

12th World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION



MAY 18-19, 2026

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12th World Conference on

ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION

May 18-19, 2026 | Vienna, Austria

BOOK OF ABSTRACTS

Abstracts of the 12th World Conference on Arts, Humanities, Social Sciences and Education

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ABOUT EURASIA CONFERENCES

Established in 2022, Eurasia Conferences has rapidly gained recognition for organizing high-quality conferences across a diverse range of fields including science, technology, social sciences, humanities, business and economics, life sciences, medicine, and healthcare. Our mission is to drive progress and innovation through dialogue and collaboration among professionals worldwide.

Since our inception, we have successfully hosted over 50 conferences, providing platforms for scholars, researchers, professionals, and students to exchange knowledge and cultivate new ideas. Our events are strategically designed to foster networking, stimulate in-depth discussions, and facilitate the sharing of cutting-edge research and practical solutions to address contemporary challenges.

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SCIENTIFIC PROGRAM

08:55-09:00 @
Introduction and Welcome Note
(Virtual Session via Zoom) UTC/
GMT +2 (Vienna Time)

MAY 18, 2026

keynote Sessions

- 09:00-09:30**
Title: Learning with Generative Artificial Intelligence in Higher Education
Dr. Feifei Han, Griffith University, Brisbane, QLD, Australia
- 09:30-10:00**
Title: Enhancing Emotional Engagement in Higher Education: Leveraging Emotional Intelligence for Holistic Student Development
Dr. Syed Aulia, Department of Business Management Studies Gulf College Muscat, Sultanate of Oman – Affiliated to Cardiff Metropolitan University UK

Speaker Sessions

- 10:00-10:20**
Title: The Artifactual Age of Chemistry: Designing, Not Discovering
Dr. Víctor Martínez-Martínez, Department of Specific Didactics, University of Burgos, Spain
- 10:20-10:40**
Title: Falaj Water and Trans-corporeality in Zahran Al Qasimi's Taghribat Al-Qafer
Majda R. Atieh, Department of English and Translation, Sultan Qaboos University, Muscat, Sultanate of Oman
- 10:40-11:00**
Title: Georgiana Goddard King (1871–1939): A Pioneering Project in the Historiography of Portuguese Romanesque Architecture
Prof. Maria João Neto and Teresa Neto, ARTIS – Art History Department, School of Arts and Humanities – University of Lisbon, Lisbon, Portugal

Tea and Refreshments Break 11:00-11:20

- 11:20- 11:40**
Title: European Curriculum Development and Innovation in Mathematics using a Culturally Responsive Pedagogical Approach to teaching Shape and Space at Secondary School Level
Dr. Samantha Stewart, Sheffield Institute of Education, Sheffield Hallam University, Sheffield, South Yorkshire, UK

Title: Development of a Methodological Framework for Synchronizing Wine Events Using Viticultural Climate Indices – A Case Study of Fruška Gora (Serbia)

11:40- 12:00

Dr. Radmila Jovanović, Postdoctoral Researcher, Department of Geography, Faculty of Tourism, University of Malaga, Malaga, Spain.
Research Associate, Institute of Agricultural Economics, Belgrade, Serbia

Title: "Free and Easy Wandering": On Yiqiang Wu's Exploration of Individual Freedom in His Three Phrases of Bamboo Series

12:00- 12:20

Dr. Xiujuan Yao, Independent Scholar, China.

Title: A Sociological Analysis of the Walawwa as a Symbol of Sri Lankan Culture

12:20-12:40

Dr. Upali Weerakoon, Senior Lecturer, Department of Sociology, Faculty of Arts, University of Peradeniya, Sri Lanka

Title: Fixing the Unfixable: Failed Depoliticisation and the Survival of Developmental Discourse in Hong Kong

12:40- 13:00

Ling Tuo, Department of Social Policy, LSE, London, United Kingdom

Lunch Break 13:00-14:00

Title: Dard-e-Kpop and female desire: the female gaze in BTS

14:00-14:20

Aiesha Ajmal Qureshi, Masters in Development Studies, University of Passau, Germany

Title: The Impact of Hooks and Teasers Strategies on the Perceived Credibility of Content on Social Media Pages

14:20-14:40

Dr. Sora Mohammed Shatnawi and Dr. Mohammed Farouk Al-Qadi, Faculty of Media, Middle East University, Jordan. Faculty of Media, Zarqa University, Jordan

Title: AI in Education Transformation: Reimagining Classrooms through Cognitive and Pedagogical Integration

14:40-15:00

Dr. Swati Arora, Assistant Professor in the Faculty of Education at Yokohama National University, Japan

keynote Session

Title: To Counterbalance AI in Academic Teaching: Open-Ended Investigations Through Literary Analysis, the Cases of Marie de France's 'Eliduc' and Dietrich von der Gletze's 'Diu Bort'

