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***with*the World Education Fellowship**

Program & Book of Abstracts

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KIE Conference

WEF International

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KIE Conference

Knowledge, Innovation & Enterprise Conference
with the World Education Fellowship

Conference Program

Tuesday 25th July 2023 (DAY 1)

Chair: *Gertrude Shotte, PhD, Middlesex University, United Kingdom*

11:00 – 19:00	Registration
11:15 – 11:20	*James Ogunleye, PhD, KIE Conference Chair* Welcome
11:20 – 11:30	*David Turner, PhD, University of South Wales, UK & Beijing Normal University, China & WEF & Global CIE* *Opening Remarks – 'Innovation & Sustainability; Tensions, Challenges & Opportunities for Business & Education'*
11:30 – 12:00	*D G Menaka P Madhushani*, *PhD Candidate*, *University of Leicester, United Kingdom* The Effect of Social Norms on Knowledge Sharing Intentions of Software Practitioners: The Moderating Effect of Knowledge Self Efficacy *(Abstract, p.17)*
12:00 – 13:00 11th BGA & Digital Enterprise Symposium	*QuMatrix Panel Presentation & Discussion & Q&A* *James Ogunleye, PhD (Convener & QuMatrix UK), Dominque Heger, CEO DHTechnologies/QuMatrix, USA, Appolo Tankeh, PhD, MIT Sloan Fellow, IBM/Bowie State University, Maryland, USA, Alain Biem, PhD, Columbia University's School of Professional Studies, Previously, IBMer and Vice President of Analytics at Opera Solutions Inc. USA, Deryn Graham, PhD, QuMatrix UK & formerly, of the University of Greenwich, UK* 'Chat-GPT, Generative AI & Higher Education'
13:00 – 14:00	Welcome Lunch – outside restaurant
14:00 – 14:30	*Chris Wilson, Aston University, United Kingdom* Exploring the role of creativity and inventiveness in the development and maintenance of teaching identity *(Abstract, pp.19-20)*
14:30 – 15:30	FRC Transactional Research Lecture Series II
15:30 – 16:45	Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG)
16:45 – 17:00	Coffee/Tea Break
17:00 – 19:00	E. Paul Torrance International Roundtable on Creative Thinking
19:00 – 19:30	*Isabel Treidl (Presenting), Fashion Institute of Design Merchandising, California, United States & Dr Gavin Suss, College of Management, Israel* Creativity and curiosity as a tool for sustainability *(Abstract, p.12-13)*
19:30 – 20:00	Nibbles & Drinks – outside restaurant (optional)

25th July 2023; Time: 12:00-13:00

Topic: 'Chat-GPT, Generative AI & Higher Education'

Chair: Prof *James Ogunleye, Convernor*

12:00 – 12:05	Chair's Opening remarks
12:05 – 12:55	*QuMatrix Panel Presentations & Discussion & Q&A* *PhD, James Ogunleye, PhD (Convener & Qu-Matrix UK), Dominque Heger, CEO DHTechnologies & QuMatrix, USA, Appolo Tankeh, PhD, MIT Sloan Fellow, IBM/Bowie State University, Maryland, USA, Alain Biem, PhD, Columbia University's School of Professional Studies, Previously, IBMers and Vice President of Analytics at Opera Solutions, USA, Deryn Graham, PhD, Qu-Matrix UK & formerly, of the University of Greenwich, UK*
12:55 – 13:00	*Chair's Concluding remarks*

FRC* Transactional Research Lecture Series

**Drexel University Freddie Reisman Center For Transactional Research in Creativity and Motivation*

25 July, 2023 14:30-15:30 (Spain) [8.30 AM – 9.30 AM, NY)

Chair: *Larry Keiser, PhD, Assistant Clinical Professor &* Director of Creativity & Innovation Programmes, *School of Education, Drexel University, USA*

14:30 – 14:35	*Larry Keiser, PhD, Assistant Clinical Professor, School of Education, & Co-Director FRC, Drexel University, USA* *Introduction & Welcome*
14:35 – 15:15 Keynote Lecture	*Jeff Westphal, Founder & CEO, MeaningSphere Inc., PA, USA* & Bonnie Benjamin-Phariss, Managing Director for the Westphal Family Philanthropy, USA Transformation in Education—What Parents Demand
15:15 – 15:23	Q&A/Discussion
15:23 – 15:30	*Concluding remarks* *Larry Keiser, PhD, Assistant Clinical Professor*, *School of Education, Drexel University, USA*

9th Annual Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG) Presentations

25 July, 2023 15:30-16:45 (Spain) [9.30 AM – 10.45 AM, NY]

Preamble: *The Reisman Diagnostic Motivation Assessment (RDMA) now joins the Reisman Diagnostic Creativity Assessment (RDCA) as a tool for assessing the factors that comprise creativity and motivation. Both assessments will be featured in the panel discussion and will include discussion of our impetus for creating these assessments and future role these assessments will play in Drexel's Creativity Programs and the Freddie Reisman Center for Translational Research in Creativity and Motivation, which also be described.*

Topic: "History and Use of the RDCA and RDMA?"

Moderator: *Larry Keiser, PhD, Assistant Clinical Professor &* Director of Creativity & Innovation Programmes, *School of Education, Drexel University, USA*

15:30 – 15:35	*Larry Keiser, PhD, Assistant Clinical Professor, School of Education, Drexel University, USA* *Introduction & Welcome*
15:35 – 16:35	*Panelists* *Fredricka Reisman, PhD, Professor Emerita, Director of the Freddie Reisman Center for Translational Research in Creativity and Motivation, Co-Director of the Drexel/Torrance Center for Creativity & Innovation, and Founder of the School of Education, Drexel University, USA* *Craig Bach, PhD, Associate Research Professor, School of Education, Drexel University, USA* *Mitch Marcello, founder and director, Imago Design and Innovation Firm, USA* *Pete Ophoven, Bellevue College, WA, USA and a graduate of Drexel University, USA*
16:35 – 16:43	Q&A/Discussion
16:43 – 16:45	*Concluding remarks* *Larry Keiser, PhD, Assistant Clinical Professor*, *School of Education, Drexel University, USA*

9th Annual E. Paul Torrance International Roundtable on Creative Thinking

25 July, 2023 17:00-19:00 (Spain) [11.00 AM – 1.00 PM, NY]

Topic: "E. Paul Torrance: Creativity Man & His Legacy 20 Years On"

Chair: *Larry Keiser, PhD, Assistant Clinical Professor &* Director of Creativity & Innovation Programmes, *School of Education, Drexel University, USA*

25th July, 17:00 - 19:00 [11.00 AM - 1.00 PM, NY]

