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

Program & Book of Abstracts

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+ Virtual, 21-23 July 2026

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KIE Conference

WEF International

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KIE Conference

Knowledge, Innovation & Enterprise Conference
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Conference Program

Tuesday 21 July 2026

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

08:45 –	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	*Amber Kea-Edwards, PhD, University of Alabama in Huntsville, USA* Racially Inclusive Leader Development: Examining Bias, Identity, and Developmental Access *(Abstract, pp.38-39)*
09:30 – 10:00	*Jaishree Asarpota, Higher Colleges of Technology, United Arab Emirates* Designing Trust in AI-Mediated Environments: Performative Transparency and the Construction of Brand Legitimacy *(Abstract, pp.39-41)*
10:00 – 10:30	*Nonzukiso Tyilo, PhD, University of Fort Hare, South Africa* Reconceptualizing E-Learning in South African Higher Education: Implications for Early Childhood Care and Education *(Abstract, pp.41-42)*
10:30 – 11:00	*Folashade Babalola, Therapist/ Lecturer, UK* An Exploration of How Black Women Navigate Microaggressions in the Workplace *(Abstract, pp.20-21)*
11:30 – 12:00	*Festus Edobor, PhD, & Bashiru Sani, PhD, HCT, United Arab Emirates* Beyond Economic Growth: Sustainable Innovation as a Pathway to Human Flourishing in the 21st Century *(Abstract, p.34-35)*
12:00 – 12:30	*Tanvir Mostafa, Bangladesh Air Force Shaheen College Kurmitola, Dhaka, Bangladesh* HSC Students' Perceptions of Mobile-Assisted Grammar Learning in Dhaka, Bangladesh: A Mixed-Methods Study *(Abstract, pp.28-29)*
12:30 – 13:30	Lunch
13:30 – 14:00	*Istvan Sipos, Intelligent Consulting Services, Szentendre, Hungary* Education and Intelligence *(Abstract, pp.43-44)*
'Book Talk' Special Presentations 14:00 – 15:30	2026 KIE Creativity Book: *The Future of Work: Creative, Skills & Human Potential in the Age of AI* – Fredricka Reisman, PhD, Editor Chapter Presentations: *Philip Dennett, PhD, London South Bank University, UAE; Shweta Shukla, Senior Instructional Designer, Metcor LSI, USA;*

	Ron Corso, University of South Australia, Australia; & Gavin Suss, PhD, College of Management Academic Studies, Israel (Presentation moved to July 22, 15:30 -16:00)
15:30 – 16:00	Coffee/Tea Break – working break
15:30 – 18:40	E. Paul Torrance International Roundtable on Creative Thinking

'Book Talk' – Special Presentations

Tuesday, 21 July, 14:00 -15:30 [8.00AM – 9.30AM 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*

2026 KIE Creativity book: *The Future of Work: Creative, Skills & Human Potential in the Age of AI* – Fredricka Reisman

13:55 – 14:00	*Fredricka Reisman, PhD, Book Editor* Introduction & Welcome
14:00 – 14:30	*Philip Dennett, PhD, London South Bank University - UAE* Creative Production in the Platform Era: Digital, Distributed, and Algorithmically Mediated Systems and the Implications for Creative Education *(Abstract, pp.37)*
14:30 – 15:00	*Shweta Shukla, Senior Instructional Designer, Metcor LSI, USA* Beyond Productivity: Measuring Creativity, Innovation, and Human Potential in the Future of Work *(Abstract, pp.33-34)*
15:00 – 15:30	*Ron Corso, University of South Australia, Australia* Aligning Higher Education Curricula with the Future of Work *(Abstract, pp.35-36)*

12th Annual E. Paul Torrance International Roundtable on Creative Thinking

Tuesday 21 July, 2026 15:30-18:40 (Budapest, Hungary) [9.30 AM – 12.30 PM, New York]

Topics: **Creativity in Education and Learning | Higher Mind Evolution**

Part 1: Creativity in Education and Learning: Celebrating 60 Years of the Torrance Tests of Creative Thinking (TTCT)

Part 2: Higher Mind Evolution

Chair: *Larry Keiser, PhD,* Clinical Associate Professor Emeritus*, School of Education, Drexel University, USA*

15:30 – 15:40	*Larry Keiser, PhD,* Clinical Associate Professor Emeritus*, School of Education, Drexel University, USA* *Introduction & Welcome*
Part 1*:* Creativity in Education and Learning: *Celebrating 60 Years of the Torrance Tests of Creative Thinking (TTCT)*	
15:40 – 16:10 Keynote 1	*Ahmed M. Abdulla Alabbasi, PhD, Professor of Gifted and Creative Education & Vice Dean, College of Education, Administrative and Technical Sciences, Arabian Gulf University, Kingdom of Bahrain*
16:10 – 16:20	Questions/Responses/Contributions
16:20 – 16:50 Keynote 2	*Kyung Hee Kim, PhD, Professor, School Psychology and Counselor Education, William & Mary Graduate School of Education, USA*
16:50 – 17:00	Questions/Responses/Contributions
17:00 – 17:30 Keynote 3	*Selcuk Acar, PhD, Professor of Educational Psychology, University of North Texas, USA*
17:30 – 17:40	Questions/Responses/Contributions
17:40 – 17:50 Reflections and Forward Look	*Desiree I. Sharpe, PhD, Program Coordinator, Torrance Center for Creativity, University of Georgia, USA* Reflections and Closing Update from the Torrance Creativity Center
Part 2: Higher Mind Evolution	
17:50 – 17:55	Transition to Higher Mind Evolution *Larry Keiser, PhD* Introduction
17:55 – 18:25 Keynote 4	*Ruth Richards, MD, PhD, Professor Emerita, Saybrook University, USA, & Fellow, American Psychological Association*
18:25 – 18:35	Questions/Responses/Contributions
18:35 – 18:40	Concluding Remarks *Larry Keiser, PhD, Drexel University, USA*

Wednesday, 22nd July 2026

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

08:30 – 09:00	*Marouen Ben Abdallah, PhD, the Virtual University of Tunis, Tunisia* Fostering Teacher Creativity Through School Climate in Tunisian Middle Schools *(Abstract, p.19)*
09:00 – 09:30	*Chijioke Agomo, DProf, Research & Development Unit, Coagg Limited, London, UK* Applying the 5Es Reflective Framework® to a Community Pharmacy Scheduling Situation: A Practice-Based Reflective Analysis *(Abstract, pp.29-30)*
09:30 – 10:00	*Istvan Sipos, Intelligent Consulting Services, Szentendre, Hungary* Creative Thinking Method for Solving the Conflicts in Our World *(Abstract, pp.14-15)*
10:00 – 10:30	*Festus Edobor, PhD, &* Mohamed Bilal, PhD, *Higher Colleges of Technology, Abu Dhabi, UAE* The Impact of Artificial Intelligence Adoption on Innovation Performance and Entrepreneurial Success in Small and Medium-Sized Enterprises (SMEs) *(Abstract, pp.37-38)*
10:30 – 11:00	Coffee/Tea Break
11:00 – 11:30	*Elizabeth Achinewhu-Nworgu, EdD, QAHE, Ulster University, UK & Ireland & Queen Chioma Nworgu, PhD Scholar, University of Greenwich, UK* Managing Talent, AI-Driven Digital Transformation, Diversity, Opportunities and Challenges – A study of HR Practices for HR Practices in UK Universities *(Abstract, p.25)*
11:30 – 12:00	*Marlon Robinson, PhD, BPP University, UK* Notting Hill Carnival Entrepreneurs: A Framework of Diverse Entrepreneurial Practices *(Abstract, pp.21-22)*
12:00 – 12:30	*Frank Okechukwu Adizua, PhD, University of Port Harcourt, Rivers State, Nigeria* The Future of Well Log Data Interpretation: Opportunities and Challenges in the Era of Big Data and Artificial Intelligence *(Abstract, pp.30-31)*
12:30 – 13:30	Lunch
13:30 – 14:00	*Kuzmin Aleksey Alekseevich, PhD, International Research Institute for Advanced Systems (IRIAS) Moscow, Russia* Protective AI Models (Guards) as a National Infrastructure for Content Safety: The Russian Approach *(Abstract, pp.23-24)*
14:00 – 14:30 14th Analytics & Digital Enterprise Symposium	*Alain Biem, PhD, Chief Data Scientist, S&P Global Market Intelligence, USA* Predictive Analytics: Using Big Data for Predictive Insights and Decision-Making *Appolo Tankeh, PhD, Bowie State University, USA* Web3 Foundations: Blockchain, Smart Contracts and Responsible Digital Innovation *Dominique Heger, PhD, QuMatrix, USA* Kerr & Schwarzschild Black Hole Photon Trajectories – Models & Simulations
14:30 – 15:00	*Gillian L.S. Hilton, PhD, British Federation of Women Graduates, & University of West London, UK* Creativity and Creative Thinking: Are We Neglecting These Skills in the Education of Young People? *(Abstract, pp.23-24)*

