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

Program & Book of Abstracts

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KIE Conference

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

Conference Program

Tuesday 22nd July 2025

Chair: *Prof David Turner, University of South Wales, UK*

08:45 – 20:00	Registration
08:45 – 08:50	*James Ogunleye, PhD, KIE Conference Chair* Welcome
08:50 – 09:00	*David Turner, PhD, University of South Wales, UK & Global CIE* Opening Remarks
09:00 – 09:30	*Philip Dennett, PhD, University of Notre Dame, Australia* Trust me, I'm a robot *(Abstract, pp.22-23)*
09:30 – 10:00	*Connie Phelps, EdD,* Professor Emerita, *Emporia State University, USA* Rediscovering the Williams Productive-Divergent Thinking Cube for Creative Teaching and Learning Behaviors in K-12 Schools *(Abstract, pp.33-34)*
10:00 – 10:30	*Chris Wilson, Aston University, UK* A theoretical framework for creativity in teaching *(Abstract, p.35)*
10:30 – 11:00	Coffee/Tea Break
11:00 – 11:30	*Folashade Babalola, Therapist/ Lecturer, UK* Creativity in Therapy *(Abstract, p.39)*
11:30 – 12:00	*Gertrude Shotte, PhD, Middlesex University, UK* Creativity and Higher Education: Misdirected, Misunderstood and Misapplied *(Abstract, pp.38-39)*
'Book Talk' 12:00 – 13:00	*Greg M. Benson, PhD, University of the Cumberlands, USA* Math Outside The Classroom *(Abstract, pp.27-28)* *Jeremy Blair, PhD, Associate Professor of Art Education, Tennessee Tech University, USA* Unlocking the Creative Mind: Strategies and Exercises for the Five Stages of the Creative Process *(Abstract, pp.13-16)*
13:00 – 14:00	Lunch
'Book Talk' 14:00 – 15:00	*Debbi Ponella, PhD, Indiana University, USA* Connecting Experience to Understanding and Possibility via Creativity: A Child's Perspective *(Abstract, pp.42-43)* *Rayan Magon, Villanova University, USA* Scientific Creativity Enrichment in Education: Concept Combinations, Symbolic Systems and Designing for Transformative Experiences *(Abstract, pp.30-32)*
15:00 – 19:30	E. Paul Torrance International Roundtable on Creative Thinking
19:30 – 21:00	Free time (Dinner – outside restaurant, option)

‘Book Talk’ – Special presentation

Tuesday, 22nd July, 12:00 -13.00 & 14.00 -15:00 [7.00AM – 8.00AM & 09.00 – 10.00AM in New York]

Moderator/ Book Editor: *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*

2025 Creativity book: *The Power of Creative Thinking: Identifying and Solving Problems in Business, Education, and Society* – Editor Fredricka Reisman, PhD

12:00 – 12:30	*Greg M. Benson, PhD, University of the Cumberlands, USA* Math Outside The Classroom *(Abstract, pp.27-28)*
12:30 – 13:00	*Jeremy Blair, PhD, Associate Professor of Art Education, Tennessee Tech University, USA* Unlocking the Creative Mind: Strategies and Exercises for the Five Stages of the Creative Process *(Abstract, pp.13-16)*
14:00 – 14:30	*Debbi Ponella, PhD, Indiana University, USA* Connecting Experience to Understanding and Possibility via Creativity: A Child’s Perspective *(Abstract, pp.42-43)*
14:30 – 15:00	*Rayan Magon, Villanova University, USA* Scientific Creativity Enrichment in Education: Concept Combinations, Symbolic Systems and Designing for Transformative Experiences *(Abstract, pp.30-32)*

11th Annual E. Paul Torrance International Roundtable on Creative Thinking

Tuesday 22 July, 2025 15:00-19:30 (Lisbon, Portugal) [10.00 AM – 2.30 PM, New York]

Topic: "Torrance at 110: The Future of Creative Thinking in a Complex World"

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

15:00 – 15:10	*Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Associate Clinical Professor* *Introduction & Welcome*
15:10 – 15:20	*Kobus Neethling, PhD, President, South African Creativity Foundation & Founder of Neethling Institute, South Africa* *Torrance Legacy Reflection*
15:20 – 15:50 Keynote 1	*Pamela Burnard, PhD, Professor of Arts, Creativities and Educations at the Faculty of Education, University of Cambridge, UK*
15:50 – 16:10 Keynote 2	*Freddie Reisman, PhD, Emerita Professor and Founder, Drexel School of Education, & Co-Director, Drexel-Torrance Center for Creativity and Innovation, Drexel University, PA, USA*
16:10 – 16:40 Keynote 3	*Bill Lucas, PhD, Professor & Director of the Centre for Real-World Learning at the University of Winchester, UK*
16:40 – 16:55	Tea/Coffee Break
16:55– 17:25 Keynote 4	*Chris Wilson, Head of Quality Enhancement, Aston University, UK*
17:25 – 17:55 Keynote 5	*Kyung-Hee Kim (Kay Kim), PhD, Professor of Creativity and Innovation, College of William & Mary School of Education, Virginia, USA*
17:55 – 18:25 Keynote 6	*Punya Mishra, PhD, Professor & Director of* Innovative Learning Futures *at the* Learning Engineering Institute, Arizona State University, USA
18:25 – 18:55 Keynote 7	*Angus Fletcher, PhD, Professor of Story Science, Ohio State's Project Narrative, Ohio State University, USA*
18:55 – 19:25	Contributions/Comments/Q&A
19:25 – 19:30	Concluding remarks *Larry Keiser, PhD, Drexel University, USA*

