Professor, Catholic University of the Most Holy Conception, Chile.
Mabel Ortiz, Professor, Catholic University of the Most Holy Conception, Chile.
Title: How can Problems be Solved from a Collaborative Approach?
2. **Omar Davison**, Professor, San Sebastián University, Chile.
María Constanza Errázuriz Cruz, Associate Professor, San Sebastián University, Chile.
Andrea Cocio Seguel, Researcher, San Sebastián University, Chile.
Title: Discursive Interactions of Reading Mediation of Primary Education Teachers of Excellence in Different Disciplines.
3. **Lucía Ubilla**, Assistant Prpfessor, Catholic University of Temuco, Chile.
Title: Improving Argumentative Writing Skills by Using a Collaborative Setting.
4. **Andrea Cocio Seguel**, Researcher, San Sebastián University, Chile.
Title: First-Year English Pedagogy Students and their Interest in Teaching: How do Funds of Knowledge and Identity Contribute to Initial Teacher Training?

Discussion

14:30-15:30 Discussion + Lunch

15:30-17:00 Session 4

Moderator: Mr Konstantinos Manolidis (ATINER Administration).

1. **Paola Clara Leotta**, Associate Professor, University of Catania, Italy.
Title: The Role of English in Valuing Interculture and Plurilingualism in Higher Education.
2. **Emine Oztas**, Lecturer, Samsun University, Turkiye.
Title: Turkish Students' Perception of Blended Learning in EFL and Higher Education Context.
3. **Megi Plaku**, Lecturer, Polytechnic University of Tirana, Albania.
Title: Vocabulary Notebooks as a Noteworthy Powerful Instrument in Learning Technical Vocabulary.

Discussion

20:00-22:00

Athenian Early Evening Symposium (includes in order of appearance: continuous academic discussions, dinner, wine/water, music and dance)

Tuesday 4 July 2023

Session 5

<p>10:00-11:30 5a: <i>Special Session on “Stepping Up the Role of Learning Management Systems in a Higher Education Landscape with Ready Access to Artificial Intelligence Generative Technologies”</i> Moderator: TBA</p>	<p>07:30-10:30 Session 5b Old and New-An Educational Urban Walk</p>
<ol style="list-style-type: none"> 1. Ali Abusalem, Director, Center for Higher Education Futures (CHEF), ATINER & Course Coordinator, Kent Institute Australia & External Member of Academic Board, Elite Education Institute, Australia. Title: Stepping Up the Role of Learning Management Systems in a Higher Education Landscape with Ready Access to Artificial Intelligence Generative Technologies. 2. Lorraine Bennett, Deputy Director, Center for Higher Education Futures (CHEF), ATINER & Managing Director, Lorraine Bennett Learning and Teaching Consultancy, Australia. 	<p>The urban walk ticket is not included as part of your registration fee. It includes transportation costs and the cost to enter the Parthenon and the other monuments on the Acropolis Hill. The urban walk tour includes the broader area of Athens. Among other sites, it includes: Zappion, Syntagma Square, Temple of Olympian Zeus, Ancient Roman Agora and on Acropolis Hill: the Propylaea, the Temple of Athena Nike, the Erechtheion, and the</p>

<p>Title: Stepping Up the Role of Learning Management Systems in a Higher Education Landscape with Ready Access to Artificial Intelligence Generative Technologies.</p> <p>3. Chaoyang Lin, Alumni, National Taiwan Normal University, Taiwan. <i>Title: Analyzing AIGPT’s Influence on Higher Education from a Philosophical Perspective.</i></p>	<p>Parthenon. The program of the tour may be adjusted, if there is a need beyond our control. This is a private event organized by ATINER exclusively for the conference participants.</p>
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11:30-13:00 Session 6

Moderator: Nick Linardopoulos, Head, Education Unit, ATINER & Associate Teaching Professor & Public Speaking Course Coordinator, Rutgers University, USA.

1. **Fadi Soud Samawi**, Professor, Al-Balqa Applied University, Jordan.
Zain Tadros, Social Services and Children Car Team, Germany.
Title: Academic Burnout and its Association with Undesired Behaviors among Faculty Members at Al-Balqa applied University From Students’ Perspectives
2. **Frank Billingsley**, Associate Professor, Georgetown College, USA.
Title: Can The Theory of the Glass Escalator be Valid for Understanding the Lack of Women Leaders in European Higher Education?
3. **Tori Gross**, Assistant Professor, University of Chicago, USA.
Title: Master’s Programs in the Social Sciences: Ideas for Improvements in an Interconnected World.

Discussion

13:00-14:00 Session 7

Moderator: Krasimir Kabakciev, Independent Researcher, Bulgaria.

1. **Nicole Ann Vadino**, Associate Professor, Community College of Philadelphia, USA.
Nicholas Rux, High School Junior and Dual Admission Student at CCP-Graduating May 2023 with A.A.. in Liberal Arts, Garnet Valley High School and Community College of Philadelphia, USA.
Title: The Impact of Community College Education on High School Dual Admission Students.

Discussion

14:00-15:30 Discussion + Lunch

15:30-17:00 Session 8

Moderator: Mr Konstantinos Manolidis (ATINER Administration).

1. **Hsiao-ping Chen**, Associate Professor, Grand Valley State University, USA.
Title: Curriculum Integration: Themes, Inquiry, and Artmaking Strategies.
2. **Stefano Carlucci**, Assistant Professor, Polytechnic University of Milan & University of Bari, Italy.
Title: Augmented Writing.
3. **Tharaya Al Shabibi**, Assistant Professor, A’Sharqiyah University, Oman.
Title: The Obstacles to the Use of Qualitative Research and the Proposals to Overcome the “A Bibliometric Study”.

Discussion

17:00-18:00 Session 9

Moderator: Mr Konstantinos Manolidis (ATINER Administration).

1. **Carlos Nuñez**, PhD Student, National Autonomous University of Mexico, Mexico.

