Knowledge, Innovation & Enterprise Conference
with the World Education Fellowship *Est. 1921*

Program & Book of Abstracts

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Volume 12, 2024

KIE Conference

WEF International

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KIE Conference

Knowledge, Innovation & Enterprise Conference
with **the World Education Fellowship** Est. 1921

Conference Program

Tuesday 23th July 2024

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

12:00 – 20:00	Registration
12:00 – 12:10	*James Ogunleye, PhD, KIE Conference Chair* Welcome
12:10 – 12:20	*David Turner, PhD, University of South Wales, UK & Beijing Normal University, China & WEF & Global CIE* Opening Remarks
12:20 – 12:30	*Gertrude Shotte, PhD, Middlesex University, UK* Goodwill message
12:30 – 13:50	Welcome Lunch – outside restaurant
14:00 – 15:00	FRC Transactional Research Lecture Series III
15:00 – 16:30	Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG)
16:30 – 16:45	Coffee/Tea Break
16:45 – 20:00	E. Paul Torrance International Roundtable on Creative Thinking
20:00 – 21:00	Dinner – outside restaurant (optional)

FRC* Transactional Research Lecture Series

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

Tuesday 23 July, 2024 14:00-15:00 (Rome, Italy) [8.00 AM – 09.00 AM, NY)

Chair: *Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor*

14:00 – 14:05	*Drexel 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* *Introduction & Welcome*
14:05 – 14:45 Keynote Lecture	*Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor & Co-Director FRC, Drexel University, USA* Transformation in Education—What Parents Demand
14:45 – 14:55	Q&A/Discussion
14:55 – 15:00	*Drexel 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* *Closing remarks*

10th Annual Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG) Presentations

Tuesday 23 July, 2024 15:00-16:30 (Rome, Italy) [09.00 AM – 10.30 PM, New York]

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: "The role of the RDCA and RDMA to foster creativity awareness and creative development in education and corporate environments"

Moderator: *Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor*

15:00 – 15:05	*Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor* *Introduction & Welcome*
15:05 – 16:05	*Panelist* *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*
16:05 – 16:20	Q&A/Discussion
16:20 – 16:25	*Concluding remarks* *Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor*

10th Annual E. Paul Torrance International Roundtable on Creative Thinking

Tuesday 23 July, 2024 16:45-20:00 (Rome, Italy) [10.45 AM – 2.00 PM, New York]

Topic: **"Creative Problem-Solving in Challenging Environments"**

Chair: *Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor*

24th July, 16:45 - 20:00 [10.45M - 2.00 PM, NY]

16:45 – 16:50	*Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor* *Introduction, Welcome & Opening remarks*
16:50 – 17:15 Keynote 1	*Michael D. Mumford, PhD, George Lynn Cross Distinguished Research Professor, University of Oklahoma, USA*
17:15 – 17:40 Keynote 2	*Ruth Richards, PhD, MD,* Professor of Psychology, Saybrook University, USA
17:40 – 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*
18:05 – 18:15	Tea/Coffee Break
18:15– 18:40 Keynote 4	*Jonathan Plucker, PhD, Professor & Associate Dean for Faculty Affairs, the Johns Hopkins School of Education, USA*
18:40 – 19:05 Keynote 5	*Kyung-Hee Kim (Kay Kim), PhD, Professor of Creativity and Innovation, College of William & Mary School of Education, Virginia, USA*
19:05 – 19:30 Keynote 6	*Gerard J. Puccio, PhD, State University of New York – Distinguished Professor and Chair of the Creativity and Change Leadership Department at SUNY-Buffalo State, New York, USA*
19:30 – 19:55	Contributions/Comments/Q&A
19:55 – 20:00	Concluding remarks *Larry Keiser, PhD, Drexel University, USA*