Wednesday, 23rd July 2025

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

09:00 – 09:30	*Festus Edobor, PhD, & Mirjana Sejdini, PhD, Higher Colleges of Technology, Abu Dhabi, UAE* Digital Transformation for Small & Medium Enterprises (SMEs): Tools, Trends, and Tactics *(Abstract, pp.32-33)*
09:30 – 10:00	*Pr. Merabet Amina (Presenting) & Dr. Merabet Abderrezzak, Tlemcen University, Mecas laboratory, Algeria* Determinants of Mobile Advertising Adoption Among Algerian SMEs: A TOE Framework Approach *(Abstract, p.36)*
10:00 – 10:30	*Elizabeth Achinewhu-Nworgu, EdD, Focus Learning Support, UK* Challenges Faced by Ambitious African Women in Business and Workplace and Determination to Overcome *(Abstract, pp.20-21)*
10:30 – 11:00	Coffee/Tea Break
11:00 – 11:30	*Marlon Robinson, PhD, Hertford Regional College & the University of Hertfordshire,* UK The Notting Hill Carnival Entrepreneurs: An exploration of lived experiences *(Abstract, p.40)*
11:30 – 12:00	*Julius Ayodele, DBA, University of the West of Scotland, UK* The Level of Awareness and Perception of Determinants for Blockchain Adoption *(Abstract, pp.26-27)*
12:00 – 12:30	*Andrew Apolmi, Tertiary Education Trust Fund (TETFund), Abuja, Nigeria* Technologies: Bridging the Skills Gap for National Development *(Abstract, pp.37-38)*
12:30 – 13:00	*Isaac M. Mankilik, PhD, Admiralty University of Nigeria, Delta State, Nigeria & Silas A. Ihedioha, PhD, Plateau State University Bokkos, Plateau State, Nigeria* Modeling Long-Term Memory Effects in Climate Systems Using Fractional Differential Equations *(Abstract, pp.17-18)*
13:00 – 14:00	Lunch
14:30 – 15:00	*Gillian L.S. Hilton, PhD, University of West London, UK* What are the effects of and how can schools cope with and address the misogynistic views of women perpetrated by Andrew Tate and his followers? *(Abstract, pp.28-29)*
15:00 – 16:00 13th Big Data Analytics & Digital Enterprise Symposium	*Dominique Heger, PhD, QuMatrix, USA* Kerr & Schwarzschild Black Hole Photon Trajectories – Models & Simulations *(Abstract, pp.19-20)* *Alain Biem, PhD, Chief Data Scientist, S&P Global Market Intelligence, USA* Predictive Analytics: Using Big Data for Predictive Insights and Decision-Making
16:00 – 16:30	*Tanya Knudsen, PhD, University of the Virgin Islands, USA* PAR for CPS: An Integrative Study for Creative Leadership *(Abstract, pp.23-24)*
16:30 – 18:00	Kaufman Family Research Symposium
18:00 – 19:00	Free time (Dinner – outside restaurant, option)

6th Annual Kaufman Family Research Symposium

Wednesday, 23rd July, 16:30 -18:00 [11.30AM -12.00 PM in New York]

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

16:30 – 16:35	*Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Associate Clinical Professor* *Welcome, Introduction & Opening remarks*
Part 1*: Intelligence and Creativity: From Historical Foundations to Digital Futures*	
16:35 – 17:05 Keynote	*Neil Maiden, PhD, Professor of Digital Creativity & Director of the Institute for Creativity and AI, Bayes Business School, City St George's, University of London, UK*
17:05 – 17:15	Q&A
Part 2: Special Panel Presentation: Ongoing Research Projects in Creativity	
17:15 – 17:45	*James C. Kaufman, PhD, Professor of Educational Psychology, University of Connecticut, USA* *Jennifer Drake, PhD, Associate Professor of Psychology at Brooklyn College and the Graduate Center of the City University of New York, USA* *Sarah Luria, PhD, Assistant Professor of Education, University at Albany, USA (from Fall 2025)* Denis Dumas, University of Georgia, USA Kirill Miroshnik, University of Trieste, Italy David Preiss, Pontificia Universidad Católica, Chile Seyedahmad Rahimi, University of Florida, USA Steve Stemler, Wesleyan University, USA
17:45 – 17:55	Q&A
17:55 – 18:00	*Chair's Concluding Remarks* *Larry Keiser, PhD, School of Education, Drexel University, USA*

Thursday, 24th July 2025

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

09:00 – 10:30	7th Annual Global Comparative and International Education [Global CIE] Forum Roundtable
10:30 –	Working Tea/Coffee Break!
10:30 – 12:00	7th Annual World Education Fellowship Centenary Lecture
12:00 – 12:30	*Istvan Sipos, Intelligent Consulting Services, Szentendre, Hungary* *Education and Intelligence* *(Abstract, pp.41-42)*
12:30 – 13:30	Lunch
13:30 – 14:00	*Queen Chioma Nworgu, PhD Scholar, University of Greenwich, UK* A critical examination of how international students in UK education utilise Social Media platforms in their learning experience and Motivation *(Abstract, pp.22-22)*
14:00 – 14:30	*Gavin Suss, PhD, College of Management Academic Studies, Israel* The Role of IDF and the Israeli Military Industry in the Technological and Economic Development of Israel *(Abstract, pp.18-19)*
14:30 – 15:30	FRC Translational Research Lecture Series III Topic: FRC Update: Accomplishments and Rationale for the Work
15:30 – 17:00	Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG)
17:00 – 17:30	*Margarida Pocinho, PhD, Professor at Centro Universitário de Investigação em Psicologia, University of Madeira, Portugal* Harnessing Creativity and Well-Being in Tourism: A Multidisciplinary Perspective *(Abstract, pp.25-25)*
17:30 – 18:00	*Adati Shehu, Tertiary Education Trust Fund (TETFund), Abuja, Nigeria* Positive Effect on the use of E-governance in the Nigerian public Sector *(Abstract, pp.42-42)*

Thursday, 24 July 2025

7th Annual Global Comparative and International Education [Global CIE] Forum Roundtable

Date: 24th July 2025 | **Time:** 09:00-10:30 (UTC, Lisbon)

Topic: "Comparative knowledge production and the global business of 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: Marcelo Parreira do Amaral, PhD, is Full Professor of International and Comparative Education at the Institute of Education of the University of Münster, Germany, and Visiting Professor at the Centre for Research on Lifelong Learning and Education (CELE) at the University of Turku, Finland*
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

7th Annual World Education Fellowship Centenary Lecture

Date: 24th July 2025 | **Time:** 10:30-12:00 (UTC, Lisbon)

Topic: *"*Growing Through Change: Educational Transitions and the School-Aged Child"

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

10:30 – 10:35	Chair's Welcome
10:35 – 10:45	*Prof David Turner, Hon Treasurer, WEF International* Opening Remarks
10:45 – 11:30 Keynote	*Dr Gertrude Shotte, Middlesex University, United Kingdom* Fathoming Transition in Educational Spaces: Changes, Challenges and Compromise *(Abstract, pp.29-30)*
11:30 – 11:45 Response	*Dr Gillian Hilton, Vice President, British Federation of Women Graduates, & University of West London, United Kingdom*
11:45 – 11:55	Q&A
11:55 – 12:00	Closing Remarks – Prof James Ogunleye, Convenor, WEF Centenary Lecture

FRC* Translational Research Lecture Series

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

Thursday 24 July, 2025 14:30-15:30 (Lisbon, Portugal) [9.30 AM – 10.30 AM, NY)

Topic: FRC Update: Accomplishments and Rationale for the Work

Moderator: *Gayle Byock, Assistant Vice Chancellor (Rtd), Research at University of California, Los Angeles (UCLA)*

14:30 – 14:35	*Gayle Byock* *Welcome & Opening Remarks*
14:35 – 15:05 'FRC Update'	*Presenting* *Fredricka Reisman, PhD, Professor Emerita, Director of the Freddie Reisman Center for Translational Research in Creativity and Motivation & Founder of the School of Education, Drexel University, USA* *Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Associate Clinical Professor*
15:05 – 15:25	Q&A/Discussion
15:25 – 15:30	*Gayle Byock, Assistant Vice Chancellor (Rtd), Research at University of California, Los Angeles (UCLA)* *Closing remarks*

