

A low-angle photograph of a group of graduates in black academic regalia, looking upwards with their arms raised in celebration. Numerous black graduation caps are suspended in the air above them against a clear blue sky. The scene is filled with a sense of joy and achievement.

# ACE2017

## “EDUCATING FOR CHANGE”

Organised by The International Academic Forum (IAFOR) in association with the  
OSIPP-IAFOR Research Center at Osaka University and IAFOR's Global University Partners

**The Asian Conference on Education 2017**  
**The Asian Undergraduate Research Symposium 2017**  
October 19–22, 2017 | Art Center Kobe, Kobe, Japan

# IAFOR Global Partners

[www.iafor.org/about/partners](http://www.iafor.org/about/partners)



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research.

The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



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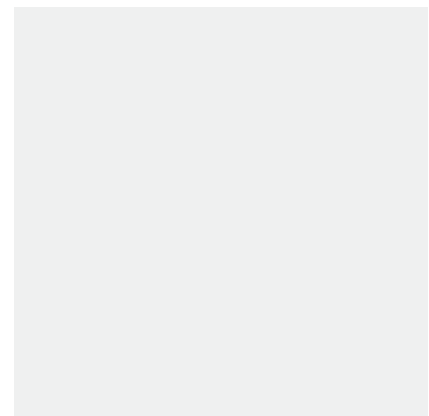
[iaforjapan](https://www.facebook.com/iaforjapan)



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# ACE2017 Organising Committee



The Organising Committee of The Asian Conference on Education (ACE) is composed of distinguished academics who are experts in their fields. Organising Committee members may also be members of IAFOR's International Academic Advisory Board. The Organising Committee is responsible for nominating and vetting Keynote and Featured Speakers; developing the conference programme, including special workshops, panels, targeted sessions, etc.; event outreach and promotion; recommending and attracting future Organising Committee members; working with IAFOR to select PhD students and early career academics for IAFOR-funded grants and scholarships; and oversee the reviewing of abstracts submitted to the conference.

# Welcome to The Asian Conference on Education 2017

Dear Colleagues,

Personally, and on behalf of the President of IAFOR, the Executive Committee, and the ACE2017 Organising Committee, I would like to welcome you (back) to the wonderful port city of Kobe, a part of the great Kansai region, also comprising Osaka, Kyoto and Nara. The city is friendly, diverse, and welcoming, and the Asian Conference on Education aims to reflect that spirit, as we see over 250 educators from more than 45 countries come together to exchange the latest ideas and research from an amazing diversity of experiences and backgrounds.

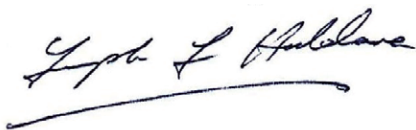
2017 has been an exciting one for IAFOR, and for our Education conferences, in particular, as we have seen the conversations around the theme of "Educating for Change" extend through five events, three continents, and some 1,200 educators; from the US (Hawaii) in January, through the UAE (Dubai) in February, to Japan (Kobe) in March, and then to the UK (Brighton) in July, before returning to Japan again now for our last education conference of the year, to ACE.

2017 was also exciting for the organization as in April we were able to see the launch of the OSIPP-IAFOR Research Center within Osaka University's prestigious Osaka School of International Public Policy. IAFOR has, since 2009, been a research organization that seeks to encourage the interaction between educators and policy makers in the fulfilment of our mission to promote international exchange, to facilitate intercultural awareness, to encourage interdisciplinary discussion, and to generate and share new knowledge. The creation of this "Think Tank" within the university gives us an excellent base from which to try and further the mission of IAFOR, and to help nurture and shape the policy makers of the future.

I would like to thank the plenary speakers, the conference committee members, the review committee members, the undergraduate research symposium conveners, and the various members of the International Academic Advisory Board who have made, and who continue to make our Education events what they are. The conference itself represents the tip of an iceberg in terms of the many months of preparation, and many hours of unseen effort, but I am sure that you will agree that the program looks fantastic.

