



# ICTERLT

26 - 27 June | Bali, Indonesia

## ICTERLT 2025



## International Academic Conference on Teaching Education & Recent Learning Technologies (ICTERLT-2025)

**26<sup>th</sup>-27<sup>th</sup> June, 2025**

**Bali, Indonesia**



Organized by  
IFERP Academy - Indonesia Society



International Academic Conference on Teaching Education and Recent Learning Technologies  
(ICTERLT-2025), Bali, Indonesia

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# CONFERENCE THEME



**“Education for  
Tomorrow: Trends,  
Challenges, and  
Opportunities  
towards Sustainable  
Development  
Solutions”**

# Preface

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We are delighted to extend a warm welcome to all participants attending International Academic Conference on Teaching Education and Recent Learning Technologies (ICTERLT-2025), taking place in Bali, Indonesia on 26<sup>th</sup> & 27<sup>th</sup> June, 2025. This conference provides a vital platform for researchers, students, academicians, and industry professionals from all over the world to share their latest research results and development activities in the field of Education and Learning. It offers delegates an opportunity to exchange new ideas and experiences, establish business or research relationships, and explore global collaborations.

The proceedings for ICTERLT-2025 contain the most up-to-date, comprehensive, and globally relevant knowledge in the field of Education and Learning. All submitted papers were subject to rigorous peer-reviewing by 2–4 expert referees, and the papers included in these proceedings have been selected for their quality and relevance to the conference. We are confident that these proceedings will not only provide readers with a broad overview of the latest research results in Education and Learning but also serve as a valuable summary and reference for further research in this field.

We are grateful for the support of many universities and research institutes, whose contributions were vital to the success of this conference. We extend our sincerest gratitude and highest respect to the many professors who played an important role in the review process, providing valuable feedback and suggestions to authors to improve their work. We also extend our appreciation to the external reviewers for providing additional support in the review process and to the authors for contributing their research results to the ICTERLT-2025.

Since April 2025, the Organizing Committees have received more than 50+ manuscript papers, covering all aspects of ICTERLT-2025. After review, approximately 15+ papers were selected for inclusion in the proceedings of ICTERLT-2025. We would like to thank all participants at the conference for their significant contribution to its success.

We express our gratitude to the keynote and individual speakers and all participating authors for their dedication and hard work. We also sincerely appreciate the efforts of the technical program committee and all reviewers, whose contributions made this conference possible. Finally, we extend our thanks to all the referees for their constructive comments on all papers, and we express our deepest gratitude to the organizing committee for their tireless work in making this conference a reality.

# About ICTERLT 2025

The International Academic Conference on Teaching Education and Recent Learning Technologies (ICTERLT-2025) is a premier academic and professional gathering aimed at bringing together thought leaders, industry experts, researchers, and educators from around the globe. Scheduled to be held on June 26<sup>th</sup>-27<sup>th</sup>, 2025, in Bali, Indonesia, the conference provides a dynamic platform for participants to share the latest innovations, ideas, and research findings.

ICTERLT-2025 is designed to foster discussions on how businesses, educational institutions, and technology leaders can collaborate to create sustainable growth in a rapidly digitizing world. By addressing key challenges, exploring future trends, and sharing best practices, the conference aspires to inspire new ways to integrate technological advancements into business strategies and educational frameworks. Additionally, ICTERLT-2025 is aligned with the United Nations Sustainable Development Goals (SDGs), focusing on sustainability and innovation in business, management, and education.



## Scope of the Conference

In an environment that is constantly evolving, it is more important than ever to acknowledge and implement new technologies in education. Our theme for ICTERLT-2025 is "Education for Tomorrow: Trends, Challenges, and Opportunities towards Sustainable Development Solutions," and we will be examining the critical role that digital transformation plays in driving excellence in education and its application in addressing complex issues.

## Objective of the Conference

International Academic Conference on Teaching Education and Recent Learning Technologies (ICTERLT-2025), themed "Education for Tomorrow: Trends, Challenges, and Opportunities towards Sustainable Development Solutions," aims to explore the evolving landscape of education in the context of sustainable development. Scheduled for June 26<sup>th</sup> and 27<sup>th</sup>, 2025, in Bali, Indonesia, the conference will bring together educators, researchers, and industry leaders to discuss innovative approaches, address contemporary challenges, and identify emerging opportunities within the educational sector. Our objective is to facilitate meaningful dialogues that foster collaboration and knowledge sharing, ultimately contributing to the development of sustainable solutions that enhance teaching practices and improve learning outcomes for future generations. Organized by the IFERP Academy - Indonesia Society, ICTERLT will serve as a catalyst for transformative educational practices that align with global sustainability goals.



# About IFERP Academy

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IFERP Academy is a well-known organization that focuses on engineering, science, and technology. IFERP envisions a global scientific community united by innovation in digital technology. The organization prioritizes advancing industrial trends, disseminating the most recent findings, and encouraging research endeavours that will shape the future of humanity.

With a team of experts, IFERP has established itself across Europe, the Middle East, Asia, and several other countries, including Iraq, Malaysia, Australia, and more. They have offered publication, networking, research support, and other work in various fields of science

IFERP is an expert at putting together international conferences that bring together scientists, researchers, academics, students, and professionals from all over the world to collaborate. They also publish articles and publications that are indexed by Web of Science and SCOPUS. Important webinars are organized by IFERP and they also offer comprehensive research aid and guidance. Key elements of IFERP's objective include promoting Industry-Institute Interaction and taking part in Youth Empowerment projects. Through faculty growth, skill development, and ongoing research and publication projects, the organization is dedicated to helping professionals.



