



13th ICEEPSY 2022

**13th International Conference on
Education & Educational Psychology**

06-08 October 2022

Spain AC Hotel Carlton Madrid by Marriott



ACADEMICS INSTITUTE

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ICEEPSY 2022 Chairs' Message

You are invited to attend ICEEPSY 2022, the 13th International Conference on Education & Educational Psychology. Students, teachers, researchers, practitioners, and psychologists will meet in beautiful Madrid, Spain during October 2022. ICEEPSY 2022 will again feature informative workshops and presentations by skilled educational and educational psychology researchers and international scholars. The conference is inviting especially those who are interested in researching Educational Ecosystems for Equity and Quality of Learning, Evaluation, Arts Education and Special Education, especially Positive Pedagogy.

To date, more than almost 6.400 participants from more than 91 countries have attended an ICEEPSY conference. The Academics Institute Scientific Committee and Board of Reviewers are already working hard to ensure the continued high-quality of this event.

ICEEPSY 2022 will publish all accepted full-text papers in European Proceedings of International Conference on Education and Educational Psychology EpICEEPSY. Previously Published ICEEPSY EpSBS Conference Proceedings Volumes either have been indexed or accepted or submitted in Web of Science Core Collection™ Conference Proceedings Citation Index - Social Sciences & Humanities (CPCI-SSH) and abstracts will be published in the Abstract Book ICEEPSY (ISSN: 1986-3020), a serial publication registered with the International Centre for the Registration of Serial publications in Paris. Selected papers will be published in the peer-reviewed The European Journal of Social and Behavioural Sciences.

Papers will focus on the following topics: assessment and evaluation, teacher education, basic education, basic skills, counselling psychology, adolescent growth and development, educational psychology, continuing education, higher education, quality assurance/institutional effectiveness, learning theories, effective teaching practices, second language teaching, new approaches in psychology, special education, education and technology, information and communications technology, and distance learning.

We look forward to seeing you in Madrid - Spain and online in October 2022.

Kirsti Lonka

**Co-Chair,
ICEEPSY 2022**
Professor,
University of
Helsinki, Finland



Inkeri Ruokonen

Co-Chair, ICEEPSY 2022
Ph.D.; Professor, Vice
Dean, Faculty of
Education
University of Turku;
Adjunct professor and
Fellow of Teachers'
Academy, University of
Helsinki



ICEEPSY 2023 Chair's Message

You are invited to attend ICEEPSY 2023, the 14th International Conference on Education & Educational Psychology. Students, teachers, researchers, practitioners, and psychologists will meet in beautiful Barcelona, Spain during October 2023. ICEEPSY 2023 will again feature informative workshops and presentations by skilled educational and educational psychology researchers and international scholars.

Barcelona is a beautiful, scenic, and historic city, and a wonderful site for a conference or vacation. Presentations, workshops, and keynote addresses will provide insights and knowledge to practitioners, psychologists, researchers, and teachers. More than 90 countries have been represented in previous ICEEPSY conferences. Also important are the friendships and professional relationships that begin, or are renewed, at ICEEPSY each year.

Mark your calendar to attend ICEEPSY 2023 in Barcelona in October 2023.

Kirsti Lonka

Chair, ICEEPSY 2023
Professor,
University of
Helsinki, Finland



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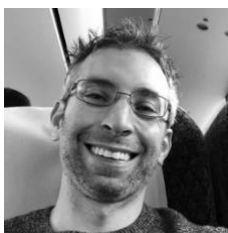
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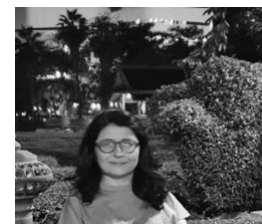
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Getting to the Conference Venue

Venue

AC Hotel Carlton Madrid
Paseo de la Delicias 26, Madrid, Spain, 28045
Tel: +34 91-5397100



Taxi

20 km – approx. €40 in taxi.

You can get a quote and book a taxi [here](#).

Exprés Aeropuerto

Runs every 15-20 minutes during daytime (6:00h to 23:30h) and every 35 minutes at overnight (23:30h to 6:00h).

The journey Atocha - terminal 1 takes around 30 minutes (to T1, five more minutes to T2 and five more to T4) in normal traffic conditions.



Single Ticket: 5,00 € (You can pay on the bus itself in cash (maximum exchange rate: 20 euros) or with contactless technology (contactless) with a bank card or mobile phone.

For detailed information please check out the link below:

<https://www.emtmadrid.es/Aeropuerto>

Nearby Transportations

- Bus Station
- Mendez Alvaro Bus Station - Estación Sur de Autobuses
- Subway Station
- Palos de la Frontera
- Atocha Train Station

General Information & Conference Guide

Listed in alphabetical order.

Badges

Please remember to wear your badge to gain access to the presentation sessions, workshops, lunches, and tea/coffee breaks.

Certificate of Attendance/Presentation

All registered participants will receive attendance/presentation certificate via email on the last day of the conference, **08 October**.

Conference Proceedings

The Conference Proceedings will be published in open access proceedings ICEEPSY 2022 will publish all accepted full-text papers in European Proceedings of International Conference on Education and Educational Psychology EpICEEPSY. Previously Published ICEEPSY EpSBS Conference Proceedings Volumes either have been indexed or accepted or submitted in Web of Science Core Collection™ Conference Proceedings Citation Index - Social Sciences & Humanities (CPCI-SSH) and abstracts will be published in the Abstract Book ICEEPSY (ISSN: 1986-3020), a serial publication registered with the International Centre for the Registration of Serial publications in Paris. Selected papers will be published in the peer-reviewed The European Journal of Social and Behavioural Sciences. The proceedings will be published on **November 01, 2019**.

Dress Code

While there is no set dress code attendees generally wear business casual. You may want to bring a shawl or light sweater as the temperature in meeting rooms is often tends to be cool.

Feedback

Your feedback counts! Please fill the individual session feedback form. Completed feedback form may be returned to the registration desk located in front of the **Hall GRAND FORM**.

Internet Access

Staying connected during conference is important. There will be a free WiFi internet connection throughout the conference areas.

Keynote Speech

50-minute presentations by leaders and acknowledged experts; includes of 10 minutes of discussion and Q&A.

Local Time

GMT +2 hours.

Lunch

06 October, Thursday and **07 October, Friday** lunches are included in the conference fee. You will receive **2 lunch tickets** with your conference materials on registration day. You can have your meal by presenting your lunch ticket the hotel staff at the entrance of the Restaurant.

Oral Presentation

In the first 15 minutes the presenters will share their research followed by 5 minutes of discussion and feedback from participants. Oral presentations sessions will be scheduled on **06 October, Thursday** and **07 October, Friday**.

Phones

As a courtesy to the presenters and other attendees, please turn off phones during sessions. If you must take a phone call, please leave the session room.

Poster Presentation

Presenters will briefly share their course, program, or research study and answer questions during the poster presentation session. For more information, please see pages **48-51**.

Printing Facilities

If you need any document to get signed or stamped, you should bring printed hard copy with you. We will not have printing facility.

Refreshment Breaks

Complimentary coffee, tea and water is **included** in the registration fee and is served daily. Light snacks will be provided. All coffee & tea breaks will be served at catering areas within the exhibition hall.

Registration

Registration desk is located in front of the **Hall GRAND FORM** and will be open between **09.00 AM** to **12.00 PM**. **Registration will not be available after 6th October 12.00 PM**. For those wishing to pay on the day, please note that we will be able to accept cash payment in EUR only, however, we cannot accept payment in foreign currencies.

Room Equipment

All rooms will be equipped with a Laptop pre-installed with PowerPoint, as well as an LCD projector. If you wish, you may directly link your own laptop, although we recommend you use the computer provided by plugging in your USB flash drive.

Flamenco Show & Tapas

Flamenco Show & Tapas is **included** in the conference fee. Its will be held on the evening of **8th October, Saturday**. All registered attendees are welcome. (For more information see social program page on **54**)

Workshops

50-minute hands-on sessions focused on a skill or topic. Workshop leaders will describe their challenge, or present their framework includes of 10 minutes of discussion and feedback from participants.

Participants will enroll workshops at the registration desk. Registered participants will receive an electronic certificate of Workshop Attendance via email after conference.

Virtual Presentation

Virtual presentations are online video presentations of papers. They can be viewed during and after the conference at [Academics Institute's Official YouTube page](#). For more information, please see pages **39-47**.

Session Chairs

Session Chairs are expected to introduce themselves and other speakers (briefly) and ensure that the session begins and ends on time, and that the time is divided fairly between the presentations.

Each presenter should have no less than 20 minutes in which to present his or her paper and respond to any questions. We recommend that the 20 minutes presentation timeslot be divided as follows: 15 minutes for the presentation and 5 minutes for Q&A.

The session chair is asked to assume this timekeeping role, and to this end, a yellow and red timekeeping card is used as a visual cue for presenters, letting them know when they have 5 minutes remaining, and when they must stop.

Please follow the order in the programme, and if for any reason a presenter fails to show, please keep to the original timeslots as delegates use the programme to plan their attendance.