The Asian Conference on Education, now in its 9th year, promises to be an exciting one, and whether you are have travelled from the other side of the world, or the other side of the city, I am sure that you will find we have a lot to learn from each other. I look forward to learning new things, to hearing new ideas, and to meeting you all, and to making new friends.

Warm regards,

A handwritten signature in dark ink, reading "Joseph L. Haldane", with a long horizontal flourish underneath.

**Joseph Haldane, Chairman & CEO, IAFOR**



## Conference Theme "Educating for Change"

Why are we in teaching and learning if not to be able to help enrich the lives of our students? Educational institutions at all levels, and of all types, should continue to strive for social change in today's world. Beyond the apparent simplicity of our conference theme, however, there is great scope for wide-ranging responses to the question of just how we go about educating for change, by examining the inherent challenges and responsibilities faced by educators the world over.

Education, too frequently, is the victim of politics, and, worse, sometimes ideologies. Politicians and bureaucrats devise and implement policies to effect change that range from curriculum structure and goals to manipulating budgets on behalf of interest groups and their lobbyists. Questions relating to accountability, transparent governance and community relations are too frequently avoided.

Within the classroom itself, bridging the gap between policy, theory and practice, whether traditional or virtual, teachers and professors de facto become, at varying levels, agents for change. Beyond providing students with resources for study in given fields, they also support them by often being seen as acting not merely as mentors, but also as role models.

These issues are part of the global transformation affecting all human civilisation. How can we as teachers function effectively in a very uncertain environment? How do we help to equip our students with the intellectual and existential tools they require? How do we narrow the gap between theory and practice? How do we make decisions about curriculum and course context in the face of political pressure and social norms? What is the role of interdisciplinary studies in educating for change? And, at the macro level, how can we stimulate awareness of issues such as education assisting the promotion of social justice?



# Conference Guide

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IAFOR Journals

Professor Stuart D. B. Picken (1942–2016)

IAFOR Academic Grant & Scholarship Recipients

# Thursday at a Glance

## October 19, 2017

09:00-10:00	Conference Registration & Coffee   Open Studio (2F)
10:00-10:30	<b>Announcements &amp; Welcome Address   Prokofiev Hall (2F)</b> Joseph Haldane, The International Academic Forum (IAFOR), Japan Steve Cornwell, The International Academic Forum (IAFOR) & Osaka Jogakuin University, Japan
10:30-11:10	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>Change in Academic Writing Education</i> Paul Lai, Nagoya University, Japan
11:15-11:55	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>"Retelling the Story From Within:"</i> <i>Oral History As a Means of Educating for Change</i> Connie Guberman, University of Toronto Scarborough, Canada
11:55-12:05	<b>IAFOR Documentary Photography Award   Prokofiev Hall (2F)</b>
12:05-12:15	Conference Photograph   Prokofiev Hall (2F)
12:15-14:00	Lunch Break   Mame no Hatake Restaurant
14:00-14:05	Announcements   Prokofiev Hall (2F)
14:05-14:45	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>Cultural Competence and the Higher Education Sector:</i> <i>Implications for Teaching, Learning and Leadership</i> Jack Frawley, The University of Sydney, Australia
14:50-15:30	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>Is the Untrained NS Teacher Worth Even Less Than We Thought?:</i> <i>NS Teacher Endorsement of Folk Beliefs in EFL Education</i> Charles Allen Brown, Hokkaido University, Japan
15:35-16:15	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>Continuing Professional Development for Educational</i> <i>Professionals in Secondary Schools: A Case Study of a Leadership</i> <i>Empowerment Program in Taiwan</i> Tzu-Bin Lin, National Taiwan Normal University, Taiwan
16:30-17:30	Coffee Break & Conference Poster Session   Open Studio (2F)
17:30-18:30	<b>Conference Welcome Reception   Grand Salon (3F)</b>