## Our Mission

Upskilling the knowledge hub through technological innovation & excellence for the benefit of humanity



## Our Vision

A Digitally equipped robust, dynamic & swift professional community integrating academics & industry for upgraded technical implementation



## Our Value

IFERP values the restoration of high- level technological research, learning, collaboration, resource sharing & community-building traditions



## Our Goal

To serve as the foundation for all technological progress and advancement activities around the world

# From Managing Director, IFERP



**Mr. A. Siddh Kumar Chhajer**

Managing Director & Founder,  
IFERP, Technoarete Group



On behalf of Institute For Educational Research and Publications (IFERP) & the organizing Committee, I express my hearty gratitude to the Participants, Keynote Speakers, Delegates, Reviewers and Researchers. The goal of the International Academic Conference on Teaching Education and Recent Learning Technologies (ICTERLT-2025) is to provide knowledge enrichment and innovative technical exchange between international researchers or scholars and practitioners from the academia and industries in the field of Teaching Education and Recent Learning Technologies.

This conference creates solutions in different ways and to share innovative ideas in the field of Sustainable Engineering and Education. ICTERLT-2025 provides a world class stage to the Researchers, Professionals, Scientists, Academicians and Students to engage in very challenging conversations, assess the current body of research and determine knowledge and capability gaps.

International Academic Conference on Teaching Education and Recent Learning Technologies (ICTERLT-2025) will explore the new horizons of innovations from distinguished Researchers, Scientists and Eminent Authors in academia and industry working for the advancements in Science and Engineering from all over the world. ICTERLT-2025 hopes to set the perfect platform for participants to establish careers as successful and globally renowned specialists in the field of Science and Engineering.



# From Chief Executive, IFERP

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## Mr. Rudra Bhanu Satpathy

CEO & Founder, IFERP  
Technoarete Group



IFERP is hosting the International Academic Conference on Teaching Education and Recent Learning Technologies (ICTERLT-2025) this year in month of 26<sup>th</sup>-27<sup>th</sup> June, 2025, Bali, Indonesia. The main objective of ICTERLT-2025 is to grant the amazing opportunity to learn about groundbreaking developments in modern industry, talk through difficult workplace scenarios with peers who experience the same pain points and experience enormous growth and development as a professional. There will be no shortage of continuous networking opportunities and informational sessions. The sessions serve as an excellent opportunity to soak up information from widely respected experts.

Connecting with fellow professionals and sharing the success stories of your firm is an excellent way to build relations and become known as a thought leader. I express my hearty gratitude to all my Colleagues, Staffs, Professors, Reviewers and Members of Organizing Committee for their hearty and dedicated support to make this conference successful. I am also thankful to all our delegates for their pain staking effort to make this conference successful.

# About Keynote Speaker

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## Mr. Mohit Tiwari

Assistant Professor, Department of Computer Science and Engineering, Bharati Vidyapeeth's College of Engineering, Delhi, India



Mr. Mohit Tiwari is currently working as an Assistant Professor in the Department of Computer Science and Engineering at Bharati Vidyapeeth's College of Engineering, New Delhi (Affiliated to GGSIP University). With over 25 years of academic and research experience, he specializes in Cybersecurity, Cloud Computing, Network Security, Artificial Intelligence, and Data Science. He has authored and co-authored multiple research papers in reputed international journals and conferences, and has contributed to books in the field of Management and Engineering Education. Mr. Tiwari has also been an active reviewer and editorial board member of various reputed journals. He has delivered expert talks, seminars, and training programs on AI, Cybersecurity, and Emerging Technologies at academic and professional platforms. His recent work focuses on AI-enabled Cybersecurity solutions and Blockchain-based data integrity models. Apart from teaching and research, he is deeply involved in guiding students towards innovative and industry-relevant solutions, contributing to skill-based and practical-oriented education.

# About Keynote Speaker



## Dr. Roseline Oluwaseun Ogundokun

Tshwane University of Technology,  
Pretoria, South Africa &  
Landmark University, Omu Aran, Nigeria

Dr Roseline Oluwaseun Ogundokun is a distinguished lecturer in computer science at the College of Pure and Applied Sciences, Landmark University, Nigeria. She holds a PhD in Computer Science from the University of Ilorin and is pursuing a second PhD at Kaunas University of Technology, Lithuania, under a prestigious PhD. Scholarship. She is currently a Postdoctoral Fellow at the Department of Computer Systems Engineering, Tshwane University of Technology (TUT), Pretoria, South Africa (2024–2025). Globally recognized for her research excellence, Dr Ogundokun was ranked 28th in Nigeria in June 2023, according to SciVal analysis based on SCOPUS-Elsevier data. She has published 155 articles in SCOPUS and 207 publications in Google Scholar, collaborating with over 50 co-authors

worldwide. Her research focuses on artificial intelligence, computer vision, deep learning, medical image processing, and information security. In recognition of her contributions, she was listed among the Top 2% of Scientists Worldwide in 2023 and 2024 by Elsevier and Stanford University for her work in Information & Communication Technologies, mainly specializing in Artificial Intelligence and Image Processing. Dr. Ogundokun has received several notable awards, including a Cash Award of 250 USD for her Poster Presentation at the 2024 Deep Learning Indaba in Dakar, Senegal. She is also an alumnus of the prestigious 10th Heidelberg Laureate Forum Foundation, a program that brings together the brightest minds in mathematics and computer science. In 2024, she received an Award of Recognition as an SDG 4 Champion, further underscoring her dedication to quality education. She also holds a Certificate of Selfless Service as the Departmental Exam Officer, awarded in 2017, and has played pivotal roles in organizing the 1st and 2nd IEEE International Conferences. Her leadership and contributions have earned her multiple honours, including the Elsevier Certificate of Recognition. Beyond research, Dr. Ogundokun serves on the editorial boards of journals such as Cancer Control, CMC-Computers, Materials & Continua. She is a member of several professional organizations, including the Nigeria Computer Society, Computer Professionals of Nigeria, the IAENG Society of Computer Science, and the Nigeria Institute of Management. Her combination of academic achievements, global recognition, leadership roles, and dedication to service highlights her outstanding contributions to research and academia.