Thematic Sections & Thematic section Leaders

Petra Besedová, PhD

*Department of German Language and Literature
Faculty of Pedagogy, University of Hradec Králové, Czech Republic
Foreign Language Teaching, Music in FTL, Didactics of FTL
Second Language Teaching*

Jana Ondráková, PhD

*Department of German Language and Literature
Faculty of Pedagogy, University of Hradec Králové, Czech Republic
Foreign Language Teaching, Mistakes and Correction in FTL, Didactics of FTL
Second Language Teaching*

Tapio Toivanen, PhD

*Department of Teacher Education, University of Helsinki, Finland
The Performing Arts Education; Drama, Theater & Dance*

Heikki Ruismäki, PhD & Inkeri Ruokonen

*Department of Teacher Education, University of Helsinki, Finland
Design Learning & Arts Education, Learning Theories, Effective Teaching Practices*

Zafer Bekirogullari, PhD

*CPsychol, AFBPsS (BPS), - HCPC Registered Practitioner Psychologist (Counselling), UK
Clinical & Counselling Psychology, Educational Psychology*

James Ogunleye, PhD

*Middlesex University, UK
Leadership and Collaborative Policy, Adult and Continuing Education, Higher Education,
Quality Assurance / Institutional Effectiveness*

Elena Lupu, PhD

*Petroleum-Gas University of Ploiesti, Romania
Sport and Exercise Education*

Cristian Vasile, PhD

*Petroleum-Gas University of Ploiesti, Romania
New approaches in Psychology*

Gordon Ade Ojo, PhD

*The University of Greenwich, UK
Special Education, Education and Technology, ICT, Distance Learning, Assessment and
Evaluation, Teacher Education, Basic Education, Basic Skills*

DAY 1

06 October, Thursday

09.00 - 12.00 Registration (in front of the Hall GRAND FORM)

The Conference Registration and Information Desk will be located in front of the Hall GRAND FORM and will be open between 09.00 AM to 12.00 PM. Registration is not available after 6th October 12.00 PM. For those wishing to pay on the day, please note that we will be able to accept cash payment in EUR only, however, we cannot accept payment in foreign currencies. If you have any questions or concerns, Academics Institute team members will happily assist you.

12.30 - 13.30 Lunch

13.45 - 14.00 Opening Ceremony (Hall GRAND FORM)

Zafer Bekirogullari, *ICEEPSY 2022 Founder of Event*

Kristi Lonka, Co-Chair of ICEEPSY 2022, *Keynote Speaker*

Inkeri Ruokonen, Co-Chair of ICEEPSY 2022, *Keynote Speaker*

14.00 - 15.00 Keynote Speech (Hall GRAND FORM)

Lessons Learned from Educational Psychology: How to foster meaningful learning?

Kristi Lonka, University of Helsinki, Finland

(For more information, please see page 14)

15.00 - 16.00 Keynote Speech (Hall GRAND FORM)

Finnish Early Childhood and Care (ECEC) System and Early Childhood Teacher Education

Inkeri Ruokonen, University of Turku

(For more information, please see page 15)

16.00 - 16.30 Coffee & Tea Break - Poster Presentation Session

(See pages 47-50 for more information regarding the poster presentations.)

16.30 - 18.30 Oral Presentation Session I (Hall GRAND FORM)

(See pages 18-24 for more information regarding the oral presentations.)

20.00 - 22.00 Welcome Cocktail (AC Hotel Bar)

(See page 54 for more information)

DAY 2

07 October, Friday

09.00 - 10.00 Workshop I (Hall FORM B)

(PRE REGISTRATION IS REQUIRED)

Growth vs. Fixed mindset – Assessment Supporting Learning for the Future

Marja Tamm, University of Helsinki, Finland

(See pages 16-17 for more information regarding the workshops)

10.00 - 11.00 Workshop II (Hall FORM B)

(PRE REGISTRATION IS REQUIRED)

Diverse Forms of Expression

Inkeri Ruokonen, University of Turku

(See pages 16-17 for more information regarding the workshops)

11.00 - 11.30 Coffee & Tea Break

11.30 - 12.50 Oral Presentation Session II (Hall FORM B)

(See pages 25-28 for more information regarding the oral presentations.)

13.00 - 14.00 Lunch

14.00 - 17.00 Oral Presentation Session III (Hall FORM B)

(See pages 29-38 for more information regarding the oral presentations.)

17.00 - 19.15 Virtual Presentation Session (Hall FORM B)

(See pages 39-47 for more information regarding the oral presentations.)

DAY 3

08 October, Saturday

09.00 - 20.00 Free Time

20.00 - 23.30 Flamenco Show & Tapas

Please meet at the AC Hotel Carlton Madrid lobby at 19:00 for a prompt 19:30 departure

(For more information see social program page on 54).

Lessons Learned from Educational Psychology: How to foster meaningful learning?



Kirsti Lonka, Professor
University of Helsinki, Finland

About Presenter

Kirsti Lonka is Professor of Educational Psychology at University of Helsinki, Finland, since 2005. She is Director of Research Group of Educational Psychology with focus on research areas such as: understanding and conceptualizing psychological and socio-cultural factors related to learning and educational change; identifying and describing features of various learning environments that may promote or prevent students' meaningful learning and well-being and investigating how learning is technologically mediated. Kirsti is also Extraordinary Professor, Optentia Research Focus Area, North-West University, Vanderbiljpark, South Africa (2016-2022). Kirsti Lonka has published more than 140 refereed journal articles, conference papers and book chapters. She has also published plenty of textbooks and popular writings. Her specialties are psychology of learning, higher education, teacher education, and postgraduate education (i.e., academic writing). Now, she is working on new hybrid innovations in higher education/teacher education and engaging learning environments (ELE).





Unique Finnish Early Childhood and Care (ECEC) System and Early Childhood Teacher Education as Key Elements Ensuring the Equitability and Quality of ECEC

Inkeri Ruokonen, Ph.D.; Professor,

Vice Dean, Faculty of Education, University of Turku

Adjunct professor and Fellow of Teachers' Academy, University of Helsinki

About Presenter

In the Keynote Speech of professor Inkeri Ruokonen the key principles of Finnish early childhood education and care (ECEC) are introduced. The underlying values of the Finnish ECEC is the best interest of the child, the right of the child well-being and equal learning possibilities as well as care and protection. The Finnish ECEC pedagogy promotes children's holistic growth, development and learning in collaboration with their guardians. Learning through play is essential in pedagogy which values also creativity and the arts, skills and science in the holistic phenomenon-based pedagogy. In Finland the early childhood teacher education is provided as a high-level university BA and MA degree programs. The presentation introduces also the collaboration of Turku University Early Childhood Teacher Education and Early Childhood and Teacher Education Centre Pikkunorssi (ECTEC).



Workshop Leaders

Growth vs. Fixed mindset – Assessment Supporting Learning for the Future

Marja Tamm, Doctoral Researcher

Project Manager, Centre for Educational
Assessment CEA & KAARO Network, Faculty of
Educational Sciences, University of Helsinki



Our mindset guides us when we make learning decisions, when we hesitate or wonder where to put our effort next. And our mindset can be effected through assessment and educational practices. The way we assess our students has an effect on the way they think about their own learning and the way they see themselves as learners. It truly matters how we assess our students and the way we appreciate their efforts towards learning and their own goals. This workshop raises topical questions of learning for the future and the way we not just educate literate students, but also gain skills and the mindset for lifelong learning. This workshop is based on Carol Dwecks Growth mindset theory (2006) and accumulates to current ongoing research questions. Practical workshop discussions and tasks guide us through the workshop to see our own mindsets and enables us to support our students towards growth mindset.

Diverse Forms of Expression

Inkeri Ruokonen, Ph.D.; Professor

Vice Dean, Faculty of Education, University of Turku
Adjunct professor and Fellow of Teachers' Academy,
University of Helsinki



Arts pedagogy is important as a part of teacher education because artistic experiences and expression promote children's learning and well-being. A holistic and creative approach of the arts education support children's creative thinking and learning as they explore, interpret and create meanings by practising different ways to express through the arts. This workshop offers some insight into creative methods and interdisciplinary learning in the arts especially in teacher education. In the workshop diverse forms of expression (especially musical, visual, verbal and physical expression) with some practical examples which are introduced from Finnish teacher education.

**Participants will enroll workshops at the registration desk.
Registered participants will receive an electronic certificate of
Workshop Attendance via email after conference.*

Oral Presentation Sessions

Oral Presentation Session I

06 October, Thursday

16.30 - 18.50

Session Chair: *To be announced.*

16.30 – 16.50

Hall GRAND FORM

Oral Presentation

Abstract ID: 20303

Thematic Session: Assessment and Evaluation

Effectiveness to Facilitate Success for Newcomers

- Marie Myers -

Professor Dr., Queen's University, Canada

Abstract

Problem Statement: According to StatsCan, newcomers have reduced access to higher education although the Ministry (2005/2013) is supporting them through a number of measures. One requirement is the second language component. **Research Questions:** How to manage diversity and maintain quality are two contentious issues when also dealing with assessment, individual progress, and sharing resources, especially in an action-oriented communicative language teaching approach. **Purpose of the Study:** In light of a new provincial policy, aiming for bilingualism for all in Ontario by 2054, steps presently taken in second language teaching needed investigating. The implementation of CEFR evaluation grids and language and cultural passports required examination for their adaptation to local context. **Research Methods:** To uncover a lot of detail, a qualitative approach was chosen (Creswell Poth, 2018). Ministry guidelines were analyzed to identify types of support to provide newcomers as well as teachers classroom journals entries for the same. The focus was help provided to enable pupils to anchor knowledge appropriately. The chosen theoretical framework was situated learning (Lave, & Wenger, 1989). **Findings:** Results show that time is given in class to discuss difficulties encountered, and the most effective strategies for completion of a given task. Students' groupings around the same L1 were intended to facilitate comprehension and learning through discussions in the students' L1. Collaboration for task completion is also advocated in mini-communities of practice. **Conclusions:** Further investigations are needed to ensure the adoption of these new measures province wide. If the CEFR has brought about the development of new perspectives, the question of its proper implementation remains. There is also the danger for teachers to revert to teaching 'about' the target language rather than actually teaching the language. Overall, observed measures provided some positive results.