Title: The Concept of ἵστωρ (Histor) in Homer’s Iliad.

2. **Maria Rosaria D’Acierno Canonici**, Associate Professor, Parthenope University of Naples, Italy.

Title: Comics and Cartoons: Destino (Dalí and Disney) in a Middle School Curriculum.

Discussion

19:00-20:30

Ancient Athenian Dinner (includes in order of appearance: continuous academic discussions, dinner with recipes from ancient Athens, wine/water)

Wednesday 5 July 2023
An Educational Visit to Selected Islands
or
Mycenae Visit

Thursday 6 July 2023
Visiting the Oracle of Delphi

Friday 7 July 2023
Visiting the Ancient Corinth and Cape Sounio

Ali Abusalem

Director, Center for Higher Education Futures (CHEF), ATINER &
Course Coordinator, Kent Institute Australia & External Member of
Academic Board, Elite Education Institute, Australia

&

Lorraine Bennett

Deputy Director, Center for Higher Education Futures (CHEF),
ATINER & Managing Director, Lorraine Bennett Learning and Teaching
Consultancy, Australia

**Stepping Up the Role of Learning Management Systems in
a Higher Education Landscape with Ready Access to
Artificial Intelligence Generative Technologies**

The 2020-2022 world-wide pandemic resulted in the physical closure of higher education campuses globally, and a transition for several months, to remote and online learning. Responses to this shift varied across the sector. Initially, many institutions, academics and students were under-prepared for the change, but most slowly adapted to the new way of teaching and learning. One of the key determining factors for a successful online learning program was the availability of a high quality, reliable and fully functioning Learning Management System (LMS). An effective LMS became the main conduit between students and teaching staff and acted as a ‘one-stop shop’ where student could access recorded lectures, learning activities, study notes and resources, and participate in online quizzes, and discussion groups and chat rooms with their peers. With the recent massive release of AI generative technologies, which have the capacity to produce in a matter of seconds quality text, visual, coding, and musical content, in response to a prompt or question, the higher education sector is about to experience another major change. The abundant availability of content and knowledge will mean that learning will need to shift from regurgitation of facts and rote learning to a greater emphasis on higher order learning skills such as critical evaluation, analysis, problem solving, clear thinking and evidence-based decision making. The proposition presented in this presentation is that the role of the LMS will need to play an even greater part in facilitating the learning process and managing the academic integrity implications of AI created content. The presentation will outline the features required in an effective, student-centred LMS to enable AI generative technologies to be embraced and to enhance learning whilst ensuring that the guardrails are in place to minimise the risks to academic standards.

Tharaya Al Shabibi

Assistant Professor, A'Sharqiyah University, Oman

&

Amira Al Shabibi

Head, Research Unit, Ministry of Education, Oman

The Obstacles to the Use of Qualitative Research and the Proposals to Overcome the "A Bibliometric Study"

This study aimed to investigate the obstacles to the use of qualitative research in the light of the previous studies and the proposals to overcome them. (16) scientific studies were analyzed and evaluated critically, within a ten-year period from (2011-2021). The study found many obstacles to the use of qualitative research, which the study classified into five axes: the obstacles related to the administrative aspect, the obstacles related to the university professor, the obstacles related to graduate students, the obstacles related to the academic courses, and the obstacles related to the nature of qualitative research itself. The study also reached several proposals to overcome the obstacles to the use of qualitative research, the most prominent of which are the following: spreading the culture of the qualitative curriculum, adoption of qualitative research ideas by faculty members and assigning students to this type of research. Including postgraduate programs with qualitative research courses.

Janeé Avent Harris

Associate Professor, East Carolina University, USA

Higher Education and Participatory Action Research Collaborations

Higher education institutions are often equipped with social, educational, and human capital to be agents of change in their local and global communities. However, some of the cultural norms and expectations within these systems implicitly and explicitly make it difficult for faculty and researchers to engage in immersive research practices with community members that would produce transformational outcomes.

The presenters in the current session would use a collaboration with Black churches and a higher education program to illustrate how community participatory action research is an avenue to create change and connect universities and communities. Black communities within the United States are often living with the consequences of long-standing system oppression and marginalization. Despite the many challenges Black Americans face they have survived and found ways to thrive. One of the great sources of resilience and support for the Black Community has been the Black Church. Historically, the Black Church has served as the cornerstone of Black Communities with its influence and role extending beyond spiritual guidance to financial support, moral support, and establishing kinship bonds within the community. As such, higher education faculty and researchers are encouraged to collaborate with local Black Churches on initiatives that promote the health and well-being of the communities they both serve. The links between the Black Community, the Black Church, and academics may assist with leveraging community resources and promoting holistic care while addressing stigmatization of mental health within local communities. During this workshop, the presenters will utilize Participatory Action Research as a framework to provide resources and strategies on how community partners, stakeholders, and academics can work *with* local communities to produce research and outcomes that will inform change from a strengths-based approach.

Claudine Benoit

Professor, Catholic University of the Most Holy Conception, Chile
&

Mabel Ortiz

Professor, Catholic University of the Most Holy Conception, Chile

Oral Presentation Preparation: How can Problems be Solved from a Collaborative Approach?

Oral presentation as a pedagogical and evaluative strategy represents an important indicator of student learning achievement. However, when its preparation is carried out collaboratively, some difficulties related to planning, the fulfillment of roles, the organization of the tasks and time management may arise. The objective of this presentation is to share with the audience the way in which difficulties are solved during the preparation and implementation of an oral presentation from a collaborative approach. The participants were 30 pre-service teachers from a Chilean university. The process lasted three academic weeks and it was consistent with a previous research conducted to analyze five cognitive-linguistic skills. Then, and in order to identify students' perceptions about collaborative work, an individual questionnaire was used. The results show difficulties in organizing time and tasks, agreeing on points of view, selecting relevant topics in the introduction and conclusion, and prioritizing fundamental aspects of group reflections. On the other hand, the strategies used to remedy such difficulties were: identification of the problem, awareness of the difficulties, new analysis of the problem, group feedback, use of technological tools, permanent dialogue and effective communication.

