

MAIEC 2026

BOOK OF ABSTRACTS



43rd

MAY ANNUAL
INTERNATIONAL
CONFERENCE

Organizer



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College of Education
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Bahir Dar University

ORGANIZING COMMITTEE

MAIEC 2026



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BOOK OF Abstracts

The 43rd May Annual International Education Conference **MAIEC 2026**

Sponsors



Reimagining Education in the 21st Century Ethiopia:
Local Contexts and Global Perspectives

Bahir Dar, Ethiopia

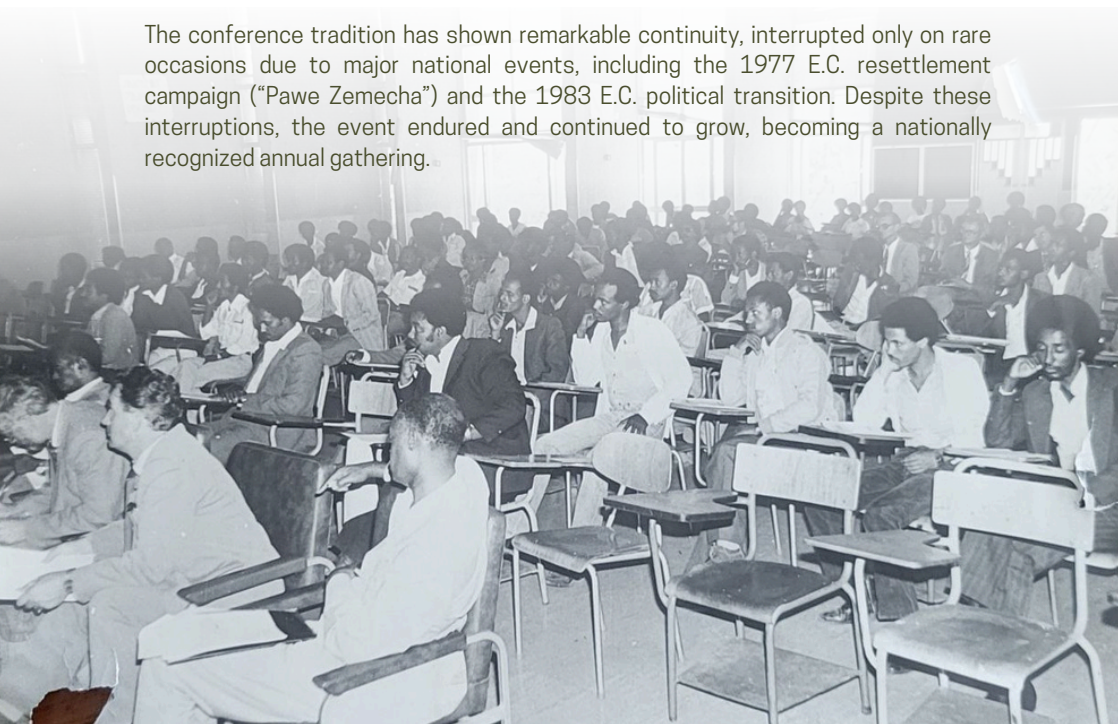
About the Conference

MAIEC

The May Annual International Education Conference (MAIEC) is one of Bahir Dar University's most enduring and respected academic traditions, with roots stretching back more than four decades. Historical accounts trace its beginnings to 1973 E.C., when it was first launched as the April Seminar at the former Bahir Dar Teachers' College, with the original aim of creating a forum where colleges and faculties could discuss issues of common academic concern and strengthen an emerging culture of research and scholarly exchange. Over time, the seminar evolved in both scope and reputation, eventually becoming the MAIEC.

Throughout its history, the conference has served as a platform for educators, researchers, policymakers, and practitioners to share evidence-based ideas on Ethiopia's educational development. Its recurring themes have reflected the changing priorities of the nation and the sector, including education and national development, the relationship between research and training, the balance between theory and practice, curriculum reform, teacher development, and leadership.

The conference tradition has shown remarkable continuity, interrupted only on rare occasions due to major national events, including the 1977 E.C. resettlement campaign ("Pawe Zemecha") and the 1983 E.C. political transition. Despite these interruptions, the event endured and continued to grow, becoming a nationally recognized annual gathering.



About the Conference

MAIEC 2026

The 43rd May Annual International Education Conference (MAIEC 2026) is held on May 15–16, 2026, at Bahir Dar University's Peda Campus. Organized under the theme "Reimagining Education in 21st Century Ethiopia: Local Contexts and Global Perspectives", the conference brings together scholars, educators, researchers, and practitioners to engage with emerging ideas and evidence-based practices shaping the future of education in Ethiopia and beyond.

This year's conference features a plenary and closing session with three keynote speeches, alongside three parallel sessions hosting 24 research presentations. These sessions provide a platform for critical dialogue, knowledge sharing, and scholarly exchange across diverse educational domains.

The conference addresses a wide range of subthemes, including students', teachers', and school leaders' wellbeing; curriculum and instruction; STEM and language education; educational technology; inclusive education and lifelong learning; learning and assessment; teachers' professional development; education in emergencies; indigenous knowledge; and cross-cutting issues in education. Together, these areas reflect both current challenges and emerging priorities in the education sector.



P E D A

Campus Map



Scan Me for Directions to the Conference Hall



Syndicate Rooms →

Auditorium →

WELCOME MESSAGE

Asnakew Tagele, PhD


CEO of College of Education



It is my great honor and privilege to welcome you all to the 43rd Annual Conference of our college. Your presence here today reflects a shared commitment to advancing knowledge, fostering dialogue, and shaping the future of our nation through education. Before we proceed further, I would like to raise an important issue that deserves our collective attention: our teacher education and training system.

Distinguished participants,


We would not accept a system where someone becomes a physician, an engineer, or a lawyer without rigorous and specialized training in that field. Yet, in education, the very field that shapes all other professions, we are increasingly normalizing such practices. This is not merely a policy issue; it is a matter that affects the quality, sustainability, and integrity of our entire education system. Historically, during the monarchy period in Ethiopia, teaching was a respected and attractive profession. Teachers were valued as intellectual leaders, and the profession drew capable and committed individuals. Over time, however, the situation has changed. Teachers' salaries have become relatively meager, and the social recognition of the profession has declined. As a result, not only high-achieving students but also many capable young people have become reluctant to join teacher education. This has led to a serious shortage of teachers and a decline in the quality of candidates entering the profession.



In response to this challenge, policy measures such as the Postgraduate Diploma in Teaching (PGDT) and alternative teacher education programmes were introduced. While these initiatives aimed to address urgent shortages, they represent largely reactive responses rather than systematic efforts to strengthen the teaching profession. The PGDT, for example, converts non-education graduates into teachers within a short period, based on the assumption that subject matter knowledge combined with brief pedagogical training is sufficient for effective teaching.

However, teaching is a complex profession that requires deep pedagogical content knowledge, sustained practice, and the ability to foster students' understanding and reasoning. Moreover, when individuals who have been trained in other fields enter teaching through such pathways, many do so not out of commitment to the profession but as a temporary measure while seeking employment in their original training. In such cases, teaching becomes a transitional occupation rather than a chosen career. These individuals often do not develop a strong professional identity as teachers. Even when they remain in the system, some rationalize their situation by attributing it to limited job opportunities in their chosen field of study, rather than embracing teaching as a profession in its own right. This weak sense of professional identity can affect motivation, commitment, and ultimately the quality of classroom practice.

Experience has shown that the PGDT has neither adequately resolved the teacher shortage nor significantly improved the quality of education. The continued reliance on alternative and short-term training pathways has further raised concerns about coherence, depth, and professional identity in teaching. These challenges are increasingly reflected in student outcomes, including the repeated low performance of Grade 12 students in national examinations. While multiple factors contribute to this issue, teacher quality remains one of the most critical determinants. From this perspective, the central issue is not simply the availability of training pathways but the absence of a strong, coherent, and attractive teacher education system. A more sustainable solution lies in strengthening the formal four-year pre-service teacher education program. Such a program allows for the meaningful integration of subject knowledge, pedagogy, pedagogical content knowledge, and extended teaching practice. It supports the gradual development of professional identity, reflective practice, and classroom competence—qualities essential for improving student learning.



At the same time, strengthening teacher education must go hand in hand with improving recruitment and retention. This includes enhancing the status of the teaching profession, providing competitive incentives, and creating supportive professional environments. Without such systemic efforts, reforms in training alone cannot bring lasting change.

Distinguished participants,

Despite these challenges, we are making meaningful progress and achieving important milestones. I am proud to share that our journal, the Bahir Dar Journal of Education, has now been recognized in the first-class category by the Ministry of Education. It has also been indexed in several reputable databases, and we are actively working toward inclusion in major international indexing platforms such as Scopus and Web of Science in the near future. This reflects our growing academic strength and commitment to high-quality scholarly contributions. In addition, our research wing—the Institute of Pedagogical and Educational Research—has recently been restructured and is now working with renewed energy and strategic direction. The Institute is positioning itself to bring meaningful and transformative changes in education, both within our university and beyond.

Furthermore, I am pleased to highlight a significant milestone of this year's conference. For the first time in our history, we have initiated the process of publishing selected conference papers as formal proceedings with Springer. In parallel, we have also submitted a proposal to Elsevier conference proceedings platforms to further expand the reach and impact of our work. The primary aim of this initiative is to enhance the visibility, credibility, and wider dissemination of the scholarly contributions presented at the 43rd May Annual International Educational Conference.

These achievements reflect our determination not only to recognise challenges but also to lead change and innovation in education. As we begin this conference, I invite all of you to engage deeply, reflect critically, and collaborate openly. Let this forum be not only a space for sharing research but also a platform for questioning assumptions, challenging practices, and proposing transformative solutions.

Together, let us reaffirm not only our belief in education but also our commitment to prioritizing it in action.

MESSAGE FROM THE PRESIDENT

MAIEC 2026

It is both a profound honor and a deep institutional privilege to welcome you to the 43rd May Annual International Education Conference (MAIEC). We stand at the precipice of a significant milestone; for over four decades, this conference has served as a scholarly vanguard and a tradition of intellectual excellence that has matured into Ethiopia's most respected platform for the synthesis of educational theory, policy, and transformative practice. We gather today not merely to fulfil an annual academic ritual but to engage in a deliberate act of epistemic reimagination. In an era defined by rapid flux, we are called to rethink the very foundations of education, reconciling our unique local contexts with the inexorable currents of global perspectives.

