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The United Nations At 80

Dr. J. Edward Lee, Professor of History
Winthrop University-USA
leee@winthrop.edu

The horrors of modern warfare were experienced globally in the Great War of 1914 to 1918. Forty million people perished in that conflict. As the world's survivors sorted through the debris and carnage caused by tanks, aircraft, submarines, rapid-fire machine guns, and poison gas, efforts were made in the war's aftermath to create an international organization which would, as America's President Woodrow Wilson suggested, make the clash of nations "the war to end all wars."

Wilson, the scholar, failed. While his cherished League of Nations arose after the war, the isolationist United States never joined as a result of internal political divisions and fears of entangling international alliances. The League of Nations failed to heed the pleas of Ethiopia's Haile Selassie in 1935 as the Italian Fascists led by Benito Mussolini demolished that African nation. The League failed to stand firmly against Germany's Adolph Hitler in 1938 and 1939 as he devoured much of Europe. Furthermore, the brutal Japanese military dictatorship committed terrible atrocities against Asia's civilian population throughout the 1930s.

A second world war splattered blood on the impotent League of Nations until 1945 when the Allies trapped Hitler in his Berlin bunker, turned loose Italian partisans on Mussolini, and detonated two atomic bombs to subdue Japan. The deaths of those interred in Germany's concentration camps totaled more than 6,000,000 people deemed "undesirable." A staggering 60,000,000 individuals died in World War II.

America's President Franklin Roosevelt, who had served in Woodrow Wilson's administration, was determined that a new international organization, a United Nations, would prevent future international conflict. Even after Roosevelt's death in April 1945, other world leaders, from the United Kingdom, France, the Soviet Union, and the Republic of China would create the United Nations in 1945. Almost immediately, there were disagreements over the birth of the Modern State of Israel in 1948. The Cold War between the Soviet Union and the United States threatened world peace for decades with adversaries, who had been allies in the Second World War, wrestling

for satellites in Europe, Assia, the Middle East, Africa, and Latin America.

The United Nations was flawed, however, because its Security Council required unanimity for collective action. From 1945 to 1990 such agreement was rare. The Americans and the Soviets constantly quarreled, paralyzing the United Nations. And, the 1949 Revolution in China, which saw the communists come to power, fueled the crucial question, "Who should represent China in the United Nations and occupy its seat on the Security Council?" The communists occupied the mainland, and the Republic of China had established itself on Taiwan.

The new international body, hampered by the structural weakness of the Security Council, rarely acted on challenges facing the world. An exception is the 1950 invasion of South Korea by communist North Korea. The United Nations mobilized militarily in this instance because the Soviet Union, an ally of communist China, was boycotting the United Nations and the Security Council at that time because communist China was being denied a seat in the body. Additionally, Iraq's Saddam Hussein invaded his Middle East neighbor Kuwait in 1990. A coalition, including the Soviet Union and the United States, drove the Iraqis back to Baghdad. Thus, unanimity is rare because of the acrimony between Cold Warriors.

Even after the collapse of the Soviet Union in the early 1990s, the United Nations has suffered in accomplishing its original goal. Its members failed to heed the cries of Africa's Rwanda in 1993 when ethnic warfare erupted. The organization remains hindered by the structure of the body with its Security Council. Peacekeepers are weak and slow to respond forcefully to crises. So, where does the pursuit of world peace stand after eight decades? Can such a worthy task be realistically accomplished? How can we learn from the failed efforts of the past?

In 1971, the United Nations acknowledged the People's Republic of China (communist PRC) as the legitimate representative of the Chinese people. Resolution 2758 identified the PRC as the sole United Nations representative of China, replacing the Republic of China and gaining membership on the Security Council.

I was an undergraduate student at the time that the PRC arrived at the United Nations. I was there in New York studying Portugal's African colonies: Angola, Mozambique, and Guinea Bissau. My research permitted me access to the United Nations headquarters at this historic time. I witnessed firsthand the change occurring with

the admission of the PRC; I saw the new delegates installed as they began their work.

I suggest that we can learn much by accepting the reality of change. In today's world 80 is not old. It is the prime of life, overflowing with opportunities and new experiences. The United Nations cannot be hesitant in accepting the reality of change. Just as change occurred in 1971 with the arrival of the PRC in New York, there must be an acceptance of change in a world of international tensions and complex new challenges. Please allow me to suggest a few adjustments which should be made by the United Nations at 80.

There are 193 members of the United Nations General Assembly. Economic, cultural, educational, and technological exchanges among members occur and should accelerate. Tourism can, also, be positive, These interactions can lower barriers, improve understanding, and facilitate communication. These efforts, however, should have accountability as well as fiscal responsibility. Resources should be monitored by the General Assembly because exchange efforts should always be evaluated and sharply focused.