17:00 – 17:05	*Larry Keiser, PhD, Assistant Clinical Professor & Director of Creativity & Innovation Programmes, School of Education, Drexel University, USA* *Introduction, welcome & opening remarks*
17:05 – 17:25 Keynote 1	*Mark Runco, PhD, Founder of the Creativity Research Journal and Director of Creativity Research and Programming at Southern Oregon University, USA. Formerly, E. Paul Torrance Professor of Creativity Studies and Gifted Education at the University of Georgia, USA*
17:25 – 17:45 Keynote 2	*Stanley Krippner, PhD, formerly Alan Watts Professor of Psychology, Saybrook University, USA & recipient of Lifetime Career Awards for his research in dream studies, humanistic psychology, and parapsychology*
17:45 – 18:05 Keynote 3	*Freddie Reisman, PhD, Emerita Professor and Founder, Drexel School of Education, & Co-Director, Drexel-Torrance Center for Creativity and Innovation, Drexel University, PA, USA & President Emeritus, American Creativity Association*
18:05 – 18:25 Keynote 4	*Kobus Neethling, PhD, President of the South African Creativity Foundation, the founder of Kobus Neethling Institute and Creator of the Neethling Brain Instruments (NBI)*
18:25 – 18:45 Keynote 5	*Bonnie Cramond, PhD, Professor Emerita of Educational Psychology and Gifted and Creative Education at the University of Georgia, USA. Formerly, Director of the Torrance Center for Creativity and Talent Development, University of Georgia*
18:45 – 18:58	Contributions/Comments/Q&A
18:58 – 19:00	Concluding remarks *Larry Keiser, PhD, Drexel University, USA*

Wednesday, 26th July 2023 (DAY 2)

Chair: *Festus Edobor, PhD, Higher Colleges of Technology, Abu Dhabi, UAE*

09:00 – 09:30 *PUSH For Success for Workshop*	*Dr Elizabeth Achinewhu-Nworgu & Queen Chioma Nworgu, Focus Learning Support United Kingdom* Examine Leadership and Management role in Motivating Employees in the Business World to achieve success *(Abstract, pp.22-23)*
09:30 – 10:00	*Dr Festus Edobor, Higher Colleges of Technology, Abu Dhabi, UAE* Ecopreneurship: A theoretical framework *(Abstract, p.21)*
10:00 – 10:30	*Dr Gillian L.S. Hilton University of West London & the British Federation of Women Graduates, United Kingdom* Impartiality Guidance in Schools in England: is it possible for teachers to be politically neutral? *(Abstract, pp.22-23)*
10:30 – 11:00	Break
11:00 – 11:30	*Istvan Sipos, Intelligent Consulting Services, Szentendre, Hungary* New Approach of the relationship between Creativity, Intelligence and Education
11:30 – 12:30	Catherine Emordi, *(PhD Candidate) University of Greenwich, United Kingdom* A critical evaluation of the Degree Apprenticeships in England
12:30 – 13:00	*Dr Gertrude Shotte, Middlesex University, United Kingdom* Revisiting Pedagogy: The Need for 'Out-of-the-Box' Perspectives in a Fast-Paced Glocalised Environment
13:00 – 14:00	Welcome Lunch – outside restaurant
14:00 – 15:30 5th Global CIE Forum	*Keynoter: Jun Li, PhD, Western University, Canada & President of the Comparative and International Education Society (CIES) & Formerly, President of the Comparative Education Society of Hong Kong.* Topic: "East meets West: Culture, Practices and Leadership in Comparative Higher Education Research"
15:30 – 16:00	*Istvan Sipos, Intelligent Consulting Services, Szentendre, Hungary* Creativity for solving the conflicts in our world – the need for social Innovation *(Abstract, pp.25-26)*
15:30 – 16:00	*Dr Renaldo Scott, University of Pennsylvania, USA* Present Perfect Tense: A Creative Clarification *(Abstract, p.16)*
16:00 – 16:30	Coffee/Tea Break
16:30 – 17:00	Global Creativity Initiative community (GCI) Presentation *Elisabeth Morney, Coordinator of Global Creativity Initiative & Doctoral Candidate, Aalto University, Helsinki, Finland & Television director & content producer, Yle, the Finnish Broadcasting Company, Finland & Dr Larry Keiser, Drexel University, USA (Abstract, p.16)*
17:00 – 18:15	Kaufman Family Research Symposium
18:15 – 18:45	*Dr Gavin Suss (Presenting), School of Design and Innovation, College of Management, Israel & Isabel Treidl, Fashion Institute of Design & Merchandising, California, USA* The Decline of Creativity and Why Adults Need to be Creative *(Abstract, p.14-15)*
18:45 – 19:30	Nibbles & Drinks – outside restaurant (optional)

5th Annual Global Comparative and International Education [Global CIE] Forum Roundtable

26th July 2023; 14:00-15:30 (Spain)

Topic: 'Topic: "East meets West: Culture, Practices and Leadership in Comparative Higher Education Research"

Convenor & Chair: James Ogunleye, PhD, KIE Conference Chair & Member, Global CIE Forum

14:00 – 04:05	*David Turner, PhD, President, Global CIE Forum* Opening Remarks
14:05 – 14:45 Keynote	*Keynoter: Jun Li, PhD, Western University, Canada, & President of the Comparative and International Education Society (CIES) & Formerly, President of the Comparative Education Society of Hong Kong*
14:45 – 15:15 Response	*David Turner, PhD, President, Global CIE Forum & Beijing Normal University, China* *Brian Denman, PhD, Secretary General, GlobalCIE & University* Stockholm University, Sweden *& Gertrude Shotte, PhD, Middlesex University, United Kingdom*
15:15 – 15:25	*Q&A*
15:25 – 15:30	*Brian Denman, PhD, Secretary General, GlobalCIE* Closing Remarks

Kaufman Family Research Symposium

Wednesday, 27th July, 17:00 -18:15 [11.00AM -12.12 PM in New York]

Topic: "What are the Current Methodological Issues in Psychometric Assessments and Validity of Results?"