Keywords: Academic success in L2, improved support

Oral Presentation

Abstract ID: 20249

*Thematic Session: Effective Teaching Practices***Intent, Implementation and Experience of Teaching Human Rights: Case for Pakistani**

- Parvez Pirzado -

*PhD Student, UTS University of Technology Sydney, Australia***Abstract**

Problem Statement: Recent international and national reports portray the overall human rights situation in the country as inadequate. There is lack of research on Human Rights Education in Pakistan. **Research Questions:** What are the opportunities and barriers regarding teaching human rights concepts within the school systems in Pakistan? How are human rights understood and manifested at various layers of the education system? In what ways do curricula and teaching practice support human rights education? **Study Purpose:** The study explored the opportunities and barriers regarding teaching human rights concepts within three different school systems in Pakistan. It investigated the understandings of teachers and other stakeholders about human rights, their perceptions about the place of human rights within the existing school curriculum and human rights teaching practices. **Research Methods:** To study the phenomenon of teaching human rights in schools, data collection methods comprised content analysis of school curriculum and textbooks, classroom observations of Social Studies and Islamic Studies lessons, and in-depth interviews with teachers and other education stakeholders, such as policy makers, education researchers, university teachers and government officials. **Findings:** The study found that there is gap between policy and practice regarding teaching human rights at the school level. The availability of human rights content in the core policy documents and teachers and headteachers' willingness to teach human rights at the school level offers a way forward to taking this important but neglected area to attention. **Conclusions:** Based on the findings, recommendations for improved practices of teaching human rights in schools are formulated and presented. The study adds new knowledge about the practices of teaching human rights concepts in Pakistani schools, provides implications for policy makers and education practitioners, and sets the ground for future research.

Keywords: Human rights education effective teaching practices

Oral Presentation

Abstract ID: 20250

*Thematic Session: Educational Psychology***Retrieval Practice as an Optional Study Activity, Which Students Take the Opportunity**

- Frida Bertilsson -

*PhD Student, Umeå University, Sweden***Abstract**

Problem Statement: Even though retrieval practice, i.e. repeated testing, has been found to be an effective study strategy, students tend to rely on less effective strategies, when studying on their own. **Research Questions:** How will students use retrieval practice when such activities are provided and optional? Are individual differences in personality characteristics or cognitive ability related to participation in retrieval practice activities. **Study Purpose:** The purpose of the study was to investigate how students choose to use a study strategy that research has found to be effective when it is provided to them. Further, a second purpose was to investigate whether students with different characteristics differ in terms of use of the strategy. **Research Methods:** Using a quasi-experimental design, eight quizzes were provided to 120 upper-secondary school students across one school year. Alternating quizzes were manipulated as being completely voluntary or semi-voluntary (included in regular teaching). Quiz-use was measured in both conditions. Independent variables included measures of personality characteristics and cognitive abilities important for academic performance. The data were analyzed using descriptives, graphs, and correlations. **Findings:** Overall, students used the quizzes more frequently when they were semi-voluntary than when they were completely voluntary. Semi-voluntary quizzing also resulted in better performance at posttest compared to voluntary quizzing. Importantly, significant positive correlations were found between frequency of quiz-use and personality characteristics as well as frequency of quiz-use and cognitive ability. **Conclusions:** Here we provide evidence that how students use retrieval practice when it is voluntary is related to personality characteristics and cognitive ability. This suggests that individual differences influence students use of study strategies. Thus, it is important that teachers have knowledge about effective, evidence-based, study strategies and implement them in their teaching to promote lasting learning for all students.

Keywords: Personality, cognition, study techniques, retrieval practice

Oral Presentation

Abstract ID: 20253

*Thematic Session: Education***Substance Addiction and Media as an Educational Tool**

- Ahmet Guneyli -

*Professor Dr., Lefke European University, Cyprus***Abstract**

Problem Statement: The importance of the role of the media in substance addiction is discussed today. While the media can have positive effects, it can also negatively affect addicts and their families. In this study, it is thought that it will be useful to reveal how the media can be used as an educational tool to prevent substance addiction. **Research Questions:** i. How are addictions and addicts reflected in the media in Northern Cyprus and Turkey? ii. How should the media be used as an educational tool to prevent substance addiction? **Purpose of the Study:** It is known that many stakeholders are effective in both the prevention and treatment processes of addiction. In this study, it is aimed to evaluate the effectiveness of the media, which is one of the stakeholders in question. Perceptions will be sought to the questions "What role should the media play in awareness raising or awareness activities for addiction?", "What are the wrongs and truths of the media in dealing with addiction?" **Research Methods:** In this study, a literature review will be carried out. In the literature review, a conceptual framework will be drawn by accessing current sources. In particular, it is aimed to use current reports, theses and articles. The article will include sub-headings on the basis of research questions. It should be said that a critical approach will be adopted. **Findings and Conclusions:** The research is ongoing, and the results are not written yet.

Keywords: Substance addiction, Northern Cyprus, Turkey, media, education

Oral Presentation

Abstract ID: 20269

*Thematic Session: Teacher Education***The Professional Development Needs of School Leaders in the Middle East**

- Nelius Jansen van Vuuren -

*PhD Graduated, Sharjah Education Academy, UAE***Abstract**

Problem Statement: Research suggests that school leaders need ongoing professional development. However, leaders typically don't require further professional development after appointment because of their formal qualifications and extensive experience. **Research Questions:** What are the perceived development needs of newly appointed senior school leaders in Sharjah and do they feel supported after their appointment? **Study Purpose:** The development needs of school leaders have never been formally investigated. This study bridged the gap by investigating the development needs of senior school leaders in the areas of a) Leading strategically b) Leading the organisation c) Leading people d) Leading teaching and learning and e) leading the community. **Research Methods:** A structured questionnaire was used, employing a five-point Likert scale. The survey sample consisted of 137 UAE Senior School leaders. The structured questionnaire survey, sought to ascertain the perceptions of both leaders' development needs and their perceived role competencies, while also assessing their confidence levels in managing the areas under investigation. **Findings:** Overall preliminary findings indicate that all respondents require professional development after appointment. Specifically, two areas indicated a high development need. These are a) strategic management and b) Managing teaching and learning. Internal consistency of the questionnaire is discussed. **Conclusions:** Although all respondents are appropriately qualified with extensive experience, the data indicate that all respondents require development across all areas investigated. The results suggests that the current policy of no further development after appointment may need revision to support the vision of improving teaching and learning as part of school improvement. Supportive contextualised ongoing professional development is recommended.

Keywords: Leadership development needs, Teachers, UAE

Oral Presentation

Abstract ID: 20229

*Thematic Session: Guidance and Counselling Psychology***Encounter Groups of Mothers in Difficult Life Situations: An Experiment**

- Andrea Hajkova -

*PhD Student, University of Ostrava, Czech Republic***Abstract**

Problem Statement: The article dwells on an experiment in two so-called small social groups. The first group consists of mothers of mentally challenged children; the second one consists of mothers in poverty. **Research Questions:** Could "encounter group" sessions reduce stress tension in life of single mothers in very difficult living conditions? **Study Purpose:** Objective of the experiment is to experimentally verify the hypothesis that the impact of psychotherapeutic and pedagogical work done in the encounter group may reduce stress levels in the probands. The second objective is to investigate the dependency of the cohesion rate and the tension rate in investigated groups. **Research Methods:** The rate of stress is measured on the basis of a standardised test (Janke, W., & Erdmann, G. (2003). The degree of cohesion and tension is ascertained by means of immediate observation and evaluation of video recordings. The third tool is a qualitative analysis of the participants' journals with a view to processing established theory. **Findings:** Findings are going to be work out after meeting which are going to be realised from February to July. **Conclusions:** The conclusion will evaluate the process of the experiment, its results and whether the encounter sessions helped mothers in their difficult life situations. It will assess the achievement of the stated objectives and will create a space for possible discussion in the context of the themes which will raised.