An expansion of the Security Council, perhaps re-named the UN Executive Council (UNEC) , to fifty members selected by the General Assembly and operating with a majority vote and no vetoes. The UNEC should seek geographic and ethnic balance in its membership, replacing ideology and acrimony with mutual cooperation that benefits all nations. This UNEC should display a clear commitment to maintaining peace in places like Ukraine, the Middle East, Asia, Africa, and Latin America. Collective international security and peacekeeping must be demonstrated by the UNEC. Let us be realistic about the world of the twenty-first century; it is dangerous but it can be made more peaceful.

At 80, the United Nations must be streamlined, abandoning past weaknesses, re-committed to peace as well as fiscal responsibility. Cultural, environmental, educational, and economic barriers must be replaced with positive international initiatives devoid of divisive ideology and rivalry. We can learn through tourism, history, economic development, literature, music, theater, and art. We should not seek differences but rather similarities of the human spirit. All nations should endorse the safeguarding of international peace and security. As former United Nations Secretary General Kofi Annan remarked, "More than ever before in human history, we share a common destiny. We can master it only if we face it together. That, my friends, is why we have the United Nations," the 2001 Nobel Peace Prize recipient reminded us.

EXTREMIST YOUTH IDEOLOGIES: IMPLICATIONS FOR EDUCATORS

Lorenzo Cherubini, Ed.D.
Lorenzo.Cherubini@brocku.ca
Brock University, Department of Educational Studies
Ontario, Canada

Abstract

Youth cultural extremist groups are a division of more established right-wing extremist organizations. They are inspired by ethnonationalist sentiments that appeal to adolescents that feel jaded by contemporary socio-political programs that reflect multicultural agendas at the expense of nationals. Youth cultural right-wing extremist groups rely on the internet and other social media platforms to spread their ideologies. Canada, like many other countries, is witness to the troublesome radical and extremist ideologies that, by extension, foster racist and discriminatory views. The radical perspectives are prominent social issues that have implications on education and educators. Scholars point to social studies education and critical digital media literacy as avenues to establish counter hate speech narratives. The suggestion is that teachers are positioned to address such divisive ideologies and invite students to consider critically the sources and claims. The paper considers the respective implications for teachers' professional practice in policy contexts.

Key Words: youth cultural extremism, education

INTRODUCTION

Youth cultural extremist groups are a division of more established right-wing extremist organizations and generally abide by the same principles. In many instances, youth cultural extremist groups are inspired by ethnonationalist sentiments that appeal to adolescents that feel jaded by contemporary social and political programs and services that reflect multicultural agendas at the expense of nationals (Cherubini, 2024a). Hate speech is used to isolate and identify specific groups that are blamed for the demise of nationalist principles (Wong et al., 2015). From the perspective of right-wing extremist organizations, including youth cultural ones, national identity is a core and prioritized concept (Nagle, 2017). Canada, like many other countries, is witness to

the troublesome radical and extremist communicates that, by extension, foster racist and discriminatory views.

Especially timely and significant to the research under discussion is a recent announcement from the Royal Canadian Mounted Police (RCMP; December, 2023). In a national statement, the Royal Canadian Mounted Police warned Canadians about the unmistakable "rise in violent extremism among Canadian youth" (CityNews, Halifax, 2023). The press release drew attention to the disturbing trend of violent extremism especially among young people. It also identified the dubious use of the internet and online virtual spaces as means of radicalizing youth to extremist paradigms citing how youth employ these non-traditional channels to captivate the attention of those that are inclined to access online hatred (see also, CTV News, Ottawa, 2023).

The reliance on the internet and other social media platforms on the part of youth cultural right-wing extremist groups has been discussed in the literature, as has their strategic intent to use these virtual platforms to recruit members into their organizations (Freilich et al., 2009). The internet, given its widespread reach, is used to promote online hate. Technology has enabled members to expose online hate discourses to a global audience (Keipi et al., 2018).

As Generation M, youth are among the most prevalent users of social and digital media and consider these as fundamental components of their social lives (Lenhart et al., 2005; Mahoney, 2009; Rideout et al., 2010). Right-Wing extremists take advantage of these virtual communication sites to establish invitational cultures of like-minded individuals (Caiani & Parenti, 2016; Conway, 2016; Marwick & Lewis, 2017).