Chair: *Larry Keiser, PhD, Assistant Clinical Professor*
& Director of Creativity & Innovation Programmes, *School of Education, Drexel University, USA*

17:00 – 17:05	*Larry Keiser, PhD, Clinical Assistant Professor* *& Director of Creativity & Innovation* Programmes*, School of Education, Drexel University, USA.* *welcome, introduction & opening remarks*
17:05 – 17:30 Keynote 1	*Roger Beaty, PhD, Assistant Professor, Penn State University, USA*
17:30 – 17:55 Keynote 2	Mariette Fourie, EdD, North-West University, South Africa
17:55 – 18:10	Q&A
18:10 – 18:15	*Chair's concluding remarks* *Larry Keiser, PhD, School of Education, Drexel University, USA*

Thursday, 27 July 2023
(DAY 3)

Chairs: *James Ogunleye, PhD & Lupita Turner*

09:00 – 09:30	*Kodwo Fynn, Archbishop Tenison's School, London, United Kingdom* Using the mindset approach to close the educational achievement gap of Afro-Caribbean boys *(Abstract, p.11)*
09:30 – 10:00	*Bridget Chinalu Ujah-Ogbuagu, PhD Candidate, National Defence College Nigeria, Abuja, Nigeria* The State of Education in Nigeria in the Era of Covid-19 Pandemic Lockdown and its Impact *(Abstract, pp.24-25)*
10:00 – 10:30	*Prof. Steve Azaiki, Founding President, International Society of Comparative Education, Science & Technology Nigeria & Institute of Science and Technology Yenegoa, Bayelsa State, Nigeria* Human Capital Development: A Nigerian Focus *(Abstract, p.23)*
10:30 – 11:30	5th The World Education Fellowship Centenary Lecture & Working Break tea/coffee
11:30 – 12:00	*Lopez Guerrero, G., (Presenting) & Vereda Alonso, E., Ana Carmona IES, Mijas, Málaga, Spain, Morales Benítez, I. & López Guerrero, M.M. University of Málaga, Spain* PBL used as a strategy to make easy to learn chemistry at university *(Abstract, pp.17-18)*
12:00 – 12:30	*Dr Angelica M. Baylon, Maritime Academy of Asia and the Pacific, the Philippines* Shipping Port International Logistics (SPIL) and Data Hub: Personal Experiences, Insights and Analysis for Philippine Ports Development *(Abstract, p.15)*
12:30 – 13:00	*James Ogunleye, KIE Conference Chairman & Lupita Turner, WEF Secretary General* Closing Remarks
13:00 – 13:30	Farewell – Nibbles

5th World Education Fellowship Centenary Lecture

27th July 2023; 10:30-11:30 (Spain)

Topic: **"Best Practices in Teaching and Learning in Early Years & Primary Education"**

Convenor: *James Ogunleye, PhD, WEF International Guiding Committee & Editor, New Era in Education, the Journal of World Education Fellowship*

10:30 – 10:32	Chair's Welcome
10:32 – 10:40	*Mrs Lupita Turner, Secretary General, WEF International* Opening Remarks
10:40 – 11:10 Keynote	*Dr Gillian L.S. Hilton University of West London & the British Federation of Women Graduates, UK*
11:10 – 11:20 Response	*Dr Gertrude Shotte, Middlesex University, UK*
11:20 – 11:27	Q&A
11:27 – 11:30	Closing Remarks

ABSTRACTS

Revisiting Pedagogy: The Need for 'Out-of-the-Box' Perspectives in a Fast-Paced Glocalised Environment

Dr Gertrude Shotte, Middlesex University, United Kingdom

Teachers employ a variety of techniques to help learners to learn. Alongside these are some pertinent theoretical approaches that teachers incorporate in their planning with a view to enhancing the processes of learning. Constructivist, collaborative, enquiry-based, integrative and reflective approaches have played notable roles in helping teachers to boost learners' knowledge and skills. The Covid-19 pandemic has heaped untold challenges on education systems around the world as school closures robbed learners of vital teaching learning activities. Online teaching and home school became prevalent. It is against this backdrop that this paper contends that there is a need to revisit conventional pedagogic methods, if learning experiences are to become even more meaningful than they were during pre-pandemic times. The comprehensive use of educational technology has brought glocalisation right into educational spaces. Broadcasting teaching, virtual infrastructures and online teaching cannot be ignored. Based on the data collected from employing a Comprehensive Literature Review (CLR) methodological approach, it is quite clear that fast-moving societal changes necessitate a revisiting of curriculum design and teaching strategies. The analysis of the literature is ongoing. However, it seems safe for this paper to assert that learners stand to benefit more if educational institutions reexamine pedagogic trends and put learners at the heart of their teacher education and teacher training exercises.

Keywords: pedagogy, teacher education, teacher training, glocalisation, virtual infrastructures

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World Education Fellowship Centenary Lecture 2023

Best Practices in Teaching and Learning in Early Years & Primary Education

Gillian L.S. Hilton University of West London & the *British Federation of Women Graduates, UK*

The title of this paper raises some interesting questions for all those involved in education to consider. What are best practices in early years, primary and even secondary education and are they the same or different, depending on the age of the students? Who has decided what they are and how and by whom are they judged? Is it educationalists, parents, teachers, or the students who can make this judgement? The difficulty here is that 'best practice' changes frequently and is hotly disputed by all concerned. This raises a further question, is there such a thing as one way to teach and learn, or is education more complex than that? Individuals, both teachers and learners, differ widely in their response to varying approaches in education. Are some of the theories held in high esteem suitable now in a digital age, when so much learning and teaching are using electronic delivery and often that learning is done in private?

Lockdowns, COVID restrictions and the pressures on those in education to improve learning, have encouraged new approaches. In addition to this, we have moved on from the leaders of numerous learning theories, to some possibly fanciful approaches such as brain gym, mindfulness, individualised learning, to name but a few. In addition, countries worldwide make their own choices as the best ways to support early years and children in their initial adventures in formal education and at secondary level, though the learning at home explosion in developed countries raises questions of standards and the lack of social educational experiences. However, in many developing countries, this is irrelevant, obtaining a school place and parents being able to afford even low fees, teacher scarcities and lack of suitable infrastructure are more weighty concerns. In a global world therefore, can we assume that there is one right way to educate and support the learning of children and our young people? We are in a world where many children, particularly girls, never attend even basic schooling, but one where the pressure to be better educated weighs heavily on students in countries where competition is high and access to education in prestigious organisations is fiercely contested. Education theories abound, but need to match the local situations if they are to be of use in aiding learning. This paper discusses some of the recommendations for teachers' approaches on how to improve student learning that is, it explores definitions/beliefs about the perceptions of 'best practice' in some different parts of the world.

Keywords: Theories of learning, applying theory to practice, home schooling, educational challenges in developed and developing countries, access to education, best practices in teaching and learning.