15:00 – 15:30	*Kristy Jackson, Ed.S, DK Solutions Strategic Group, St. Louis, USA* From Dream to Launch: A Human-Centered Creativity Framework for Innovation and AI-Enhanced Entrepreneurship in Higher Education *(Abstract, pp.32-33)*
15:30 – 16:00 'Book Talk'	*Gavin Suss, PhD, College of Management Academic Studies, Israel* The Crack in the Code: Human Creativity as a Mode of Cognition in the Age of Artificial Intelligence *(Abstract, pp.12-13)*
16:00 – 17:30	Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG)
17:30 – 18:00	*Istvan Sipos, Intelligent Consulting Services, Szentendre, Hungary* Education and Intelligence *(Abstract, pp.43-44)*

12th Annual Reisman Diagnostic Creativity Assessment Special Interest Group (RDCA SIG) Presentations

Wednesday 22 July, 2026 16:00-17:30 (Budapest, Hungary) [10.00 AM – 11.30 AM, 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: *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*

16:00 – 16:10	*Fredricka Reisman , PhD, School of Education, Drexel University, USA* Introduction & Welcome
16:10 – 16:30	*Panel* *Pete Ophoven, Associate Professor, Institute for Business and Information Technology, Bellevue College, Seattle WA, & Founder/Owner of Right Brain Tech Support, Inc, USA*
16:30 – 16:50	*Debbi Ponella, PhD, Debbi Ponella, PhD, Professor of Arts Entrepreneurship and Creativity, Indiana University/Drexel University, and Host, Defining Creativity Podcast.*
16:50 – 17:10	*Tanya Knudsen, PhD, Innovation Team Facilitator, Knudsen Consultancy, and Host, Global Creativity Initiative (GCI) Podcast, USA*
17:10 – 17:25	Q&A/Discussion
17:25 – 17:30	*Concluding remarks* *Larry Keiser, PhD,* Clinical Associate Professor Emeritus*, School of Education, Drexel University, USA*

Thursday, 23rd July 2026

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

09:00 – 10:30	8th Annual Global Comparative and International Education [Global CIE] Forum Roundtable
10:30 –	Working Tea/Coffee Break
10:30 – 12:00	8th Annual World Education Fellowship Centenary Lecture
12:00 – 12:30	*John Howell, EdD, QAHE, Ulster University, United Kingdom & Ireland* *Elizabeth Achinewhu-Nworgu, EdD, QAHE, Ulster University, United Kingdom & Ireland* Managing Change: Leadership Challenges in University Recruitment with a Focus on International Students' Visa Policy Reform in the UK *(Abstract, pp.27-28)*
12:30 – 13:30	Lunch
13:30 – 14:00	*Elizabeth Achinewhu-Nworgu, EdD, QAHE, Ulster University, UK and Ireland & Tracy Mncube, PhD Scholar, QAHE, London Metropolitan University, UK* Digital Communication in Recruitment and Selection: A Critical Review with Reference to Associate Lecturers in a UK-based Higher Education Institution *(Abstract, pp.17-18)*
14:00 – 14:30	*Biplav Pradhan, EdD Scholar, Elizabeth Achinewhu-Nworgu, EdD, Sohail Khan, PhD, & Suzzy Oroma Nsiegbe, PhD, QAHE, Ulster University, United Kingdom & Ireland* Academic Dishonesty in the Age of AI: Cultural, Social, and Situational Influences Among Postgraduate Students at a London-Based UK University *(Abstract, p.26)*
14:30 – 15:30	FRC Translational Research Lecture Series
15:30 – 17:00	Kaufman Family Research Symposium
17:00 – 17:30	Closing Remarks – James Ogunleye

Thursday, 23 July 2026

8th Annual Global Comparative and International Education [Global CIE] Forum Roundtable

Date: 23rd July 2026 | **Time:** 09:00-10:30 (CEST, Budapest, Hungary)

Topic: "Reimagining Internationalisation in Education: Storytelling, Equity, and Global Partnerships for Inclusive and Meaningful Development"

Convenor: 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	*Keynote Speaker: Alison Buckler, PhD, Professor of International Education at The Open University, Director of the Centre for the Study of Global Development, UK, Chair of the British Association for International and Comparative Education, and Chair of the Editorial Board of BAICE's journal, Compare.* **Topic:** Reimagining Internationalisation in Education: Storytelling, Equity, and Global Partnerships for Inclusive and Meaningful Development
09:45 – 10:15 Response	*David Turner, PhD, President, Global CIE Forum & University of South Wales University, UK* *Brian Denman, PhD, Secretary General, GlobalCIE &* 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

8th Annual World Education Fellowship Centenary Lecture

Date: 23rd July 2026 | **Time:** 10:30-12:00 (CEST, Budapest)

Topic: *"*Creativity at the Heart of Education: Reclaiming Creative Thinking for Young People's Futures"

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	*Assoc. Prof Dr Gillian Hilton, Vice President, British Federation of Women Graduates, & University of West London, United Kingdom*
11:30 – 11:45 Response	*Dr Gertrude Shotte, Middlesex University, 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 23rd July, 2026 14:30-15:30 (Budapest, Hungary) [8.30 AM – 9.30 AM, NY)

Topic: **Crisis in Teacher Education: Results of Ignoring Studies in Creativity**

Moderator: *Larry Keiser, PhD,* Clinical Associate Professor Emeritus*, School of Education, Drexel University, USA*

14:30 – 14:35	*Larry Keiser, PhD, Drexel University, USA* Welcome & Opening Remarks
14:35 – 15:15	Presenting Dr Chris Wilson, Director, Aston Centre of Excellence in Educational Innovation (ACE), Aston University, UK & *Melissa M. Schmitz, Ed.D., is the founder of WISE HD; Associate Director of ELaBS, Drexel University's Education, Learning, and Brain Research Collaborative; and author of creativity lessons for the Freddie Reisman Center for Translational Research in Creativity and Motivation.*
15:15 – 15:25	Q&A/Discussion
15:25 – 15:30	*Larry Keiser, PhD, Drexel University, USA* Closing remarks