The RCMP press release also discusses the dangers related to youth extremism and cites the fact that Jewish and Muslim leaders have reported a rise in hate-motivated speech and attacks since the October 2023 Hamas and Israel conflict. The details related to a number of youth-initiated hate crimes and their subsequent arrest into custody are also detailed in the press release. Of note to this analysis, the press release distinguishes "adults in positions of authority … including teachers" as needing to be aware of radical and extreme behaviours on the part of youth (CityNews, 2023). Teachers, along with parents, guardians, and coaches, are encouraged to take note of the emergence of extremist views in the youth with whom they associate and, presumably, act accordingly in their response to these concerns.

CONTEXT

Extremist and radical ideologies have emerged as concerning issues for democratic societies worldwide (Alsagheer et al., 2022; Wodak, 2019). Hate speech, as it is couched in extremist paradigms, is often rooted in the suspicion that national identities, cultures, and traditions are threatened (see, for example, Eatwell & Goodwin, 2018). It is, moreover, meant to stigmatize certain individuals or groups, deem them inferior to the in-group, generalize stereotypes, and in some instances, position the out-group as offensive in order to dehumanize the other (Parekh, 2006; Sabater et al., 2021).

According to some researchers, the fear of the erosion of nationalist ideals has contributed to a populism that strategically employs a discourse of "us" and "them" to underscore a distinct national identity that is determined to reclaim traditional culture and values (Norris & Inglehart, 2019; see, as well, Kemmer et al., 2019). National populist ideologies claim to represent ordinary citizens whose cultural distinctiveness and identity is in peril given the social and political movements to advance multicultural interests (Eatwell & Goodwin, 2018). Youth are not protected from these radical narratives. Social media and virtual platforms are widely accessible to youth as resources of information and communication (Blikstad-Balas, 2015). Youth that choose to explore alternative frames of reference to explain contemporary socio-political realities may be especially susceptible to the extremist ideologies espoused across the internet and social media platforms (Banaji & Buckingham, 2013; Ranieri, 2016).

The radical perspectives and the hate speech that typically accompanies extremist ideologies are prominent social issues that have implications on education and educators (Awan, 2014; Heinze & Phillipson, 2017; Jubany & Roiha, 2018). The Council of Europe is an example of policy administrators that "consider education a crucial starting point" to eliminate hate speech (de Latour, et al., 2017). Various scholars point to social studies education and critical digital media literacy as ideal avenues to establish what they identify as counter hate speech narratives (Arroyo et al., 2018; McNicol, 2016; Sulzer, 2018). Counter hate speech narratives entail specific teacher-centered processes that identify the conflict in question and invite students to consider critically the sources of the arguments and the arguments themselves, before assessing the emotions created by each claim. The suggestion is made that teachers base the counter hate speech

narratives on, among other things, human rights in the broader consideration of the validity of digital media sources. Teachers, in this way, can provide opportunities for students to examine circumstances and information related to contentious issues (such as extremist right-wing ideologies) in the specific context of each argument. Through the counter narratives, youth will be encouraged to raise questions and discuss various perspectives in the process of better understanding extremist positions.

Teachers and educators, therefore, are positioned at the front of the aforementioned "crucial starting points." They are called upon to create constructive counter hate speech narratives for youth that enable critical thinking and reflection and, in relation to students' civic learning, are instrumental in facilitating safe learning climates to enable youth to share their opinions in an inclusive community of peers (Torney-Purta et al., 2001). It is clear that this accounts for the influence that teachers have on establishing positive professional relationships with students (Flanagan et al., 2007). For students, the teacher can be trusted,

> As a fair and respectful figure [that] translates to a heightened belief in the larger national civic project (Flanagan et al., 2007) while a lack of trust in school's ability to mete out justice and fairness does the opposite. (Graham, 2020, p. 563-564)

Teachers, in these contexts, become stewards of the counter narratives that espouse tolerance. Students, in turn, will be better able to assess the potential divisions, biases, and false information that exists in right-wing extremist ideologies and social media spaces.

DISCUSSION

In order to address the rising radical and extremist sentiments and their appeal to youth in particular, it may be wise to turn to existing international programs and resources that focus on the roles of schools and educators. Take, for example, the document from the European Commission's Radicalization Awareness Network (2023). The document recognizes the Western Balkans as a region characteristic of ethno-nationalist extremism. The youth in the region are prone to radical and extremist sentiments in both physical and online spaces. As a result, the document is meant to support educators in dealing with extremist thoughts and actions in schools, and commissions them to recognize, identify, and

properly deal with the outcomes (p. 2). Teachers are specifically identified as "important intermediaries" for those youth and their families impacted by radical and extremist ideologies:

> In addition to observing their students, teachers also create a safe and inclusive environment that cultivates citizenship, critical thinking, and identity formation. This approach is the strongest defence against extremist ideologies that threaten the rule of law and fundamental rights in Europe. (Radicalization Awareness Network, 2019, p. 5)

The document recommends that teachers become knowledgeable about the phenomenon of extremism, including what might be described as a rather exhaustive list of topics: the radicalization process, causes of violent extremism, key mobilizers across regional, national, and international scales, national legislation and school policies regarding discriminatory acts and behaviours, and the applicable school resources. The difficulty for teachers to access reliable information and entertain difficult topics related to extremism in their classroom is recognized in the document, as is the importance for teachers to use their discretion to account for the uniqueness of their students' needs and preferences.