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Creativity and curiosity as a tool for sustainability

Isabel Treidl, Fashion Institute of Design Merchandising, United States
Gavin Suss, College of Management, Israel

The objective of 193 countries working toward 17 goals requires knowledge and involvement from every single person. There is a sense of urgency from different stakeholders to embark in a new and radical sustainable transformation process that involves creativity and innovation at its core that will help to achieve the Sustainable Development Goals (SDGs) by 2030. The SDG Fortune Teller is a tool created to serve the purposes of inspiring action around the Sustainable Development Goals. This tool was created using the ancient art of paper folding. The SDG Fortune Teller is an origami tool, that is affordable, colourful, and helps educators, and the public in general unwrap their creativity and innovation around the SDGs. Through this creative tool there is potential to create a fun and engaging experience that promotes the learning of the 17 SDGs since it taps curiosity which is the main fuel for deep learning. Curiosity has the capacity to releases dopamine which makes the hippocampus function better. By

tapping into their curiosity, individuals learn more and learn better by activating their long-term memory. The tool has been translated not just into the United Nations official languages, but also into other languages to promote and motivate sustainable action around global challenges using creativity and innovation.

Keywords: creativity, sustainable development goals, innovation, motivation, tool, curiosity

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A critical evaluation of the Degree Apprenticeships in England.
Catherine Emordi, University of Greenwich, United Kingdom

This research critically evaluates Degree Apprenticeships from the perspectives of the key stakeholders - the learners, the employers and the universities. There are three phases of the research: Firstly, it will examine how the Degree Apprenticeships delivers on the employability concepts identified by Yorke (2006). These are: employability as employment outcome (i.e., the achievement of suitable employment); employability as a learning process; and employability as a set of credentialised or demonstrable learning outcomes. Secondly, the research evaluates how employability situated process of learning is applied to achieve the UK government objectives of setting up Degree Apprenticeships. Thirdly, the research explores how the participants see the Degree Apprenticeships in terms of employability and how it varies according to stakeholder, analysing the experiences of the stakeholders and the perceived outcome of Degree Apprenticeships. The discussion about the outcome of Degree Apprenticeships focuses on what the stakeholders' value about the Degree Apprenticeships programme and their opinion of Degree Apprenticeships in relation to their expectations. This research adopts a qualitative research methodology and critical realist theoretical perspective, using a case study research method. Data was collected through documentary analysis and semi - structured interviews. Collecting information from the learners, employers and key staff at the partnership universities which was subsequently used as data for analysis. A thematic analysis process adopted from Braun & Clarke (2006) was used. The process involved identifying dominant narrative, key words, to generate themes from the data. The preliminary findings were discussed under the following themes: Perception of the purpose of the Degree Apprenticeships, Motivations for engagement with Degree Apprenticeships, Relationship with academic and workplace learning, Challenges of engaging with the Degree Apprenticeships and the Perceived outcome from the Degree Apprenticeships. Preliminary findings highlighted that even though there are some good collaboration among the stakeholders, there are also tensions between the employers and Universities on the delivery of the Degree Apprenticeships. The findings revealed that there are variations on the delivery of the Degree Apprenticeships programmes in the case studies, even within the same Universities there is no consistency. The findings also revealed some positive and negative feedback from the learners' experience. The findings of this research will be beneficial to the training providers because it could be used to shape future design and delivery of the Degree Apprenticeships programme.

The research intends to make a significant contribution to knowledge by establishing the relationship between employability and situated learning from a critical realism perspective. Filling the knowledge gap of combining situated learning and employability. This study will also make further contribution to knowledge and practice in both employability and vocational education research areas of career development, by providing a unique insight into the experience of developing and delivering the Degree Apprenticeships programmes from the key stakeholders' perspectives. Analysing how Degree Apprenticeships is perceived and valued by the key stakeholders, thereby filling the knowledge gap highlighted by Powell & Walsh (2018), that Degree Apprenticeships is little understood by many stakeholders.

Keywords: Employability, Degree Apprenticeships, Situated Learning and Critical realism

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The Decline of Creativity and Why Adults Need to be Creative

Dr Gavin Suss, School of Design and Innovation, College of Management, Israel
Isabel Treidl, Fashion Institute of Design & Merchandising, USA

Earlier studies using psychometric tests have been documented by many authors proving the decline in creativity over the past decades. The world has become more complicated due to local and global challenges. However, it seems that managers and leaders of today usually complete their academic studies and training in environments that are identical to how schooling was 50 years ago, which is irrelevant for the 21st century and now with the recent AI influx even less relevant in its current form. Schools like the industry need to change, demonstrate agility and be flexible if they wish to survive.

Today the business world is even more competitive and dynamic, companies must implement innovation processes while developing products and procedures that are significantly different from those that currently exist in the industry (Stein-Peri, Suss, Dorfam & Kolonetro, 2021). To achieve this, there is a need for much more creativity. Creativity plays an essential role in the process of achieving innovation, creativity is not anymore, a 'nice to have', but has turned into a 'must have' (Ritter, Xiaojing, Cryjns & Biekens 2020). Creativity is a very difficult issue to address, everyone thinks they are creative, everybody knows how important it is, and most people like to be considered creative, but the reality is not so simple. Further research in the past 3 decades has confirmed that creativity can be learned and taught through training programs with experts and educators in spaces that are designed to host ideation sessions and workshops, as environments are cardinal for success in creative training (Davis, 2006; Reese & Parnes, 1970; Runco, 2003, Ritter &, Mostert 2016 & Suss, 2020). Creativity exists across domains, as it is not limited to artistic activities. (Kaufman and Baer, 2005).

This paper is a theoretical review of the importance of creativity (post-COVID-19) and asks why it is so important to teach adults creativity. Creativity among adults and children is in

decline; however, creativity is probably one of the most important skills for people of all ages and especially adults post–COVID–19. We will ask several questions in this paper: Who, What, When, Where, How, and Why creativity?

Keywords: Creativity, Lifelong Learning, Adult Education, Innovation

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Global Creativity Initiative community (GCI)

Elisabeth Morney, Aalto University, Helsinki, Finland & Larry Keiser, Drexel University, USA

Our Global Creativity Initiative is an *emerging* international organization whose purpose is to seek, archive, celebrate, and share global examples of creativity and innovation and their motivations. We hope to amaze and stimulate people around the globe—and later, perhaps share some of their creations. Anyone can explore here—including people new to "creativity." Archived materials will take many forms, written, visual, and more—including live interviews, presentations, events, curricula, proposals, new research and applications, and whatever else may intrigue, e.g., videos of creators creating! We foresee a broad audience of many ages and backgrounds across diverse countries, cultures, vocations and avocations, interests, including those who are just curious.