Wednesday, 24th July 2024

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

09:30 – 10:00	*Prof Xiaomin Li & Prof David Turner, Institute of International and Comparative Education, Beijing Normal University, China* Catastrophe as a Framework for Understanding National Engagement in International Programmes *(Abstract, p.16)*
10:00 – 10:30	*Dr Festus Edobor, Higher Colleges of Technology, Abu Dhabi, UAE & Dr Amina Magaji-Sambo, NITDA, Nigeria* Synergizing Success: The Impact of Higher Education and Organizational Collaboration on Business Innovation and Growth *(Abstract, pp.20-21)*
10:30 – 11:00	*Dr Marlon Robinson, Hertford Regional College & the University of Hertfordshire,* UK Contours and Conceptualisations of Entrepreneurship *(Abstract, p.19)*
11:00 – 11:30	Break
11:30 – 12:00	*Dr Akoche Ejeh, University of Sunderland, UK* Evaluating Sustainability Practices in the Nigerian Mobile Telecommunication Industry: A Case Study of MTN Nigeria *(Abstract, pp.12-13)*
12:00 – 12:30	*Dr Gertrude Shotte, Middlesex University, UK* Education For and In Emergencies: A Timely Reminder for Inclusion *(Abstract, pp.22-23)*
12:30 – 13:00	*Prof David Turner, Institute of International and Comparative Education, Beijing Normal University, China* Teaching Science / Teaching about Science *(Abstract, p.11)*
13:00 – 14:00	Lunch – outside restaurant
14:30 – 15:00	*Prof Elizabeth Achinewhu-Nworgu & Queen Chioma Nworgu, Focus Learning Support United Kingdom* Examine the Notion That AI Has Come to Replace Education Jobs in Classroom Teaching and Learning Done by Human Beings *(Abstract, pp.22)*
15:00 – 15:30 12th BDEBS	*Prof Appolo Tankeh, Bowie State University, Maryland, USA, formerly of IBM* How AI is Driving Innovation in IBM: A personal View
15:30 – 16:00 'Book Talk'	*Chris Wilson, Aston University, UK & Michael Brown, University of Derby, UK* We, Robot: Artificial Intelligence and the Future of Creativity *(Abstract, p.20)*
16:00 – 16:30	*Chris Wilson, Aston University, UK* Creativity and global teacher development
16:30 – 18:00	Kaufman Family Research Symposium
18:00 – 19:00	Dinner – outside restaurant (optional)

‘Book Talk’ – Special presentation

Wednesday, 24th July, 15:30 -16:30 [9.30AM -10.30 PM in New York]
Venue: Conference Hall, Marini Park Hotel Rome, Italy & Online

Chair: *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*

15:30 – 16:00	*Chris Wilson, Aston University, UK & Michael Brown, University of Derby, UK* We, Robot: Artificial Intelligence and the Future of Creativity *(Abstract, p.20)*
16:00 – 16:30	*Chris Wilson, Aston University, UK* Creativity and global teacher development *(Abstract, pp.16-17)*

5th Annual Kaufman Family Research Symposium

Venue: Conference Hall, Marini Park Hotel Rome, Italy & Online

Wednesday, 24th July, 16:30 -18:00 [10.30AM -12.00 PM in New York]

Topic/theme: “Innovation in Intelligence Assessment & Methods”

Chair: *Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor*

16:30 – 16:35	*Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Assistant Clinical Professor* *Welcome, Introduction & Opening remarks*
16:35 – 17:05 Keynote 1	*Sierra M. Trudel, PhD, Marist College, Psychology Department, Poughkeepsie, NY, USA* The Power of Nature-based Play: Enhancing Early Childhood Development and Creativity (Abstract, p.22)
17:05 – 17:35 Keynote 2	*Brittany Dale, PhD, HSPP, Associate Professor of Special Education, Ball State University, Indiana, USA & Emily Winter, PhD, NCSP, Assistant Professor of Clinical Psychology, Touro University, California, USA* ‘Innovative research with infants and toddlers on the Bayley Scales of Infant Development—4th edition’
17:35 – 17:55	Q&A
17:55 – 18:00	*Chair’s Concluding Remarks* *Larry Keiser, PhD, School of Education, Drexel University, USA*

Thursday, 25 July 2024

6th Annual Global Comparative and International Education [Global CIE] Forum Roundtable

Date: 25th July 2024
Time: 09:00-10:30

Venue: Conference Hall, Marini Park Hotel Rome, Italy & Online

Topic: "Cultural Diversity and Inclusion in Education"

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

09:00 – 09:05	*David Turner, PhD, President, Global CIE Forum* Opening Remarks
09:05 – 09:45 Keynote	*Keynoter: Liz Jackson, PhD, Professor and Assistant Dean for Research, Faculty of Education, University of Hong Kong & President of the Comparative Education Society of Hong Kong & Formerly, the Philosophy of Education Society of Australasia*
09:45 – 10:15 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*
10:15 – 10:25	*Q&A*
10:25 – 10:30	*Brian Denman, PhD, Secretary General, GlobalCIE* Closing Remarks

6th Annual World Education Fellowship Centenary Lecture

Date: 25th July 2024
Time: 10:40-12:00 [09.40-11am]

