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EDUCATION, REFLECTION, DEVELOPMENT – ERD 2022

Selected, peer-reviewed papers from
10th International Conference Education, Reflection, Development (ERD 2022), 24 June
2022, Cluj-Napoca, Romania

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Preface

The volume contains of proceedings of selected, double blind peer review papers from the 10th edition of the International Conference Education, Reflection, Development (ERD), which took place in 24th June, 2022, in Cluj-Napoca, Romania. The conference was held online, using the Microsoft Teams platform.

The conference brought together researchers, professionals, teachers, doctoral students from different countries, promoting the diversity of the various educational approaches. The presented research papers encompassed conceptual analyses, presentation of effective didactic approaches in the educational design, implementation and evaluation. The presented research papers encompassed conceptual analyses, presentation of effective didactic approaches in the educational design, implementation and evaluation. The main aim of the conference was to provide a forum for the discussion and dissemination of the latest research and best practices in the wide area of topics in the field of educational sciences. The 10th International Conference on Education, Reflection, Development was hosted by Babeş-Bolyai University, Cluj-Napoca, Romania, and organized by the Educational Sciences Department and the Doctoral School Education, Reflection, Development within the Faculty of Psychology and Educational Sciences.

The conference itinerary comprised two presentations of the keynote speakers and four online sessions. The first keynote speaker was prof. Stefan Popenici, from Charles Darwin University, Australia. Mr. Popenici held the presentation entitled “An Artificial Education: impact, opportunities and risks of using Artificial Intelligence in education. This intervention was followed by the second keynote speakers, Dr. Tracey Cameron, from the Department of Indigenous Studies at The University of Sydney and Dr. Benjamin Nickl, from the Department of Comparative Literature and Culture Studies at The University of Sydney, Australia. Their presentation was “Time for the ‘Longer Form’. Sharing narratives of place and space and histories in higher education: A collaborative teaching approach to curriculum with deep listening and long feeling”. The online sessions were: 1. Trends and expertise in early childhood education, 2. Digital Education, 3. Didactic Approaches in the Contemporary School and 4. Challenges for the 21st Century Education.

65 papers were accepted, and all papers were presented at the conference. Each author was allocated 15 minutes to present their paper. The conference’s international flavour was provided by participants who came from Romania, Israel, United States of America, Australia, Austria, Spain and Italy.

The review process for the papers was stringent. Each submission was subjected to a double-blind review process by two reviewers. The number of submissions received and reviewed was 80 and the number of submissions accepted was 65 indicating an acceptance rate of 81%. A total of 10 reviewers were involved in the review process.

The conference chair and co-chairs express their sincere appreciation to all the organizing institutions. Special thanks are due to the keynote speakers, and also, to all the session chairs, members of the organizing committee, scientific committee, and peer review committee.

20 July, 2022

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Keynote Speakers

An Artificial Education: impact, opportunities and risks of using Artificial Intelligence in education

Stefan Popenici, PhD.

Charles Darwin University, Australia

Time for the 'Longer Form'. Sharing narratives of place and space and histories in higher education: A collaborative teaching approach to curriculum with deep listening and long feeling

Tracey Cameron, PhD. & Benjamin Nickl

University of Sydney, Australia

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