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Shipping Port International Logistics (SPIL) and Data Hub: Personal Experiences, Insights and Analysis for Philippine Ports Development

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The paper starts with the rationale, focusing on the importance of offering a Shipping Ports International Logistics Course (SPIL) in an Archipelagic nation like the Philippines, surrounded by sea with many islands and ports. The world's top container Ports, their ranks,vis-a-viz Philippine rank are shown possible reasons why they are on top, and then, tell a story based on my beliefs and SPIL experiences from 2009-2021 as proofs to justify SPIL, coupled with readings, observations, internet search and report files as source data for analysis on SPIL global practices, then discuss the other topic Data Hub and Digitalization with SPIL as an example . The paper ends with three takeaways: Development of SPIL Human Resources; Collaboration of Industry and SPIL Experts and Establishment of a SPIL Data Hub and the need

for the government to work on these for the Philippines to be competitive. SPIL Performance impacts the economy. The author's insights and beliefs are shared on why the SPIL course is not popular in an archipelagic nation like the Philippines. Despite such probable reasons on why SPIL is not getting a solid *foothold* in the maritime academics, the author strongly endorses the offering of SPIL, the need for collaboration between the SPIL industry and SPIL experts, and the importance of the establishment of a SPIL Data Hub data, particularly in this current Pandemic.

Keywords: Ports International Logistics Course (SPIL), Data Hub, Ports Development, the Philippines

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Present Perfect Tense: A Creative Clarification

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This paper focuses on the present perfect tense in the English language. The author's seventeen-year practice in teaching English as a Second/Foreign Language (ESL/EFL), comes with a posteriori knowledge and other related experiences concerning certain arduous grammar points. A case in point is the present perfect tense. The paper utilises the experiences gained as a teacher plus an assortment of grammar-related literature for its database. Although ubiquitous in its usage in the language, the present perfect remains a challenge to explain to native and non-native speakers alike. Current field wisdom views the present perfect as the tense that conveys events that occurred in the past and in some way hold relevance in the present. However, the present perfect progressive is used to convey events that occur in the past and continue into the present. The paper acknowledges an overlap in meanings and presupposes this overlap as possibly affecting the perceived meaning of the present perfect. It therefore attempts to clarify the meaning of the present perfect tense using a creative problem-solving technique as the backdrop to finding an updated understanding that can serve to better aid English as a Second Language (ESL) students and facilitators alike. An initial scrutiny of the information gathered so far, shows the unfolding of a new, creative conceptualisation of the present perfect tense that can hopefully be used as a springboard for further practical research in this grammatical area. The paper concludes with the assertion that creativity can be used to expand the current explanation of the present perfect in a way that can possibly increase comprehension of the said grammar.

Keywords: present perfect; creative problem-solving; present perfect progressive ; ESL; grammar

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The Effect of Social Norms on Knowledge Sharing Intentions of Software Practitioners: The Moderating Effect of Knowledge Self Efficacy

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In the extant knowledge management literature, a significant lacuna exists in understanding the individual's knowledge sharing behavior from a social dilemma perspective. In a social dilemma, social norms play a vital role. However, in the theory of planned behavior and in the extant literature on knowledge management, social norms have not been considered comprehensively. Due to that, individual's intention to share knowledge is not clearly understood. In response to this, the present study examined the impact of social norms on the knowledge sharing intentions of individuals by considering the two distinct social norms; subjective norms and descriptive norms. Further, this study explores how and under what conditions social norms influence the knowledge sharing intention of individuals by considering knowledge self-efficacy as a cognitive mechanism that moderates the impact of social norms on the knowledge sharing intention. For this purpose, a survey was conducted, and data was collected from the software practitioners in the software industry in Sri Lanka. Results of the study suggested that personal factors (attitudes, perceived behavioural control) and social factors, except subjective norms, have a significant positive impact on individual's knowledge sharing intentions. Further, knowledge self-efficacy moderated personal and social factors except subjective norms. Thus, this study provides a better explanation of the factors that influence individuals' intentions to share knowledge. This paper reveals insights into knowledge sharing practices and highlights the importance of considering the influence of other's knowledge sharing behavior for practicing managers, to increase individual's intentions to share knowledge. Thereby, this study provides an explanation for the pertinent issue of a lack of knowledge sharing among software practitioners in the software industry in Sri Lanka.

Keywords: Knowledge sharing intention, Attitudes, Perceived behavioral control, Subjective norms, Descriptive norms, Knowledge self-efficacy

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PBL used as a strategy to make easy to learn chemistry at university

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Project-Based Learning intends that students discover and feel what they are learning in class has an application. It is intended that they are aware that the learning they are doing is helping them to prepare for life. This work focuses on the utility of the laboratory as a space with a problem-solving approach, contextualizing problems and fulfilling a series of purposes. These

purposes are the ability to internalize general and specific knowledge (know), acquire technical and procedural skills (know how), develop attitudes (know how to be) and social skills (know how to live together). The results have shown, 59% of the students indicated that the experience contributed to their learning (comprehension and self-learning); 88% helped them better understand the experience they were carrying out.

Keywords: PBL, Project-Based Learning, Learning, High education Social skills, Chemistry, University of Malaga,

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Contours and Conceptualisations of Entrepreneurship

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Entrepreneurship is an interesting phenomenon whose conceptualisation defies a strict definition. This is probably because it is as task oriented as it is people centred and people oriented. The literature reviewed for this paper clearly shows the difficulties that researchers and educators have in according it a precise meaning. The many interpretations offered are quite useful in helping readers to understand what entrepreneurship entails. And while there is some degree of consensus, the subtle and not so subtle differences in explanations are obvious. The purpose of this paper is to highlight some of the conceptualisations of entrepreneurship, identify possible reasons for the complexities in meanings and point out how the similarities and differences in explanation are evidences that reveal the complex, personalised and task-oriented nature of entrepreneurial processes. The methodology used for this paper is qualitative in scope. It relies on a combination of desk research, conceptual frameworks and experiential learning. Personal experiences, as researcher and entrepreneur, also form an integral part of the methodology and content material. An analysis of the literature is pointing towards the need to consider the principles of entrepreneurship as ways and means to understand what is involved in being entrepreneurial.

Keywords: entrepreneurship, experiential learning, conceptual framework, theory and practice, principles of entrepreneurship

Exploring the role of creativity and inventiveness in the development and maintenance of teaching identity.

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Considering teaching to involve at least significant potential for creativity, this presentation outlines the design and explores provisional results of a study exploring the relationship between creativity and teaching identity.

The rationale for this study is two-fold: Firstly, research focused on teaching identity in higher education and what are broadly categorised as the three key phases of development—'Taking on the teacher role', 'Settling into the teacher role', 'Finding a new role as a teacher'[i]—is relatively limited, particularly so with respect to UK universities. There is an acknowledged lack of a consensual definition[ii] and identified scope for clearer understanding[iii]. Secondly, identity has been identified as an underexplored and potentially valuable direction for creativity research[iv].