# Friday at a Glance

## October 20, 2017

09:00-09:30	Morning Coffee   Room 504 (5F)
09:30-11:30	Parallel Session I
11:30-13:00	Lunch Break   Mame no Hatake Restaurant
13:00-14:30	Parallel Session II
14:30-14:45	Coffee Break   Room 504 (5F)
14:45-16:15	Parallel Session III
16:15-16:30	Coffee Break   Room 504 (5F)
<b>16:30-17:00</b>	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>Skills for the Future: How Mentoring Students Through Undergraduate Research Provides Tools for Success After University</i> José McClanahan, Creighton University, USA
<b>17:05-17:35</b>	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>Change in Education: By Whom? For Whom?</i> Yvonne Masters, University of New England, Australia
<b>17:45-18:15</b>	<b>Taiko Drum Performance   Prokofiev Hall (2F)</b> AIE International High School, Awaji, Hyogo Prefecture
<b>19:00-21:00</b>	<b>Conference Dinner (Optional Ticketed Event)</b> Meeting time & location: 18:15 in the Lobby (2F) Group leaves for restaurant at 18:30

# Saturday at a Glance

## October 21, 2017

08:45-09:15	Morning Coffee   Room 504 (5F)
09:15-09:45	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>The Use of Archival Data Resources for Generating Original Research, Thesis Development, Teaching and Knowledge Generation</i> James W McNally, University of Michigan, USA
09:45-10:15	<b>Featured Presentation   Prokofiev Hall (2F)</b> <i>Teaching Health Equity at the Community Level: Engaging Faith Based Organizations in Teaching Community Based Nutritional and Health Behaviors</i> Sela Panapasa, University of Michigan, USA James McNally, University of Michigan, USA
10:15-10:30	Coffee Break   Room 504 (5F)
10:30-12:30	Parallel Session I
12:30-13:30	Lunch Break   Mame no Hatake Restaurant
12:30-13:15	<b>Shodō Workshop (Japanese Calligraphy)   Room 504 (5F)</b>
13:30-15:00	Parallel Session II
13:30-15:00	<b>Undergraduate Research Poster Presentation Session   Room 504 (5F)</b> Undergraduate Students will present their posters as part of The Asian Undergraduate Research Symposium (AURS2017)
15:00-15:15	Coffee Break   Room 504 (5F)
15:15-16:45	Parallel Session III
16:45-17:00	Coffee Break   Room 504 (5F)
17:00-18:00	<b>Saturday Session IV – Workshop Presentation   Room 504 (5F)</b> <i>A CPD Resource for Recognising and Developing Capability in Higher Education</i> Anna Bennett, University of Newcastle, Australia

# Sunday at a Glance

## October 22, 2017

09:00-09:30	Morning Coffee   Room 504 (5F)
09:30-11:30	Parallel Session I
11:30-13:00	Lunch Break   Mame no Hatake Restaurant
<b>12:15-13:00</b>	<b>Japanese Tea Ceremony   Room 504 (5F)</b>
13:00-14:30	Parallel Session II
14:30-14:45	Coffee Break   Room 504 (5F)
14:45-16:15	Parallel Session III
16:15-16:30	Coffee Break   Room 504 (5F)
<b>16:30-17:00</b>	<b>Conference Closing Address   Room 504 (5F)</b> Yvonne Masters, University of New England, Australia José McClanahan, Creighton University, USA

## The Asian Undergraduate Research Symposium (AURS)

### October 20–22, 2017

Held alongside The Asian Conference on Education (ACE), The Asian Undergraduate Research Symposium (AURS) provides undergraduates with an exciting opportunity to present and learn from researchers and professionals from around the globe.

The full schedule for AURS2017 is available on page 22.