7th Annual Kaufman Family Research Symposium

Thursday, 23rd July, 15:30 -17:00 [9.30AM -11.30 PM in New York]

Topic: Creative Possibility Thinking for Human Flourishing in Uncertain Times

Chair: *Larry Keiser, PhD,* Clinical Associate Professor Emeritus*, School of Education, Drexel University, USA*

15:30 – 15:40	*Larry Keiser, PhD,* Clinical Associate Professor Emeritus*, School of Education, Drexel University, USA* *Welcome, Introduction & Opening remarks*
15:40 – 16:15 Keynote	*Mark A. Runco, PhD, Visiting Professor of Radical Creativity at Aalto University, Finland; Founder and former Editor-in-Chief of* Creativity Research Journal*; and Past President of the American Psychological Association Division 10.*
16:15 – 16:30 Response	*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*
16:30 – 16:45 Response	*Ruth Richards, MD, PhD, Professor Emerita, Saybrook University, USA, & Fellow, American Psychological Association*
16:45 – 16:55	Q&A
16:55 – 17:00	*Chair's Concluding Remarks* *Larry Keiser, PhD, School of Education, Drexel University, USA*

ABSTRACTS

The Crack in the Code: Human Creativity as a Mode of Cognition in the Age of Artificial Intelligence

Professor Gavin Suss, College of Management Academic Studies, Israel

Recent advances in generative artificial intelligence have intensified debates regarding the future of human creativity in organizations. While AI systems significantly expand the space of possible ideas and strategic alternatives, this article argues that creativity cannot be reduced to novelty production or computational recombination. Drawing on research in organizational creativity, uncertainty, and sensemaking, the article reconceptualizes creativity as a judgment-centered cognitive–normative process that emerges when actors must act under unresolved uncertainty while bearing evaluative responsibility.

To theorize this condition, the article introduces the Human Crack Framework—a formal model that conceptualizes creativity as arising from the intersection of situational uncertainty and evaluative responsibility. The "crack" denotes the cognitive–normative tension that occurs when organizational actors confront indeterminacy that cannot be resolved through calculation, prediction, or optimization, yet still requires committed action. Artificial intelligence is positioned not as a creative agent, but as a contextual moderator that expands generative possibility while leaving responsibility irreducibly human.

The model advances five testable propositions specifying how AI reshapes the distribution of cognitive labor without altering the locus of accountability. By reframing creativity as judgment under indeterminacy, the article contributes to scholarship on the future of work, human–AI collaboration, and professional identity in algorithmically structured environments. The central implication is that creativity in the age of AI depends not on competing with intelligent systems, but on designing organizational conditions that preserve human judgment, commitment, and responsibility as structurally central to decision-making.

Keywords: Human creativity; Judgment under uncertainty; Organizational cognition; Meaning making; Artificial intelligence.

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Creative Thinking Method for Solving the Conflicts in Our World

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This study explores the use of creative thinking as a method for identifying, analysing, and resolving conflicts in contemporary society. It begins from the premise that many human conflicts are not inevitable, but are created, sustained, and intensified by systems, behaviours, rules, and assumptions developed by human beings themselves.

The study proposes a structured creative-thinking process for conflict resolution. This process includes identifying the nature of conflicts, examining their underlying causes, evaluating their impact, and searching for solutions that can reduce or eliminate both the causes and negative consequences of conflict. It also considers the practical conditions required for implementation, including timing, stakeholders, participants, resources, and institutional or social preconditions.

A further focus of the study is the identification of factors that may hinder, weaken, or prevent the implementation of proposed solutions. These obstacles are then examined in order to assess whether they can be reduced, transformed, or overcome. The process concludes with the formulation of a final solution, an evaluation of its feasibility, and a reflection on the likely outcomes of implementation.

The study argues that although human beings often regard themselves as highly intelligent, they have created and continue to maintain systems that frequently produce unintelligent, destructive, and unresolved conflicts. In many cases, these conflicts are not only sustained but deepened through increasingly sophisticated and even “innovative” means. As a result, many stakeholders now find it difficult to imagine that such conflicts can be resolved in the foreseeable future.

However, the study suggests that change is possible if individuals, institutions, and societies begin to think differently: more humanely, more creatively, and with greater attention to the removal of harmful rules, structures, and assumptions embedded within existing systems. By allowing solutions to align more closely with fundamental human, ethical, and natural principles, the resolution of serious human-made conflicts can begin.

The study concludes that the proposed creative-thinking method can be applied in education, work, public life, and private life as a practical contribution to conflict resolution and the creation of more humane systems.

Keywords: Creative thinking; Conflict resolution; Human systems; Ethical transformation; Education and society; Social innovation

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Applying the 5Es Reflective Framework® to a Community Pharmacy Scheduling Situation: A Practice-Based Reflective Analysis

Chijioke Agomo, DProf, Research & Development Unit, Coagg Limited, United Kingdom

Reflective practice plays a steady, often underestimated role in healthcare learning. It gives practitioners a chance to pause and make sense of everyday situations that might otherwise pass unnoticed. In community pharmacy, people usually associate reflection with clinical decisions or patient-facing issues, but even something as ordinary as reviewing a rota reveals gaps in our assumptions and habits.

This paper uses the 5Es Reflective Framework® to look back on a real scheduling mix-up in an English community pharmacy. The situation involved a pharmacist who assumed, based on a long-standing alternate-Saturday pattern, that he was off on a particular weekend. A call from a colleague quickly challenged that belief. After reviewing the online rota, he realised he was meant to be on duty. He lived close by and arrived about 35 to 40 minutes late. Staff placed a notice on the door, and most customers who turned up during the delay were simply collecting repeat medicines. Once he arrived, the pharmacy settled back into normal service without difficulty.

The purpose of this reflection is educational rather than investigative. This paper examines how expectation-based thinking may contribute to overlooked vulnerabilities within daily pharmacy practice. By highlighting the influence of expectations prior to an event, the 5Es Framework serves as a valuable complement to established reflective models, which typically begin only after the event has occurred.

It shows how the 5Es Framework helps uncover the expectation that shaped the situation, the emotions that followed, and the practical steps that could prevent a similar issue. It also suggests that everyday workplace habits deserve as much reflective attention as clinical decisions. Although this is a single author-led reflection and not a formal evaluation of the 5Es Framework, it offers a small window into how the model might support structured learning in regular pharmacy practice. This paper may also contribute to ongoing discussions

on reflective learning, service reliability, and human factors within pharmacy education. Future independent studies would be needed to explore its wider usefulness and credibility.

Keywords: Reflective practice, Community pharmacy, 5Es Reflective Framework, Healthcare learning, Human factors, Service reliability

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Digital Communication in Recruitment and Selection: A Critical Review with Reference to Associate Lecturers in a UK-based Higher Education Institution

Dr Elizabeth Achinewhu-Nworgu, QAHE, Ulster University, UK & Ireland
Tracy Mncube, PhD Scholar, QAHE, London Metropolitan University, UK

This paper explores the role of digital communication in transforming the recruitment and selection of Associate Lecturers within a UK-based higher education institution. It examines how digital technologies have enhanced recruitment efficiency, transparency, and information sharing, particularly for geographically dispersed applicants who may not be available for face-to-face interviews. Digital communication tools, including institutional websites, online recruitment portals, email, professional networking platforms, video conferencing software such as Microsoft Teams, and applicant tracking systems, have reshaped recruitment practices for flexible, part-time, and zero-hour Associate Lecturer roles. These technologies enable institutions to attract highly qualified academics from diverse geographical locations while reducing recruitment costs, improving response times, and facilitating remote interviews and digital assessments.