11th Annual Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG) Presentations

Thursday 24 July, 2025 15:30-17:00 (Lisbon, Portugal) [10.30 AM – 12.00 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.*

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

15:30 – 15:35	*Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Associate Clinical Professor* *Introduction & Welcome*
15:35 – 16:05	*Presenting* *Pete Ophoven, Pete Ophoven, Tenure-Track Faculty at Bellevue College, Seattle WA, & Founder/Owner of Right Brain Tech Support, Inc, USA* 'Cultivating Creativity in the Classroom and Boardroom Using the RDCA and RDMA'
16:05 – 16:40 Keynote	*David Turner, PhD, Professor Emeritus, University of South Wales, UK* *'What AI Can Teach Us About Human Creativity'*
16:40 – 16:55	Q&A/Discussion
16:55 – 17:00	*Concluding remarks* *Larry Keiser, PhD, Program Director for Creativity & Innovation Programs, Drexel University, School of Education & Associate Clinical Professor*

ABSTRACTS

Unlocking the Creative Mind: Strategies and Exercises for the Five Stages of the Creative Process

Dr Jeremy Blair, Tennessee Tech University, USA

(Source: The Power of Creative Thinking: Identifying and Solving Problems in Business, Education, and Society – Editor Fredricka Reisman, PhD, In press)

Introduction

Creativity is often perceived as a mysterious or innate trait—a gift possessed by a select few, such as artists, inventors, or visionaries. However, this chapter, *Unlocking the Creative Mind: Strategies and Exercises for the Five Stages of the Creative Process,* reframes creativity as a fundamental and inherent human ability that develops naturally and can be intentionally cultivated. Creativity is not confined to artistic endeavors but is essential for problem-solving, innovation, adaptability, and fostering new perspectives across personal and professional contexts.

Drawing from the author's extensive experience as an arts educator—including work in secondary, university, and museum settings—alongside insights from psychology, neuroscience, and the arts, this chapter offers readers a practical framework for engaging with creativity. Viewing creativity as a stage theory, the chapter introduces the Five Stages of the Creative Process: **Gathering, Experimenting, Constraining, Crafting,** and **Applying.** These stages provide a structured, learnable approach to creativity that mirrors natural human development.

The chapter is designed to provide context, purpose, strategies, and exercises for each stage, ensuring that readers not only understand the theoretical foundation of creativity but also gain hands-on tools to enhance their own creative practice. Emphasizing the integration of both theory and action, this chapter aims to make creativity accessible, actionable, and transformative for a diverse audience, including educators, professionals, artists, and anyone interested in fostering their creative potential.

The Five Stages of Creativity

Gathering

The creative process begins with gathering inspiration, ideas, and experiences. This stage emphasizes observation, curiosity, and exploration as the foundation of creative thinking. Readers will engage in activities such as “Observation Walks,” “Sensory Journaling,” and “Visual Collage Collections” to sharpen their awareness and broaden their sources of inspiration. By learning to view the world through fresh eyes, readers develop a richer reservoir of ideas to draw from.

Experimenting

Creativity flourishes in experimentation, a stage that emphasizes playfulness and the freedom to take risks without fear of failure. Exercises like “Creative Mashups” (combining unrelated materials or concepts) and “Mind Mapping” encourage readers to generate novel connections and embrace the unexpected. This stage helps readers build creative confidence and develop cognitive flexibility, vital for navigating uncertain or complex challenges.

Constraining

Paradoxically, creativity often thrives under constraints. This stage highlights how limitations—whether in materials, time, or scope—can fuel innovation by forcing new approaches. Activities such as “Time Challenges” and “Material Limits” encourage readers to creatively problem-solve within boundaries, unlocking ideas that might not emerge in unrestricted environments. Readers will discover how to embrace constraints as opportunities rather than obstacles.

Crafting

Crafting focuses on refinement and intentionality, transforming raw ideas into polished outcomes. This stage emphasizes iterative processes like prototyping, editing, and incorporating feedback. Exercises such as “Feedback Loops” and “Iterative Prototyping” guide readers in refining their work while fostering persistence and attention to detail. This stage bridges experimentation with execution, demonstrating how refinement enhances the impact and quality of creative output.

Applying

The final stage centers on sharing creative work with others and applying creativity to real-world contexts. Activities like “Storyboarding for Impact” and “Public Presentations” help readers connect their creative efforts to broader goals, whether through storytelling, problem-solving, or collaborative innovation. This stage underscores the importance of translating personal creativity into meaningful contributions that inspire or address real-world challenges.

Theoretical Foundations and Practical Applications

The chapter interweaves theoretical perspectives with actionable strategies. Drawing on Mihaly Csikszentmihalyi’s (2013) concept of *flow*, Ellen Winner’s (2018) balance of novelty and relevance, and Andreas Wagner’s (2019) evolutionary approach to creativity, the chapter situates creativity as both a universal and highly adaptable process. These insights are complemented by practical exercises rooted in the experiences of notable artists and thinkers, such as Josef Albers, Georgia O’Keeffe, Marina Abramović, and Olafur Eliasson who highlight creativity as an ongoing state of openness, curiosity, and courage (Morrill, 2015).

The chapter also incorporates contemporary perspectives from authors such as Rick Rubin’s (2023) *The Creative Act: A Way of Being* and Olatunde Sobomehin’s (2022) *Creative Hustle: Blaze Your Own Path and Make Work That Matters*, who emphasize creativity as a skill that grows through deliberate effort and intentional practice. Together, these perspectives support the chapter’s focus on viewing creativity as a natural and learnable human trait.

Why This Chapter Matters

Creativity is increasingly recognized as a critical skill in the 21st century, essential for addressing rapid technological changes, global challenges, and evolving professional landscapes. *Unlocking the Creative Mind* provides readers with a practical roadmap for cultivating this skill, equipping them to approach their lives and work with adaptability, innovation, and resilience.

Through its stage-based framework, the chapter not only demystifies creativity but also empowers readers to see themselves as creative agents capable of transformation and growth. By engaging in the hands-on strategies and exercises provided, readers will experience creativity as a purposeful journey—one that evolves with them and continually adapts to the challenges and opportunities of modern life.

Ultimately, this chapter reinforces that creativity is more than just a skill—it is a way of engaging with the world, offering a path to personal fulfillment, professional innovation, and meaningful impact.

