

5<sup>th</sup> World Conference on

# ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION

**VIENNA,  
AUSTRIA**  
MAY 13-14, 2024





5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**BOOK OF ABSTRACTS**

# Abstracts of the 5<sup>th</sup> World Conference on Arts, Humanities, Social Sciences and Education

## Conference Dates:

May 13-14, 2024

## Organized by:

Eurasia Conferences

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# Welcome Message

## Vienna Conference



Dear Colleagues,

Welcome to the 5th World Conference on Arts, Humanities, Social Sciences, and Education in Vienna, Austria. It is my pleasure to invite colleagues to join this effort establishing solid scholarly exchanges in the fields of the arts, humanities, social sciences, and education. Vienna has always been the bridgehead toward southeastern Europe, hence also the eastern Mediterranean and further east. Despite many wars waged between Christians and Muslims in the past, the central idea today is to create communities across different cultures, religions, languages, and hence peoples. We mostly teach at the university level where we educate the future generation of professionals and leaders. This conference provides an ideal platform to explore ways of how to improve our communications across the disciplines and to open intellectual windows toward the future. In my own keynote I will explore the meaning of literature in terms of communication, and hence as a medium to engage with people, to develop a sense of social commitment, and to deploy compassion, based on compromise and collaboration.

Yours Sincerely,

*Albrecht Classen*

**Prof. Albrecht Classen**  
The University of Arizona, USA



# Welcome Message

## Vienna Conference



Dear Participants,

The fifth world conference organization ably managed and published the beautiful abstract proceedings. It shall be an evidenced edition for the scientific and intellectual communications between and among all the participants to the Vienna conference in Austria. With particular reference to paper presenter, speaker, and/or discussant, they are so proud of being issued their research contents and knowledge in the online proceeding book that allows equal access and affordability to the global audiences of scholar, practitioner, and even to student. The scientific summary collection shall be an indicator for ensuring the successful and productive meeting programmed in May 13-14, 2024. Definitely, it will be an academic index to this conference for authors and researchers who are so interesting and inquisitive to their disciplinary achievement and maturity in the sections of arts, humanities, social sciences, and even the education studies. Without hesitation, I pay my deep attention and appreciation to all the participants who submit timely and meticulously their paper abridgments for the jubilant May meeting. I, strongly enough, wish you enjoy this abstract booklet for your intellectual challenge and flourishing at the Vienna conference!

Yours Sincerely,



**Professor Hae Young Lee**

Yeungman University, South Korea

# Welcome Message

## Vienna Conference



Dear Colleagues,

It is our pleasure to welcome you at the 5th World Conference on Arts, Humanities, Social Sciences, and Education in Vienna, May 13-14, 2024.

Vienna is a leading European center of research, culture, and knowledge. It was home to many Nobel Prize winners, including among others, Richard Zsigmondy (chemistry), Karl Landsteiner (medicine), Richard Kuhn (chemistry), Erwin Schrödinger (physics), Wolfgang Pauli (physics).

Ludwig Wittgenstein, one of the most significant representatives of analytic philosophy, was born in Vienna. He closely cooperated with the Vienna Circle, which consisted of approximately 35 scientists, who in early twentieth century established a new positivistic school of thought searching for a purely scientific understanding of the world.

For centuries, Vienna was also the glittering capital of a great Austro-Hungarian Empire where the sponsorship of the imperial court created an excellent environment for musicians and artists. Many great composers were attracted to the city. The Viennese musical traditions have thus continued for centuries, from Haydn to Mozart, from Mozart to Beethoven, from Beethoven to Schubert and onward far into the twentieth first century.

As we face today the compounded crises of global capitalism, environmental damage and technological transformation, Vienna is among the leading knowledge cities in the world; a city that employs state-of-art management solutions; a knowledge hub, with many universities and research institutions; a place, where one can still meet deep thinkers and discover ideas that will allow us to better understand today's world.

Welcome to the upcoming WCAHSSE-Vienna-2024. Let us come together to share our knowledge and experience of overcoming crises, and from different research perspectives look for a bright future for humanity.

Yours Sincerely,

**Prof. W. Julian Korab-Karpowicz, D.Phil. (Oxon)**

Collegium Humanum

# 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.

At Eurasia Conferences, we are dedicated to delivering an exceptional conference experience, with a focus on inclusivity and the broad dissemination of knowledge. Participants at our events become part of a community committed to making a positive impact on global society. We invite you to join us at our conferences, where we continually strive for excellence in promoting academic and professional development.



5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**IN-PERSON**

**SCIENTIFIC PROGRAM**

08:500-09:00 @ Introduction,  
Welcome note and Conference  
Inauguration  
Conference Room: "Hamlet"

**DAY 1**  
May 13, 2024

## Keynote Sessions

### **Title: Digital Constitutionalism in the Policy State Theory**

09:00-09:40

**Prof. Hae Young Lee**, Visiting Professor of Public Policy, Department of Public Administration, Yeungnam University, Gyeongsan City, South Korea

### **Title: The world is the totality of values: On how to challenge Wittgenstein's positivism**

09:40-10:20

**Prof. W. Julian Korab-Karpowicz**, Professor at Collegium Humanum in Warsaw, Poland and Anglo-American University in Prague

### **Title: The Syrian Adolescent Refugee in Jordan**

10:20-11:00

**Prof. Alean Al-Krenawi**, Dean and Professor of the Faculties of Humanities, Social Sciences, and Cross-Cultural Studies, Algoma University, Canada

## Tea and Refreshments Break 11:00-11:20

## Speaker Sessions

**Session Chair: Prof. Hae Young Lee**, Visiting Professor of Public Policy, Department of Public Administration, Yeungnam University, Gyeongsan City, South Korea

**Session Co-Chair: Prof. W. Julian Korab-Karpowicz**, Professor at Collegium Humanum in Warsaw, Poland and Anglo-American University in Prague

**Session Co-Chair: Prof. Alean Al-Krenawi**, Dean and Professor of the Faculties of Humanities, Social Sciences, and Cross-Cultural Studies, Algoma University, Canada

### **Title: Breached Walls in Mexico: Art, violence and public space in Teresa Margolles' Walls**

11:20-11:40

**Dr. Antonio Sustaita**, research professor, Visual Artes Department, University of Guanajuato (Mexico)

### **Title: Human Rights under Siege: Analysis of Gross Violations of Human Rights in Geographical and Existential Peripheries**

11:40-12:00

**Dr. Raphael Okitafumba Lokola**, Faculté de Psychologie et Sciences de l'Education; Université de Lodja Ville de Lodja, B.P. 155; Democratic Republic of the Congo

**12:00-12:20** **Title: Unleashing the Potential of ChatGPT: Empowering Enhanced Active Learning in the Classroom Compared to Conventional Passive Learning**

Dr. Peixing Jiang, Exercise Science, Valparaiso University, Valparaiso, IN, USA

**12:20-12:40** **Title: Impact of Climate Change in Threshold Environments of India: A Pedagogical Framework for Experiential Learning**

Sanchar Sarkar, Department of Humanities & Social Sciences, Indian Institute of Technology Madras, Chennai, Tamil Nadu, India

**12:40-13:00** **Title: "Sky Is My Father, Earth Is My Mother": Kincentric Ecologies of the Heart in Easterine Kire's Son of the Thundercloud and When the River Sleeps**

Sadhna Swayamsidha, Research Scholar, Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai, Tamil Nadu, India

## Lunch Break 13:00-14:00

**14:00- 14:20** **Title: Stable and shifting values created by physical, agonistic, and sport cultures on the axis of time**

Felix Lebed, Department of Physical Education, Kaye Academic College of Education, Beer-Sheba, Israel

**14:20- 14:40** **Title: Age activation between self-empowerment and social pressure- Key results from a qualitative interview study about older women being active in fitness gyms (a comparison between Germany and the USA)**

Prof. Dr. Gabriele Sobiech, Department of Sociology, University of Education, Freiburg, Germany

**14:40- 15:00** **Title: Not Just Women and Girls: The Impact of the Gender Binary Distinction on Male Gender-Based Violence in the Balkan Context**

Athena Hantzaridis, Department of Balkan, Slavic, and Oriental Studies/ University of Macedonia, Thessaloniki, Greece

## Tea and Refreshments Break 15:00-15:30

**15:30-15:50** **Title: Navigating Behavior Change: Insights from the OptiRoutS Project**

Mirte Brouwers, Department of communication sciences, Imec-SMIT, Free University of Brussels, Belgium

**15:50-16:10** **Title: Design and Practice of an Interdisciplinary Pedagogy of HEAL (History, Environment, Anthropology, Logic) facing to Secondary School Students**

Vivian Hong, International Baccalaureate Organization, University College London, United Kingdom

**16:10-16:30** **Title: How to proceed after hospital treatment? Integration of children living with serious illness into the school environment – Method of a School Intervention Program**

Borbála Gácsig-Somogyi, Semmelweis University, Institute of Mental Health, Budapest, Hungary

**16:30-16:50** **Title: Theatre as a Catalyst for Social Change: Understanding Habib Tanvir as a Reformist Playwright in 'Charandas Chor' (1975).**

Manivendra Kumar, School of Humanities and Social Sciences, Indian Institute of Technology, Indore, Madhya Pradesh, India

**16:50-17:10** **Title: Quietude and Loving-Kindness in Daily Life: Interpreting Zen Koans**

Adarsh Narayan Parbat, English Department, Research Scholar, Dr. B R Ambedkar University, New Delhi, India

## Poster Session

**Poster: 1** **Title: Exploring the Role of Chinese Cuisine in Shaping National Identity and Strengthening Chinese Sentiments**

Yuan Yao, Department of Media Communication, Xi'an Jiaotong-Liverpool University, PhD Candidate, Suzhou, China

**Day-1 Closing 17:30-17:45**

# DAY 2

May 14, 2024

**08:50-09:00 @ Introduction and Welcome Note**

**Speaker Sessions**

**Session Chair: Prof. Hae Young Lee**, Visiting Professor of Public Policy, Department of Public Administration, Yeungnam University, Gyeongsan City, South Korea

**Session Co-Chair: Prof. Jacqueline Goldin**, Department of Earth Sciences, University of the Western Cape, South Africa

**Title: Teaching about Creativity in the College History Classroom: Thoughts and Reflections after Three Semesters**

09:00-09:20

Dr. David Leinweber, Associate Professor of History at Oxford College of Emory University, USA

**Title: Introducing an Unknown African Composer to the World-at-Large During the Age of Enlightenment**

09:20-09:40

Dr. Charles Pettaway, Professor, Music Department, Lincoln University, USA

**Title: Improving Preservice Teachers' Cultural Intelligence through Virtual International Exchange**

09:40-10:00

Dr. Colleen E. Tapley, School of Education, University of Massachusetts Lowell, Lowell, Massachusetts, United States

**Title: Self-Efficacy and Special Education**

10:00-10:20

Dr. Abigail Bergen, Department of Education, Southern New Hampshire University, Manchester, New Hampshire, USA

**Title: Fostering Positive Staff Culture to Promote Higher Student Outcomes**

10:20-10:40

Nicole Callier, School of Education, Southern New Hampshire University, Manchester, New Hampshire, USA

**Title: Surprises and Inspirations of the Bibliotherapeutic Approach in Classrooms of Young Children**

10:40-11:00

Prof. Jeanne Gunther, Francis Marion University, USA

**Tea and Refreshments Break 11:00-11:30**

**Title: Axel Honneth and digital alienation: New perspectives on social theory between labor process, sociology and social philosophy**

11:30-11:50

Dr. Eugenio Capitani, Department of Economy "Marco Biagi", University of Modena and Reggio Emilia, Modena, Emilia Romagna, Italy

**Title: Inclusive interviews codesigned with individuals on the autism spectrum: job interview training using VR technologies and blueprint for employers**

11:50-12:10

Mina-Mirjana Jevremovic, Barrie, Ontario, Canada



**Title: Tanka Language: A disappearing language of boat people in Southeastern China**

12:10-12:30

Daxingwang PENG, CRLAO (The Center for East Asian Linguistics) & CNRS (The National Centre for Scientific Research), Paris, France

**Title: Pedagogy with a Heartbeat**

12:30-12:50

Prof. Jacqueline Goldin, Department of Earth Sciences, University of the Western Cape, Robert Sobukwe Road, Bellville 7435, South Africa

**Lunch Break 13:00-14:00**

**Title: Collecting Voices: Literary and Political Engagement in Svetlana Alexievich**

14:00-14:20

Dr. Joori Lee, Chonnam National University, South Korea

**Title: A Potentiality for Corruption: On the Pornographic Descriptions in Angela Carter's "The Bloody Chamber"**

14:20-14:40

Yitong Liu, School of English Studies, Shanghai International Studies University, Shanghai, China

**Title: An Exploration of the Cultural Teachings seen in Post-Colonial Indigenous Literatures: Learning Across the Divide**

14:40-15:00

Zahra Mirabolfathi, School of English and Theatre Studies, University of Guelph, Guelph, Ontario, Canada

**Tea and Refreshments Break 15:00-15:30**

**Title: Innovations in Art Education: Analyzing New Teaching Methods, Technology Integration, and Unique Curriculum Designs Reshaping Art Education in Higher Education Institutions**

15:30-15:50

Chudi Hua, Lancaster University, Lancaster Institute of Contemporary Art, Lancaster, UK

**Title: Ancestor Roots in a Seemingly Rootless "Les Lieux de Mémoire": Reading Pangs of Love in the Light of Memory Theory**

15:50-16:10

Xiao Zhao, School of English Studies, Shanghai International Studies University, Shanghai, China

**Title: Inequity in Education: The Impact of Teacher Identity and Attitudes**

16:10-16:30

Dr. Colleen E. Tapley, School of Education, University of Massachusetts Lowell, Lowell, Massachusetts, United States

**Day-2 Conference Closing Ceremony 16:30-17:00**





5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**VIRTUAL**

**SCIENTIFIC PROGRAM**

09:50-10:00 @ Introduction and Welcome note (Virtual Session via Zoom) UTC/GMT +2

**DAY 1**  
May 13, 2024

## Keynote Sessions

**10:00-10:40**

**Title: Decolonizing the Veil: The Headscarf in Literature, Fashion, Paintings and Photography**

Jyhene Kebisi, MA Convenor of the Gender Studies Program at Macquarie University in Australia

## Speaker Sessions

**10:40-11:00**

**Title: Agreeing on Little, Understanding One Another Less: European Populist Attitudes Towards Atlanticism**

Justin Gibbins, Department of International Affairs and Social Sciences, Zayed University, Dubai, United Arab Emirates

**11:00-11:20**

**Title: The Role of an Integrated Theoretical Approach in Investigating the Self-Regulated Strategy Use of Highly Able Students and Those With Learning Difficulties in the Ib Diploma Programme**

Sandra Forrest, King's College London, London, United Kingdom

## Tea and Refreshments Break 11:20-11:40

**11:40-12:00**

**Title: Creating Short Animated Videos With Young Foreign Language Learners Through the Khan Academy Kids App**

Ania Delia Gonzalez Curiel, English language oral communication department. Tsuchiura Nihon University Secondary School. Tsuchiura, Ibaraki, Japan

**12:00-12:20**

**Title: Unveiling Ecocritical Dimensions in Amitav Ghosh's "The Glass Palace": Colonialism, Resource Exploitation, and Power Dynamics**

Parushi Ruhil, HSS, IIT Jammu, Jammu and Kashmir, India

**12:20-12:40**

**Title: Advocating for the Rights of Care-Leavers in Egypt**

Azza Abdelmoneim Osman, Sanad Organization for Alternative Parental Care, Cairo, Egypt

**Title: A Major Gap in the Study of Philanthropy and Civil Society**

12:40-13:00

Andrew L. Williams, Institute for Philanthropy, LCC International University, Klaipeda, Lithuania

**Lunch Break 13:00-14:00**

**Title: Nudging Permeability: Human Perception through Conscious Embodied Experiences**

14:00-14:20

Annarita Ferrante and Martina Frattura, Department of Architecture, University of Bologna, Italy

**Title: Career Dynamics Unleashed: Professional Mobility and Job Mismatch Among Doctorate Holders**

14:20-14:40

Nancy Kracke and Steffen Jaksztat, Research Area Educational Careers and Graduate Employment. Researcher, German Centre for Higher Education Research and Science Studies (DZHW), Leipzig, Germany

**Title: Strategic Management of National Cultural Heritage as a Precondition of Regional Tourism Development During the Pandemic Crisis (The Case-Study Slovakia)**

14:40-15:00

Ivana Butoracová Šindleryová and Kamil Turčan, University of Ss. Cyril and Methodius, Faculty of Social Sciences, Institute of Public Administration and Public Policy, Trnava, Slovakia

**Tea and Refreshments Break 15:00-15:20**

**Title: An Intruder: Cyclone Idai and Post Disaster Coping Strategies Utilized by Adolescent Survivors**

15:20-15:40

Innocent Sifelani, Department of Applied Psychology, Manicaland State University of Applied Sciences, Mutare, Zimbabwe

**Title: Decoding Cultural Narratives through Project-Based Learning**

15:40-16:00

Naomi Tsai and Javier Gastón-Greenberg, Educurious Partners, Seattle, WA, USA

**Title: The Transformative Role of Diverse Children's Literature in Confronting Racism**

16:00-16:20

Dr. Sonja Brandt and Dr. McKenzie Rabenn  
University of North Dakota, Grand Forks, ND, United States.  
University of Wisconsin- River Falls, River Falls, WI, United States

**Title: Receiving Student Feedback: Professors Shared Experiences**

16:20-16:40

James D. Sigler, School of Business, Oakland City University, Oakland City, Indiana, United States of America

16:40-17:00 **Title: The Reflection of Labor in Chinese Migrant Worker's Theatrical Practice: We 2s: Labor Exchange Market (2019)**  
Yunfei Du, Department of Asian Studies, Cornell University, NY, USA

## Poster Sessions

17:00-17:20 **Title: Exploring Classroom Design and Pedagogical Strategies: Overcoming the Challenges of Rapid Vocabulary Recognition among Beginner Learners of Chinese**  
Jiaxin Shen, College of Humanities & Fine Arts, University of Massachusetts Amherst, Amherst, Massachusetts, the U.S

17:20-17:40 **Title: Let Children Create Meaning in Outdoor Drawing Activities**  
Lei Wang, School of Art, The University of Arizona, Tucson, Arizona, US

## Day-1 Closing Ceremony

# DAY 2

May 14, 2024

09:25-09:30 @ Introduction and Welcome Note

(Virtual Session via Zoom) UTC/GMT +2

## Keynote Session

09:30-10:10 **Title: Shared Prosperity Characterized by Four Development Goals: Pro-poor Growth, Pro-poor Development, Inclusive Growth, and Inclusive Development**  
Prof. Nanak Kakwani, University of New South Wales, Australia

## Speaker Sessions

10:10-10:30 **Title: Impacts of COVID-19 Traffic Light System on Education in New Zealand**  
Lee-Anne Taylor, School of Health and Sport Science, Eastern Institute of Technology, Te Pūkenga, Hawkes Bay, New Zealand