# About Keynote Speaker



## Dr. Minhaj Ahemad Rehman

Associate Professor and Coordinator R&D Cell,  
St. Vincent Pallotti College of Engineering &  
Technology, Nagpur, India



Dr. Minhaj Ahemad A. Rehman is Coordinator R&D Cell and Associate Professor at the Department of Mechanical Engineering in St. Vincent Pallotti College of Engineering and Technology, Nagpur India. He had more than 23 years of teaching experience at Post Graduate, Under Graduate and Diploma levels. His area of interest is green manufacturing, green supply chain management, lean and production engineering, etc. He had contributed more than 65 research papers at national/international level at various journals (including Q1 category SCI/Scopus Journals), seminars and conferences along with that he had published three patents. He is having more than 911 Citations with h-index=11 and i10-index=12. He had delivered expert lecture at various STTP/FDP and chaired various sessions at national/

international conferences. He is reviewer to various journals of repute. He is Recipient of 'Best Researchers Award' 2024 by RTM Nagpur University India, Recipient of 'Best Researchers Award' 2023 by SVP CET Nagpur, Recipient of 'Outstanding contribution in Research Award' 2022-23 by SVP CET Nagpur. He is Author of a book entitled Green Manufacturing for Sustainable Production, published by Clever Fox Publishing. He is editor of International Journal of Strategic Management, Amity Education Private Limited., Mauritius. He is also Editor of Book Title Recent Evolutions in Energy, Drives and e-Vehicles proceedings of the International Conference on Recent Evolutions in Energy, Drives and e-Vehicles (REED-EV 2022) Series Title Lecture Notes in Electrical Engineering. Publisher Springer Singapore. He has guided various project at P.G and U.G level. He had received two research grant of 6 Lakhs from RGSTC Government of Maharashtra. He is approved PhD supervisor of RTM Nagpur university. Five Ph.D Scholars are working under his guidance and three have awarded PhD degree. He is life member of reputed society's like ISM, IET, ISTE. He is serving various organizations in different capacity as member IET, Nagpur Local center, member, V.C Nominated Research Advisory committee member, at Central Power Research Institute (CPRI), Nagpur, Ministry of Power, Government of India, & Yeshwantrao Chavan College of Engineering (YCCE), an autonomous engineering college, Nagpur, and expert member CDC Anjuman college of Engineering, Nagpur.

# About Keynote Speaker

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## Dr. Luh Putu Artini

Ganesha University of Education (Undiksha),  
Bali, Indonesia



Luh Putu Artini has been the faculty member in Universitas Pendidikan Ganesha (Undiksha) since 1988. Her main duties are teaching, researching, and providing community services. She teaches in the undergraduate, magister, and doctorate programs in the university. Some of the courses she is in charged with are Teaching English as a Foreign Language, Teaching English for Young Learners, Literature in Language Teaching, Bilingualism and Bilingual Education, Qualitative Research, and Advanced Applied Linguistics. The courses reflect her expertise as well as her research areas of interest. She supervises students' research for the three levels of programs, and publishes numerous articles in national and internationals and wrote 10 books in her areas of expertise.



# About Keynote Speaker



## Dr. Lidia Sandra

Vice Rector for Academic, Research and  
Technology Development,  
Universitas Bali Dwipa, Bali, Indonesia

Dr. Lidia Sandra is a distinguished academic and clinical psychologist with a dual background in Psychology and Computer Science. Currently serving as Vice Rector for Academic, Research, and Technology Development at Universitas Bali Dwipa, she has previously held strategic academic leadership positions, including Vice Rector at Universitas Kristen Krida Wacana. Her expertise lies in higher education curriculum innovation, Outcome-Based Education (OBE), and the implementation of the MBKM programme across Indonesia. Dr. Sandra earned her doctoral degrees in Psychology from Universitas Gadjah Mada and in Computer Science from BINUS University, both with highest distinction. She also holds master's degrees from the University of New South Wales, Australia in

Computer Engineering Science, and Universitas Tarumanagara in Psychology, as well as bachelor's degrees in Psychology and Informatics Engineering. In addition, she has pursued post-master training at TU Eindhoven in the Netherlands. Her scholarly output includes more than 30 peer-reviewed articles published in Scopus-indexed journals and international conferences, covering cyberpsychology, artificial intelligence in education, adolescent mental health, and curriculum policy. She is also actively involved as a national expert and facilitator for curriculum reform, MBKM implementation, and quality assurance across numerous institutions. Dr. Sandra is widely recognised for her intellectual integrity, innovative thinking, and commitment to integrating psychological insight with digital transformation in education. She continues to contribute to the advancement of educational psychology and interdisciplinary research in Southeast Asia.

# About Plenary Speaker

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## **Ts. Rohayu binti Daud**

Deputy Director (Academic Affairs)  
Kolej Kemahiran Tinggi MARA Pasir Mas,  
Kelantan, Malaysia



Ts. Rohayu binti Daud is a professionally graduated architect with extensive experience in architectural design, heritage conservation, and innovative educational development. Her professional journey reflects a strong commitment to the preservation of cultural heritage through the integration of contemporary design principles and forward-thinking methodologies.