Distinguished Scholars and Honored Guests, We posit that there is no more fitting a venue for such a dialogue than Bahir Dar. We meet in a city where history and geography converge in a UNESCO-recognized "Learning City", an idea predicated on the belief that learning must be lifelong, inclusive, and fundamentally transformative. At the heart of this city stands Bahir Dar University (BDU), an institution that has transitioned from an observer of society to an active participant in its healing and reconstruction. Established through the union of pioneering institutions (Bahir Dar Polytechnique Institute and Bahir Dar Teachers' College), BDU has evolved into a research-intensive powerhouse. Today, our academic ecosystem is vast and deep: comprising five colleges, five faculties, three schools, and three academies across nine campuses, we host over 434 academic programs. With over 70% of our programs at the postgraduate level, we are nurturing a generation of 27,000 students to move beyond consumption toward the production of knowledge.



Mengesha Ayene, PhD

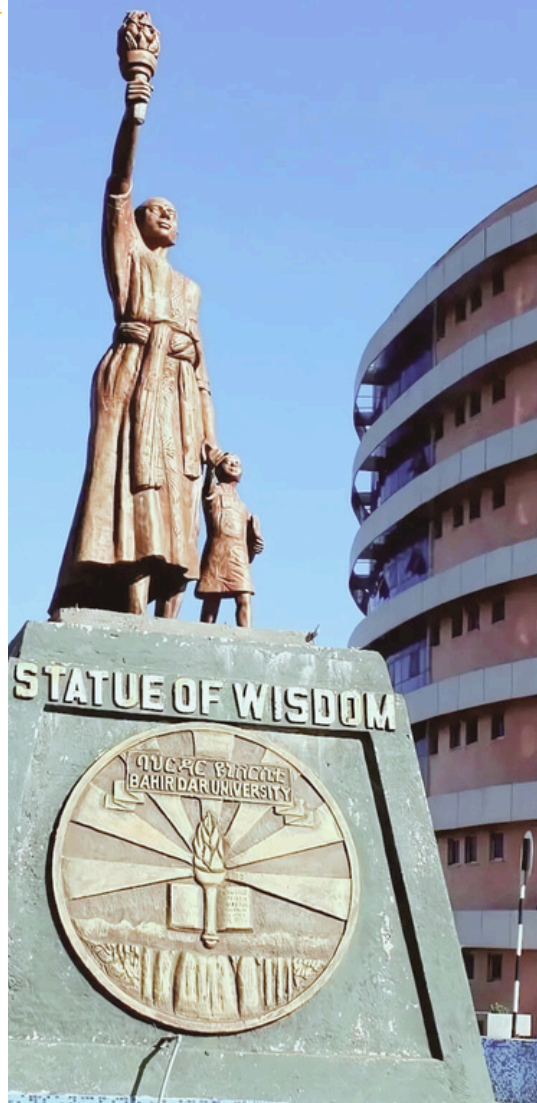
**President
Bahir Dar University**

Our semi-autonomous institutes, such as the Bahir Dar Institute of Technology (BiT), are engines of innovation. BiT holds the distinction of hosting the first ABET-accredited engineering programs in Ethiopia, setting a national gold standard for accreditation and applied excellence. At the same time we are deliberately shaping a new African research university model, one that shatters the “ivory tower” myth to embrace a dual mandate: achieving global academic excellence while fulfilling a direct, sacred responsibility to our society. Beyond the lecture hall, BDU is the architect of the systems that power our nation. As a leader in digital transformation, our university has developed and deployed robust platforms that define the Digital Ethiopia and Digital Amhara initiatives. Our scientific contributions to governance include:

- eTAS (Electronic Tax Administration System): A cornerstone for revenue modernization.
- CFRIMS (Civil and Family Registration Information Management System): A digital infrastructure for identity and human dignity.
- Integrated Solutions: From e-FLEET and transport management to irrigation information systems, BDU’s digital products are enhancing transparency, accountability, and data-driven governance across the federation.

The Scientific Mandate of MAIEC: Reimagining the 21st Century

Distinguished scholars, and honoured guests As we convene the 43rd May Annual International Education Conference, we do not merely assemble to exchange ideas; we embark upon a rigorous epistemic undertaking to reimagine education as the foundational architecture of Ethiopia’s renaissance. In an era of unprecedented technological acceleration, persistent inequities, and existential disruptions, this conference confronts the core tensions of our time: how to forge educational systems that are simultaneously globally competitive and deeply rooted in our lived realities.



"we do not merely assemble to exchange ideas; we embark upon a rigorous epistemic undertaking to reimagine education as the foundational architecture of Ethiopia’s renaissance."

The scientific program before us exemplifies this dual mandate with remarkable coherence and depth. I am confident that our distinguished keynote speakers will set a high intellectual tone for our deliberations, and I am personally encouraged by the topic they bring to this conference. I foresee that Dr. Dawit will challenge us to critically examine the philosophical and structural foundations of Ethiopian education in the 21st century. As always, Dr. Kassa addresses one of the most pressing questions of our time in his keynote, "The Riddling Education at a Time of Quest for Profound EdTech: Could Ethiopia Afford?" To the best of my understanding, the topic is a timely reflection on the promises, risks, and political economy of educational technology within a resource-constrained yet aspiration-rich context. Building on this, Dr. Mesekerem will further enrich the discourse by illuminating pathways for transformative practice. I am confident that, together, these keynotes will provide a strong conceptual foundation for the parallel sessions that follow.

The research papers selected for presentation represent cutting-edge inquiry across five interlocking pillars of educational transformation, each addressing critical leverage points for systemic change: At the outset, again allow me to share my considered expectations regarding the intellectual depth and scholarly contributions that will emerge from this conference. I anticipate that the deliberations ahead will move decisively beyond rhetorical aspirations for reform and instead offer rigorous, evidence-based insights capable of reshaping the trajectory of education in Ethiopia. First, with respect to "learning, assessment, and curriculum", I expect the presentations to demonstrate a clear and necessary departure from rote-based traditions toward scientifically grounded pedagogical practices. To my understanding in STEM education, in the Ethiopian context, this shift is not optional; it is fundamental if our education system is to produce graduates who are innovators and knowledge producers in an increasingly competitive global landscape. Again, under the theme of "teachers' professional development and the human dimension of education", I foresee a strong emphasis on the centrality of human agency within educational systems. I expect the research to highlight teachers, students, and academic leaders not merely as participants but as the very foundation upon which educational quality rests. Obviously, this insight is particularly relevant in Ethiopia, where systemic pressures demand both resilience and renewed investment in human capital. Third, in the domain of "educational technology and digital transformation", including the evolving discourse on artificial intelligence, I anticipate a nuanced and mature body of scholarship. Rather than adopting polarized positions, I expect these studies to offer context-sensitive analyses that critically examine both the opportunities and the limitations of digital integration.

Regarding "indigenous knowledge systems, cultural relevance, and contextualized education", I expect this conference to make a significant intellectual contribution. In Ethiopia's richly diverse and historically grounded context, I anticipate compelling arguments that localization is not a retreat from global standards but rather a necessary condition for achieving them with depth, authenticity, and sustainability. On the critical themes of the conference is "education in emergencies, inclusion, and system resilience",

I expect the presentations to speak directly to the lived realities of our nation. The scholarship will likely provide actionable insights into how education systems can sustain continuity amid conflict, displacement, and disruption. Collectively, I expect that the body of work presented in this conference will reflect the highest aspirations of contemporary scholarship, which is rigorous in method, relevant in focus, and responsive to context. It will, I believe, embody the emerging ethos of a new academic paradigm, one that bridges global knowledge with local realities and positions education as a central pillar for national transformation. It is in this spirit that I look forward to the deliberations ahead, confident that this conference will not only generate knowledge but also inspire action toward a more resilient, inclusive, and forward-looking education system for Ethiopia and beyond

A Call to Action

This rich tapestry of inquiry, from keynote addresses to parallel session papers, offers not only intellectual illumination but also a practical blueprint for policy and practice. I therefore challenge every participant: let these presentations inform ministerial strategies, reshape teacher education curricula, invigorate classroom instruction, and strengthen institutional leadership. May our deliberations here in Bahir Dar move decisively from sophisticated diagnosis to courageous design and from rigorous research to transformative reform.

I extend my deepest gratitude to the College of Education, the organizing committee, our keynote speakers, and our partners. Your commitment ensures that the future of Ethiopia continues to be written in the classrooms of today.

I warmly welcome you once again to Bahir Dar, to Bahir Dar University, and to this landmark international conference.

Thank you.

I wish you a successful and inspiring conference.

Wisdom at the Source!



KEYNOTE SPEAKER

1

MAIEC 2026



Dawit Mekonen

Addis Ababa University

Dr. Dawit Mekonnen Mihiretie is a Professor in the Department of Curriculum and Instruction at the Addis Ababa University, College of Education and Behavioral Studies. He is an experienced scholar in teacher education, curriculum development, and educational policy, with a strong focus on improving the quality and relevance of education systems in Ethiopia.

His academic and professional work centers on teacher preparation, curriculum reform, and instructional improvement, with particular attention to aligning educational practice with national development priorities and contemporary pedagogical approaches. He has contributed to research, training, and capacity-building initiatives aimed at strengthening teaching and learning in higher education and school systems.

In addition to his academic role, Dr. Dawit has served as a consultant for the World Bank, supporting education reform and system improvement initiatives in Ethiopia. His work in this capacity has focused on policy development, implementation support, and enhancing the effectiveness of education sector programs.