**Title: Modeling of a Potential Pedestrian Path Using the Lowest Cost Method on the Example of the Balkan Mountain Waterfalls**

10:30-10:50

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

**Title: Governance and Territorial Cohesion: Empirical Analysis**

10:50-11:10

Pereira Cristina, Universidade de Trás-os-Montes e Alto Douro, UTAD, Portugal

**Title: Should AI-Assisted Academic Writing Be Brought to the Eap Classroom?**

11:10-11:30

Prof. Carmen Lucas, Instituto Politécnico de Bragança, Portugal

**Tea and Refreshments Break 11:30-11:40**

**Title: Deciphering DPI: A Credible Drive of India's G20 Presidency**

11:40-12:00

Akanksha Singh, Researcher, New Delhi, India

**Title: Conceptualization of qi in Chinese idioms from the perspective of Cultural Linguistics**

12:00-12:20

Yawen ZHONG, Faculty of Humanities, ELTE Eötvös Loránd University, Budapest, Hungary

**Title: The influence of spicy taste on people's metaphorical perspectives on time**

12:20-12:40

Yutian Qin, Faculty of Humanities, ELTE Eötvös Loránd University, Budapest, Hungary

**Title: Analysis of the Planar Vault Under the Choir Loft of the Monas-Tery of El Escorial**

12:40-13:00

Rubén Rodríguez Elizalde, Universitat Oberta de Catalunya (UOC), Spain

**Lunch Break 13:00-14:00**

**Title: Analytic Portrayal of Time in the Poetry of T.S. Eliot and Adonis: A Comparative Study**

14:00-14:20

Bassma Basheer Nomass, Department of English Philology, University of Valladolid, Spain

**Title: Exploring Student Perspectives on STEM through Fire Ecology: Epistemological and Social Insights from NoSTEM Education**

14:20-14:40

Víctor Martínez-Martínez, Specific Didactics department, University of Burgos, Burgos, Castilla y León, Spain

**14:40-15:00**      **Title: Murder as a Theatrical Performance: Problematising the Figure of the Female Serial Killer in The Limehouse Golem**  
Debalina Mondal, Jadavpur University, India

## Tea and Refreshments Break 15:00-15:20

## Keynote Session

**15:20-16:00**      **Title: Literature as a Testing Ground: Communication and Miscommunication in Medieval Literature, with an Emphasis on Marie de France and Heinrich Kaufringer**  
Prof. Albrecht Classen, German Studies, University of Arizona, Tucson, AZ, USA

## Speaker Sessions

**16:00-16:20**      **Title: Navigating Cultural Shifts: Globalization's Impact on Society and Business**  
Kia Hamid Yeganeh, Professor of International Management, College of Business, Winona State University, Minnesota, USA

**16:20-16:40**      **Title: Developing Digital Content for The classroom: Best Practices for Curriculum Development in the Digital Age**  
Lisa M. Wisniewski, School of Applied Liberal Arts and Social Sciences, Goodwin University, East Hartford, CT, United States

**16:40-17:00**      **Title: The Empty Shell of A goddess: Representations of Artemis Based on Literature in the Graeco-Roman period**  
Dr. Kyra A. Rietveld, Department of Art and Visual Culture, Centenary College of Louisiana, Shreveport, LA, USA

**17:00-17:20**      **Title: Exploring the Impact of Task Party: Participatory Art Activities on Classroom Engagement and Artistic Imagination Development in Higher Education Students**  
Ziyu Feng, Art & Visual Culture Education program, University of Arizona, Tucson, US

**17:20-17:40**      **Title: The Inquiry Into Life Through the Art of Chinese Penjing**  
Hui Wei, Independent researcher, Washington, DC, USA

**17:40-18:00**      **Title: Central Asia's Regionalism Dilemma: Which Silk Road?**  
Paulo Afonso B. Duarte, António Tavares, CEAD, Universidade Lusófona do Porto, Portugal

## Day-2 Closing Cermony 18:00-18:10





5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**IN-PERSON**

**KEYNOTE PRESENTATIONS | DAY 1**

## Digital Constitutionalism in the Policy State Theory



### Prof. Hae Young Lee

Visiting Professor of Public Policy, Department of Public Administration, Yeungnam University, Gyeongsan City, South Korea

Facing with digital technological transformation into all the sphere of global society, the State as the policy presidor has been reborn into the digitalized policy State. As the one of the State ruling power characters, the term “constitution” has been under the digital transformation, too, in which the policy State shall be grounded upon and justified by constitution on the exercise of its policy power; it can be called the “digital constitutionalism.” The constitutional values and doctrines inscribed in constitutionalism would be legitimacy of the rule of law. As well, the constitutionally endorsed and accounted for the policy infrastructures would be the State jurisdictions over the digital domains, the way in which it provides the legal names and works through the digitally transformed interaction between the State and constitution. This ideological and heuristic concept “digital constitutionalism” has been academically and practically appealed to the State theory for explaining the constitutional counteractions against the political and policy challenges developed by the digital technology and especially the globally connected web-based platform industry and organization. Although there is a variety of conceptual analysis of digital constitutionalism, it first adapts the principles or values of the digital transformation into the State constitution that discerns the intellectual foundations for the constitutional documents in the digital society. That said, the two values of digital freedom (openness and accessibility) and affordability (technological and economic ability and competence) would be critical measures for the theoretical hypotheis of the policy State.

### Biography:

He is director of the Korea Policy Research InSttitute ([www.kopori.kr](http://www.kopori.kr)) and visiting policy professor at Yeungnam University, South Korea. He served the president of Korean Association for Public Administration (KAPA) in 2014, and chariman of the Korean Government Evaluation Commission in 2014-2018. He was awarded his Ph.D. in policy sciences at the University of Maryland, Baltimore in 1990. Currently he develops and writes the manuscripts of the policy State theory in the digital transformation time as scheduled for publshing the book in 2025. He can be reached into his e/ mail: [haeyounglee187@gmail.com](mailto:haeyounglee187@gmail.com)

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## The World Is the Totality of Values: On How to Challenge Wittgenstein's Positivism



### Prof. W. Julian Korab-Karpowicz

Professor at Collegium Humanum in Warsaw, Poland and  
Anglo-American University in Prague

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What is reality? In a narrow positivistic or empirical vision, whose expression can be found in Ludwig Wittgenstein's *Tractatus Logico-Philosophicus*, facts are the whole reality. He declares: "The world is the totality of facts ...". These declarations can serve as an example of how positivism, which declares itself an antimetaphysical program, formulates a metaphysical thesis. For the positivists, reality, what-exists, is sensible facts, denoting what can be observed. Values and other qualitative attributes of the world that cannot be observed and classified as facts, are considered the domain of subjectivity, the matter of personal preference, and as such are excluded from reality and scientific inquiry. Statements about them are denied any sense. This is why for Wittgenstein, as well as for other positivists, ethics, a domain of values, cannot be meaningfully expressed. Positivism in social sciences excludes the possibility of a rational, theoretical discussion of a morally and politically good life, and of making meaningful value choices.

However, positivism conceals an implicit subjectivism that is present in the cognitive process. It does not understand that its description of reality as facts is only an interpretation that takes facts to be reality itself and derives from this view practical consequences related to the possibility of thinking and speaking meaningfully about values. Values can be defined as the qualities that human beings appreciate because of their usefulness or their role in the satisfaction of human needs. If we agree with the positivists that values cannot be known by direct observation like physical phenomena, this does not mean that values cannot be known at all, or do not exist, or are merely subjective. Since in knowing the world, our subjectivity is always involved—or there is always a knower and what is to be known—facts are essentially subjective. Further, just as it is possible to communicate facts to others and agree on statements concerning them, because if we practice impartiality and neutrality, they can be made inter-subjective, and in this sense, also objective, so also it is possible to express values with sense, agree on them, and implement them in our lives. Hence, rationality and meaningfulness are not merely limited to factuality. We can speak rationally and meaningfully about values as well. They are the essential part of our human reality.

**Keywords:** facts, values, rationality, consciousness, Ludwig Wittgenstein, positivism

### Biography:

Prof. W. Julian Korab-Karpowicz is one of Poland's most renowned philosophers and political thinkers. He has had an extensive and distinguished career as a government official, educator, and scholar. Brought up in the city of Gdansk, he was a student leader in the Solidarity movement. He was then elected Deputy Mayor of Gdansk and served as an Expert for the European Commission. He has received his doctorate from the University of Oxford and has taught at many universities. Currently, he is a professor at Collegium Humanum in Warsaw and Anglo-American University in Prague. He is the author of several books including *Tractatus Politico-Philosophicus* (Routledge 2017). He has also contributed to world-recognized online reference sources, having authored articles on "Political Realism in International Relations" in the *Stanford Encyclopedia of Philosophy*. He is the recipient of the Personality of the Year Poland 2020 Award in Science.

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## The Syrian Adolescent Refugee in Jordan



### **Alean Al-Krenawi, PhD**

Dean and Professor of the Faculties of Humanities, Social Sciences,  
and Cross-Cultural Studies, Algoma University, Canada

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Adolescents are vulnerable to severe psychological, emotional, and physical impacts due to war and refugee status. In 2018, I conducted a survey of 205 Syrian refugee youth (104 females and 101 males) in a refugee camp in Jordan. The purpose of the study was to investigate their psychological functioning, self-esteem, and post-traumatic stress disorder (PTSD), as well as their social and family functioning. The following instruments were used: the Brief Symptoms Inventory (BSI); Rosenberg Self-Esteem (SE), the McMaster Family Device (FAD); the PTSD Scale; and Social Functioning. In contrast to previous studies on political violence in the Arab world, female respondents had lower levels of psychological symptoms and PTSD and higher levels of social functioning. Three culturally situated factors are explored: boys' higher prevalence outside of the home; the lower protective factor of familial socioeconomic status; and the protective factor of educational attainment. The conclusion calls for interventions and policies to consider these gendered differences, and for further research to assess these interventions.



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**SPEAKER PRESENTATIONS | DAY 1**

## Breached Walls in Mexico: Art, violence and public space in Teresa Margolles' Walls



**Dr. Antonio Sustaita**

Research Professor, Visual Artes Department, University of Guanajuato (Mexico)

With the title *Psychobuildings* Martin Kippenberger published in 1988 a peculiar photography book. It deals with architectural structures that are incomplete, either because they are not finished or because they have been subjected to a demolition process. Such buildings, which conjure up eccentric and idiosyncratic spaces, could be thought of as psychotic because of the ruptures caused in the regulated fabric of the modern urban landscape.

In 2008 (May 28-August 25) the exhibition *Psycho Buildings* was held at The Hayward, (London, U.K.). The participating artists aimed to reanimate and explore the diverse ways in which we inhabit our environments, not only from a phenomenological point of view, but foregrounding the complex social and cultural nuances of architecture. There is an essential change in relation to Kippenberger's work: it is no longer about unfinished or demolished buildings recorded photographically, but artistic works that manifest a clear fusion between sculpture and architecture, whose purpose is to highlight Kippenberger's initial concern: the psychological dimension of architectural products.

The artistic search of Mexican artist Teresa Margolles (Culiacán, Sinaloa, 1963) has evolved from a phase related to the victims of general violence in Mexico, with the group SEMEFO (1990-1993), to a stage focused almost exclusively on the victims of confrontations between criminal groups. For this very reason, it is surprising that despite such a radical approach, the artist became the national representative at the Venice Biennale in 2009 with a work alluding to this type of violence: "What else could we talk about? Since then she has become an international referent of what Walter Benjamin called the "politicization of art" as opposed to the "aesthetization of politics".

The main purpose of this research is to analyze the following works by Margolles, in order to understand the important art-city-violence relationship in contemporary Mexico: *Muro baleado* (Culiacán, 2009), *Muro baleado Ciudad Juárez* (2010), *Decálogo* (2008), *PM 2010* (2012).

### Biography:

Antonio Sustaita. Ph.D., Universidad Complutense de Madrid, 2011. Professor Sustaita focuses his research on the relationship between body and language in contemporary art. His first book, *El baile de las cabezas* [Dance of the heads] (Fontamara, 2014) investigates the similarities between the display of violence in Mexico at the beginning of the century and contemporary art. Sustaita is a full-time professor and researcher at the department of visual arts at Universidad de Guanajuato since 2011. He is member of CONACYT-SNI (National Council of Science and Technology-National Research System) level 1 since 2016. He has received the Sabatical fellowship CONACYT 2018-2019. In addition, he is member of Editorial Board of American Research Journal of History and Culture (ARJHC) and member of Colegio Referees CSACA Centro Studi Americanistici Circolo Amerindiano, Perugia, Italia. He has held more than 300 conferences around the world. His research has been published in books and journals in America and Europe. Sustaita is presently at work on a book called *Necroestética. Cuerpo y violencia en México contemporáneo*, which considers three models of sceneries of violence in contemporary Mexico. He is also interested in shamanism and what he calls early shamanic scene.

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## Human Rights under Siege: Analysis of Gross Violations of Human Rights in Geographical and Existential Peripheries



### Raphael Okitafumba Lokola

Faculté de Psychologie et Sciences de l'Éducation; Université de Lodja Ville de Lodja, B.P. 155; Democratic Republic of the Congo

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This paper addresses the betrayal of the original intuition behind the Universal Declaration of Human Rights on December 10, 1948. The belief of every human being's inherent dignity and inalienable human rights encapsulates this intuition. Today, however, human dignity and inalienable human rights are grossly violated in geographical and existential peripheries by the same institution that has been assigned the noble mission of protecting and promoting them. My analysis will proceed in three steps. First, I will describe the context of the siege of human rights. Second, I will identify some causal factors that encourage this siege. Third and lastly, I will envisage perspectives that can halt the siege of human rights in geographical and existential peripheries.

### Biography:

Raphael Okitafumba Lokola is a priest of the Diocese of Tshumbe in the central Democratic Republic of the Congo (since 2010). He is an associate professor of ethics and social theory at Université de Lodja. He also teaches moral and spiritual theology at Grand Séminaire Saint Jean-Paul II in Lodja. He earned a PhD degree in ethics and social theory in 2018 in Berkeley (California, USA). He is a co-author of a book (*Analyse et critique des fondamentaux des pensées économiques et sociales*, 2023) and author of a few articles published in English and French.

## Unleashing the Potential of ChatGPT: Empowering Enhanced Active Learning in the Classroom Compared to Conventional Passive Learning



**Peixing Jiang**

Exercise Science, Valparaiso University, Valparaiso, IN, USA

The importance of active learning in the classroom is supported by numerous educational research studies. Incorporating ChatGPT into classroom learning will encourage students' self-directed learning and empower them to explore topics of interest, seek answers to their questions, and be considered as an active learning style. The objective of this project is to utilize ChatGPT as an interactive interface to enhance active learning among students in the classroom. This study compares two separate instances of the course "Exercise Physiology" conducted in different semesters to evaluate the effectiveness of different learning methods. A total of 20 students participated in the study, with 10 in each class. In traditional passive learning (Class One), after a conventional lecture on a particular topic, students then prepared and participated in an oral testing session where they explained their understanding of the topic. For the second class, after the instructor provided a specific topic to the students and tasked them with using ChatGPT to independently research and find the answer. Students engaged in self-guided study, followed by a brief lecture from the instructor, and then conducted an oral testing. A total of three oral tests have been conducted for both classes. By comparing the outcomes and student performance between the two classes, the results showed a statistically significant improvement for class two ( $p < 0.05$ ). Therefore, by incorporating ChatGPT active learning strategies in the classroom, a dynamic learning environment can be created, promoting active learning, and improving student performance.

### Biography:

Dr. Peixing Jiang possesses extensive teaching experience in the field of Kinesiology (Exercise Science), specifically in subjects such as Exercise Physiology, Kinesiology/Biomechanics, Strength and Conditioning, Assessment and Prescription in Health and Fitness, and Advanced Personal Trainer. He has successfully prepared students for certifications as Advanced Personal Trainers, Exercise Specialists, and Strength and Conditioning Specialists.

Professor Jiang's research primarily revolves around biomechanical analysis of human movement, including areas such as gait and sports skill. Additionally, he specializes in the development of strength training systems and the design of periodization programs for athletes. He is an active member of the American College of Sports Medicine association and the National Council of Strength and Fitness.



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## Impact of Climate Change in Threshold Environments of India: A Pedagogical Framework for Experiential Learning



### Sanchar Sarkar

Department of Humanities & Social Sciences, Indian Institute of Technology Madras,  
Chennai, Tamil Nadu, India

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This presentation will focus on the conceptualization of an experimental approach that analyses how high school students from urban metropolises in India immerse in, interact with and experience complex issues of climate change in threshold environments. Threshold environments are specific geographical locations that undergo the immediate effects of natural disasters and are rendered vulnerable to continual disintegrations by the forces of nature. The presentation emphasizes the requirement of a pedagogical framework in academia that enables high school students from cities and urban metropolises to travel to ecological sites that are under the direct impact of disasters driven by climate change. Such a framework allows the students to have first-hand conversations with the people of threshold environments and it helps them to understand the gravity of the climate crisis, which, however contested, has a real-time picture of lived experiences.

This presentation will also show how such a pedagogical framework can educate students about the far-reaching implications of climate change and cultivate in them the environmental imagination that is required to develop an encompassing awareness about places, societies and cultures that are vulnerable to the effects of natural disasters. It will focus on specific islands, deltaic and archipelagic geographies of India's eastern coastlines that are undergoing considerable land-loss and soil erosion due to tropical cyclones, floods and rise in the sea level, as potential sites of this experiential learning. The presentation will conclude by emphasizing on the emergence of experiential learning pedagogies that can generate awareness about climate change in India.

### Biography:

Sanchar Sarkar is a research scholar (PhD) at the Department of Humanities and Social Sciences in Indian Institute of Technology Madras, Chennai, India. He is engaged with writing research papers on specific topics that trace the contemporary trajectories of ecocriticism in post-apocalyptic environments and literature. His interest lies in the field of eco-speculative fiction and he is also passionate about visual narratives within the discipline of environmental humanities that represent and engage with the insights of environmental consciousness. Currently he is working in the arena of climate change games and its eco-speculative performativity among the contemporary young adult generation.

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## “Sky Is My Father, Earth Is My Mother”: Kincentric Ecologies of the Heart in Easterine Kire’s *Son of the Thundercloud* and *When the River Sleeps*



### Sadhna Swayamsidha

Research Scholar, Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai, Tamil Nadu, India

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This presentation focuses on the emergence of contemporary North East India’s tribal anglophone fiction that portrays the co-constitutive associations, links and relations between the Angami indigenous tribe in Nagaland and their surrounding environment. It engages with Naga tribal writer Easterine Kire’s novels, *Son of the Thundercloud* (2016) and *When the River Sleeps* (2014) in order to argue how Indian tribal writing conceptualizes the ‘Indic-indigenous’ environmental imagination in the twenty-first century.