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Modeling Long-Term Memory Effects in Climate Systems Using Fractional Differential Equations

Isaac M. Mankilik, Admiralty University of Nigeria, Delta State, Nigeria
Silas A. Ihedioha, Plateau State University Bokkos, Plateau State, Nigeria

Resilient cities and communities must contend with the complex impacts of climate change, including long-term warming, extreme weather, and growing pressures on energy and infrastructure systems. Accurately modeling climate system dynamics is critical for anticipating and adapting to these challenges. Climate processes exhibit long-term memory—the influence of past events on future behavior—a feature inadequately captured by traditional models based on integer-order differential equations, which assume memory-less dynamics. This study proposes a fractional differential equation (FDE) framework to better represent memory effects in climate systems. Using the Caputo fractional derivative, the model incorporates memory kernels that account for the cumulative impact of historical drivers such as greenhouse gas concentrations and radiative forcing. A fractional energy balance model (FEBM) is developed to simulate global mean surface temperature anomalies. Analytical solutions are obtained via Laplace transforms and expressed in terms of Mittag-Leffler functions, revealing that the fractional model more accurately captures delayed and cumulative climate responses than classical models. These insights are crucial for urban resilience planning, offering improved climate risk assessments and informing adaptive strategies for infrastructure, energy systems, and public health. The study underscores the value of fractional calculus in advancing climate modeling and guiding science-based approaches to building climate-resilient communities.

Keywords: Fractional differential equations; Climate modeling; Long-term memory effects; Caputo derivative; Energy balance model; Mittag-Leffler function; Climate resilience; Temperature anomaly

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The Role of IDF and the Israeli Military Industry in the Technological and Economic Development of Israel

Prof Gavin Suss, College of Management Academic Studies, Israel

The phrase “Every generation, they try to destroy us” encapsulates the enduring struggles of the Jewish people and underscores the necessity of a strong national defense. This paper examines the Israeli Defense Forces (IDF) and Israel’s military industry as key drivers of technological innovation and economic development**,** focusing on the IDF’s role in advancing cybersecurity, entrepreneurship, and the high-tech sector**.** Adopting a historical and analytical approach, this study employs qualitative research methods, drawing on primary and secondary sources such as government reports, military policies, academic literature, and industry case studies. The research is structured to first trace the historical evolution of military-driven technological advancements, followed by an analysis of the institutional mechanisms through which elite IDF units—such as Unit 8200, Mamram, and Talpiot—nurture technological talent. It further explores technology transfer and commercialization, demonstrating how military innovations transition into the civilian high-tech sector, contributing to Israel’s global reputation as a “Start-Up Nation” and attracting foreign

investments and strategic partnerships**.** Additionally, the study assesses the economic impact of military-driven innovation**,** revealing a strong correlation between IDF service in elite technological units and entrepreneurial success**,** as IDF veterans have founded a significant share of Israel's leading tech startups**.** By examining these intersections, this paper offers insights into how military-driven technological advancement serves as a strategic engine for economic resilience and global technological leadership, reinforcing Israel's position at the forefront of innovation.

Keywords: Israel, Military Innovation, Technology, Cybersecurity, Entrepreneurship, High-Tech Industry

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Kerr & Schwarzschild Black Hole Photon Trajectories – Models & Simulations

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In this research, spinning (Kerr) and a non-spinning (Schwarzschild) black hole simulation models are introduced. Via the simulation models, the photon trajectories are computed by solving the geodesics equations. The black holes are simulated via equatorial trajectories based on the spherical symmetry of the solutions. The developed models aid in researching the surfaces and geodesics of black holes under various (customizable) conditions (via the input parameters of the simulation models). A rotating black hole, such as a Kerr black hole, has angular momentum, causing it to drag spacetime around it. A non-rotating black hole, such as a Schwarzschild black hole, does not spin and hence has a perfectly spherical event horizon. Based on the research I conducted on Black Holes, I further developed a (hypothetical) theory that focuses on the potential interconnections among the Schwarzschild radius, the Plank length, and the Compton wavelength at the Plank scale. The established

theory is focused on providing a different conversation angle when it comes to discussions on General Relativity and quantum mechanics.

Keywords: Black Holes, Kerr, Schwarzschild, Geodesics, Light Trajectory, Simulation Models, Compton Wavelength, Plank Scale, Quantum Mechanics, General Relativity.

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Challenges Faced by Ambitious African Women in Business and Workplace and Determination to Overcome

Dr Elizabeth Achinewhu-Nworgu, Focus Learning Support, UK

The paper originated from chapter one of my book titled “Gender, Culture and Professional Growth – Case studies of real-life experiences. The purpose is to share the challenges African women encounter in the development of managerial careers, entrepreneurship, and gender equity in workplaces. These challenges, shaped by socio-cultural, economic, institutional domains, and systemic discrimination, reflect broader global issues of racial and gender barriers. Despite these obstacles, African women have significantly contributed to various sectors, highlighting barriers such as restricted resource access, unfair policies, and cultural constraints. Comparative analyses of historical and contemporary examples, including Michelle Obama, Kemi Badenoch, and Margaret Thatcher, illustrate the resilience and strategic partnerships necessary to overcome institutional racism and gender biases. By analysing case studies and literature from scholars and carrying out mini research on few African women, the paper illuminates the concrete and glass ceilings faced by minority ethnic

women and identifies strategies for functional effectiveness and leadership within male-dominated industries.

Keywords: African Women in Business, barriers, leadership

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A critical examination of how international students in UK education utilise Social Media platforms in their learning experience and Motivation

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The author is a PhD Scholar researching how international students in UK higher education use social media platforms and the impact on their learning experiences in developing knowledge and motivation to use a particular platform. The primary goal is to discuss how London-based international students in higher education utilise social media platforms to enhance their learning experiences and motivation. Social media has become an integral tool in education, transforming how students engage and develop knowledge, collaborate, access information with creativity. For international students in the UK, it offers vital support in academic, social, and cultural integration. Given their unique challenges, understanding how these platforms influence their learning experiences and knowledge is essential. The proliferation of social media as part of innovative technological development has empowered students to effectively participate in their academic activities online, with a growing number relying on these platforms to augment their learning. Social media platforms such as Facebook, Twitter, Instagram, Snapchat, YouTube, and LinkedIn, along with other websites, have become integral to the academic routines of modern-day students. The study will employ a qualitative research method to thoroughly analyse the experiences and perceptions, shedding light on social media platform impact on students' motivation to study.

It is guided by constructivist theory, which emphasizes learning as a socially mediated and active process. Constructivism provides a valuable lens to assess how international students use social media to construct knowledge in digital contexts. The study aims to fill the gap in literature, adding more knowledge to the ever-increasing pervasiveness of social media in people's lives, which is a global phenomenon, and aims to expand knowledge of the benefits and challenges of social media usage.

Keywords: Social Media platforms, Learning Experience, Motivation, International Students, ICT and Higher education

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Trust me, I'm a robot

Dr Philip Dennett, University of Notre Dame Australia

Artificial intelligence (AI) is having an increasing impact on the way that humans create. Often, this phenomenon is seen as a challenge, but for an entrepreneur, incorporating AI into the creative process can be a big opportunity. It can shortcut the whole entrepreneurial process from crunching massive amounts of data in seconds, to modelling using virtual prototypes, and communicating directly with your target audience. This paper explores the use of virtual influencers in a start-up environment, asking first, whether there is a difference in the way we treat a human source versus an artificial or virtual one, and then looks at what it takes for a virtual entity to cause people to respond to it as if it were a real person. The paper concludes with practical recommendations for the design and implementation of an AI influencer.