15:00-15:30

Dr. Albrecht Classen, University of Arizona, AZ, USA

Speaker Sessions

Title: Aristotle's Perceptual Realism in De Anima 3.2

15:30-15:50

Dr. Joseph Cody Weaver, Department of Philosophy, Oklahoma City University, Oklahoma City, Oklahoma, USA

Title: The Goddess Kills the Buffalo in the Indus Valley

15:50-16:10

Dr. R. Saraswati Sainath, Founder-Director, Vidyasthanam: School of Indian Music, Culture and Languages, Saint-Léonard, Québec, Canada

Title: Archaeology and Education at Crow Canyon Archaeological Center

16:10-16:30

Tyson Hughes and Kate Hughes, Crow Canyon Archaeological Center, Cortez, Colorado, USA

Closing Note 16: 30-16: 40



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KEYNOTE PRESENTATIONS | DAY 1

Learning with Generative Artificial Intelligence in Higher Education



Feifei Han¹

¹Griffith Institute for Educational Research, Griffith University, Brisbane, QLD, Australia

This research explores the use of Generative AI (GenAI) in higher education adopting a socio-material perspective. Drawing on phenomenographic analysis of written reflections from university students across multiple disciplines, the study delineates different ways students conceptualise, engage with, and perceive GenAI in learning settings. The results indicate a spectrum of experiences, extending from critical conceptions, deep engagement, and well-developed perceptions to more emerging conceptions, surface-level engagement, and constrained perceptions. Quantitative findings reveal consistent patterns of interconnection among these categories. Students holding critical conceptions of GenAI-supported learning are more likely to adopt deep approaches and exhibit developed perceptions, whereas emerging conceptions are typically associated with surface approaches and restricted perceptions. Analyses of academic performance demonstrate significant differences linked to students' conceptions and approaches. Learners who adopt deep or achieving approaches tend to perform better academically than those relying on surface approaches. Taken together, the findings indicate that effective learning with GenAI relies on a balanced and agentic form of socio-material entanglement, in which students maintain interpretive authority, critically assess AI-generated content, and employ GenAI to augment rather than substitute their own thinking. The study has multiple implications for curriculum design, assessment practices, and educational leadership focused on developing critical GenAI literacy and promoting responsible AI-integrated learning environments.

Biography:

Dr Han is a senior researcher at the Griffith Institute for Educational Research, Griffith University. She received her PhD from the University of Sydney. Her research focuses on educational technology, learning analytics, learning sciences, and higher education teaching and learning. She is the lead editor of the Australasian Journal of Educational Technology and has over 150 publications in high-impact outlets across educational technology and higher education. She has delivered presentations at more than 90 conferences and seminars. Her work has received multiple recognitions, including a Wiley Top Cited Article Award and inclusion in Stanford's World's Top 2% Scientists list in education (2024, 2025).

Enhancing Emotional Engagement in Higher Education: Leveraging Emotional Intelligence for Holistic Student Development



Dr. Syed Aulia

Department of Business Management Studies

Gulf College Muscat, Sultanate of Oman – Affiliated to Cardiff Metropolitan University UK

In the evolving landscape of higher education, fostering emotional engagement among students has emerged as a critical factor in enhancing learning outcomes, well-being, and interpersonal effectiveness. This keynote address explores the concept of emotional intelligence (EI) as a foundational framework for understanding and improving emotional engagement within academic environments. Emotions, defined as strong feelings arising from individual circumstances, moods, and relationships, significantly influence students' academic performance, decision-making, and social interactions.

The discussion highlights the theoretical underpinnings of emotional intelligence, including its early conceptualization and its expansion through contemporary models emphasizing self-awareness, self-management, social awareness, and relationship management. These dimensions collectively enable individuals to recognize, regulate, and effectively respond to both their own emotions and those of others, thereby fostering meaningful connections and productive academic environments.

A central focus of the address is the diverse spectrum of emotions experienced by college students, ranging from anxiety, stress, and frustration to motivation, joy, and euphoria. These emotional states are often shaped by academic pressures, social dynamics, personal expectations, and future uncertainties. Understanding these emotional patterns is essential for educators and institutions aiming to create supportive and inclusive learning ecosystems. By promoting self-awareness and emotional regulation, educators can empower students to manage challenges more effectively, enhance empathy, and build stronger interpersonal relationships. Additionally, emotionally intelligent environments contribute to improved student engagement, reduced burnout, and greater academic resilience.

Keywords: Emotional Engagement, Higher Education, Emotional Intelligence, holistic student development.

Biography:

Dr. Syed Aulia serves in the Department of Business Management Studies at Gulf College, Muscat, Sultanate of Oman, and brings over 24 years of experience in academia, executive training, research, consultancy, and academic administration. He has conducted numerous executive development programs on leadership, decision-making, team building, performance management, self-awareness, emotional management, industrial relations, and Emotional Intelligence (EI), in which he holds specialized expertise. His research spans Bhutan and Oman, including UNFPA/UNDP-sponsored projects on demographic transition and girls' access to primary education in Bhutan. In Oman, he served as Co-Principal Investigator for a MoHERI-funded project on enhancing logistics and supply chain competitiveness at Omani ports. He is currently leading a MoHERI-sponsored research project (2025–2026) as Principal Investigator, focusing on technology adoption, innovation, and institutional support to strengthen women entrepreneurs' competencies in alignment with Oman Vision 2040.