Professional identity is ultimately a dynamic construct (Clarke et al, 2013). Capable of being understood in terms of the "significant stories about an individual that are created and recreated over time"[v], key factors of relevance are the relationship between "self, agency, emotions (which act as catalysts for agency), personal values, beliefs, knowledge, skills and efficacy"[vi]. Studies and validated scales related to innovative work behaviours (IWB) highlight the significance of opportunity exploration, idea generation, idea promotion, idea realisation, criterion-based implementation, and idea sustainability[vii], whilst research into creative teaching self-efficacy (CTS)[viii] and creative teaching behaviours (CTB)[ix] highlight distinctive dynamics with respect to motivations and work environment.

Analysing reflective accounts of professional practice in teaching and learning and completing a series of semi-structured interviews, emerging results highlight the significance of problem solving and inventiveness in the practice and lived experience of teaching, and close correlation between creative self-efficacy and innovative teaching behaviours as reflected in the wider research literature[x]. Outlining a provisional conceptual model for creativity and teaching identity in higher education, the study highlights implications for professional development programmes in teaching in higher education.

Keywords: Creativity and inventiveness, Teaching and identity, Higher education

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Using the mindset approach to close the educational achievement gap of Afro-Caribbean boys

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This research investigate how implicit theories of intelligence can contribute to closing the gap of under achievement within Afro-Caribbean boys in a London school. This is vital for continuous personal development as it fosters self-reliance, sustained confidence and individual empowerment to progress onto further learning, thus closing the underachievement gap. Material deprivation influences educational outcomes in several ways including its impact on the number of educational resources that families can provide for their children. There are also indirect effects of material deprivation including but not limited to ill-health, family stress, low levels of self-esteem. This paper adopts practical action research for data collection and triangulation on students' responses on the two implicit theories, using questionnaires, workshops and interviews. This paper finds that growth mindset is not intuitive, nor as a simple concept as perceived prior to this research study. There is complexity and subtlety that must be transmitted through embodying the mindset approaches into the fabric of a person/ school's daily life activities. This paper finds, growth mindset resonated with these Afro-Caribbean boys leading to improvement in their learning behaviours and formative assessment achievement. This concludes that, growth mindset does not work with everybody

as evidenced by 16% of cohort in this research not endorsing growth mindset. However, other pedagogies; like use of cultural capital relevant to specific teaching groups can be integrated with growth mindset to maximise its effectiveness.

Keywords: Afro-Caribbean boys, growth mindset, achievement gap

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Ecopreneurship: A theoretical framework

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The field of sustainable entrepreneurship (Ecopreneurship) has emerged as a result of the understanding that entrepreneurship is a response to environmental degradation and social injustice rather than a source of these problems. Despite the recent increase in scholarly attention, there is still a paucity of knowledge regarding the nature of the phenomena and the prospects for sustainable entrepreneurship in theory and practice. This review aims to offer a conceptual framework for scholarly discussion and to advance our understanding of sustainable entrepreneurship (Ecopreneurship) as a separate subfield of entrepreneurship research. This review elaborates on the research implications and future research paths beyond current, dominant methodologies and critically explores the major problems that lie ahead based on boundary definition and characterization of key traits. Through bibliometric techniques and tools, this study allows mapping the main academic literature on sustainable entrepreneurship and analyzes the most substantial contributions to the advances of research in this field. The chronological analysis of literature from the Web of Science-Social Sciences Citation Index (WoS-SSCI) database—until April 2023—provides new insights not previously reviewed, such as the journals, authors and articles more influential so far. In conclusion, collaborations between all stakeholders are necessary to achieve the desired levels of sustainability, and that the shift to service-oriented business models has aided in the development of sustainable entrepreneurship. However, current institutional structures favour unsustainable businesses and systems over more recent sustainable ones, necessitating the implementation of institutional changes by ecopreneurs.

Keywords: Entrepreneurship, Sustainable Entrepreneurship, Sustainability, Ecopreneurship

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Examine Leadership and Management role in Motivating Employees in the Business World to achieve success

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Effective leadership and management of people in business organisations is a key concept in motivation and when employees are motivated in the jobs they do, it has impact on business success. There are many drivers to employee motivation such as good relationship with the organisational leaders and managers, achievement, recognition or pay and compensation that can alter behaviour (either positively when the motivation factors are present or negatively when the same factors are absence). Employee motivation plays a significant role to boost business performance when motivated and can produce opposite results when demotivated. The strategic role of leaders and managers of a business in recognising what motivates and demotivates to present either positive or negative attitudes to work can help provide measures to prevent demotivation of employees that can impact negatively on business performance. The workshop presenters will be deliberating on what pushes success in the business world and how the strategic roles of leadership and management can help in motivating people to succeed in their business ventures. It will draw on leadership and management and motivation theories aimed to identify key factors that motivate and sustain people to be successful in their business ventures through hard working employees or teams. It will also share some comments from leaders and managers interviewed on their strategic roles in motivating people in the business world and impact of motivation on the business success. The findings of the interviews indicate that there are factors of motivation that can instil positive attitudes to employee work ethics which can be negative when demotivated or positive when motivated. Factors such as pay and compensation and job security were the key motivating factors with company policy and workload as demotivating factors. Motivated employees will work hard to improve business performance.

K*eywords*: Leadership and Management, Motivation, Employees performance, and Business Success

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Impartiality Guidance in Schools in England: is it possible for teachers to be politically neutral?

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This paper explores government policy in England and Wales, related to achieving political neutrality in schools. This approach has been considered correct for several years and has been further supported, by publication of guidance for teachers to follow, when dealing with controversial subjects in schools. The question addressed is whether it is possible, or even preferable, that teachers should not express personal views, when political and controversial issues are raised in classrooms. It is expected that national beliefs and values should be

underpinned by teachers' attitudes, not ignored, or dismissed as unimportant. However, this may cause difficulties for teachers and parents/carers. In addition, impartiality may not encourage students to question their own views and those of people they are targeted by on social media, but make their own decisions. A variety of viewpoints as to the relevance to the guidance is presented, including some from individuals in the profession, regarding their experiences and the training offered to them.

Keywords: Political neutrality in schools, teachers, controversial issues, partisan political views

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Human Capital Development: A Nigerian Focus

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This paper is inspired by a speech entitled *Human Capital Development (HCD): The Way Forward for Africa*, which I delivered at the Moroccan House of Representatives. Over the past decades, HCD has been a direct focus of discussion among educators, researchers and parliamentary representatives in Nigeria, for HCD is seen as the catalyst for reducing poverty and sustaining economic growth. The paper picks up on the discussion by first employing literature-based conceptualisations to explain human capital and human development. It next relates these explanations to the poverty and economic situations in the Nigerian framework and circumstances. It then identifies some of the resources and skills that can be utilised for appropriate training and skill development. As Vice Chair of the Parliamentary Network on the World Bank and the International Monetary Fund (IMF), it is important for the paper to look at Africa's position on the World Bank Human Capital Index (HCI), and as much as comparison allows, Nigeria's HCI. An analysis of the research papers employed, shows that all countries who have low scores need to think seriously about investing in their youth populations if they are to make notable economic strides and tackle the unavoidable issues that are brought about by the forces of globalisation. The paper concludes that if Nigeria, as well as the other African states, put practical measures in place to improve their HCIs, Africa should be able to take its rightful place in the global market, with fitting sustainable measures.