# Key Information & Access

## Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated in the following locations during the conference:

Thursday, October 19	09:00-17:30	Open Studio (2F)
Friday, October 20	08:30-18:00	Room 504 (5F)
Saturday, October 21	08:30-18:00	Room 504 (5F)
Sunday, October 22	08:30-15:30	Room 504 (5F)

If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

## Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference. There are four colours of badges indicating the type of conference participant:

**Red:** Presenters and Audience

**Yellow:** Keynote and Featured Speakers

**Blue:** Conference Exhibitors and Affiliates

**Black:** IAFOR Staff

## Getting to the Conference Venue

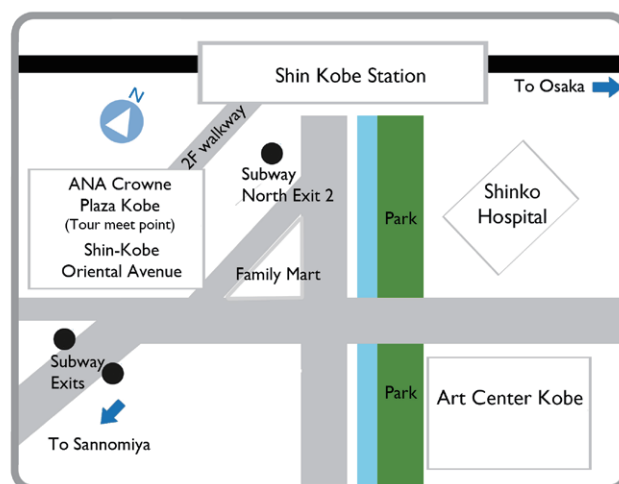
**From Kansai International Airport:** Board the Kobe-bound Airport Limousine Bus from bus stop number 6 on the first floor of Kansai International Airport. Get off at Sannomiya Station (see "From Sannomiya Station" below).

**By Bullet Train (Shinkansen):** The Art Center Kobe is a five-minute walk from the first-floor exit of Shin-Kobe Station. There are regular bullet train (Shinkansen) services from Osaka (15 minutes), Kyoto (30 minutes) Tokyo (2 hours 48 minutes) and Hiroshima (1 hour 13 minutes).

**From Sannomiya Station (Kobe Downtown Area):** The bustling downtown centre of Sannomiya, with a huge range of restaurants, bars, cafes and shops, is a 15-minute walk or a short direct subway ride away. The limited express train from Osaka Station to Sannomiya takes around 30 minutes.

There are three options:

- Take the subway to Shin-Kobe Station on the Seishin-Yamate Line (about two minutes)
- Take a taxi to the Art Center Kobe (about five minutes)
- Walk to the Art Center Kobe (about 15 minutes)



# Lunch & Dinner

## Lunch

Lunch on Thursday, Friday, Saturday and Sunday is included in the conference registration fee. Your IAFOR lunch voucher can be exchanged for lunch at Mame no Hatake located in the ANA Crowne Plaza, a five-minute walk away from the conference venue. Please collect your lunch voucher from the IAFOR staff member situated outside the restaurant at the ANA Crowne Plaza during the lunch period (lunch times below). Please remember to bring your conference name badge as you will need to show this in order to claim your voucher. Please show your voucher to restaurant staff as you enter. Please see the map below for directions.