Keywords: Experiment, encounter groups, mothers, difficult situations

Oral Presentation

Abstract ID: 20298

*Thematic Session: Educational Psychology***Teachers' Epistemic Theories and Their Relations to Work-Related Cynicism in Five Countries**

- Heidi Lammassaari-

*PhD Student, University of Helsinki, Finland***Abstract**

Problem Statement: Teachers maintain theories about knowledge and knowing, epistemic theories. We propose that teachers' epistemic theories may be a factor which helps teachers to tackle emerging cynicism at their work. **Research Questions:** How are teachers' epistemic theories related to cynicism at work in five different European countries? How do teachers' epistemic theories predict work-related cynicism in five European countries? **Purpose of the Study:** To explore teachers' two epistemic theories' (reflective-collaborative and knowledge transmission theory) relations to teachers' perceived cynicism at work, and how these epistemic theories predict cynicism at work. Based on our previous study, we assumed that a reflective-collaborative theory is less likely to be associated with cynicism among teachers. **Research Methods:** Altogether 1095 teachers from Italy, Latvia, Lithuania, Slovenia, and Spain participated in this study. Data were collected by an electronic Likert-scale questionnaire in the beginning of the school year in 2018. Data was analyzed first investigating correlations between variables in five countries. Then linear regression analysis was applied adjusting for country and evaluating country differences using product terms. **Findings:** In Italy and Latvia reflective-collaborative theory was negatively correlated with cynicism. In Lithuania knowledge-transmission theory was positively correlated with cynicism. In Spain both epistemic theories were negatively correlated with cynicism. In Slovenia there were no significant correlations between variables. Country predicted 17,6 % of cynicism (Model1), epistemic theories added as covariates predicted 20,8 % of cynicism (Model2, $p < .001$).

Conclusions: Correlations between epistemic theories and work-related cynicism varied over country. However, epistemic theories predicted the level of perceived work-related cynicism especially in the case of reflective-collaborative theory which predicted lower cynicism and the interaction by country was significant. In conclusion, there is preliminary evidence that epistemic theories play a role in teachers' emerging detached and disaffected attitude about work.

Keywords: Epistemic theories, teachers, cynicism

Oral Presentation Session II

07 October, Friday

11.30 - 13.00

Session Chair: *To be announced.*

11.30 - 11.50

Hall FORM B

Oral Presentation

Abstract ID: 20319

Thematic Session: Teacher Education

Developing a University-based ECEC Centre ECTEC Rauman Pikkunorssi in Finland

- Meri Pihanperä -

PhD Student, University of Turku, Finland

Abstract

Problem Statement: The aim of this research is to study university-based ECEC centre models generally and the development of a Finnish Early Childhood and Teacher Education Centre (ECTEC) Rauman pikkunorssi. **Research Questions:** What kind of concept ECTEC Rauman pikkunorssi is and how it is developed? **Study Purpose:** ECTEC Rauman pikkunorssi started operating in the University of Turku in 2021. In this research, the development of the ECTEC Rauman pikkunorssi and its collaboration with University of Turku are studied. Also, the purpose of this research is to study the development of the Finnish early childhood teacher education. **Research Methods:** This doctoral research project will include three partial studies. The first study is a literature review regarding different university-based ECEC centre models. The development of the ECTEC Rauman pikkunorssi is investigated in two other studies. The main research method is the developmental work research. This method is developed by Yrjö Engeström (1995). **Findings:** In this presentation, some preliminary findings of this research project will be presented. In Finland, ECTEC Rauman pikkunorssi is the first university-based ECEC centre that is university-owned and collaborates closely with the early childhood teacher education programme. The work of an ECEC teacher of ECTEC Rauman pikkunorssi includes many kind of forms of collaboration with the teacher education programme. **Conclusions:** In this presentation, the university-based ECTEC Rauman pikkunorssi will be introduced. ECTEC Rauman pikkunorssi aims to develop the quality of early childhood teacher education through the research based practical training and teaching collaboration. More research in this field is needed.

Keywords: Teacher education, early childhood teacher education

Oral Presentation

Abstract ID: 20293

*Thematic Session: Teacher Education***Developing the Learning and Well-Being of Children and ECEC Operational Culture**

- Inkeri Ruokonen -

*Professor Dr., University of Turku, Finland***Abstract**

Problem Statement: What kind of experiences the early childhood education student teachers had about their roles in educational design research-based co-development process implemented in pandemic-oriented distance learning. **Research Questions:** What kind of experiences the early childhood education student teachers had about their roles in educational design research-based co-development process implemented in pandemic-oriented distance learning and how the Engle's (2012) four principles for fostering productive disciplinary can be seen in analysed data?

Purpose of the Study: Pre-service teachers can share their pedagogical ideas and practical solutions to Day care centers through their open blog page. Educational design-based learning should be used more in teacher education. **Research Methods:** The paradigm of socio-constructivism refers to research of participants co-creation process. The questionnaire material of the 21 pre-service teachers of this case study has been analysed with qualitative content analysis by thematizing and describing students' learning process in pandemic-oriented distance learning environment.

Findings: According to results the educational research-based method of design learning, aimed both to solve practical pedagogical problems needed in ECEC working life during pandemic time. Shared pedagogical ideas helped ECEC centers in their remoted ECEC practices with children staying at home.

Conclusions: Pre-service teachers can share their pedagogical ideas and practical solutions virtually in pandemic time. Educational design-based research and learning should be used more in teacher education in different situations. <https://blogit.utu.fi/vorokl0610/>

Keywords: Educational design-based research, teacher education

Oral Presentation

Abstract ID: 20279

*Thematic Session: Guidance and Counselling Psychology***Hidden Heroes - Children of Parents with Severe Mental Illness in School**

- Anna Havelková -

*PhD Student, Masaryk University, Czech Republic***Abstract**

Problem Statement: The consequences of hospitalization of parent with mental illness may negatively affect school performance in wide range of areas. However, school psychologists pay only minor attention towards this phenomenon. **Research Questions:** We have conducted a research study mapping the prevalence of parenthood among hospitalized patients with SMI and put it into context with the impact of this phenomenon on school achievement. **Study Purpose:** The purpose of our study was to identify the number of students who may be at risk of school failure, and to create recommendations for school psychologists based on previously published studies focused on documentation of negative impacts of this phenomenon on school performance. **Research Methods:** In the first phase we have conducted analysis of medical records of patients hospitalized for SMI between 2017-2020. Afterwards we have conducted a research review of studies on the topic of school functioning in students with parents with mental disorders. **Findings:** Results show that a significant proportion of SMI patients are parents of children studying elementary school. Together with findings from previous studies we can say that a significant amount of children is at risk of mental health difficulties and adaptation problems that may significantly affect school performance due to problems connected with parent's SMI. **Conclusions:** The study has shown that these children are not a marginal population and they are in need of professional support. The aim of this publication is not only to raise awareness and understanding of the issue, but also to suggest practical recommendations based on the current state of professional knowledge.

Keywords: Prevalence, school achievement, mentally ill parent

Oral Presentation

Abstract ID: 20234

*Thematic Session: Adolescent Growth and Development***Attachment Styles of Different Groups of Vocational Learners Involved in Bullying Behavior**

- Kirsti Kõiv -

*Associate Professor Dr., University of Tartu, Estonia***Abstract**

Problem Statement: However, the relationship between attachment style and bullying category among vocational school students has not been empirically evaluated before. **Research Questions:** This research addresses the question of whether or not vocational students who bully others and/or are victimized themselves can be distinguished by their current attachment styles. **Study Purpose:** The current study aims to explore the attachment styles of different groups of vocational students involved in bullying behavior. It was predicted that there would be differences across the different bully-categories with victims and bullies demonstrating higher insecure – avoidant, attachment styles than the other bully-category groups. **Research Methods:** Vocational school students (N = 402) were required to complete: (1) the Multiple-item Attachment Scale (Simpson, 1990) to examine the three attachment styles, and (2) the Revised Adolescent Peer Relations Instrument – Bully and Target (Griezel, et al., 2008) to assess three forms of traditional bully and target behaviors and two forms of cyber bully and target behaviors. **Findings:** Vocational learners were categorized into four groups: bullies (N = 57), victims (N = 74), bully/victims (N = 41), and not-involved (N = 230). Research results showed that significant differences restricted secure attachment: not-involved reported higher scores than other bully categories. Also, victims and bullies reported lower avoidant and anxious/ambivalent attachment styles scores than the bully/victims. **Conclusions:** Consistent with the prediction was the finding that there were differences between the categories with regards to secure attachment style among vocational school students. The current results suggested that the pure bullies and pure victims groups may be the one most vulnerable, as indicated by their insecure (avoidant and anxious/ambivalent) attachment styles.

Keywords: Attachment styles, bullying, vocational school learners

Oral Presentation Session III

07 October, Friday

14.00 - 17.00

Session Chair: *To be announced.*

14.00 – 14.20

Hall FORM B

Oral Presentation

Abstract ID: 20274

Thematic Session: Educational Psychology

Do Norwegian students Benefit from Their Teachers' Social and Emotional Learning?