To Counterbalance AI in Academic Teaching: Open-Ended Investigations Through Literary Analysis, the Cases of Marie de France's "Eliduc" and Dietrich von der Gletze's "Diu Borte"



Dr. Albrecht Classen
University of Arizona, AZ, USA

We have to adjust to the challenges of AI by resorting to the essentials of true education, which cannot be any longer simple fact acquisition. Instead, open-ended discussions, intellectual debates, and development of a personal position within the broader discourse leading to Bildung prove to be the key components of a future-oriented academic education.

Biography:

Dr. Albrecht Classen is University Distinguished Professor of German Studies at the University of Arizona, Tucson. He has published currently 127 scholarly books on German and European medieval and early modern literature, most recently *The Secret in Medieval Literature* (2022), *Globalism in the Middle Ages and the Early Modern Ages* (2023), and *A Translation of Johannes Pauli's Didactic Tales* (2024). He has won numerous awards for his teaching (Carnegie Professor of the Year, 2012), service (Honorary member of the American Association of Teachers of German, 2022), and research (Henry Koffler Prize for Research, 2009). The German government bestowed the Bundesverdienstkreuz am Band upon him in 2004, and he was knighted in 2017 (The Most Noble Order of the Three Lions). In Fall of 2022, he received a Fulbright grant for Egypt. He is the editor of three journals, *Mediaevistik*, *Humanities*, and *Current Research Journal of Social Sciences and Humanities*, and he has published almost 780 scholarly articles and more than 2900 book reviews.



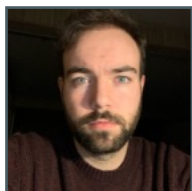
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SPEAKER PRESENTATIONS | DAY 1

The Artifactual Age of Chemistry: Designing, Not Discovering



Víctor Martínez-Martínez¹

¹Department of Specific Didactics, University of Burgos, Burgos, Castilla y León, Spain

Recent debates in philosophy of science and technology invite a reconsideration of the epistemic status of chemistry. Although historically classified as a natural science, contemporary chemical research increasingly operates as a technological enterprise rather than as a discipline oriented toward the discovery of new laws, paradigms, or fundamental theoretical models. Most current work, particularly in synthetic organic and inorganic chemistry, focuses on the design, production, and stabilization of novel molecular entities. These entities function as artefacts—purpose-built materials engineered to exhibit specific structural, functional, or reactivity profiles—rather than as objects passively disclosed by nature. In this sense, chemical practice resembles technological fabrication more than theory-driven scientific inquiry.

This shift does not imply a loss of scientific relevance; rather, it highlights the fact that chemistry's core activities are now predominantly constructive, interventionist, and oriented toward material innovation. Instrumental mediation, standardized protocols, and computational design frameworks further reinforce the technological character of the field, shaping what can be produced, observed, and practically deployed. As a result, chemistry today contributes less to the formulation of new overarching theoretical structures and more to the expansion of the technomaterial environment in which contemporary societies operate.

Interpreting chemistry as a technology clarifies its ontological and normative implications. It positions chemists as designers of material artefacts, emphasizes the socio-technical consequences of molecular production, and invites a philosophical framework that integrates epistemology, ethics, and technology studies. A technological reading of chemistry thus provides a more accurate account of its current practices and their role in shaping both scientific knowledge and the material world.

Biography:

Víctor Martínez-Martínez holds a degree in Chemistry and a PhD in Science Education, with a dissertation focused on the nature of science and STEM education. He is currently completing a master's degree in Logic and Philosophy of Science, deepening his engagement with the conceptual foundations of scientific practice. His research is driven by the conviction that insights from philosophy of science and social studies of science are essential for improving scientific literacy and educational practice. He works to integrate these perspectives into curriculum design, teacher training, and the broader understanding of how science operates within contemporary societies.