Topic:

Building Education System Resilience to Safeguard the Futures of Out-of-School Children and Mitigate Social and Economic Crises

Keynote Abstract

1

MAIEC 2026

Building Education System Resilience to Safeguard the Futures of Out-of-School Children and Mitigate Social and Economic Crises

Dawit Mekonen

At a time of significant and rapid changes and challenges in social, economic, technological, and political conditions, resilience has become a catchword among political leaders, educators, researchers, and business leaders. In addition to stressors such as household poverty, drought, and hazards such as landslides, conflict has worsened the number of out-of-school children. The result is a sharp rise in out-of-school children and students, and a pool of millions of children denied foundational skills. The social and economic crises arising from the millions of out-of-school children and youth are insurmountable. Children denied foundational skills are likely to remain marginalised and be a potential source for social and economic crisis. To alleviate these problems, education must adapt to instability and conflict and cannot wait for stability. Education system resilience capacities include adoptive, adaptive, and transformative strategies. A resilient education system is one that continues to deliver learning despite shocks and stressors through flexible delivery, community engagement, and rapid recovery mechanisms. It can also use the shocks and stressors to transform the education system. Efforts to address the educational needs of out-of-school children in Ethiopia so far appear to depend on condensed curriculum and flexible delivery of the curriculum through face-to-face modalities and the offering of regular conventional educational programs. This speech intends to lay out discussion points and interventions that would pave the way for Ethiopia's education system to build resilience capacities. The speech is based on interview and FGD data collected from education stakeholders in selected regions of Ethiopia. Any meaningful response must begin by acknowledging the scale and urgency of the crisis and the significant impact on girls, rural communities, and the most vulnerable households. Secondly, the education system should shift toward flexible, non-formal, and technology-enabled education models that can work in unstable contexts. Radio-based instruction, mobile learning, printed self-learning materials, independent self-paced learning, home learning, and community learning are some of the potential ways to reach out-of-school children. These approaches should be supported with simplified, competency-based curricula and assessment methods that assess learning rather than presence in schools and mastery of all curriculum content. More importantly, building education system resilience requires not only technical solutions but also a shared understanding, will, and commitment of different stakeholders.

KEYNOTE SPEAKER

2

MAIEC 2026



Meskerem Lechisa

Addis Ababa University

Dr. Meskerem Lechisa is an academic staff at the College of Education, Addis Ababa University, where she works in the area of teacher education and curriculum studies. She is a scholar of curriculum, education, and knowledge systems, with a strong focus on how education in Ethiopia can better integrate local realities, cultural contexts, and broader global perspectives.

Her research primarily engages with curriculum theory and practice, African epistemologies, and critical examinations of educational content and knowledge production in higher education and basic education systems. She has contributed to scholarly work that interrogates the dominance of imported curriculum models and advocates for more balanced approaches that reflect indigenous knowledge systems and African educational philosophies.

Dr. Meskerem's work highlights the importance of strengthening locally grounded but globally informed education systems, particularly in teacher education and curriculum development.

Keynote Topic 2:

The Re-Souling of the Machine: Building a 21st-Century Edutopia

Keynote Abstract

2

MAIEC 2026

The Re-Souling of the Machine: Building a 21st-Century Edutopia

Meskerem Lechisa

For over a century, the "factory model" of schooling has operated as a soul-less assembly line, prioritizing mechanical standardization over the spark of human wonder. Today, we stand at a threshold akin to a modern Renaissance—a "rebirth" of education that seeks to reclaim the whole person. This keynote explores the urgent "re-souling" of our ten thematic strands: shifting from assessment as a judge to a journey and from isolated instruction to an ecosystemic embrace of STEM, language, and Indigenous wisdom. We are moving toward an Edutopia where teachers are no longer mere transmitters but architects of human flourishing, and where technology and inclusive practices serve the spirit rather than the system. However, a profound tension remains: we are attempting to breathe a soulful, human-centric philosophy into the rigid, soul-less structures of an obsolete era. As we navigate well-being, emergencies, and cross-cutting global issues, our challenge is to ensure the "machine" no longer dictates the mission. This conference marks our collective effort to move beyond "human capital" and cultivate schools as living gardens where the learner's soul can finally thrive.

KEYNOTE SPEAKER

3

MAIEC 2026

Kassa Michael

Addis Ababa University



Dr. Kassa Michael (PhD, Assoc. Prof.) is an education specialist, methodologist, and researcher with 38+ yrs of experience. He serves as an educator/researcher at Addis Ababa University College of Education & Language Studies. His career spans roles as MEAL expert, educational manager, teacher, trainer, program developer, evaluator, and data analyst across government, private, and NGO sectors. He has authored 40+ teaching/learning materials and 100+ research publications & conference presentations.

His expertise includes education, policy, psychometrics for large-scale assessments, frontier tech, EdTech, tech integration, and LMS design in Ethiopia. As an independent consultant, he has worked with World Bank, UNICEF, USAID, and others. He also leads the national task force for teacher education. & educational leadership. Dr. Kassa is an executive member of African Mathematical Association and affiliated with American Educational Research Association and World Education Research Association. A global scholar, he has been visiting scholar across Africa, USA, Europe, & Asia, representing Ethiopia in academic, research, & social arenas.

Keynote Topic 2:

**The Riddling Education at a time of Quest for Profound EdTech:
Could Ethiopia afford?**

Keynote Abstract

3

MAIEC 2026

The Riddling Education at a time of Quest for Profound EdTech: Could Ethiopia afford?

Kassa Michael

This era has brought dynamic and ever-evolving innovations and advancements that directly influence education. Some of the recurring issues are IoT, AI, and maker spaces. Education, which has had equity challenges, is further exposed to profound challenges, and the problems are exacerbated by the EdTech panorama, especially in LMICs, one of which is Ethiopia. To mitigate the unfolding challenges and gaps, Ethiopia has issued policies and strategies to advance the capability, competence, and implementation of EdTech. Some examples include the e-SHE projects and the start-ups supported by the MCF financed by the Reach for Change programmes to support teaching-learning. However, the education landscape is in a riddle, leaving much of the efforts at a rhetorical stance with limited backing of EdTech in the education system. Despite the affluence of Education 5.0 and the revamping of innovations around EdTech, we are required to Solicit a stop-think-do strategy to start maledicting our programs, audit our systems thinking, and examine affordance. At this crossroad, we are not sure if Ethiopia can afford it, but we should optimistically delve into it via conscious undertakings. We also need to answer, "What new ways should be devised to progress and make critical review to, at least, mitigate the riddling education system and fulfil the apparently required demands of the time and generations?" Patterns and incumbent situations are examined, and a way forward is recommended.

Day One: May 15th, 2026

Morning Session

Plenary Session Venue: Auditorium

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
8:15-8:45 A.M.	Receiving Guests and Registration		Hosting Committee	
8:45-9:05 A.M.	Program Introduction	Dr. Manendante M.		
9:05-9:15 A.M.	Welcoming Speech	Dr. Asnakew Tagele CEO, College of Education		
9:15-9:25 A.M.	Opening Speech	Dr. Mengesha Ayene President, BDU	Dr. Manendante M.	
9:25-9:35 A.M.	Sponsors' Message	Teach for Ethiopia, Geneva Global, ECCD Representatives		
9:35-10:05 A.M.	Keynote Speech 1: Building Education System Resilience to Safeguard the Futures of Out-of-School Children and Mitigate Social and Economic Crises	Dr. Dawit Mekonnen Addis Ababa University		Prof. Solomon Melese
10:05-10:35 A.M.	Keynote Speech 2: The Re-Souling of the Machine: Building a 21st-Century Eudotopia	Dr. Mesekerem Lechisa Addis Ababa University	Dr. Dawit Asrat	

10:35-11:00	Health Break	Hosting Committee
11:00-11:30 A.M.	Keynote Speech 3: The Riddling Education at a time of Quest for Profound EdTech: Could Ethiopia Afford?	Dr. Kassa Michael Addis Ababa University
11:30-12:00	Discussion	Dr. Dawit Asrat Prof. Solomon Melese
12:00-2:00 PM	Lunch Break	All participants

DAY ONE: May 15th, 2026

Afternoon Session

Parallel Session 1

Venue: 155

Link: <https://meet.google.com/fsr-tpyq-myj>

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
2:00-2:30 P.M.	Assessing Feedback Effectiveness in Teaching, Learning, and Research Perspectives of Teachers and Students	Awgchew Shimelash		
2:30-3:00 P.M.	Student Experience and Exit Examination Performance at Gambella University: Academic, Psychological, and Institutional Factors	Gudi V.	Prof. Reda Dargie	Dr. Amare Sahile
3:00-3:30 P.M.	Discussion	All participants		
3:30-3:45	Health Break	Hosting committee		
3:45-4:10 P.M.	Cultural Responsiveness of Early Childhood Care and Education in Three Metropolitan Cities of Amhara Region, Ethiopia	Simegn Sendek		
4:10- 4:35 P.M.	From Policy to Practice: Challenges of Equity and Inclusive Assessment in Ethiopian Higher Education.	Tadele Mamo	Dr. Tiruwork Tamiru	Dr. Demeke Wollie
4:35-5:00	Discussion	All participants		

DAY ONE: May 15th, 2026

Afternoon Session

Parallel Session 2

Venue: 156

Link: <https://meet.google.com/akr-ahzu-hid>

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
2:00-2:30 P.M.	Teachers' Professional Competency for Quality Education at Secondary Schools of South Gondar Zone, Ethiopia	Amsalu Molla	Prof. Alemayehu Bishaw	Prof. Amara Seifu
2:30-3:00 P.M.	Exploring Curricular Components Alignment within the Syllabus of Middle-Level Social Studies Subject in Ethiopia	Yitagesu Demissie		
3:00-3:30	Discussion	All participants		
3:30-3:45	Health Break	Hosting committee		
3:45-4:05 P.M.	ግብ የመጣል ብልህት (Goal Setting strategy) የተማሪዎችን የማንበብ ግለበቃት እምነትና አንብቦ የመረዳት ችሎታን የማሳደግ ሚና፤ በአምስተኛ ክፍል ተማሪዎች ተተካሪነት	ከንዴኮህ አስማማው		
4:05- 4:25 P.M.	በባሕር ዳር ከተማ በጦርነት የተፈናቀሉ ሦስተኛና የዐራተኛ ክፍል ተማሪዎች የአንብቦ መረዳት ችሎታና ተማሪዎች፤ በተመረጡ ትምህርትቤቶች	አፀደ ማዱ	Dr. Sefa Meka	Dr. Marew Alemu
4:25-4:45 PM	በአማርኛ ቋንቋ የማንበብ ግለግንዘቢ የማንበብ መጠንንና አንብቦ የመረዳት ችሎታን የመተንበይ ሚና፤ በ4ኛ ክፍል ተተካሪነት	ፋሲል መኳንንት		
4:45-5:00	Discussion	All participants		