The presentation shows how Kire’s writing evokes the philosophy of kincentric ecology where the boundaries between the tribals and their environment overlap to form a coalescent continuum of mutual existence. It analyzes and studies the Angami tribals’ perception of the environment as an ‘existential imperative’ or a ‘kin’, an internal psychosomatic presence that never ceases to be a part of their consciousness. The presentation elucidates the importance of Indian anglophone writings, in the context of tribal ecologies, that cultivate awareness about indigenous ecological perspectives and showcases the emerging corpus of Kire’s works as a vital portion in the study of Indian environmental literature in the Anthropocene. This presentation argues that kincentric ecologies provide an affective model of theory and praxis that engages with ideas of natural contract and paves a “new approach to ecological discourse” (Ferri 2019, 68). The new approach focuses on inter-relations and encourages the replacement of homocentric ideas of land ownership and possession with values like stewardship and respect for the non-human world.

### Biography:

Sadhna Swayamsidha is a research scholar (Ph.D) at the Department of Humanities and Social Sciences, Indian Institute of Technology Madras. She is currently pursuing her Ph.D. in environmental humanities under the supervision of Prof. Swarnalatha Rangarajan. Her interest lies in the area of place studies and indigenous environmental narratives. Currently, she is working in the area of affective ecocriticism and she is also exploring the theoretical and critical foundations of heart-centric ecologies specifically in the context of Native American writers.

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## Stable and Shifting Values Created by Physical, Agonistic, and Sport Cultures on the Axis of Time



**Felix Lebed**

Department of Physical Education, Kaye Academic College of Education, Beer-Sheba, Israel

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Physical and agonistic cultures form the bedrock of human culture and give rise to sport culture. Together and separately, this trio forges unique social values. Some of these values, such as the pursuit of physical excellence and the principles of agonistic social interactions, have been long celebrated. Meanwhile, other values have evolved into contemporary cultural norms, including ideologies stemming from the quest for physical perfection, like eugenics and racial theories. My research explores the evolution of various values within these cultural spheres across an extensive historical scale. The analysis, once again, sharpens well-known sociological findings about ethical deviations and negative shifts toward a desire for rapid improvement of human "material" that frequently occur within totalitarian regimes significantly swayed by ideological biases. This insight leads to a discussion within a specific part of conflict theory in sociology focused on Antonio Gramsci's concept of "hegemony," which suggests that any altered values (superstructures) are a result of the formed by intellectuals prevailing ideologies that dominate a particular historical period, shaping its cultural priorities. Analyzing different superstructures I propose an antithesis: stable cultural trends (structures), emerging from deep-rooted biosocial interactions among people, are immutable because they even precede the economic foundations of society.

### Biography:

Dr. Felix Lebed, born and educated in the former USSR, completed his degree in PE & Sport in 1977. He earned a Ph.D. in sports psychology in 1986. After arriving in Israel in 1990, Dr. Lebed joined the faculty of Physical Education at Kaye Academic College of Education in Beer-Sheba. His interdisciplinary research focuses on human play and competitive games, with an emphasis on their philosophical, psychological, and pedagogical aspects. These interests are showcased in numerous publications. Over the past decade, Dr. Lebed has published four academic volumes through Routledge Publishing, 15 peer-reviewed papers, and two chapters in edited volumes.

## Age Activation Between Self-Empowerment and Social Pressure-Key Results From a Qualitative Interview Study About Older Women Being Active in Fitness Gyms (a Comparison Between Germany and the USA)



**Prof. Dr. Gabriele Sobiech**

Department of Sociology, University of Education, Freiburg, Germany

In the course of demographic change, the idea of age(ing) as something unavoidable has changed into something more adaptable. Through a healthy lifestyle, which aims at the self-responsible management of physical risks through fitness and discipline, individuals may expand their independence in later life. However, physical ageing and age-related health risks, including life expectancy, depend significantly on a person's social position. In addition, the shift in health ideology towards the individual and the trend towards active ageing may lead to social pressure for some individuals.

This presentation aims to shed more light on the field of tension described above. The results try to demonstrate how older women who are active in fitness gyms benefit from their active lifestyle and how they perceive differences in the underlying health care systems.

In order to highlight the subjective perspective of older adults, several 60 to 80-year-old women who had been active in fitness gyms for at least two years were interviewed: 26 interviews were conducted in Germany (Freiburg) and 14 in the USA (east-coast: Amherst). The evaluation of the interviews was based on qualitative content analysis and was carried out with technical support (MAXQDA).

The interviews reveal that for the respondents of both samples creating a fit body primarily results in self-empowerment gains. At the same time, submissions to Western body and fitness norms are also evident. Furthermore, it is indicated that inequalities in health opportunities exist in both countries and that a lack of resources in form of cultural and economic capital prevents successful age(ing).

### Biography:

Dr. phil. Gabriele Sobiech is professor of sport science and sport sociology at the University of Education Freiburg in Germany. Research and teaching focus: Sociology of the body and sports; constructions of gender in sport and society; sociology of space.

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## Not Just Women and Girls: The Impact of the Gender Binary Distinction on Male Gender-Based Violence in the Balkan Context



### **Athena Hantzaridis**

Department of Balkan, Slavic, and Oriental Studies/University of Macedonia,  
Thessaloniki, Greece

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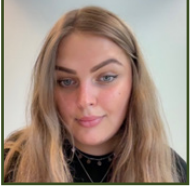
This paper explores the impact of the inaccurate and harmful exclusion of male victimization in public policy regarding gender-based violence following the wars of the former Yugoslavia in the early 1990's, using secondary sources to conduct cultural discourse analysis. By recounting the lack institutional and medical support available to male survivors, this project highlights the dangers of uninformed public policy, recommending a comprehensive and survivor centered approach to institutional support. Through a gender-sensitive understanding of victimization and gender-based violence, justice and adequate assistance can be provided to all survivors.

### **Biography:**

Athena Hantzaridis, M.A. is a recent graduate of the University of Macedonia, a Research Associate at Movement Labs, and a volunteer English teacher at Irida Women's Center. As dual-citizen of the United States and Greece, she received her B.A. in International Relations from Boston University before moving to Greece to pursue her post-graduate degree in politics and economics. She is passionate about data-informed policy, gender-based violence prevention, and women's empowerment.

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## Navigating Behavior Change: Insights From the OptiRoutS Project



**Mirte Brouwers**

Department of communication sciences, Imec-SMIT, Free University of Brussels

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This research was done within the context of the OptiRoutS project and delves into the intricate dynamics of behavior change in travel planning and route selection. The ultimate goal was to unravel the underlying factors that influence individuals' decisions. Through a detailed literature review, 12 factors were identified that might significantly impact people to change their behavior. The methodology consisted of two focus groups, with six participants each. Participants engaged in detailed discussions exploring these identified factors such as environmental concerns, convenience, cost-effectiveness, and social influences. These discussions provided valuable insights into the multifaceted nature of the decision-making process related to travel behavior. The conclusion drawn from this research underscores the complexity inherent to behavior change. The feasibility of change hinges on numerous factors and context-dependent influences. Nonetheless, social influence emerged as a significant driver, highlighting the importance of social validation and acceptance. To guarantee widespread adoption certain socially desirable behaviors, it is crucial to identify and empower early adopters. By emphasizing emotional appeal, personal benefits, and convenience, it is possible to enhance receptivity among empathic users. Furthermore, highlighting the positive impact behavioral change can have on people's surroundings reinforces the sense of accomplishment and community contribution. These findings hold considerable implications for policymakers and stakeholders seeking to promote environmentally conscious and socially responsible mobility practices.

### Biography:

Mirte Brouwers is a researcher at Imec-SMIT, Free University of Brussels. Her research centers mostly around the nudging of prosocial (travel) behavior. Before starting at Imec-SMIT, she obtained her master's degree in communication sciences at Free University of Brussels magna cum laude, where her thesis focused on how greenwashing practices and the awareness of these practices interfered with consumer's perceptions of soft drink brands. She is mainly interested in user research and does most of her research within the context of building a more sustainable future.

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## Design and Practice of an Interdisciplinary Pedagogy of Heal (History, Environment, Anthropology, Logic) Facing to Secondary School Students



**Vivian Hong**

University College London, United Kingdom

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The theme of this paper is the HEAL pedagogy, which refers to the interdisciplinary teaching with History as the platform subject and the integration with Environment science, Anthropology, and Logic. HEAL is an innovative concept originally raised in this paper and it is brought out against the popular concept STEM (science, technology, engineering, and mathematics), thus to manifest the significance of “these crucial and sometimes underestimated subjects”, as it was described by Professor Julia Black (2023), President of the British Academy. Mingling elements from different knowledge domains in understanding what happened in the human society may expose students to brand new angles of observing the world and scaffolding cognitive awareness. What’s more, there’s no fixed barrier between humanity subjects and those of natural science. If the interdisciplinary pedagogy is put in a more macro context, elements from natural science can also be integrated.

Examples including explaining history topics like “the motive of ancient Chinese people to build the Great Wall” with the geographical concept of the 400mm isohyet, linking the using of gold and silver as global mainstream currencies with their physical attributes, comparing urbanization process in the Industrial Revolution. All lesson plans in this paper have been conducted in practical teaching at a secondary school, which contributed class observation, as well as questionnaire survey with qualitative and quantitative questions among students as the methods of this research. Other methods include literature study and interview. Ethical claims are ready.

## How to Proceed After Hospital Treatment? Integration of Children Living With Serious Illness Into the School Environment – Method of a School Intervention Program



**Borbála Gácsig-Somogyi<sup>1</sup> and Zsuzsanna Katalin Papp<sup>2</sup>**

<sup>1,2</sup>Semmelweis University, Institute of Mental Health, Budapest, Hungary

Integration of a child after the diagnoses or longer hospitalization is a challenge not only for the sick child but for the classroom community and the teachers. Chronic illness may come with restricted social activities and a more submissive behavior toward peers that may make the child more exposed to bullying (Meijer et al, 2000). Bátor Tábor Foundation established a School-based Program which tries to help children affected by a disease re-integrate themselves into their school-life. The program aims to help the sick children and their classmates to have a deeper connection and open communication about the illness. The goal is to embolden the participants to overcome their fears, worries and stereotypes while improving self-efficacy and quality of life with using a combination of therapeutic recreation and solution-focused brief therapy (SFBT). The approach of the program helps the involvement of healthy and sick children into personalized and team challenges while they are encouraged to support each other. The innovation of the program lies in the fact that previously the SFBT method was mainly applied to children living with an illness or suffering from behavioral problems (Franklin et al., 2008), but in the School program we extended the intervention to the entire class community – head teacher included.

### Biography:

Borbála Gácsig-Somogyi has a degree in Psychology and is currently a PhD Student at Semmelweis University in Budapest. With a background in couple and family therapy and passion in improving the mental health and wellbeing of ill children and their families, she is determined to understand the mechanism of therapeutic recreation camps and programs. Her research is closely connected to the Bátor Tábor (camp of courage) Foundation, which provides life-changing experiences to seriously ill children and their families, and also to those families who have suffered the loss of a child.



## Theatre as a Catalyst for Social Change: Understanding Habib Tanvir as a Reformist Playwright in ‘Charandas Chor’ (1975)



**Manivendra Kumar<sup>1</sup> and Dr. Ananya Ghoshal<sup>2</sup>**

Indian Institute of Technology, Indore, Madhya Pradesh, India

Post-independence canon of Indian theatre is marked by a paradigmatic shift in the reformist agendas of the playwrights. Some playwrights used the method of proscenium plays, while others relied on street or folk theatre to present the socio-cultural turbulences of the time. Habib Tanvir is one reformist playwright of the period whose works can be traced at the intersections of proscenium and rural/folk theatre. Tanvir’s plays are considered milestones in the amalgamation of Indian folk theatre arts and the contemporary perspective of the world. Scholars such as Katheryn Hansen and Javed Mallick have credited Tanvir for bringing together the rural and urban paradigms of theatre arts and propagating a form that was of, for, and by the people. The present paper expands this proposition and studies Tanvir’s *Charandas Chor* for its distinct representation of rural folk tales in an urban theatrical model. By studying the play closely, the paper argues that Tanvir creates a liminal space that challenges the established notions of reformist drama in India. It also examines the form, content, and meaning of the play through Richard Schechner’s lenses of drama, theatre, and performance. It further explores reformist agendas that subvert the affiliation of social etiquettes through Henri Bergson’s idea of inversion. The paper establishes that Tanvir’s theatre’s uniqueness lies in harnessing the intersectional dimensions of rural and urban theatrical models, which he uses to express plebian issues that are represented through the vibrant performative elements of folk theatre and the urban techniques of theatre.

### Biography:

Manivendra Kumar is a Ph.D. student in the Discipline of English at the Department of Humanities and Social Sciences, Indian Institute of Technology Indore. His research focuses on the post-independence Indian theatrical traditions and their agendas of social reform and explores the paradigms of reformist playwrighting during this period. His research has been accepted for publication in the journal *Modern Drama* (University of Toronto Press). He completed his MA and BA in English Literature from Ranchi University, Ranchi.

Ananya Ghoshal is an assistant professor of English in the School of Humanities and Social Sciences at the Indian Institute of Technology in Indore, India. For her PhD, she has worked on the influence of music in postcolonial literature. A former Fulbright-Nehru Doctoral fellow in the Department of English at UC Berkeley, Ananya works on the broader themes of Environmental Humanities, Literature and the Other Arts, Visual Culture, Disability, and Performance Studies. Her research examines the meaning, form, and style of literary works while exploring their imaginative and creative potential on the performance stage and screen. She is the co-author of *An Anthropocene Primer* - an Indiana University-Purdue University Indianapolis (IUPUI) open-access, open peer-review publication that guides learners through the concepts and debates related to the Anthropocene.

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## Quietude and Loving-Kindness in Daily Life: Interpreting Zen Koans



**Adarsh Narayan Parbat**

English Department, Research Scholar, Dr. B R Ambedkar University, New Delhi, India

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Engaging with a distinctive interdisciplinary methodology that integrates the psychoanalytic theories of Sigmund Freud, Carl Jung, W.R. Bion, D.W. Winnicott and Heinz Kohut with the philosophical insights of D.T. Suzuki and Nishida Kitaro, the paper investigates the themes and motifs of quietude and loving-kindness in daily life through the analysis of Zen koans. The paper inquires the psychological and existential dimensions of quietude and loving-kindness, two qualities greatly revered in Zen Buddhism and increasingly acknowledged for their therapeutic value in the modern world.

The paper engages with Freud's exposition of various defence mechanisms that hinder the individual to attain psychological depth and engages with Jung's notion of archetypes and collective unconscious. It engages with the methods through which the psychoanalytic perspectives of the true self and the holding environment by Winnicott, containment and reverie by Bion and the concept of self-psychology by Kohut advance the understanding and meaning of quietude, empathy and kindness in daily life.

The paper analyses the method through which the above-mentioned psychoanalytic perspectives integrated with D.T. Suzuki's elucidations on Zen Buddhism and Nishida Kitaro's philosophy of direct experience enable personal growth, self-understanding, and foster the growth of compassionate and interconnected relationships with others. The paper argues that the engagement with the multiple layers of meanings of Zen koans propels one to cultivate quietude and loving-kindness which can impact everyday living in a profound manner. The integrated analytical methodology is used to decipher the contemporary existential and psychological challenges.

### Biography:

Adarsh Narayan Parbat is a research scholar at Ambedkar University, Delhi.



5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**IN-PERSON**

**POSTER PRESENTATION | DAY 1**

## Exploring the Role of Chinese Cuisine in Shaping National Identity and Strengthening Chinese Sentiments



**Yuan Yao**

Department of Media Communication, Xi'an Jiaotong-Liverpool University, PhD Candidate, Suzhou, China

Chinese cuisine is significant in expressing and preserving national identity as a vital conduit for disseminating Chinese culture to the international community. While previous research on national identity has emphasised the roles of culture, language, and religion, there is still a lack of focus on food. However, food culture encapsulates a nation's history, beliefs, and past experiences. In particular, Chinese cuisine serves as a catch-all that encompasses most of the food genres of the global Chinese community. Chinese cuisine is not generalised and defined by any particular type of food; it reflects a diverse amalgamation of Chinese culture worldwide. Therefore, this study aims to explore the potential of Chinese cuisine in expressing national identity in intercultural communication, particularly in bridging misunderstandings between various cultures, facilitating multicultural communication, and cultivating mutual appreciation.

The study undertakes a theoretical review of the global cross-cultural connections forged by Chinese cuisine, situated within the theoretical frameworks of food and national identity theories. By critically reviewing the role of Chinese cuisine in intercultural communication and national identity, the study objective is to further emphasise the significance of Chinese cuisine as a cultural heritage in eliminating discrimination and facilitating cultural interactions to sustain confidence in national identity through national sentiments. Furthermore, the study delves into the challenges confronting Chinese cuisine and actively explores the future changes that may be in shaping national identity and transmitting Chinese culture. This study comprehensively examines its crucial role in promoting cultural understanding and sustaining a positive national identity and sentiments in multicultural exchange.

**Keywords:** Chinese Cuisine, National Identity, National Sentiment, Intercultural Communication

### Biography:

Yuan Yao is a PhD candidate in the Department of Media Communication at Xi'an Jiaotong-Liverpool University. Her research interests are in the field of intercultural communication, especially cultural identity and acculturation. She is a member of the African Journal of Political Science and International Relations (AJPSIR) reviewers. Her research is published in the Journal of Transcultural Communication (JTC).



5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**VIRTUAL**

**KEYNOTE PRESENTATION | DAY 1**

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## Decolonizing the Veil: The Headscarf in Literature, Fashion, Paintings and Photography



**Dr. Jyhene Kebsi**

MA Convenor of the Gender Studies Program at Macquarie University in Australia

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There is a wrong tendency to equate the veil with the stereotypical photo of the blue burqa that pervades right-wing media in Western countries. However, the veil and veiling styles are much more diverse than this clichéd picture that aims at giving the impression of submissiveness. My keynote speech sheds light on the diversity of Muslim women's veiling styles and tries to understand the reasons that lie behind associating the Muslim headscarf with female subordination. Accordingly, my presentation has 3 main focal points that respond to 3 key questions:

1. What is the veil?
2. Why is the hijab equated with women's oppression?
3. Who benefits from associating the hijab with female subjugation?

Accordingly, my presentation starts by historicizing the veil in order to show that its roots predate Islam. In order to question the homogenization of the veil and veiled women, my presentation explores the diversity of head covers worn through an analysis of Islamic fashion and hijabistas. Moreover, in order to complicate the simplistic misrepresentation of the hijab that pervades Western media, my speech discusses the Orientalist paintings and photography that have tied the headcover to the image of subjugation and submission. Countering the misconception that associates the veil with women's oppression leads me to delve into the French history of compulsory unveiling, hence connecting the forced removal of the veil to colonialism. Finally, in order to further interrogate the misleading link between veiling and women's inferiority my presentation analyzes the self-Orientalist literature that benefits from "veiled best-sellers" (Whitlock 155).