Keywords: creativity, entrepreneurship, artificial intelligence, anthropomorphic entities.

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PAR for CPS: An Integrative Study for Creative Leadership

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This study investigated the integration of Creative Problem Solving (CPS) as a central framework within a Participatory Action Research (PAR) approach to foster creative leadership. Challenging the limitations of traditional “sit and get” teaching methods, the research aimed to explore how CPS aligns with learning content and impacts leadership development. Situated within the context of 21st-century, human-centered problem solving, the study involved five educators in Pakistan participating in an online learning environment. Findings indicate that CPS cultivates a creative climate by enhancing both intrinsic and extrinsic motivation and reinforcing tacit knowledge with accessible, practical tools for innovative thinking. The process heightened participants’ awareness of creativity as a transferable problem-solving skill, generating increased motivation for personal and professional growth. Notably, CPS contributed to a holistic and empowered sense of self, suggesting its broader applicability across varied contexts. The study underscores the potential of CPS to support organizational change through creative climate development and aligns with the United Nations Sustainable Development Goal #4: Quality Education. The research advocates for CPS as a critical 21st-century skill that bridges learning and leadership for meaningful real-world impact.

Keywords: creativity, 21stcenturyeducation, real world problem solving, UNSDGs, Creativeleadership

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Comparative knowledge production and the global business of education

Prof. Dr. Marcelo Parreira do Amaral, University of Münster

The presentation deliberates on the relationship(s) between comparative knowledge production and the global business of education. While the global dimension of education (research) has opened up many possibilities for the field of Comparative and International Education (CIE), it has also presented scholars in CIE with daunting challenges to ensure comparison is not reduced to a plain 'mode of governance' (Nóvoa/Yariv Mashal). With new developments in academic knowledge production such as the augmented role of digital technologies/AI, but most importantly the formidable growth of education as a global business, new and more pressing challenges arise. The presentation discusses some of the main issues impacting comparative scholarship that relates to how the CIE field succeeds in promoting/protecting cultural diversity and sustained inclusion.
Keywords: Comparative education, comparative knowledge, Business of education, academic development

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Harnessing Creativity and Well-Being in Tourism: A Multidisciplinary Perspective

Margarida Pocinho, Centro Universitário de Investigação em Psicologia, University of Madeira, Portugal

This study consolidates research on the relationship between creativity, psychological well-being, and tourism to propose a model for sustainable entrepreneurial innovation within the tourism sector. Drawing on empirical studies conducted in Portugal, it emphasises how creativity acts as both a personal and contextual resource for enhancing tourism experiences and encouraging innovative practices.

Using Rhodes' 4P model (Person, Process, Product, Press), a study with 215 university Portuguese students showed that enriched creative environments significantly boost the creative process and results, especially in the social sciences and arts. These findings highlight the importance of educational and organisational contexts that support creativity as a basis for entrepreneurial thinking.

A large-scale survey of 857 Portuguese tourists found that creativity, as measured by the Creative Personality Scale, is positively linked to subjective well-being and more profound engagement with tourism experiences. This indicates that creative individuals see tourism as more meaningful, providing entrepreneurial insights for designing personalised, high-impact experiences.

To support innovation grounded in psychological research, the Tourism Well-Being Scale was developed and validated, integrating creativity, optimism, and spirituality. With strong psychometric properties, the scale offers practical tools for developing tourism products aligned with emotional and cognitive needs.

A systematic review guided by PRISMA further demonstrated that creativity in tourism extends beyond product innovation, encompassing experiential, organisational, and structural dimensions. Spirituality emerged as a key element, positioning tourism as a platform for personal growth and transformation.

This integrated framework provides actionable strategies for enhancing tourism entrepreneurship. By fostering creative environments and applying psychometric insights, tourism professionals can design meaningful, sustainable experiences. The research reinforces the value of creativity and well-being as central pillars of innovation in the experience economy.

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The Level of Awareness and Perception of Determinants for Blockchain Adoption

Dr Julius Ayodele, University of the West of Scotland, UK

This study explores the perceptions and awareness of blockchain technology among UK dairy farmers, focusing on factors that influence its adoption within the dairy supply chain. Descriptive statistical analysis reveals that 55.2% of respondents (n = 116) were aware of blockchain, cryptocurrencies, or Bitcoin, while 44% (n = 94) lacked knowledge. This indicates that increased visibility of cryptocurrencies could significantly boost awareness of blockchain technology. When asked about the sources of this awareness, 37.7% (n = 78) cited social media or events, whereas traditional media and academic journals played a minor role. Alarmingly, 44.8% (n = 94) were unfamiliar with blockchain, highlighting limited use of the technology in the sector. Regarding blockchain-related technologies, 95.2% (n = 200) did not use any, with some respondents mistakenly classifying spreadsheets as blockchain systems. When asked about the perceived impact of blockchain, only 0.5% (n = 1) recognised an immediate effect on their work, but 53.8% (n = 113) anticipated its influence soon. Notably, 99% (n = 201) expressed a willingness to learn more about blockchain, demonstrating significant curiosity despite limited practical engagement. These findings reveal a notable knowledge gap that could hinder blockchain adoption. However, the strong motivation to

learn more suggests opportunities for educational initiatives. Enhancing awareness through targeted communication, especially via social media, may be vital to promoting blockchain adoption in the UK dairy sector. The research emphasises the need for capacity building to bridge the knowledge–adoption gap and to harness blockchain's benefits within agricultural supply chains.

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Math Outside The Classroom

Dr Greg M. Benson, University of the Cumberlands, USA

Mathematics is often perceived by students as an abstract, irrelevant subject disconnected from real-world applications. This perception is particularly prevalent in middle school, where disengagement and apathy toward math often hinder academic performance and the development of essential problem-solving skills. The chapter "Math Outside the Classroom" addresses these challenges by advocating for experiential learning approaches that take math beyond the traditional classroom setting. Through real-life applications and hands-on activities, students can engage with math in meaningful and tangible ways, fostering deeper understanding, retention, and creativity. This chapter highlights evidence-based strategies for integrating outdoor and practical math lessons aligned with curriculum standards. Examples include designing community gardens to explore geometry, conducting statistical analysis at local markets, and using algebra to model sports trajectories. Grounded in educational theories such as constructivism and Kolb's Experiential Learning Cycle, these methods aim to enhance student engagement and demonstrate the relevance of math to everyday life.

Keywords: Mathematics education, experiential learning, middle school math, real-world applications, hands-on activities, student engagement, problem-solving, constructivism, Kolb's Experiential Learning Cycle, STEM education.

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What are the effects of and how can schools cope with and address the misogynistic views of women perpetrated by Andrew Tate and his followers?

