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Comparative Analysis of International Academic Awardees in Engineering

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Abstract

International academic awards represent the highest level of recognition for research performance and are frequently associated with the concept of academic excellence. They are increasingly used as instruments in talent management, research strategy formulation, and resource allocation. This study investigated the research performance of recipients of internationally recognized academic awards in the field of Engineering. The analysis covered 118 awardees of seven major international engineering-related academic awards. Following a comparative examination of the selected awards and the demographic characteristics of the awardees, an empirical analysis was conducted using a data-oriented comparative methodology. The study assessed publication performance, longitudinal trends, and co-authorship networks based on Scopus-indexed publications. Publication output was benchmarked against national performance-based research funding systems, with reference to the Finnish JUFO classification, which categorizes publication venues into four quality levels and is widely applied as a proxy for research excellence. The findings were consistent with key phenomena identified in the sociology of science, including elitism, the Matilda effect, and patterns related to brain drain. The results indicated that highly prestigious international academic awards in Engineering tend to function as lifetime achievement recognition, with recipients typically receiving them at an advanced stage of their careers. Despite this, such awards proved to be reliable indicators of sustained academic excellence. The study proposed a systematic and transferable methodology for assessing research excellence based on publication performance. The findings also highlighted the strategic relevance of international academic awards for institutional reputation and competitiveness, emphasizing the importance of incorporating award-related objectives into university-level research strategies.

Keywords: academic excellence; international academic awards; research performance; engineering; publication analysis; co-authorship networks

Authenticity: The Pathway to Real-World ESP Competence

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Abstract

The primary aim of ESP instruction is to utilize genuine materials such as business letters, remote experiments, legal documents, virtual labs, discharge summaries, and comparable resources. Additionally, it employs simulations of real-life scenarios to assist learners in familiarizing themselves with language usage across various professional and academic environments. ESP education places significant importance on role-playing activities that are conducted within contexts necessitating an awareness of cultural norms, which may adversely affect business and professional practices within the corresponding discourse communities. However, in the context of instructing English to engineering students, the authenticity recognized by the instructor may not always correspond to the authenticity encountered by the student. The study of English in the fields of civil and mechanical engineering is intricately connected to the idea of addressing actual problems and equipping students with insights into authentic engineering methodologies. Therefore, it is firmly believed that reintroducing real-life experiences into educational contexts is fundamentally pivotal in addressing the shortcomings found within the education system. This paper presents an example of how to effectively work with authentic teaching materials, specifically focusing on original texts related to engineering. It provides recommendations for designing an English for Specific Purposes (ESP) coursebook tailored for engineering students, outlining the criteria to consider when selecting texts, as well as the authentic learning tasks that should accompany these original texts to enhance their authenticity. The paper also advises on formulating suitable tasks aimed at developing students' critical thinking abilities. Furthermore, ESP practitioners are encouraged to implement a variety of follow-up integration activities and to meticulously evaluate the balance of viewpoints provided, in order to mitigate any negative implications arising from the provocative content. Ultimately, the paper intends to illustrate how the integration of genuine materials within an ESP classroom can foster a more engaging and efficient educational setting, thereby preparing engineering students with the linguistic and communicative skills essential for their future professions.

Keywords: ESP, authenticity, real-world experiences, thinking-based teaching, verbal jousts, critical thinking skills.

Implant Treatment Planning

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Abstract

Osseointegrated implants provide a predictable base for the restoration of function and aesthetics in the partially and completely edentulous patient. Implant dentistry is now part of routine therapy and considered an option in every treatment plan that requires tooth replacement.

Before performing the implant surgery on a patient, we as clinicians, need to answer a few decision-making questions. Some of these decisions include whether we should preserve or extract the tooth, what type of implant microstructure would enhance osseointegration, what loading protocols should be applied, is site development or surgical guide needed, what impression technique, prosthesis design or occlusion scheme should be used, and what prognostic factor will influence the intra and post-operative success of our procedures.

Through the description of various clinical cases and contemporary literature, this presentation will provide a systematic guide to implant treatment planning, that we as clinicians should consider for long-term success.

Clinicians and educators will find helpful guidelines based on literature and clinical cases for each step on the decision-making process towards a successful and predictable restorative treatment.

Keywords: dental implants, loading protocols, prosthesis design, treatment planning, osseointegration.

Modeling the Influence of TESOL Curriculum and Personal Factors on Subjective Employability Outcomes among TESOL Students and Graduates

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Abstract

Graduate employability has become a major concern in Cambodia as the country works to strengthen human capital and align higher education with labor-market demands. TESOL programs, in particular, are expected to build both language proficiency and teaching skills, yet limited evidence exists on how curriculum quality and personal factors shape students' and graduates' employability outcomes. This study examined how TESOL curriculum quality and personal factors influence students' and graduates' subjective employability outcomes, and whether an integrated model can better explain variations in employability. A convergent mixed-methods design was used. Survey data were collected from 263 students and alumni (2019–2025 cohorts) and analyzed using descriptive statistics and hierarchical regression. In addition, 37 semi-structured interviews were conducted and analyzed using reflexive thematic analysis. Curriculum components like English proficiency, teaching competence, faculty support, practicum quality, and peer-teaching significantly predicted employability outcomes ($R^2 = .193$). Adding personal factors like work adaptation, social capital, self-efficacy, and outcome expectations raised the explained variance to $R^2 = .466$. Work adaptation, social capital, and outcome expectations were the strongest predictors. Interview findings supported the quantitative results in which they highlighted that while the curriculum builds confidence, personal adaptability and networking strongly influence employment success. Employability outcome, therefore, is shaped by both curriculum experiences and individual attributes. Strengthening curriculum components like peer-teaching experience and English proficiency, while also supporting students' work adaptability and career confidence, can improve graduate outcomes. Future research may extend this model to other teacher-education programs in Cambodia and compare employability patterns across institutions.

Keywords: employability outcome, curriculum quality, work adaptation, social capital, self-efficacy, outcome expectations