- Markus Talvio -

Associate Professor Dr., Sharjah Education Academy, UAE

Abstract

Problem Statement: Readiness in implementing social and emotional learning (SEL) is promoted by offering teachers' SEL workshops. However, little is known about effective methods and their short-term and long-term outcomes. **Research Questions:** How do teachers benefit from Lions Quest (Mitt Valg in Norwegian) training in the short and long term in Norway? Does teachers' participation in the intervention benefit their students' SEL? **Study Purpose:** Short-term and long-term development of teachers' readiness to teach SEL was investigated by exploring their task values and competencies of SEL in three measuring points during a period of a school year. The development of their students' SEL was explored twice. **Research Methods:** The intervention group consisted of 112 students and 53 students comprised the comparison group. Data were collected via Likert-scale questionnaire from the students before and after their teachers' LQ workshop. Imputed values from the intervention group (n = 247) and the comparison group (n = 47) were used in analysing teachers' short and long-term outcomes. **Findings:** The preliminary results indicated that after their Lions Quest (Mitt Valg) teacher training, teachers felt more competent in teaching SEL and promoting a positive learning environment. Students' social and emotional learning among intervention group increased significantly whereas the comparison group SEL decreased between the measuring points. **Conclusions:** Lions Quest (Mitt Valg) intervention appeared to improve teachers' sense of competence to teach SEL at school. In addition, findings showed that teachers were willing to implement LQ as part of their teaching. During the intervention students' basic SEL skills started to develop, and overall benefits from the LQ to the students were discovered.

Keywords: Social and emotional learning (SEL), intervention

Oral Presentation

Abstract ID: 20292

*Thematic Session: Education and Technology***The Impact of Education and Technology on Sustainability in the Banking Sector**

- Cristian Anghel -

*PhD Student, Bucharest University of Economic Studies, Romania***Abstract**

Problem Statement: The document addresses, under the same umbrella, issues related to education, technology and sustainability. Financial education and technology development are key elements at individual, organizational, national or regional level. **Research Questions:** 1. Which of the indicators used influences in a relevant manner, the bank's sustainability? 2. How does financial education impact the banking systems? **Study Purpose:** The research aims to contribute to the literature by identifying answers to a complex question: how financial education, technology development, sustainability and profitability indicators impact the specific banking systems of three global players: the US, China and Europe. **Research Methods:** The methodology used in this empirical study included 348 observations, involving the use of econometric modeling, using Eviews 12. Thus, in the linear regressions and subsequently in the Panel Vector Auto Regression (PVAR) framework, all the data series that were used had annual frequencies and the countries selected for analysis and testing had different degrees of development. **Findings:** The study suggested that the impact of financial education, technology development on sustainability and profitability variables is low. Thus, increasing the use of investment in education, more trainings for employees in renewable energy sources and technologies, as well as their integration into the banking systems, can have a significant, positive impact, in the medium and long term. **Conclusions:** The process of integrating financial education with banking profitability and sustainability represent important challenges for the banking systems of the three global actors: the US, China and Europe. Transforming these challenges into strategic solutions can be achieved through a mix of educational, economic, monetary and environmental policies, which must be tailored specifically to the structure of each banking sector.

Keywords: Education, technology, sustainability, banking systems performance

Oral Presentation

Abstract ID: 20288

*Thematic Session: Educational Psychology***Epistemic Profiles of Finnish in-service Teachers: Exploring the Factors Behind Professional Development**

- Lida Vedenpää -

*PhD Student, University of Helsinki, Finland***Abstract**

Problem Statement: Education systems around the world are undergoing a paradigm shift. Implementing new pedagogies is often challenging. We suggest that teachers' epistemic beliefs play a significant role in successful reforms. **Research Questions:** This study aims to identify epistemic profiles within Finnish comprehensive school teachers and to explore how the profiles differ in terms of mindset, problematic learning, and experienced servant leadership. **Study Purpose:** Teachers play key role in developing school. It is important to investigate elements that might affect their readiness to implement new pedagogies. Teachers' epistemic beliefs have consequences in their pedagogical practice and readiness to develop their professional competence. Epistemic beliefs constitute epistemic theories that manifest themselves as epistemic profiles. **Research Methods:** The participants (N=200) filled e-form questionnaires measuring their epistemic beliefs (collaborative knowledge building, certain knowledge, surface approach, valuing metacognition). We also measured their mindset, problematic learning, experienced servant leadership, age and working experience. A person-oriented approach was applied to identify the epistemic profiles. Profiles were compared in relation to mindset, problematic learning, experienced servant leadership, age and working experience. **Findings:** Using two-step cluster analysis, we were able to identify three epistemic profiles: Teachers in Reflective-collaborative profile (26%) were the most experienced and scored lowest in problematic learning. Teachers in Knowledge transmission profile (38%) expressed fixed mindset and scored highest in problematic learning. Teachers in Emerging epistemic profile (36%) were youngest, expressed growth mindset, scored highest in experienced servant leadership. **Conclusions:** We were able to find interesting connections between teachers' epistemic beliefs and factors that might affect teachers' professional development and support or hinder their readiness to implement new pedagogies. The results of this study strengthen the need to examine the role of teachers' epistemic beliefs more closely regarding their readiness to develop their professional competence.

Keywords: In-service teachers, epistemic beliefs, professional development

Oral Presentation

Abstract ID: 20311

*Thematic Session: Educational Psychology***Does Exposure to International Environment Increase Student's Cultural Intelligence?**

- Elok D. Malay -

*PhD Student, University of Groningen, Netherlands***Abstract**

Problem Statement: Empirical investigation needed to examine whether international exposure (such as living abroad or attending international education) could influenced students' cultural intelligence (CQ) positively. **Research Questions:** Do international students with the experience of attending international education or living abroad prior to their current sojourning have higher CQ than their colleagues who do not? **Study Purpose:** The study aims to investigate the impact of the experience of exposure to the international environment on international students' cultural intelligence (CQ). **Research Methods:** An online survey with CQS (Cultural Intelligence Scale) was conducted to 349 students from Indonesia in several countries. The t-test analysis was performed to compare the CQ between groups of students (students who had attended international education and who had not; students who had ever lived abroad and who had never). Correlational and ANOVA analyses were also performed to examine the influence of age, gender, and level of education. **Findings:** The results indicated no significant difference in CQ between students based on their experience in attending international education or living abroad prior to their current study. However, students who had lived abroad scored higher on the metacognitive and motivational aspects of CQ. Additionally, CQ tended to be higher among older students and students with a higher level of education. **Conclusions:** While attending an international educational system or living abroad may help developing students' CQ, it does not occur automatically. The quality of the exposure would determine if such experiences help improving their CQ. Alternatively, developing student's CQ might be achieved even without direct exposure to international environment.

Keywords: Cultural intelligence, education, intercultural competence, international students, internationalization

Oral Presentation

Abstract ID: 20219

*Thematic Session: Assessment and Evaluation***Intrapersonal Communication – a Hypersensitive Area for Interpreting Messages**

- Sandra Veinberg -

*Professor Dr., Liepaja University, Latvia***Abstract**

Problem Statement: Intrapersonal communication determines the nature of metacommunication at the start of the communication process, but certain conditions prevent the impulse from taking effect and participating in the internal dialogue. **Research Questions:** What are the conditions that influence the start of intra-communication? What does the logic of sorting informative signals look like under IPC conditions and what form does this process take? **Study Purpose:** Continuing the ongoing research in the field of IPC, it seemed important to clarify the communication barriers and noises that hinder or limit the information impulse from reaching the individual's internal communication system. **Research Methods:** For the purpose of developing an understanding of internal communication by youngsters and seeing the connection between internal and external communication, a non-proportional stratified sample of the population of young adults was used. 160 students took part in the survey. The author also used content analysis to understand the results (Bahtin, Bakhtin & Voloshilov; Thich). **Findings:** Digital natives using IPC select incoming impulses into "black" and "white" or the slightly more nuanced black and white spectrum of news impulses to protect themselves from the negative influences of the outside world. Communication is not only physical acts, but energy. The internal conversation is always a dialogue, conversation not with specific people, but with their ideas. **Conclusions:** The internal communication process uses a specific protection system, which resembles a black and white rating scale. The internal communication system uses a four-step process to accumulate information, but some people ignore it and abandon one or two of the steps. IPC is a "homecoming" or a community of friends and associates.

Keywords: Communication, intrapersonal, digital natives, Bahtin

Oral Presentation

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Keywords: Communication, intrapersonal, digital natives, Bahtin

Oral Presentation

Abstract ID: 20253

*Thematic Session: Guidance and Counselling Psychology***An Assessment of the Addiction Researches Based on Students from Different Education Levels in Northern Cyprus**

- Ahmet Guneyli -

*Professor Dr., Lefke European University, Cyprus***Abstract**

Problem Statement: In this study, the researches on substance addiction carried out in Northern Cyprus related to students at primary, secondary, high school and university levels were examined. In this study, researches carried out by different scientists until 2022 were discussed and evaluated. The aim of the study is to classify and summarize the findings in the existing researches and to reach general conclusions. It has been concluded that the studies carried out to date are not related to each other and are repetitive, and this is seen as a problem by the researchers. It is thought that it is worthy of search for the Northern Cyprus sample to examine and describe the previous studies on substance addiction in depth. **Research Questions:** The research questions are: 1. In the researches examined in this study, what was focused on “problem statement”? 2. What are the data on the methodology of the researches? 3. What are the results of the researches? 4. What are the recommendations made in the researches? **Purpose of the Study:** The aim of the research is to shed light on the researches about substance addiction carried out in Northern Cyprus until today. It is aimed to evaluate these studies according to the research questions and to reveal a general picture. Thus, it is aimed to reveal which subjects should be discussed and studied in future research about substance addiction. **Research Methods:** The research was based on a qualitative approach. The research was based on document analysis, which is one of the qualitative research approaches. In the study, researches on substance addiction carried out in Northern Cyprus in the last 10 years were examined. These researches are; articles, theses and reports. While determining the sample, purposive and criterion sampling techniques were taken as basis. The documents examined in the research were evaluated with the descriptive analysis technique. The validity and reliability practices required by qualitative research were explained during the data analysis process. **Findings:** The data obtained in the research will be summarized and presented in tables. The themes and sub-themes obtained as a result of the descriptive analysis will be presented in the tables. Themes will be briefly defined and the themes will be explained in detail by citing scientific studies. **Conclusions:** The research is ongoing and the results are not yet written.