The document cites the Council of Europe's suggestions for teachers that include heightening their own personal awareness of the pressing issues, using a range of pedagogical strategies, creating an inclusive classroom culture, implementing democratic frameworks that invite students into genuine discussions and conversations about conflict, training students to recognize bias, and planning and managing student discussions successfully. Teachers have an explicit role in not only exercising their awareness of the issues, but also in dealing with them in a preventative and focused manner. As the document suggests, teachers' failure to address these difficult issues can contribute to the rise in extremist ideologies and position students at a greater risk of being susceptible to extremist views.

Teachers are required, as well, to report their concerns about radicalized student behaviour to the school administration. The European Commission document states that for teachers to successfully address extremist ideologies with their students, they must have advanced skills and strategies related to conflict resolution and what is identified as assertive communication. Last, the document refers to the influence of social media and online platforms that appeal to radicalized youth. In this way, too, teachers are mandated to be aware of the virtual spaces commonly accessed by students and the implications of students'

association with these respective memberships. Teachers' responsibilities include developing student resilience and critical thinking:

> Teachers should be well informed about internet threats when it comes to recruiting young people for extremist groups: how extremist propaganda spreads online, what are the most common messages that extremists send online, how extremists recruit young people online. They should present their findings to students. (Radicalization Awareness Network, 2023, p. 8)

Clear in the European Commission guidelines are teachers' roles and responsibilities when addressing students' radical and extremist points of view.

The European Commission document provides the aforementioned teacher guidelines in an attempt to establish consistent measures across regions and schools. To some extent, they may be perceived as representing a degree of objectivity to contentious topics and issues that are in many respects highly subjective experiences. It is noted that the details inherent in the guidelines and discussion are informed by the conversations and perspectives of community agencies. Of upmost significance, however, the document underscores the importance for teachers and educators to understand youth radicalization and serve as active agents in direct response to the related issues.

Consider, as well, the "Youth Waging Peace" (2017) document published by the United Nations Educational, Scientific and Cultural Organization (UNESCO) that also cites the growing popularity of radical and extremist ideologies. Like the European Commission report, the UNESCO document describes education as having a central role in the prevention of violent extremism. The preface of the document identifies that the impending threats of extremist organizations and communities do not entail simple remedies for educators. It outlines the significance for educators to establish goals in order to address the challenges of extremist thought. The goals include building and promoting tolerance, critical thinking, and empathy. In the same way, though, the UNESCO document distinguishes that the aforementioned goals must be discussed in realistic contexts in order for them to be significant for educators. To successfully address these goals in a manner that resonates with youth, the UNESCO report states that educators must be knowledgeable about students' ability to understand the realities of injustice and intolerance. This document, too, proposes guidelines for teachers by delineating objectives and actions. For example, a teacher's objective is

described as facilitating critical conversations with students about controversial issues related to extremist thought. As an action, it is recommended that teachers provide students with safe spaces to participate in open dialogue about topics related to extremism and moderation. Teachers may also invite students to consider historical cases whereby both violent and non-violent means were used to achieve certain results.

As another example of an objective, teachers can enhance students' understanding of structural barriers and injustices. As an action, teachers can encourage students to assume the identity of imaginary characters that are implicated by issues of inclusion, wealth, class, racism, and status. The UNESCO guidelines also identify students' understanding of language barriers as another objective for teachers that are described as change agents. In this context, teachers' actions might consist of presenting students with the challenges of navigating circumstances in unrecognizable languages. Other objectives in the guidelines for teachers include the promotion of inclusive classroom and school practices, the responsible use of textbooks, fostering student-centered learning, and understanding the implications of violent extremism in communities and society. In both the European Commission and UNESCO documents, teachers are distinguished, by virtue of their professional roles, for their capacity to influence youth.

It is interesting to discuss, too, that among similar guidelines for teachers established in the United Kingdom is the legislation that stipulates schools as having a legal duty (Prevent duty) to "have due regard to the need to prevent people from being drawn into terrorism" (Educate Against Hate, 2024). In this legal context, educators are situated in key positions and mandated to protect youth from extremist ideologies. Educators assume safeguarding roles in their duty of care. The legislation is in partial response to the fact that youth seem especially vulnerable to radical and extremist thought.