Falaj Water and Trans-corporeality in Zahran Al Qasimi's Taghribat



Majda R. Atieh

Department of English and Translation, Sultan Qaboos University, Muscat, Sultanate of Oman

This paper addresses the re-inscription of the threatened Indigenous ecological knowledge of the irrigation system of aflaj in Taghribat Al Qafer (The Exile of the Water Diviner) (2022), an underexamined water narrative set in a primitive Omani village. The study argues that Zahran Al Qasimi re-imagines an Omani agricultural and environmental reality shaped by the scarcity/excess dialectic of water through the aflaj knowledge system, which combines a “splitting into parts” method with a balancing structure. In the novel, the falaj-split water trope is transformed into a condition of precarity that merges binary synergies and shapes the narratives centered around aflaj. The paper contends that the falaj water-based narration imparts a localized signification of water as a mobilizer of trans-corporeality that accounts for porous bodies. Existing reviews on the signification of water in the novel highlight its innovative representation of water and examine how the availability or scarcity of water shapes the lives of people in the rural world while floods threaten destruction. Expanding on these readings, this paper demonstrates how falaj water produces a state of trans-corporeality through which the human body becomes a porous system. Drawing on Stacy Alaimo’s theorization of trans-corporeality as a “new materialist and posthumanist sense of the human as substantially and perpetually interconnected with the flows of substances and the agencies of environments,” the paper argues that Taghribat Al-Qafer inscribes a form of embodied existence in which falaj split water becomes intrinsic and inevitable.

Biography:

Dr. Majda Atieh is a Fulbright scholar, Assistant Professor of Comparative Literatures, and Assistant Head of the Department of English and Translation at Sultan Qaboos University. She received her MA and PhD from Howard University. Her research interests include digital humanities, sustainability studies, museology, and architecture in literature. Dr. Atieh serves as an area chair and convenor of the Collecting and Collectibles panels for the annual national conferences of the Popular Culture Association. She has published extensively in refereed journals and edited collections and has presented at numerous national and international conferences, including those organized by the Modern Language Association, MELUS, NeMLA, SAMLA, and several other academic associations.

Georgiana Goddard King (1871–1939): A Pioneering Project in the Historiography of Portuguese Romanesque Architecture



Maria João Neto¹ and Teresa Neto²

^{1,2}ARTIS – Art History Department, School of Arts and Humanities – University of Lisbon, Lisbon, Portugal

This study examines the largely overlooked contribution of the American art historian Georgiana Goddard King, a woman scholar in the early professionalization of art history in the United States, to the study of Portuguese medieval architecture, focusing on the unfinished research project she developed following her journey to Portugal in 1935. Conceived initially as a comprehensive book on Portuguese art, this project was interrupted by severe illness and King's death, leaving instead an unpublished body of manuscript notes—the Portuguese Notebook – Architecture—and a single article, “Little Romanesque Churches in Portugal”, published posthumously in 1939.

Drawing on these sources, the paper reconstructs King's interpretative approach to Portuguese Romanesque architecture within her scholarly career and the “Golden Age” of American art history. Despite its incomplete form, her work articulated a coherent and innovative framework that challenged prevailing Franco-centric models and repositioned Portuguese Romanesque within wider European, Mediterranean, and Atlantic networks of artistic exchange. King's methodology combined architectural and stylistic analysis with historical context, monastic history, pilgrimage routes, and the long-distance circulation of forms.

Placed in dialogue with both her earlier studies of medieval Spain and contemporary Portuguese scholarship of the early twentieth century, King's Portuguese research reveals the historiographical value of comparative and cross-cultural approaches in redefining how local architectural traditions are integrated into broader art-historical narratives. This reassessment demonstrates how an unfinished scholarly project nonetheless exerted a lasting influence on the historiography of Portuguese Romanesque architecture, highlighting the productive tension between national artistic canons and methodologies that operate beyond them.

Biography:

Maria João Baptista Neto is Full Professor at the Institute of Art History, Faculty of Humanities, University of Lisbon, and Director of the ARTIS Research Group. Her research spans art history, architectural restoration theory and practice, heritage management, and the history of collecting and art markets. She teaches graduate courses, supervises doctoral research, and has coordinated several national and international research projects. Teresa Neto (ARTIS – Faculty of Humanities, University of Lisbon) holds a Master's degree in Theory and History of Architecture (Técnico, ULisbon) and is currently a PhD candidate in Art History, researching exhibition architecture, collections, and curatorial practices.

European Curriculum Development and Innovation in Mathematics using a Culturally Responsive Pedagogical Approach to teaching Shape and Space at Secondary School Level



Dr Sam Stewart

Sheffield Institute of Education, Sheffield Hallam University, Sheffield, South Yorkshire, UK

This paper builds on global maths curriculum research which shows that using an Ethnomathematical approach to teach pupils can be very effective when situating the subject culturally. Although this is a key area for development and practice in regions of the world such as Sub-Saharan Africa, Latin America, Asia, North America and Oceania, it is currently limited in Europe and in the UK in particular. This paper is positioned as an early career researcher interested in basing potential empirical exploration of a culturally responsive pedagogy in examination Maths classes when teaching Shape and Space, an area for development, annually identified by Chief Examiner GCSE Reports within the subject, PISA and TIMSS data (Elvas Fernández & Ramírez Uclés, 2025; Farran, 2025; Mária Kmetová and Rumanová, 2024). The research will build on the theories and academic findings of Urbitan D'Ambrosio (2001), Ariesta Kartika Sari, Mega Teguh Budiarto and Rooselyna Ekawati (2022), Renuka Vithal, and Ole Skovsmose (1997), Alexandre Pais (2010), Athena Ross and Casey Wells (2025), and Marjorie Batiibwe (2024, 2025). This will provide an excellent foundation for planning a qualitative and quantitative, culturally situated and informed methods, using socially enacted research into this approach within a European community, secondary school context, with the ultimate aim of guiding curriculum development in maths to increase scores in Shape and Space in the foreseeable future.