Despite their importance, the adoption of digital recruitment presents several challenges. Existing literature highlights concerns related to digital inequality, cybersecurity, data privacy, algorithmic bias, and the potential exclusion of applicants with limited digital literacy. Higher education institutions must therefore ensure that technology-mediated recruitment remains fair, transparent, inclusive, and compliant with institutional policies and legal requirements. Effective digital communication not only enhances candidate experience through timely information sharing and engagement but also strengthens institutional reputation and improves recruitment outcomes.

This study investigates how digital communication influences the recruitment and selection of Associate Lecturers by examining the effectiveness of digital recruitment platforms, the experiences of applicants and recruiters, and the challenges associated with technology-enabled staffing. The findings aim to contribute to the growing field of digital human resource management by providing evidence-based recommendations to improve recruitment efficiency while maintaining equity, transparency, inclusivity, and legal compliance. The study also proposes strategies to enhance communication, provide meaningful recruitment feedback, and support effective and equitable selection processes within UK higher education institutions.

Keywords: Digital Communication, transparency, efficiency, Recruitment and selection, Associate Lecturers, Higher Education, influence and challenges.

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Teacher creativity and school climate: Fostering Teacher Creativity Through School Climate in Tunisian Middle Schools

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Several previous researches show that school climate can foster teachers' creativity, without determining the responsible dimensions of this creative development yet. This study attempts to contribute to understanding the role of school climate in Tunisian middle schools in fostering creative teachers. The objective is to identify and describe the school climate dimensions of a particular middle school responsible for fostering its creative teachers. Based on a pragmatic theoretical perspective, we focused on the research problem rather than methods, working beyond quantitative or qualitative exclusivity. We relied on both numerical and narrative data to fully meet this study's needs.

The mixed investigation strategy began with a quantitative phase. From a random and representative sample of Tunis city middle schools, we determined the middle school with the highest mean of teachers' creativity scores. A qualitative phase followed, consisting of a case study of the selected middle school. Qualitative data were collected, analyzed and interpreted to describe how the school climate favored the teachers' community who obtained the highest creativity scores.

The results suggest that the “relations” dimension followed by «teaching and learning» have the greatest impact on promoting creative teachers. The less impactful dimensions are “institutional environment” and “security”. Moreover, we detected an emergent dimension: «the culture of the establishment», considered as one of the favorable factors.

The creative teacher's dimensions are impacted at different levels. The “personal characteristics” dimension followed by “personal and professional communities” are the most impacted by school climate. The “results” and “processes” dimensions are the least impacted. A descriptive model of fostering creative teachers through school climate has been developed to itemize how the school climate promotes teachers' creativity.

From a theoretical point of view, these results can serve as a starting point for explanatory research. From a practical point of view, the results can be transferred to other middle schools of the Tunisian Republic and the north Africa. It will be possible to foster creative teachers in any educational institution and democratize creativity through educational practices. This study can be considered as one of the continuous actions undertaken by the Tunisian Ministry of Education to foster Tunisian students' creativity by encouraging their creative teachers, since teachers are role models for their students.

Keywords: School climate; Teacher creativity; Creative teachers; Middle school education; Mixed-methods research; Tunisian education

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An Exploration of How Black Women Navigate Microaggressions in the Workplace

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This paper explores the experiences of Black women in professional workplace settings, with particular attention to how they encounter, interpret, and navigate microaggressions, racism, and discriminatory practices. It examines the subtle and overt ways in which workplace bias may be expressed through language, everyday phrases, behaviours, organisational norms, and interpersonal interactions.

The paper also considers the emotional, professional, and career-related impact of these experiences on Black women, including the strategies they use to maintain professional identity, resilience, and agency within challenging organisational environments. In addition, it examines the role of human resource management and senior leadership in recognising, addressing, and preventing workplace discrimination.

In an increasingly diverse and rapidly changing world of work, the paper argues that organisations must move beyond performative commitments to inclusion and develop more accountable, culturally aware, and responsive approaches to equity, belonging, and workplace justice.

Keywords: microaggressions; Black women; professional spaces; workplace discrimination; racism; language; human resource management; senior leadership; equity and inclusion.

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Notting Hill Carnival Entrepreneurs: A Framework of Diverse Entrepreneurial Practices

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This paper reconceptualises entrepreneurship through the lens of the Notting Hill Carnival, one of Europe's largest cultural festivals and a significant site of Afro-Caribbean cultural expression in the United Kingdom. Drawing on an interpretivist and constructivist perspective, the study combines desk-based analysis of policy documents, historical sources, and entrepreneurship literature with qualitative insights derived from doctoral research, including interviews, observations, and field notes. The paper argues that conventional entrepreneurship models, which primarily emphasise opportunity recognition, innovation, growth, and profit maximisation, inadequately explain entrepreneurial activity within culturally embedded and temporally bounded environments. Using mixed embeddedness theory as a foundation, the study demonstrates how entrepreneurial practices within the Notting Hill Carnival are shaped by the interaction of social, cultural, economic, and institutional forces. The findings reveal a diverse and overlapping range of entrepreneurial forms, including cultural, ethnic, diaspora, creative, social, grassroots, festival, informal, and street entrepreneurship. Rather than existing as discrete categories, these forms intersect

within a dynamic entrepreneurial ecosystem rooted in Caribbean heritage, migration experiences, community networks, and cultural production. The paper introduces the concept of kaleidoscopic entrepreneurship, which conceptualises entrepreneurship as a multidimensional, fluid, and context-dependent phenomenon. It further develops a survival–surviving entrepreneurship continuum, illustrating how entrepreneurial activities initially driven by economic necessity can evolve into more resilient and sustainable forms of enterprise through the accumulation of social capital, networks, experience, and adaptive capabilities. The study contributes to entrepreneurship theory by extending mixed embeddedness into a festival context and offering a more inclusive framework for understanding minority entrepreneurship. Practically, it highlights the role of cultural festivals as entrepreneurial incubators that foster economic participation, cultural preservation, and community development, providing important insights for policymakers seeking to support diverse and culturally embedded entrepreneurial ecosystem.

Keywords: Notting Hill Carnival; Kaleidoscopic Entrepreneurship; Mixed Embeddedness; Cultural Entrepreneurship; Ethnic Entrepreneurship; Diaspora Entrepreneurship; Survival Entrepreneurship; Festival Entrepreneurship; Informal Economy; Minority Enterprise.

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Creativity and Creative Thinking: Are We Neglecting These Skills in the Education of Young People?

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This paper explores the extent to which creativity and creative thinking are being neglected in contemporary education systems, particularly in the context of increasing emphasis on examinations and measurable academic outcomes. It argues that the prioritisation of factual knowledge acquisition has led to reduced opportunities for students to engage in imaginative, exploratory, and collaborative learning. Drawing on existing literature and a small-scale discussion group involving primary and secondary school teachers, the paper examines

current practices, challenges, and gaps in the provision of creative learning experiences. Findings suggest that limited training, insufficient funding, and systemic pressures contribute to the marginalisation of creativity in schools. The paper highlights the importance of embedding creative approaches across all subjects and emphasises the need for improved teacher training and policy support. It concludes that fostering creativity is essential for developing adaptable, confident, and innovative individuals capable of contributing meaningfully to society.