Ramashwar Bharuthram

Emeritus Professor, University of the Western Cape, South Africa

A Holistic Approach to Embedding Impact Studies within an Institution, with Particular Reference to Universities in South Africa

The performance of a university within the framework of the Times Higher Education University Impact Rankings is determined by what one may refer to as external parameters, namely, the social impact of an institution's programmes and projects within the society in which it is located and, often, that which it has been established to serve. In this regard, within the South African Higher Education System (SAHES), the academic enterprise of a university is periodically subjected to a quality assurance audit by the national Council on Higher Education, under the auspices of the Department of Higher Education and Training (DHET). The importance of independent external quality assurance of an institution's academic project as well as its societal impact cannot be overemphasised. However, should the set of such external parameters be the only determining factor in assessing the impact of a university's performance? Within SAEHES, the overall income of a university is made up of i) an annual government subsidy, ii) income from student registration and tuition fees, and iii) third-stream income which includes donations, bequeaths, grants from philanthropic organisations and national and international grant making agencies, as well as income from institution-generated intellectual property initiatives such as spin-off companies. Given the resources invested in an institution's academic project in the form of infrastructure development, provision of human capital, and operational and running costs, accountably in the use of such received funds becomes a necessity. It is here argued the overall impact of an institution is determined by both external parameters and a set of internal parameters which measure the effectiveness and efficiency of a university's management and operational policies and processes towards optimal accountability in the use of its resources.

Sharita Bharuthram

Emeritus Professor, University of the Western Cape, South Africa

Teaching Reflection in Higher Education: Some Successes and Challenges

Reflection is considered an essential component for effective learning and is also considered a life-long learning strategy. Reflection does not lie outside learning nor is it independent of learning. Instead, it is a part of learning that transcends merely pausing to think about experiences, events and practices to involving continuous thought in analysis, links to new knowledge base, and being able to learn or build new knowledge. Higher education can play an important role in fostering and developing a reflective practice which could ultimately lead to criticality and critical citizenry which are important goals of higher education. Given the importance of reflection, in this paper I discuss the process of teaching reflection in a higher education context as well as students’ and tutors’ responses to the lessons. This research adopted a qualitative research design. The findings reveal that while most students understand what reflection means they are however not able to translate this understanding to practice. Additionally, students do not view reflection as a learning strategy but as something that should be done only on request. It was noted that language proficiency may play a role in students’ ability to reflect adequately. Nonetheless, a reflective practice can be inculcated in students which may then foster the development of criticality; however, the methods used to facilitate this process are crucial. While some of the findings may be attributed to shortcomings in the course, it is argued that for greater effectiveness and for reflection to be viewed as an important practice in developing criticality as well as a life-long learning practice, the teaching of reflection should be embedded throughout the student’s degree programme, in meaningful and productive ways.

Fank Billingsley

Associate Professor, Georgetown College, USA

Can the Theory of the Glass Escalator be Valid for Understanding the Lack of Women Leaders in European Higher Education?

This paper will evaluate the gender imbalance in European higher education. Women are underrepresented in leadership positions, and many face barriers such as unconscious bias, lack of access to networking opportunities, and work-life balance issues. However, with the strides that some institutions are taking, it is perhaps taking women slower, but with continued support, women can start making their way in the process.

There is a theory that could better explain why this phenomenon is occurring—the theory of the glass escalator. Williams (2013) coined the theory of the glass escalator to explain how women are still overlooked for administrative roles in predominate female careers. The research suggests that the glass escalator phenomenon is still prevalent. Studies have shown that men in female-dominated professions, such as nursing and teaching, are likelier to be promoted to leadership positions and earn higher salaries than women in the same fields.

Women's representation in leadership roles in European higher education has improved in recent years but is still significantly lower than males. Even though women now outnumber men in higher education, they continue to be underrepresented in leadership positions. According to a report by the European Commission (2021), women make up only 21% of university rectors, 29% of vice-rectors, and 45% of heads of departments in Europe. The report also found that women are likelier to hold leadership positions in smaller universities and the humanities and social sciences fields. In comparison, men are likelier to hold leadership positions in more prominent universities, natural sciences, and engineering fields. Several initiatives have been launched across Europe to address this gender imbalance in higher education leadership.

This preliminary research will qualitatively study women leaders in European higher education institutions by correlating the theory of the glass escalator. The research will utilize secondary data from the European Commission from 2021. The goal will be to evaluate and promote gender balance and assess how institutions can take steps, such as increasing the representation of women in leadership roles, addressing the gender pay gap, creating leadership development

programs, fostering a culture of inclusivity, supporting networking opportunities, and increasing the visibility of women leaders. By taking these steps, institutions will be better able to promote diversity, equity, and inclusion in higher education leadership and create a more equitable and just academic environment.

Stefano Carlucci

Assistant Professor, Polytechnic University of Milan & University of
Bari, Italy

Augmented Writing

"I haven't written a word in a year,
nothing I haven't thrown away!
Do you know what that's like?
When it's just you and a sheet of paper?
When you can't think of a single thing worth saying,
a single character that people could believe in,
a single story that hasn't been
told a thousand times before?"
Gaiman, 1991, p. 4.

After the smashing success of his first work, a young novelist has to face what is perhaps the worst enemy for every writer: the blank page syndrome

The desperate novelist spends months in contemplating the white sheets that lie motionless on his typewriter, when suddenly a possible solution to his problems emerges.

An unexpected help could give him "new ink" to his pen: by a lucky chance he could seize Calliope, the Muse that chaired Eloquence and Epic Poetry.

Through a kind of barter/bargain with a senior colleague, the former "owner" of Calliope, the Muse changes hands and becomes his inexhaustible source of inspiration.

Like magic the lack of ideas becomes a faded memory and creative drought gives way to a compositional abundance never seen before, the road to success is transformed into a triumphal march and numerous best sellers one after the other.