Currently serving as the Deputy Director of Academic Affairs at Kolej Kemahiran Tinggi MARA (KKTMM) Pasir Mas, Kelantan, Malaysia. She plays a strategic role in formulating academic policies, enhancing student learning experiences, and promoting institutional excellence. Her academic interests centre on

immersive learning environments, where she focuses on developing dynamic educational content that encourages deeper engagement and experiential learning among students.

Her PhD research is dedicated to advancing architectural conservation through the application of immersive technologies, aiming to bridge the gap between traditional heritage values and modern innovation. With expertise that spans both technical rigour and creative vision, she has led numerous architectural innovation initiatives, demonstrating a keen ability to harmonise aesthetic values with practical functionality.

Ts. Rohayu's leadership continues to inspire future architects and learners, particularly in integrating sustainability and cultural sensitivity within the evolving landscape of built environment education and practice.

# About Session Speaker



## Dr. Suraya Mubeen

Department of ECE,  
CMR Technical Campus,  
Telangana, India

Dr. Suraya Mubeen working as Associate Professor in Hyderabad in Engineering college having total experience of 18 years .Completed my PH.D from JNTU Kakinada ,India, Andhra Pradesh in ECE.My research interests are In radars,communication,data science and networking. Published 80 papers and have an h index of 4 .I guide students in their major and mini project at graduate level.I teach post graduate students and handle lab for various domains. I have completed NPTEL Courses in computer science engineering as an added advantage .Iam co supervisor at JJTU Rajasthan for ph.d,VTU Supervisor and at GTU AS Doctoral progress committee. In my college in the department of ECE iam the IQAC NAAC Coordinator for the department and NBA Criteria Incharge. I am reviewer for several springer and scopus journals and published papers in reputed journals with high impact factors,filed several patent and received grant.Appiled for project proposal in dst –CSRI under progress in 2024.

# About Session Speaker

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## **Dr.Sc. Dedi Darwis**

Dean of the Faculty of Engineering and Computer  
Science, Universitas Teknokrat Indonesia,  
Lampung, Indonesia

Dr. Sc. Dedi Darwis has made significant contributions to the fields of computer science, data security, and digital image processing. As an Associate Professor and Dean of the Faculty of Engineering and Computer Science at Universitas Teknokrat Indonesia, he has played a key role in advancing research and academic excellence. His work spans various domains, including steganography, cryptography, machine learning, and IoT-based smart systems. He has led multiple research projects funded by the Ministry of Education, Culture, Research, and Technology, including innovative projects on IoT-based digital smart collars for livestock monitoring and novel steganography techniques for digital security. His research efforts have resulted in publications in esteemed international and national journals, covering topics such as data security, sentiment analysis, and cloud computing performance enhancement. In addition to his research, Dr. Darwis has actively contributed to international conferences and academic collaborations, presenting his findings at key events in computer science and engineering. He has authored books on financial reporting and professional secretarial skills, demonstrating his commitment to knowledge dissemination. His expertise extends to community service initiatives, where he has implemented smart school and smart village concepts to improve education and local economies. With certifications such as Microsoft Office Specialist (MOS), Microsoft Technology Associate (MTA), and Certified Data Science Practitioner (CDSP), he continues to bridge the gap between academia and industry by integrating practical solutions with academic advancements.

# About Session Speaker

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## **Dr. Ana Luisa Mateus Oliveira Chanca Torres**

Department of Educational Technologies,  
Polytechnic University of Santarém,  
Portugal

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Polytechnic University of Santarém, CIAC-Centro de Investigação em Artes e Comunicação-Pólo de Literacia Digital e Inclusão Social, Portugal, [ana.torres@ese.ipsantarem.pt](mailto:ana.torres@ese.ipsantarem.pt) Associate Professor specializing in Education, Multimedia Communication. has been a university lecturer since 1995 and a professor of the Polytechnic University of Santarém since 2007, in the Department of Educational Technologies. Tutor at the Open University and a member of the CIAC-Centro de Investigação em Artes e Comunicação-Pólo de Literacia Digital e Inclusão Social and of the European research network TELEurope. The research areas are in the field of Multimedia Education and Communication; MOOCs; e- learning; LMSs; tutoring; and Teacher Training. Has experience in developing and implementing national and international projects since 2013.



# About Session Speaker



## Dr. Greg McVerry

Associate Professor of Curriculum Learning,  
Southern Connecticut State University,  
United States of America



J. Gregory McVerry serves as an Associate Professor of Curriculum Learning at Southern Connecticut State University. Dr. McVerry holds a PhD in Educational Psychology with a concentration in Cognition, Instruction and Learning Technologies earned as a Neag Fellow at University of Connecticut's New Literacies Research Lab. Greg served as a volunteer member of the CMMC-AB Test Objectives working group, and in his current position Dr. McVerry leads the instructional design developing curriculum for Licensed Publishing Partners of the CMMC-AB. Dr. McVerry also helped co-found the CT CMMC Coalition, a stakeholder owned co-op looking to facilitate and grow diverse cybersecurity, machine learning, and artificial intelligence opportunities to New England while helping small companies