DAY ONE: May 15th, 2026

Afternoon Session

Parallel Session 3

Venue: 152

Link: <https://meet.google.com/vis-jjep-vue>

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
2:00-2:30 P.M.	Using Dialogic Pedagogy to Enhance STEM Students' Argumentation Skills and Motivation in English Language Classes	Amare Tesfie		
2:30-3:00 P.M.	Assessing Writing Difficulties in Primary Schools: Teacher Challenges and Experiences Using Structural Equation Modeling in Hawassa City Administration	Tesfaye Basha	Dr. Lemma Kassaye	Dr. Assefa Chekole
3:00-3:30	Discussion	All participants		
3:30-3:45	Health Break	Hosting committee		
3:45-4:05 P.M.	Indigenous Knowledge in Inclusive Education: Developing Disability-Friendly Learning Materials and Teaching Methods for Students with Disabilities in North Wollo, Ethiopia	Belete Mebrat		
4:05-4:25 P.M.	Implementation Challenges and Prospects of TVET Programs for Persons with Disabilities in Addis Ababa City and its Surrounding Areas	Sewagegn Mola	Dr. Tsegie Genet	Dr. Bitew Atinafu
4:25-5:00	Discussion	All participants		

DAY TWO: May 16th, 2026

Morning Session

Parallel Session 1

Venue: 155

Link: <https://meet.google.com/fsr-tpyq-myj>

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
8:30-8:50 A.M.	The Influence of Deans' Leadership Behaviors on Teachers' Job Performance in Amhara State Technical and Vocational Education and Training Colleges	Endayehu Tegene	Dr. Melaku Mengistu	Dr. Getu Shiferaw
8:50-9:10 A.M.	University Expansion and Education Outcomes: Evidence from Ethiopian Siblings	Desalegn Nega		
9:10-9:30	Discussion	All Participants		
9:30-9:50 A.M.	Artificial Intelligence Literacy and Utilization among Higher Education Instructors in Ethiopia: A Mixed-Methods Inquiry	Ermiyas Tsehay		
9:50-10:10	Exploring Teachers' Technological Literacy and Students' Reliance on the Technology for Cheating: The Thwarting Route Shadowing Technology Use in Education	Woldeab Daniel	Dr. Temesgen Melaku	Mr. Adane Tessler
10:10-10:30	Discussion	All Participants		
10:30-11:00	Health Break	Hosting committee		

DAY TWO: May 16th, 2026

Morning Session

Parallel Session 2

Venue: 156

Link: <https://meet.google.com/akr-ahzu-hid>

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
8:30-8:50 A.M.	The Pedagogies of Qene Gubae Bets in Ethiopian Orthodox Church Schools: Implications for Contemporary Education	Molla Bekalu		
8:50-9:10 A.M.	Transforming Ethiopian Higher Education Through Collaborative and Student-Centered Models	Ibsa Aliyi	Dr. Jerusalem Yibeltal	Prof. Asrat Dagnew
9:10-9:30	Discussion	All Participants		
9:30-9:50 A.M.	The Effect of GeoGebra with Contextual Modeling Approach on Pre-service Teachers' Learning	Molalegn Ayana		
9:50-10:10 A.M.	Context-based Cooperative Problem-solving Instructional Approach and Students' Mathematics Learning.	Solomon Kassaye	Dr. Dereje Taye	Dr. Adem Mohammed
10:10-10:30	Discussion	All Participants		
10:30-11:00	Health Break	Hosting committee		

DAY TWO: May 16th, 2026

Morning Session

Parallel Session 3

Venue: 152

Link: <https://meet.google.com/vis-ijep-vue>

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
8:30-9:00 A.M.	Unlocking the Code of Chemistry: Exploring In-Service Teachers' Chemistry Learning through Self-Regulated Learning Professional Development Workshop	Mirtachew Tihar		
9:00-9:30 A.M.	Uncovering Teachers' Rationales Vis-à-vis Their Instructional Practices for Scientific Reasoning in Physics Classrooms	Ashenafi wolde	Dr. Ayesheshem Mengistu	Dr. Derejaw Yesgate
9:30-10:00 A.M.	Unveiling Persistent Misconceptions in Chemistry: A Four-Tier Diagnostic Study of Grade 9-12 Students' Understanding of Fundamental Concepts in Selected Regions of Ethiopia	Ayalew Temesgen		
10:00-10:30	Discussion	All Participants		
10:30-11:00	Health Break	Hosting committee		

DAY TWO: May 16th, 2026

Morning Session

Closing Session Venue: Auditorium

Time	Activities/ Topics	Speaker(s)	Moderator	Rapporteur
11:00-11:30 A.M.	Plenary Discussion	All participants	Dr. Asnakew Tagele	Wosen G.
11:30-12:00 A.M.	Certificate Awarding and Closing Remark	Prof. Enyew Adgo, Vice President for RCS, BDU		

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Abstract 01:**Assessing Writing Difficulties in Primary Schools: Teacher Challenges and Experiences Using Structural Equation Modeling in Hawassa City Administration****Tesfaye Basha¹**

In resource-constrained educational contexts, supporting children with writing difficulties/ dysgraphia remains a profound challenge. This study employs a structural equation modeling (SEM) approach to investigate the mechanisms linking systemic challenges to instructional practices related to writing difficulty in primary schools within Hawassa City Administration. An explanatory sequential mixed-methods design was used, collecting quantitative survey data from 81 teachers and qualitative interviews. Results confirm that the relationship between systemic challenges (lack of training, large class sizes) and the use of adaptive instructional practices is not direct. Instead, this relationship is fully and significantly mediated by teachers' psychological states: specifically, by diminished self-efficacy ($\beta=-0.24$) and elevated stress ($\beta=-0.19$). The model demonstrates that external barriers inhibit supportive practices primarily by eroding teacher confidence and overwhelming their capacity. This study makes a critical theoretical and practical contribution by revealing the psychological pathways that underlie the implementation gap in inclusive education. The findings compellingly argue that effective interventions must be dual-pronged, addressing not only logistical challenges but also proactively building teacher efficacy and mitigating stress to translate policy into equitable classroom practice.

Keywords: *Writing Difficulty, Dysgraphia, Teacher Challenges, Experiences, Structural Equation Model*



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Abstract 02:**Context-based Cooperative Problem-solving Instructional Approach and Students' Mathematics Learning****Solomon Kassaye², Mulugeta Atnafu, Mulugeta Woldemichael**

The study aims to examine the effect of a context-based cooperative problem-solving instructional approach on students' conceptual understanding of mathematics. The study employed a mixed-methods approach using a pre- and post-test quasi-experimental control-group design. Three treatment groups and a comparison group were randomly assigned to receive context-based cooperative problem-solving instruction, cooperative problem-solving instruction, cooperative learning, and traditional instruction. Quantitative data were collected using a conceptual understanding test. In addition, semi-structured interview and classroom observations were used to collect qualitative data. Descriptive statistics, ANOVA, and ANCOVA were employed to analyze the quantitative data. Based on the results, students who received a context-based cooperative problem-solving instructional approach demonstrated a significantly higher level of conceptual understanding than students in other groups. Results from the qualitative data also reveal that the method had many benefits, including relating the lesson to real-world situations, enhancing student motivation, interest, active participation, and engagement, all of which contribute to students' conceptual understanding of mathematics. Hence, the researcher concluded that a context-based cooperative problem-solving approach can improve students' mathematics learning, particularly their conceptual understanding of mathematics. The findings provide practical guidance for educators and teachers, suggesting that combining complementary active instructional strategies can foster students' conceptual understanding of mathematics.

Keywords: *Conceptual Understanding, Context- Based Instruction, Problem-Solving Approach, Cooperative Learning Approach*



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Abstract 03:**Exploring Curricular Components Alignment Within the Syllabus of Middle-Level Social Studies Subject in Ethiopia****Yitagesu Demissie³, Arega Bazezew, Solomon Melesse**

Alignment among curricular components is inextricably linked to educational quality. Despite educational reforms, particularly in many developing countries, including Ethiopia, systematic evaluation of curricular alignment has received limited attention. This mixed-methods study explores the alignment among key curricular components within the Middle-Level (Grades 7 and 8) Social Studies Syllabus (MLSSS). Data were gathered using multiple tools, including document review, individual expert evaluations, post-evaluation group discussions, and the principal investigator's diary. Using Revised Bloom's Taxonomy (RBT) Matrix, five experts, each with over 19 years of professional experience—under the principal investigator's supervision—analyzed six purposively sampled units. The study integrated qualitative taxonomy coding with the number of congruent alignments to determine alignment levels quantitatively. A total of 92 units of analysis of curricular components were examined, including 37 Learning Objectives (LOs), 34 Teaching-Learning Activities (TLAs), and 21 Assessments (As). Results revealed that 17.95% of components are completely aligned, 49.23% are partially aligned, and 32.82% are non-aligned. Although the reasons need further investigation, Grade seven exhibited a higher level of component alignment than Grade eight. Overall results demonstrated suboptimal alignment and highlighted the need for the Ministry of Education and the regional Bureau of Education to revise and revisit curricula to improve partially and non-aligned curricular components and enhance educational quality.

Keywords: *Curricular Components Alignment, Middle-Level, Revised Bloom's Taxonomy, Social Studies Syllabus*



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Abstract 04:**Indigenous Knowledge in Inclusive Education: Developing Disability-Friendly Learning Materials and Teaching Methods for Students with Disabilities in North Wollo, Ethiopia****Belete Mebrat ⁴**

This study rigorously explores the integration of Indigenous Knowledge (IK) systems and practices into Inclusive Education (IE) frameworks to develop disability-friendly learning materials and teaching methods for students with disabilities in North Wollo, Ethiopia. This study provides a more precise conceptualization of IK as distinct pedagogical approaches rooted in local culture, rather than merely general traditional practices or local resources. The study employed a qualitative research approach in the North Wollo administrative zone of Ethiopia, utilizing a case study design to investigate the integration of IK in developing disability-friendly learning materials and teaching methods for students with disabilities. A purposive and availability sampling strategy was implemented, involving 54 participants. Data were collected through semi-structured interviews, focus group discussions (FGDs), and interviews guided by a protocol focused on IK integration in education. Thematic analysis was employed to systematically code and organize the data, identifying key themes and challenges to derive meaningful insights. The findings reveal that integrating IK into IE is vital for improving learning outcomes for students with disabilities, specifically highlighting how IK-based approaches can be tailored to meet the needs of those with visual, hearing, and intellectual disabilities. Effective strategies include active community engagement, particularly with defined community elders, collaboration with local organizations, and innovative teaching methods supported by comprehensive teacher training. Culturally relevant pedagogy, community support, and the use of local languages were also found to foster students' confidence and engagement. However, significant barriers persist, such as teachers' lack of training, rigid national curricula, and community perceptions that undervalue IK. The study recommends professional development workshops, community involvement in curriculum design, and

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the integration of IK into existing subjects. It emphasizes actionable steps to foster an inclusive and culturally responsive educational environment.