Keywords: creativity, creative thinking, education policy, teacher training, curriculum development, student engagement

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Protective AI Models (Guards) as a National Infrastructure for Content Safety: The Russian Approach

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The rapid proliferation of Large Language Model (LLM)-based services across public administration, education, healthcare, and business has made AI content safety a critical infrastructure challenge. Global AI Safety institutions have made substantial progress in model value alignment — through RLHF, Constitutional AI, and related alignment techniques. Nevertheless, the problem of ensuring model behavior compliance with the legal and cultural norms of a specific jurisdiction in live deployment remains unsolved. Independent empirical studies demonstrate that even well-aligned models lack awareness of national legal classifications of prohibited content and reproduce harmful value patterns [Noels et al., 2025; Choi et al., 2026; Kizilcec et al., 2024]. This paper proposes a

fundamentally new approach to addressing this problem. We introduce the concept of an AI protective model — a specialized AI safety component deployed as an API/SDK interceptor within the LLM inference pipeline. AI protective models implement two independent dimensions of protection. The first is legal compliance: a protective model ensures that LLM behavior conforms to the norms of a specific jurisdiction. The second is Cultural Code Protection (CCP): a protective model prevents users from receiving content that is harmful from the standpoint of their community's values — regardless of whether corresponding legal regulation has been established. Protective models are delivered either as a universal solution (both dimensions simultaneously) or as standalone specialized components, at the operator's discretion; they are architecturally decoupled from base models, independently certifiable, and versioned. Also presented are the institutional model and technical architecture of the AI SenseSafety Center (AISSC), established at IRIAS — the International Research Institute for Advanced Systems (Moscow, est. 1976) — implementing a comprehensive approach to the development, certification, and deployment of AI protective models based on a three-tier model: (1) the protective models layer — autonomous components trained on jurisdiction-specific and culture-specific datasets; (2) the certification layer — the Guard Crosswalk tool for compliance verification against applicable AI governance frameworks across jurisdictions; (3) the delivery layer — SaaS and on-premise deployments supported by a versioned Protective Models Library.

Keywords: AI safety, AI protective models, Cultural Code Protection, national infrastructure, AI governance, AI sovereignty.

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Talent Management, AI-Driven Digital Transformation, Diversity, Opportunities and Challenges for HRM Practices in UK higher education

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Queen Chioma Nworgu, University of Greenwich, UK

This paper, presented first at the BCES conference 2026, was a critical analysis of the evolving role of Human Resource Management (HRM) in workforce planning within the higher education sector, with particular focus on how digital transformation is reshaping HR practices in UK universities. It examines key themes including global talent management, digital collaboration, diversity, and the integration of artificial intelligence (AI) into HR strategies. The study explores both the opportunities and challenges that digitalisation presents for HRM, particularly in relation to strategic workforce planning, global talent acquisition, and technology-enabled recruitment in a university context. It further considers how higher education institutions can streamline HR operations through digital tools while responding to the demands of an increasingly dynamic and globalised talent landscape. Using qualitative methods and thematic analysis, the findings highlight the potential of digital technologies and AI to enhance efficiency, flexibility, and service delivery in HR functions. However, the study also identifies ongoing challenges, including resource limitations, professional isolation, and difficulties in assessing behavioral attributes in virtual recruitment processes. The results offer policy-relevant insights for HR practitioners and institutional leaders seeking to adapt workforce strategies to a rapidly evolving, technology-driven higher education environment.

Keywords: Workforce planning; talent management; digital transformation; artificial intelligence; diversity; higher education HRM

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Academic Dishonesty in the Age of AI: Cultural, Social, and Situational Influences Among Postgraduate Students at a London-Based UK University

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QAHE, Ulster University, United Kingdom & Ireland

The rapid adoption of generative artificial intelligence (AI) has introduced new dimensions to academic integrity challenges in higher education. This study explores the emerging phenomenon of AI-enabled academic dishonesty among postgraduate students at a London-based UK university (referred to as SAI), with particular focus on South Asian international students whose educational and cultural backgrounds may differ from those of home and European peers. The research investigates how cultural norms, academic expectations, technological access, and situational pressures intersect to influence students' perceptions and engagement with AI-assisted dishonest practices. It also examines the extent to which existing institutional policies and support mechanisms adequately address AI-related integrity risks within privately owned higher education settings. Adopting a qualitative approach, the study draws on preliminary observations and a thematic analysis of current literature to identify key drivers and patterns associated with AI-enabled misconduct. The findings aim to contribute to ongoing discussions on responsible AI use in academic work and inform the development of culturally responsive institutional strategies that promote ethical engagement with AI technologies. A subsequent phase will extend the study through a mixed-methods investigation of broader impacts on academic integrity. Keywords: academic dishonesty, generative artificial intelligence (AI), South Asian International (SAI) students, academic integrity policy, cultural and situational influences.

Keywords: academic dishonesty, generative artificial intelligence (AI), South Asian International (SAI) students, academic integrity policy, cultural and situational influences

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Managing Change: Leadership Challenges in University Recruitment with a Focus on International Students' Visa Policy Reform in the UK

Dr. John Howell, QAHE, Ulster University, United Kingdom & Ireland
Prof. Dr Elizabeth Achinewhu-Nworgu, QAHE, Ulster University, United Kingdom & Ireland

The paper discusses the leadership issues encountered by UK university recruitment teams in the light of recent international student visa policy changes. Frequent reforms of the international student visa policies have significantly influenced the sector and, in most cases, destabilised it. The. The Immigration Act 2014 was a major shift as it instilled a more restrictive migration control model, including landlord checks, NHS surcharges, and more effective surveillance of the visa overstayers. Such developments have made significant contributions to the climate of access for students to study in the UK, the capacity of universities to achieve recruitment and enrolment goals, and the workload of teaching personnel. Using qualitative research, the study examines the available leadership and change management, the international student recruitment, and the consequences of the government policy change to the applications of immigration student visa, mediated by laws such as the Immigration Act 2014 and the Tier 4 visa rules. The study, by using thematic analysis and citing examples of the universities in the UK, establishes the primary obstacles and steps of adaptation, which provides suggestions on the future of both research and practise. The results show that agile leadership, effective communication with stakeholders, and a strategic plan are necessary to implement a changing regulatory environment concerning the UK immigration visa reform and its effect on universities, international student recruitment, and enrolment.

Keywords: managing change, leadership and management, international student recruitment, education, immigration reforms on visa applications

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HSC Students' Perceptions of Mobile-Assisted Grammar Learning in Dhaka, Bangladesh: A Mixed-Methods Study

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This mixed-method study investigates the attitude of Higher Secondary Certificate (HSC) students on the use of mobile applications in English grammar learning in Dhaka city, Bangladesh. The study addresses a persistent pedagogical issue in English language teaching, which is that grammar is still an integral part of learners' academic writing and their performance in exams, but it is often still perceived as mechanical and demotivating to learners. A structured questionnaire was used to gather data from 30 HSC students, and semi-structured interviews from 10 students. Results indicate that grammar-learning apps were perceived as engaging and easy-to-use, as well as motivational, by the majority of the participants in the study. The most beneficial features identified were interactive exercises, gamification features, user-friendly interfaces and instant feedback. Qualitative results corroborate this and imply that programs like Duolingo and Grammarly might boost enjoyment, writing confidence, and chances for self-directed practice. There were some areas, however, where students also indicated limitations, such as grammar explanations being too simplified, contextualization being inconsistent, internet-related technical problems, and potential over-dependence on apps. The study also suggests that the use of mobile grammar applications does not stand in place of the teaching of grammar by a teacher, but can be used as an auxiliary tool that can be combined with the explanation of the grammar in the classroom, with its use for independent writing practice and feedback from the teacher. The results provide evidence of local realities in the context of HSC in Bangladesh and provide

some practical implications for English teachers, curriculum planners, and educational app developers.