### Biography:

Dr. Jyhene Kebsi is the MA Convenor of the Gender Studies Program at Macquarie University in Australia. Dr. Kebsi's research has appeared in the *Journal of World Literature*, *Antipodes: A Global Journal of Australian/New Zealand Literature*, the *Journal of Global Postcolonial Studies*, *Postcolonial Text*, *Law & Literature* and the *Journal of North African Studies*. Her op-eds have appeared in key outlets like *The Berkley Forum*, *The Conversation*, *Overland*, *The New Arab*, *Jadaliyyah* and *Arena*. Dr. Kebsi is the recipient of multiple prizes and awards, including Fulbright.



5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**VIRTUAL**

**SPEAKER PRESENTATIONS | DAY 1**

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## Agreeing on Little, Understanding One Another Less: European Populist Attitudes towards Atlanticism



**Justin Gibbins**

Department of International Affairs and Social Sciences, Zayed University, PO BOX 19282  
Dubai, United Arab Emirates

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The post-World-War Two era is permeated by events that have shaped the Europe/US nexus leading to the conclusion that a Kantian Europe sits uneasily with a Hobbesian America. Within recent years, a noticeable spike in populism has become more prevalent within Europe. Populist party sentiment, on both the left and right, offers common critiques of what are regarded as globalist institutions and dynamics. Criticism is often levelled at the United Nations, the European Union and the North Atlantic Treaty Organization, for example, as well as immigration, multiculturalism and elitist rule. However, an under-explored focus is on how European populist parties view the United States. Left-of-centre populism naturally views the US with suspicion, but it is right-wing groups that have become more common. This presentation overviews some important pro- and anti-Atlantic European views that help shape our understanding of European populism and contributes to the literature on populist foreign policy.

### Biography:

Dr. Justin Gibbins is an Assistant Professor in the Department of International Affairs and Social Sciences at Zayed University in Dubai. He gained his PhD from the University of Birmingham and published a book entitled *Britain, Europe and National Identity: Self and Other in International Relations* with Palgrave Macmillan in 2014. His research interests also include the United States and the United Arab Emirates. He has published in the journals *Politics & Policy*, *Social Evolution & History*, *Contemporary Review of the Middle East* and *Perspectives on Political Science*.



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## The Role of an Integrated Theoretical Approach in Investigating the Self-Regulated Strategy Use of Highly Able Students and Those With Learning Difficulties in the Ib Diploma Programme



**Sandra Forrest**

King's College London, Strand, London WC2R 2LS, United Kingdom

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This qualitative multiple case study explored how high-achieving International Baccalaureate Diploma Programme students and Diploma Programme students with learning difficulties develop self-regulated learning (SRL) within a context in which teachers were trying to align their pedagogy more closely with that of the IB. An integrated theoretical stance drawing upon a situated model and social cognitive and information processing theories contributed valuable insights. Methods included collecting work samples and accompanying written reflections; semi-structured interviews; and school report teacher comments. Results confirm that the IB's student-centred, process-focused pedagogical approach has the potential for promoting SRL and suggest that, because of this, the IB Diploma Programme may be suitable for university-bound students with learning difficulties. This finding reflects a significant gap in the field of learning difficulties. Results also suggest that students with learning difficulties benefit from strategy guidance more than their highly able peers do, and that epistemic awareness is a key factor in determining strategy effectiveness. These findings reflect significant gaps in the field of self-regulated learning, particularly in relation to students with learning difficulties, the IB Diploma Programme, and the role of epistemic awareness.

### Biography:

Sandra Forrest received her Master of Special Education from New York University and her Doctorate in Education from King's College, London. Her doctoral focus is the self-regulated learning (SRL) of highly able students and students with learning difficulties and pedagogical practices that facilitate this. Her work has been published in the Journal of Research in International Education and is required reading in the Master of International and Comparative Education at King's College, London.

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## Creating Short Animated Videos With Young Foreign Language Learners Through the Khan Academy Kids App



### **Ania Delia Gonzalez Curiel**

English language oral communication department. Tsuchiura Nihon University Secondary School. Tsuchiura, Ibaraki, Japan

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This presentation delves into the synergy of creative storytelling and technology to enhance language acquisition in young learners (YLS). Acknowledging the effectiveness of narrative exploration in fostering language proficiency and motivation, the session explores the integration of the Khan Academy Kids app as a powerful tool for YLS to craft original 1-minute animated videos in the foreign language classroom.

The presentation will present a dynamic project where YLS utilized the target language learned during specific units to conceive and articulate their own narratives, progressing to draft simple storyboards as blueprints for their animated videos. Through the Khan Academy Kids app, children immersed themselves in the creative process, recording voices and manipulating on-screen characters to bring their stories to life. The final touch involved stitching together clips using video editing software, culminating in the creation of short 1-minute videos.

Throughout the presentation, educators will gain insights into incorporating this innovative approach into their classrooms, transforming language practice into a creative and engaging experience. From assisting YLS in choosing subjects to guiding them through the steps of storyboarding, recording, acting, and editing, participants will leave equipped with practical techniques to seamlessly integrate technology, creative expression, and language learning.

### **Biography:**

Ania Delia Gonzalez Curiel is an English language teacher in Japan with over eight years of experience working with young learners. She holds an MA in TESOL from the University of Birmingham and is particularly interested in young learners pedagogy, communicative language teaching, and technology implementation to foster learner autonomy and engagement. She currently teaches English oral communication to teenagers and young adults in Ibaraki, Japan.

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## Unveiling Ecocritical Dimensions in Amitav Ghosh's "The Glass Palace": Colonialism, Resource Exploitation, and Power Dynamics



**Parushi Ruhil**

HSS, IIT Jammu, Jammu and Kashmir, India

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The proposed paper offers an in-depth exploration of ecocritical perspectives within Amitav Ghosh's magnum opus, "The Glass Palace." Focused on the overarching themes of colonialism and resource exploitation, the analysis employs the theoretical frameworks of metabolic rift and Michel Foucault's concept of power to unravel the intricate layers of environmental discourse embedded in Ghosh's narrative. The study delves into the portrayal of landscapes altered by colonial powers, emphasizing the ecological consequences of resource extraction. Ghosh's intricate storytelling provides a lens through which the metabolic rift, a concept rooted in Marxian ecological thought, is scrutinized. The paper examines how colonial interventions disrupt the natural metabolic processes of the environment, leaving enduring scars on the landscapes depicted in the novel. Furthermore, Foucault's notion of power dynamics is applied to unravel the intricate web of control and dominance in the context of resource exploitation. The paper explores how power relations shape and perpetuate environmental exploitation, as depicted in the interactions between colonizers and colonized in "The Glass Palace." By merging ecocriticism with the lenses of metabolic rift and Foucault's power dynamics, this paper aims to provide a comprehensive understanding of the intricate relationship between colonialism, resource exploitation, and environmental consequences in Ghosh's work. Through this interdisciplinary approach, the study seeks to contribute to a broader discourse on the intersectionality of literature, ecology, and power dynamics in the post-colonial context.

### Biography:

Parushi Ruhil is a PhD candidate in HSS, IIT Jammu. Her area of research is postcolonial eco-criticism.

## Advocating for the Rights of Care-Leavers in Egypt



**Osman. A**

Sanad Organization for Alternative Parental Care, Cairo, Egypt

According to Egyptian law, orphaned youth in care homes must transition out of care at 18, regardless of their readiness or support. Consequently, they bear the weight of managing their lives alone, addressing accommodation, education, health, finances, and legal matters without assistance. Integration into society proves challenging due to stigma, compounded by a non-inclusive labor market. Lacking proper education and training, these youth struggle to compete professionally and lack access to quality care promoting resilience and well-being.

To address these challenges, Sanad, an organization in Egypt's alternative care sector, initiated a five-year project titled "Care-Leavers' Independence." Within this project, Photovoice—a tool empowering care leavers to advocate for their rights—was employed. Eleven care leavers, comprising four females and seven males, participated in this project. Through photos and accompanying narratives, participants shared their experiences, culminating in an exhibition attended by key policymakers, including the Minister of Social Solidarity.

Analysis of the photos and narratives uncovered recurring themes among participants. These themes included the need for after-care support and habitation, the concept of citizenship, and fostering a sense of community among care leavers.

The presentation will delve into the Photovoice project's journey with Egypt's youth without parental care, highlighting emerged recommendations and best practices. This participatory research tool aims to shed light on the plight of care leavers and advocate for necessary support structures to aid their transition into independent adulthood.

**Key words:** youth without parental care, photovoice, Egypt, aftercare, independence, empowerment

### Biography:

Sanad organization for Alternative Parental Care, is a nonprofit organization in Egypt that works to empower orphans, equip the alternative parental care ecosystem and enlighten the community to accelerate fairness and acceptance, towards creating a brighter future for all. Sanad strives to strengthen the ecosystem through a range of services that include developing quality standards, equipping care homes, training caregivers and professionals in the field, developing the Kafala "adoption" system, preparing youth for self-reliance and aftercare, contributing to legislations advancements, and knowledge creation and dissemination through research, publications, and active participation in regional and international conferences and forums. For more please contact us on: [info@sanadorphans.org](mailto:info@sanadorphans.org)

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## A Major Gap in the Study of Philanthropy and Civil Society



**Andrew L. Williams<sup>1</sup> Marty Sulek<sup>2</sup> and Julianna Giannoutsou<sup>3</sup>**

<sup>1,2,3</sup>Institute for Philanthropy, LCC International University, Klaipeda, Lithuania

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The academic study of the philanthropic sector and civil society has grown rapidly in the last quarter of a century. What was once a sparsely populated and disconnected field now boasts university departments, peer-reviewed journals, and scholarly associations. ARNOVA, ERNOP, ISTR, and others showcase and spur on a good deal of research on the sector. Articles and monographs abound in the domains of social science, psychology, public policy, managerial science, etc. Yet the field has seen a decline in publications from several key areas. Ethics, philosophy, literature, religious studies, and even history are among the disciplines whose research is infrequently published in the field. Certainly, this narrowing of intellectual inquiry is not unique to philanthropic studies. As many universities adjust to declining enrollments, public skepticism, and reduced budgets pressure exists to shift curricula more toward vocational preparation. In addition, the ethos of empiricism creates doubt about the utility of research that is neither “objective” nor easily quantifiable.

Our literature review shows the contours of this problem in philanthropic studies. Journals in this field publish few articles from humanistic disciplines. This trend also holds true in a broader search for scholarly literature using major academic search engines. In addition, the high-quality research that does exist at the intersection of philanthropy and the humanities is mostly disconnected and thus not in conversation. As such, we are on the cusp of publishing a new journal, *Philanthropia*, that creates space for scholars to engage in the humanistic study of philanthropy and civil society.

### Biography:

Andrew L. Williams is director of the Institute for Philanthropy and assistant professor of international relations and development at LCC International University in Lithuania. Prior to pursuing a PhD at the Indiana University Lilly Family School of Philanthropy, Dr. Williams spent several decades as a nonprofit practitioner, including economic development in the Dominican Republic and Rwanda. He also holds graduate degrees from Harvard Divinity School and Gordon-Conwell Theological Seminary. His research interests include religion and philanthropy, the intellectual history of human rights, and nonprofit management.

## Nudging Permeability: Human Perception through Conscious Embodied Experiences

**Annarita Ferrante and Martina Frattura**

Department of Architecture, University of Bologna, Italy

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The proposed theoretical framework is grounded in the concept of Nudging Permeability, a term denoting the intentional alteration of the perception of places through conscious embodied experiences. This framework draws heavily from the multidisciplinary approach to integrated design, specifically incorporating insights from neuroarchitecture, neuroscience, environmental psychology, architecture, psychology, and physiology.

Neuroarchitecture, which weaves together principles from neuroscience, environmental psychology, and architecture might serve as a foundational element in the perspective of a human-centered design. The theoretical framework is further supported by the Embodied Cognition Theory, emphasizing the role of sensory-motor experiences as the cradle of human perception and action, culminating in a system of potential actions within the space.

Humanistic-scientific notions in design provide a holistic perspective, considering the impact of culture-memory, expectations, and the intrinsic relationship between individuals and their environment. This framework positions neuroscience as a measure of the individual and architecture as a measure of space, both integrated with other humanistic-scientific notions.

The overarching goal is to explore the elements and nudges that architecture can contribute to neuroscience, fostering an exchange of knowledge that empowers users to be conscious of their impact within a given space.

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## Career Dynamics Unleashed: Professional Mobility and Job Mismatch Among Doctorate Holders

Nancy Kracke<sup>1</sup> and Steffen Jaksztat<sup>2</sup>

<sup>1,2</sup>Research Area Educational Careers and Graduate Employment Researcher, German Centre for Higher Education Research and Science Studies (DZHW), Leipzig, Germany

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The tertiary education sector in Germany has seen significant recent growth, resulting in a heightened number of individuals obtaining doctoral degrees. A doctorate is not only a prerequisite for an academic career but is also considered a general professional qualification. Given the constrained employment opportunities within academia, characterized by a limited number of permanent researcher positions, the majority of doctorates must seek employment in other sectors. This raises the question of whether these highly educated individuals secure positions matching their qualifications.

If individuals are mismatched employed, in the sense that their level of training exceeds the job requirements, parts of the human capital lie idle. This does not only have negative consequences on the individual level but can also be costly on the social level because of inefficient use of resources. Empirical evidence for doctorates is scarce. This paper adds to the literature by using data from a recent panel study with doctorate holders in Germany and by applying panel data analyses. Utilizing this data, we address the following research questions: 1) What effect does professional mobility have on mismatch among doctoral graduates? 2) How does the situation differ across various subjects? 3) What are the consequences of mismatch for doctorates?

Preliminary findings indicate that leaving academia generally increases the likelihood of obtaining a job where a doctorate is not a formal requirement. This applies to research-related positions in the public and private sectors, particularly non-research-related roles. Analyses reveal that mismatch has negative effects on both wages and job satisfaction.

**Keywords:** job mismatch, professional mobility, doctorate holders

## Strategic Management of National Cultural Heritage as a Precondition of Regional Tourism Development During the Pandemic Crisis (the Case-Study Slovakia)



**Ivana Butoracová Šindleryová<sup>1</sup> and Kamil Turčan<sup>2</sup>**

<sup>1,2</sup>University of Ss. Cyril and Methodius, Faculty of Social Sciences,  
Institute of Public Administration and Public Policy, Bucianska 4/A,  
917 01 Trnava, Slovakia

Despite the difficulties in which it finds itself in the current pandemic situation, Slovakia has the potential to become an attractive tourist destination, also thanks to many cultural and historical monuments. The purpose of the study was to deal with heritage, especially historical objects and the possibilities of their innovative and sustainable strategic management and to point out certain possibilities of marketing communication using the influence of social media of these promising tourist objects. A survey was conducted using the method of content and situational analysis, as well as a questionnaire method implemented at the level of management of cultural and historical objects. The main results include mainly the necessity to focus marketing strategies in tourism on emphasizing local cultural expressions both to reach new but also domestic audiences and in the future significantly in the context of sustainable cultural tourism. It turns out that the investments are needed in the modernization of historical objects promotion mainly in the social media field for the heritage awareness and attractiveness increase and interest and return of visitors. This creates space also for the involvement of voluntary organizations as an innovative form of communication with the segment of young visitors in the context of personification with the heritage. However, the results of the survey show that mainly the better marketing communication, innovation management, financial and crisis management planning, is needed.

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## An Intruder: Cyclone Idai and Post Disaster Coping Strategies Utilized by Adolescent Survivors



**Innocent Sifelani<sup>1</sup>, Memory Matsikure<sup>2</sup>, Sifikile Songo<sup>3</sup>, Maurice Kwembeya<sup>4</sup> and Denboy Kudejira<sup>5</sup>**

<sup>1,2,3,4</sup>Department of Applied Psychology, Manicaland State University of Applied Sciences, Mutare, Zimbabwe

<sup>5</sup>Department of Anthropology, Queens College, Memorial University of Newfoundland, Canada

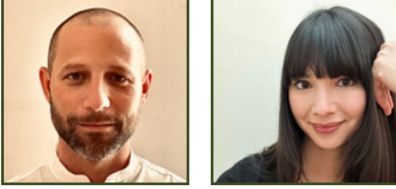
Climate change has been identified as one of the leading threats to human health in Southern Africa. Climate change-induced natural disasters often leave behind a trail of destruction characterized by multidimensional losses such as loss of infrastructure, physical health, and psychological health. Adolescents are among the most vulnerable groups during and after a natural disaster. This article presents findings of a research whose aim was to establish cyclone Idai-related losses and post disaster coping strategies among adolescent survivors. Based on qualitative data collected from 15 participants in the Odzi community of Manicaland Province in Zimbabwe, the article reveals that participants experienced diverse disaster-related losses, such as loss of independence and sense of control over their lives and general life satisfaction. The study notes that the impact of disaster-related losses had a toll on adolescents' psychological, social, and physical well-being. From the study, it is established that in the aftermath of natural disasters, adolescents adopted two-pronged coping strategies, namely, personal coping strategies that include positive thinking and self-talk, and the utilization of social support such as instrumental and counseling support. This study suggests, among other recommendations, school-based trainings to equip adolescents with personal coping strategies.

### Biography:

Innocent Sifelani is a state certified Educational Psychologist and is currently a Psychology lecturer at Manicaland State University of Applied Sciences in Zimbabwe. Apart from his teaching obligation, some of his roles as a practicing psychologist include, but not limited to; conducting psycho-educational assessments, education related individual and group counseling and psycho-education. Additionally, he has had a decade of experience as a full time practicing Educational Psychologist in the Ministry of Primary and Secondary Education. Innocent's research interests are: mental health, child and adolescent well-being, Educational psychology, Community psychology, climate change and psychology.

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## Decoding Cultural Narratives through Project-Based Learning



**Naomi Tsai and Javier Gastón-Greenberg**

Educurious Partners, Seattle, WA, USA

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**W**e at Educurious have collaborated with the United States Library of Congress to develop a freely available Ethnic Studies project-based curricular series that uses cultural expression as a lens to navigate complex factors that have shaped diverse identities in the United States, encompassing migration, colonization, imperialism, and the experiences of indigenous and black communities globally. The objective is to facilitate students' comprehension of various groups' origins and efforts to preserve cultural heritage, evolve expressions of identity, and transform society.

The project proposes a structured three-unit series, exemplified by the Latinè cultural history series. "Pa'lante: Onward with Art" introduces students to Puerto Rican artists using visual mediums to present key concepts such as indigeneity, resistance, and anti-colonial advocacy. "Nepantla: Kinship in Music" traces the roots of Latin music genres, and builds on the groundwork from the previous unit to explore cultural diffusion and dual identity. "Cocina: Food is History" shifts focus to Latin America, delving into the significance of food in understanding the historical context and cultural evolution of Latinè communities of the U.S.

Currently in development are three additional units that follow the same structure as the Latinè series and explore Asian American and Pacific Islander (AAPI) narratives. The first unit in this series explores the ongoing Hawaiian sovereignty movement and the grounding concept of aloha aina through the medium of spoken word.