deal with cost of compliance. Greg McVerry has extensive instructional design experience. Greg developed leadership web literacy curriculum for the Mozilla Foundation and leadership training for the Mozilla Corporation. Dr. McVerry designed the Association of College Universities and Educators principles of effective online teaching. Greg currently serves on the World Wide Web (W3) consortium Credible Web community Group building metadata tools to fight disinformation. McVerry a long-time collaborator in the credentialing space brings this expertise to CMMC course design. Greg also focuses on Open Source learning across the globe. He serves on the Board of Directors of the Global Open Initiative Foundation based in Accra, Ghana and served on the Board of Directors of the Literacy Coalition of Greater New Haven. The group works closely with the Wikimedia Foundation to develop open source training and tools to preserve languages and folklore. Dr. McVerry also founded the Elm City Webmakers, an IndieWeb project encouraging covering ownership of data. This program has attracted large-scale funding and now the Boys and Girls Club in New Haven host the group as the tech-4-teens.club. Dr. McVerry serves as a workforce development coach teaching instructional design and teaching skills. A long time advocate for a safer web, in 2016 Mozilla, makers of Firefox. McVerry's company, ReVIEW Talent Feedback System, focuses on improving instruction by coaching teachers, principals, managers, and trainers to deliver feedback. He also assists companies in developing bids for federal contracts and has helped to bring in over 12 billion dollars in opportunities. Dr. McVerry is currently focused on improving the awareness and training domains in multiple cybersecurity frameworks.

# About Session Speaker

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## Dr. N. S. Sivakumar

Department of Engineering,  
Universitas Nusa Putra,  
West Java, Indonesia



Dr. Sivakumar Nallappan Sellappan has a Bachelor's degree in Mechanical Engineering from CSI College of Engineering and a Master's degree in Production/Industrial Engineering from PSG College of Technology. He earned his Ph.D. in Aerospace Materials from Anna University. With extensive working experience at international universities and professional bodies across Japan, Hong Kong, Singapore, Indonesia, and Middle Eastern countries, Dr. Nallappan has a broad vision for global collaborations in faculty and student exchange, internships, and research activities. He serves as an advisor to global universities and industries on curriculum development and consultancy activities.

# Session Chairs

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**Dr. Madhurima Dasgupta**

HOD, Department of Gender Studies  
& Social Studies, Ashadi Wisdom  
Campus, Sri Lanka &  
Post-doctoral Research Fellow,  
Abo-akademi University, Finland



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Autonomous, Bangalore, India



**Ms. Sri Lavanya Sajja**

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**Dr. Manoranjan Dash**

Assistant Professor,  
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**Dr. Nagendra**

Associate Professor,  
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# Session Chairs

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# Committee Members

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**Deni Darmawan**

Professor, Faculty of Education, Universitas Pendidikan  
Indonesia Bandung, Indonesia

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## Experiential Knowledge and Its Role in Primary Education

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### Abstract:

The new trends in pedagogy advance a type of explanatory scientific knowledge, supported by critical, rational, objective research. The products of knowledge are in a cohesive connection with the whole process of active and interactive learning, practicing the strategies used by students to understand the way they learn, as well as promoting self-learning.

A thorough preparation, adequate to the requirements of the 21st century, requires teachers to estimate teaching methods and approach active strategies for student participation during learning processes. A paradigm shift in the current era requires the promotion of an innovative learning framework through experiential learning.

One source of knowledge, experiential learning, is based on the principle that students can acquire new knowledge most effectively through experimentation. Experiential learning encourages the student to act on his own initiative when learning, to become interested in different methods, to become aware of what resonates most effectively for him and to be able to evaluate his own activity.

### Keywords:

Knowledge, Experiential Learning, Reflection, Reviewing, Experience, Application

## Adaptive Question Generation and Answer Evaluation with Dynamic Text Complexity Adjustment

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### Abstract:

The ability to read and comprehend a non-native language should be developed from the early childhood. The education system in Sri Lanka requires students to learn English language which is a dominant universal language as the secondary language. Still, the individual attention provided in the classroom is not enough for the proper grasp of language skills by the students. And it is time consuming for the teachers to generate multiple questions and to evaluate the students individually (PROBLEM). The system proposed as solution facilitates enhancing language comprehension of students within the age group of 8–11 years, in a personalized manner (SOLUTION). The student is provided with an interactive and eye-catching web application interface built using React and Tailwind. System allows the teachers to add comprehension passages related to the student's age. The system can challenge the students with questions of different difficulty levels that are individually catered to the student's performance level, which is an exceptional feature of this system. To achieve this, a question-generation model is created and trained using a custom-made dataset created from domain-specific textbooks, customizing the T5 pre-trained model, incorporating style embeddings, and custom methods. In parallel answer evaluation is done using a pre-trained model deepset/roberta-base-squad2. The difficulty level of the provided text passage is calculated based on Flesch Reading Ease score. The pain points in learning and teaching comprehension skills are reduced through this solution due to the personalized and automatic question generation, and answer evaluation features. The educators are given the privilege to add relevant text passages and keep in track with the student's engagement and scoring with ease. The students are given personalized attention to their performance and relevant passages are provided.

### Keywords:

Difficulty Level Adjustment, Domain-Specific Question Generation, English Reading And Understanding Skills Evaluation, Question And Answer Generator



## A Bibliometric Analysis of the Status and Trends of AI Applications in Design Thinking Research based on Scopus (2015–2025)

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### Abstract:

This study examines AI applications in design thinking through bibliometric and content analyses of 535 articles from the Scopus database (2015–2025). The number of publications increased from 2019, peaking in 2024, reflecting growing interest in AI's role in design thinking. Co-occurrence analysis indicates that AI is central to design research, particularly in AI-generated content (AIGC) and human-computer interaction, driving innovation in design education and practice. Design thinking, which emphasizes user needs and creative problem-solving, is key in integrating AI with design. AIGC tools, such as ChatGPT, enhance design processes and promote interdisciplinary collaboration. However, ethical considerations, including fairness, inclusivity, and sustainability, are becoming increasingly important. The findings suggest that AI in design thinking will continue to evolve, shaping both academic research and practical applications.

