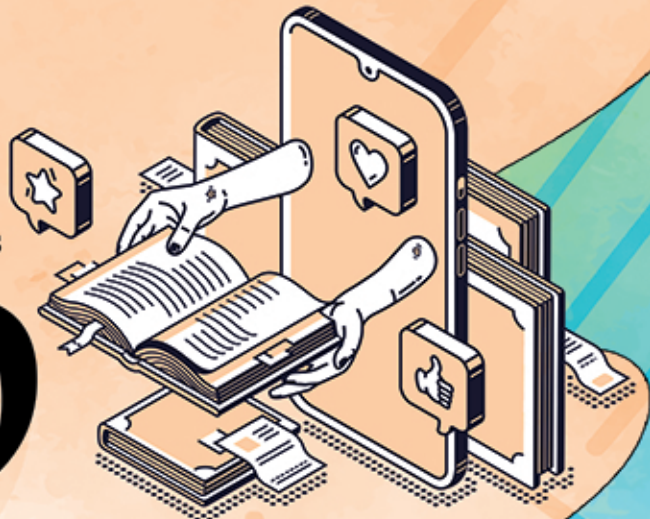


International Conference on
Education and New Developments

END

2021

Virtual Conference
26-28 June



BOOK OF ABSTRACTS

Edited by
Mafalda Carmo

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Edited by:

Mafalda Carmo

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FOREWORD

Dear Colleagues,

We are delighted to welcome you to the International Conference on Education and New Developments 2021 - END 2021, that this year has been transformed into a fully Virtual Conference due to the ongoing Coronavirus (COVID 19) pandemic, and occurred from 26 to 28 of June, 2021.

Education, in our contemporary world, is a right since we are born. Every experience has a formative effect on the constitution of the human being, in the way one thinks, feels and acts. One of the most important contributions resides in what and how we learn through the improvement of educational processes, both in formal and informal settings. This International Conference seeks to provide some answers and explore the processes, actions, challenges and outcomes of learning, teaching and human development. Our goal is to offer a worldwide connection between teachers, students, researchers and lecturers, from a wide range of academic fields, interested in exploring and giving their contribution in educational issues.

We take pride in having been able to connect and bring together academics, scholars, practitioners and others interested in a field that is fertile in new perspectives, ideas and knowledge. We counted on an extensive variety of contributors and presenters, which can supplement our view of the human essence and behavior, showing the impact of their different personal, academic and cultural experiences. This is, certainly, one of the reasons we have many nationalities and cultures represented, inspiring multi-disciplinary collaborative links, fomenting intellectual encounter and development.

END 2021 received 478 submissions, from more than 40 different countries, reviewed by a double-blind process. Submissions were prepared to take form of Oral Presentations, Posters and Workshops. The conference accepted for presentation 160 submissions (34% acceptance rate).

The conference also includes:

- One Keynote presentation by Dr. Hava Vidergor (PhD, senior lecturer of curriculum and instruction in the Graduate School at Gordon Academic College of Education, Israel).
- One Special Talk by Prof. Dr. Nazario Zambaldi (PhD General Pedagogy, Social Pedagogy, General Education and Subject Didactics at the Free University of Bolzano/Bozen, Italy)

We would like to express our gratitude to our invitees.

This volume is composed by the abstracts of the International Conference on Education and New Developments (END 2021), organized by the World Institute for Advanced Research and Science (W.I.A.R.S.). This conference addressed different categories inside the Education area and papers are expected to fit broadly into one of the named themes and sub-themes. To develop the conference program, we have chosen four main broad-ranging categories, which also covers different interest areas:

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

The abstracts contain the results of the research and developments conducted by authors who focused on what they are passionate about: to promote growth in research methods intimately related to teaching, learning and applications in Education nowadays. It includes an extensive variety of contributors and presenters, who will extend our view in exploring and giving their contribution in educational issues, by sharing with us their different personal, academic and cultural experiences.

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

Hoping to continue the collaboration in the future,

Respectfully,

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

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POSTERS

HERITAGE AND ART EDUCATION THROUGH THE SCREEN. FILLING THE SPACE BY PERFORMATIVE METHODOLOGIES

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Abstract

Long before the pandemic, museums started to invest, experimenting with some performative practices (Bishop 2006; Lista 2006) as a method and tool to foster access and participation of different audiences to their heritage. Since the advent of the #culturequarantine, in which most of the educational activities have taken place through a digital space, care and attention to gesture and space have become a key to respond effectively to the needs of educators and users. After an initial phase of rejection and disorientation, teachers, educators and trainers had to find new answers. The aim of this contribution is to describe some of these answers looking at methodologies coming from the field of choreographic and performance research. The argumentation will pass through the narration of some international proposals, three action research experiences accomplished with museum educators and schoolteachers, through which it was possible to observe how the needs and requirements changed as the lockdown conditions changed. The outcome of the research, which took about one year, is the reconsideration of the body as a mediator of the educational and training experience. On the one hand we see the "body as archive" for new knowledge, on the other hand, the space of digital educational activities is reified, thanks to this new role of the body.

Keywords: *Heritage and art education, distance education and elearning, learning space, performance, challenges and transformations in education.*

CREATING A VIRTUAL STUDY ABROAD EXPERIENCE TO RUSSIA

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Abstract

COVID-19 has drastically altered our world. Though travel is halted, global education does not have to stop. We used this time to reconceive the notion of study abroad and designed a study abroad program that could be facilitated virtually and enhanced with face-to-face classroom interaction. We were inspired to embark on this journey for several reasons. First, the realities of the pandemic create risks associated with international travel. Second, international experiences need to be more accessible—more students should be able to participate in global education, even if they do not have the means or ability to do so. We present our design considerations in building and implementing this virtual study abroad program. As part of the design, we partnered with VEXA (Virtual Experiences Abroad), a Moscow-based company that built the online interface and facilitated the interactions between our students and Russian citizens, including visits to a Russian Orthodox Church, the Bolshoi Ballet theater, and elementary and middle schools. We also brought elements of Russian culture to life through face-to-face experiences including a live cooking session with a Russian chef, discussions with a Russian Orthodox priest, and a ballet lesson with a company member of the Bolshoi theatre. These types of experiences facilitated group discussions and social interaction opportunities, crucial for establishing relationships. Overall, our main goal was to reconceive the traditional notion of study abroad while garnering results that would match the transformational gains that global education provides.

Keywords: *Study abroad, technology, multicultural education, global education.*
