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END 2026

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20-22 June**

BOOK OF ABSTRACTS



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World Institute for Advanced Research and Science (WIARS), Portugal

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FOREWORD

Dear Colleagues,

We are delighted to welcome you to the International Conference on Education and New Developments 2026 - END 2026, held in Madeira Island, Portugal, from 20 to 22 of June 2026.

Education is a fundamental right that accompanies us from the very beginning of our lives. It encompasses every experience we encounter, influencing and shaping our thoughts, emotions, and actions. Whether we engage in formal education within classrooms or learn from the world around us, the process of acquiring knowledge plays a vital role in our personal growth and development. It equips us with the tools to navigate the complexities of life, broadens our perspectives, and empowers us to make informed decisions. This International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. Our goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues.

We are delighted to have successfully facilitated connections among academics, scholars, practitioners, and individuals who share a common interest in a field abundant with fresh perspectives, ideas, and knowledge. Our event has attracted a diverse range of contributors and presenters, enriching our understanding of human nature and behavior by showcasing the influence of their unique personal, academic, and cultural backgrounds. This diversity is a testament to the international reach of our conference, fostering multi-disciplinary collaborations and fostering intellectual growth and exchange.

END 2026 received 883 submissions, from more than 48 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters, Virtual Presentations and Workshops. For presentation, the conference accepted 344 submissions (39% acceptance rate).

The conference also includes one Keynote presentation by Prof. Pedro Isaias, Universidade Aberta (Portuguese Open University), Portugal. We would like to express our gratitude to our invitee.

This volume is composed by the abstracts of the International Conference on Education and New Developments (END 2026), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.). This conference addressed different categories inside the Education area and papers are expected to fit broadly into one of the named themes and sub-themes. To develop the conference program, we have chosen four main broad-ranging categories, which also covers different interest areas:

- In **TEACHERS AND STUDENTS**: Teachers and Staff training and education; Educational quality and standards; *Curriculum* and Pedagogy; Vocational education and Counselling; Ubiquitous and lifelong learning; Training programs and professional guidance; Teaching and learning relationship; Student affairs (learning, experiences and diversity; Extra-curricular activities; Assessment and measurements in Education.
- In **PROJECTS AND TRENDS**: Pedagogic innovations; Challenges and transformations in Education; Technology in teaching and learning; Distance Education and eLearning; Global and sustainable developments for Education; New learning and teaching models; Multicultural and (inter)cultural communications; Inclusive and Special Education; Rural and indigenous Education; Educational projects.
- In **TEACHING AND LEARNING**: Critical, Thinking; Educational foundations; Research and development methodologies; Early childhood and Primary Education; Secondary Education; Higher Education; Science and technology Education; Literacy, languages and Linguistics (TESL/TEFL); Health Education; Religious Education; Sports Education.
- In **ORGANIZATIONAL ISSUES**: Educational policy and leadership; Human Resources development; Educational environment; Business, Administration, and Management in Education; Economics in Education; Institutional accreditations and rankings; International Education and Exchange programs; Equity, social justice and social change; Ethics and values; Organizational learning and change, Corporate Education.

The abstracts of this book comprise the outcomes of research and development efforts undertaken by authors who have dedicated themselves to advancing research methods intertwined with teaching, learning, and practical applications in today's educational landscape. These abstracts showcase the different variety of contributors and presenters who will expand our understanding of educational matters by sharing their unique personal, academic, and cultural perspectives. Through their valuable insights and experiences, they enrich our exploration and contribute to the growth of educational discourse in our contemporary world.

We would like to express thanks to all the authors and participants, the members of the academic scientific committee, and of course, to our organizing and administration team for making and putting this conference together.

Hoping to continue the collaboration in the future.

Respectfully,

Mafalda Carmo
World Institute for Advanced Research and Science (WIARS), Portugal
Conference and Program Chair

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KEYNOTE LECTURE

“AI AND THE DIGITAL TRANSFORMATION OF HIGHER EDUCATION ASSESSMENT”

Prof. Pedro Isaías

Universidade Aberta (Portuguese Open University), Portugal

Abstract

Artificial Intelligence (AI) is increasingly influencing how assessment is designed, delivered and interpreted in higher education. Its use extends beyond the automation of grading to areas such as formative assessment, personalised feedback, adaptive learning, learning analytics, academic integrity and student support. At the same time, the growing integration of AI into assessment raises important questions concerning transparency, accountability, privacy, bias, academic judgement and the credibility of evidence of student learning.

This keynote examines the adoption and non-adoption of AI-enabled assessment in higher education through a comparative study conducted in 2024 and 2026. It explores how university teachers' perceptions, practices and intentions regarding AI-supported assessment have evolved during a period of rapid technological and institutional change. Particular attention is given to the purposes for which AI is being used, the perceived benefits and barriers associated with its adoption, and the factors that continue to influence lecturers' willingness to incorporate AI into assessment practices.