IMPLICATIONS

Consideration of the existing literature, including the guidelines and goals for teachers and educators, is useful in order to survey the development of responses to the rise in youth extremism. However, equally important is a discussion of the respective implications that are outcomes of these documents. For instance, Davies (2009) identifies the concept of 'interruptive democracy' whereby teachers can create learning spaces for critical dialogue (Castellvi, 2022). It is a teacher-driven task that seems very much interwoven into the already discussed teacher goals and

objectives. In these school spaces, youth are invited to be candid in expressing their sentiments and opinions and are not silenced by what they might perceive as controversial discourses (Davies, 2014). From this view, there is a need for well-prepared teachers to cultivate and maneuver the emotions that such debates may fuel in their classrooms (Davies, 2014). The documents cite the fact that these facilitations are not simple for teachers to implement successfully. The key is for teachers to bring to light the more legitimate perspectives in the process of navigating students' critical discourse (Tryggvason, 2018). As Castellvi et al. (2022) suggest teachers in these instances must be prepared to first, identify extremism in both their classrooms and in broader society and second, be competent in their skill to create counter-narratives. In order to do so, teachers must also be knowledgeable about the online spaces that harbour the hate speech and far right ideologies that appeal to students.

According to McAvoy and Hess (2013) teachers are commissioned to establish learning climates in their classrooms that engage students in critical thinking and collective decision-making. Ross, as cited in Estelles and Castellvi (2020), states, "we will never get to objectivity in teaching the curriculum unless everything can be discussed … you have to be able to test out all the hypotheses and if there are things we can't talk about, we can't test them" (p. 9). Ross refers to what is distinguished as the traditional nationalizing role of schooling as having an adverse implication on the fostering of students' critical thinking skills. Ross argues that nationalist thought is perpetuated in education to embed social control and socio-economic stability. In this way, "schools provide idealized narratives about the rise of nations and the functioning of democracies that limit one's self-thinking and self-determination" (p. 9). The objective, presumably, is for teacher to be well-versed in what are identified as the tangible effects of nationalist thought.

In light of the above documents, reports, and literature, are the significant implications for teachers. To begin, it must be understood that teachers are, in fact, products of the same schools that promoted the nationalist thought to which Ross refers and have been subject to the respective idealized narratives. One might ask, thus, are teachers both capable of and willing to disrupt these paradigms? Are teachers equipped to scrutinize the conceptual and pragmatic consequences of extremist ideologies, including those that manifest in the online spaces that are particularly appealing to their students, in the same context of the traditional nationalizing roles of schools? Are they

sufficiently trained in translating the relatively general objectives that are provided as guidelines in the UNESCO document into concrete, engaging, and transformative learning opportunities for youth? (see Cherubini, 2024b).

It is beyond the scope of this discussion to offer comprehensive solutions to these questions, but the intention remains to draw specific attention to a number of these implications. It is useful to consider another example. A 2016 study pointed to prospective teachers' inability to accurately assess the credibility of online news sources (Wineburg et al., 2016). Yet, in a survey of documents and of the literature, teachers are tasked with the responsibility to teach critical digital literacy skills to youth. If online spaces are creating new environments for reading and writing practices, and if these environments are spurring social change (as discussed in Santisteban et al., 2020), it is reasonable to ask if teachers have received sufficient training to interpret online extremist spaces and evaluate the disruptive rhetoric in order to create curriculum materials and pedagogical practices that invite youth into the necessary critical discussions? One may surmise that there is significant tension between the new environment of virtual social spaces discussed in the literature and the far more traditional practices of schooling. Teachers, perhaps, are situated squarely in this very tension.

Consider, too, the affective nature of hate ideology, particularly when combined with youth's interaction with social media and the promotion of extremist views (Diaz-Aguado, 2013). Might it be the case that the respective guidelines, objectives, legal duties, and actions as outlined in the documents and research do not do justice to the "visceral resistance and reactions" that may be serious outcomes of the same counter narratives for which teachers are responsible? (Estelles & Castellvi, 2020, p. 12). It is understandable that teachers might be reluctant to facilitate counter narratives at the risk of creating unmanageable learning environments. I wonder if educators are best positioned and qualified to control the emotions youth might experience and express (ranging from anger to fear) in peer-discussions of such controversial topics? The question assumes an even greater significance if one agrees that these emotions are "generated by and expressive of the historical, social, and cultural context in which human beings are embedded" (Petrie et al., 2019). Is it realistic to expect teachers to be well-informed of the historical, social, cultural contexts that implicate extremist ideologies for youth?