Our presentation will consist of an overview of our methodology and highlight key examples from our curriculum.

### Biography:

Javier is a Curriculum Designer at Educurious developing teaching content for Humanities high school units. He is co-founder of Hero Genesis, a collaborative comic book curriculum project with Cuban artists that creates original content and uses comic books to design cultural and language learning units. Javier has a forthcoming book with the University Press of Florida on Cuban comics with a focus on how the comic narrative in revolutionary Cuba is used to construct hero mythos as well as reveal its crisis.

Naomi is a Curriculum Designer at Educurious developing Social Studies secondary curriculum in partnership with teachers, district leaders, and content experts. With a background in classroom teaching, Naomi taught middle school students in New York City and Seattle Public Schools. She is passionate about creating anti-racist and culturally sustaining curriculum that empowers students to become changemakers in their local communities.

## The Transformative Role of Diverse Children's Literature in Confronting Racism



### Dr. Sonja Brandt<sup>1</sup> and Dr. McKenzie Rabenn<sup>2</sup>

<sup>1</sup>Department of Teaching, Leadership, and Professional Practice, University of North Dakota, Grand Forks, ND, United States

<sup>2</sup>Teacher Education Department, University of Wisconsin- River Falls, River Falls, WI, United States

In the aftermath of the recent deaths of numerous individuals who have fallen victim to racial injustice, the United States is finally beginning to confront its deep-rooted racism. Bestseller lists are now dominated by books on anti-racism, while people take to the streets in protest and policies undergo revisions. Amidst this awakening, educators are realizing the importance of using children's literature as a powerful tool to explore race and racism within their classrooms. The Cooperative Children's Book Center (CCBC) at the University of Wisconsin-Madison emphasizes the necessity for diverse literature to enable teachers, libraries, and, most importantly, children to gain a better understanding of the world they inhabit. However, it's essential to accompany these texts with meaningful discussions to prevent unchecked assumptions about race. For example, books can act as mirrors, windows, or sliding glass doors, reflecting and affirming our own identities, exposing us to different experiences, and inviting us to immerse ourselves in alternative worlds (Sims Bishop, 1990). In this way, books can prompt critical conversations about race, identity, and acceptance. Despite these opportunities, some states attempt to limit discussions on race in classrooms under the "Critical Race Theory" label. This presentation will highlight the importance of open dialogue, drawing on research to highlight the transformative impact of diverse literature. By creating safe and inclusive spaces, educators empower students to become critical thinkers and empathetic leaders, essential for combating racism and fostering a more equitable world.

### Biography:

Dr. Sonja Brandt resides in Grand Forks, North Dakota with her family. She was an elementary teacher for 15 years and is currently an Assistant Professor in Elementary Education at the University of North Dakota. Dr. Brandt teaches elementary, early childhood, and graduate courses at UND. She received the College of Education and Human Development's Excellence in Undergraduate Teaching Award in 2023. Her areas of research include literacy; teachers' nonverbal immediacy teaching behaviors; active learning and engagement in today's college classrooms; and teacher recruitment and retention. She enjoys traveling, photography, spending time outdoors, and is an avid reader.

Dr. McKenzie Rabenn, a resident of Eagle River, Wisconsin, shares her passion for education as an adjunct professor in literacy education at both UW-River Falls and UW-Superior. Additionally, she serves as a professional development facilitator for the University of North Dakota. Her extensive career in elementary education spans across the Midwest, culminating in the attainment of a Ph.D. in Teaching and Learning from the University of North Dakota (UND). Driven by a fervor for enhancing educational practices, Dr. Rabenn's research interests revolve around online learning, teacher professional development, literacy, and rural education.

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## Receiving Student Feedback: Professors Shared Experiences



**Dr. James D. Sigler**

School of Business, Oakland City University, Oakland City, Indiana, United States of America

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The purpose of this transcendental phenomenological study was to describe the experience of using student feedback for professors at higher-education accredited institutions in the United States of America. The essential question of this research was what are the factors of professors using student feedback? This research found that professors use student feedback if the feedback is found to be valid. The ten professors of this study represented a combined teaching tenure of over 200 years of experience who expressed their lived experiences through the collection of three methods: feedback reflection survey, individual interviews, and a letter writing prompt. The use of Moustakas' data analysis procedures aided in the discovery of the essence and aided this research to discover two new perceived facets to close the literature gap: feedback implementation stages and the beginning stage of a new timing theory.

**Keywords:** Factors of professors using student feedback · Stages of feedback implementation · New timing theory

### Biography:

I am a professor at the School of Business. I teach a robust curriculum covering leadership, management, and marketing techniques, covering techniques and scholarly applications for the modern business world. I have over 20 years of experience in the hospitality industry before transitioning into higher academics. I am happily marriage to my wonderful wife and have two children with one dog named Louie.

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## The Reflection of Labor in Chinese Migrant Worker's Theatrical Practice: We 2s: Labor Exchange Market (2019)

**Yunfei Du**

Department of Asian Studies, Cornell University, NY, USA

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The drastic social and discursive changes in the past decades have resulted in the superimposition of neoliberal exploitation of surplus labor, precarious work, coercive resilience, and silenced agency on Chinese migrant workers. In response to their vulnerability and socio-cultural trauma, many Chinese migrant workers resort to theatrical practices within their communities to construct subjectivity and call for cultural equality. From the perspective of cultural studies, this paper manifests how grassroots community-based theatre groups provide an illuminating lens for mapping the less visible cultural terrain in post-socialist China, in view of the challenges brought by state-backed neoliberalism and sociogenic fragility. Mainly focusing on We 2s: Labor Exchange Market (2019), this study analyzes the entangled relation between the experience and representation of these subaltern groups and the tension between the visible center and obscured cultural margins, arguing that their theatrical praxis develops critical resilience and possible counter-hegemonic narratives of labor. These narratives transform the cultural space dominated by neoliberal discourse and the state's ideology into a shared space that entails conversation, negotiation, friction, and collision with coercive forces from above. The community-based theatrical praxis empowers the agents to confront fragility and exploitation in their labor and work, and unceasingly challenges and reconfigures the cultural landscapes in contemporary China. We 2s invites migrant laborers to problematize their fragile, precarious labor, motivates them to reflect on social roles imposed on them, and encourages them to formulate new concepts of labor from below to revitalize and rebuild a culture that has long been silenced.

### Biography:

Yunfei DU is a PhD candidate in the Department of Asian Studies at Cornell University. He studies contemporary Chinese literature and culture, primarily focusing on underrepresented migrant workers' cultural practices, including the so-called dagong poetry and working-class theater in the post-socialist era. His research interests include critical theory, Marxism, and cultural studies. His doctoral dissertation situates itself at the point where social class stratification and creative aesthetic activities intersect, aiming to expose underlying conflicts between neoliberal reform ideologies, socialist legacies, and the state's post-socialist pandemonium. He is the Chinese translator of Immanuel Wallerstein's *The Global Left: Past, Present, and Future*.





5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**VIRTUAL**

**POSTER PRESENTATIONS | DAY 1**

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## Exploring Classroom Design and Pedagogical Strategies: Overcoming the Challenges of Rapid Vocabulary Recognition among Beginner Learners of Chinese



### Jiaxin Shen

College of Humanities & Fine Arts, University of Massachusetts Amherst, Amherst, Massachusetts, the U.S.

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**Problem Statement:** This paper spotlights a significant obstacle for beginner Chinese learners: the swift recognition of vocabulary, particularly Chinese characters. It posits that this difficulty not only hampers their reading and writing capabilities but also diminishes their enthusiasm and confidence in learning Chinese.

**Literature Review:** The study conducts a thorough examination of existing literature to understand the roots and remedies of this challenge. It focuses on various factors, including limited exposure to the language, interference from learners' native scripts, confusion caused by characters with similar appearances, inadequate memory strategies, a lack of personalized learning approaches, the absence of appropriate textbooks, and minimal technology utilization in teaching.

**Existing Solutions:** The paper evaluates current methodologies for teaching Chinese characters. It highlights approaches like the Component-Oriented Net-Weaving Approach, engaging in handwriting exercises, incorporating educational games, and selecting vocabulary that resonates with the learners' local context.

**Proposed Teaching Activity:** The paper introduces a novel teaching activity designed to facilitate the learning of Chinese characters through visual aids. It involves using images to represent words that share common character components. The structure, objectives, and anticipated benefits of this activity are elaborately discussed, underscoring its potential effectiveness in enhancing character recognition skills. (196 words)

### Biography:

Jiaxin Shen is currently pursuing her Master's degree in Chinese while serving as a Teaching Assistant at the University of Massachusetts Amherst. In her role as a TA, she is actively involved in teaching courses CHN 126 and 246 throughout the academic year. Her academic interests primarily lie in teaching pedagogy and educational policies. She holds a Bachelor's degree in Management, and she has also earned a Master's degree in Education and Leadership with honors from Arizona State University. Plus, Jiaxin enjoys spending quality time with her cats and delving into the study of astronomy in her leisure time. (99 words)



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## Let Children Create Meaning in Outdoor Drawing Activities



**Lei Wang**

School of Art, The University of Arizona, Tucson, Arizona, US

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Children's participation in outdoor art-making activities is enabled to promote children's overall development. Systematic outdoor painting courses allow children to experience an intimate relationship with nature and beauty in an immersive artistic and natural atmosphere. This kind of outdoor original colors and items are closely related to them. The stimulation of children's senses is more direct and impactful on the development of children's visual capture and artistic thinking.

Based on years of research on children's outdoor art courses, I found that children can communicate with natural things. By guiding children to observe the essence of natural things, they can use art tools to express their emotions and creative intentions; even with simple lines and graphics, children can also create meaning rooted in their daily lives. In this process of contact with natural space, children's creativity and artistic expression will permeate their creations, and their personalities, emotions, and ideas are also released through outdoor painting. Moreover, children's image narrative, language expression, and interpersonal communication abilities have also been developed in sharing and appreciating works with each other. In addition, the participation of parents in outdoor painting courses also brings the parent-child relationship closer. The content and behavior of children's paintings allow parents to better understand their children's needs.

As an art curriculum researcher, creating an immersive art creation environment will encourage children to exert their subjective initiative and make meaning through "playing and learning" outdoors.

### Biography:

I'm Lei Wang, a Ph.D. student in Art and Visual Culture Education (AVCE) at the University of Arizona. I'm also a children's art educator and illustrator. I have worked in children's art teaching practice for nearly 10 years in China and Norway. My main research directions include children's painting intentions, the relationship between art and social culture, ethnographic research, and children's story-based painting.





5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**IN-PERSON**

**SPEAKER PRESENTATIONS | DAY 2**

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## Teaching About Creativity in the College History Classroom: Thoughts and Reflections After Three Semesters



**Dr. David Leinweber**

Associate Professor of History at Oxford College of Emory University, USA.

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**W**hat is Creativity? How should historians talk about it? These questions provided an impetus for creating a new undergraduate course, “History and Creativity,” part of the Discovery Seminar program at Oxford College of Emory University for entering students. This presentation will share the author’s perspectives gained after three semesters of teaching this pilot Seminar course. It will provide general comments on how the course defined creativity for pedagogical purposes. It will also look at the syllabus, course format, and classroom approach. Concluding thoughts will provide reflections on challenges, feedback, and the value of thinking historically about creativity.

Taking as its theme “Creativity Meeting a Need,” the History and Creativity Discovery Seminar emphasized human creativity as the constructive impulse to make, build, improve, and understand. This broader framework was the lens to view many key innovations with a shared purpose and focus: science and technology, arts and architecture, cosmological understandings, and literature in all its various forms. As an undergraduate History course, factual historical details also were an emphasis, especially broader considerations like geography, periodization, historiography, or key sources. Combining a Western focus with some World History, content in the first part of the course focused on the early periods, with a fairly extended look at the Agricultural Revolution. Consideration of historical patterns formed in early human history often took us into discussion of much later periods during the latter half of the semester. Students pursued a wide variety of final research projects, based on themes and details drawn from the class. We read a shared book, Marc Bloch’s *The Historian’s Craft*, to think some about the meaning and purpose of historical study.

Along with an overview of the syllabus, course content, and approach, this presentation will also offer some reflective personal comments on unique challenges teaching a course on creativity, especially in areas like best ways to gauge student learning, best use of classroom time, and selecting readings. The author will also provide some thoughts on the significant value of studying creativity within a historical framework.

### Biography:

David Leinweber is an Associate Professor of History at Oxford College of Emory University, with over thirty years logged in the college classroom. His teaching assignments have included both halves of the introductory survey in Western Civ/European History, as well as upper-level offerings in Church History, The Revolutionary Era (1789-1848), Europe from 1500-1700, and Mythic Kings. He has published numerous essay, reviews and reference articles. His 2020 book *The Art of Ancient Music* was published by Rowman-Littlefield.

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## Introducing an Unknown African Composer to the World- at- Large During the Age of Enlightenment



**Charles Pettaway**

Professor, Music Department, Lincoln University, USA

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Joseph Bologne, Le Chevalier de Saint- Georges was a Gemini (June 9, 1745). His historical background as a biracial man of color who took France by storm, England and even the second president, of the United States, John Adams stated; “St Georges was such an incredible shot that he could hit a tiny button on the coat or waistcoat of the greatest masters.” “He could even hit a coin as it was tossed in midair.”

I will discuss his early upbringing on the island of Guadeloupe from a union of a wealthy white Frenchman and a slave woman named Nanon.

In France, he rose to unbelievable heights as a fencer, a composer, conductor, violin virtuoso, an artful equestrian, an exceptional marksman, an elegant dancer, an accomplished man of his time and one of the most important musicians of the classical period.

He was known as Le Mozart Noir.

His rise took place during the Age of Enlightenment. His contemporaries were Voltaire, Rousseau, Diderot, Montesquieu and John Locke.

My lecture will explore, in detail :

His Childhood in the Antilles

His ascension and success at Paris

Becoming a Gentleman

Saint Georges in London

The French Revolution

Henry Angelo wrote, “The Chevalier de Saint- Georges died at Paris regretted by his friends and by the few who knew how to feel for, or excuse, the imperfections of humanity---qualities from which none of us can hope to be exempt.”

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## Improving Preservice Teachers' Cultural Intelligence through Virtual International Exchange



**Colleen E. Tapley, Ed.D.**

School of Education, University of Massachusetts Lowell, Lowell, Massachusetts, United States

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Teacher preparation programs are continuously evolving to prepare preservice teachers to meet the needs of an increasingly diverse student population. Research has shown that participation in study abroad experiences allows students to “critically challenge their frame of reference- a necessary condition for becoming a multicultural educator” (Briscoe & Robino, 2022, p.119). Due to programmatic challenges, teacher preparation programs offer limited opportunities for preservice teachers to study abroad (Morely et al., 2019). Virtual international exchange allows opportunities for preservice who may not have the ability to engage in traditional study abroad experiences to have a meaningful virtual international exchange. This presentation will describe a collaborative project between two universities, one in Spain and one in the United States, that combines virtual international exchange with liberatory design. Preservice teachers from both universities collaborated to solve a problem of inequity in education for a population that has been discriminated against in each other’s countries.

### Biography:

Colleen Tapley is Program Coordinator for the Bachelors of Education and faculty at the University of Massachusetts Lowell. Prior to joining UML, she was the Director of Undergraduate Research at Southern New Hampshire University. She has worked for over twenty years in the field of education and has experience at the elementary, middle and administrative levels, as well as in special education. Dr. Tapley is passionate about improving educator pedagogy through innovative research-based practices. Her research interests include issues of equity and access, disproportionate discipline rates and improving educators' cultural intelligence through both traditional and virtual study abroad experiences.

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## Fostering Positive Staff Culture to Promote Higher Student Outcomes



**Nicole Callier, M.Ed.**

School of Education, Southern New Hampshire University, Manchester,  
New Hampshire, USA

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The culture of a school starts with administration and staff. Correlational research conducted between 2000 and 2020 found that school climate and classroom climate had significant correlation to academic achievement (Erdem, & Kaya, 2023). The culture of a school impacts student learning. School administration culture has the second greatest effect on student success because they provide vision, develop staff, and organize staff to implement the vision. In addition, they oversee the academic programs (Neufeld, 2019). School culture encompasses organizational learning, relational trust, accountability, and teacher effectiveness (Kaplen & Owings, 2013).

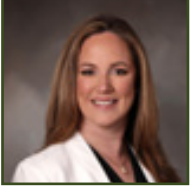
This session will start with an overview of the research outlining how positive staff culture promotes higher student outcomes. In addition, participants will gain a solid understanding of the underpinning to creating a positive culture. Strategies for implementation and how to foster positive staff culture will be discussed, along with how to problem solve contentious staff interactions and chemistry.

### Biography:

Nichole Cailler joined SNHU in 2019 as an assistant professor of education. She has been an educator for over 20 years, serving as an assistant principal, teacher, and early childhood coordinator. She was selected as a Japan Fulbright Scholar in 2005 and is a 2018 MA DESE ECC Leadership Institute graduate. She holds a Bachelor of Science in Psychology from the University of New Hampshire and a Master of Education in Elementary Education from Lesley University. She has completed post-graduate coursework at Framingham State University; Seattle Pacific University, Tokyo; National University of Ireland, Galway; Endicott College; and Fitchburg State College.

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## Self-Efficacy and Special Education



### Dr. Abigail Bergen

Department of Education, Southern New Hampshire University, Manchester,  
New Hampshire, USA

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This session will discuss how educators can boost the self-efficacy of students who have an educational disability. The session will start with an overview of the research on self-efficacy and students, specifically special education students, and the resources that can impact emotional, academic, and social self-efficacy.

A student's level of self-efficacy can impact their motivation and success in school. Special education students tend to have lower levels of self-efficacy than their typical peers. Previous research has consistently identified specific resources that help special education students become more self-efficacious. These resources can be implemented into classroom routines and instruction to help build a special education student's self-efficacy.

The session will end with examining each resource and how they can be implemented in the classroom. After this session, participants will be able to identify and implement strategies and teaching methods that help increase special education students' self-efficacy, understand the effect self-efficacy has on a student's trajectory, and leave with a basic understanding of the relationships between social, academic, and emotional self-efficacy.

### Biography:

Dr. Abigail Bergen joined Southern New Hampshire University in 2022 as an Assistant Professor of General Special Education. Previous roles include special education administration and special education positions within public schools. Dr. Bergen received her Doctorate in Leadership and Learning from Rivier University. Her dissertation focused on special education students developing self-efficacy. Dr. Bergen's research interests include educational systems in emerging countries and educational trends and issues. Dr. Bergen's most recent professional endeavors include research and teacher workshops in Belize and serving as a member of the Round Table at the International Round Table Symposium at Oxford University.