Venue: Conference Hall, Marini Park Hotel Rome, Italy & Online

Topic: **"What is Alternative on Alternative Education?"**

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

10:40 – 10:45	Chair's Welcome
10:45 – 10:55	*Prof David Turner, Hon Treasurer, WEF International* Opening Remarks
10:55 – 11:35 Keynote	*Dr Sebastian Engelmann, PhD, Assistant Professor of History and Theory of Pedagogical Action and Thought at the University of Education Karlsruhe, Germany & Member of the WEF Germany*
11:35 – 11:45 Response	*Dr Gertrude Shotte, Middlesex University, UK*
11:45 – 11:55	Q&A
11:55 – 12:10 Tribute	A Special Tribute: Late Mrs Lupita Turner, Former Secretary General, the World Education Fellowship by *Dr Gertrude Shotte, Middlesex University, UK*
12:10 – 12:15	Closing Remarks – Prof James Ogunleye, Convenor, WEF Centenary Lecture

ABSTRACTS

Teaching Science / Teaching about Science

Prof David A. Turner, University of South Wales, UK & Beijing Normal University, China

R.S.Peters identified seven 'forms of knowledge', each of which forms a coherent body, with its own evidence, its own methods, its own criteria of truth, and its own place in our culture. In accordance with Peters' injunction, education is mostly about inducting young people to the inside of a structure. If you accept the norms of mathematics, you can work from axioms to conclusions, via proofs, the rules for which are accepted by all mathematicians. Similarly, if you accept the norms of history, you will gather historical evidence in the form of texts and artefacts, and interpret them according to accepted norms, to produce conclusions in an acceptable way. Relatively little effort is devoted to examining the disciplines from outside, giving a more general justification of the form of knowledge for those who do not, or have not yet, accepted the norms of the approach.

Left to their own devices, students form their own conclusions about the position of such knowledge in their lives. In the case of science, many, perhaps most, conclude that science is abstract, dull, has little to do with their lives, and is best ignored. Occasional references to how useful science is, or how it can lead to future employment, do little to dispel that view, and nothing at all to introduce science as a challenging intellectual endeavour that is at the heart of the enlightenment project. Other students will conclude that science is a source of understanding, that it offers proof and certain knowledge. This may be even more damaging, since the first time that science fails in that role of perfection, they are likely to be disillusioned and disappointed, and to reject any benefit that science might offer. Only a few, a very few, will persevere with study to arrive at a sound understanding of what science can do, and equally important, what it cannot.

In modern life, all citizens encounter science in their everyday lives, in one form or another. If they have rejected science as irrelevant, or have been disillusioned about the false promises that science seems to offer, they will not be able to engage appropriately with the science every citizen needs to understand. They will be anti-vaxers, climate change deniers, conspiracy theorists, open to every item of fake news that comes before them. We owe them something better, and that something should start with teaching about science, not just teaching science.

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Education For and In Emergencies: A Timely Reminder for Inclusion

Dr Gertrude Shotte, Middlesex University, United Kingdom

Education is a fundamental right of all children. Yet, education is often subtracted from the list of necessities and/or finds itself at the bottom of the priority list during the time of crisis such as conflict in war-torn countries and natural disasters. Millions of children worldwide are denied their right to education because they are not enrolled in primary school and more than half of them live countries that are riddled with fracas and tensions. The reference to the many children who have been displaced because of the devastation that Beryl has wreaked on Carriacou (Grenada), is but one example of how natural disasters affect children's future. The focus in this paper is on education for and in emergencies mainly from a Caribbean perspective. It highlights specific major disasters - hurricanes, floods, earthquakes and volcanic eruptions from the 1970s to present. The discussion is informed by related literature and personal experiences. It highlights some good practices and makes some suggestions for further research.

Keywords: inclusion, education in emergencies, man-made and natural disasters, displacement, community engagement

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Evaluating Sustainability Practices in the Nigerian Mobile Telecommunication Industry: A Case Study of MTN Nigeria

This study investigates sustainability practices within the Nigerian mobile telecommunication industry, focusing on MTN Nigeria. The study employs a qualitative research approach, using both structured and semi-structured interviews to gather data from key stakeholders. In-depth interviews were conducted with twelve participants, comprising six staff members from MTN Nigeria and another six from the Nigerian Communications Commission, the industry regulatory authority. Additionally, sustainability report data from MTN Nigeria is analyzed. The findings reveal several factors hindering the adoption of best practices, including industrial constraints, energy shortages, and concerns regarding sustainability security. The results also highlight the need for improved sustainability practices within Nigerian telecommunication companies. In response to these challenges, the study proposes a unique sustainability model specifically tailored for the Nigerian telecommunications industry. This model emphasizes the importance of companies prioritizing their sustainability goals based on three key considerations: current industry trends, company-specific shareholder expectations, and the principles of the Triple Bottom Line (environmental, social, and economic sustainability). This research contributes to the field of sustainability literature in two key ways. Firstly, it enhances an understanding of the conditions necessary for achieving the best sustainability practices within the telecommunications industry, particularly in the Nigerian context. Secondly, the

proposed sustainability model serves as a valuable tool for policymakers and telecommunication companies to improve their sustainability efforts.