CONCLUSION

The questions are substantive and cannot be ignored. The expectations and guidelines across the literature translate directly on teachers' practice, role, and responsibility in light of youth right wing extremism. It- may, however, situate educators in unrealistic and unenviable predicaments. Perhaps it is less surprising, therefore, that some teachers account for the political orientation of the parent community, the school administration's political position, and the support of their colleagues in deciding upon the implementation of their pedagogy and instructional practices (Dunn et al., 2019). To establish counter narratives in a learning climate that draw upon students' emotional reactions can be a disquieting expectation for teachers.

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A Bibliometric Analysis of Women Entrepreneurship: Current Trends and Challenges

Prof. Dr. Marcus Gpncalves
marcusg@bu.edu
Boston University Metropolitan College, U.K

This study conducts a bibliometric and altmetric analysis of women's entrepreneurship, examining research trends, challenges, and contributions to sustainable development. By analyzing 6,729 journal articles from the Web of Science (1975–2024), the study employs citation analysis, co-citation analysis, and co-word analysis, alongside altmetric indicators, to assess research impact. Visualization tools such as VOSViewer were used to map the scholarly landscape. Key findings highlight critical themes, including gender disparities, financial barriers, socio-cultural challenges, and digital transformation, underscoring the role of women entrepreneurs in achieving the UN Sustainable Development Goals (SDGs). The study identifies major research clusters, leading authors, and institutions shaping the field while revealing regional disparities in research output. The growing prevalence of open-access research has enhanced knowledge dissemination, yet access to financial and technological resources remains a challenge for women entrepreneurs. The study emphasizes the need for targeted policies to improve access to finance, digital tools, and entrepreneurial education, fostering an enabling ecosystem for women-led businesses. By integrating traditional bibliometric techniques with altmetrics, this research provides a comprehensive assessment of global trends in women's entrepreneurship, offering valuable insights for academics, policymakers, and practitioners. It contributes to the literature on gender and entrepreneurship by identifying emerging themes and gaps, advocating for inclusive policies and enhanced support mechanisms to drive sustainable economic growth.

Workplace Self-Awareness Among Healthcare Professionals: Public vs. Private Hospitals

Nidhi Punj1* , Arvind Kumar2
1*Chitkara Business School, Chitkara University, Punjab, India
nidhi.punj@chitkara.edu.in
2 BNAL Prefabs Private Limited, Haryana, India

hrhead@bnalprefabs.com

Self-awareness is one of the key components in emotional intelligence that plays a significant and crucial role in performance and well-being of the healthcare professionals. It influences the decision making, patient interaction and job satisfaction of the employees working in the hospitals. The current study explores whether the workplace type i.e. public or private healthcare settings impacts the self -awareness of medical professionals. It is imperative that due to the increasing demand of emotionally intelligent healthcare providers and for workforce development and patient care quality the understanding in the variations in self-awareness across different workplace setting is vital. To conduct this research and assess the self-awareness of both the sectors i.e. public and private hospitals the emotional intelligence inventory developed by Hyde, Pethe and Dhar (2002) has been utilised. From the given inventory the self-awareness has been measured on five-point Likert scale. A quantitative approach was adopted by distributing the questionnaires among different participants from both the sectors. To ensure the diverse and representative dataset, the study sampled a total of 633 healthcare professionals. 332 from the public hospitals and 301 from the private hospitals. Results of the study indicates that professionals from public hospitals exhibits higher self -awareness level as compared to professionals working in private hospitals. This parity may come from the difference in the work culture, workload and other factors such as job security, difference in the pay structure and other benefits. Conversely, private sectors healthcare professionals are in constant pressure of competition, heavy patient flow and resource limitations, which can be the reason of obstruct the opportunities for self-reflection. The result of the current research helps in contributing to the growing discourse on emotional intelligence and well-being of employees, highlighting the need for training on emotional intelligence of healthcare professionals. It is also highlighted from the study that the training workshops, mentorship programmes and stress management initiatives help in filling the self-awareness gap between the professionals working in public and private healthcare settings. Further, future research should explore the longitudinal impacts to enhance the self-awareness among the healthcare professionals.
Keywords: Self-Awareness, Emotional Intelligence, Public vs. Private Healthcare, Hyde-Pethe-Dhar Inventory, t-Test.

Market access for rural SMMEs via social media in the e-commerce era: The case of selected SMMEs in the former black communities of the Mbhashe Local Municipality South Africa.