Starting from the above topics, contained in one of the 75 episodes the graphic novel *The Sandman* is composed by, the following work aims to analyze the main factors that contribute to influence inspiration to write, with a particular attention towards the huge potentials and the problems arising from the impact of the new technologies, the "Augmented Reality" for example, on the creative process.

All the pictures in my head. I had to get them down, but I didn't have any paper, or ink. So I used the wall. And my fingertips. It's her revenge, you see. Or his revenge. I said I needed, the ideas...but they're coming so fast, swamping me, overwhelming me... You have to make them stop. Ivi, p. 19.

Hsiao-ping Chen

Associate Professor, Grand Valley State University, USA

**Curriculum Integration:
Themes, Inquiry, and Artmaking Strategies**

This article uses an interdisciplinary approach to examine the various ways in which educators integrate the arts into other subject areas. The discussion includes examples of themes drawn from real-life events using contemporary art as an illustration to convey the importance of integrating connections to students’ lives when studying art. The sample classroom projects demonstrate how teachers can develop comprehensive projects and lessons for and with students while allowing them to engage in the art of self-expression to explore social meaning, such as community, identity, and context from real-life experiences.

Andrea Cocio Seguel

Researcher, San Sebastián University, Chile

First-Year English Pedagogy Students and their Interest in Teaching: How do Funds of Knowledge and Identity Contribute to Initial Teacher Training?

In Chile, having high-quality teachers is a fundamental challenge since evidence has shown that, at the school level, it is the most important predictor of student performance. The 2015 PISA Report shows that the most efficient educational systems emphasize a comprehensive teaching policy that focuses on attracting talented, excellent, egalitarian, and inclusive men and women to the teaching profession (OECD, 2018). Those recommendations and criteria have been incorporated in Chile to promote the interest and admission of the best candidates to pedagogy careers in the country. Although these recommendations establish new requirements incorporated through Law 20,903, few qualitative studies consider funds of knowledge and identity as opportunities for teacher training within the framework of the development of teaching skills and identity of teachers. In this way, and under the theoretical model of the Funds of Knowledge and Identity (Esteban-Guitart & Moll, 2014), we propose identifying and surveying the discursive repertoires of first-year English pedagogy students in their personal and professional development as future teachers. The study corresponds to qualitative descriptive research, which approximates a content analysis based on constructing codes and categories from analyzing the corpus of autobiographical narratives of first-year English pedagogy students. Concerning the analysis procedure, we carry out an initial, a central, and a final coding and calibration of the analysis of all the team members. The participants were 40 pre-service teachers of the English pedagogy program from La Araucanía region, in Chile. The Araucanía region has the highest poverty rates in the country, where rurality, poverty and Mapuche communities are combined, who -in some cases- continue to be excluded. The results reveal that the Funds of Knowledge and Identity approach allows recognizing the spaces, contexts, cultural knowledge and constructs that the students have of their own identity and positioning as future English teachers.

Loni Crumb

Associate Professor, East Carolina University, USA

Community Learning Exchanges: A Model for International School-University-Community Collaborations

Globally, educational systems and communities are facing various issues that impact the holistic wellbeing of residents ranging from the need to increase access to educational resources to food and house insecurities. Cities, towns, and villages across the globe share some similarities with important contextual parameters found in each place. For example, poverty influences how parents, teachers, and families support and engage in schooling and international education. Family-school-community initiatives situated in an integrated approach in conjunction with social justice advocacy promotes economic advancement as well educational, mental, and physical wellbeing. Moreover, students who have increased global literacy are able to transfer knowledge that promotes holistic wellbeing across diverse contexts. Educators worldwide must grasp the opportunity to help create intercultural communities in which there is understanding and respect for diverse cultures.

This presentation/paper will discuss the outcomes of an inclusive study abroad experiences that incorporated Community Learning Exchanges to explore the educational context of children and families in a host country and the strategies that have been implemented to address educational challenges that are shared by communities across the globe. The purpose of a Community Learning Exchange is to offer a collaborative, community-based, intergenerational exchanges of ideas, events, and strategies to sustain a positive school environments, safety, and community change. The session presenter will cover the characteristics and concerns related to designing cultural immersion experiences in higher education settings and the impact of utilizing integrated, culturally-responsive strategies that will prepare college students with the opportunity to explore issues within a global context and encourage greater understanding of the depth of complexity presented by the concerns. The session will highlight shared learning and innovation and collaborative strategies to address these issues on the local and global platform. Session presenter will discuss how to establish partnerships with local schools and community agencies in host countries, and with university educators, and international organizations that will provide students participating in the international education endeavors with tours of local schools, and

discussions with families, school and university administrators and teachers.

Maria Rosaria D'Acierno Canonici

Associate Professor, Parthenope University of Naples, Italy

Comics and Cartoons: *Destino* (Dalí and Disney) in a Middle School Curriculum

Comics do not belong to low literature any longer. They are becoming a crucial feature in the school curricula. Comics stimulate three important aspects of cognition: 1) drawing and coloring, 2) reading, and 3) writing; thus, linking art and language. In a middle school with a musical direction a short film (*Destino* by Dalí and Disney-6 minutes) has been used within an interdisciplinary content, but mostly to alleviate the hard study of mathematics and geometry. Very often these subjects are thought as separate from the others, and totally far from our lives. The video *Destino*, enriched with music, dance and rhythm, with images of buildings and arcs, with sculptures, long corridors and holes, surrealistic landscapes (desert), metaphorical objects (shell, bikes, big eyes,), shades and lights, Corinthian capitals, with a clock always controlling everything, offers a good opportunity in a classroom environment to focus on the importance of numbers, geometrical shapes and perspective. *Destino* has been used in a class of children (aged 13) to be discussed and analyzed in a form of an oral and written task. The video has only images and music, a song in English whose words summarize the content of the story. When showed, it was a really success and all the children were stimulated to interpret the feelings of the characters from a variety of items: 1) the music and the words of the song (Armando Dominguez) in English, introduced English as a foreign language; 2) the many sculptures and drawings by Salvador Dalí, showed pieces of art; 3) the body movements of the characters focused on Kinesics; 4) the many metaphors emphasized the inner sides of the story; 5) the time marked by a clock of different shapes, and the limited or infinite space (holes or the desert), stressed the importance of numbers, as also 6) the rhythm of music (Pythagoras' theory), and finally 7) the sublime perspective which, from time to time, highlights one element over the other created a surrealistic perspective of lines in a surrealistic landscape. The main aim of *Destino* was to link mathematics and geometry to astronomy, and to music by focusing on a unitary view of human existence and the world. *Destino* was the only short film used during the school year to focus on perspective and mathematics, while other comics had been used mostly to increase reading and writing. The pedagogical conclusion of this short film was that mathematics is the most important subject in the school curricula.