Keywords: mobile-assisted language learning; grammar learning; HSC students; Bangladesh; learner motivation; Grammarly; Duolingo

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Proposing a New Model for Reflective Practice: The 5Es Reflective Framework

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Reflective practice helps professionals analyse their experiences, draw meaningful conclusions from their actions, and enhance their performance. Although frameworks like Gibbs's Cycle, Kolb's Learning Cycle, and Boud's Reflective Model provide valuable guidance, they often neglect the significant impact of expectation on perception and behaviour.

The 5Es Reflective Framework, comprising Expectation, Experience, Evaluation, Explore, and Execute, fills this gap by encouraging practitioners to clarify their expectations before an event, describe what happened without bias, assess how results measure up against expectations, investigate the feelings, emotions and assumptions influencing their interpretations, and develop action plans for improvement. Building on Dewey's ideas about reflection, Schön's concept of 'reflection in action,' and Mezirow's theory of transformative learning, the 5Es model emphasises how both conscious and unconscious expectations affect decision-making, learning, and future actions. By examining these expectations, individuals can grow in self-awareness and critical thinking.

The 5Es model is versatile and can be used in education, healthcare, engineering, law, religious ministry, business, politics, leadership, etc. It supports both individual reflection and group discussions, fostering professional development. As a new contribution to reflective practice, it offers a multifaceted approach that enhances learning and encourages ongoing growth.

Keywords: Reflective Practice, 5Es Framework, Expectation, Professional Development, Experiential Learning

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The Future of Well Log Data Interpretation: Opportunities and Challenges in the Era of Big Data and Artificial Intelligence

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The convergence of big data and artificial intelligence (AI) is poised to revolutionize well log data interpretation, offering unprecedented opportunities for optimizing hydrocarbon exploration and production. This paper provides a comprehensive overview of the current state of well log data interpretation, highlighting the transformative potential of big data and AI in this field. A critical evaluation of recent literatures reveal that machine learning and deep learning techniques have been successfully applied to a range of well log interpretation tasks, including log facies classification, reservoir property prediction, and anomaly detection, yielding significant improvements in accuracy and efficiency.

A key finding of this study is that the integration of domain knowledge with data-driven approaches is crucial for achieving optimal results, as it enables the incorporation of physical insights and geological expertise into the AI workflow. However, the adoption of big data and

AI in well log data interpretation is not without challenges, including data quality, interpretability, and scalability.

This paper highlights the need for more robust and transparent AI models, as well as the importance of interpretable and explainable AI techniques that can provide insights into the underlying physical processes. The valuable insights derivable from this paper is far-reaching and impactful, as it provides a roadmap for the adoption of big data and AI in well log data interpretation and emphasizes the potential for significant improvements in reservoir characterization and management.

Recommendations are provided for future research and development, including the need for more collaborative efforts between data scientists and domain experts, and the development of more robust and more scalable AI frameworks. This work underscores the transformative potential of big data and AI in well log data interpretation and highlights the need for continued research and development in this area.

Keywords: Big Data, Artificial Intelligence, Well Log Data Interpretation, Machine Learning, Deep Learning, Reservoir Characterization

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From Dream to Launch: A Human-Centered Creativity Framework for Innovation and AI-Enhanced Entrepreneurship in Higher Education

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As higher education systems evolve in response to artificial intelligence, there is an increasing need to center human creativity, resilience, and applied innovation alongside technological advancement. This paper introduces the Dream, Sink, Launch framework, a human-centered model designed to cultivate creative confidence, entrepreneurial thinking, and adaptive problem-solving in learners navigating complex and uncertain environments. Grounded in practitioner-based research and experiential learning design, the framework outlines three critical phases of innovation: Dream (visioning and ideation), Sink (navigating failure, ambiguity, and resistance), and Launch (execution, iteration, and impact). A key contribution of this work is the concept of Bizperation—a structured approach to activating creativity through guided prompts, reflective exercises, and real-world application. This study explores how creativity can be intentionally taught, measured, and scaled within higher education through interactive tools and curriculum integration. It also examines how AI can serve as an augmentation tool—enhancing ideation, accelerating prototyping, and supporting decision-making—while preserving the distinctly human capabilities of judgment, imagination, and relational insight. Drawing on implementation across entrepreneurship programs, leadership labs, and community-based learning environments, the paper highlights measurable outcomes related to learner engagement, innovation mindset development, and venture activation. The findings suggest that embedding human-centered creativity frameworks within AI-enabled ecosystems can better prepare students to lead, build, and innovate in rapidly changing global contexts. This work contributes to the broader dialogue on knowledge, creativity, and entrepreneurship by offering a scalable model that bridges theory and practice—positioning creativity not as an abstract trait, but as a trainable, measurable, and essential skill for the future of higher education.

Keywords: knowledge, creativity, innovation, entrepreneurship, AI-enabled ecosystems, higher education

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Beyond Productivity: Measuring Creativity, Innovation, and Human Potential in the Future of Work

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Organizations have long measured performance through efficiency, productivity, output, and cost reduction. These traditional measures still matter, but they no longer capture the full picture. Work is changing because organizations are innovating, AI included, and that shift is reshaping how value is created. As routine tasks are increasingly absorbed by technology, organizations face a critical challenge: how to recognize, develop, and measure the uniquely human capabilities that drive long-term innovation and organizational success.

This chapter explores the evolving relationship between creativity, innovation, and organizational performance in the future of work. It argues that productivity alone is no longer sufficient as a primary indicator of workforce effectiveness, and that organizations must expand evaluation frameworks to include human-centered measures such as creative problem-solving, adaptability, curiosity, learning agility, and collaboration. Creativity, the generation of valuable ideas, is distinguished from innovation, the successful implementation of those ideas, both of which encompass AI as one tool among many rather than a force apart from them.

The chapter takes a conceptual, practice-informed approach, synthesizing evidence from workforce transformation, change management, and innovation practice with applied learning and development experience, rather than presenting empirical data. From this synthesis, the chapter contributes a Human Impact Framework for evaluating creativity and innovation alongside traditional business metrics. The framework pairs each dimension-

creativity, learning, innovation, adaptability, and collaboration- with an indicator leaders can track during regular team or project reviews, rather than relying on annual performance scores alone, and treats experimentation as embedded practice rather than a late-stage activity.

A second contribution is a set of concrete implications for leaders and learning professionals: building experimentation into change initiatives from inception, supporting capability development through structured testing of ideas, and designing measurement systems that account for diverse working styles and contributions. This is directly relevant to educators, learning professionals, change practitioners, and decision-makers preparing organizations for the future of work.

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Beyond Economic Growth: Sustainable Innovation as a Pathway to Human Flourishing in the 21st Century

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The study re-evaluates the idea of progress by changing the mainstream narrative of an economy that is defined by economic growth models to a more comprehensive approach that is based on the flourishing of human beings and sustainability. Although the use of traditional measures of development like GDP has been a longstanding practice, it fails to measure development along wider aspects of wellbeing, environmental sustainability, as well as social justice. Based on the Capability Approach, the Sustainable Development Goals (SDGs), and

the Stakeholder Theory, this paper will create a conceptual framework that would connect sustainable innovation to a multidimensional outcome of human flourishing.