Biography:

Dr Sam Stewart is Course Leader for PGCE (Secondary) Art and Design at Sheffield Hallam University, and a University Practitioner at the University of Huddersfield. She has taught and led departments in the Arts, Design and Technology and Maths at Secondary school level for almost thirty years and now trains teachers at Primary and Secondary level. As a Senior Leader in Maths, she led the department to raise GCSE passes by 32% in 2 years through curriculum development. PhD research harnessed Ethnomathematical methods to show the influence of artefacts from Sub-Saharan Africa on Design in Vienna in 1910.

Development of a Methodological Framework for Synchronizing Wine Events Using Viticultural Climate Indices – A Case Study of Fruška Gora (Serbia)



Radmila Jovanović

Ph. D., Research Associate, Institute of Agricultural Economics, Volgina 15, 11060 Belgrade (Serbia); Postdoctoral Resercher University of Malaga, Campus de Teatinos, 29071 Málaga, Spain

Planning the calendar of wine events is crucial for the development of competitive and sustainable wine tourism, yet a systematic approach enabling objective evaluation of the temporal distribution of events in relation to the climatic potential of a destination is lacking. The main objective of this paper is to develop and validate a methodological framework that integrates viticultural climate indices with the analysis of wine event calendars, thereby establishing objective criteria for the strategic positioning and enhancement of wine destinations.

The proposed methodological framework is based on three phases. The first phase involves the application of K-means cluster analysis to determine the climatic homogeneity of the studied area, establishing a foundation for further analysis. The second phase involves the computation of fundamental viticultural climatic indexes, which include the Winkler Growing Degree Days (GDD) Index, the Huglin Index, and the Cool Night Index, in order to identify the optimal climatic periods, which are of great importance in the phenological growth of the vine as well as in tourist activities. The third phase involves the quantification of the level of synchronization between the identified optimal climatic periods and the wine events calendar, which is done by classifying four synchronization levels.

The proposed methodological framework is divided into three phases. The first phase consists of the application of K-means cluster analysis to verify the climatic homogeneity of the study area. The second phase includes the calculation of some of the most important viticultural climatic indices, namely the Winkler Growing Degree Days (GDD) Index, the Huglin Index, and the Cool Night Index. The calculation of these indices is necessary to determine the optimal climatic window that is important for the phenolic development of the grapevine as well as for tourist activity. The third phase includes the quantification of the degree of synchronization between the optimal climatic window and the wine events using four categories of synchronization.

The methodological framework developed in this paper allows organizers, tourism organizations, and policy makers to objectively assess existing event calendars, find opportunities to optimize them, and prolong the tourist season by strategic planning in transitional periods. The limitation of the research is related to the fact that it is focused on one region, while the future research directions include extending the framework to the comparative analysis of several wine destinations and taking into consideration long-term climate projections to increase the adaptive capacity in wine tourism.

Keywords: methodological framework, Fruška gora (Serbia), wine destination management, climate-based assessment, event scheduling, K-means algorithm

“Free and Easy Wandering”: Individual Freedom in Yiqiang Wu’s Art via the Bamboo Motif

Dr. Xiujuan Yao

Independent Scholar, China.

This study explores the artistic practice of contemporary Chinese artist Yiqiang Wu, centering on the bamboo motif from the early 2000s to the present. It traces his integration of bamboo into oil paintings such as He Is a Man series and Moments series (2008–2009), his expression of ethereal and dreamlike beauty in Bamboo Forest series (2017), and his most recent mixed-media artworks including Object·Essence: Bamboo or Sight Reading: Bamboo series (2026). These works, especially his most recent creations, resonate with and transcend the classical Chinese literati tradition of bamboo painting. In these works, Yiqiang Wu explores his ideal of individual freedom traced back to the Daoist concept of “free and easy wandering,” by prioritizing spiritual and aesthetic transcendence over stylistic repetition. Beneath his celebration of freedom through innovation, he resists complete social detachment. True freedom, he suggests, entails neither absolute isolation nor emotional numbness, but rather an authentic sensitivity to virtues such as self-reliance, love, and strength. By interpreting his original bamboo-related and bamboo-themed works, this study illuminates how Yiqiang Wu conveys the complexity of individual freedom through his ongoing and evolving artistic practice.

Keywords: Yiqiang Wu; Contemporary Chinese Art; Bamboo Motif; Literati Painting; Individual Freedom

A Sociological Analysis of the Walawwa as a Symbol of Sri Lankan Culture

Upali Weerakoon

Senior Lecturer, Department of Sociology, Faculty of Arts, University of Peradeniya, Sri Lanka.