The point is to associate mathematics to our daily life; to all the arts, from music to drawing, to painting, to games, to everything. Everything in our life is controlled by numbers and motion, by a balance between numbers and lines/perspectives; thus, focusing on time and space. Under this side, mathematics helps us to construct our world both scientifically and empirically. For this reason, it is linked to art. Music, painting, and, of course, architecture give color to our life. From the artistic point of view, painters of all ages have used perspective in their works either axonometric or isometric (Fra Carnevale, Brunelleschi, Veneziano, Masaccio, Hogarth, Escher, Roger Brown, Picasso). As we can see in the film music and pictures combine and perspective plays an important role.

Omar Davison

Professor, San Sebastián University, Chile

María Constanza Errázuriz Cruz

Associate Professor, San Sebastián University, Chile

&

Andrea Cocio Seguel

Researcher, San Sebastián University, Chile

Discursive Interactions of Reading Mediation of Primary Education Teachers of Excellence in Different Disciplines

Based on the available evidence, reading mediation interactions in Chile are predominantly reproductive; they present a limited cognitive challenge and a mastery teaching discourse. Even though there is consensus about the relevance of dialogue in developing deep learning and mediating reading processes, most teachers present general conceptions about reading according to the content area literacy approach. The research aimed to describe the discursive interactions of reading mediation in pedagogical practices in different subjects among qualified primary education teachers. Regarding the methodology, the design was a descriptive and qualitative multiple-case study. The participants were 9 teachers from 6 public schools in La Araucanía, Chile, the region with the lowest economic indices in the country. We videotaped and analyzed 27 of their classes according to their cycles and types of interactions: dialogic, IRF (Initiation-Response-Feedback) or IRE (Initiation-Response-Evaluation). Concerning the analysis procedure, we carry out an initial, a central, and a final coding and calibration of the analysis of all the team members. The results showed that although there is a predominance of IRE cycles, the interactions are significantly more dialogic than previous evidence, so progress towards constructing more dialogic discursive patterns is noticeable. Lastly, the generalist approach to reading continues to predominate and interactions between students is scarce. Some educational recommendations for teaching practices are presented.

Tori Gross

Assistant Professor, University of Chicago, USA

Master’s Programs in the Social Sciences: Ideas for Improvements in an Interconnected World

Awards of master’s degrees from American institutions have grown dramatically over the course of the past two decades. According to the US Census Bureau, between 2000 and 2019, the number of adults living in the US aged 25 and over whose highest degree was a master’s doubled to 21 million ([census.gov](https://www.census.gov)). This sea change has led to references to the master’s degree as the “new undergraduate degree” in both higher education circles and in popular parlance. The causes of this shift are manifold. With more individuals receiving undergraduate degrees than ever before, graduates distinguish themselves with further education. Recent journalism, especially a piece published by the Wall Street Journal in 2021, has publicized another causal factor that is well known within higher education administration ([Korn and Fuller 2021](#)). Master’s programs are highly profitable for postsecondary institutions, generating much needed tuition revenue in the wake of decades of widespread government funding cuts. Profitability has been especially sharp since Congress created Grad Plus in 2005, a no-limit graduate loans program with interest rates close to 8%. For graduates with master’s degrees, this has meant debt burdens close to 60% higher than individuals holding just undergraduate degrees, amounting to a national average of \$75,100 of per capita debt as of 2016 ([NCES 2018](#)). Not surprisingly, these economic realities have generated debate and some vociferous criticism of master’s programs and the institutions that profit from them ([Tsongas 2023](#)).

Focusing on the social sciences, this paper will engage debates surrounding master’s programs based in the US and reflect upon the responsibilities of such programs to their students. It will offer insights grounded in macro-level government statistics and internal demographic, placement, and outcome data of a 300-student master’s program at an American University with R1 status. Interview and ethnographic data collected on the ground at that University will also shape the paper’s claims about how we might develop master’s programs that create opportunities, especially for historically underrepresented populations. Students served by US-based master’s programs are increasingly diverse. According to Kristin Blagg of the Urban Institute, the share of master’s students from low-income backgrounds has increased within the past two decades, as has the

share of minority students. The percentage of Black and Hispanic students enrolled in master’s programs nearly doubled in 20 years, from 14% in 1996 to 25% 2016. The growth in international student enrollment has been even sharper, rising from 4% in 1996 to 13% in 2016 ([Blagg 2018](#)). While drawing on research from the American context, this paper thus has global implications. It will address the following questions:

What are the long-term outcomes of students who attain master’s degrees?

In addition to socioeconomic mobility, what valuable experiences can master’s programs in the social sciences offer diverse students?

How can graduate degrees in the social sciences become more globally oriented to prepare students for the realities of our interconnected world?

In the spirit of Athenian education, how can master’s programs prepare students to be well rounded critical thinkers prepared for global citizenship and leadership?