The research takes quantitative survey data of innovation-based organizations and qualitative to find its answer, applying both variables approach of the quantitative research curriculum and the policy and industry specialists. The relations of sustainable innovation practices with environmental and social value creation and the human flourishing indicators, including well-being, inclusion, and resilience, are tested with Structural Equation Modeling (SEM).

The findings will demonstrate that sustainable innovation significantly contributes to human prosperity, beyond just economic performance, particularly when inclusive governance and ethical innovation practices serve as moderating factors. The paper adds to the body of the literature as it suggests a quantifiable model of measuring the progress under the prism of sustainability and human well-being. It further provides policy and managerial implications to governments, institutions, and organizations that want to align innovation strategies to their societal long-term value.

Keywords: Sustainable Innovation, Well-being Economy, Sustainable Development Goals (SDGs), Capability Approach, Inclusive Innovation, Stakeholder Theory, Structural Equation Modeling (SEM)

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Aligning Higher Education Curricula with the Future of Work

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Rapid technological advancement and global uncertainty are reshaping the nature of work and challenging long held assumptions about professional pathways. As automation, artificial intelligence, globalisation, and project-based workforce structures continue to evolve,

universities are being pressed to reconsider their educational purposes and the kinds of capabilities they cultivate in graduates. This paper examines how the University of South Australia is responding to these shifts by reorienting its curriculum, pedagogy, and institutional strategy toward creativity, adaptive expertise, and innovative thinking. Drawing on a mixed-methods study that integrates qualitative insights from academic staff and industry partners with quantitative analysis of student outcomes and curriculum mapping, the research identifies a set of future-focused competencies. These include critical and creative thinking, digital capability, collaborative problem-solving, and adaptive learning skills, seen as essential for employability in rapidly changing environments. The paper develops a conceptual framework for embedding these capabilities across disciplines and outlines practical strategies such as technology-enhanced learning, interdisciplinary collaboration, studio-based pedagogies, and work-integrated learning. Together, these elements form an institutional roadmap for higher education providers seeking to design flexible, future-ready learning environments. The findings highlight the importance of universities operating as dynamic ecosystems that prepare graduates not only to succeed in the future of work but to contribute creatively, ethically, and innovatively to shaping it.

Keywords: future of work, creativity, adaptive expertise, higher education, innovation, curriculum design.

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Creative Production in the Platform Era: Digital, Distributed, and Algorithmically Mediated Systems and the Implications for Creative Education

Professor Philip Dennett, London South Bank University, United Arab Emirates

Creative education is confronting a structural misalignment. Many programmes remain organised around stable professions, discipline silos, and analogue-era assumptions about production and distribution. Yet contemporary creative production is increasingly digital, distributed, and algorithmically mediated. This paper argues that these three characteristics are not superficial technological shifts but deep transformations in the political economy and governance of cultural production. Drawing on platformisation theory, network society theory, digital labour studies, and scholarship on algorithmic governance, the paper demonstrates that creative production now operates within sociotechnical systems in which software infrastructures, platform logics, and computational selection mechanisms shape visibility, value, and livelihood formation. The paper concludes by outlining the implications for creative education, arguing that curriculum reform must move beyond tool acquisition and towards systemic literacy, platform fluency, and adaptive creative agency.

Keywords: Creative education; Platformisation; Algorithmic governance; Digital labour; Systemic literacy; Adaptive creative agency

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The Impact of Artificial Intelligence Adoption on Innovation Performance and Entrepreneurial Success in Small and Medium-Sized Enterprises

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The rapid advancement of artificial intelligence (AI) technologies is transforming entrepreneurial activities and innovation processes within small and medium-sized enterprises (SMEs). Despite growing interest in AI adoption, empirical evidence on its impact

on innovation performance and entrepreneurial success remains limited, particularly within resource-constrained firms. This study examines the relationship between AI adoption, innovation performance, and entrepreneurial success in SMEs. Drawing on the dynamic capabilities and resource-based view theories, the research investigates how AI-driven capabilities enhance product, process, and business model innovation, thereby influencing firm growth, competitiveness, and market performance. Using a quantitative research design, data are collected from SME owners and managers through structured questionnaires and analyzed using structural equation modeling (SEM). The findings reveal that AI adoption has a significant positive effect on innovation performance, which in turn mediates the relationship between AI adoption and entrepreneurial success. The study also finds that organizational readiness and digital skills strengthen the effectiveness of AI-enabled innovation. These results contribute to entrepreneurship and innovation literature by providing empirical evidence on the strategic value of AI in SMEs. Practically, the study offers insights for entrepreneurs and policymakers on leveraging AI technologies to drive innovation, improve business outcomes, and enhance SME sustainability in an increasingly digital economy.

Keywords: Artificial Intelligence, Innovation Performance, Entrepreneurial Success, SMEs, Digital Transformation

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Racially Inclusive Leader Development: Examining Bias, Identity, and Developmental Access

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This paper presents my scholarly agenda in organizational behavior with a specialization in racially inclusive leader development. I argue that leader development research has relied

too heavily on colorblind assumptions, even though race, racial identity, stereotypes, and bias shape how leadership is learned, recognized, and evaluated in American organizations. Because much of the field's most influential scholarship has centered predominantly on White leaders and authors, racial minorities remain underrepresented in both theory and evidence. In response, I propose racially inclusive leader development as an approach for examining whether common leader development theories and practices are accessible, congruent, and effective for Black leaders and other racially marginalized groups. The paper advances three priorities for future research. First, leader development scholarship should reject colorblind ideology by recognizing how critical race theory, stereotypes, and stereotype threat reveal racialized differences in developmental experiences such as assessment, challenge, and support. Second, scholars should examine how implicit bias and racial discrimination shape leader evaluations, developmental opportunities, and learning processes, including through racial microaggressions and racialized leader prototypes. Third, the leader identity development process should be expanded to account for race-related experiences and events, including the ways social identity and positive racial identity can buffer threat and sustain growth. I connect these themes to my own research pipeline, including qualitative work on Black women leaders' experiences with multisource feedback, studies of stereotype threat and racial isolation, and conceptual work on racial microaggressions, leader identity, and resilience. Together, these projects show that effective leader development requires more than acknowledging difference; it requires understanding, supporting, and strengthening racially diverse leaders within context.

Keywords: organizational behavior, bias, leader identity, resilience, racially inclusive leader development

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Designing Trust in AI-Mediated Environments: Performative Transparency and the Construction of Brand Legitimacy

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As digital ecosystems become increasingly shaped by AI-driven platforms and algorithmic curation, the nature of transparency and trust is undergoing fundamental transformation. In such environments, individuals are not merely passive recipients of information but active interpreters of algorithmically mediated signals, raising critical questions about how authenticity and legitimacy are constructed in the digital age. This study examines how social influence mechanisms within

AI-mediated environments shape consumer perceptions of transparency and brand legitimacy. Integrating social influence theory, signaling theory, and cognitive bias literature, the research proposes a model which influences credibility and AI-amplified social proof (e.g., likes, comments, and shares) enhance perceived transparency, which subsequently drives brand legitimacy and consumer trust. The model further suggests that cognitive biases, particularly authority bias and the halo effect intensify these relationships by reinforcing heuristic-based judgments in complex, information-rich environments.

A quantitative research design is employed using an Instagram-based experimental stimulus to simulate real-world exposure to influencer marketing content. Data will be collected from UAE-based consumers and analyzed using statistical tools to assess measurement validity, structural relationships, and predictive relevance. The study introduces the concept of performative transparency, defined as a form of perceived authenticity that is socially and algorithmically constructed rather than empirically verified. By positioning transparency as an outcome of human–AI interaction and digital cognition, the research contributes to emerging debates on ethical digital communication, trust formation, and the role of AI in shaping human perception.