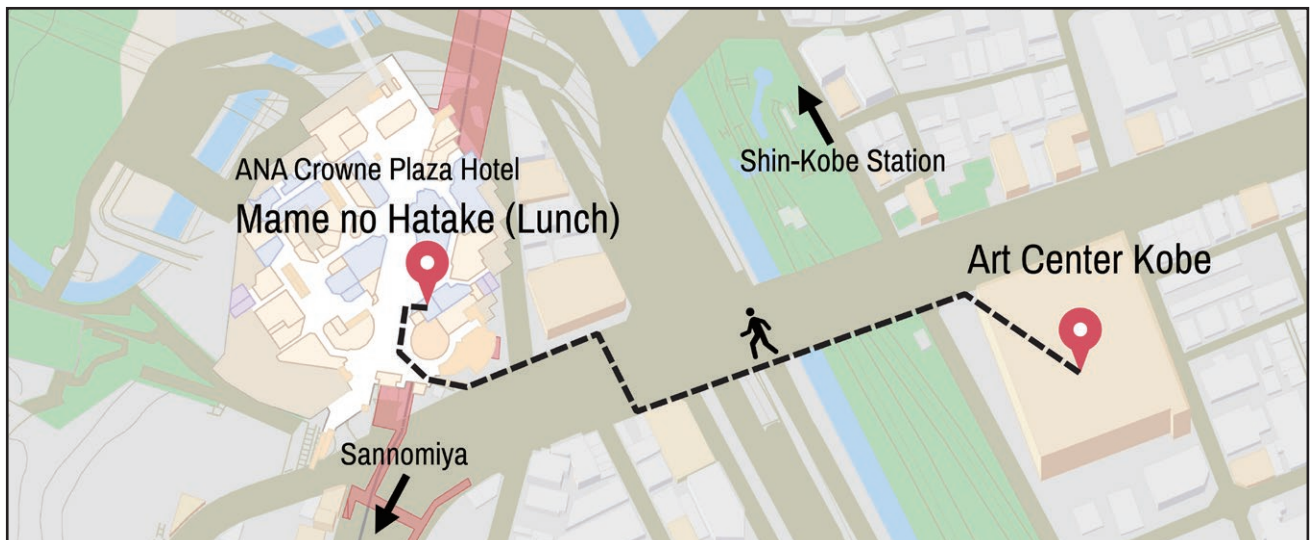
**Restaurant name:** Mame no Hatake (豆乃畑)

**Restaurant address:** Shin-Kobe Oriental Avenue 2F (ANA Crowne Plaza), 1-1 Kitanochō Chuo-Ku, Kobe

This Japanese buffet-style restaurant has a great variety of Japanese dishes available, including vegetarian and vegan options. The restaurant specialises in tofu-based and traditional Japanese vegetable dishes. Lunch service includes an unlimited drinks bar, coffee station and dessert table.

## Lunch Times

Thursday, October 19	12:15-13:45
Friday, October 20	11:30-13:00
Saturday, October 21	12:30-13:30
Sunday, October 22	11:30-13:00



## Official Conference Dinner

The official Conference Dinner is a ticketed optional event (5,000 JPY). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet in the Art Center Kobe Lobby (2F) at 18:15 on Friday, October 20, 2017. The group leaves for the restaurant at 18:30. It takes approximately 25 minutes to walk to the restaurant.

**Restaurant name:** Ganko

**Restaurant address:** Kitanagasaki 3-1-17, Chuo-ku, Kobe

**Japanese name:** がんこ トアロード店

**Japanese address:** 〒650-0012 兵庫県神戸市中央区北長狭通3-1-17 がんこ トアロード店

# General Information

## Internet Access

There is free Wi-Fi internet connection on the fifth floor of Art Center Kobe\*. However, this can be unreliable and we would strongly suggest that you do not rely on a live connection for your presentation.

**Wi-Fi Connection Name:** kobe-art

**Wi-Fi Password:** art12345

**\*There is no Wi-Fi connection on the second floor of Art Center Kobe.**

## Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks at the Plenary Session on Thursday on the second floor and in Room 504 (5F) during the rest of the conference. Light snacks will also be provided.

**Food and drink (excluding water) are not allowed in the presentation rooms. Also, please refrain from consuming food and drink in and around the 2F entrance area.**

## Printing

For your convenience, there will be an iMac computer (with Microsoft Office installed) and a printer at the conference Registration Desk. We are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times.

The Crowne Plaza operates a business centre for copying, printing and scanning. This business centre is staffed and open between 09:00 and 17:00 daily.

## Smoking

Smoking is not permitted in the Art Center Kobe. Please smoke outside of the building in designated smoking areas.