Keywords: Substance addiction, students, different education levels, North Cyprus, document analysis

Oral Presentation

Abstract ID: 20306

*Thematic Session: Education and Technology***Making it Visible: Digital Application for Safety and Security in Schools**

- Brita Somerkoski-

*PhD Graduated, University of Turku, Finland***Abstract**

Problem Statement: Intentional and unintentional injuries as well as bullying have raised the need to collect the deviation data. We study the injury data collected with the Notecrow - software. **Research Questions:** What kind of school safety and security deviations are reported with the ONNI Notecrow software? **Purpose of the Study:** The aim of this study is to explore the injury data reporting concept ONNI Notecrow. Safety and security deviations in school are unpredictable, connected with human factor issues or pupils acting against regulations or using structures or products in a way which they are not supposed to be used. **Research Methods:** The deviation reports are categorized with data driven qualitative content analysis. Social, pedagogical, psychological and physical learning environments will be distinguished. **Findings:** As this is a pilot study, we do not have the results yet. By the time of ICEEPSY conference the pilot data will be available. **Conclusions:** Principal and school administration are in an essential role when bringing safety culture into practice. To engage and motivate both staff and the pupils to report more actively, the application should be easy to use and scaled to versatile devices such as tablets, PC's or mobile phones.

Keywords: Deviation, injury, reporting, safety, security, application

Oral Presentation

Abstract ID: 20307

*Thematic Session: Effective Teaching Practices***Toy or tool? Learning Safety with Child Oriented Approach**

- Brita Somerkoski-

*PhD Graduated, University of Turku, Finland***Abstract**

Problem Statement: Child oriented methods for learning safety and security are needed. We developed learning environment for early childhood education carried out by the fire service.

Research Questions: How do children learn and understand dangerous objects? **Purpose of the Study:** The aim of this study is to assure the quality of safety promotion activities and to develop and implement child-oriented methods when teaching safety at kindergarten.

Research Methods: Kindergarten children were attending a Toy or tool? fire safety lesson. Mini interviews (n=18) about dangerous objects were carried out. The answers were explored with content based qualitative analysis to find out how the children understood the dangers and risks. **Findings:** For children, it was quite easy to understand the risks of touching sharp objects such as knives, scissors or needles as the risk was clearly visible. The children were also able to name the possible consequences of touching a sharp object. Yet to understand the risk of chemical liquids, matches or glass was more difficult. **Conclusions:** Child oriented teaching methods that also encourage children to interact and communicate, are needed. The materials designed enabled the young learners to get acquainted with the topic prior to teaching. Emphasize should be put on children's questions as this is the way of understanding children's thinking. As a result of this programme, we learned that it is possible to teach safety skills and awareness for early childhood aged children. However, fire fighters need individual education to enhance them to communicate with the young audience.

Keywords: Child oriented, safety, security, kindergarten

Oral Presentation

Abstract ID: 20262

*Thematic Session: Higher Education***Personal and Professional Development (PPD) in Order to Build Resilience Among Nursing Students**- Maria Forss¹, Anu Nyberg², Jessica Silfver³ -¹PhD Graduated, Arcada UAS, Helsinki, Finland²PhD Student, Arcada UAS, Helsinki, Finland³Master Graduated, Arcada UAS, Helsinki, Finland**Abstract**

Problem Statement: Young students are increasingly dropping out of their studies, young professionals are choosing not to enter the profession and a worrying number are leaving the profession altogether. **Research Questions:** Thus, there is a need for healthcare education providers to respond to this challenge. **Purpose of the Study:** The aim is to provide opportunities for students to develop at the same pace as the healthcare sector places increasingly complex and challenging demands on them. **Research Methods:** Collected and thematic literature review. **Findings:** We plan, as a preventive measure, to use the PPD (Personal and professional development) to equip healthcare students with the skills to anticipate and respond to the challenges of the profession. **Conclusions:** PPD is introduced as an educational pilot activity for a small group of nurses with the aim of laying the foundations for deeper and more meaningful learning and a more supportive professional grounding.

Keywords: Professional, personal development, nurse education

Virtual Presentation Session

07 October, Friday

17.20 - 18.50

Session Chair: *To be announced.*

Virtual presentations are online video presentations of papers. They can be viewed during and after the conference at [Academics Institute's Official YouTube page](#). Virtual Presenters will receive presentation certificate (online) on the last day of the Conference

17.20 – 17.30

Hall FORM B

Virtual Presentation

Abstract ID: 20316

Thematic Session: Guidance and Counselling Psychology

Education and Training of Social Professionals Towards Families of Seriously Ill People

- Monika Ulrichová -

Assistant Professor Dr., Protestant Theological Faculty, Charles University, Czech Republic

Abstract

Problem Statement: The work of a social worker and his good education is a prerequisite for the correct treatment of a very sensitive group of people, and these are the seriously ill. In the way we treat the sick, I actually show our attitude towards life itself. **Research Questions:** How essential is the quality of education for professionals working with people with serious illness? **Study Purpose:** The topic is dedicated to the quality of education of professionals and especially their personal growth, who work with vulnerable people, whether seriously ill or dying, and their families. Caring for the family is very important, just like the patient himself. **Research Methods:** The presented text consists of two parts, a theoretical part and a practical part. The practical part contains the qualitative method of case studies and supplemented interviews. **Findings:** Although the education of professionals should be the same, individual education, especially the personal growth of individual professionals, is already very different. Their advanced maturity is reflected a lot when working with seriously ill people. **Conclusions:** Education is always reflected in the quality of our work. A professional, whether a teacher or a social worker, who devotes himself to his personal growth, not only to formal education, has better prerequisites for managing his work.

Keywords: Education, spiritual level, social worker, client

Virtual Presentation

Abstract ID: 20278

*Thematic Session: Basic Education – basic skills***An Analysis of Graphical Representation of Data in Elementary School Mathematics**

- Tomáš Marek -

*PhD Student, University of Hradec Králové, Czech Republic***Abstract**

Problem Statement: The ways of building data visualization literacy are not yet sufficiently explored and described in the local context of primary education and textbooks. **Research Questions:** How common are data graphics in Czech primary education textbooks, in what chronology do they familiarize students with data visualization, and what terminology is used for data visualization objects? **Study Purpose:** The research aims to describe the forms, purposes and occurrence of data visualization in Czech textbooks. The research outputs will serve as a base for further study in the area. **Research Methods:** Quantitative and qualitative content analysis of Czech primary education mathematics textbooks. Textbooks were selected based on the presence of a note of approval granted by The Ministry of Education, Youth and Sports of the Czech Republic. **Findings:** Data graphics take a lot of different forms in mathematics textbooks. Still, they usually follow logical routes of abstraction, with pictographs being very common in the early stages, taking the form of proto-charts later on. Textbooks are not consistent in introducing types of data graphics, with some introducing histograms or scatterplots before more basic charts and graphs. **Conclusions:** Results of quantitative content analysis of Czech mathematics textbooks will be presented, and preliminary results of the qualitative content analysis will be discussed. The outputs of the inquiry will serve as a starting point for further research in the field, especially for investigation with primary-level educators. **Keywords:** Visualization literacy, primary education, textbook analysis

Virtual Presentation

Abstract ID: 20265

*Thematic Session: Special Education***Impacts of the Covid-19 Pandemic from the Perspective of Seniors**

- Marie Pindakova -

*PhD Student, University of Ostrava, Czech Republic***Abstract**

Problem Statement: Several measures have been put in place to alleviate the covid-19 pandemic. Isolation and the absence of social contact have a negative impact on elderly people. **Research Questions:** How the covid-19 pandemic affected the quality of life of seniors from their point of view? **Study Purpose:** The aim is to determine the effects of the coronavirus pandemic on the quality of life of seniors in elderly homes. **Research Methods:** The research method is quantitative research. The collected data in the form of a survey will be processed and analyzed in the statistical program IBM IPSS 28. It is computer software, based on which data management and analysis can be performed. **Findings:** The research showed that the impact of the covid-19 pandemic on the elderly in elderly homes was significant. Respondents said that most loved ones did not provide them with help and support in a retirement home during the covid-19 pandemic. The elderly was isolated, without the possibility of visiting family and friends, traveling, shopping, and their health changed significantly. **Conclusions:** The output of the research is to point out the importance of satisfying the needs of seniors and respecting the autonomy of seniors in homes for the elderly.