This study explores the sociological significance of the Walawwa (ancestral manor) as a symbol of Sri Lankan culture, social hierarchy, and historical identity. In the Sri Lankan context, the Walawwa represents more than an architectural achievement; it serves as a physical manifestation of power, prestige, and the traditions of the landowning elite. Historically associated with the Radala families of the Kandyan Kingdom, these structures embody the intersection of caste, class, and colonial influence. Employing a qualitative research design, this study uses purposive sampling to gather primary data through semi-structured interviews with family members and local residents, supplemented by site visits and thematic analysis of secondary historical records. The research focuses on the Keppetipola Walawwa in the Matale District, currently home to the seventh generation of the Monaravila Keppetipola lineage a family synonymous with the 1818 Uva Rebellion and national heroism. The findings reveal that the Walawwa symbolizes Sri Lankan culture through three primary dimensions: social structure, architectural synthesis, and symbolic memory. Sociologically, the Walawwa preserves remnants of the Kandyan caste system, influencing contemporary social relations, marriage alliances, and community perceptions of nobility. Architecturally, the structure demonstrates a unique synthesis of ancient Kandyan design characterized by features such as kimbul-hiwan (crocodile-mouth) roofing and caste-based spatial arrangements and colonial influences, including arched verandas and iron-framed windows. Furthermore, family flags and ancestral artifacts serve as powerful symbols of national pride and collective memory. The study concludes that the Keppetipola Walawwa is a living monument of elite Kandyan society. While the state's role in conservation remains limited, the family's preservation of these traditions ensures the continuity of a distinct cultural heritage. Ultimately, the Walawwa functions as a vital sociological lens through which the evolution of Sri Lankan authority, identity, and social stratification can be understood.

Keywords: Keppetipola Walawwa, Kandyan Kingdom, Radala, Social Stratification, Cultural Heritage

Fixing the Unfixable: Failed Depoliticisation and the Survival of Developmental Discourse in Hong Kong



Ling Tuo¹

¹Department of Social Policy, LSE, London, United Kingdom

When governments frame contested infrastructure projects as technical necessities beyond political debate, a strategy scholars term "depoliticisation", they typically expect the strategy to work. This paper examines a case where depoliticisation comprehensively failed, yet the governance logic it was designed to protect survived intact. That both outcomes coexisted is the puzzle this study seeks to explain.

Hong Kong's Lantau Tomorrow Vision (LTV), a HK\$624 billion plan to build 1,700 hectares of artificial islands, was presented as the sole rational answer to the city's housing crisis. The government reduced complex social conflicts including wealth inequality, stagnant mobility, inadequate public services, to a single technical problem: land scarcity. Through projective statistics, sanitised visual renderings, and a consultation widely perceived as predetermined, it sought to place the project beyond political challenge. Yet environmental organisations, fiscal analysts, and civil society actors rapidly deconstructed this framing, re-politicising the LTV along ecological, budgetary, and procedural lines. By 2025, a 45% decline in fiscal reserves rendered the project economically unviable.

Drawing on post-structuralist discourse analysis informed by Laclau and Mouffe's theory of hegemony, and applying Walton and Boon's (2014) analytical framework to policy documents (2018–2025) and semi-structured interviews with policymakers, researchers, and civil society actors, the study traces what happened next. Rather than abandoning its developmental logic, the government re-attached it to a new spatial carrier, the Northern Metropolis, preserving the core narrative while adapting its form. The study reveals a mechanism with broader implications: developmental discourse can survive the collapse of its own material foundations through the serial replacement of the projects that carry it.

Keywords: Depoliticisation; Mega-infrastructure; Discourse analysis; Hong Kong; Housing politics

Biography:

Ling Tuo is an MSc International Social and Public Policy candidate at the London School of Economics and Political Science. She holds an LL.B. in International Political Economy from Peking University, where she graduated with honours and the Swire China Scholarship. Her research interests centre on developmental governance, infrastructure politics, environmental policy in the Greater China context. She has served as a policy research intern with the Hong Kong government and as a research assistant on projects spanning climate governance, green transition, and AI policy. She is a native of Hong Kong.

Dard-e-Kpop and female desire: the female gaze in BTS



Aiesha Ajmal Qureshi

Masters in Development Studies, University of Passau, Passau, Bayern, Germany

The emergence of Kpop's universal popularity or the Hallyu wave represents an interesting shift from the traditional hegemony of Western pop culture. Central to this phenomenon are Kpop idols and boy band. They have popularized a soft form of masculinity which is in stark contrast to the hegemonic white masculinity espoused by mainstream Hollywood. Hence, this research explores how female kpop fandoms use fan-made content to express their desires which are usually denied under normative heterosexuality. Through the use of digital ethnography and in-depth interviews of South Asian female BTS fans- this paper seeks to shed light on whether Kpop fandoms provide a space for women to explore their queer desires. This study will make use of the concepts of the female gaze, queer theory and hegemonic masculinity to explore the extent to which Kpop idols challenge hegemonic forms of masculinity and provide a platform for their female fans to exercise agency.