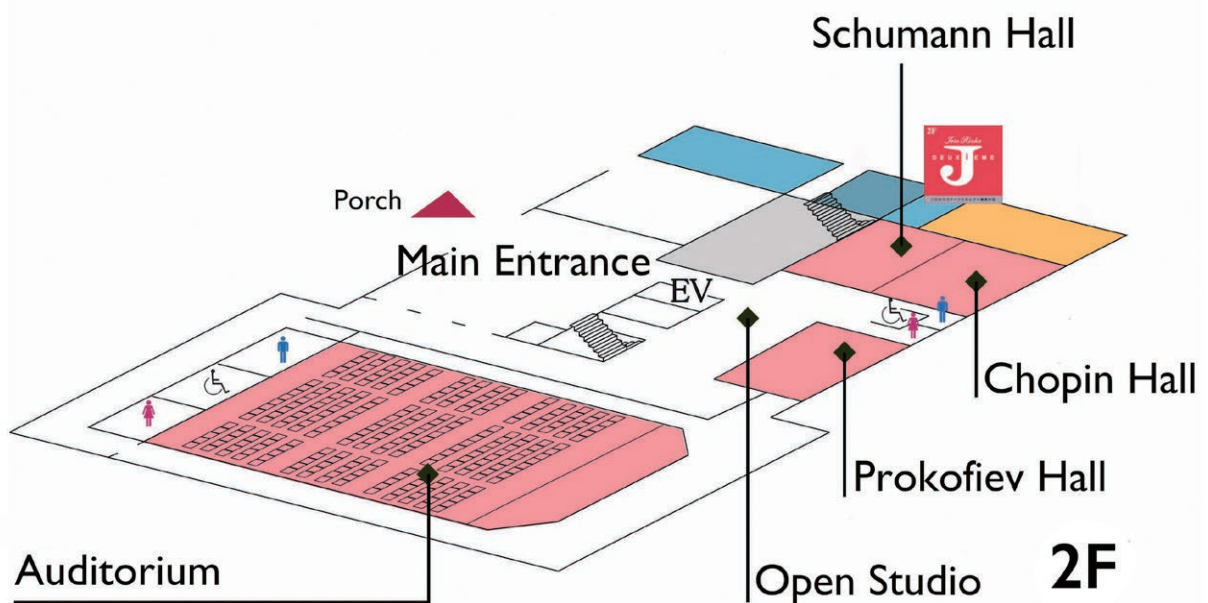
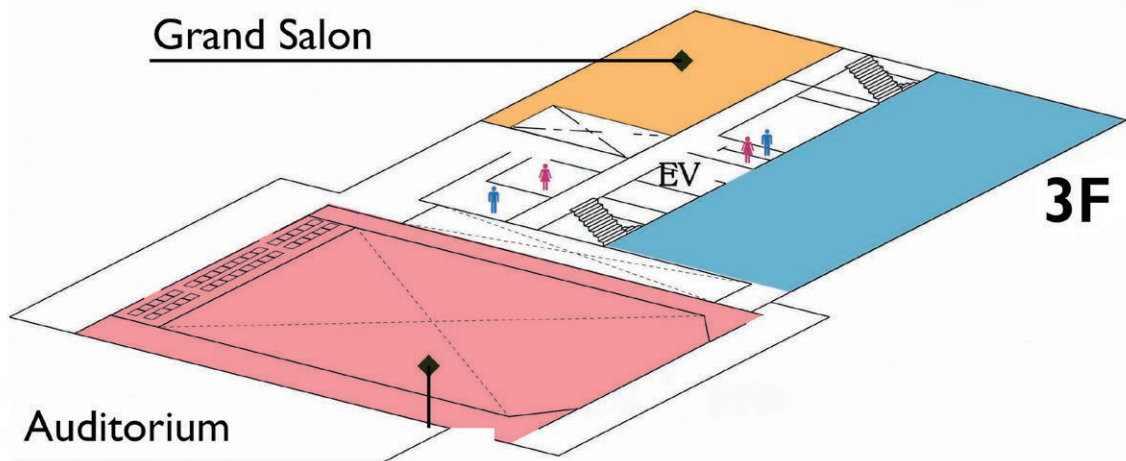
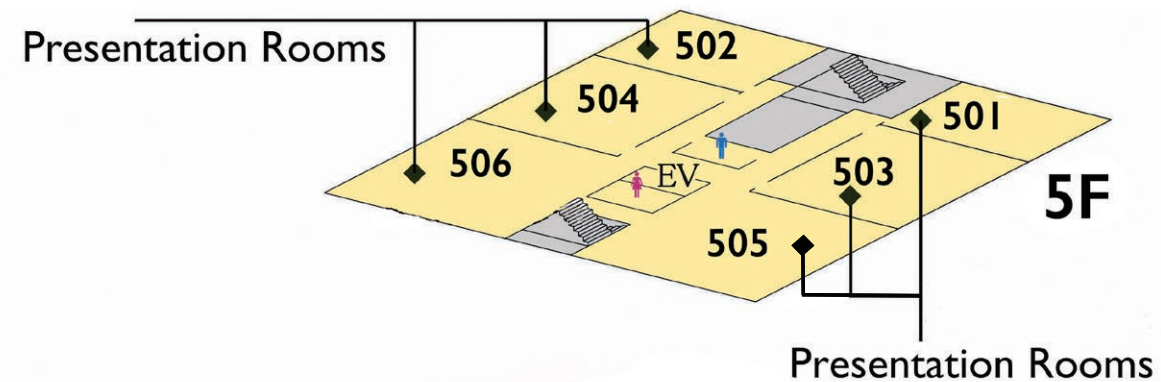
## What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned. Our attendees are encouraged to wear comfortable shoes and bring an umbrella or waterproof in case of rain.