Keywords: *IE, IK, Learning Materials, Students with Disabilities, Teaching Methods*



Abstract 05:

‘Unlocking the Code of Chemistry’: Exploring In-Service Teachers’ Chemistry Learning through Self-Regulated Learning Professional Development Workshop

Mirtachew Tahir⁵

This study aims to explore the impact of professional development training in supervised laboratory instruction (SLI) on in-service teachers’ conceptual learning in chemistry. Sixteen teachers from six upper secondary schools in Northwest Ethiopia were recruited using a purposive sampling technique. Reflexive thematic analysis was employed, using qualitative data collected through an open-ended reflection survey and semi-structured focus group interviews. The results of the study highlighted that teachers’ conceptual, procedural, and process-based learning— especially within physicochemical properties of polymers and solution formation processes in chemistry— were developed using the SLI method, which carefully embedded self-regulated learning (SRL) into the SLI instructional activities. In conclusion, the SLI-SRL approach could be beneficial for promoting teachers’ chemistry content knowledge, which, in turn, can be applied in actual chemistry classrooms. The study recommends a structured approach for effectively scaling the SLI–SRL laboratory model, emphasizing the integration of low-cost, scaffolded experiments and reflective practices into teacher education programs. It further highlights that sustaining teachers’ self-regulated learning requires ongoing, school-based professional support beyond short-term workshops, particularly in resource-constrained contexts.

Keywords: *Conceptual Learning, Self-Regulated Learning, Supervised Laboratory Instruction, Teacher Professional Development, Upper Secondary School Teachers*

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Abstract 06:**Unveiling Persistent Misconceptions in Chemistry: A Four-Tier Diagnostic Study of Grade 9-12 Students' Understanding of Fundamental Concepts in Selected Regions of Ethiopia**

Ayalew Temesgen⁶, Endale Teju, Kassu Biratu, Daniel Deneke, Sisay Wondimu, Kasahun Ejigu, Teshome Bekele, Chala Takala, Wakshuma Yadesa

This study investigated the prevalence, nature, and sources of alternative conceptions (misconceptions) in chemistry among high school students, focusing on six fundamental topics: Chemical Bonding, Acid-Base Chemistry, Redox Reactions, Solutions of Matter, Electrochemistry, and Chemical Thermodynamics. Employing a descriptive research design, data were collected from 740 students across multiple secondary and preparatory schools using four-tier multiple-choice diagnostic tests (4TMCT), open-ended questionnaires, and interview protocols from 2019 to 2023. The collected data were analyzed qualitatively and quantitatively. Findings revealed varying rates of misconceptions across topics and grade levels. In chemical bonding, 13.5% of grade 10 and 21% of grade 12 students held misconceptions across eight conceptual categories, including bond polarity, intermolecular forces, and the octet rule. Acid-base chemistry showed that 13.85% of grade 10 students and 12.6% of grade 12 students demonstrated misconceptions, with a pooled average of 12% across both grades. Redox reaction misconceptions affected 58.4% of grade 12 students tested, with varying levels of misconception severity. Solution chemistry revealed that, on average, 53% of students held misconceptions. Electrochemistry misconceptions ranged from 35.4% to 43% across different student samples, with particular difficulties in electrode processes, galvanic and electrolytic cells, and predictions of ion discharge. Thermodynamics misconceptions affected 27.50% to 72.50% of students across concepts of enthalpy, heat, entropy, and system classifications, with an average medium-level misconception rate of 39.51%. Major sources of misconceptions across all topics included textbook figures and explanations, personal daily experiences,

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teacher-related factors (instructional methods and English language proficiency), and knowledge carried forward from lower grades. The study concludes that chemistry misconceptions are persistent across grade levels and topics, with rates varying by concept complexity and grade level, highlighting the need for developmentally appropriate, targeted instructional interventions to address these deeply held alternative conceptions.

Keywords: *Misconceptions, Chemical Bonding, Acid-Base Chemistry, Redox Reactions, Solutions Of Matter, Electrochemistry, And Chemical Thermodynamics*



Abstract 07:

University Expansion and Education Outcomes: Evidence from Ethiopian Siblings

Desalegn Nega ⁷

Expanding universities has been considered central to human capital accumulation. However, causal evidence on the spillover effects of university expansion on local primary and secondary education in developing country contexts remains very limited. Accordingly, this study examines the causal effects of university expansion on enrolment and completion in primary, secondary, and tertiary education using the four waves of the Ethiopia Socioeconomic Survey (2013/14, 2015/2016, 2018/19, and 2021/22) and the staggered rollout of Ethiopian public university expansion. We leverage within-family variation among siblings to identify the causal effect of university expansion. Our main findings show a strong positive effect of university expansion on enrolment and completion in primary, secondary, and tertiary education. Our results are robust to the exclusion of the migrant population, restricting the sample to narrow sibling age gaps, and placebo tests. The results imply that university expansion generates greater educational spillovers in host communities beyond the enrolment of university students, and they justify higher education investment.

Keywords: *Education, University Expansion, Siblings fixed effect*

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Abstract 08:**From Policy to Practice: Challenges of Equity and Inclusive Assessment in Ethiopian Higher Education.****Tadele Mamo⁸**

Equity and inclusiveness remain persistent challenges in Ethiopian higher education, particularly in educational assessment. This study examines the gap between policy intentions and the practical implementation of inclusive assessment, focusing on how national policy enables or constrains equitable practices for diverse student populations. A qualitative case study design was employed, combining content analysis of the Ethiopian Inclusive Education Strategy with in-depth, semi-structured interviews conducted at Jimma University. Participants included six students with disabilities and one disability support focal person, providing insight into lived assessment experiences and institutional practices. The findings reveal that, although the national strategy demonstrates a strong normative commitment to inclusion, it conceptualizes inclusion primarily in terms of access and participation, leaving assessment largely implicit and under-theorized. As a result, higher education institutions lack clear guidance, structured frameworks, and accountability mechanisms for inclusive and equitable assessment. Interview evidence shows that these policy gaps translate into exclusionary assessment practices that disproportionately disadvantage students with disabilities, positioning assessment as a gatekeeping mechanism rather than a developmental tool. The study underscores the need for explicit policy integration of inclusive assessment, strengthened institutional capacity, and contextually responsive assessment reforms to advance equity and fairness in Ethiopian higher education.

Keywords: *Inclusive Education, Educational Equity, Inclusive Assessment, Equity-Oriented Assessment, Higher Education*



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Abstract 09:
Uncovering Teachers' Rationales Vis-à-vis Their Instructional Practices for Scientific Reasoning in Physics Classrooms

Ashenafi Wolde⁹, Mekbib Alemu, Fikadu Eshetu

In the dynamic landscape of science education, the quest for developing scientific reasoning competencies has emerged as a critical educational goal. Achieving this goal requires a deep exploration of the intentions driving teachers to adopt innovative instructional strategies. This qualitative multiple-case study investigated the rationales of nine secondary school physics teachers in Addis Ababa, categorized into three distinct typologies: Experienced-qualified, Intermediate-moderate, and Young-inexperienced. In total, 1,177 minutes of classroom footage and 348 minutes of post-instruction interviews were recorded, supplemented by field notes. A cross-case analysis was conducted across these groups, enabling comparisons and contrasts of their practices and rationales. Key moments from the video data were identified and examined; interview data, along with field notes, were analyzed using thematic analysis in NVivo. To ensure the robustness of the findings, the analysis was reviewed by two external experts, resulting in an inter-rater reliability of 85.4%. The results revealed that four thematic areas underpin teachers' rationales and practices for Scientific Reasoning. These are: cognitive, social, affective, and metacognitive. Findings reveal that while experienced, qualified teachers focus heavily on cognitive rigor, intermediate-to moderate-level teachers follow a relatively balanced approach, and young, less experienced teachers integrate social and affective engagement but lack deep cognitive and metacognitive rigor. Notably, metacognitive development remains underrepresented across many teachers. It was also noted that teachers' rationales shape their instructional choices for reasoning, and these rationales vary with teachers' experience levels. The study concludes that a balanced integration of these four domains is vital for improving the efficacy of scientific reasoning in physics classrooms. The study recommends that Teacher Development Programs avoid the 'One-size-fits-all' model and focus on real, practical gaps.

Keywords: *Scientific Reasoning, Instructional Practice, Teachers' Rationales, Physics Education*

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Abstract 10:**Transforming Ethiopian Higher Education Through Collaborative and Student-Centered Models****Ibsa Aliyi¹⁰, Mohammed Ahmed, Tewodros Alemu**

The student-centered model enhances academic outcomes and engagement, yet integrating collaborative learning remains challenging in Ethiopian higher education. This action research study applied a four-phase cyclical framework: diagnosing, planning, acting, and reflecting to address this persistent challenge. Measurable outcomes were established through triangulated data collection, including pre- and post-intervention participation scores analyzed via descriptive statistics, alongside thematic analysis of participatory observation field notes and open-ended questionnaire responses. The intervention was designed to be achievable with a manageable cohort of 25 third-year Rural Development and Agricultural Extension students and 4 instructors, by implementing structured group activities and applied field-based learning during rural visits. This approach was directly relevant as it diagnosed existing barriers to group engagement, such as passive participation and unclear task structures, and tailored pedagogical strategies to overcome them. Within a single year, the post-intervention evaluation revealed marked increases in student participation, comprehension of complex material through practical theory application, and significant development of transferable competencies, including teamwork, communication, problem-solving, and leadership. The study concludes that a deliberately implemented collaborative framework substantially elevates both academic performance and the acquisition of essential soft skills, advocating for the purposeful institutional adoption of student-centered pedagogies. It recommends that further action research be undertaken to refine and apply such models for active learning within Ethiopia's current higher education system.