Keywords: sustainability practices, Nigerian mobile telecommunication industry, MTN

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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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Catastrophe as a Framework for Understanding National Engagement in International Programmes

Prof Xiaomin Li & Prof David Turner
Institute of International and Comparative Education, Beijing Normal University

This paper examines the interaction between an international organisation and the participants in an international project. It argues that the idea that an international organisation can dictate to sovereign nation states is simplistic, and cannot be borne out in practice.

Instead, the paper develops a model based on René Thom's catastrophe theory, to illustrate how an international organisation might seek to manage the environment in which decisions are made, so that entry into the programme was easy, while withdrawing from the programme was difficult. At the same time, participants and prospective participants might be taking counter measures in order to avoid the costs that the international organisation might be able to impose upon them, which generally are assumed to result from a catastrophe.

Having set out the key concepts of catastrophe as they would apply in this context, the paper then goes on to illustrate the analysis, drawing on evidence from PISA and PISA-D, to show that the application of catastrophe theory can help in the understanding of various aspects of international control, and offers a nuanced account of how an international organisation might influence the behaviour of national systems, even without having the power to dictate specific outcomes.

This paper is a report of work in progress, so it cannot yet be predicted how much evidence will be provided, how well it will support the theoretical interpretation, or what problems may arise from the attempt to develop such an, admittedly simplified, model of international regimes of control in education. However, the authors hope that the presentation of the central theory and some evidence will inspire discussion, and possibly suggest directions for future development.

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Creativity and global teacher development

Chris Wilson, Aston University, UK

UNESCO's 'Global report on teachers' (2024) underscores the challenge facing education systems, the scale of the teacher recruitment and retention crisis (estimated to be a 44 million global shortage by 2030), and consequent threats to achievement of international development goals. Establishing the laudable aim of seeking to ensure "teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated, and supported within well-resourced, efficient, and effectively governed systems" (UNESCO, 2024: 17). The problem is, of course, that that is precisely the ambition global education systems and teacher development programmes have always operated to support.

UNESCO's strategic perspective of the teaching crisis is confident and explicit in the affirmation of teaching being a creative process and the necessity of new ideas in education systems, whilst simultaneously implicit and distinctly less confident about the steps required to realise this required change in capacity and capability. This presentation is therefore designed as a constructive response to the UNESCO report. There is a global community of creativity researchers not nearly as involved as we should be with this aspect of what is such a strategically and existentially important educational debate.

Keywords: Creativity, Teacher development, Educational Systems

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

Dr. Angelica M Baylon, Maritime Academy of Asia and the Pacific, the Philippines

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

Dr Renaldo Scott, University of Pennsylvania, USA

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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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 and complex phenomenon whose conceptualisation defies a strict definition, consequentially, the search for its meaning appears to be a never-ending journey. Based on literature reviewed for this paper, entrepreneurship is heterogeneous and dynamic in character, hence the variety of views and explanations. The paper agrees that it is useful to have many views of entrepreneurship as this helps to understand entrepreneurial behaviour, what it entails and knowledge aggregation. The purpose of this paper is to explore selected conceptualisations of entrepreneurship with a view to understanding the interrelationship between the various constructions. It also intends to examine and discuss the key pillars that some researchers propose for the understanding of entrepreneurship. Desk research, which is a qualitative research process, provides the content for the discussion. The findings reveal interconnections among the many conceptualisations and the various narratives and their structures. An analysis of the content shows that the various conceptualisations interconnect on different levels. Based on this analysis, the paper proposes a framework that expands on the existing conceptualisations.

Keywords: entrepreneurship, conceptual framework, theory and practice, pillars of entrepreneurship, constructivism

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'Book Talk' – Chapter

We, Robot: Artificial Intelligence and the Future of Creativity

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The disruptive impact of artificial intelligence (AI) is accelerating exponentially. Already capable of exceeding productivity and competence in a burgeoning field of human endeavour, increasing ubiquity raises profound questions, both practical and philosophical. Despite having a long run-in into this foreseen reality, the world nevertheless finds itself on the back foot. Whilst technology has been synergistic with human ingenuity and creativity throughout history, AI represents a fundamentally different moment, a Rubicon event. The genie is out of the bottle. The consequences may already be beyond our control. Focusing specifically on the implications for creativity—a characteristic now no longer the preserve of the organic, much less the distinguishing feature of humanity—this chapter uses Isaac Asimov's collection of stories 'I, Robot' as a thematic lens to consider the consequences conceptually, practically, and theoretically in terms of what now and what next.