Keywords: human capital, economics, human development, poverty index, investments

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The State of Education in Nigeria in the Era of Covid-19 Pandemic Lockdown and its Impact

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Aim/Purpose
The purpose of the paper is to assess the state of education in Nigeria during the COVID-19 pandemic and to examine the impact of the COVID-19 school lockdown on the Nigerian education sector, as well as the challenges to education continuity in Nigeria during the COVID-19 during the lockdown.

Design/Methodology
The study relied mainly on secondary sources such as government documents, websites, journals, books, to acquire the required data for the study. Also, primary data was equally acquired through informal interviews with some education stakeholders in Nigeria.

Findings
The study found out that the Nigerian education sector was unprepared for any form of distance learning before the COVID-19 education crisis, unfortunately, the lockdown brought enormous negative implications to the Nigerian education sector, which include but not limited to high rate of school dropouts, more out of school children, widening of education gap in the country, and disruption of the academic calendar. The Challenges to continuous education access during the pandemic include lack of integration of online learning in the Nigerian education sector, lack of technology access, unstable power supply, low internet access, low ICT or digital illiteracy skills amongst others.

Originality
This study xrays the state, challenges and the impact of the COVID-19 pandemic on the Nigerian education sector.

Limitations
More primary data from the many education stakeholders in Nigeria could make the study findings more robust.

Implications
This study will help the stakeholders in the Nigerian education ecosystem make an informed decision that could help to recover lost grounds in the education sector due to the COVID-19 pandemic. It would also help in case of any future pandemic or education emergency that may disrupt traditional education continuity in Nigeria. It would also enhance and support education provision in emergency contexts in Nigeria.

Keywords: Challenges, COVID-19 pandemic, Education Access, Impact, Nigerian Education Sector,

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New Approach of the relationship between Creativity, Intelligence and Education

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1. Q: WHAT CAN EDUCATION DO FOR INTELLIGENCE? A: IT MEANS QUITE A BIG CHALLENGE.

Many answers are possible and can cause big debate, e.g.: 1. Not to lessen; 2. Keep the original / natural intelligence; 3. Substitute the lost parts/elements of intelligence; 4. How to substitute the intelligence taken away by others (parents, institutions, society, government, colleagues, bosses…); 5. Encrease the existing one; etc. Differing answers can be explained by further details and additional background information

2. WHAT IS INTELLIGENCE

Intelligence is the present of the nature. Everyone has been born with natural intelligence. Is there any conflict here waiting for resolution at all? Conflict might be that intelligence of people is changing during their life (mainly lessening in one person's life and in series of generations and societies)

3. LESSENING OF INTELLIGENCE

There are signs of lessening of intelligence. Reasons are hidden in civilization, societies: a.) Expectations (of others, parents, companies, governments, institutions, norms, law, patterns, stereotypes…); b.) Life goals (personal expectations, dictated by external world); c.) Personal attitudes (competing, greedy, reigning…)
(Note: people maintain legal systems for that – why?)

4. SOME EXAMPLES HOW WE LOSE SOME OF OUR INTELLIGENCE

a.) Losing the link with nature, human being is becoming unintelligent. b.) There are ambitious people who want to govern, reign others c.) Another kind of people are madly ambitious, they make others fear; if you want to destroy somebody's intelligence you should make him fear d.) Greed of Human Being: When you are greedy, you might take sg that is not needed to you; desiring impossibility is unintelligent; if you are maximalist, you will become neurotic (lose your internal peace and become aggressive, unintelligent)

5. IMPACT OF SOCIETY

Society wants you to be servant, and live in fear. Society wants you to be greedy, ambitious, competing. Society wants anger (bitterness, resentment…) and hating should fill you (instead of positive feelings, like love). Society expects you to be copying, to be weak, and NOT to be you. Society is even sick, wants you to be sick.

6. HOW TO SAVE (ENCREASE) YOUR INTELLIGENCE

Education may help you with telling, or providing specific advices: 1.) Not to be greedy, competing, governing others; 2.) Life happens only for people, who undertake the danger and risk, undertake themselves, who trust themselves; 3.) Undertake the responsibility for yourself, this is your number one mission and task; 4.) Utilize always the present opportunities (not to think of the past and worry about the future); 5.) You should live simply, totally, in harmony, lively, and all other pleasant thing will miraculously happen because of your right road; 6.) The intelligence of brain is not real intelligence at all, it is well-informed knowledge (about damaged society, or what?...); 7.) The intelligence of heart is the real intelligence, the only one; 8.) Mind is not enough; If you think that the mind is enough, you will not be able to get know the gracefulness of life, that can fall you via heart, the Goodness, the prayer, the poetry, the love, that can enter you through your heart, only; 9.) If you meditate, you can become healthy and find healthy solutions for you, for society and for everything; 10.) Look for, find and follow your own road; 11.) Education should not be competing; Education should support to keep your natural intelligence; It should be wise and create wisdom; 12.) Everybody should be enlightened and 13.) As a result of the enlightenment everyone can become able to find and follow his/her own road and live a happy life; 14.) These are what education should support with an entirely new approach

7. EDUCATION CAN VALIDATE THE PRINCIPLES OF INTELLIGENCE

1.) Intelligence is the ultimate natural resource. 2.) Information is the source and product of culture. 3.) Intelligence is the source and product of Nature. 4.) Nature is not a belief system, therefore, nature does not ever solicit or need agreement. 5.) In Nature everything has purpose. 6.) In Nature everything contributes to a greater purpose. 7.) In Nature, the greater purpose is to evolve intelligence. 8.) Everything in Nature contains within itself all that is needed to become the greatest expression of itself. 9.) Intelligence is deterministic. 10.) Natural Intelligence is inherently sustainable. 11.) Everything in Nature must be earned. 12.) Only that which is earned is sustainable. 13.) Only that which is sustainable is Intelligence. 14.) Human being is part of nature, and will be sustainable if turns to thinking and acting intelligently.

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Creativity for solving the conflicts in our world – the need for social Innovation

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1. WHAT ARE THE MAIN CONFLICT AREAS?