Dominique Hammonds

Associate Professor, Appalachian State University, USA

&

Angie Cartwright

Assistant Vice Provost, University of North Texas, USA

Diversifying the Profession through Holistic Admissions Review: Considerations for Educators and Administrators in a Global Society

Admissions practices have been recognized as a crucial gateway into higher education and the professional world, thus warranting careful consideration for how candidates are vetted, interviewed, and selected (Garner et al., 2020). Traditionally, these practices have given a great deal of weight to undergraduate GPA and written candidate statements (Swank & Smith-Adcock, 2013). Scholars have problematized the impact that these procedures and policies can have on restricting students considered for admission, perpetuating inequities that primarily impact students of color, first generation college students, international students, and other marginalized groups within the admissions process (Hipolito-Delgado et al., 2017; Lopez-Perry et al., 2021). Scholars have proposed alternative admissions criteria including considering dispositions and personal characteristics (Garner et al., 2020; Swank & Smith-Adcock, 2013) along with discipline-related professional experiences (Hipolito-Delgado et al., 2017) and personal experiences (Hipolito-Delgado et al., 2017). Holistic review gives balanced consideration to candidate experiences, attributes, and academic metrics when making admissions decisions (Addams et al., 2010). It is incumbent on educators and administrators to critically evaluate their programmatic admissions procedures as to (a) encourage the broadening of evaluation criteria, as to value a wide variety of personal, intellectual, cultural, and social capital; (b) reconceptualize current admissions practices to better account for what makes a candidate a successful future professional rather than a successful student; and (c) advocate for the use of Holistic Admissions Review (HAR) to increase diversity in their respective fields. Critical consideration of admissions practices through an equity lens continues to be explored in the literature. This presentation/paper will identify barriers imposed by traditional admissions practices, describe holistic admissions review processes and concepts relevant to clinical disciplines such as counseling, psychology, and social work than can be generalized to other professions, and facilitate reflection/discussion on

the roles of educator, administrator, and student advocate in incorporating holistic admissions review concepts within their spheres of influence.

Paola Clara Leotta

Associate Professor, University of Catania, Italy

The Role of English in Valuing Interculture and Plurilingualism in Higher Education

Italian university has for some time been undergoing dramatic transformative processes centred on internationalization, marketization, competition and standardization (Gürüz 2008; Borghans, Cörvers and National Bureau of Economic Research 2009; Hazelkorn 2011). In non-English dominant contexts, such as Italy, this tends to equate with “Englishization”, i.e., an increased use of English (Piller and Cho 2013; Saarinen and Nikula 2012; Phillipson 2009). Englishization affects all or most communicative activities associated with universities: research dissemination, preparation of funding bids, teaching and supervision, internal and external communication (Lillis and Curry 2010; Haberland, Lønsmann, and Preisler 2013; Grenall 2012; Llorca, Cots and Armengol 2014; Ljosland 2014).

This research focuses specifically on the issues, tensions and debates surrounding the use of English as a medium of instruction, or, as we shall also refer to it, EMI. In the context of higher education, scholars have explored EMI under different labels and with different objectives, such as Content and Language Integrated Learning (CLIL) (Wilkinson and Zeger 2007; Smit and Dafouz 2012; Dalton-Putter 2011) or English as a Lingua Franca in Academia (ELFA) (Mauranen 2014; Jenkins 2014; Seidlhofer 2011).

The purpose of this paper is to give an account of the status of English as a medium of instruction in various regions of Italy which are at different stages of EMI implementation (Brenn-White and Faethe 2013), as well as to promote multilingualism and cultural diversity as permanent experiences aimed at fostering the growth of society.

This can lead to an increase in the inclusion and quality of participation in university life by foreign students, as well as to the reduction of the gap between non-Italian University students and Italian speakers.

Chaoyang Lin

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Analyzing AIGPT's Influence on Higher Education from a Philosophical Perspective

With the development of science and technology, AIGPT has been widely used in various fields. AIGPT can complete the work more quickly and write good answers and reports. In the stage of higher education, how higher education educators view AIGPT affects whether higher education educators incorporate AIGPT into teaching aids and affects how higher education educators evaluate students' assignments written with AIGPT. AIGPT can provide guidance and feedback on a wide range of topics and can also generate high-quality answers to test questions or entire essays, making it difficult for educators to distinguish between student work and work generated by the AIGPT model. These aspects may create pressure on higher education educators. However, AIGPT cannot compare with humans in critical thinking, creativity and problem solving, and reminds higher education educators that there is still much room for development and the attendant responsibilities. Philosophy focuses on systematically and critically examining the way one judges, evaluates, and acts, to make people more intelligent, self-reflective, and a better person. At the time of the rise of AIGPT, evaluating the impact of AIGPT on higher education from a philosophical perspective can more clearly analyze whether the impact of AIGPT on higher education is reasonable, and prompt higher education educators to correctly deal with the impact of AIGPT on higher education. From a philosophical perspective, making good use of objective evidence to think systematically and critically is an important feature of human beings. AIGPT can use big data to analyze and provide better answers. For learners, it just has the answers derived from big data are that the learners' own critical thinking ability, creativity and problem-solving ability have not been exercised, so higher education educators should pay more attention to whether students really have critical thinking ability, creativity and problem-solving ability can be augmented with formative assessments and practice.

Nick Linardopoulos

Associate Professor, Rutgers University, USA

Challenging Student Engagement in Large Lecture Courses

This presentation will report on the results of a pilot project intended to increase student engagement in a large lecture communication course through the strategic integration of small group activities. The presentation will include an overview of the small group activities, the assessment process, expected and actual outcomes as well as the challenges of administering those activities in a large lecture course offered in different delivery modes (including workload implications). The most recent results associated with this project show that despite the established beliefs that small group activities in large courses 'do not work', they do have the potential to be extremely valuable in terms of meeting the established learning outcomes, if purposefully planned out and integrated in the course.