Keywords: *Transforming, Student-Centered, Higher Education, Models, Ethiopia*



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Abstract 11:**Implementation Challenges and Prospects of TVET Programs
for Persons with Disabilities in Addis Ababa****Sewagegn Mola ¹¹, Tiruye Abebe**

Despite Ethiopia's comprehensive inclusion policies, persons with disabilities (PWDs) continue to face substantial barriers in accessing technical and vocational education and training (TVET) and participating in the labor market. This study examined the challenges and prospects of TVET programs for PWDs, focusing on implementation practices in Addis Ababa during the 2024–2025 academic year. A qualitative, cross-sectional design was employed, with data collected through 34 key informant interviews, focus group discussions, and observations using purposive and snowball sampling techniques. The study explored institutional roles, community perceptions, admission practices, accessibility of training, and the challenges faced by PWDs. Thematic analysis was used to identify core patterns in the data. Findings reveal that while TVET institutions have made efforts to promote inclusive environments and raise awareness, significant gaps remain between policy and practice. Negative societal attitudes—driven by stigma and misinformation—continue to influence admission and participation. Although institutional initiatives to expand access are increasing, actual participation of PWDs remains limited due to low awareness of rights and opportunities. Key barriers include negative perceptions, limited skills, technological constraints, inadequate employment prospects, and weak policy enforcement. The study concludes that strengthening inclusive practices and improving policy implementation are urgently needed, alongside coordinated stakeholder engagement to enhance equitable access and participation of PWDs in vocational training.

Keywords: *Challenges, Implementation, Inclusion, Persons with Disabilities*



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Abstract 12:**The Effect of GeoGebra Integrated Contextual Modeling Approach on Pre-service Teachers' Mathematics Learning****Molalegn Ayana¹², Mulugeta Atnafu, Mulugeta Woldemichael**

Integrating technology into the educational framework is an effective approach to addressing mathematical challenges and can enhance performance when used alongside skills and expertise. The main purpose of this study was to investigate the effect of GeoGebra, using a contextual modeling approach, on pre-service teachers' mathematics learning. The study employed a mixed-methods research methodology with an embedded design. A total of 80 pre-service teachers from three teacher education institutions participated in the study. Teacher education institutions were assigned to the GeoGebra-supported contextual modeling approach (GMA) group, the Contextual Modeling Approach (CMA) group, and the curriculum-based Approach (CBA) group, which is a non-modeling approach group. Quantitative data were collected using pre- and post-test conceptual understanding and problem-solving skill tests. Qualitative data were collected using observations and semi-structured interviews. The quantitative data were analyzed using ANOVA and ANCOVA. The statistical results disclosed that there was a statistically significant mean score difference among the groups, in terms of conceptual understanding, as ($F(2, 76) = 19.853, p = .001, \eta^2 = .343$), and problem-solving as ($F(2, 76) = 20.44, p = .001, \eta^2 = .35$). These variations favor the GMA groups' pre-service teachers. This revealed that GMA made a positive contribution to pre-service teachers' learning of mathematics, compared to CMA and CBA. In conclusion, in this study, pre-service teachers' involvement in practical tasks and in using GeoGebra software, as well as their conceptual understanding and problem-solving skills, were markedly improved. Hence, the study recommended that teacher education institutions provide continuous support and training in technology-supported mathematics instruction to develop effective, productive teachers.

Keywords: *Contextual Modeling, Conceptual Understanding, Geogebra, Pre-Service Teachers, Model Eliciting Activity*

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Abstract 13:**The use of Dialogic Pedagogy to Enhance STEM Students' Argumentation Skills and Motivation in English Language Classes****Amare Tesfie¹³**

One of the goals of educational institutions is to make students problem-solvers. Hence, they design various tasks and initiate extracurricular activities to support learners' thinking skills. Argumentation skill is one part of thinking and problem-solving skills, which support learners' creativity, innovation, persuasion, and academic performance. Thus, the purpose of this research was to examine the effects of dialogic pedagogy on STEM students' argumentation skills and motivation in learning English language courses. The participants were Bahir Dar University students majoring in Science, Technology, Engineering, and Mathematics (STEM). The study used a quasi-experimental design, in which two groups were selected and assigned to different conditions. The data were gathered through oral presentations, key informant interviews, observation, and questionnaires, and the quantitative data were analyzed using independent t-tests, One-Way MANOVA, and Paired-samples t-tests, and the qualitative data were analyzed through narration. The data indicated that dialogic pedagogy had a great impact on STEM students' argumentation skills and motivation. The experimental group outperformed the comparison group in oral argumentation skills, employing a higher level of claim formulation, providing reasons and evidence, supporting their arguments, and demonstrating audience awareness. The data also confirmed that the experimental group improved their motivation skills, and that the instruction supported learners' emotional engagement, interest, taking intellectual risks, active participation, and collaboration. Therefore, the researcher suggested that dialogic pedagogy could be an alternative instructional methodology to improve learners' argumentation skills and motivation in learning English.

Keywords: *Dialogic Pedagogy, Argumentative Skills, Motivation, EFL, STEM*



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Abstract 14:**Assessing Feedback Effectiveness in Teaching, Learning, and Research: Perspectives of Teachers and Students****Awgchew Shimelash¹⁴, Dawit Asrat**

Education in the postgraduate program is an inherently dynamic process that necessitates continuous feedback to improve the performance of both students and teachers. For feedback to be considered effective, its capacity to produce the intended impact must be critically assessed. This study assesses the effectiveness of feedback within the postgraduate programs of Bahir Dar University's School of Educational Sciences, focusing on both teachers' and students' perspectives on its impact on teaching, learning, and research. A qualitative approach was employed, using a phenomenological study design. The study participants comprised six teachers and seven students, chosen through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic and interpretive analysis techniques. Findings indicate that feedback is essential for students and teachers, yet its impact is diminished when it is delayed, unclear, or superficial. Teachers face challenges in personalizing feedback due to diverse student needs, while students struggle with vague and delayed feedback, which negatively impacts their motivation. Both teachers and students emphasize the importance of timely, specific, ongoing, and constructive feedback to support academic progress.

Keywords: *Assessment, Effectiveness, Feedback Practices, Feedback in Universities, Perceptions Of Feedback*



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Abstract 15:**Student Experience and Exit Examination Performance at Gambella University: Academic, Psychological, and Institutional Factors****Gudi V. Chandra Sekhar, Chekol Alemu**¹⁵

Background: Exit examinations in higher education serve as critical tools for assessing students' mastery of core disciplines, critical thinking abilities, and the capacity to apply knowledge in real-world contexts. At Gambella University, exit examination outcomes highlight the need to better understand the academic, psychological, and institutional factors that influence student performance. This study aims to identify these factors and provide empirical evidence to inform targeted institutional interventions.

Method: A cross-sectional survey design was employed involving students who sat for the June 2024 Exit Examination at Gambella University. Primary data were collected using the University Graduate Experience Survey, while secondary data were obtained from institutional academic records and official exit examination results. Structural Equation Modeling (SEM) with Diagonally Weighted Least Squares (DWLS) estimation was used to examine the relationships among academic, psychological, and institutional variables. Data from 781 respondents were analyzed across six latent constructs: Teaching and Learning Experience, Academic Support, Psychological Preparedness, Family Circumstances, Student Services Satisfaction, and Staff Facilities Perceptions.

Results: The SEM model demonstrated excellent fit ($\chi^2 = 475.884$, $df = 469$, $p = 0.403$; CFI = 0.998; RMSEA = 0.004). Academic performance (GPA) emerged as the strongest predictor of exit examination success ($\beta = 0.761$, $p < 0.001$), while psychological preparedness showed marginal significance ($\beta = 0.098$, $p = 0.087$). Student satisfaction was most strongly influenced by Academic Support ($\beta = 0.416$, $p < 0.001$) and Teaching and Learning Experience ($\beta = 0.303$, $p < 0.001$). Significant positive correlations were observed between psychological preparedness and family circumstances ($r =$

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0.448, $p < 0.001$), as well as between teaching and learning experience and academic support ($r = 0.437$, $p < 0.001$).

Conclusion: The findings underscore the pivotal role of academic performance and institutional support mechanisms in shaping exit examination outcomes and overall student satisfaction. Implementing targeted interventions such as GPA monitoring systems, strengthened academic support structures, and enhanced psychological support services can significantly improve student success. This study contributes to the growing body of evidence on higher education outcomes in Ethiopia and offers actionable, evidence-based recommendations for institutional improvement.

Keywords: *Student Success, Higher Education, Academic Performance, Psychological Preparedness, Exit Examination*



Abstract 16:**The Influence of Deans' Leadership Behaviours on Teachers' Job Performance in Amhara State Technical and Vocational Education and Training Colleges****Endayehu Tegegne**¹⁶

This study aimed to assess the status, relationships, and effects of deans' leadership on teachers' performance. Grounded in leadership theory, leadership behaviors were conceptualized as task- and relation-oriented leadership, while job performance was operationalized as task, contextual, and adaptive. A quantitative cross-sectional research approach with a correlational design was employed. Data were collected from 694 teachers at TVET colleges using a random sampling method. Descriptive statistics and one-sample t-tests were used to examine the status of deans' leadership behaviors and teachers' job performance, while Pearson correlation, multiple regression, and structural equation modeling (SEM) were applied to analyze the relationships and effects. The findings revealed that teachers' job performance was rated significantly above the neutral midpoint, whereas leadership behavior was perceived as below the neutral midpoint. Leadership behavior was positively and significantly correlated with job performance. The regression analysis's results indicate that task- and relation-oriented leadership behaviors jointly explained a moderate effect size in job performance. SEM results, supported by good model fit indices, further demonstrate a significant and direct effect of deans' leadership behaviors on teachers' job performance. The study concludes that insufficient leadership practices may hinder the long-term effectiveness of TVET colleges despite relatively favorable results on teachers' job performance. Therefore, strengthening both task- and relationship-oriented leadership skills among deans is essential for sustaining and enhancing teacher performance in TVET colleges in the Amhara State.

