

END

28-30 June
Budapest,
Hungary

2025

International Conference
on Education and New Developments



BOOK OF ABSTRACTS

Edited by
Mafalda Carmo

Designed by Freepik



**International Conference on
Education and New Developments
(END) 2025**

Book of Abstracts

**Edited by
Mafalda Carmo**

Edited by:

Mafalda Carmo

World Institute for Advanced Research and Science (WIARS), Portugal

Published in Lisbon, Portugal, by W.I.A.R.S.

www.wiars.org

Copyright © 2025 World Institute for Advanced Research and Science

All rights are reserved. Permission is granted for personal and educational use only.

Commercial copying, hiring and lending is prohibited. The whole or part of this publication material cannot be reproduced, reprinted, translated, stored or transmitted, in any form or means, without the written permission of the publisher. The publisher and authors have taken care that the information and recommendations contained herein are accurate and compatible with the generally accepted standards at the time of publication.

The individual essays remain the intellectual properties of the contributors.

ISBN: 978-989-35728-6-3

ARTIFICIAL INTELLIGENCE IN TEACHER TRAINING: BENEFITS, CHALLENGES AND TOOLS

Bruno F. Gonçalves

CITED, Polytechnic Institute of Bragança (Portugal)

Abstract

The use of artificial intelligence has emerged as an important tool for teacher training, providing new approaches to the development of pedagogical skills, classroom management, and the personalization of teaching. This research aims to identify the most relevant AI tools for teacher training and to examine the benefits and challenges of integrating AI into teacher training, with a focus on the advantages of personalizing teaching and the difficulties associated with adopting new technologies in the educational context. The methodology used is a literature review, in which studies, scientific articles, and reports on the application of AI in teacher training are analyzed to identify the technological tools available for teaching. The results suggest that AI has enormous potential to transform teacher training, offering tools that make it possible to personalize the training process, adapting it to teachers' needs and learning styles. However, the implementation of these tools faces challenges such as the need for ongoing teacher training, resistance to adopting new technologies, and the lack of technological infrastructure in some educational institutions.

Keywords: *Artificial Intelligence, digital technologies, essential tools, teachers, teaching training.*

INNOVATIVE TEACHING APPROACHES IN LARGE-CLASS TEACHER EDUCATION: LESSONS FROM AN EDUCATION LAW MODULE

Annamagriet de Wet

*Education and Human Rights in Diverse Contexts (Edu-HRight) research Unit, Faculty of Education,
North-West University (South-Africa)*

Abstract

Higher education plays a key role in promoting social justice, but large class teaching often exacerbates inequalities due to limited attention, resource constraints, and difficulties addressing diverse student needs. Managing large, diverse classes in teacher education hampers engagement and the meaningful application of Education Law. The growing class sizes, integration of emerging technologies, and varied student needs pose unique challenges, requiring innovative approaches to teaching and assessment. This paper is motivated by these challenges and aims to explore the impact of blended learning, critical pedagogy, and innovative assessments on student engagement and learning outcomes in large class teacher education courses. The paper reports on a study that investigated how large-class dynamics in higher education can be managed to enhance the inclusive and transformative potential of Education Law pedagogy in diverse contexts. Specifically, it investigates the impact of blended learning, critical pedagogy, and innovative assessments on student engagement and learning outcomes within a large-class teacher education course. The study is situated in the South African teacher education context and framed by theoretical perspectives from social justice and critical pedagogy. A qualitative content analysis of course analytics, student assessments, online discussions, feedback, and lecturer reflections (2022–2024) was conducted within an Education Law module enrolling approximately 800 students in a South African Faculty of Education. Discussions, assessments, feedback, and module analytics were analysed to track engagement trends, identify obstacles to participation and inclusion, and evaluate students' critical thinking, engagement with social justice, and application of legal concepts. Validity and trustworthiness were ensured through triangulation of multiple data sources, along with the researcher's reflexive practices and transparent data analysis. Preliminary findings suggest that blended learning strategies could be integrated to facilitate student participation, while critical pedagogy promotes participatory learning methods while increasing awareness of inequalities, facilitating focussed support to students. Innovative and diversified assessment strategies could encourage deeper engagement with legal concepts and social justice issues while enhancing fairness and accessibility for diverse students. The findings will inform evidence-based recommendations for fostering inclusivity, engagement, and transformative learning in large-class teacher education.

Keywords: *Large-class teaching, teacher education, blended learning, critical pedagogy, education law.*