Biography:

Aiesha Qureshi is an interdisciplinary social scientist with a background in advocacy, fundraising and media relations in the development sector. On an academic level, her work engages with the intersections of urban sociology, Gender studies and pop culture. She is a DAAD Helmut Schmidt Scholarship winner studying in the University of Passau.

The Impact of Hooks and Teasers Strategies on the Perceived Credibility of Content on Social Media Pages

Dr. Sora Mohammed Shatnawi

Assistant Professor, Faculty of Media, Middle East University, Jordan

Dr. Mohammed Farouk Al-Qadi

Assistant Professor, Faculty of Media, Zarqa University, Jordan

Introduction

Hooks and teasers strategies—such as sensational headlines, visually appealing images, and selectively withholding parts of facts in videos—have become essential tools on social media pages to capture attention and increase engagement. However, these strategies raise critical questions about their impact on the perceived credibility of content. They are often associated with clickbait, a content strategy designed to attract users' attention and encourage clicks on a link or page through sensational, exaggerated, or partially misleading headlines that typically appeal to curiosity or emotions, without the actual content fully delivering on the headline's promise. For example, a headline such as "You won't believe what happened to her next!" may generate clicks but lead to ordinary content, thereby diminishing the page's perceived credibility over time and undermining audience trust. This study seeks to explore this impact within the context of digital media, with a particular focus on how such techniques influence audience perceptions of credibility.

Research Problem

The research problem lies in the tension between the need to capture attention in the crowded social media environment and the necessity of maintaining content credibility. Previous studies indicate that hooks may lead to a decline in trust due to feelings of deception, negatively affecting long-term engagement and audience loyalty to social media pages. In the Arab context, there is a notable lack of experimental and empirical studies examining this effect, which calls for an in-depth analysis of how these strategies influence perceived credibility.

Research Objectives

1. To identify the types of hooks and teasers strategies used on social media pages.
2. To measure the impact of these strategies on the perceived credibility of content.
3. To analyze the relationship between the level of initial attraction and the degree of trust in content.
4. To propose recommendations that help achieve a balance between attraction and credibility.

Research Questions

1. What are the most prominent hooks and teasers strategies used on social media pages?
2. How do these strategies affect the perceived credibility of content?
3. Are there differences in this effect based on the type of platform or audience?
4. What mechanisms can achieve a balance between attraction and credibility?

Theoretical Framework

This study draws on Source Credibility Theory and the Dual-Process Model of Information Processing to explain the research problem and to guide the development of the research instrument.

AI in Education Transformation: Reimagining Classrooms through Cognitive and Pedagogical Integration

Dr. Swati Arora

Assistant Professor in the Faculty of Education at Yokohama National University, Japan

The rapid advancement of Artificial Intelligence (AI) is redefining the contours of education, catalyzing a transformation in how students learn and teachers teach. This paper explores the pedagogical and cognitive implications of integrating AI tools into classroom practice, focusing on their potential to enhance learner engagement, reduce cognitive load, and foster personalized learning environments. Drawing on classroom-based research and case studies from Japanese and international contexts, the study examines how AI-powered tools such as adaptive writing assistants, multimodal summarizers, and intelligent feedback systems reshape instructional design and assessment practices.

Grounded in Cognitive Load Theory and constructivist approaches to learning, the research investigates how AI can minimize extraneous cognitive effort while supporting deeper conceptual understanding. It also addresses ethical and practical considerations, including data privacy, algorithmic bias, and the teacher's evolving role as a facilitator of human-AI collaboration. The findings suggest that when thoughtfully implemented, AI enhances student autonomy, supports inclusive practices, and augments teachers' reflective capacities.

The paper concludes by proposing a framework for sustainable AI integration in education, emphasizing critical digital literacy, transparency, and cross-disciplinary collaboration. By bridging technology and pedagogy, this study contributes to the growing discourse on how AI can serve not as a replacement for human educators but as a transformative partner in creating equitable and future-ready classrooms.

Keywords:

AI in Education, Cognitive Load Theory, Digital Pedagogy, Classroom Transformation, Inclusive Learning

Biography:

Dr. Swati Arora is an Assistant Professor in the Faculty of Education at Yokohama National University, Japan. Her research focuses on AI-supported English education, Cognitive Load Theory, and intercultural communication in multilingual classrooms. She has published and presented internationally on educational innovation, teacher development, and technology-enhanced pedagogy in Asia.

