

About the International Conference on Education Research, 2025

The Proceedings of the 2nd International Conference on Education Research, 2025 includes academic research papers, PhD research papers, Master's Research papers and work-in-progress papers, which have been presented and discussed at the ICER 2025 conference. The proceedings are of an academic level appropriate to a professional research audience including graduates, post graduates, doctoral and post-doctoral researchers. All papers have been double-blind peer reviewed by members of the Review Committee.

Aims and Scope

The International Conference on Education Research (ICER) is an opportunity for academics, practitioners and consultants from around the world who are involved in the study, management and development of education research related issues to come together and exchange ideas. There are several strong strands of research and interest that are developing in the area including the use of technology in teaching and learning, active learning and student engagement, assessment and feedback, curriculum design and delivery, inclusive teaching and learning and teaching for social justice to mention only a few.

The aims of the conference now not only include sharing academic research but also fostering dialogue among practitioners, policymakers, and scholars to address pressing issues facing organizations and institutions today. The 2025 call for papers for the ICER is interested in contributions that consider the following topics. In addition, the committee welcomed papers on a number of specialist mini-tracks which can be seen at the end of this list.

1. The Use of Technology in Teaching and Learning

- Blended Learning Environments
- Educational Technology Tools
- Impact of Virtual Reality in Education
- E-learning Platforms and Accessibility

2. Active Learning and Student Engagement

- Cooperative Learning Strategies
- Gamification in Education
- Role of Discussion in Active Learning
- Engaging Diverse Learners

3. Assessment and Feedback

- Formative vs. Summative Assessment Techniques
- Peer Assessment Approaches

- Importance of Timely Feedback
 - Digital Tools for Assessing Student Work
- 4. Curriculum Design and Delivery**
- Integrating Interdisciplinary Approaches
 - Developing Culturally Relevant Curriculum
 - Online Curriculum Development Strategies
 - Monitoring and Evaluating Curriculum Effectiveness
- 5. Inclusive Teaching and Learning**
- Universal Design for Learning (UDL)
 - Strategies for Supporting Diverse Learners
 - Addressing Implicit Bias in Education
 - Creating Inclusive Learning Environments
- 6. Teaching for Social Justice**
- Critical Pedagogy Approaches
 - Curriculum for Social Change
 - Empowering Marginalized Voices
 - Community Engagement in Education
- 7. Assessment Practices and Strategies**
- Authentic Assessment Methods
 - Designing Rubrics for Effective Assessment
 - Using Analytics to Inform Assessment Practices
 - Continuous Improvement in Assessment Strategies
- 8. Constructive Feedback on Completed Assessments**
- Best Practices for Providing Feedback
 - Balancing Critique and Encouragement
 - Feedback Loops in Learning Cycles
 - Using Technology to Enhance Feedback
- 9. Module Development in the New Digital Era**

- Best Practices for Online Module Design
- Incorporating Multimedia in Course Content
- Student-Centered Approaches to Module Development
- Evaluating Online Learning Modules

10. Curriculum Development, Implementation, and Monitoring

- Strategies for Effective Curriculum Implementation
- Feedback Mechanisms for Curriculum Improvement
- Engaging Stakeholders in Curriculum Development
- Evaluating Learning Outcomes

11. Module Throughput and Success

- Factors Influencing Student Success
- Strategies to Improve Module Completion Rates
- Analyzing Dropout Rates in Modules
- Support Systems for Struggling Students

12. Teaching and Learning Pedagogies

- Innovative Teaching Strategies

ICER Preface

These proceedings represent the work of contributors to the 2nd International Conference on Education Research (ICER 2025), hosted by ACPI and ISCTE-IUL University Institute of Lisbon, Portugal, on 6-7 November 2025. The Conference Chairs are Florinda Matos and Isabel Flores, and the Programme Chair is Susana da Cruz Martins all from ISCTE-IUL University Institute of Lisbon, Portugal.

ICER is in its 2nd year as an established event on the academic research calendar. The conference provides an opportunity for participants to share ideas and connect with fellow researchers across diverse fields. The scope of submitted papers promises two engaging days of academic exchange. The subjects covered illustrate the wide range of topics that fall into this important and ever-growing area of research.

The opening keynote presentation is delivered by Dr. Jon-Hans Coetzer, from United Nations Institute for Training and Research (UNITAR) who will talk about *Reimagining Higher Education: Building Future-Ready Skills for a World in Transition*. The second day of the conference will begin with an address from Prof. António Lopes, ISCTE-Instituto Universitário de Lisboa, Portugal who will discuss *Generative AI in Teaching: Challenges and Opportunities*.

With an initial submission of 91 abstracts, after the double blind, peer review process there are 31 Academic research papers, 1 Non-Academic paper, and 2 work-in-progress papers published in these Conference Proceedings. These papers represent research from Australia, Canada, Colombia, Cyprus, Czechia, Estonia, Finland, Germany, Greece, India, Ireland, Mexico, Nigeria, Poland, Portugal, Slovakia, South Africa, Sweden, Switzerland, Turkiye, UK, USA, and Zimbabwe.

We hope you enjoy the conference.