Based on the diversity we have unfortunately (or luckily) several conflict areas, like: 1. War; 2. Religion; 3. Poor-rich gap; 4. Lack of water and other resources; 5. Environmental damages; 6. Not curable sicknesses; 7. Unhealthy foods; 8. Differing life and world views; 9. Lack of freedom; 10. Fears, worries; 11. Winners-losers; 12. Urbanization, 13. Political regimes (w/o real program and control); 14. Migration; 15. Dictatorships; 16. Contravention between Capitalism and Democracy; 17. Corruption; 18. Lack of Efficient Education for Morality, etc. (depending on the

person who is trying to identify the list – however after a common creative thinking process a general consent can be achieved on that)

2. **WHAT ABOUT LIVING ON THE EARTH?**
   There are many points of view. One is from above the sky: The „People on Earth" look a group of happy, carefree creatures like diligent ants in an ant hill. Another view is on the Earth by people living in different continents, countries, having different origins or racial identities, cultures, levels of intelligence, possessions, capabilities, opportunities, creativity of people(s), knowledge, fortune etc.

3. **DESCRIPTION OF CRUCIAL CONFLICT AREAS**
   Basic characteristics are: e.g. type of conflict, phenomena, reasons, impacts, solutions, constraints, implementation of solutions. Additional characteristics (for detailed and concrete analysis) are deriving from answering specific questions: Between whom are they? Who and how created them? Are the conflicts business / money / political power / culture related or what? Do we want to solve them? Do we have to solve them? Who are responsible for the conflicts? Who are responsible for finding the solutions? Are we on the right track to solve them? Who needs to solve? When? Are the solutions identified logical, reasonable, realistic, and realizable? If billionaires on Earth had enough financial resources, would they use for any reason or could we use them for solving the problems? What and who hinders the process of problem solving? Who are responsible for not developing the solution? Is it deliberate, intentional, interest-driven, spontaneous, arising from the peculiarity coded into the system... etc?

4. **ANALYSIS OF CONFLICT AREAS**
   If we go through the conflict areas and analyze them with 3 factors (1. Main reasons, 2. Eliminating (mitigating) actions to be done, 3. Target of the ultimate solution), we will be able to present the essential assessment, as follows: the solutions are logical, money is available (however not usable for this), the solutions are not feasible.... We will have ultimate solutions and measures needed to be done and we will need to identify the stakeholders (UNO, national governments, banks, enterprises, group of private individuals, NGO-s) and the way of the process (top-down or bottom-up or both or in what a mix ...?)

5. **SOME CONCLUSIONS OF THE ANALYSIS**
   Conflicts and problems are produced by people (not by the nature); The wrong systems reproducing conflicts and problems are maintained by people (reproduction of bad, wrong systems); Who can solve conflicts and make changes are us, people; The used thinking and living way will not result in dramatic changes (mainly just deepening the problems); The thinking people may find the solutions for each problems; The thought has power, creating power; Naive idea today can be the reality of the future; What can we do in the present? Creativity and new ideas are needed (for beginning, however not enough); Come out of boxes

solutions can result in good solutions; Short and long term solutions give a very complex (complicated) action plan. Developing detailed feasibility study containing programs with time frames, required resources, money, participants, risks, etc. is becoming our obligation and responsibility! Is it true?

6. MANY OTHER QUESTIONS ARE WAITING FOR ANSWERS

Why have we been maintaining the reasons of conflicts for centuries? What is the best form of society for meaningful lives of people on the Earth? What is the mission of humans on earth? to live just for the happiness of the moment or to live and help others to become happy or to serve others - to be served by others or To having power (and humiliate others - be humiliated by others or to be good, to be naive or to win – to lose or to be patient, to be eager, to be competitive…? Can democracies resolve the conflicts? Is the representative (parliamentarian) democracy the most efficient way to lead a country and make decisions? Why is it important to establish parties for people to solve their problems? What party is to solve the conflicts / problems? Is representative (parliamentarian) democracy the most efficient way to lead a country and make decisions? Is Capitalism the best solution for human beings? Can democracy operate in capitalism? What can give peace and happiness to people? What are the differentiating characteristics (country, continent, past, living standards, lack of opportunities, geopolitical factors…)? Can „going into details" lead us to ultimate solutions for the conflicts? Why do we elect other people to represent us? Especially without performance expectations and performance acceptance criteria? (Is it OK, that governments have no targets, performance criteria and evaluation?) Is it the best to maintain the gap between poor and rich countries, people? Why? How to step ahead?

7. COOPERATION OF RESEARCH, EDUCATION, BUSINESS, GOVERNMENTS INDISPENSABLE FOR ACHIEVING THE SUCCESS:

1. Research concentrating on conflict areas on micro and macro level; 2. Results of research should be approved by world's nations, leading institutions, by a potential „World Government" (is it UNO?, can it fill this role?); 3. Education in all countries should utilize the results of research as obligatory (in practice); 4. Business and governments together should finance the implementation; 5. Strict control shall be provided by authorized controllers, (governments, the „World Government") on the progress of program implementation 6. What else? Let's make a list together. Who can add sg to that, or set up a fully feasible solution for developing the sustainable and continuously innovative society for all humanity?

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Notes

KNOWLEDGE, INNOVATION & ENTERPRISE CONFERENCE

DATE: 25-27 JULY 2023. HOST COUNTRY & CITY: MADRID, SPAIN



Thematic Sections/Tracks:

WEF/ Education-Knowledge

Including teaching & (e-)learning in primary, secondary and higher education, knowledge-education, knowledge management, comparative knowledge, indigenous knowledge, Knowledge transfer partnerships, knowledge utilisation, intellectual property, library & information, Knowledge and technology

Innovation & Big Data Analytics

Including business innovation, ICT/technology innovation including big data, analytics and deep learning, and management/organization innovation and open innovation

Creativity

Including traditional themes/concepts of creativity—process, product, personality and environment; business/organisational creativity, arts, media & digital creativity, creative industries & enterprise, digital design & architectures, craft & animation, creativity in science and technology

Enterprise

Including entrepreneurship, marketing & strategy, HR, talent & development, servant/leadership in enterprise, SME business finance & accounting, business analytics, supply chain management, international business & management & family business/ethnic minority entrepreneurship

Featuring



9th E. Paul Torrance International Roundtable on Creative Thinking

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9th RDCA SIG Presentations

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Big Data Analytics & E-Business Symposium

……

6th Global CIE Forum Roundtable

……

4th KIE Kaufman Family Symposium

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3rd Research Student Workshop

*There will be **opportunities to publish papers** in the KIE Conference publications—**2023 Creativity book and Research Papers In Knowledge, Innovation and Enterprise, KIE Conference Proceedings, Volume XI 2023**—and selected papers will be published in the associated journal of the conference—see www.ijkie.org*