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## Surprises and Inspirations of the Bibliotherapeutic Approach in Classrooms of Young Children



**J. Gunther, Ph.D.**  
Francis Marion University, USA

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COVID-19 can be viewed as an extended event of mass trauma to young children. In this study, college students majoring in education, and related fields, provided insights on their beliefs about the strategy/approach of bibliotherapy to support young children by ameliorating their fears. The need to include strategies for supporting PK-12 students in trauma within the traditional teacher preparation program may be warranted. With school-aged children spending more waking hours at school with their teachers than they do with their parents (Minkel, 2018), and teachers being the first to possibly notice a child as traumatized, preparing new teachers to address the needs of these very students is imperative. One particular strategy, developmental bibliotherapy (DB), has been shown effective in supporting children in trauma (De Vries et al., 2017). While this method has long been employed by or suggested to in-service teachers (Pardeck, 1995), it is either not often taught in the coursework of teacher preparation programs or not studied for research. This session will discuss the preliminary findings of an investigation with preservice teachers and their beliefs held about DB. Findings from such a study may prove helpful in deciding whether it should be included within a teacher preparation curriculum. The research question driving this study is: What are the beliefs held by undergraduates in education and related fields concerning the effectiveness of bibliotherapy as an approach to supporting young children in trauma? Findings of thematic analysis reveal the participants' surprises and inspirations of the approach.

**Keywords:** Bibliotherapy, Education, Trauma

**Themes:** Teacher Education

### Biography:

Jeanne Gunther is a Professor of Education at Francis Marion University. She received her Ph.D. in Early Childhood Education, Intervention, and Literacy at the University of North Carolina, Chapel Hill. Her research interests include investigations of effective methods in reading instruction, teacher content knowledge, early childhood writing development, and bibliotherapy.

## Axel Honneth and Digital Alienation New Perspectives on Social Theory between Labor Process, Sociology and Social Philosophy



### Eugenio Capitani<sup>1</sup> and Matteo Rinaldini<sup>2</sup>

<sup>1</sup>Department of Economy "Marco Biagi", University of Modena and Reggio Emilia, Modena, Emilia Romagna, Italy

<sup>2</sup>Department of Economy and Communication, University of Modena and Reggio Emilia, Modena, Emilia Romagna, Italy

Axel Honneth's Theory of Recognition has engaged first with the sociology of Nancy Fraser and subsequently with new perspectives in social philosophy, aiming to merge the thematic legacy of the Frankfurt School with European and American political thought. Honneth's research has proven to be a decisive tool in reconstructing the theoretical and operational challenges of recent years, as evidenced by various scholars' accounts (Tekin, 2023; Piromalli, 2023). Particularly, given the digital transition in workplaces and the widespread acceleration of technological updates (Rosa, 2016), labor unions and researchers have highlighted that workers' primary concerns today revolve around the loss of freedom and recognition of their contributions, rather than traditional worries about wages or working hours. In this paper, we seek to delve into the connection between the Theory of Recognition and current modes of digitalization, aiming to demonstrate how Honneth's thought can help us understand and define what appears to be a form of digital alienation. Through a theoretical and operational analysis of some productive and social processes, this work aims to elucidate the significance of Honneth's work for contemporary interpretative frameworks of digital transition at both the labor and philosophical levels.

### Biography:

Eugenio Capitani earned his bachelor's degree in Philosophy from the University of Bologna. He studied piano and composition from 2000 to 2013 at the "Achille Peri" Music Institute in Reggio Emilia. Subsequently, he obtained a master's degree in Philosophical Sciences from the University of Bologna. He completed a first-level Master's degree at the University of Padua and taught in high schools in Reggio Emilia, and now he is a PhD student at the University of Modena and Reggio Emilia with a research project New Forms of Contemporary Alienation in the Italian Digital Market. He's a member of Matildic International Association.

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## Inclusive Interviews Codesigned With Individuals on the Autism Spectrum: Job Interview Training Using VR Technologies and Blueprint for Employers



**Mina-Mirjana Jevremovic**  
Barrie, Ontario, Canada

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This is a report on the research of using Virtual Reality (VR) technologies and Video Self-Modeling (VSM) method to restructure job interviews so that individuals on the autism spectrum could have more successful job interview performance. The report informs on using VR technology for job interview training implementing different structure of behavioural interview questions. The participatory research consisted of two parts. Part 1 included codesign evolution and deployment while part 2 focused on codesign assessment and modification. It resulted in app creation with scaffolding sequence of behavioural interview questions intended to address different verbal and cognitive abilities of individuals on the autism spectrum. It prompted creation of technologies and methods such as Interview Guide for Employers, and specific questions input, that can affect all the parties in the employment system from individuals on the autism spectrum, employers, employment agencies and various support programs. Most of all, this iterative process illustrated a way on how to communicate more effectively with individuals on the autism spectrum.

### Biography:

Mina-Mirjana Jevremovic is an inclusive designer and educator, who earned a Masters of Inclusive Design degree at OCADU. She is contributing author to the international publication Handbook of Disability: Critical Thought, Human Rights and Social Change in a Globalizing World edited by Marcia H. Rioux, Alexis Buetgen, Ezra Zubrow, and Jose Viera with chapter- Co-creating inclusive interviews: VR technologies for job interview training of individuals on the autism spectrum and strategies for employers. Mina holds the Innovation Excellence Award and Outstanding Community Engagement Award from OCADU (2021). She was a presenter at the Virtual Accessibility Conference at Guelph University (2021).

## Tanka Language: A disappearing language of boat people in Southeastern China



**Cong WANG<sup>1</sup>, Daxingwang PENG<sup>2</sup>, Yanmei DAI<sup>1</sup> and Chong QI<sup>2</sup>**

<sup>1</sup>Department of Chinese Language Studies, The Education University of Hong Kong, Hong Kong

<sup>2</sup>CRLAO (The Center for East Asian Linguistics) & CNRS (The National Centre for Scientific Research), Paris, France.

The Tanka people, also known as the “boat people” and typically divided into two groups: Guangdong Tanka and Fujian Tanka, are primarily located in Southeastern China and officially classified as Southern Han (Anderson, 1970; Huang, 2008). They traditionally come from diverse regions such as Guangdong, Guangxi, Fujian, Hainan, Shanghai, Zhejiang, the coastal areas along the Yangtze River, and also Hong Kong and Macau (Chan, 2012; Zhuang, 2009).

Even though many Tanka have transitioned to land-based living, a segment of the older generation continues to reside in boats, maintaining their traditional fishing lifestyle (He & Faure, 2016). Historically, they have faced marginalization due to their maritime way of life, often being dubbed as “water gypsies” (Chen, 1954; He et al., 2022; Chen et al., 2022). Beyond China, a small Tanka population can also be found in Vietnam, where they are known as Đàn and recognized as a subgroup of the Ngai people (Hiroaki, 1967). However, the languages of the Tanka people have been severely under researched and is currently endangered. Our research team, funded by the ANR-RGC grant, spent nearly a year conducting fieldwork to study this unique language.

In this presentation, we will introduce the Tanka language as used in Hong Kong, examining it from the perspectives of phonology, lexicon, and grammar. We will also explore the origins of Hong Kong’s Tanka people and compare their language with another language, the “Holko,” which is also used by a portion of the boat people in Hong Kong.

### Biography:

Corresponding Author: Dr. Cong WANG is an Assistant Professor at The Education University of Hong Kong. Her research interests include language contact, linguistic typology, second language learning, and language education. Recently, she has led two international grants as the Principal Investigator in collaboration with France.

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## Pedagogy with a Heartbeat



**Prof. Jacqueline Goldin**

Department of Earth Sciences, University of the Western Cape, South Africa

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We recognize the transformative power of affect as a social and political project and the relevance of emotions to education and that it is neurobiologically impossible to take in science if you don't care about it. Understanding that we are not separate from the biosphere and recognizing the interdependency with all life on our planet we cannot disentangle human-nature encounters. We see citizen science with a transformative potential to redress privileged irresponsibility and to create, through impactful encounters, response-ability. It offers a way of learning that reverses elite notions of science. Encounters with water are encounters with emotion. Keeping science in laboratories and libraries confirms privileged irresponsibility. Human-non-human entanglement inside and outside classroom learning, attunement, or what Latour refers to as an expansive notion of relatedness to specific contexts, offers ways of learning that reverse elite notions of science. We have seen how watery spaces and images move back and forth caring-with - through human bodies - river to school, school to river and that the e-motional is fluid and is a becoming with. Citizen science presents us with an opportunity to care-with, to promote response-ability and to open the heart to science where art and science collide through a pedagogy of the heart

### Biography:

I have a strong academic and extensive empirical background. I am dedicated to participatory research and have worked extensively on human development and well-being and the interconnections between humans and their environment where I make a strong connection between science and feelings. My passion is citizen science - taking science out of the library and the laboratory and into everyday life - with the aim of achieving a more just society through the democratisation of knowledge. I have strong facilitation skills in socio-ecological learning and use art to emphasise new ways of learning and communicating science

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## A Potentiality for Corruption: On the Pornographic Descriptions in Angela Carter's "The Bloody Chamber"



**Yitong Liu**

School of English Studies, Shanghai International Studies University, Shanghai, China

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The publication of Angela Carter's "The Bloody Chamber" has added fuel to the series of debates on whether it is appropriate to expose women to pornographic contents that feature male dominance. The explicitly pornographic descriptions Carter has applied in her work position her as a supporter of women's right to experience pleasure from sadomasochistic sex. Meanwhile, this paper intends to interpret the bloody corpses inside the secret chamber as Carter's warning against falling into the traps of male dominance, which may be disguised as pleasure. It has a potentiality for corruption to female sexuality as it teaches them to centre their pleasure around male dominance. This paper also addresses the seemingly happy but sexless ending and consider it as Carter's efforts to alert her readers of the dangerous power relations in the patriarchal society that groom women to base their sexual desires on the domination of male gaze, which are capable of corrupting the female sexuality and hinder them from achieving a more equal relationship. This paper argues that although Carter's novella seems radical with its rich pornographic descriptions from a female perspective, it still possesses a somehow conservative feature as it intends to educate women of what the correct or healthy sexuality is supposed to be. To support its arguments, the paper intends to examine the advocacies of the pro-pornography and antipornography movements and apply feminist psychoanalytical theories on male gaze, sadomasochism, and castration to a close analysis of the text.

### Biography:

Yitong Liu (uclziuu@ucl.ac.uk), currently a PhD candidate of English Literature at Shanghai International Studies University; obtained MA on Comparative Literature at University College London. Research interest lies in the Female Gothic and feminist psychoanalysis. Previous research includes literary studies on witches and witchcraft and modern and contemporary Bluebeard adaptations. Publications include "Belief, Life and Perception: A Study on Witchcraft in Elizabethan and Jacobean Drama" as primary and corresponding author (JHASS, vol. 2, no. 2); "Space and Romance: A Study of Feminist Position in Miss Sophia's Diary and Sealed Off" as second author (Paper ID: SSPHE48575).

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## Collecting Voices: Literary and Political Engagement in Svetlana Alexievich

**Dr. Joori Lee**

Chonnam National University, South Korea

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Svetlana Alexievich, a Belarusian writer and political activist, spent most of her life in the Soviet Union and present-day Belarus, with prolonged periods of exile in the US and Germany. Opposing war and totalitarianism, Alexievich wrote about Soviet and post-Soviet individuals who suffered WWII, the Soviet-Afghan War, and the Chernobyl disaster in 1986. As a writer, she developed a prominent literary genre, “documentary literature,” which offers artistic renderings of real events. Cultivating this new form of literature, Alexievich recorded the recollections of real people and published polyphonic works presenting choruses of voices describing specific historical events. Engaging the voices of people, whose stories have no written records in official documents and are unknown to international societies, Alexievich sought to promote human rights and enable global readers to see the disastrous effects of war and totalitarianism reinforced from Stalin’s time. Recognizing that Alexievich’s polyphonic writings have advantages in advancing human rights, this study tries to solve questions regarding the issue of voice and representation. Why did Alexievich valorize voices exclusively rather than incorporate visual materials, such as photos, into her documentary narratives? How are the voices displayed in her testimonial writings, and what sources influenced her representation of these voices? Illuminating these questions, my presentation articulates the singular qualities of her polyphonic narratives, and unfolds multilayered implications surrounding her composition of the type of novels.

### Biography:

Joori Lee is an associate professor of English at Chonnam National University, South Korea. She completed her PhD dissertation at Texas A&M University. The title of her PhD dissertation is “The Making of Beauty: Aesthetic Spaces in the Fiction of D. H. Lawrence, Muriel Spark, and Virginia Woolf” (2013), where she argues that the modernist writers sought to undermine the logic of war and totalitarianism by representing moments of beauty in literary texts. After earning her doctorate, she sought to test the validity of this view in greater depth by studying a range of novels produced in diverse countries and outside the British tradition. Her publications include articles on the works of modern and contemporary US, Canadian, British, and South Korean novelists.

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## An Exploration of the Cultural Teachings Seen in Post-colonial Indigenous Literatures: Learning Across the Divide



**Zahra Mirabolfathi**

School of English and Theatre Studies, University of Guelph, Guelph, Ontario, Canada

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Canada's ongoing colonial relationship with its Indigenous peoples reflects its overall views on multiculturalism and racial diversity. In her "Land as Pedagogy," Indigenous scholar Leanne Simpson describes how Indigenous cultures use their traditional lands as a heuristic device to continue the education of their cultural customs and histories throughout generations. Conversely, in *Intimacies of Four Continents*, Lisa Lowe argues for the sharing of colonial experiences as a way of building intimate connections despite the barriers between 'continents' upheld by colonial frameworks.

In this talk, I will argue that through close engagement with Indigenous literature and scholarship, Indigenous and racialized Canadians can learn how to share their experiences of living as minorities with one another. Indigenous teachings foster intimate connections across these racial differences and distinctions, acting as a "means to observe the historical division of world processes into those that develop modern liberal subjects and modern spheres of social life" (Lowe 17). Focusing specifically on Simpson's narration of her experience sharing her Indigenous customs with her co-author, Robyn Maynard in *Rehearsals for Living*, this talk will present traditional Indigenous lands as a heuristic device for racialized Canadians, arguing that this land provides the space needed to form intimate connections to heal from the traumas of colonialism. Therefore, Indigenous customs teach racialized Canadians the importance of continuing the fight against colonial frameworks within Canada; to lose the battle is to lose the formative aspects of their racialized identities. The overall argument of this talk is that reaching across continents and converging based on our experiences living within colonial frameworks — of which the generational implications continue to live on in our bodies — helps colonized individuals to understand each other by partaking in intimate decolonial acts of education.

### Biography:

Zahra Mirabolfathi is a master's student at the University of Guelph, Canada, where she is completing her MA in English Literature. Her MA thesis focuses on expressions of humour in Iranian-American and African-American women's memoirs and how that consolidates their racial traumas. Alongside her thesis, Zahra is interested in, and has done much academic work in the field of Indigenous literatures and scholarships. Specifically, she is curious about what engaging in Indigenous teachings reveals about life in multicultural Canada as a racialized other. She was originally born in Iran but moved to Canada at the age of ten. Zahra hopes to understand her diasporic condition through her academic career and is working towards obtaining a PhD in English Literature in the near future.



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## Innovations in Art Education: Analyzing New Teaching Methods, Technology Integration, and Unique Curriculum Designs Reshaping Art Education in Higher Education Institutions



**Chudi Hua, Mengting Yu**

Lancaster University, Lancaster Institute of Contemporary Art, Lancaster, UK  
Lancaster University, Educational Research, Lancaster, UK

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Art education in higher education institutions is undergoing a significant transformation, driven by innovative teaching methodologies, the integration of advanced technologies, and unique curriculum designs. This study analyzes these developments, focusing on how they are reshaping the landscape of art education and enhancing the learning experience for students. The evolution in art education is not only enriching artistic practices but also broadening the scope of opportunities for art students in the digital age.

One of the primary innovations is the incorporation of digital technologies in art education. The use of digital tools such as graphic tablets, digital sculpting software, and virtual reality (VR) platforms has revolutionized traditional art forms, creating new realms for artistic expression. This technological integration enables students to explore and create art in ways that were previously unimaginable, fostering creativity and expanding the boundaries of art.

Another significant advancement is the adoption of interdisciplinary approaches in art education. Contemporary curriculum designs now often blend art with subjects like science, technology, engineering, and mathematics (STEM), encouraging a holistic understanding of art in the context of broader societal and technological trends. This interdisciplinary approach not only enhances artistic creativity but also equips students with diverse skills, making them more versatile and employable in the modern workforce.

In conclusion, the innovations in art education within higher education institutions are profoundly influencing how art is taught, practiced, and perceived.

### Biography:

I am a dedicated PhD candidate in Contemporary Art at Lancaster University, specializing in Art culture, Art management, Contemporary Art and Design. With a rich background in Art management, Visual Communication Design, I have successfully blended academic rigor with creative expression. Their work includes organizing key events like the LICA PhD Lecture Series, showcasing a talent for event management and community engagement. My experience extends to teaching and research. I would continue to contribute significantly to the field of art and design.

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## Ancestor Roots in a Seemingly Rootless “Les Lieux de Mémoire”: Reading Pangs of Love in the Light of Memory Theory



**Xiao Zhao**

School of English Studies, Shanghai International Studies University, Shanghai, China

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The debate about ethnicity in Pangs of Love never ceased since it was published in 1991. Some argued, instead of focusing on the impact of ancestor roots, it diluted ethnicity, depicting a rootless “Les Lieux de Mémoire”, expressing the shared dislocation and alienation in modern society. Some justified David Wong Louie as a Chinese-American Writer. Re-reading Pangs of love in the light of memory theory, this paper decodes the hidden writing intentions of Louie in writing it, concluding that in Pangs of Love, Louie seems to describe a rootless world, but the ancestor roots are always invisibly present like ghosts in this short story collection. On the one hand, its invisible and ghost-like presence explains the dilemma of the second and following generations of Chinese Americans in constructing cultural identity in terms of memory studies. On the other hand, ancestor roots in different memory transmission media and containers provide a practical way for Chinese Americans to overcome immigration post-memory ghosts, complete their cultural memory, and reconstruct their cultural identity. Besides, Louie’s writing shows a double movement of dilution and reinforcement, trying to find the balance in disorders and dynamic cultural identity for Chinese Americans, which provides new wisdom for the subsequent development of Chinese-American literature and the construction of Chinese-American ethnic cultural identity.

**Key Words:** ancestor roots; memory theory; cultural identity; Pangs of Love; David Wong Louie

### Biography:

Xiao Zhao, a PhD Candidate from School of English Studies, Shanghai International Studies University, Shanghai, China. Research Interests: Australia Literature; English Literature; Postcolonial Studies

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## Inequity in Education: The Impact of Teacher Identity and Attitudes



### Colleen E. Tapley, Ed.D

School of Education, University of Massachusetts Lowell, Lowell, Massachusetts,  
United States

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**B**lack students are disciplined at a greater rate than students from any other ethnic group or race beginning in preschool. According to Fenning and Rose (2007), disparities in discipline rates have been a problem for over 30 years. Research indicates that racial issues may underlie disproportionate discipline rates (Saft & Pianta, 2001; Skiba et al., 2000; Chen, 2013). This session will present research from a doctoral dissertation examining the ways White teachers perceive and respond to student behavior based on race. Participants in the study were 125 White teachers from school districts in New England that reported disproportionate discipline rates. Findings from this study have implications for the field of education and the problem of disproportionate discipline rates. Using activities based upon the Kagan Model for Cooperative Learning, participants will self-reflect on their own beliefs and biases, use multiple lenses to review information shared by others, and collaborate in small and large groups to offer take-away strategies to disrupt inequities in education.