Keywords: Covid-19, seniors, impacts, elderly homes

Virtual Presentation

Abstract ID: 20291

*Thematic Session: Higher Education***Learning Autonomy and Epistemic Development: A Study of Czech Future Teachers**

- Katerina Juklova -

*Associate Professor Dr., University of Hradec Kralove, Czech Republic***Abstract**

Problem Statement: The growing availability and ambiguity of information place new demands on people and require changes in emphasis of education towards the promotion of learning autonomy and critical thinking. **Research Questions:** How do Czech future teachers differ in terms of the three dimensions of study autonomy and how do the individual dimensions contribute to their learning outcomes? **Study Purpose:** Based on models of epistemic development, three dimensions of learning autonomy are distinguished. This study aims to determine the level of learning autonomy of future Czech teachers and to explore mutual relations of individual dimensions as well as the relations of individual dimensions to study results. **Research Methods:** The MSLQ questionnaire was completed by 129 future teachers from a Czech faculty of teacher education. Analysis of variance was used to compare the differences among individual dimensions, cluster analysis to identify the types in terms of individual level proportions, linear regression was used to explore the interrelationships among the various dimensions of study autonomy and learning outcomes. **Findings:** The results of the analyses brought findings about interpersonal differences and confirmed our assumptions based on both previous findings and cultural theories that Czech future teachers as a group score low in critical thinking and in the field of cooperation with peers. Interindividual differences identified in individual scales were described by three student types, differing in average values. **Conclusions:** Based on our research results and differences identified between the types of students, suggestions for differentiated support inspired the models of epistemic development were made. At the same time, recommendations for the Czech teacher pregradual preparation as a whole to support the changes toward enhancement of the most challenging aspects of learning autonomy were added.

Keywords: Learning autonomy, epistemic development, teachers

Virtual Presentation

Abstract ID: 20313

*Thematic Session: Teacher Education***Digital Competence of Compulsory General Education Teachers in the Present-Day Conditions**

- Olga Kotlyarova -

*Associate Professor Dr., Yelets State University, YelSU, Russia***Abstract**

Problem Statement: - to define the level of digital competence of compulsory general education teachers; - to outline the prospects for an increasing competence level. **Research Questions:** - to analyse the modern specifications of the organisation of the digital educational environment for the compulsory general education teachers; - to conduct an experimental assessment of pedagogical conditions that allow to analyse the digital competence of compulsory general education teachers. **Study Purpose:** Purpose of the Study was to classify and systematise the key indicators of digital competence within the monitoring system of the competence mastering by compulsory general education teachers. **Research Methods:** The theoretical and empirical research methods were used in the study. Theoretical methods: analysis and systematisation of psychological and pedagogical research in the field of digital development of learning space; general theoretical methods of analysis, synthesis. Empirical methods: study and generalisation of pedagogical experience on the research problem, conceptualisation of educational practice, questionnaires, statistical data processing. **Findings:** The paper covers the major steps of an experimental study aimed at diagnosing the initial level of digital literacy of teachers specialised in life and human sciences. The research framework involved four steps. The main conclusions were made based on the results of the study, and the ways to improve the efficiency of the teachers' digital competence were suggested. **Conclusions:** 1) the following digital skills of digital competence were defined: reproductive, active and interactive; 2) information and communication technologies are the basis for the digital competence formation; 3) the level of digital skills mastery doesn't depend on the subject taught; 4) the methodology for achieving the subject learning outcomes requires development of key principles of digital didactic tools mastery.

Keywords: Digital environment, digital competence, educational content

Virtual Presentation

Abstract ID: 20217

*Thematic Session: Assessment and Evaluation***Cluster Structuring's Features of Copings in Adolescents**

- Yana Sipovskaya -

*PhD Graduated, Institute of Psychology of the Russian Academy of Sciences, Russia***Abstract**

Problem Statement: Adolescence is associated with a change in the usual ways of interaction, which argues the relevance of studying the structure of coping in the context of intellectual activity. **Research Questions:** The peculiarities of activation of copings have individual differences and can be grouped according to the degree of severity; they are selectively associated with indicators of productivity of intellect. **Study Purpose:** The purpose of this study is, firstly, to identify individual differences in the degree and characteristics of the activation of preferences by older adolescents of coping strategies and, secondly, to identify the correlation of these copings with the level of development of intellectual abilities. **Research Methods:** Data of the student's electronic diary, questionnaire "Methods of coping behavior" Lazarus (the technique is designed to determine coping mechanisms, ways to overcome difficulties in various areas of mental activity, coping strategies: confrontation; distancing; self-control; seeking social support; acceptance of responsibility; escape avoidance; planning a solution to the problem; positive reevaluation). Statistics: cluster and correlation analysis. **Findings:** 3 clusters were identified during the simulation that describe the structure of coping strategies preferred by older adolescents. The resulting clusters differ in the degree of intensity of copings in accordance with the models by R. Lazarus and S. Folkman in 1988, adapted by T.L. Kryukova, E.V. Kuftyak, M.S. Zamyshlyayeva in 2004. **Conclusions:** High tension of coping indicates a pronounced maladjustment, confirmed by negative relationships with indicators of intelligence. Low level of coping tension is an adaptive variant of coping, and an average level is the presence of an adaptive potential of a person in a borderline state. However, "active, rational" is associated with semantic abilities, and "passive, emotional" with creative ones.

Keywords: Cluster structuring, copings, adolescent

Virtual Presentation

Abstract ID: 20266

*Thematic Session: Special Education***The Impact of Covid-19 on Seniors from the Perspective of Social Workers**

- Šárka Kopřivová -

*Associate Professor Dr., University of Ostrava, Czech Republic***Abstract**

Problem Statement: The pandemic period has endangered the needs of our seniors, which is why we are looking at the impacts from the point of view of social workers. **Research Questions:** How do social workers of selected homes for the elderly interpret the effects of the coronavirus pandemic on the elderly? **Study Purpose:** To determine the effects of the coronavirus pandemic on the elderly and to propose appropriate guidelines, possible recommendations, and measures in case of a recurring situation. **Research Methods:** A qualitative research strategy, the method of grounded theory, will be used to determine the impacts. Data collection will be carried out by semi-structured interviews with social workers of homes for the elderly in the Czech Republic. Social workers will be selected at random. **Findings:** The covid pandemic was found to have affected the lives of seniors and brought about changes in their quality of life. Population aging has been shown to require changes in public discourse on government policy and community support for the elderly. Public policies should address the issue of legal rights, the economic provision of health care and social services. **Conclusions:** The output will result in guidance and proposal of possible recommendations and measures in case of a recurring pandemic. These outputs will be beneficial for the general public, social workers or health and social work working with seniors and workers in all types of facilities working with seniors.

Keywords: Covid-19, senior, social workers

Virtual Presentation

Abstract ID: 20301

*Thematic Session: Adolescent Growth and Development***Chinese International Secondary School Students' Adjustment Experiences in Canadian Schools**

- Jasmine Zemei Wang -

*PhD Student, Queen's University, Canada***Abstract**

Problem Statement: Despite the available support programs and resources, Chinese international students still experience challenges due to the extant gaps between what is offered and what students need in Canadian schools. **Research Questions:** What are the transition experiences of Chinese international secondary school students in Ontario schools during their first year of arrival? **Purpose of the Study:** This study aims to investigate the adaptation experiences of Mandarin-speaking secondary school students during their first year of study, and to identify possible gaps and suggest possible strategies to improve students' adjustment experiences and support them in achieving success in their present and future educational endeavors. **Research Methods:** This study uses a qualitative phenomenological research design and focuses on the voices of Chinese international students as they discuss their adjustment experiences in Canadian secondary schools. **Findings:** The expected findings will help develop a better understanding of the adaptation experiences students lived through, identity factors that promote or hinder their success, and strategies they used to address their challenges. **Conclusions:** Chinese international secondary school students, coming from a culture that bears the furthest distance from the Canadian one, experience challenges when adapting to the new learning and social environment in Canadian schools. Despite the available programs designed to support them, there is a gap about how they are best supported.

Keywords: International students, adjustment, experiences, phenomenology

Virtual Presentation

Abstract ID: 20300

*Thematic Session: Effective Teaching Practices***Challenges of Teaching During Pandemics - Agile Teaching Methods During Corona**

- Simone Emmert -

*Professor Dr., TU Nuremberg, Germany***Abstract**

Problem Statement: During Corona, teachers had to find ways of teaching through distance. Different apps offered possibilities of transmitting knowledge, sharing slides and having discussions whereas the social interaction was lacking. **Research Questions:** What obstacles and challenges occurred during a teaching experience in Germany? What kind of measures of adaption had been made to ensure the continuity of teaching? **Purpose of the Study:** The study aims to reflect the impact of the pandemic in the field of higher education. New ways of teachings had to be implemented that not only academic, but technological and self-care competencies had to be transferred. Teaching during a pandemic should consist of a holistic concept. **Research Methods:** The author used qualitative social research based on a self-evaluation after two years of distance teaching. The author taught at three German universities with students in BA programs of Social Work. The courses taught were law in Social Work. The author used different methods of teachings and asked the students for a personal and anonymized feedback via questionnaire. **Findings:** Social interaction was limited in distance teaching as the emotional well-being was invisible, but students opened up in breakout sessions or when addressed individually. They were willing trying and developing new methods in a participative teaching environment concerning academic knowledge. Technological problems were mastered with a solidaric and error friendly approach between teacher and students. **Conclusions:** Teaching should comprise a holistic approach: Transfer of academic, technological, and socio-emotional knowledge. Students need to speak about their well-being and needs. The motivation to engaging in discussions and to learning is higher when students are activated through agile methods. The role of the professor changed during the pandemic towards a facilitator and mediator of the acquisition of knowledge.