## Alignment of Learning Outcomes of Selected Business English Courses in a University in Thailand: Input for Course Mapping and Revision

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### Abstract:

Education systems worldwide face pressures to produce graduates aligned with the demands of the 21st century workplace. With the curriculum as the heart of the education system, curriculum mapping plays a crucial role in ensuring that course components align with established standards, highlighting areas for improvement such as unclear learning outcomes and misaligned course content and assessment plans. While curriculum mapping has been widely recognized as a tool for ensuring alignment with educational standards, limited research has explored its application at the course level within Business English curricula. Thus, this study aims to assess alignment among three Business English courses for third-year BA in English students at a Thai university using descriptive comparative method and course-level evidence-based mapping. Semantic and content analysis of empirical data helped identify gaps, redundancies, and overlaps. The findings reveal varying degrees of alignment across three courses, with emphasis on unclear learning outcomes, redundancies, and misalignments in teaching and assessment plans. Recommendations include revisiting course content, updating materials, linking activities, and refining alignment to enhance education quality and meet evolving global demands.

### Keywords:

Curriculum Mapping, Curriculum Alignment, CQI

## Bilingualism in Education: New Approaches and Global Challenges

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### Abstract:

The integration of innovative approaches and sustainable educational models into modern education systems is essential for addressing global challenges and equipping societies for the future. Bilingualism serves not only to enhance linguistic competence but also as a transformative tool for improving educational quality. It aligns educational progress with global demands and fosters the sustainable development of communities.

This article explores the global development of bilingual education and its intersection with innovative, inclusive, and sustainable educational approaches. By bridging diverse languages and cultures, bilingualism enhances the inclusivity, adaptability, and resilience of educational environments while fostering intercultural understanding and collaboration.

Ultimately, this approach supports the development of forward-thinking educational models that promote societal integration, strengthen intercultural communication, and address complex global challenges -including social equity and environmental sustainability- on both local and international levels.

### Keywords:

Bilingual Education, Intercultural Competence, Educational Innovation, Multilingualism, Global Equity, Sustainable Development

## Assessment of Advanced Studies Language Programs

Samuel Salay Poliden

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### Abstract:

This study assessed the learning experiences, learning environment, and adequacy of training in research skills of the graduates of the Master of Arts in English as a Second Language (MA ESL) and Doctor of Philosophy in Language Education (PhD LE). The study employed in-depth face-to-face and virtual interviews with graduates apropos their assessments of these Advanced Studies programs. The result of this study provided valuable information for evaluating the programs in terms of content, delivery and relevance and for further development of the institution in the context of quality assurance as basis for concrete action plans for the MA ESL and PhD Language Education Programs on the realization of its program objectives. The results also paved the way for the enhancement of MA ESL to MA ESL by Research and the PhD LE to PhD LE by Research, per CMO 15, s. 2019 in a bid to strengthen the internationalization program of the university, at par with the neighboring Asian countries.

### Keywords:

Assessment, Learning Experiences, Language Skills, Learning Environment, English As A Second Language, Language Education

## Impact of Artificial Intelligence in Higher Education Sector for Improvement in the Skills

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### **Abstract:**

This study explores the impact of the higher education sector evolution with AI tool. The AI tool provides an educational culture to provide facility of effective decision making and personalized learning experience for both learners and teachers. AI technology will enhance the principles of teaching, learning management. The study is a quantitative approach which is collected by the higher education sector to find the AI tool has a positive impact in teaching and learning experience. This research paper will explore the impact of AI on higher education by evaluating the teaching, learning, skills requirement and future careers. The aim of this paper to analyse the AI Tool collaboration with higher education sectors, finds the impact on the Education resource process and highlight findings include the new skills to be efficiency and effectiveness of AI in Higher education, examine the effectiveness on assessment, marks allotment and percentage or grading. Using the resultant value the future careers for graduates can be predicted and the results help to demonstrate the role of AI in the higher education in future. Provide better preparations for the graduate students to improve the future Job skills.

### **Keywords:**

Artificial Intelligence, Higher Education, Learning Skills, Teaching Skills

## A Sociological Study of Commuting Vehicle Safety Measures with Reference to Bengaluru District using Technologies

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### Abstract:

Bengaluru District is the Best city which is suitable for climate, education and Job etc., As the population increases even the transportation also will be increased. The Safety-related risk perception significantly influences passengers' travel decisions, yet current security infrastructure in public transportation fails to equally address the safety needs of men and women. A study indicates that vehicles driver or passenger in the public vehicles experiencing a violence and criminal acts such as robbery of the vehicles equipment's, intentionally making an accident. Hence some of the technologies such as application, AI tool is implemented in the vehicle to commutated the safety measures effectively. Some basics safety measures such as unknown trip avoidance, shifting the mode or changing of destination route if it is unsafe. This study examines the relationships between driver or consumer or passenger and vehicle security through the survey of primary and secondary data collected by Bengaluru Transportation implementations. Data is analysed and finding the comparison between vehicle safety measure with and without technologies especially AI. The future impacts of vehicles securities are also enhanced.