Aristotle's Perceptual Realism in De Anima 3.2



J. C. Weaver¹

¹Department of Philosophy, Oklahoma City University, Oklahoma City, Oklahoma, USA

In this paper I reexamine an interpretive problem raised by Aristotle's treatment of perceptible qualities in De Anima 3.2. A common reading of the second puzzle or aporia in that chapter over the past century attributes to Aristotle a form of perceptual antirealism, according to which colors, sounds, and other perceptible qualities possess a merely potential existence apart from perceptual acts. I challenge this view on the grounds that it rests on an overly isolated view of the aporia which fails to take into account Aristotle's broader philosophical commitments. When those commitments are taken into account the aporia is more convincingly read as a clarification and defense of perceptual realism. Methodologically, this paper offers a close reading of the second aporia of De Anima 3.2 (425b26-426a26) in a manner which makes it consistent with Aristotle's broader psychology and metaphysics. In particular, I focus on the like-like theory and the causal account of perception, both given in De Anima 2.5, as well as the ontological status of perceptible qualities as dual-category entities as articulated in the Categories. When these doctrinal commitments are taken seriously, I argue, numerous explanatory tensions emerge on the antirealist reading with respect to causal efficacy, qualitative alteration, and existential independence of perceptual qualities. On the realist reading, however, these tensions dissolve. Accordingly, I conclude that De Anima 3.2 actually reinforces rather than undermines the perceptual realism assumed elsewhere in the corpus, thereby restoring coherence to Aristotle's philosophy of perception and challenging a dominant trend in recent interpretation.

Biography:

J. C. Weaver is an Assistant Professor of Philosophy at Oklahoma City University. His research focuses on ancient Greek philosophy, ethics, metaphysics, and philosophy of religion, with particular interests in Aristotelian psychology and metaphysics, and theories of perception. He also has active research interests in medieval philosophy, philosophy of science, and epistemology.

The Goddess Kills the Buffalo in the Indus Valley



Dr. R. Saraswati Sainath

Founder-Director, Vidyasthanam: School of Indian Music, Culture and Languages,
Saint-Léonard, Québec, Canada

The Indus Seal 420 depicts a three faced deity with buffalo horns seated in yogic posture and surrounded by animals: an elephant, a tiger, a rhinoceros, and a buffalo with a human between the former two. The six signs on the top include a battle horn, a fish and a jar. Identifying this deity as Mahiṣāsura, Alf Hildebeitel proposes that these are animals sacrificed to the Goddess. On careful analysis of the episode as documented in the Devī Māhātmya, I propose that the three faces represent the three forms Mahiṣāsura takes during the battle: human, lion and elephant. The surrounding animals are part of his army. The fish and the jar signs represent the Goddess and her severing of Mahiṣāsura's head. I render support to my observation by studying this seal with a similar one which contains both the deity in yogic posture and a person placing his or her foot on top of a buffalo and killing it with a barbed spear.

The Indus script is Dravidian. The theme of interior landscape in ancient Tamil poetry connects various aspects of human love—union, elopement, waiting, unfaithfulness, and anxiety—with landscapes consisting of animals etc. The buffalo and the fish convey the idea of lover's unfaithfulness suggesting that a noble Mahiṣāsura had turned hostile. This epigraphical evidence, embellished with a poetic theme, testifies to the literary excellence of a much ancient Tamil—which I have named Mīntamil—aided by an episode preserved in a Sanskrit text.

Biography:

Dr. R. Saraswati Sainath has taught Sanskrit in colleges and universities in India and in Canada. Her chief areas of research are Advaita Vedānta, Indian Philosophy, Tamil Śaivism and Hindu Bioethics. She has professional diplomas in French issued by Ministère de l'Éducation, Québec. She has publications in English, Tamil, Sanskrit and French. Her outstanding research work is her article, The Date of Ādi Śaṅkarācārya and Emergence of Śaivism as a Popular Religion in South India, published by Springer-JICPR. She is the Founder-Director of Vidyasthanam: School of Indian Music, Culture and Languages and teaches Indian Classical Music, Indian Languages and French.

Archaeology and Education at Crow Canyon Archaeological Center



Tyson Hughes¹ and Kate Hughes²

^{1,2}Crow Canyon Archaeological Center, Cortez, Colorado, USA

At Crow Canyon Archaeological Center located in Cortez, Colorado, we have engaged in archaeological research and hands-on experiential teaching with children, young professionals, and forever learners for over 40 years. Working with indigenous communities has always been a goal at Crow Canyon and is even more important in today's environment. Archaeology in the United States is changing, and Crow Canyon is evolving to include positive changes to how archaeologists and educators interact with the public and indigenous communities about the human past. In this presentation, we share who we are, what has worked in the past, and the future directions of archaeological research and education.

Biography:

Tyson Hughes has worked as an educator at Crow Canyon for the last 10 years working with students of all ages and focuses on hands-on, place-based learning and lithic technology. Tyson has worked as an archaeologist in the southwestern United States for over 20 years.

Kate Hughes is an archaeologist and has worked in the Crow Canyon laboratory for the last 10 years and focuses on lithic technology, public archaeology and education. Kate has worked as an archaeologist in the western United States for 20 years.



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