Nozipho Giba-Fosu, Agyei Fosu
ngiba-fosu@wsu.ac.za
Walter University, South Africa

E-commerce is the new economic revolution sweeping the business sector. Thereby demanding businesses not just pure access to information and communication technologies (ICT) tools, but also e-business knowledge combining digital skills to enhance business capacities. Unfortunately, rural businesses are not exempted from this reality. To this end, leveraging the benefits of social media's global footprint becomes a vital solution to the global market access challenge normally faced by developing nations' deeply isolated rural small, micro, and macro enterprises (SMMEs). Thus, developing nations' rural SMME entrepreneurs' taking advantage of the various social media platforms in the contemporary era e-commerce revolution to market their businesses is critical to achieving sustainability. The current study used both purposive and snowball sample techniques and a quantitative approach to gather empirical data from 47 rural SMME entrepreneurs in former black communities of Mbhashe Local Municipality of South Africa to establish the extent to which the entrepreneurs are leveraging social media platforms to access the global marketplaces in the e-commerce revolution. The findings indicated that 85.11% of the entrepreneurs although do have personal accounts across various social media platforms hardly use their accounts to showcase their business activities. 55% out of the 85.11% cited the fear of people assuming they might be rich therefore community members and loved ones will begin to seek financial assistance as one of the reasons for not showcasing their business activities on social media platforms. The findings also revealed a lack of e-business skills as 98% of participants have not established a delivery method of sending a product ordered through social media to a customer beyond a close range. The study recommends workshops and training programs be organized by agencies tasked to oversee SMME development in the region to educate and skill the SMME entrepreneurs on the critical need for business marketing strategies as well as e-business skills in the contemporary era.

Technological usage in developmental universities: A case study of Walter Sisulu University of South Africa.

Agyei Fosu
afosu@wsu.ac.za
agyei.fosu@yahoo.com
Walter University, South Africa

The contemporary era has changed tools of the trade in workplaces and saturated workplaces with more and more technological devices thereby requiring digital competence from prospective workers. This study investigates to establish how Walter Sisulu University (WSU), a developmental university with a high population of students coming from the rural areas of the former disadvantaged Black Homelands in South Africa equips their future graduates in terms of technology used for the 4th Industrial Revolution workplaces. The study used a mixed-method and purposive sampling approach to gather empirical data from 152 students. Although the findings indicated that the University is providing its students with access and some form of training to use modern digital tools for learning. This was so as respondents (100%) indicated laboratories and libraries furnished with modern computers and laptops on campuses and 85% of respondents indicated having received some of form technological training from the University. However, there was a cumulative sum of 38.11% representing not really and not at all competence to search in Internet browsing to search information, software, and installation on their technological devices calling on the University to do more by inculcating more continuous transferable technological training that will help the students to be abreast and effectively use modern technological devices in the rapidly evolving digital globalized workplaces.

The relationship between emotional intelligence and the practices of servant leadership in the Kingdom of Saudi Arabia

Dr. Rajeh Bati Almasradi
rbalmasradi@ub.edu.sa
rajehphd89@gmail.com
University of Bisha, KSA

The current study aimed to identify the relationship between emotional intelligence and servant leadership practices among health sector employees in the Asir region in the Kingdom of Saudi Arabia. Emotional intelligence was studied as an independent variable and servant

leadership as a dependent variable. This study also investigates the relationship between emotional intelligence and the four dimensions of servant leadership: (conceptual skills/empowerment, emotional processing and care for others, and community development. The descriptive analytical approach was used, and the questionnaire tool was applied to collect data from the study population. A random sample representative of the study population was selected. The sample size was 360 employees of the General Directorate of Health Affairs in Bisha Governorate, and the Statistical Package for the Social Sciences (SPSS) program was used to analyze the data. The study reached a set of results, the most important of which are: There is a statistically significant relationship between emotional intelligence and servant leadership practices in the health sector in Bisha Governorate. The results indicated that emotional intelligence is linked to the dimensions of servant leadership (conceptual skills/empowerment, emotional processing, caring for others, and community development), which indicates the importance of leaders possessing emotional intelligence skills to effectively implement the servant leadership approach. The results indicate that developing emotional intelligence skills among leaders Enhances their ability to practice servant leadership methods in managing health organizations. The study also reached a set of practical recommendations that will help leaders in the health sector to achieve goals effectively. Several scientific recommendations for future research and conclusions were also addressed.