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

This paper explores the effect of one highly influential figure, Andrew Tate, who has been causing concern in schools across the UK, because of his negative influence on boys. Tate is an international figure, famous for his misogynist beliefs and his ant-women practices. These behaviours have had far reaching and concerning effects on teenage boys in UK schools, which has seriously affected relationships between boys and female teachers. His influence has also caused problems with how boys in schools behave towards female classmates. A literature search on the phenomenon of Tate and his followers is accompanied by a small piece of research with school students undertaking Advanced Level (AL) Year 1 studies. It appears his influence is to some extent declining, but schools are continuing to be concerned by the rise in misogyny and aggression against females, demonstrated by some teenaged boys. At present, it appears that insufficient support, guidance and training is being offered to schools, teachers and society in general to aid a strong response to anti-female attitudes held by some young men.

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Fathoming Transition in Educational Spaces: Changes, Challenges and Compromise

Dr Gertrude Shotte, Middlesex University, UK

'Life happens' is a widely used expression that, among other interpretations, suggests the inevitability of being in a particular situation. Taken from this standpoint, whether the happenings are favourable or unfavourable, they are generally accepted. In this sense, *transition* is analogous to *life happens.* Put simply, transition means change; and change happens as a procedural action with time, be it short or long, as its guardian. And because of its unbridled nature, transition defies a caged definition in every aspect of life. This paper is particularly concerned with its outworking in educational settings. It explores the significance of transitions for children throughout their school-aged life, including their experiences even before they enter into an organized educational environment. It acknowledges that the way in which children from the early childhood years' experience transition can affect the way later years' transitions are handled. The paper also explains how vertical, horizontal and blended transitions impact learning processes. The methodological approach employed to explore deliberations on transition is referred to as a Comprehensive Literature Review (CLR). The use of CLR in this paper favours a qualitative approach, since predominantly, data from qualitative sources, were integrated to inform the literature that was reviewed. An overview of the literature analysed, clearly demonstrates that learners in similar situations, experience educational transition in a variety of ways, and as such, high quality transitions should become imperatives throughout one's school-aged life. The paper therefore infers that there are serious implications for teachers, parents, siblings, teacher educators, teacher trainers and policy makers. Addressing the teacher-learner challenges means accepting the inevitability of change and fathoming the complexities of transition in the ever-changing educational spaces.

Keywords: transition, teacher education, teacher training, change, school-aged life

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Scientific Creativity Enrichment in Education: Concept Combinations, Symbolic Systems and Designing for Transformative Experiences

(Source: The Power of Creative Thinking: Identifying and Solving Problems in Business, Education, and Society – Editor Fredricka Reisman, PhD, In press)

Rayan Magon, Villanova University, USA

Students enter science classrooms already familiar with the world: they've felt the wind, seen lightning, wondered why the sun sets. Yet these intuitive experiences, while meaningful, are often framed by misconceived, ill-conceived, or preconceived notions that bias thinking and impede scientific understanding. At the same time, they represent powerful entry points for conceptual growth when properly harnessed. Science education too often focuses narrowly on transmitting facts, ignoring the cognitive, emotional, and cultural conditions that enable learners to actively reshape their own conceptual frameworks. This chapter argues that fostering scientific creativity, understood as a culturally situated yet cognitively grounded process of meaningful conceptual change, is central to helping students not just absorb knowledge, but transform how they think about and engage with the world.

I begin by examining the problem of conceptual change, which has long challenged both cognitive science and philosophy of science. Classical positivist accounts treated learning as logical substitution: replacing erroneous conceptions with correct ones. Kuhn's notion of scientific revolutions as "paradigm shifts" added depth by showing how changes can be radical and transformative, replacing one conceptual framework with another. Yet this model risks casting learners' ideas as mere obstacles to be eradicated, rather than resources to be cultivated and refined. More contemporary perspectives like the autocatalytic model of conceptual change reframe conceptual change as a dynamic, self-organizing, and often non-linear process. Learners' intuitions (such as psychological essentialism and natural kind

reasoning) while prone to error, can serve as productive starting points for scientific thinking if refined toward more causally coherent, theory-based understandings. I further challenge the common view of science that holds that "science is derived from facts".

Scientific creativity emerges through this process: the iterative construction, manipulation, and refinement of conceptual models, drawing on symbolic domains, embodied experiences, and the drive toward explanatory coherence. A key mechanism here is *conceptual combination*—the integration of existing mental representations into novel, coherent configurations that enable learners to make sense of previously disconnected phenomena. Such combinations are not arbitrary; creative insight depends on forming connections that are both novel and constrained by the causal structure of the domain. This ability to combine concepts in meaningful, explanatorily rich ways reflects the learner's growing capacity to navigate and transform the symbolic domains of science while maintaining coherence. Model-based reasoning in particular, supports this by helping learners abstract away from surface features and instead identify and integrate deeper causal patterns that answer "why-questions" across domains.

This creative process is motivated not just by cognitive dissonance but by epistemic emotions such as curiosity, wonder, and awe—affective forces that underpin transformative experiences. Such experiences do more than increase knowledge; they deepen learners' intellectual commitment, reshape identity, and reveal science as an evolving, human enterprise they can actively participate in. To cultivate scientific creativity in education, we must understand that creativity is not just a rare talent but a skill and process that can be nurtured and developed. Keltner and Haidt identified the *need for accommodation* as a primary trigger of awe, occurring when an experience cannot be assimilated into existing mental frameworks, necessitating the restructuring of cognitive schemas; paralleling the disequilibrium in the creative process, where creativity seeks to resolve underlying tensions. Successful accommodation arises when this drive leads to creative insights and outputs.

The chapter concludes by proposing a framework for cultivating creativity and conceptual change in science education. This involves treating students' prior conceptions as resources, fostering epistemic emotions, encouraging model-based reasoning and conceptual

combination, and immersing learners in the symbolic domains of science in ways that are both constraining and liberating. In this way, science education can become not just a site of information transfer but a space for cultivating transformative, generative, and curious scientific thinkers, capable of contributing to and reshaping the very systems of knowledge they inherit."

Keywords: Scientific creativity, Symbolic Systems and Designing, Transformative Experiences

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Digital Transformation for Small & Medium Enterprises (SMEs): Tools, Trends, and Tactics

Dr Festus Edobor & Dr Mirjana Sejdini, HTC College, Dubai, UAE

Digital transformation has emerged as a critical imperative for small and medium-sized enterprises (SMEs) to remain competitive in an increasingly digital global economy. This conceptual paper investigates the pivotal role of digital transformation in reshaping the SME landscape, with a specific emphasis on the financial technology (fintech) sector. By synthesizing insights from recent academic and industry literature, the paper explores the digital tools and emerging technologies—such as artificial intelligence, cloud computing, blockchain, and data analytics—that are influencing how SMEs operate, deliver value, and engage with customers. The study identifies evolving business models that leverage these technologies to drive innovation, agility, and growth within SMEs. It also examines the unique challenges SMEs face in adopting digital transformation, including limited financial resources, digital skills gaps, and cybersecurity concerns. In response, the paper proposes a practical implementation roadmap tailored to the SME context, offering step-by-step guidance for successfully navigating the digital transformation journey.