### Biography:

Colleen Tapley is Program Coordinator for the Bachelors of Education and faculty at the University of Massachusetts Lowell. Prior to joining UML, she was the Director of Undergraduate Research at Southern New Hampshire University. She has worked for over twenty years in the field of education and has experience at the elementary, middle and administrative levels, as well as in special education. Dr. Tapley is passionate about improving educator pedagogy through innovative research-based practices. Her research interests include issues of equity and access, disproportionate discipline rates and improving educators' cultural intelligence through both traditional and virtual study abroad experiences.





5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**VIRTUAL**

**KEYNOTE PRESENTATIONS | DAY 2**

## Shared Prosperity Characterized by Four Development Goals: Pro-poor Growth, Pro-poor Development, Inclusive Growth, and Inclusive Development



**Prof. Nanak Kakwani**  
University of New South Wales, Australia

This lecture will be on shared prosperity. Economic Growth enhances total prosperity, increasing the economic pie in society, but the pie distribution determines how the population shares the pie.

Economists are deeply divided, and some believe that society must focus on policies to enlarge the pie and then have policies to divide the pie equitably. The belief is that expanding the pie size and dividing the pie are mutually exclusive. We do not share this view; we view the two phenomena as interrelated.

Based on a social welfare framework, we have developed an integrated methodology to evaluate growth and distribution simultaneously. Linking the two phenomena gives rise to four development goals: (i) pro-poor growth, (ii) inclusive growth, (iii) pro-poor development, and (iv) inclusive development. The literature has not distinguished these four goals. These four goals provide an alternative characterization of shared prosperity.

The paper defines the four goals, providing a methodology to operationalize them using real-world data. The empirically measured goals inform at what rate the shared prosperity is enhancing in any country or the world. The methodology is applied globally to determine whether the growth and development have been pro-poor and inclusive in 173 countries over the two

### Biography:

Nanak Kakwani was appointed Distinguished Fellow of the Gulati Institute of Finance and Taxation in India in September 2021. He has been a Visiting Professor of Economics at the China Institute for Income Distribution at Beijing Normal University, China, since 2017. He was a Professor of Economics and Head of the Department of Econometrics for 30 years at the University of New South Wales in Sydney, Australia, from 1970 to 2000. He was Chief Economist and Director of the UNDP International Policy Centre for Inclusive Growth in Brazil from 2004 to 2006.

Kakwani's research areas include poverty, inequality, pro-poor growth, taxation, public policies, human development, and social welfare. He has published over 100 papers in leading international journals (including nine papers in *Econometrica*) and six books published by reputed publishers like Oxford University Press, Cambridge University Press, Palgrave Macmillan, and Edward Elgar.

He was elected as a Fellow of the Australian Social Science Research Committee and awarded the Mahalanobis gold medal for outstanding quantitative economics contributions. His well-known Kakwani Index has been a standard measure for progressivity in taxation and other social sciences.

He was the first to define and measure pro-poor growth for the Asian Development Bank in 2000.

Journal of Income Distribution brought out a special issue of the journal in honor of Kakwani in 2022.

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## Literature as a Testing Ground: Communication and Miscommunication in Medieval Literature, with an Emphasis on Marie de France and Heinrich Kaufringer



**Prof. Albrecht Classen**

German Studies, University of Arizona, Tucson, AZ 85721, USA

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Even though many people consider literature simply as a medium for entertainment, we can easily recognize its much more powerful relevance for human existence. Within a fictional framework, all the critical issues in human life, such as vices and virtues, communication and miscommunication, love, the concept of death, of God, the issues of hatred and violence, have been explored throughout time. A good literary text thus proves its quality and value when the reader/listener is empowered to reflect on fundamental concerns affecting all of us. My focus here will rest on the ambivalent function of human language within a communicative context. It might be an almost banal notion that all human existence is determined by the effective use of language, since we constantly engage with each other through words or communicative signs (including gestures, mimicry, sounds, etc.). Nevertheless, the critical need to investigate what is wrong with our society does not abate even today; on the contrary.

Here I propose to turn to two major medieval authors, twelfth-century Anglo-Norman Marie de France (Lais) and late fifteenth-century German Heinrich Kaufringer (maeren) who both offered a fairly large body of entertaining texts. In both cases, however, we discover quite easily the profound concern these writers share regarding the dysfunctionality of communication. Misunderstanding, conflicts, even aggression regularly surface and threaten to destroy the cohesion of society – very much a problem of the postmodern world as well. By way of looking at the central issue through a literary-historical lens, we gain fascinating insights into the importance of fictional texts in which basic human conflicts are presented and discussed. We can recognize in the texts by Marie de France and by Kaufringer extraordinarily effective narrative mediums to explore and learn about communication and miscommunication, how to identify the problems and how to approach them productively.

### Biography:

Dr. Albrecht Classen is University Distinguished Professor of German Studies at the University of Arizona and has published, currently, 119 scholarly books and ca. 820 articles. He is focused currently on topics of 'the secret in medieval lit.' (book to appear in Sept. 2022), on globalism in the pre-modern world (maybe June 2023), and has explored many other fundamental issues in his work. He is the editor of the journals *Mediaevistik* und *Humanities*. He holds the rank of knight since 2017.







5<sup>th</sup> World Conference on

# **ARTS, HUMANITIES, SOCIAL SCIENCES AND EDUCATION**

May 13-14, 2024 | Vienna, Austria

**VIRTUAL**

**SPEAKER PRESENTATIONS | DAY 2**

## Impacts of COVID-19 Traffic Light System on Education in New Zealand

**Lee-Anne Taylor, Jodee Reid and Dr. Anita Jagroop-Dearing**

School of Health and Sport Science, Eastern Institute of Technology, Te Pukenga, Hawkes Bay, New Zealand

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COVID-19 has impacted the world and New Zealanders over the past three years. New Zealand established a 'traffic light system' to manage the omicron variant in the community following the initial COVID-19 lockdowns. This system was initiated in December 2021 and remained in place until September to balance public health with societal and economic considerations. Therefore, educational delivery was required to adapt and evolve at tertiary education during this period. The School of Health and Sport Science was required to develop accordingly to continue to provide appropriate educational programmes. Therefore, the aim of this project was to understand the teaching approaches across this school during the various traffic light settings, alongside the impact of these approaches on management, teaching staff and students.

Focus groups with semi structured questions were undertaken across the 2022 academic year involving management, staff and students. Programme surveys that included information on the impacts of Covid-19 for students were also included. Data was analysed using a thematic inductive approach.

New learnings and adaptations were particularly key for management and staff; while support was a theme identified by management, staff and students and varied across the programmes dependent on the programme and cohort. Students provided clarity for their preferences for learning approaches over this period. This presentation will review these findings and provide an insight to future planning.

## Modeling of a Potential Pedestrian Path Using the Lowest Cost Method on the Example of the Balkan Mountain Waterfalls



### Radmila Jovanovic, PhD

Research Associate, Institute of Agricultural Economics, Belgrade, Serbia;  
Postdoctoral Researcher, Department of Geography, Faculty of Tourism, University of Malaga, Malaga, Spain

With the increased interest in cultural and historical heritage, the development of tourism, especially within local communities, has gained more and more importance through the development of walking tours. Walking tours can range from sightseeing in urban centers to natural attractions within a landscape. Organizing hiking tours in nature is similar to trekking and backpacking and can be organized within special, professional and commercial societies that deal with this type of trekking. The beginnings of this type of tourism date back to the 18th century.

Very little is known about the waterfalls of Balkan Mountain, they have not been studied much and the only information about them is available on the Internet and specialized sites dealing with this topic. For now, the most important information about them is represented by the treks posted on these pages by mountaineer teams who know these areas best.

Potential directions for the development of this mountain can be within the expansion of the network of hiking trails. The paper presents only some of the mapped walking trails, which are located on the part of Balkan Mountain that belongs to city Pirot. On the city Knjaževac side, there are trails around the newly built hotel complex and future ski trails. The Pirot part of Balkan Mountain is richer in waterfalls that are more recent, most of them have not yet been fully explored. Some waterfalls are located on inaccessible terrain, some dry up in the dry season, making them inaccessible and invisible. By locating, mapping and marking them on the ground, they become accessible to every walker. Some of the information is available to tourists - walkers, using the Internet, but with the economic investment of local communities in the infrastructure and greater popularization, Balkan Mountain would, over a certain period of time, from the current stage of recognition, become characteristic for hiking routes.

The application of modern technology is very important in the routing of paths. In the paper, a potential path that would connect the waterfalls of two river basins: Jelovac and Dojkinci rivers was analyzed using GIS technique. Angles of inclination and height were taken as the main parameters, and by including other factors (soil composition, hot and cold exposures, prohibitions, etc.), specific purpose paths can be calculated that would further popularize this mountain.

All the discovered waterfalls of Balkan Mountain are presented by cartography. An analysis of the existing footpaths on which the waterfalls are located revealed that some of them are not included, especially those located in the Jelovac river basin.

Also, the same waterfalls, by footpaths, are not connected with the waterfalls of the river of the neighboring basin, the Dojkinci river. The aim of this work is to propose the best approach to the route of the waterfalls of Balkan Mountain, for which no treks have been made, using the method of least costs with the help of GIS and DEM, which would connect the waterfalls of the neighboring watersheds. The length of the resulting path is 5.04 km, the difference in height from 1,356 to 1,769 m, connecting the waterfall Eagle Stone (watershed of the Dojkinci River) and the waterfalls of the Jelovac River.

**Key words:** footpath, waterfall, Balkan Mountain, analysis, Serbia, modeling, GIS

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## Governance and Territorial Cohesion: Empirical Analysis



**Pereira Cristina, Gonçalves Herminia, Sequeira Teresa**

Universidade de Trás-os-Montes e Alto Douro, UTAD, Portugal

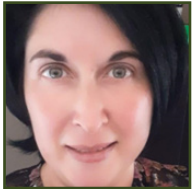
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Since the middle of the 20th century, the perspective that made economic growth (measured through GDP per capita) and social progress (measured through an improvement in quality-of-life standards) coincide has been updated or extended to new areas, reflecting the growing recognition of the multidimensional nature of well-being. This concept includes material comfort as an important component, but now adds non-material aspects, such as the appreciation of living conditions, health and education services and conditions, social relationships or the environment. This empirical analysis text aims to assess the extent to which social cohesion and the well-being of the population tends, taking the income and wealth indicator as a reference. More specifically, the effect of political decentralization on social cohesion and well-being will be analyzed, that is, to what extent the implementation of decentralized governance can translate into visible effects on the well-being of populations, based on the statistical results of this indicator. . This analysis will be applied to the Portuguese case, by comparing two territories, verifying what was done to make well-being an influential concept in political decision-making processes, in particular, at the regional and local scale. In the case of Portugal, the literature points out that the effects of public policies aimed at improving the cohesion of the territory have not proven to be methods for reducing inequalities and that the implementation of locally based policies, associated with good local governance, emerges as the path to explore so that public policies can respond more specifically to the specific needs of territories and the people who live in them.

**Keywords:** public policies, social cohesion, governance, well-being, decentralization.

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## Should AI-Assisted Academic Writing Be Brought to the Eap Classroom?



**Prof. Carmen Lucas**

Instituto Politécnico de Bragança, Portugal

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The artificial-intelligence (AI) chatbot ChatGPT that has taken the world by storm has made its formal debut in the scientific literature. On the internet, ChatGPT has been rapidly growing. This chatbot enables users to discuss with the AI by inputting prompts, and it is based on Open AI's language model. At least four articles credit the AI tool as a co-author, as publishers cannot decide the best way to regulate its use.

First, we need to recognise the significant role of ChatGPT in the current scenario, where everything went digital. So, shall we keep up with the pace or should we preserve the role of print, books, published papers?

The value of ChatGPT is that it has been developed based on the neural language models that form the foundation of character, from the bottom up with talks in mind. This technology implies that the programme uses deep learning methods to analyse and produce text. The model "understands" the subtleties of human-produced natural language using vast amounts of data from the internet. To what extent is this actually reliable?

Generative Pre-trained Transformer (GPT) architecture is the foundation of ChatGPT. Although ChatGPT is fantastic and produces exciting results for writing tales, poetry, songs, essays, and other things, it has certain restrictions. Users may ask the bot questions, and it will reply with pertinent, convincing subjects and replies. ChatGPT has now risen to the top of several academic agendas. Administrators create task teams and hold institution-wide meetings to react to the tools, with most of the advice being to adopt this technology.

This paper raises some serious ethical concerns in terms of ensuring the integrity of academic writing, specifically English for Academic Purposes (EAP), and if the widely used anti-plagiarism software Turnitin in UK academia can effectively detect written assignments carried out with the help of artificial intelligence tools. Who is actually the author of a specific piece of writing? How can HEIs ensure integrity in academic writing, for instance, for students achieving undergraduate and postgraduate studies in Computer Engineering? The key question is: should we allow it or forbid it?

**Keywords:** English for Academic Purposes (EAP); Artificial Intelligent (AI); ChatGPT; Plagiarism; Academic Writing

### Biography:

Carmen Lucas is an Adjunct Professor in English for Academic and Specific Purposes/Functional Skills at Departamento de Línguas Estrangeiras, Escola Superior de Educação, Instituto Politécnico de Bragança (Bragança, Portugal). She holds a PhD in Pedagogy and Curriculum Development applied to Teaching English, from the Universidade de Aveiro (Portugal). Her main research interests are English Language Teaching, Second Language Acquisition, Content for Language and Integrated Learning, Cross-curricular work, Educational Technology; Interactive Whiteboards; Early Literacy; Pedagogy; Computer Education: Bilingual Education, English for Academic Purposes and Academic Literacy Development.

Throughout her career Carmen has taught English at national (primary, secondary schools, as well as Higher Education Institutions, namely at Instituto Politécnico de Bragança and Universidade de Trás-os-Montes e Alto Douro) and at international levels (Landau Forte College, Loughborough University, Nottingham International College, the University of Nottingham and Newcastle University).

## Deciphering DPI: A Credible Drive of India's G20 Presidency



### Dr. Akanksha Singh

Researcher, New Delhi (India), Former Assistant Professor of Political Science and International Relations, University of Delhi (India).

India's robust digital infrastructure is one of its remarkable success stories, pushing it towards the augmentation of digital networking and technological innovativeness. The much touted 'India Stack' has catalyzed the process of financial and social inclusion throughout the country, whether it be the Unified Payments Interface (UPI), the Aadhar system, several data-sharing infrastructures, or the expanding e-commerce. Being a leading global player in developing and implementing the Digital Public Infrastructure (DPI), India under its G20 Presidency has played a vibrant role in fostering common feasible grounds for the unanimous acknowledgement of DPI by the member countries. It has significantly garnered a trailblazing consensus on devising effective mechanisms to shape DPI as an accelerator of the sustainable development goals. While intending for a 'DPI ripple effect' at the global scale, India is considerably striving to showcase the crucial benefits of an open, interoperable, inclusive, and flexible digital ecosystem.

Marking a significant stride in global technological collaboration, the DPI approach presents a holistic combination of technology; governance; community; and market-to achieve safe, secure, accountable, inclusive, and resilient digital transformation. However, the perilous landscape of digital geopolitics necessitates more concerted and judicious multilateral efforts to prevent mounting cybersecurity breaches and ensuring the confidentiality and integrity of the DPI framework. In this regard, the study is to be seemingly problematized and contextualized with a plausible technolagistic approach and cross-sectional intersubjective understanding.

**Keywords:** Digital Public Infrastructure, G20 Presidency, India Stack, Sustainable Development Goals, Technology

### Biography:

I am a Doctorate from the Centre for International Politics, Organization and Disarmament, School of International Studies, Jawaharlal Nehru University, New Delhi, India. My Ph.D. topic was- 'Institutional Responses to the Advances in Communication Regime: A Study of the International Telecommunication Union and the Universal Postal Union'. I have been awarded M.Phil. from the same Centre only. I have also worked as an Assistant Professor of Political Science for more than three years in Delhi University. Currently, I am pursuing my research independently and have written articles in International Studies, Diplo Foundation, The Diplomat, and South Asian Voices.

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## Conceptualization of qi in Chinese idioms from the perspective of Cultural Linguistics



**Yawen ZHONG**

Faculty of Humanities, ELTE Eötvös Loránd University, Budapest, Hungary

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This study investigates the metaphorical and metonymic meanings of qi in Chinese idioms, and the underlying cognitive and cultural factors influencing those meanings from the perspective of Cultural Linguistics. To this end, we conduct a systematic analysis of the idiomatic expressions involving the term qi in Mandarin Chinese. We found two major conceptual metaphors: CLIMATE IS QI and BREATHING IS QI. Stemming from BREATHING IS QI; Six metonymies are identified: QI FOR LIFE, PHYSICAL HEALTH, EMOTION, SPIRIT, APPEARANCE, and FATE. We then elaborate on the cultural conceptualizations of qi from three perspectives: cultural schemas, cultural categories, and cultural metaphors. The finding reveals how the metaphorical and metonymic conceptualizations of qi are deeply rooted in and profoundly shaped by Chinese culture, illustrating the intricate interplay between language, culture, and cognition in the understanding of qi.

### Biography:

Yawen ZHONG is currently pursuing her Ph.D. in Intercultural Linguistics at Eötvös Loránd University's Faculty of Humanities. In addition to her doctoral studies, she serves as an English instructor at the School of Foreign Languages, Chongqing University of Posts and Telecommunications, China. Her teaching portfolio includes courses on English Speaking and Cultural Studies. Her primary academic interests lie in the realms of Intercultural and Cognitive Linguistics. She has published several papers in academic journals and actively participated in various academic conferences both domestically and internationally.

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## The Influence of Spicy Taste on People's Metaphorical Perspectives on Time



**Yutian Qin**

Faculty of Humanities, ELTE Eötvös Loránd University, Budapest, Hungary

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Embodied cognition contends that sensorimotor experiences undergird cognitive processes. Three embodied cross-domain metaphorical mappings constitute quintessential illustrations: spatial navigation and orientation underpin the conceptualization of time and emotion and gustatory sensation underlies the formulation of emotion. Threading together these strands of insights, the present research consisted of three studies explored the potential influence of spicy taste on people's metaphorical perspective on time. The results revealed a positive correlation between spicy taste and the ego-moving metaphor for time such that individuals who enjoyed spicy taste (Study 1) and who consumed spicy (vs. salty) snack (Study 2) exhibited a predilection for the ego-moving perspective when cognizing a temporally ambiguous event. Because both spicy taste and the ego-moving metaphor are associated with anger and approach motivation, the latter two were postulated to be related to the novel taste-time relationship. Corroborative evidence for the hypothesis was found, which indicated that spicy (vs. salty) intake elicited significantly stronger anger toward and significantly greater approach-motivated perception of a rescheduled temporal event (Study 3). Taken together, the current findings demonstrate that spicy taste may play a role in people's perspective on the movement of event in time and highlight the involved embodied interrelation between language, emotion and cognition.