Key words: Artificial intelligence, creativity, education

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Synergizing Success: The Impact of Higher Education and Organizational Collaboration on Business Innovation and Growth

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In an era characterized by rapid technological advancements and shifting global economic landscapes, the nexus between higher education institutions and organizational ecosystems has emerged as a critical driver of sustainable growth and innovation. This study investigates the multifaceted dynamics of collaboration between academia and businesses, elucidating how these partnerships catalyze organizational success and competitiveness. Through a mixed-methods approach, combining quantitative analysis of performance metrics with qualitative case studies of successful collaborations, we uncover the mechanisms through which academic knowledge, research capabilities, and innovative pedagogies enhance organizational innovation, talent development, and market adaptability. Key findings indicate that collaborations often yield advanced research and development outcomes, directly contributing to technological innovation and product enhancement. Furthermore, these partnerships facilitate a continuous flow of highly skilled talent, equipped with cutting-edge knowledge and competencies, into the workforce. Additionally, our analysis reveals that joint

efforts in curriculum development and executive education programs are instrumental in fostering a culture of lifelong learning and adaptability among professionals, thereby enhancing organizational agility and resilience. Conclusively, our research underscores the strategic value of higher education and organizational collaboration as a lever for innovation and economic prosperity. By drawing on empirical evidence and theoretical insights, this paper contributes to a deeper understanding of how synergies between academia and industry can be optimized to foster an ecosystem conducive to innovation and long-term organizational success. The findings have significant implications for policymakers, educational leaders, and business executives, highlighting the imperative of cultivating strong, strategic partnerships between the sectors as a cornerstone for future competitiveness and growth.

Keywords: Higher Education, Organizational Collaboration, Business Innovation, Business Growth, Collaborations and partnership

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Examine the Notion That AI Has Come to Replace Education Jobs in Classroom Teaching and Learning Done by Human Beings

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This paper was first presented to QAHE staff conference and also at BCES conference 2024 and it was well received and debated by scholars. I have decided to present it in this conference for further deliberations with colleagues.There is a growing concern that AI is likely to replace the work done face to face in the classroom by Teachers. The concerns also extend to the students 'use of AI to complete assignments which could impact on their grades either positive or negative and in some cases, when a student work is detected with high AI the work could be classified as plagiarism if AI usage is not declared. On another note, there are increasing debates about the use of AI as a valid tool to support work completed by human beings. Whatever maybe the growing concerns, many researchers have argued that AI is not likely to replace education jobs such as teaching and learning done by teachers and education administrators. The purpose of this paper is to explore debates around the use of AI in education, mostly in teaching and learning and assessment of student's work and the link to the university academic misconduct policy. Teachers' opinions on integrating AI in the classroom are illuminated by empirical evidence gathered via interviews. A lot of educators responded to AI in different ways. Some of the debates falls around AI as God's sent tools that

can help reduce some of the admin work and assessment of student's work such as helping with multiple choice questions, on the other hand, some students have been penalised and, in some cases, failed their work due to use of AI in completing their assignments without acknowledging the use. In addition, others have argued that AI has come to replace the work done by teachers and are anxious about AI in education jobs done by teachers, hence would not bear the idea for classroom teaching and learning.

Keywords: AI, Education, Teaching and Learning, Teachers, Students and classroom.

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The Power of Nature-based Play: Enhancing Early Childhood Development and Creativity

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Nature-based play is increasingly recognized as a vital component of early childhood development, offering unique opportunities to foster cognitive, physical, social, and emotional growth. This keynote presentation delves into the transformative impact of natural environments on young children's development and creativity. Through a review of recent research and practical case studies, we will explore how nature-based play promotes sensory engagement, problem-solving skills, and imaginative thinking. Participants will gain insights into the role of unstructured outdoor play in building resilience, enhancing motor skills, and nurturing a deep connection with the natural world. The presentation will also highlight effective strategies for integrating nature-based activities into early childhood education settings, emphasizing the importance of creating accessible and stimulating outdoor play spaces. Attendees will leave with a deeper understanding of how to harness the power of nature to support holistic development and inspire creativity in young children.

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