To ground the discussion in real-world practice, the paper presents illustrative case examples from SMEs across different regions and fintech domains. These cases demonstrate how digital adoption can lead to enhanced operational efficiency, expanded market reach, and improved customer experience. Furthermore, the paper highlights the importance of fostering adaptive capabilities and cultivating a supportive digital ecosystem—including government policy, industry partnerships, and access to digital infrastructure. The paper concludes by outlining theoretical and managerial implications, calling for a more strategic, inclusive, and context-sensitive approach to digital transformation in SMEs. Overall, it contributes to a deeper understanding of how digital innovation can empower SMEs—particularly in the fintech sector—to thrive in an increasingly digitalized business environment.

Keywords: Digital Transformation, SMEs, Fintech, Innovation, Technology Adoption, Competitiveness

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Rediscovering the Williams Productive-Divergent Thinking Cube for Creative Teaching and Learning Behaviors in K-12 Schools

Dr Connie Phelps, Professor Emeritus, Emporia State University, USA

Known as a key figure during an “educational engineering” movement in the 1960s, educational psychologist Frank E. Williams developed a pedagogical cube model for teaching and learning creative behaviors. Integrating three dimensions of subject-matter content (D1), teaching strategies (D2), and student products (D3), Williams developed a comprehensive and systematic approach using well-developed resources and skills already present in K-12 schools. By selecting one of more elements from each of the three dimensions, teachers differentiated content, process, and product in their various subject areas based on perceived needs, interests, and preferences in the teaching and learning process. Built on foundational theories including Bloom’s Taxonomy of the Cognitive Domain, Piaget’s intellectual

development, Hughes and Miller Hierarchical Schemas, and Guilford Structure of Intellect, the cube model represented evidence-based practices that Williams compiled from a series of creativity research conferences and a national experimental project in the United States. In the 21st century, the Williams Cube seems economically defensible since teachers can differentiate strategies aligned with best practices within their given academic subject areas (D1), preferred teaching strategies (D2), and targeted student outcomes (D3). Teachers may select student outcome elements that balance creative products, i.e., flexibility, fluency, originality, and elaboration, with cognitive/intellective and affective/feeling elements of curiosity, risk-taking, complexity, and imagination. During the educational engineering movement, teachers of students with giftedness found the Williams Cube Model particularly appropriate, given its potential to distinguish intellective and non-intellective behaviors contributing to creative behaviors, 644 cells from the total of aggregated dimensions, and interface with other curricula such as the Renzulli Enrichment Triad Model. For these reasons, the Williams Cube holds promise for rediscovery in 21st century classrooms as teachers explore teaching strategies that may include Artificial Intelligence, advanced technology supporting global connectedness, and student competencies requiring productive-divergent thinking skills to bridge pedagogical theory with evidence-based practices.

Keywords: Williams Cube, productive-divergent thinking, creative teaching and learning, gifted education

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A theoretical framework for creativity in teaching

Chris Wilson, Aston University, UK

This session presents the findings of a research study interrogating the relationship between creativity and teaching identity, and, ultimately, the creativity/identity/teaching practice dynamic.

Considering creativity (a break from convention of value) and identity (sense of self as a teacher and in teaching) in the simplest possible terms, the aim in this study has been to develop a better understanding of the why and how of creativity in teaching (when teachers do things differently that then work), and how associated experiences relate to and/or stem from a sense of professional self (who they are as teachers).

The presentation outlines the research foundations, methodology, approaches to analysis, and development of a theoretical framework for creativity and teaching identity. Revealing subtle dynamics of intersecting and competing professional identities, affordances, and experiences of creative constraint, the presentation concludes by summarising the implications for teacher development programmes and a concluding theoretical framework. Some things are exactly as would be expected, but as with all things related to creativity, there are also anomalies, complexities, and further mysteries.

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Determinants of Mobile Advertising Adoption Among Algerian SMEs: A TOE Framework Approach

Pr. Merabet Amina, Tlemcen university, Mecas laboratory, Algeria
Dr. Merabet Abderrezzak, Tlemcen university, Mecas laboratory, Algeria

This study investigates the key drivers influencing the adoption of mobile advertising among Algerian small and medium-sized enterprises (SMEs) using the Technology-Organization-Environment (TOE) framework. Given the rapid digital transformation in emerging economies, SMEs face numerous challenges in adopting digital tools, making it crucial to analyze the factors that impact their decision-making process.

After a short literature review, a conceptual model was developed to examine the technological, organizational, and environmental factors affecting adoption. Data were collected from a randomly selected sample of 189 SMEs in Tlemcen, Algeria. Structural equation modeling (PLS) and logistic regression were employed to analyze relationships between the identified variables and actual adoption behavior.

The results indicate that perceived relative advantage has a significant positive effect on adoption intention, as SMEs recognize mobile advertising as an efficient means to enhance brand visibility, strengthen customer engagement, and optimize marketing costs. Top management support emerges as a critical internal factor, with managerial commitment and digital orientation fostering higher adoption rates. Customer pressure is identified as a key external driver, as SMEs respond to evolving consumer behaviors and increasing demand for digital interaction. Conversely, technological complexity, financial constraints, and regulatory barriers do not exhibit a significant impact on adoption intention. Furthermore, the study confirms that adoption intention strongly influences actual adoption behavior, highlighting the necessity of strategic commitment and adequate resource allocation for successful implementation.

These insights provide a deeper understanding of mobile advertising adoption in emerging markets. They offer practical implications for SME managers, policymakers, and digital marketers, highlighting the importance of fostering a supportive ecosystem for digital transformation and competitiveness through mobile advertising strategies.

Keywords: Mobile ads; Adoption; perceived relative advantage; top management; customer pressure

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Nigerian Graduates and the Emerging Technologies: Bridging the Skills Gap for National Development

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Emerging technologies such as Artificial Intelligence (AI), Machine Learning (ML), robotics, and the Internet of Things (IoT) are transforming global economies and industries by driving efficiency, innovation, and solutions to pressing challenges. In Nigeria, these technologies present immense opportunities for accelerating national development. However, Nigerian graduates face a critical skills gap that limit their participation in emerging technology ecosystems. There is an urgent need to bridge the gap between academic knowledge and industrial skills required by employers. This study examines the employability of Nigerian graduates and the relationship between the Nigerian higher education and the emerging technologies, identifies key challenges, explores opportunities, and proposes strategic

interventions to bridge the skills gap and enhance national development. To address this gap, the study proposes strategic interventions such as curriculum reform, strengthened industry-academia collaboration, national digital literacy initiatives, and investments in innovation hubs. These measures aim to improve graduate employability and position Nigeria for inclusive participation in the global digital economy.