### Biography:

Yutian Qin is a doctoral student at Faculty of Humanities, ELTE Eötvös Loránd University, Hungary and a lecturer at College of International Studies, Southwest University, Chongqing, China. She is interested in Cognitive Linguistics in general and is particularly interested in spacetime metaphors. She is currently focused on exploring factors, particularly those to do with sensory experiences that may affect people's metaphorical representations of time and the underlying emotional and psychological mechanisms.



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## Analysis of the Planar Vault Under the Choir Loft of the Monas-Tery of El Escorial



### Dr. Rubén Rodríguez Elizalde

Faculty of Economics and Business, Universitat Oberta de Catalunya (UOC), Rambla del Poblenou, 156, 08018 Barcelona, Spain

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Arches and vaults are typical elements of ancient buildings. They are formed by voussoirs that resist the pressure they receive and transmit them through compression forces. The transmission of these forces justifies their curved shape. For this reason, arches and vaults are omnipresent elements in ancient constructions, all of them masonry structures. However, when visitors enter the Basilica of the Monastery of El Escorial, they find a narthex with a flat or planar vault. This vault is located under the floor of the choir loft. Its geometric characteristics and its shape, with no curvature, make it an architectural anomaly and a brilliant solution within masonry structures. Therefore, this article tries to analyse the construction process and the structural behaviour of this vault, to understand its operation and how it remains standing five hundred years after its construction.

### Biography:

Rubén Rodríguez Elizalde is Geologist and Civil Engineer, PhD in Architecture and Heritage and Senior Occupational Health and Safety Degree. On professional level, he is specialized in pathology and structural rehabilitation. In addition, he has carried out preventive management tasks, fundamentally in construction, metal and entertainment sectors for the last twenty years: he has worked as execution director, health and safety coordinator on project phase and health and safety coordinator on execution phase. In this sense, he has been health and safety coordinator of great renown works in Spain. Currently, he is a professor at various university centers, such as Universitat Oberta de Catalunya (UOC). In addition, he is Member of the National Association of the Technical Inspection of Structures in Spain, member of the Geology Applied to Engineering Spanish Association and member of the International Association for Engineering Geology and the Environment. In addition, he is Technical Director at EIP, company specializing in structural rehabilitation and prevention management in the construction sector. As a final anecdote, it should be noted that Rubén is a Remote Piloted Aircraft (RAP) Pilot and a Pilot Instructor and Examiner.

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## Analytic Portrayal of Time in the Poetry of T.S. Eliot and Adonis: A Comparative Study

**Bassma Basheer Nomass**

Department of English Philology, University of Valladolid, Spain

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Eliot and Adonis have written about the effect of the passage of time on human life, psyche and existence in debatable ways. They have tackled time according to their perception, belief and understanding concerning its passage in the past, present, and future. Eliot deals with time culturally and historically, reflecting its inexorable passage and relentless power upon the existence of men to shape their identity and self-awareness. Unlike Eliot, Adonis embraces a mystical exploration of time and how individuals have to stand still against its destructive effect by taking advantages of it. Both of them have unveiled the implying meaning of time according to their distinctive philosophy and unique style, showing its complexities of temporality on human beings. Eliot epitomizes its flicking nature with fractured and disjointed images, while Adonis addresses the ruptures caused by time on Arab's societies recently. The study concludes their perspectives about the theme of time as well as their critical views and treatments. Eliot believes in the significance of reaching "still point" to enrich the spiritual enlightenment against modern shackles represented by recent quick passage of time and anxieties. On the other side, Adonis underscores the crucial role of individuals' investment of time, creating a transformative power that enables them to encounter its recent fluidity, hardships and complexities. To some degree, both of them have tried to combat the conventional ideology of mortality by exploring the concepts of timelessness and transcendence.

**Keywords:** Eliot, Adonis, timelessness, fluidity, temporality, transcendence.

## Exploring Student Perspectives on STEM through Fire Ecology: Epistemological and Social Insights from NoSTEM Education



**Víctor Martínez-Martínez, Jairo Ortiz-Revilla and Ileana M. Greca**  
Specific Didactics department, University of Burgos, Burgos, Castilla y León, Spain

In the dynamic realm of education, we explore high school students' perspectives on science and the Nature of STEM through a study with 96 participants. Fire Ecology serves as a pedagogical tool, unraveling students' conceptions of the epistemological and socioethical dimensions of STEM. The study dives into the interdisciplinary aspects of Fire Ecology, addressing scientific uncertainty, interdisciplinarity, and diverse STEM methodologies.

Sustainability emerges as a central theme, as students examine how wildfires impact ecosystems and communities, sparking discussions on resource distribution and environmental justice. The results offer a detailed understanding of students' technoscientific views within this interdisciplinary context, contributing to the enrichment of their perspectives on science through NoSTEM education.

Analyzing the instrument results reveals a 29% accuracy in the cognitive-epistemic dimension and a 40% accuracy in the socio-political dimension. This indicates a noticeable gap in students' understanding of the epistemological aspects of technoscientific knowledge, highlighting an area for improvement in conveying STEM principles.

Interestingly, the relatively higher accuracy in the socio-political dimension suggests students possess awareness of the societal and political implications of science, aligning with the NoSTEM perspective. This understanding of science's interface with broader societal issues emphasizes the integration of STEM with social and ethical considerations.

These findings emphasize the need for a targeted approach to enhance students' cognitive-epistemic understanding within the NoSTEM framework, potentially strengthening the effectiveness of NoSTEM education in cultivating a comprehensive and socially aware perspective on STEM disciplines.

### Biography:

Víctor Martínez-Martínez holds a B.Sc. in Chemistry, a M.Ed. in Secondary Education, and a M.Res. in Educational Research and Innovation. He is currently researching and teaching in the Science Education department at the University of Burgos (Spain). Pursuing his Ph.D. in Specific Didactics, his research focuses on the Nature of STEM, emphasizing integrated learning and the incorporation of history, philosophy, and sociology of science in science education. Passionate about shaping holistic STEM education, he aims to contribute to redefining approaches to student perspectives and fostering social awareness through disciplines like Fire Ecology.

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## Murder as a Theatrical Performance: Problematizing the Figure of the Female Serial Killer in The Limehouse Golem

**Debalina Mondal**

Postgraduate Student, Jadavpur University, India

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Villanelle from Luke Jennings' *Codename Villanelle* (2017) has received tremendous appreciation which has led to four successful seasons of its television adaptation, *Killing Eve* (2018-2022). The insane popularity of X and Pearl, featuring Mia Goth as a ghastly murderer in the 2022 movies, justifies society's current obsession with female serial killers. Similarly, Juan Carlos Medina's 2018 murder mystery, *The Limehouse Golem*, adapted from Peter Ackroyd's *Dan Leno and the Limehouse Golem* (1994) features a female murderer situated in 19th century London. Elizabeth Cree played by Olivia Cooke is presented as a malevolent villain, literally personifying the Jewish legendary figure of the 'golem'. The peculiarity of the story lies not only with its depiction of a woman as a serial killer during a period when English bourgeoisie was consciously limiting women to the household, but with women's relation with the public theatre that emerged to empower them, providing them with an authorial voice. Situating Elizabeth Cree on the Victorian stage as a female clown makes the character apt for a feminist reading. Hence, the paper shall critically analyse the figure of the female serial killer in the screen adaptation of *Dan Leno and the Limehouse Golem*. The author shall be comparing the primary text with the film while discussing the politics of Victorian theatre from a feminist lens.

### Biography:

Debalina Mondal is a postgraduate student of English Literature at Jadavpur University. Her research and career interest lies at the nexus of Crime Fiction in relation to Postcolonial politics.

## Navigating Cultural Shifts: Globalization's Impact on Society and Business

**Kia Hamid Yeganeh, MBA, MSc., PhD**

Professor of International Management College of Business, Winona State University,  
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This paper aims to analyze significant cultural shifts and their impact on business and management. First, the paper explains the interpretative approach and justifies its adoption. Subsequently, it identifies and analyzes prominent cultural transformations linked with globalization. Lastly, it discusses the implications for business and management. The analysis reveals that globalization-induced cultural shifts encompass convergence, divergence, hybridization, clashes of cultures/civilizations, diversity, multiculturalism, time-space compression, temporal acceleration, short-termism, risk, insecurity, and uncertainty. In the end, the social implications are discussed and avenues for further research are pointed out.

**Keywords:** Culture, Cross-Cultural Research, Cultural Transformations, Globalization, Multiculturalism

### Biography:

Dr. Yeganeh is a professor of international management at Winona State University in Minnesota. His research focuses on international business and cross-cultural management. He is the author of six books and more than sixty journal papers. His research has appeared in various journals such as Journal of International Management, International Journal of Human Resource Management, International Journal of Cross-Cultural Management, International Journal of Conflict Management, Critical Perspectives on International Business, International Journal of Sociology and Social Policy, International Journal of Organizational Analysis, International Journal of Commerce and Management, European Business Review, Personnel Review, The Journal of East-West Business, Competitiveness Review, Journal of International Consumer Marketing, Society and Business Review, Gender in Management, International Journal of Development Issues, and Journal of Strategy and Management.

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## Developing Digital Content for The classroom: Best Practices for Curriculum Development in the Digital Age



**Dr. Lisa M. Wisniewski**

School of Applied Liberal Arts and Social Sciences, Goodwin University, East Hartford, CT, United States

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In the post-pandemic era, digital technologies are an important part of the classroom experience. The presence of digital technology in the classroom has grown in the last 20 years to include learning management systems, social media resources, and e-mail. However, the COVID-19 pandemic challenged educators to use digital tools in new ways to keep learning going such as Zoom or Skype. In the post COVID-19 era, educators are still seeking ways to infuse digital technology into the classroom experience. However, the challenge remains on how to develop digital content effectively and how to make connections to the curriculum.

This session will discuss how a digital lecture series developed into classroom curriculum to provide relevant and updated learning material. The series began as a live lecture series by experts in their fields and evolved into learning modules utilized in an Introduction to Sociology course. The presenter will discuss how to develop this series into Universal Design for Learning approved teaching tools and share best practices in this design. This session will also discuss the connections between the academic disciplines and how to use digital tools to develop course content. This innovative approach will address the challenges that educators are facing when developing content, find the resources on how to develop the content, and share how this can benefit the curriculum and the students.

### Biography:

Dr. Lisa Wisniewski is Professor of Sociology at Goodwin University. Lisa completed her Doctor of Education focused on Educational Leadership from the University of Hartford in 2017. Her research has focused on immigrant students, the scholarship of teaching and learning, and effective teaching practices focused on Universal Design for Learning. With an interest in digital literacy, Dr. Wisniewski also hosts and produces the Community Conversations @ Goodwin University lecture series. The series is focused on current events topics and global citizenship. The lectures have redesigned for course curriculum in alignment with Universal Design for Learning framework and Open Educational Resources.

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## The Empty Shell of A goddess: Representations of Artemis Based on Literature in the Graeco-Roman period



**Dr. Kyra A. Rietveld**

Department of Art and Visual Culture, Centenary College of Louisiana, Shreveport, LA, USA

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In antiquity, a push occurred for a universal Greek identity after the Persian wars. The Greek pantheon was used to support this new sense of nationality, relying on the shared mythology and understanding of the gods. Images of the goddess Artemis started to appear that reflected this, promoting a universalized system of religion relating to the changing political situation to give ancient Greek citizens stability within their vast, shifting world.

I argue that the representation of the goddess Artemis which followed the universalizing trend, underwent a significant change during the Graeco-Roman period. Even though the appearance of these works was consistent, the meaning transformed. Where her images at first were hyper realistic as they were based on literary sources and therefore contained much detail, distorting the line between experiencing the actual presence of the goddess and her mere representation; later Artemis imagery based on literature became removed from the notion of real presence, and the sense of life of the goddess found within the works slowly faded. Statues became empty shells, echoes of the presence of the goddess.

### Biography:

Dr. Kyra Rietveld is currently an Assistant Professor of Art History at Centenary College of Louisiana, Shreveport, LA, USA. Dr. Rietveld received her BA in Art History from Oakland University, an MA in Art History from the University of Florida, and a PH.D. in Art History from the University of Florida in 2022. Born and raised in the Netherlands, Dr. Rietveld moved to America to pursue an academic career. Her research attends to active and passive interaction with images that shape social and cultural identity. Dr. Rietveld specializes in the iconography of the cult of the goddess Artemis in antiquity.

## Exploring the Impact of Task Party: Participatory Art Activities on Classroom Engagement and Artistic Imagination Development in Higher Education Students



**Ziyu Feng**

Art & Visual Culture Education program, University of Arizona, Tucson, USA

Student classroom participation has been identified as one of the most crucial predictors of learning and performance in higher education. Correspondingly, students' self-efficacy and the teaching environment have been confirmed to have significant impacts on student participation (Rocca, 2021). A rich participatory classroom experience is characterized primarily by dialogue exchanges, critical reflection, and students' engagement with course materials and content. In an inclusive classroom, individuals from diverse backgrounds and statuses can freely engage in democratic dialogues. In this context, Task Party, as a form of socially engaged art, facilitates participants' ability to swiftly integrate into the classroom environment of art education. Oliver Herring (2011) conceptualizes Task Party as an open-ended and participatory structure that provides nearly limitless opportunities for a collective engagement among individuals and their surroundings (Gillespie, 2016).

The purpose of this study is to explore the potential impact of diverse tasks within Task Party on the level of student engagement within the classroom setting, drawing upon the importance of social art participation in higher art education. Seven graduate students enrolled in the "Community, Culture, and Art Education" course at the University of Arizona collaborated with Professor Kate Collins to achieve this aim. On November 7, 2023, they collectively organized and implemented a socially engaged activity — Task Party — attracting 22 participants, all students from the University of Arizona. Specifically, this study scrutinizes how distinct activities, objectives, and tools utilized in each task contribute to modulating student participation and learning. Concurrently, this research emphasizes the importance of examining how participatory art stimulates students' artistic imaginations.

### Biography:

Gillespie, J. (2016). Oliver Herring's TASK in the Classroom: A case for process, play, and possibility. *Art Education*, 69(1), 31-37. Rocca, K. A. (2010). Student participation in the college classroom: An extended multidisciplinary literature review. *Communication education*, 59(2), 185-213.



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## The Inquiry in to Life Through the Art of Chinese Penjing



**Hui Wei**

Independent researcher, Washington, DC, USA

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This research aims to explore the encounters and coexistence of Confucianism, Taoism, and Buddhism existentialism, along with aesthetic philosophies, as the framework. Additionally, it involves comparative reflections with Western aesthetics to examine the convergence, fusion, symbiosis, and development of various schools of Chinese penjing across different temporal contexts—Sui-Tang, Song, Yuan, Ming, Qing, modern, and beyond China's borders. The study seeks to interpret the plant species, design aesthetics, and aesthetic sentiments of Chinese penjing under indigenous philosophies. It aims to reveal the sensibilities and intuitive thoughts of people from different social classes throughout Chinese history in their worldly lives, as well as their contemplations on the meaning of life. Furthermore, the research attempts to propose possibilities for the dynamic balance between the historical inheritance and development of Chinese visual culture and arts.

**Keywords:** Chinese penjing, Confucianism, Taoism, Buddhism, Temporality, Cultural Heritage.

### Biography:

Hui Wei currently is an independent researcher located in Washington DC. She received her BA in Advertising from Nanjing University of Arts, focus on advertising culture in ancient China and her MA in Arts and Entertainment Administration from Valparaiso University, focus on art management and restoration. She also received Chinese painting and calligraphy conservation training from a national representative inheritor of intangible cultural heritage. At Tiger Hill and the UNESCO World Heritage Site Humble Administrator's Garden in Suzhou, she took part in hands-on workshops for school children, online and offline lectures on penjing conservation for adults, recruitment and training of a new generation of penjing conservators, and other activities aimed at preserving traditional culture. She has always been deeply interested and passionate about the aesthetic philosophies of Confucianism, Taoism, and Buddhism in Chinese traditional culture and art. This enthusiasm extends particularly to areas such as Chinese garden architecture, calligraphy, seal carving, painting restoration, penjing art, Song brocade, and Chinese tea culture. While researching traditional Chinese art, she, as a producer, has also received awards for her documentary and short film works.

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## Central Asia's Regionalism Dilemma: Which Silk Road?



**Paulo Afonso B. Duarte, António Tavares**  
CEAD, Universidade Lusófona do Porto, Portugal

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Although rich in energy, water and mineral resources, Central Asia has remained doubly remote: not only in terms of its geography, but also due to the lack of attention in the literature. However, just as in the once Great Game disputed by the British Empire and the Russian Empire, the region is once again central in the dynamics of competition and cooperation involving regional and extra-regional actors. Indeed, today's New Great Game involves visions of Central Asian regionalism that don't always converge. Faced with different regionalist projects, namely the US Silk Road, the Belt and Road Initiative and the Eurasian Economic Union, Central Asian States try to balance their own interests vis-à-vis great powers' views and goals for the region. In this sense, this paper aims to analyse what is at stake regarding regionalism, while attempting to understand which competing project seems to be more interesting for the sake of the region's path towards development.

**Keywords:** US Silk Road, Eurasian Economic Union, Belt and Road Initiative, Central Asia, Regionalism

### Biography:

Paulo Afonso Brardo Duarte is an Assistant Professor at Lusófona University (Porto) and Invited Assistant Professor at Minho University (Braga), Portugal. He holds a PhD in Political Science awarded by the Catholic University of Louvain (Belgium) and a post-doctoral degree in China-EU relations (Minho University).

Recent publications: Duarte, Paulo. A 'Soft' Balancing Ménage à Trois? China, Iran and Russia Strategic Triangle vis-à-vis US Hegemony. *Journal of Asian Security and International Affairs*. (with Papageorgiu, M. & Mamad, E.). 2023. <https://doi.org/10.1177/23477970231152008> Duarte, Paulo. "The Soft Power of China and the European Union in the context of the Belt and Road Initiative and Global Strategy". *Journal of Contemporary European Studies* (2021): 1-15. <http://dx.doi.org/10.1080/14782804.2021.1916740>. (with Ferreira-Pereira-L.C.) ORCID: 0000-0003-1675-2840



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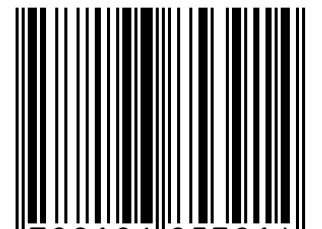
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