### Keywords:

Cross sectional survey, Vehicle safety measures, Artificial Intelligence, Technology

## CAPSNET-Based Distance Weighted KNN With Fuzzy C Mean to Classify Depression Based on Facial and Eye Patterns

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Dr. V Srilakshmi

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### Abstract:

Depression is a complex condition characterized by notable changes in facial expressions and eye movements. Existing techniques mainly concentrate on facial cues and eye patterns, and neglecting subtle expressions and authentic smiles for detecting depression, which results in inaccuracies. To address these limitations, a novel “CapsNet-based Distance Weighted KNN with Fuzzy C Mean to Classify Depression based on Facial and Eye Patterns” is proposed. Most of the existing works often overlook genuine smiles and subtle muscle movements, overlooking the Duchenne smile, which is crucial for detecting depression without emotional input. Hence, a novel Cascade Regression Proximal Reinforced CapsNet is introduced for detect the Duchenne smiles. In which Supervised Point Adaptive Cascade Regression (SPACR) effectively capturing the subtle nuances and variations associated with smiles in the image, and Inverse Reinforced Bisection CapsNet (IRB-CapsNet) captures the facial muscle movements in smiles, thus effectively detect the genuine smile and voluntary smile. Furthermore, existing eye movement abnormalities in depression often result from eyetracking techniques, which reduces accuracy in detecting fixation points and pupil size changes. So, a novel Block Binary Patterns with Stacked Distance KNN has been introduced. In which the Block based Polar Radon Local Binary Patterns (BPR-LBP) extract local texture information by comparing central pixel intensity with neighboring pixels, and Stacked Distance Weighted K-Nearest Neighbour Classifier assigns weights based on distances and predicts gaze patterns, aiding in better detection of depression. Moreover, a novel the Proximal Policy Fuzzy C Mean Clustering classifier effectively classifies depression types by combining facial muscle movement and eye gaze patterns, identifying optimal actions and grouping similar behavioral patterns under relevance scores. Experimental results confirm the proposed model accurately classifying and detecting depression based on Facial and Eye Patterns.



## The Development and Validation of Instructional Materials for Theories and Practices on Master in Public Administration

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### Abstract:

In the ever-evolving field of public administration, the demand for educational frameworks that effectively integrate theoretical knowledge with practical application is more critical than ever. Public administration programs are designed to prepare future leaders to manage complex governmental and organizational challenges. The success of these programs largely depends on the quality and relevance of their instructional resources. This study, titled The Development and Validation of Instructional Modules in Theories and Practices for Master's in Public Administration (MPA) Students at LSPU-SCC, employed a descriptive research methodology. Data were collected from one hundred (100) Master's in Public Administration (MPA) students at the Laguna State Polytechnic University - Sta. Cruz Campus. The study aimed to assess the level of acceptability of the developed instructional modules in three key areas: (1) learning content, (2) format and style, and (3) evaluation and learning activities. Results showed that the instructional modules were highly acceptable in terms of learning content, reflecting their relevance and comprehensiveness. Meanwhile, the format and style, as well as evaluation and learning activities, were rated as moderately acceptable, indicating areas where improvements could enhance student engagement and instructional effectiveness. The findings highlight the importance of continuously developing and validating instructional materials to ensure MPA programs produce competent, ethical, and knowledgeable public service professionals. Based on the results, the study recommends further research on: the impact of digital instructional modules in public administration training in developing countries; the role of instructional materials in fostering ethical decision-making; the comparative effectiveness of case studies versus theoretical approaches; and the ongoing creation of instructional content that enhances the relevance and realism of learning experiences for MPA students.

## Role of Technology in Teaching English as a Foreign Language at English Language Centers in Libya: The University of Benghazi Language Center (UOBLC) as a Sample

Youssif Zaghwani Omar  
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### **Abstract:**

The world has become a global village, in which all people can contact with each other more easily and more effectively. The only barrier that might hinder people from contacting with each other is the barrier of language. Hence, several English language centers have been established for teaching and learning English. This paper is directed to highlight the integration of technology in teaching English at the UOBLC. The researcher used qualitative research method to fulfil this study. Interviewing 18 teachers of English teaching at the UOBLC regarding the integration of technology in teaching English at the UOBLC represents the primary resource, while literature review regarding technology and teaching English represent the secondary resource. The findings of the study show that integration technology in teaching English at the UOBLC is core and essential as it helps teachers present the educational materials more effectively and helps learners use English in communicative situations. Based on the findings obtained, the researcher presents some recommendations regarding the integration of technology in teaching English at language centers in general and at the UOBLC in specific. The researcher, also, recommends motivating both teachers of English and learners to use technology in language learning and language teaching.

## The Application of Learning Management Systems (LMS) in Educational Management: A Systematic Literature Review

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### Abstract:

The adoption of Learning Management Systems (LMS) has expanded beyond instructional use to become integral in educational management. This systematic literature review examines the role of LMS in educational management, focusing on its impact on administrative efficiency, data-driven decision-making, and institutional collaboration. A comprehensive search across databases including Scopus, ERIC, Dimension, and Science Direct identified relevant studies from the past decade. The findings indicate that LMS significantly improves administrative tasks such as scheduling, attendance tracking, and content management, thus reducing workload and minimizing errors. Additionally, LMS facilitates data-driven decision-making by providing valuable insights that enable early interventions and efficient resource allocation. However, challenges remain, including resistance to change, limited training, inadequate infrastructure, and financial constraints, particularly in resource-limited institutions. To optimize LMS benefits, educational institutions should invest in comprehensive staff training and infrastructure readiness. Policymaker support, particularly through funding and training initiatives, is crucial for the successful implementation of LMS in diverse educational contexts. Future research should explore the integration of LMS with other management systems and advance its data analytics capabilities to further enhance its role in educational management.