Florinda Matos and Isabel Flores
Lisbon, Portugal
November 2025.

ICER Conference Committee

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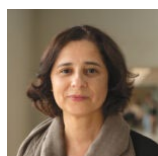
Conference and Programme Chairs



Florinda Matos is a Professor of General Management at ISCTE Business School, ISCTE – University Institute of Lisbon, and an associate research fellow at DINÂMIA' CET – IUL – Centre for Socioeconomic and Territorial Studies, where she leads several international projects, including the relevant CoVE Future Skills Factory. As the editor of several journals and books, she has authored numerous works on knowledge and intellectual capital management, resilience, sustainability, and digital transformation. She is a distinguished conference chair for numerous conferences in the fields of intellectual capital and knowledge management, as well as innovation. Additionally, she is a board member of the Institute of Public and Social Policies at Iscte, the founder and president of the ICAA – Intellectual Capital Association, and Portugal's ambassador for The New Club of Paris.



Isabel Flores graduated in Economics and holds a PhD in Public Policy. Researcher at CIES-Iscte, Executive Director of the Institute of Public and Social Policies at Iscte, and guest lecturer in the Master's in Education at FSCH Universidade Nova de Lisboa and in the PhD in Public Policy at Iscte. Currently represents Portugal on the OECD's Centre for Educational Research and Innovation (CERI). Her main research areas focus on education topics, particularly Evidence-Based Decision Making. Recently has worked on the characterization of the teacher profession and policy development to minimize the lack of teachers crisis.

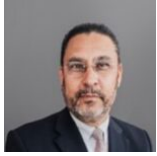


Susana da Cruz Martins, PhD in Sociology. She is an associate professor at Iscte – Instituto Universitário de Lisboa and a researcher at the Centre for Research and Studies in Sociology (CIES) in the Department of Political Science and Public Policy. She is co-coordinator of the Education and Science Research Group at CIES-Iscte. She is a member of the Inequalities Observatory and Director of the Doctorate in School Administration and Management Policies (at CIES-Iscte). She was awarded a post-doctoral scholarship by the Foundation for Science and Technology and a Gulbenkian Professorship by the F. C. Gulbenkian. She has coordinated and participated in national and international research projects. Of particular note is the national coordination (in Portugal) of the European project EUROSTUDENT – Social and Economic Conditions of Student Life In Europe (II, III, VI, and VII) and the national external evaluation of the Global Schools2030 Programme, implemented by the Aga Khan Foundation. She is the author of a number of national and international publications, mainly in the areas of education and higher education policies, comparative education systems, school performance and success, evaluation of public policies and social inequalities.

Keynote Speakers



António Lopes has a PhD in Artificial Intelligence (2011) and is currently a professor at the Department of Information Science and Technology at Iscte-Instituto Universitário de Lisboa and a researcher at the Iscte's group of Instituto de Telecomunicações. His research activities focus mainly on the areas of Applied AI, Machine Learning, Generative AI and Agents, in which he has participated in multiple national and international projects since 2000, published several papers and gave several talks, lectures and training sessions on these topics. He has also been the Director of the Information Systems Development Services at Iscte since 2015, where he is responsible for the team that develops and manages the information systems at the university level.

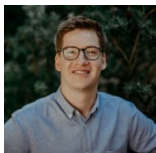


Jon-Hans Coetzer is a senior higher education manager with over 25 years of experience in higher education. Focusing on instructional design and programme management, delivery and assessment practices, and academic and quality assurance management in the ever-changing landscape of higher education. He also worked as Project Coordinator in Strategic Crisis Management Training for the Swiss Federal Presidency in Bern from 2010 – 2015. Jon-Hans has also worked as senior delegate of the International Committee of the Red Cross (ICRC) responsible for training the armed forces in the Law of War and the Geneva Conventions and the Additional Protocols, during 1995 – 2002, in more than fifteen countries at war. He currently serves as Team Leader for the United Nations Institute for Training and Research (UNITAR), including establishing collaborative partnerships with institutions of higher education and universities focusing on Inclusive Pedagogy, Business, Conflict, Peace and Sustainable Development Studies. Jon-Hans' research interests focus on the cross-cultural challenge of framing attuned leadership in the international classroom for positive change in higher education for sustainable development in the 21st century, including developing transformational learning for delivering results within the UN 2030 Agenda-framework through advocating for more inclusive pedagogical practices. He continues to publish academic papers and essays, including participating in conferences. Jon-Hans led the planning of UNITAR's First International Research Conference hosted at the UN Bonn Campus in November 2023 focusing on the Climate Security: Peace and Security Consequences of Climate Change.

Mini Track Chairs



Adrian A. Adascalitei is Professor at Technical "Gh. Asachi" University, Iasi, Romania. His specialist area is Blended STEM Teaching and Learning. He is a certified student teachers' trainer, reviewer in international journals and conference proceedings and member of scientific associations. He has authored and co-authored various papers in International and European conferences and journals. His research focuses on blended learning and use of virtual laboratories in STEM Education.



Ockert R. Pretorius is a lecturer at the Department of Urban and Regional Planning, University of Johannesburg, South Africa. His research interests include regional policy and economic resilience, and he has an industry background in development economics.