Sonal Nakar

Lecturer, Griffith University, Australia

Investigating VET Teacher's Experiences During and Post COVID

VET teachers are key stakeholders in share responsibility for ensuring students (international as domestic) gain quality learning experiences and positive outcomes. However, their experiences are generally not well understood. Moreover, COVID has increased pressure on teachers and VET institutes in general to ensure graduates (beginning and career changers) are job ready for diverse contexts. Therefore, this research after conducting analysis of existing literature of teacher experiences globally investigated particular challenges that VET teachers experienced during and post COVID in Australia. In doing so it aims to provide a nuanced understanding of the teacher preparation in new norms post COVID. Through investigating what factors may impede or support teacher learning and development in meeting new demands, this research will strengthen their existing knowledge and understanding of VET teacher experiences during and post COVID while simultaneously identifying need for further research.

Carlos Nuñez

PhD Student, National Autonomous University of Mexico, Mexico

The Concept of ἵστορ (Hístor) in Homer's Iliad

The objective of this investigation is to characterize the concept of ἵστορ (*hístor*) in Homer's *Iliad* and to give account of the epistemic fundament in Western history, particularly in Ancient Greece; our intention is to take History closer to Science and away from ideology. The methodology that we're going to use is semiotics. Our hypothesis is that Homer was crucial for the transition from the mythical to the logical thought, among other things, because he made a semiotic progression from the oral to graphic sign by the very fact of write the *Iliad*; he also delivered, thru his epic poem, a new epistemic fundament of reality that gave the possibility to the appearance of new kinds of thought that fit in the logical thought, such as historical, philosophical or political thought. To show that, we analyze two Chant from the *Iliad*, the XVIII and the XXIII, where the word ἵστορ is used. And we propose that the new epistemic fundament of reality involves the fact as action or event, space, time, and the participant of the discourse; everyone has access to it, and no longer only few people who were inspired by deities.

Emine Oztas

Lecturer, Samsun University, Türkiye

Turkish Students’ Perception of Blended Learning in EFL and Higher Education Context

Technology has been incorporated into the classroom setting and has brought about a quick reform in educational field, particularly at university level. One of these developments in higher education’s methods of instruction is blended learning (BL). Within this paradigm, this study aimed to investigate how students perceived blended learning in the context of higher education and English as a Foreign Language (EFL). It also tried to explore the views of the students about the use and content of BL components, traditional face-to-face learning and online learning platform. Additionally, it attempted to acquire the students’ perspectives on the BL activities, and the benefits and drawbacks of BL for learning English. In parallel with these objectives, a 5-point Likert scale and eight open-ended interview questions were used in this mixed-method study to collect data. In this research, 160 Turkish university students at the beginner level of EFL participated in an online questionnaire and interview. The data from the questionnaire and the interview were analyzed using SPSS software and Content Analysis, respectively. The quantitative and qualitative findings of the study indicated that students’ perception of BL were mostly neutral regarding the use and content of online learning platform, the practice and content of traditional face-to-face learning method, the evaluation of BL activities and tasks, and the benefits and drawbacks of BL. Although students partially agreed with the usage of BL method, they still preferred traditional face-to-face learning to online learning via learning management systems (LMSs) in a blended learning setting.

Megi Plaku

Lecturer, Polytechnic University of Tirana, Albania

Vocabulary Notebooks as a Noteworthy Powerful Instrument in Learning Technical Vocabulary

This research paper attempts to investigate the organization and the effectiveness of vocabulary notebooks by distinguishing several benefits the implementation of this technique brings in the acquisition of technical terminology through an ESP course. When tackling with language learning, it is needless to emphasize the noteworthiness and the importance of the vocabulary in this process. Appertaining to technical terminology, this plays entirely pertinent. Various studies have concluded that vocabulary notebooks (henceforth VN) are efficient in exposing different learners' strategies within this single strategy, which led us to conduct research on VN.

The data of this research were obtained mainly by applying the observational research technique, a vocabulary oral exam and a comprehensive questionnaire on the effectiveness of the Vocabulary Notebook. Students of Mechanical Engineering, Textile Engineering and Hydrotechnical Engineering at Polytechnic University of Tirana were selected in order to obtain the data. The observation is partly overt and partly covert. Students of Mechanical Engineering and Textile Engineering (75 students) are the treatment group wherein the Mechanical Engineering students are an overt group and the Textile Engineering students serve as the covert observational group while on the other hand the Hydrotechnical Engineering (45 students) students are the control group. The data were obtained during and at the end of the semester.

Throughout the observation all along the 1st semester, it was perceived that most of the students organized their VN by utilizing mainly Microsoft Word Document downloaded on their Smart Phones, while the rest used the traditional paper notebook to organize their technical VN. The organization of the VN reflected the strategies each of the students use implemented to learn technical terminology. At the end, students were tested on their acquired terminology through an oral exam and then a questionnaire was handed to them. The students of the overt group making use of digitalized form of a Notebook resulted to have acquired most of the technical vocabulary. In the main, the overt group outperformed the covert group on the acquisition of the technical vocabulary, while the control group score on the oral exam was significantly below, compared to the all-inclusive treatment group.

Students’ questionnaire revealed that overall students had a positive approach on this strategy and they embraced the autonomy acquired throughout the semester by implementing this strategy.

Other than the effectiveness on vocabulary acquisition, which was on higher levels, this strategy proved itself once again to be an enhancer and promoter of learner autonomy.

Fadi Soud Samawi

Professor of Educational Psychology, Al-Balqa Applied University,
Jordan

Zain Tadros

Social Service and Children Care Team, Germany

Academic Burnout and its Association with Undesired Behaviors among Faculty Members at Al-Balqa applied University from Students’ Perspectives

The present study aims at identifying the association between university students’ academic burnout and undesired behaviors among faculty members at Al-Balqa Applied University from students’ perspectives. A cross-sectional design was used in this study. To collect data, convenience sampling was used to collect data from the study sample. The sample size consisted of 350 undergraduate students from different academic majors at Al-Balqa Applied University. The research instruments included the Maslach Burnout Inventory (MBI), which consists of 22 statements distributed over 3 domains: “emotional exhaustion, depersonalization, and low personal accomplishment”, in addition to the scale of the unwanted behavior developed by Magableh and Abu Ghazal (2013) that covers the following domains: “teaching method, personal characteristics of faculty members, relationship with faculty members, faculty members' efficiency, classroom management and organization, motivational stimulation, and evaluation”. Data were analyzed using the Statistical Package of Social Sciences (SPSS) (v. 26, IBM Corp. New York City, USA). Descriptive statistics and parametric tests were used to analyze the gathered data. The results of the study showed that there is a significant statistical association between faculty members' undesired behaviors and students' academic burnout ($r=0.361$). The study concluded that faculty members' undesired behaviors should be addressed to alleviate their impact on student's academic and psychological status. The study recommended conducting further awareness campaigns about coping strategies to alleviate the levels of emotional exhaustion, depersonalization, and low personal accomplishment.