## Towards Building a Multimodal Admissions Counselling Chatbot Framework

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Do Hoang Khanh Nam

Academy of Finace, Hanoi, Vietnam

### Abstract:

This paper introduces a novel approach to developing an AI-powered admissions counseling chatbot through the integration of multimodal capabilities with Large Language Models (LLMs) and the Retrieval-Augmented Generation (RAG) framework. Unlike prior studies that focus solely on natural language processing, the proposed system establishes a comprehensive framework capable of generating responses that seamlessly incorporate text, images, and tables. This represents a pioneering direction among educational institutions in Vietnam. The training dataset is diversified and collected from admissions livestreams, news articles, and social media, and is processed using state-of-the-art AI models including Whisper, GPT, and vision-language models (VLMs). Experimental evaluation on 6,000 real-world queries demonstrates that GPT-4o achieves a 92% accuracy rate, significantly outperforming other open-source alternatives. Furthermore, this research proposes a semantic similarity threshold to enable automatic attachment of visual and tabular content to generated responses, alongside a deployment strategy that emphasizes cost-efficiency and data security. To the best of our knowledge, this is the first admission chatbot in Vietnam designed with scalability, contextual adaptability, and strategic communication support via pre-formatted response templates. The findings contribute to the digital transformation of higher education and lay the groundwork for future applications of multimodal AI in counseling, student recruitment, and university management.

### Keywords:

Multimodal AI, Admissions Chatbot, Large Language Models (LLM), Retrieval-Augmented Generation (RAG), Educational Digital Transformation

## Exploring the Essence and Sustainability of Community Extension Programs in Philippine HEIS: A Grounded Theory Approach

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### Abstract:

This study examines the implementation of community extension programs in selected State Universities and Colleges (SUCs) and private Higher Education Institutions (HEIs) in Bukidnon, Philippines. Using a qualitative-descriptive design, the research integrates Interpretative Phenomenology and Grounded Theory to explore the lived experiences of six key informants—extension program heads, coordinators, and designated personnel—selected through data saturation. Grounded Theory procedures, including open, axial, and selective coding, guided the analysis of transcribed interview data. The study identified five major themes: the purpose of community extension, challenges in implementation, strategies for overcoming these challenges, best practices, and the essence of participants' experiences. Findings emphasize the importance of extension programs in advancing public service, fostering academic-community partnerships, supporting sustainable development, and enhancing educational engagement. The research also highlights the interconnected roles of policymakers, educators, and communities in ensuring program effectiveness. A key outcome of the study is the development of an Extension Sustainability Theory, which reflects the influence of social, economic, and political factors on the continuity and impact of community extension initiatives. This framework contributes to the ongoing discourse on education-driven community development and offers practical insights for institutions aiming to strengthen their extension practices.

### Keywords:

Essence and Sustainability, Community Extension Programs, Higher Education Institutions, Grounded Theory Approach, Philippines

## Assessment of Advanced Studies Language Programs

Samuel Salay Poliden

Benguet State University, La Trinidad, Benguet, Philippines

### Abstract:

This study assessed the learning experiences, learning environment, and adequacy of research training of the graduates of the Master of Arts in English as a Second Language (MA ESL) and Doctor of Philosophy in Language Education (PhD LE). The study employed in-depth face-to-face and virtual interviews with graduates apropos their assessments of these Advanced Studies programs. The result of this study provided valuable information for evaluating the programs in terms of content, delivery, and relevance, and for further development of the institution in the context of quality assurance as a basis for concrete action plans for the MA ESL and PhD Language Education Programs on the realization of its program objectives. The results also paved the way for enhancing MA ESL to MA ESL by Research and the PhD LE to PhD LE by Research, per CMO 15, s. 2019 in a bid to strengthen the internationalization program of the university, at par with the neighboring Asian countries.

### Keywords:

Assessment, Learning Experiences, Language Skills, Learning Environment, English as a Second Language, Language Education

## Beyond the Classroom: Integrating Universal Design for Learning into Inclusive Extracurricular Activities

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### Abstract:

This study investigates how the Universal Design for Learning (UDL) framework can be applied to extracurricular activities in inclusive junior high schools in Indonesia. Despite the increasing emphasis on inclusive education, most UDL implementations remain limited to classroom instruction. Through a narrative review approach, this study promotes and designs inclusive extracurricular programs across three domains: athletics, hobby-based academics, and performing arts. These programs incorporate UDL's three core principles—Engagement, Representation, and Action & Expression—while also considering students' cognitive styles and developmental needs. The findings demonstrate that extracurricular activities, when inclusively designed, can strengthen students' sense of identity, support their psychosocial development, and foster equitable opportunities for both academic and non-academic achievement, including for students with disabilities. This approach offers valuable guidance for educators and policymakers committed to advancing inclusive practices beyond the classroom.

### Keywords:

Cognitive Styles, Extracurricular Activities, Inclusive Education, Universal Design for Learning



## Investigating Business EFL Undergraduate Student writing at Foreign Trade University, Ho Chi Minh City Campus

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### **Abstract:**

This study investigates the business writing of English as a Foreign Language (EFL) among undergraduate students, with a specific focus on their ability to distinguish between academic English—typically emphasized in upper secondary education—and business English, which plays a central role in professional and university contexts. Drawing on a genre-based framework, the study explores how students adapt to the communicative demands of business writing genres such as reports, proposals, business emails and letters as opposed to the argumentative and expository styles common in academic essays. Through questionnaires and genre analysis of student writing samples, the study reveals widespread mismatches in language and structure, suggesting that many learners unintentionally transfer academic conventions to business tasks. These findings highlight the need for greater genre awareness in EFL curricula and more targeted pedagogical support to bridge the gap between academic and professional writing. This study contributes to ongoing discussions in EFL education about genre-based approaches and supports a more effective transition from academic communication to workplace-oriented communication.

### **Keywords:**

Business Writing, Business Writing Genres, Genre Awareness, Genre-Based Approaches, Workplace-Oriented Communication

