


Emanate - Educational Sessions Highlights (EESH)

Volume 2



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Emanate - Educational Sessions Highlights (EESH) is dedicated to archiving and disseminating the content of educational conferences, workshops, seminars, and academic meetings. Recognized for its rapid dissemination and accessibility, every entry in EESH is a direct representation of its foundational aim: to capture the intellectual essence of educational dialogues happening in real time.

Topics include but are not limited to arts education, assessment and evaluation, continuing education, distance learning, educational policy, educational psychology, education and technology, effective teaching practices, higher education, learning theories, special education, and vocational education. EESH offers an inclusive platform covering all facets of learning and teaching from early childhood development to lifelong learning

EESH welcomes a diverse range of submissions, including empirical research, meta-analyses, longitudinal studies, and theoretical studies. We value a wide spectrum of methodological approaches, from quantitative and qualitative to mixed-method research. EESH publishes either monographs for example, master thesis/doctoral dissertations or edited volumes based on the outcomes of conferences.

Once published, all proceedings are submitted for evaluation in **Web of Science Core Collection™ Conference Proceedings Citation Index - Social Sciences & Humanities (CPCI-SSH)**.

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PROCEEDINGS OF THE 16TH INTERNATIONAL CONFERENCE ON EDUCATION AND EDUCATIONAL PSYCHOLOGY (ICEEPSY 2025)

Selected, peer-reviewed papers from
16th International Conference on Education and Educational Psychology (ICEEPSY 2025),
November 03-05, 2025, Antalya, Türkiye

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Preface

I am pleased to present the proceedings containing selected, peer-reviewed papers from the 16th International Conference on Education and Educational Psychology (ICEEPSY 2025), which was held on 03-05 November 2025 at Limak Lara Hotel & Resort in Antalya, Türkiye.

ICEEPSY 2025 was organised as an international forum dedicated to advancing research, practice, and professional dialogue in education and educational psychology. The 2025 conference theme, “Shaping the Future of Learning: Innovations and Challenges in Educational Psychology,” reflected the urgent need to examine how educational systems, psychological science, and new technologies can respond to contemporary learning needs.

Having been held for the past fifteen years, ICEEPSY has become a preferred conference choice for academics, professionals, researchers, teachers, psychologists, and practitioners from different countries. Many delegates have become part of the ICEEPSY community and continue to value the conference as a venue for academic exchange, professional networking, and collaboration.

The aim of ICEEPSY 2025 was to provide a platform for academics, professionals, and stakeholders working in the fields of education and educational psychology to present their latest work to an international audience of peers. As with previous conferences, ICEEPSY 2025 also supported the establishment of new professional networks and the renewal of existing ones with colleagues working on shared educational and psychological questions.

ICEEPSY 2025 featured keynote speeches, symposium contributions, workshops, oral and poster presentations, and continuing professional development opportunities. The programme placed particular emphasis on artificial intelligence in education, self-regulated learning, learning analytics, creativity, inclusive assessment, hybrid and online learning, and the psychological recovery and resilience of learners and educators in post-pandemic educational contexts.

The conference included keynote presentations by Professor Benedict du Boulay of the University of Sussex and Dr. Richard Lee Davis of KTH Royal Institute of Technology. Their contributions addressed the changing relationship between human teachers, artificial intelligence systems, learning-to-learn skills, constructionist pedagogy, and the future of assessment and learning design in the age of generative AI.

The ICEEPSY 2025 programme also featured symposium and workshop sessions delivered by invited scholars, including Dr. Qi Zhou, Dr. Victoria Abou-Khalil, Associate Professor Dr. Jason Gold, and other international contributors. These sessions facilitated discussion on a range of contemporary topics, including AI-enabled learning analytics, equitable collaborative learning, constructive alignment, creativity, and evidence-based approaches to teaching and learning. The detailed conference programme is available at: <https://www.academics.institute/conference/ICEEPSY/conference-agenda>. A brief overview of ICEEPSY 2025 is as follows: a symposium, two invited academics delivered keynote speeches; three workshops were conducted; three oral presentation sessions were held; and twenty-two presenters from eleven countries (Czech Republic, Estonia, Finland, Japan, Latvia, Saudi Arabia, Sweden, Switzerland, the United Kingdom, the United States, and Uruguay) presented their research. For presentations, 15 minutes were allocated to each presentation including Q&A session.

Academic Institute's online submission system was used for the submission and reviewing process. A total of thirty-seven submissions were received for presentation at ICEEPSY 2025, along with seven full-text papers. All seven full-text papers were subjected to a double-blind peer review process conducted by experts in the relevant fields. Nine scientific committee members were involved in the review process, which was completed in two phases. In the first phase, submissions were assessed for content relevance and their contribution to the conference themes. In the second phase, the selected full-text papers were reviewed by two reviewers for content quality and language accuracy. Following this rigorous peer-review process, three papers were selected for presentation.

We would also like to take this opportunity to extend an invitation to participate in ICEEPSY 2027, the 17th International Conference on Education & Educational Psychology scheduled to be held in the beautiful city of Antalya, Türkiye from 05-06 April, 2027. ICEEPSY 2027 will again feature informative workshops and presentations by skilled educational and educational psychology researchers and international scholars. 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.

Hope to see you all there and online!

08 May, 2025

Zafer Bekiroğulları, Founder of ICEEPSY
International Cognitive and Behavioural
Psychotherapies Society (CBPis), Northern Cyprus

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- Yasmeen Bano, Ph.D. Candidate University Tun Hussien Onn Malaysia
- Michala Mikolášíková, Ph.D. Student University of Hradec Králové, Czech Republic

Keynote Speakers

Learning to Learn: The Blended Roles of Human Teachers and Artificial Intelligence Systems

Professor Benedict du Boulay
University of Sussex, United Kingdom

How AI is Breaking Education (and Why That Might Be a Good Thing)

Dr. Richard Lee Davis
Assistant Professor, EPFL - Swiss Federal Technology Institute of Lausanne, Switzerland

Symposium Contributors

Professor Benedict du Boulay, University of Sussex - Learning to learn: supporting the affective facet of learning to learn

Dr. Qi Zhou, UCL Knowledge Lab, University College London - AI-Driven Learning Analytics for Equitable and Reflective Collaborative Learning

Workshop Leaders

Rethinking learning and assessment with AI

Dr. Richard Lee Davis and Dr. Victoria Abou-Khalil
EPFL - Swiss Federal Technology Institute of Lausanne, Switzerland

Overcoming Barriers to Creativity: Research-Based Strategies for Teachers and Students in an AI World

Associate Professor Dr. Jason Gold, Sagami Women's University, Japan

Organizers



This conference is organised by the Academics Institute in association with a non-profit organisation International Cognitive and Behavioural Psychotherapies Society (CBPis) in Cyprus.

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