Keywords: *Deans' leadership behaviors; Relation-oriented leadership; Task-oriented leadership; Teachers' job performance; TVET colleges*

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Abstract 17:**Teachers' Professional Competence for Quality Education at Secondary Schools of South Gondar Zone, Ethiopia****Amsalu Molla¹⁷, Tesfaye Yilma, Abebe Alewend**

The purpose of this study was to examine teachers' competencies. Specifically, it was designed to assess teachers' competencies across three dimensions. To achieve the study's objectives, a convergent mixed-methods design with qualitative approaches embedded within the quantitative sections was used. Quantitative data were collected from teachers ($n = 222$) and students ($n = 237$) using a multistage sampling design. Quantitative data were collected using a questionnaire. Qualitative data were collected from 10 purposively selected teachers. Qualitative data collection used semi-structured interviews and FGD. The data were analyzed quantitatively using a one-sample t-test. The qualitative data were analyzed thematically using descriptive and narrative approaches. The results revealed that the level of secondary school teachers' professional competence did not meet expectations. Quantitatively, teachers' competence in the content and pedagogy knowledge dimension and their professional practices were slightly better than the test value. Their professional engagement is significantly lower than the test value. The qualitative phase also confirmed the quantitative phase's findings regarding the professional engagement dimensions. Thus, teachers' competence did not correspond to the required competence issues. In this regard, respondents elaborated that they lacked the appropriate competence. It appears to be a failure to meet the expected professional standards for the professional engagement attribute. The findings of this study have important implications for teachers and secondary schools, providing empirical evidence of teachers' competence as a challenge to quality education.

Keywords: *Quality education, teachers' competencies, Secondary schools, South Gondar Zone*



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Abstract 18:**The Pedagogies of Qene Gubae Bets in Ethiopian Orthodox Church Schools: Implications for Contemporary Education****Molla Bekalu¹⁸**

The objective of this study was to explore the pedagogical practices of the Ethiopian Orthodox Church Qene Gubae Bets. The study employed a qualitative approach and an ethnographic design. Three Qene Gubae Bets, one in the Bahir Dar City administration and the other two in the North Gojjam administrative Zones, were selected using a purposive sampling technique. Qualitative data were gathered over eight months through ethnographic fieldwork, including observations, informal interactions, semi-structured interviews, and focus group discussions with three Qene Gubae Bets. Observations provided insight into teaching and learning methods, assessment and evaluation practices, classroom organization and management, teacher-student interaction, the school environment, and students' daily lives in Qene Bet schools. Twenty-four participants (three Qene teachers and twenty-one Qene Gubae Bet students) participated in the study through interviews and focus group discussions. Data from this study are presented, and findings are analyzed using a thematic approach. Central findings indicated that Qene Gubae Bets have their own indigenous pedagogical culture, such as Qene 'Qotera' (self-study), Qene 'Negera' (oral presentation and defense), and Qene 'Zerefa' (creating and presenting original Qene poems), that demands student-centered, deep-learning approaches. The findings also indicated that the practices of cooperative learning, peer learning, reflective learning, pace learning, critical interpretation, argumentative oral defense, differentiated instruction, authentic formative oral assessment, self and peer assessment, and scaffolding are central to the Qene education system. This study concluded that the pedagogical practices of Qene Gubae Bets offer valuable insights into those of contemporary primary and secondary schools in Ethiopia.

Keywords: *Modern education, pedagogical practices, Qene (Poetry) education, traditional education*



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Abstract 19:
**Cultural Responsiveness of Early Childhood Care and
Education in Three Metropolitan Cities of the Amhara Region**

Simegn Sendek¹⁹, Missaye Mulatie, Meseret Getachew

Culture is a vital element in designing ECCE programs, as it shapes children's holistic development. Thus, the ECCE environment needs to be culturally responsive to children by upholding indigenous resources. Cultural responsiveness in preschools includes a culturally relevant curriculum, culturally responsive instruction/pedagogy, and a culturally enriched distal and proximal environment. Thus, the main purpose of this research was to investigate ECCE's cultural responsiveness in three metropolitan cities, focusing on conceptions, curriculum content, and pedagogical practices. The research followed a sequential QUAL-quant exploratory mixed-methods research design in which data were collected from teachers and parents through semi-structured interviews, observation, document analysis, and a questionnaire. After ensuring data quality through proper screening and inspection, thematic and content analyses were used to analyze the qualitative data. In contrast, the quantitative data were analyzed using percentages, means, standard deviations, one-sample t-tests, and independent-samples t-tests. The results revealed that parents' and teachers' perceptions of culturally responsive preschools are slightly above the midpoint of the scale. Both parents and teachers have partial views of the full range of tangible and intangible cultural issues that characterize culturally sensitive preschools. Both the indoor and outdoor environments of the preschools lack cultural sensitivity. Besides, the preschools have no standalone curriculum; their annual plans were not prepared in a way that invites the use of cultural resources in teaching. The preschool teachers' practice of using cultural resources in teaching children is at almost two-thirds of the expected level. Such practices are affected by the absence of a curriculum and by problems of community awareness and input. Therefore, it is recommended that continuous awareness-raising training for both teachers and parents, the design of a comprehensive culture-informed preschool curriculum and/or syllabus, and close supervisory support be provided in the preschools.

Keywords: *Conceptions, Cultural Responsiveness, ECCE, Pedagogical Practices*

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Abstract 20:**Exploring Teachers' Technological Literacy and Students' Reliance on the Technology for Cheating: The Thwarting Route Shadowing Technology Use in Education****Woldeab Daniel²⁰**

This study aimed to explore teachers' technological literacy and students' reliance on technology for cheating. The study employed a mixed-methods approach and an exploratory sequential (Qual-Quan) design. From 7 secondary schools in Wolaita Sodo town, 26 students and 13 teachers were purposively selected for qualitative analysis, whereas 421 students were selected for quantitative data. The results of the interview indicated that students are highly dependent on technological devices to take exams and complete assignments, whereas some of them failed to use devices to cheat because they lacked suitable devices, such as smartphones. Many of the teacher respondents claimed they were technologically literate; however, further questioning revealed that the majority were unaware of data browsers other than Chrome. The result also revealed that some teachers were unaware of AI services such as ChatGPT. Regarding frequency of use, the results indicated that teachers seldom rely on internet and smartphone services to support instruction. The result of binary logistic regressions indicated that the odds of students' cheating were 1.241 times higher as the accessibility of technological devices increased by one unit (95% CI=.961-1.603). The result indicated that the prediction of cheating is improved ($X^2=20.909$, $df=1$, $n=421$, $p<0.05$) due to the accessibility of technological services. The model has explained between 7% cox & Snell R^2 and 16.2% Nagelkerke R^2 , and has predicted 57.1% of the variance in students' cheating by an independent variable. The result further indicated that the availability of technological devices significantly negatively affected students' achievement self-efficacy through its effect on academic engagement (Estimate=-0.143, 95% CI [0.0021, 0.094], $p < 0.05$). It is also recommended that schools strictly control students' use of devices and internet services during examinations while enhancing teachers' technological literacy through CPD.

Keywords: *Technological literacy, teachers, cheating, students*

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Abstract 21:**Artificial Intelligence Literacy and Utilization among Higher Education Instructors in Ethiopia: A Mixed-Methods Inquiry****Ermiyas Tsehay²¹, Getachew Worku, Bekalu Terefe, Yimer Gobezie**

This study investigated the state of artificial intelligence (AI) use and literacy among higher education instructors at selected public universities in Ethiopia using a mixed-methods approach. The research explored the extent of instructors' familiarity with generative AI (GenAI), their purposes of use, AI literacy levels across four dimensions, awareness, usage, evaluation, and ethics, and differences based on gender, age, and teaching experience. Quantitative data were collected from 376 faculty members via a structured questionnaire and analyzed using descriptive statistics, t-tests, and ANOVA. In contrast, qualitative data were gathered through 8 individual interviews and 4 focus group discussions with 32 participants. Quantitative findings showed that 85.9% of respondents were familiar with GenAI and 91.7% had used GenAI tools, mainly for teaching and learning (66.6%), research (54.6%), and personal purposes (42.7%). Mean scores indicated a moderate level of AI literacy ($M=3.52-3.66$). Gender and experience significantly influenced awareness and use ($p<.05$), with younger, less-experienced instructors reporting higher engagement. Qualitative results revealed that instructors perceived AI as both beneficial and challenging: it enhances efficiency in teaching, grading, and information access, but also risks academic integrity and dependency. Participants emphasized the need for continuous AI training and institutional readiness, particularly in infrastructure, internet access, and ethical guidance, to effectively integrate AI into academic practices. Overall, the study highlights growing openness to AI use among Ethiopian faculty but underscores the need for strategic capacity-building and ethical awareness to ensure responsible and equitable adoption in higher education.

Keywords: *Artificial Intelligence literacy, generative AI, higher education*



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Abstract 22:

ግብ የመጣል ብልህነት (Goal Setting strategy) የተማሪዎችን የማንበብ ግለብቃት እምነትና አንብቦ የመረዳት ችሎታን የማሳደግ ሚና፤ በአምስተኛ ክፍል ተማሪዎች ተተኳሪነት

ከንዴኔህ አስማማው²²፣ ማረው ዓለሙ፣ ማስተዋል ውብቱ፣ ዘውዱ ሙብሬ

የዚህ ጥናት ዋና ዓላማ ግብ የመጣል ብልህነት በተማሪዎች የማንበብ ግለብቃት እምነትና አንብቦ የመረዳት ችሎታ ላይ ያለውን አስተዋጾ መመርመር ነው። በመሆኑም ፍትነትመሰል ቅድመትምህርትና ድኅረትምህርት ፈተና ባለቁጥጥር ቡድን (quasi-exerimantal pretest-posttest control group) የጥናት ስልትን ተከትሏል። ተሳታፊዎቹ በ2017 ዓ.ም በባሕርዳር ከተማ መስከረም 16 የመጀመሪያ ደረጃ ትምህርትቤት የዐምስተኛ ክፍል፣በተራ የዕግ ንሞና ዘዴ የተመረጡ III የኹለት ክፍል (55 የቀጥጥር፣ 56 የፍትነት ቡድን) ተማሪዎች ናቸው። የፍትነት ቡድን ተማሪዎች የማንበብ ትምህርትን ግብ በመጣል ብልህነት፣ የቀጥጥር ቡድን ደግሞ በመደበኛው ሥርዓተትምህርት መሠረት ለስምንት ሳምንታት (በሳምንት 1 ክፍለሊዜ ለ40 ደቂቃ) አንብቦ የመረዳት ትምህርትን ተምረዋል። አንብቦ በመረዳት ፈተናና በማንበብ ግለብቃት እምነት መጠይቅ የተገኙ ድኅረትምህርት መረጃዎች በመዋቅራዊ እኩልዮሽ ሞዴል (structural equation model) የSPSS AMOS 27 ሰፍተዌር ተተንትነው ግብ የመጣል ብልህነት በተማሪዎች የማንበብ ግለብቃት እምነት ላይ ($\beta=.775, t=12.8 \rho < .001$) እና በአንብቦ የመረዳት ችሎታ ላይ ($\beta=.199, t=1.73 \rho=.043$) ቀጥተኛ ተጽዕኖ እንዳለው ያሳዩ ሲሆን የማንበብ ግለብቃትን በማንልበት አንብቦ በመረዳት ችሎታ ላይ ደግሞ ($\beta = 3.161, \rho = .001$) ኢቀጥተኛ ተጽዕኖ እንዳለው ($\rho < 0.05$) አመልክተዋል። በዚህም ብልህነቱ በአማርኛ ቋንቋ የማንበብ ግለብቃት እምነትና አንብቦ የመረዳት ችሎታን የማሻሻል ሚና እንዳለው ተረጋግጧል። የተገኙ አዎንታዊ ውጤቶችም፣ በአማርኛ ቋንቋ ትምህርት የተማሪዎችን አንብቦ የመረዳት ችሎታ ውጤት መቀነስ ችግርን ለመፍታት በሚደረግ ጥረት ግብ የመጣል ብልህነትን እንደ አማራጭ መፍትሄ መጠቀም የሚያስችል መሆኑን ጠቁሟል።