The keynote also examines the distinctive capabilities of key categories of AI-enabled assessment technologies, illustrated through representative tools such as adaptive learning platforms, automated grading systems, intelligent tutoring systems, plagiarism-detection tools, learning analytics platforms, learning management systems and secure digital assessment environments.

The presentation concludes by addressing the institutional policies, professional development, transparency mechanisms and forms of human oversight required for responsible adoption. It invites participants to reflect on how higher education can redesign assessment while preserving academic integrity, teacher–student relationships and trust in qualifications in an environment where human and artificial intelligence increasingly interact.

Keywords: *Artificial Intelligence, higher education, assessment, Generative AI, academic integrity, digital transformation, teacher perceptions, educational innovation.*

Biography

Pedro Isaías is an associate professor with Habilitation at Universidade Aberta (Portuguese Open University) in Lisbon, Portugal. Previously, Pedro was an associate professor at the Information Systems & Technology Management School of The University of New South Wales (UNSW – Sydney), Australia, an associate professor at The University of Queensland, Brisbane, Australia, and an invited professor at ISEG-University of Lisbon, Portugal. At Universidade Aberta, he is currently responsible for several courses in the Information Systems areas and also a member of the coordination team of the postgraduation in Digital Innovation and Business Analytics. At Universidade Aberta, Pedro was director of the master degree program in Management / MBA and also director of the master degree program in Electronic Commerce and Internet for 10 years. He is co-founder and president of IADIS – International Association for Development of the Information Society, a scientific non-profit association. Author of several books, book chapters, papers and research reports, all in the information systems area, he has headed several conferences and workshops within the mentioned area. He has also been responsible for the scientific coordination of several EU funded research projects and has had participation as a principal investigator in various research projects. Currently he conducts research activity related to MIS in general, and more specifically Learning Technologies, Data Analytics, Business Intelligence, Digital Transformation, e-Business and WWW related areas. Pedro has more than 198 publications: 34 journal papers, 76 conference papers, 11 authored books, 33 edited books, 24 book chapters, and 21 journal special issues. Pedro has delivered 35 keynote/invited talks & workshop panels and has received over 4.793 citations, resulting in an h-index of 35 (Google Scholar, February 2026).

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was split into two factors. The logistic regression classified 84.4% of learners and identified peer interaction ($B = -2.07$, $p = .002$), age of the learner ($B = -1.66$, $p = .27$), home language ($B = -0.96$, $p = .004$) and repeated grades ($B = -3.06$, $p = .006$) as significant predictors of modality. This study makes a unique contribution by providing context-specific empirical evidence on how modelling, observation and reinforcement are supported in South African secondary schools. The study also highlights the vulnerability of peer interaction in online schools, the importance of the affective classroom environment for meaningful interaction, and the need for intentional design to recreate social interaction contexts in online classrooms. This study offers insights for curriculum planners, teachers and school leaders who plan to integrate technology meaningfully while maintaining the relational foundations of effective learning.

Keywords: *Social interaction, classroom atmosphere, teaching and learning relationships, secondary schools, technological tools.*

SPACED LEARNING IN SECONDARY SCHOOL: A CROSS-BORDER TEACHING PROPOSAL

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Abstract

Spaced learning is a teaching methodology that structures time to optimize students' attention, concentration, and long-term memory consolidation. Kelley and Watson (2013) developed this approach to investigate whether delivering brief inputs at structured intervals could facilitate the encoding of complex information into long-term memory. This methodology frames the educational setting as a dynamic environment capable of fostering students' active engagement and metacognitive awareness. Building on these premises, this study aims to design and test a spaced learning pathway within upper secondary education, specifically targeting core subjects in vocational institutes for food and wine services and hospitality. The objective is twofold: to enhance learning outcomes in vocational subjects and to promote inclusion and school well-being, which are central to educational quality and academic success. The five-phase educational intervention comprises three cognitive input sessions interspersed with two breaks featuring distracting activities. Within this framework, motor activity plays a strategic role, supporting knowledge consolidation by integrating bodily experience with cognitive processes. This approach is particularly relevant from an inclusive perspective, as it may prove especially effective for students with special educational needs, fostering a more accessible, participatory, and motivating learning environment. Operationally, the pathway alternates lesson time with ten-minute sessions of motor activities and interactive games, aiming to support a more effective, relaxed, and meaningful learning process. Applying spaced learning to vocational subjects in food and wine studies and hospitality is thus intended not only to strengthen technical skills but also to positively influence participation, inclusion, and perceived well-being. The experimental research will be conducted over two years, involving a sample of 500 students equally distributed between Italy and Tunisia. Through this comparative and transnational perspective, the study seeks to analyze the methodology's effectiveness across different educational contexts, contributing to the scientific debate on innovative teaching strategies oriented toward academic success, inclusion, and the promotion of well-being at school.

Keywords: *Inclusion, physical activity, school well-being, spaced learning, upper secondary school.*