Lucía Ubilla

Assistant Professor, Catholic University of Temuco, Chile

Improving Argumentative Writing Skills by Using a Collaborative Setting

Writing is one of the most complex and challenging skills to develop among EFL students because of the time involved during the process and its recursive nature. This research aimed to measure the effect of collaborative writing on the performance of students of English for writing argumentative texts in English as L2 using an online collaborative writing tool in a b-Learning environment and compare these results with those of a control group working individually. The research also included the development of a didactic sequence which included principles related to collaborative writing, task-based approach, integrated skills, and blended learning. In terms of collaborative writing, it includes aspects such as role division, goals definition, quality of the interaction, self-assessment and the basics of the writing process (planning, translating, and reviewing). The research was a quasi-experimental study involving a pre-test, an immediate post-test, and two delayed post-tests for both groups in a mixed model for repeated measures. Results allow for hypothesis validation, namely, that b-Learning collaborative writing supported by technological tools improves, facilitates and encourages student gains in writing in English as L2 in an instructional environment for academic purposes. It was concluded that there is evidence of a positive effect of collaborative writing of texts argumentative arguments in technology-mediated English since writers can consult their peers for their explicit knowledge and then make decisions more dialogued concerning the text being constructed. Furthermore, this is an effective way of creating new knowledge mainly because collaboration involves obtaining knowledge from various sources. Finally, the collaborative writing work modality allows learners of an L2 gradually develop the skills necessary to write coherent texts in an individual, self-regulated and autonomous, which is consistent with research findings in previous studies.

Nicole Ann Vadino

Associate Professor, Community College of Philadelphia, USA

&

Nicholas Rux

High School Junior and Dual Admission Student at CCP-Graduating
May 2023 with A.A. in Liberal Arts, Garnet Valley High School and
Community College of Philadelphia, USA

The Impact of Community College Education on High School Dual Admission Students

The role of the community college has evolved, and now more high school students are becoming dual admission students who will take college credits during their high school to get an associate degree by the time they graduate high school. The pandemic has created a huge influx of high school students who seek out this path to their academic goals. In this presentation, we will be discussing from both the faculty and student perspective, as well as including interviews of a variety of CCP dual admission students. Nicholas, being a current junior in high school and recent graduate from the Community College of Philadelphia, will discuss his educational pathway and how this opportunity has impacted his life and world view. From a faculty perspective, Nicole will discuss the changes over the past 20 years at the college and how this opportunity is making education not only more affordable but also more impactful.

Larisa Vujnovic

Managing Editor, Serbian Journal of Public Health, Serbia

&

Verica Jovanovic

Acting Director, Institute of Public Health of Serbia "Dr Milan
Jovanovic Batut", Serbia

The Role of Serbian Journal of Public Health in Continuing Medical Education – A Case Study

Medicine is a field where continuing education through entire working life is not only essential, but also a legal requirement. Public health, at the crossroad of social and medical science, requires immediate transfer from science into knowledge applied in practice. This was particularly clear during the COVID-19 pandemic, where swift reaction to changes in epidemiological situation was needed and new scientific findings were applied within months. In public health, practice informs science and in turn scientific findings are returned into practice through guidelines (transfer to policy) but also through education – via direct link with universities and continuing medical education. It is thus beneficial and even crucial to strengthen the connection of research institutions both with academia and the practitioners to enable the transfer of knowledge and to strengthen the research and educational capacities.

In this case study we present the example of Serbian Journal of Public Health (SerbJPH) issued quarterly by the Institute of Public Health of Serbia. In addition to Institute's roles in bringing official guidelines for practitioners, routine monitoring and state statistics, policy advice to the regulator, scientific research and excellence and scientific development of human resources, the Institute is a major publisher on public health in the country aspiring for international outreach in publishing.

SerbJPH is an open access journal, published bilingually in Serbian and in English, in digital form and in print. This makes it an easily accessible educational material to practitioners who often do not have subscriptions to paywall journals and update their knowledge in their native language. Of 42 recently active journals related to medical science indexed in Serbian Citation Index, 57% are published in English, 19% in Serbian and 24% bilingually. Since the beginning of the COVID-19 pandemic, 3 of these journals have reduced their frequency while publishing of 8 journals was interrupted. During that period, SerbJPH was renewed after a 13-year break in publishing, recognising

the need for accessible educational material in a crisis, publishing 18% articles related to COVID, while not neglecting other key public health topics in Serbia, such as cancer, reproductive health, water and sanitation, universal health coverage etc. Once a year a thematic issue is dedicated to a pressing topic. Journal's policy on citing most recent references makes it a continuing education resource for practitioners giving them a digest of most up to date knowledge from global scientific literature. Additionally, SerbJPH serves as a literature source for students conducting a part of their professional training at the Institute, e.g. students of Faculty of Pharmacy and Higher Medical School.

Simultaneously, SerbJPH enhances the role of the Institute's researchers in education by raising awareness of such need as well as providing an accessible platform for knowledge sharing. The Journal increasingly advocates for practitioners to join as authors with 14% of papers thus far authored by practitioners not employed in academia, hence reinforcing the educational base.

The example of SerbJPH shows that institutional scientific journals are an important educational platform and have a significant capacity strengthening role in continuing medical education.

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