ቀላፍ ቃላት፤ ግብ የመጣል ብልህነት፣ የማንበብ ግለብቃት እምነት፣ አንብቦ የመረዳት ችሎታ



²² ቋንቋ ትምህርት ክፍል፣ የምምህራን ትምህርት ትምህርት ቤት፣ ትምህርት ኮሌጅ
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Abstract 23:

በአማርኛ ቋንቋ የማንበብ ግለግንዛቤ የማንበብ መጠንና አንብቦ የመረዳት ችሎታን የመተንበይ ሚና፤ በ4ኛ ክፍል ተተኪነት

ፋሲል መኳንንት²³፣ ማረው አለሙ

የዚህ ጥናት ዋና ዓላማ በአማርኛ ቋንቋ የተማሪዎች የማንበብ ግለግንዛቤ በማንበብ መጠንና አንብቦ በመረዳት ችሎታ ላይ ያለውን የመተንበይ ድርሻ መመርመር ነበር። ጥናቱ ተዛምዶ ስልትን የተከተለ ሲሆን የተከናወነው በደብረታቦር ከተማ አስተዳደር በሚገኙ የመንግሥት አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ በ2016 ዓ.ም. 4ኛ ክፍል ይማሩ በነበሩ ተማሪዎች ላይ ነው። ዳግማዊ ቴዎድሮስና ፊታውራሪ ገብርኤ ትምህርት ቤቶች እንዲሁም አራት መማሪያ ክፍሎች በቀላል የእጣ ንጥናት ዘዴ ተለይተዋል። የአራቱ መማሪያ ክፍሎች ተማሪዎች ሙሉ በሙሉ የጥናቱ ተሳታፊ ተደርገዋል። መረጃዎቹን በትክክል መልሰው የተገኙ የጥናቱ ተሳታፊዎች ወንድ 65፣ ሴት 80፣ ድምር 145 ነበሩ። በማንበብ ግለግንዛቤና በማንበብ መጠን መጠይቆችና አንብቦ በመረዳት ፈተና አማካይነት መረጃዎች የተሰበሰቡት መረጃዎች በመዋቅራዊ እኩልነት ሞዴል ተተንትኑዋል። በዚህም መሠረት የማንበብ ግለግንዛቤ አንብቦ በመረዳት ችሎታ ላይ አስተማማኝ የሆነ መካከለኛ ($\beta = .417, t = 3.922, p < .001$) እና በማንበብ መጠን ላይ አስተማማኝ የሆነ መጠነኛ የመተንበይ ሚና ($\beta = .289, t = 1.976, p = .048$) አሳይቷል። ሆኖም የማንበብ ግለግንዛቤ በማንበብ መጠን በኩል አንብቦ በመረዳት ችሎታ ላይ ኢቀጥተኛ የመተንበይ ሚና ($B = 3.196, p = .068$) አላሳየም። በዚህ መሠረት የተማሪዎች የማንበብ ግለግንዛቤ፣ በቀጥታ እንጂ በማንበብ መጠን በኩል አንብቦ የመረዳት ችሎታን መተንበይ አያስችልም ወደሚል መደምደሚያ ተደርሷል።

ቁልፍ ቃላት፤ የማንበብ ግለግንዛቤ፣ የማንበብ መጠን፣ አንብቦ የመረዳት ችሎታ



²³ የቋንቋ ትምህርት ክፍል፣ የመምህራን ትምህርት ትምህርት ቤት፣ ትምህርት ኮሌጅ፣ ባሕር ዳር ዩኒቨርሲቲ፣ ኢ.ሜል:- fasilmt2007@gmail.com

Abstract 24:

በባሕር ዳር ከተማ በጦርነት የተፈናቀሉ ሦስተኛና የዐራተኛ ክፍል ተማሪዎች የአንብቦ መረዳት ችሎታና ተግዳሮቶች ፤ በተመረጡ ትምህርትቤቶች

አፀደ ማሩ²⁴፣ ሰሎሜ ዘውድዓለም፣ ሰላማዊት ሳፊሳ፣ ባንቺአምላክ ጸጋዬ

የጥናቱ ዋና ዓላማ በባሕር ዳር ከተማ የመጀመሪያ ደረጃ ትምህርትቤቶች በጦርነት የተፈናቀሉ የሦስተኛና የዐራተኛ ክፍል ተማሪዎችን አንብቦ የመረዳት ችሎታንና ተግዳሮቶችን መፈተሽ ነው። ይህን ለመፈተሽም ገላጭ ተንታኝ (Descriptive Analytical) ንድፍን ተከትሎ ተካሂዷል። መረጃዎቹም በፈተና፣ በጽሑፍ መጠይቅና በቃለመጠይቅ ተሰብስበዋል። መረጃዎቹ የተሰበሰቡት በባሕር ዳር ከተማ ከሚገኙና በዓላማዊ ስልት ከተመረጡ አምስት አንደኛ ደረጃ ትምህርትቤቶች (እውቀት ፋና፣ ጠይማ፣ ዶናበርበር አዲስ አምባና ፈለገአባይ) ከሚገኙ ከ210 የሦስተኛና የዐራተኛ ክፍል ተማሪዎች (በግኝት ናሙና ስልት) እና ከ10 የአማርኛ ቋንቋ መምህራን (በጠቅላይ ናሙና ስልት) ነው። የመረጃ መሰብሰቢያ መሣሪያዎቹ ትክክለኛነትና አስተማማኝነት በሙከራ ጥናት ተረጋግጦ ለዋናው ጥናት ጥቅም ላይ ውለዋል። በዚህ መልኩ የተሰበሰቡ መረጃዎችም በመጠናዊና በዓይነታዊ ዘዴዎች ተተንትነዋል። የተማሪዎችን አንብቦ የመረዳት ችሎታ በተመለከተ በፈተና የተገኙት ውጤቶች እንዳመላከቱት የሁለቱም ክፍል ተማሪዎች አማካይ ውጤት (3.8) ዝቅተኛ ሆኗል። የየክፍሎቹ ውጤት በንጽጽር ሲታይ ግን የሦስተኛ ክፍል ተማሪዎች ውጤት (አማካይ 4.18፣ መደበኛ ልይይቱ 2.10 መካከለኛ) ከዐራተኛ ክፍል ተማሪዎች ውጤት (አማካይ 3.71 እና መደበኛ ልይይት 2.30) በመጠኑ የተሻለ ሆኗል። አንብቦ የመረዳት ተግዳሮቶች አማካይ ወጤቱ (35.16) መካከለኛ ቢሆንም የዓይነታዊ መረጃዎች ግን ችግሩ የሰፋና የጠለቀ መሆኑን አስገንዝበዋል። በማንበብ ትምህርት ረገድ (ግንዛቤያዊ፣አካባቢያዊና ግብዓትና ደጋፍን የተመለከቱ) የተገኙ መረጃዎች የቃላትና የቀደመ እውቀት ውስንነት፣ አቀላጥፎ ያለማንበብና ያነበቡትን ያለመረዳት፣ በአንድ ክፍል ውስጥ የተማሪ መብዛት፣ የወላጅና የመምህራን ድጋፍ እጦትና የትምህርት ቁጥቁስ እጥረት መሆናቸውን ማረጋገጥ ተችሏል። በማንበረስነልብና ረገድ የተነሳሽነት እጦት፣ ውጥረት፣ጭንቀት፣ ትኩረት ማጣት፣ በጦርነቱ ምክንያት የተከሰተ ስቅጣጭ ስሜት፣ ራስን ማግለል፣ ድንገተኛ የመቆጣትና የፍርሃት ስሜት፣ ተስፋ መቁረጥ፣ መረበሽ የሚሉ ዋና ዋና ችግሮች እንዳሉባቸው ተረጋግጧል። እንዲሁም የማንበብ ተግዳሮቶች የአንብቦ መረዳት ችሎታን የመተንበይ ድርሻቸው በቀላል ድካሚትና በዓይነታዊ ስልቶች ተተንትኖ የማንበብ ተግዳሮቶች የአንብቦ መረዳት ችሎታን በትክክለኛና አሉታዊ በሆነ መልኩ መተንበይ (B=-0.179, β=-0.513, t=-8.610, p<.001) ችለዋል። ለእነዚህ ግኝቶች አስፈላጊ ንድፈሐሳባዊ፣ትምህርታዊና ምርምራዊ የመፍትሔ ሃሳቦች ቀርበዋል።

²⁴ ረዳት ፕሮፌሰር፣ አማርኛን በማስተማር፣ የቋንቋ ትምህርት ክፍል፣ የመምህራን ትምህርት ትምህርትቤት፣ ትምህርት ኮሌጅ፣ ባሕር ዳር ዩኒቨርሲቲ፣ ኢ.ሜል:- dmatsede@gmail.com ,
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Bahir Dar Journal of Education

Journal Identifier
eISSN: 2415-0452
Print ISSN: 1816-336X

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