Keywords: Pandemic, agile, change, interaction, emotion

Poster Presentations

Poster Presentation Highlights

- All posters must be placed in the designated poster area (**Hall GRAND FORM**) before 16.00 on Thursday, October 6.
- Posters will be hung on a tack board, with an available display area of 42.0 x 59.4 cm (A2 paper size).
- The posters can be hung with tape, which will be provided at an information and supply table in the poster area.
- Poster should be mounted in numbered space reserved for it.
- Poster presenters are asked to be present at their posters during the Poster Session on Thursday, October 6 from 16.00 – 16.30.
- Attendees will have the opportunity to meet with the poster presenters to discuss their research and ask questions.
- Posters must be removed by latest on Thursday, October 6, 17:00 or they will be removed. Academics Institute is not responsible for posters left on boards after the poster session finished.

Poster Presentation

Abstract ID: 20268

*Thematic Session: Guidance and Counselling Psychology***Analysing the 2020-21 Northern Cyprus Drug and Addiction Report: Is Educational Status a Determinant Variable?**

- Zafer Bekiroğulları -

*PhD, Academics Institute, Cyprus***Abstract**

Problem Statement In the 2020-21 Northern Cyprus Drug and Addiction Report, the data obtained in order to describe the characteristics of addicts are discussed in terms of many variables. In this study, it is aimed to focus on a single variable in order to evaluate the problem in more detail. Thus, the effect of the educational status variable on substance addiction will be discussed and a contribution to the literature will be made. **Research Questions:** 1. What is the distribution of education levels of addicts who benefit from the psycho support education program? 2. What is the distribution of education levels of addicts who have been convicted of drug addiction in 2020-21? 3. What is the distribution of education levels of addicts who have been found guilty in fatal traffic accidents in 2020-21? **Purpose of the Study:** In this study, it is aimed to reveal whether the educational status of addicts affects their willingness to receive treatment. In addition, it will also be investigated whether the variable of educational status is a determining variable in the criminal behaviour of people with substance addiction. **Research Methods:** This study was based on the quantitative approach. The descriptive model was used in the research. The sample of the research consists of 226 addicts living in Northern Cyprus and applying to the Prime Ministry Drug Enforcement Commission in the 2020-21 period, depending on the convenience sample. The data were obtained through a questionnaire and the analysis was carried out by frequency-percentage. **Findings and Conclusions:** The research is ongoing and the results are not written yet. **Keywords:** 2020-21 Northern Cyprus Drug and Addiction Report, substance addiction, education status

Poster Presentation

Abstract ID: 20297

*Thematic Session: Guidance and Counselling Psychology***Profile of Substance Addicts in North Cyprus: Analyzing Addiction Characteristics, Mental Problems and Personal Features**

- Teyfide Tecel Hatipoğlu -

*President, Anti-Drug Commission, Cyprus***Abstract**

Problem Statement: This study was carried out to evaluate the personality traits of addicts who are in prison and addicts who are not in prison in Northern Cyprus. When the literature is examined, it is emphasized that the personality traits of addicts directly affect their involvement in crime. This study was carried out to describe the personality traits of addicted people and to reveal whether they affect their involvement in crime. It is thought that taking the necessary steps to ensure personality development and prevent addiction through education will contribute to the solution of the problem. **Research Questions:** I. What does substance use characteristics of addicts in Northern Cyprus? ii. Which substances do addicts prefer to use in Northern Cyprus? iii. What are the personal characteristics and mental problems of addicts in Northern Cyprus? iv. What are mental trauma situations of addicts in Northern Cyprus? **Purpose of the Study:** The aim of this study is to describe the substance use characteristics of addicts according to whether they are in prison or not, by comparing their preferred substances, personal characteristics and mental problem situations, and finally their mental trauma status. It is aimed to evaluate the effects of being involved in crime on addicts. By emphasizing personality development, it is aimed to reveal how it is possible to develop personality through education. Thus, it is aimed to reach the findings in the context of prevention of addiction. **Research Methods:** The research is quantitative. In the quantitative research, the research was carried out in accordance with the descriptive model. The sampling technique of the research was determined as convenient sampling. The sample of the research consists of individuals (67 in prison, 35 not in prison) who received training and consultancy services in 2020-21 under the Support Program of the Northern Cyprus Prime Ministry Anti-Drug Commission. The data in the study were obtained through a questionnaire. Data analysis was done in SPSS, frequency-percentile and chi-square tests were used. **Findings and Conclusions:** The research is ongoing, and the results are not written yet.

Keywords: Substance addiction, profile of addicts, personal development, Northern Cyprus, education

Poster Presentation

Abstract ID: 20343

*Thematic Session: Guidance and Counselling Psychology***The Impact of Covid-19 on Seniors from the Perspective of Social Workers**

- Zafer Bekiroğulları -

*PhD, Academics Institute, Cyprus***Abstract**

Problem Statement: It is stated that substance use in Northern Cyprus starts at a young age and this is an important problem. It is necessary to examine the causes of this problem and to shed light on what needs to be done. It is thought that the findings of this research will be benefited especially in knowing the risk factors and how to carry out preventive studies. **Research Questions:** i. What is the general picture regarding substance abuse among young people living in Northern Cyprus? ii. What are the risk factors for young people regarding addiction? iii. What are the responsibilities of the individual, family, educational institutions and society in preventing addiction? **Purpose of the Study:** In this study, it is aimed to describe the current situation of youth living in Northern Cyprus regarding substance addiction. Thus, it will be possible to compare the research findings related to substance addiction among young people in Turkey, Europe and the world. It is also aimed to give direction to studies on addiction by explaining what the person, his/her family, educational institutions and society should do. **Research Methods:** In this study, a literature review will be carried out. In the literature review, a conceptual framework will be drawn by accessing current sources. In particular, it is aimed to use current reports, theses and articles. The article will include sub-headings on the basis of research questions. It should be said that a critical approach will be adopted. **Findings and Conclusions:** The research is ongoing and the results are not written yet.

Keywords: Substance addiction, youth, Northern Cyprus, youth, prevention of addiction, roles of stakeholders

ICEEPSY 2022 Participants List

Kirsti	Lonka	Co-chair / Keynote Speaker
Inkeri	Ruokonen	Co-chair / Keynote Speaker / Workshop Leader
Zafer	Bekirogullari	Founder
Marja	Tamm	Workshop Leader
Teyfide	Tecel Hatipoğlu	Presenter
Ahmet	Guneyli	Presenter
Nelius	Jansen van Vuuren	Presenter
Markus	Talvio	Presenter
Anna	Havelková	Presenter
Cristian	Anghel	Presenter
Lida	Vedenpää	Presenter
Frida	Bertilsson	Presenter
Kristi	Kõiv	Presenter
Sandra	Veinberg	Presenter
Elok D.	Malay	Presenter
Parvez	Pirzado	Presenter
Marie	Myers	Presenter
Andrea	Hajkova	Presenter
Meri	Pihanperä	Presenter
Brita	Somerkoski	Presenter
Heidi	Lammassaari	Presenter
Maria	Forss	Presenter
Anu	Nyberg	Presenter
Jessica	Silfver	Presenter
Philip	Triantafyllou	Audience
Svetlana	Alekseeva	Audience
George	Oikonomou	Audience
Alexandra	Papadopoulos	Audience
Evangelos	Aidiniou	Audience
Deniz	Eker	Audience
Mehmet	Altincik	Audience
Xia	Li	Audience
Zoi	Michailidis	Audience
David	Williams	Audience
George	Evans	Audience
Zhou	Chi	Audience
Maria	Zogou	Audience
John	Taranto	Audience
Sebastian	Haller	Audience
Markos	Kassinou	Audience

Laurence	Patrick	Audience
George	Triantafillou	Audience
Iva	Stolinská	Audience
Ezgin	Akpinar	Audience
Maria	Erfolg	Audience
Melis Y.	Minas	Audience
Ceren	Etc	Audience
Bongsu	Choi	Audience
Yunghoe	Kim	Audience
Ella	Berchansky	Audience
Simone	Emmert	Virtual Presenter
Jasmine Zemei	Wang	Virtual Presenter
Yana	Sipovskaya	Virtual Presenter
Tomáš	Marek	Virtual Presenter
Marie	Pindakova	Virtual Presenter
Katerina	Juklova	Virtual Presenter
Olga	Kotlyarova	Virtual Presenter
Monika	Ulrichová	Virtual Presenter

Social Program

Saturday, October 8

The Flamenco Show & Tapas will be held in a downtown and provides an enjoyable environment to meet and network with other delegates. **All registered attendees are welcome.**



Please meet at the AC Hotel Carlton Madrid lobby at **19.15** for a prompt **19.30** departure.

The Flamenco Show & Tapas schedule details will be announced later.



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