Keywords: Emerging Technologies, Artificial Intelligence, Machine Learning

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Creativity and Higher Education: 'Misdirected, Misunderstood and Misapplied'

Dr Gertrude Shotte, Middlesex University, UK

The first two decades of the twenty-first century have ushered in increased uncertainties, complexities and obscurities in the workplace and the wider society. This dire situation highlights the need to prepare students to be able to fit into the society as participating and responsible citizens. To this end, the importance of nurturing creativity in Higher Education (HE), has not lost its essence and weight among education authorities. However, the evidence from the literature reviewed shows that at HE level, students are not actively encouraged to foster and expand their creative capabilities. One of the obstacles cited for this demise, is lecturers' unfamiliarity with workable teaching learning strategies that stimulate and encourage creativity. This paper looks at the factors that retard the use of creativity techniques in HE. It is part of a wider investigation on how HE teaching bodies can incorporate creativity-boosting activities in their day-to-day lecturing practices. The methodology for this section of the entire investigation is entirely qualitative in nature – secondary research coupled with personal experiences. Rigid timetabling issues, a pass or fail focus, lecturers' workload, lack of pedagogical skills, administrative rules and regulations, institutional structures are some of the factors noted to date. It is clear from an initial analysis that there

is a general recognition among lecturers that creativity has a significant role to play in students' learning, achievement motivation, personal development and overall progress. Still, there remains a recognition that at tertiary level, there are pockets of misunderstanding of what creativity truly is and how it can be encouraged in teaching learning activities. Sound pedagogical procedures are suggested to eliminate misdirection and misapplication.

Keywords: teacher training, creativity, Higher Education, workload, motivation

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Creativity in Therapy

Folashade Babalola, Therapist/Lecturer

Therapy is a process whereby both client and therapist engage in a therapeutic process. This often takes the form of a talking therapy. This is where both counsellor and client create a therapeutic alliance via a talking therapy. The aim of a therapeutic alliance is to encourage wellness through talking. The alliance is a decision to work together therapeutically and to foster change. However, therapy is a creative process and most therapists work in different ways with varying clients. Often a therapist must decide how to work with each client based on the material a client presents to them. Counsellors use creativity when they help their clients to think, feel, imagine, sense, experience or behave differently. Sometimes the greater the risk to embrace creativity the better the therapeutic outcome.

Keywords*:* Therapeutic process, talking therapy, creative process, therapeutic alliance

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The Notting Hill Carnival Entrepreneurs: An exploration of lived experiences

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The Notting Hill Carnival, Europe's largest cultural festival and the second-largest street festival in the world, is a celebration of the vibrant heritage of London's Caribbean community. Beyond its cultural significance, the Carnival is a hub for entrepreneurial activities that fosters opportunities in areas such as food, art, music, costume design, and event promotion. This paper explores the lived experiences of entrepreneurs who are linked to the Notting Hill Carnival. It identifies and explains the nuts and bolts of the entrepreneurial landscape that surrounds a carnival environment. It also examines the challenges that entrepreneurs do face, as well as the social and economic contributions that the Notting Hill Carnival make to the United Kingdom. A qualitative approach was used to gather information for the discussion. This includes observations, semi-structured interviews, and desk research. The analysis thus far reveals that the role of cultural festivals like the Notting Hill Carnival can foster micro entrepreneurship, promote community integration, and drive local economic growth. This seems to suggest that carnival-like events are able to function as platforms for start-ups, innovation, and enablers of social mobility for minority communities, even in the face of adversity. Entrepreneurs appears to be in a strong position to leverage the Carnival as a platform which can help them to overcome systemic challenges and preserve their cultural heritage.

Keywords: carnival, cultural preservation, micro-entrepreneurship, community integration, socio-economic contributions

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Education and Intelligence

Istvan Sipos, Intelligent Consulting Services, Hungary

The aim of the study is to provoke thought, and in this context to present the fundamental factors responsible for the presence of conflicts in the world, to evaluate the main factors that maintain the development of conflicts, especially the interaction between education and intelligence.

According to the evaluation, it can be seen that the intelligence of humanity does not reach the level that it imagines itself to be or deserves. This relatively low level cannot be attributed solely to the shortcomings of education, but it becomes obvious that the level and content of education does not adequately support development and even it directs the phenomena in the wrong direction.

Since our education depends on our contemporary society, the socio-political and economic value system of our time, it has an impact on our quality of life. While examining the relationship between education and intelligence, we can also experience that the elimination of world conflicts is unlikely without the development of intelligence and the conscious development of education.

Nothing can prevent the development of education, because it would have unbearably adverse consequences (see the case of Afghanistan, some African and other countries). Temporary or/and local decline in education may be prolonged in time, but people cannot accept this.

Man gives power to a group of people who are unable to think within the power system so as to jump out of the complex system of conflicts, and to offer intelligent solutions for humanity. That is why completely new thinking is needed - on a global scale, which can only be achieved with advanced educational activity with world-wide extension. It is obvious that this is a significant challenge for humanity.

The importance of developing education is especially noticeable with the help of what is described in my study "Conflicts in Our World". If education extends to the management of conflicts, with its practical effectiveness and beyond the theoretical usefulness of conflict management, an unforeseeable development can begin - through the dynamic development of education and intelligence - in improving the quality of life of all humanity.

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Positive Effect on the use of E-governance in the Nigerian public Sector

Adati Shehu, Tertiary Education Trust Fund (TETFund), Abuja

E-governance is the general term used to describe the government‘s use of technology in performing its multiple responsibilities. Technological advances have changed the way people go about their daily activities at workplace. As a result of E-governance, public servants in Nigeria tend to be more transparent particularly in the procurement of office equipment and having a greater efficiency, objectivity, accountability and providing speedy information. This paper aims to examine the use of E-Governance in the public government sector in Nigeria. The review of literature and government policy documents are the main methods use for the study. The paper found that E-governance is being used to engage, enable and empower the citizen; but major challenges facing E-governance in Nigeria remain the lack of ICT infrastructure and mass connectivity to the internet.

Keywords: E-governance, Public servants, Workplace, ICT, Government policy document

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Connecting Experience to Understanding and Possibility via Creativity: A Child’s Perspective

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This research studies how children engage in inquiry and narrative expression to process new experiences and introduction to new ideas. The framework utilized both arts-based methodology and narrative inquiry. For the study, a small group of students in grades 3-5 visited the Paint Shop of a state university music school. The experience was student-led, guided entirely by the children's curiosity and questions they asked. Follow up interviews with participants provided their perspectives of what was seen and perceived relevance and connections made with their own unique lived experiences illustrated through storytelling and drawings. Additional evidence of influence was found as the students expressed a wide spectrum of creative endeavors of interest to pursue after their encounter. These findings have implications for educators as an avenue for broadening students' understanding of possibilities. Further, this research holds potential to support understanding of learning processes to inform pedagogical practices and curriculum development.

Keywords*:* narrative inquiry, arts-based methodology, inquiry-based education, creativity cultivation in children

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