The findings offer important implications for organizations seeking to design human-centered digital strategies, emphasizing that sustainable trust depends not only on visible signals of

authenticity but also on alignment between algorithmically mediated communication and underlying organizational practices.

Keywords: Performative Transparency; AI-Mediated Marketing; Brand Legitimacy; Social Influence; Influencer Credibility; Consumer Trust

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Reconceptualizing E-Learning in South African Higher Education: Implications for Early Childhood Care and Education

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E-learning has become a central feature of higher education, offering flexible and innovative approaches to teaching and learning. In South Africa, its rapid expansion has intensified debates around access, quality, and relevance, particularly in Early Childhood Care and Education (ECCE), which is recognized as foundational to lifelong learning. Aligning e-learning with ECCE policy frameworks is essential for strengthening teacher education, promoting inclusive and sustainable learning, and supporting professional development. While e-learning presents significant opportunities for pre-service and in-service ECCE training, it also poses challenges linked to historical inequalities and uneven digital infrastructure.

This desk-review article reconceptualizes e-learning as a pedagogical, socio-cultural, and ethical practice responsive to South Africa's context of inequality and transformation. Grounded in Critical Pedagogy and the Technological Pedagogical Content Knowledge (TPACK) framework, the study foregrounds issues of equity, context, and the integration of technology, pedagogy, and content knowledge in ECCE teacher education. Employing a qualitative critical narrative review methodology, the article synthesizes literature on e-learning in South African higher education to examine its implications for ECCE.

The discussion highlights the importance of inclusive e-learning design in strengthening professional learning through reflective practice, collaboration, and meaningful integration of theory and practice. The article argues that without deliberate pedagogical reconceptualization, e-learning risks reproducing existing inequities in ECCE training and concludes by proposing principles for a transformative e-learning agenda that supports the professionalisation of the ECCE workforce, enhances quality, and advances equity in South African higher education.

Keywords: Curriculum Transformation; Digital Pedagogy; E-learning; Early Childhood Care and Education; Policy; Professionalized workforce; Sustainability, Teacher Professional Development

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Fathoming Transition in Educational Spaces: Changes, Challenges and Compromise

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'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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Education and Intelligence

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This study examines the relationship between education and intelligence and argues that the future development of humanity depends on a more conscious, practical, and globally responsive approach to education. The paper seeks to provoke critical reflection on whether current educational systems adequately support the development of human intelligence, particularly in relation to conflict, decision-making, social responsibility, and quality of life.
The central argument is that humanity's level of collective intelligence does not yet match either its self-image or its potential. Although this limitation cannot be attributed solely to weaknesses in education, the study suggests that existing educational models often fail to

develop the forms of thinking needed to address complex global challenges. In some cases, education may even reinforce narrow social, political, and economic value systems that contribute to conflict rather than help resolve it.

The paper proposes the need for a renewed curriculum and educational method that can cultivate deeper public and private thinking, strengthen intelligent problem-solving, and support more responsible human action. It argues that many global conflicts persist because those in positions of power are often unable to think beyond the limitations of existing systems and therefore fail to offer genuinely intelligent solutions for humanity.

The study concludes that a new form of global educational thinking is urgently needed. If education can move beyond theoretical knowledge and engage more practically with the management of conflict, social responsibility, and human development, it may contribute to a significant improvement in the quality of life for all humanity. Such transformation would require the dynamic development of both education and intelligence on a worldwide scale.

Keywords: Education; Intelligence; Human Development; Global Conflict; Curriculum Reform; Quality of Life.

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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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The Creativity Crisis in Teacher Education

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Teacher education is currently facing a quiet but consequential crisis: the systematic absence of creativity studies in the preparation of future educators. At a time when schools are expected to cultivate innovation, adaptability, and complex problem-solving, teacher preparation programs remain largely focused on standardization, accountability measures, and content transmission (Beghetto & Kaufman, 2014; Robinson, 2011). Creativity—widely recognized as a critical 21st-century competency—continues to be marginalized, often treated as an enrichment activity rather than a foundational educational outcome (Runco, 2014; Sternberg, 2006).

This omission is not merely curricular; it is philosophical. Many teacher education programs operate within frameworks that privilege convergent thinking, predetermined outcomes, and risk-averse instructional practices. J. P. Guilford's (1950) early call to study divergent thinking and E. Paul Torrance's (1974) pioneering work in creativity assessment highlighted the importance of nurturing originality, fluency, flexibility, and elaboration—yet these constructs remain largely absent from teacher preparation curricula. Consequently, pre-service teachers are rarely equipped with the theoretical grounding, pedagogical strategies, or assessment tools necessary to foster creativity in their students (Cropley, 2001; Sawyer, 2012).

The consequences are far-reaching. Classrooms risk becoming environments of compliance rather than inquiry, where students are rewarded for correct answers rather than original thinking. Teachers themselves may feel constrained, lacking both the language and the confidence to design and assess creative learning experiences. This results in a self-perpetuating cycle in which creativity is neither modeled nor meaningfully evaluated (Amabile, 1996; Beghetto, 2016).

A critical component missing from teacher education is the use of diagnostic tools that operationalize creativity in accessible and pedagogically relevant ways. The **Reisman Diagnostic Creativity Assessment (RDCA)** (Reisman, 2022) directly addresses this gap by providing a structured, research-informed framework for identifying and developing multiple dimensions of creativity. Unlike traditional measures that emphasize isolated traits or psychometric scoring, the RDCA conceptualizes creativity as a multidimensional, teachable, and observable set of behaviors across eleven factors. These include, among others, originality, flexibility, risk-taking, and elaboration—aligned with, yet extending beyond, classical Torrance-based constructs.

Importantly, the RDCA is designed not only as an assessment instrument but also as a pedagogical guide. It bridges theory and practice by enabling educators to diagnose students' creative strengths and areas for growth while simultaneously informing instructional design. In the context of teacher education, integrating the RDCA equips pre-service teachers with a concrete framework for understanding creativity, a shared language for discussing it, and actionable strategies for embedding it into curriculum and instruction.

The **Reisman Diagnostic Creativity Assessment (RDCA)** is a free, online creativity assessment accessible at https://drexel.qualtrics.com/jfe/form/SV_51pd2bfJPvpB4iO. Designed for use by educators, students, and researchers, the RDCA provides an open-access platform for identifying and developing multiple dimensions of creativity without cost barriers.

Unlike proprietary creativity measures, the RDCA emphasizes accessibility and practical application. Users can complete the assessment online and receive structured feedback aligned with eleven creativity factors, supporting both self-awareness and instructional planning. Its availability as a free digital resource makes it especially well-suited for integration into teacher education programs, where equitable access to assessment tools is essential.

Addressing the creativity crisis in teacher education therefore requires more than rhetorical acknowledgment; it demands structural integration. Creativity studies must be repositioned from the periphery to the core of teacher preparation programs. This includes embedding foundational theories (Guilford, Torrance, Runco), contemporary perspectives on creative cognition and classroom practice (Beghetto, Sawyer), and applied frameworks such as the RDCA that translate theory into practice.

Only by systematically integrating creativity into teacher education—through theory, pedagogy, and assessment—can we prepare educators capable of cultivating innovative, resilient, and imaginative learners. The future of education depends not on teaching more content, but on teaching differently, and creativity is central to that transformation.

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