Resilient Entrepreneurial Behavior and Community-Rooted Sustainability: Women's Sustainable Entrepreneurship in Rural Indonesia

Yosefiani Dewi Tamatur, Jean Paweethida Saw
ytamatur@bu.edu
BOSTON UNIVERSITY, U.S

This research explores the development of sustainable entrepreneurship for women entrepreneurs in rural areas in Indonesia within the socio-cultural barriers, such as lack of knowledge, patriarchal norms, and limited access to valuable resources. By investigating the challenges in rural entrepreneurship, this study focuses on how women build their emotional resilience, mental strength, and strong motivation to be persistent in pursuing long-term economic independence by integrating local values, collaborating with local communities, and building community-rooted sustainability. This study adopts a qualitative approach and utilizes semi-structured interviews with women entrepreneurs aged 25-55 to

investigate challenges such as limited financial access, promotional barriers, lack of business networking, and business training. Using the primary data collected through in-depth interviews and secondary data collection from government reports and literature reviews, this study will utilize thematic analysis as the data analysis technique. This study contributes to gendered sustainability literature by introducing community-rooted sustainability and rural women's resilient entrepreneurial behavior. It also offers policy recommendations to enhance gender equity, strengthen community-rooted development, and improve psychological mental building, and social entrepreneurial support systems for women in rural areas.

Generational Differences in Audience Engagement with Traditional vs. Modern Gender Representations in Disney Media

Maria Fernandez, Alvaro Dueñas
mfernandezabad13@gmail.com
maryatuski@gmail.com
Boston University, U.S

This study investigates viewers' emotional and cognitive engagement with traditional versus modern gender representations in Disney media using neuromarketing techniques. As societal roles evolve, Disney has adapted its storytelling to reflect these changes. This research employs eye-tracking and facial recognition technologies to analyze unconscious audience reactions, capturing attention patterns and micro-expressions indicative of engagement levels. Additionally, the study involves two focus groups representing different generational cohorts—Generation Z and Baby Boomers—to examine variances in perception based on age. The primary objective is to assess whether modern audiences show a higher engagement with progressive gender portrayals compared to traditional ones. The findings aim to provide insights into how generational differences influence audience perception and engagement, offering valuable guidance for filmmakers and marketers in creating content that resonates more effectively with diverse audiences. This research

contributes to understanding the impact of gender representation in media on viewer engagement across generations. Keywords: Neuromarketing, Gender Representation, Audience Perception, Emotional Engagement, Generational Differences.

Shaping Choices: The Influence of Colors and Typography in E-Commerce

Jaime Aparicio, Yaiza Grijalba
ygrijalb@bu.edu
japariciohalpern@gmail.com
Boston University, USA

Consumer preferences in e-commerce may be shaped by subconscious cues such as color and typography, influencing trust, engagement, and purchasing decisions. This study examines their impact through consumer neuroscience tools and techniques using face-decoding and eye-tracking technology to analyze first fixation, gaze duration, and total viewing time as participants interact with brand logos and websites. Grounded in the Dual-Process Theory, which distinguishes between subconscious intuition and conscious reasoning, the research explores how colors influence perception and decision-making, while typography affects readability, cognitive load, and brand credibility. Findings suggest that visual cues significantly shape consumer choices, often beyond conscious awareness, revealing potential gaps between stated preferences and actual engagement. These insights offer practical strategies for e-commerce brands to optimize digital design, ensuring alignment with consumer psychology to enhance user experience and conversion rates. Keywords: Color psychology, typography, consumer behavior, e-commerce, visual attention, digital marketing.

THE INFLUENCE OF SOCIAL MEDIA AND INFLUENCER MARKETING ON SPECIALITY TEA CONSUMPTION AMONG YOUNGER DEMOGRAPHICS

Bhavik Khandelwal
bhavik12@bu.edu
Boston University, USA

This study investigates the profound impact of social media and influencer marketing on consumption patterns in the specialty tea industry, particularly among Millennials and Gen Z

consumers. By integrating advanced neuroscience tools—such as eye tracking and facial decoding—into the research, unique insights into consumer behavior and brand engagement were gained. The study also offers a compelling narrative of the industry's evolution, viewed through the lens of technological innovation and shifting consumer trends, as illustrated by the expertise of a third-generation tea entrepreneur. This research underscores how tea companies harness digital channels and influencer collaborations effectively to create hybrid business models that seamlessly blend traditional craftsmanship with modern digital strategies. This study highlights digital innovation's crucial role in sustaining family-owned businesses and provides practical, actionable strategies for entrepreneurs and business leaders in diverse sectors. It demonstrates how innovation and technology integration can be leveraged to drive sustainable growth in a digital economy.
Keywords: Entrepreneurship, Innovation, Technology, Specialty Tea Sector, Social Media, Influencer Marketing, Consumer Behavior, Marketing Strategies, Digital Channels, Hybrid Business Models, Millennials, Gen Z, Family-Owned Businesses, Economic Landscapes, Digital Economy

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