## Photo/Recording Waiver

There may be photography, audio and video recording at the conference. By entering the event premises you give consent to the use of your photograph, likeness or video or audio recording in whole or in part without restriction or limitation for any educational, promotional, or other purpose for distribution.

# The Art Center Kobe Floor Guide





# Presentation Guide

## Conference Abstracts

All conference abstracts are available online. Please visit [papers.iafor.org](http://papers.iafor.org) for a searchable database of abstracts.

## Oral & Workshop Presentations

Oral Presentation Sessions will run from 09:30 on Friday, 09:15 on Saturday and 09:30 on Sunday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

## Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

## Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

**Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.**



# Presentation Guide

## Conference Poster Session

The Conference Poster Session is 60 minutes in length and takes place on Thursday in the Open Studio (2F) from 16:30 to 17:30. The poster display boards are 1800 mm high x 900 mm wide. Tape will be provided for putting posters up. Please be aware that there are no on-site facilities for printing posters.

## AURS2017 Poster Session

The Undergraduate Research Poster Presentation Session is 90 minutes in length and takes place on Saturday in Room 504 (5F) from 13:30 to 15:00.

## Presentation Certificates

Poster Presenters can pick up a certificate of presentation from the Registration Desk. All other presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

## Conference Proceedings

The Conference Proceedings are published on the IAFOR website ([papers.iafor.org](http://papers.iafor.org)), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings.

**Full text submission is due by November 22, 2017 through the online system.** The proceedings will be published on December 22, 2017. Authors will have PDF copies of their offprints emailed to them by January 22, 2018.

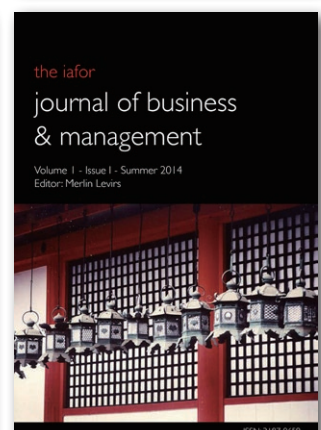
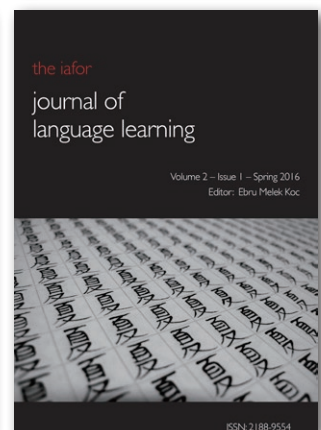
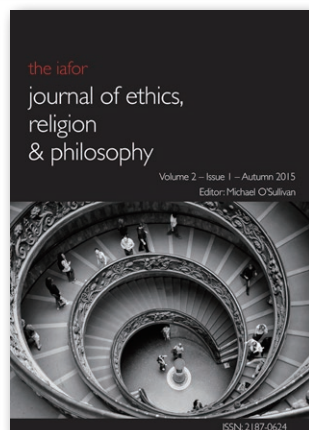
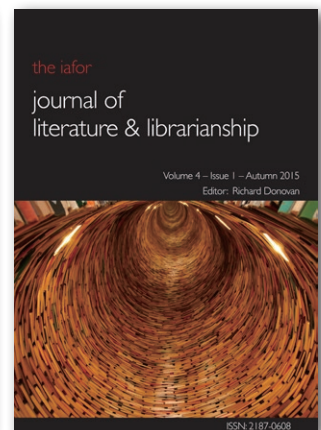
## A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun.

**Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.**

# IAFOR Journals

[www.iafor.org/journals](http://www.iafor.org/journals)



The International Academic Forum's journals conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

## How are journal editors appointed?

Journal editors are appointed by The International Academic Forum's leadership, under the guidance of the International Advisory Board. The term of appointment is for one issue, to be renewed by mutual consent.

## How do we ensure academic integrity?

Once appointed, the journal editor is free to appoint his or her own editorial team and advisory members. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work. Authors will never be asked to contribute to publication costs.

## How are papers selected?

Journal editors may accept papers through an open call, and proposed articles may be sent directly to the respective editors. A small number of papers from the associated Conference Proceedings may also be selected by the journal editor(s) for reworking and revising, subject to normal processes of review. It is expected that between five and ten percent of papers included in any given Conference Proceedings will be selected for consideration and potential publication in the associated conference journal.

## How are IAFOR journals related to IAFOR conferences?

IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. Papers included in the associated Conference Proceedings may be considered for reworking by the editor(s), and are then subjected to the same processes of peer review as papers submitted by other means.

# Journal Editors

### **IAFOR Journal of Arts & Humanities**

Alfonso J. García Osuna, Hofstra University, USA

### **IAFOR Journal of Literature & Librarianship**

Dr Richard Donovan, Kansai University, Japan

### **IAFOR Journal of Education**

Dr Bernard Montoneri, National Chengchi University, Taiwan

### **IAFOR Journal of Business & Management**

Dr Anshuman Khare, Athabasca University, Canada

### **IAFOR Journal of the Social Sciences**

Dr Tingting Ying, Ningbo University of Technology, China

### **IAFOR Journal of Ethics, Religion & Philosophy**

Professor Lystra Hagley-Dickinson, Plymouth Marjon University, UK

### **IAFOR Journal of Sustainability, Energy & the Environment**

Dr Tom Houghton, Curtin Graduate School of Business, Australia

### **IAFOR Journal of Media, Communication & Film**

Dr Celia Lam, University of Nottingham Ningbo, China

### **IAFOR Journal of Asian Studies**

Dr Seiko Yasumoto, University of Sydney, Australia

### **IAFOR Journal of Language Learning**

Dr Ebru Melek Koç, Izmir Institute of Technology, Turkey

### **IAFOR Journal of Politics, Economics & Law**

Dr Craig Mark, Kyoritsu Women's University, Japan

### **IAFOR Journal of Cultural Studies**

Professor Holger Briel, Xi'an Jiaotong-Liverpool University, China

### **IAFOR Journal of Psychology & the Behavioral Sciences**

Dr Shahrokh Shafaie, Southeast Missouri State University, USA

Dr Deborah G. Wooldridge, Bowling Green State University, USA



## The Reverend Professor Stuart D. B. Picken (1942–2016)

The late Reverend Professor Stuart D. B. Picken began his distinguished career in academia as a Rotary Scholar on a research trip to Japan. A native of Scotland who had dedicated himself to religious studies, he immediately became fascinated by Japanese culture and the practice of Shinto. He was particularly drawn to the parallels and differences he saw in Western pedagogy compared to that of the East and began a lifelong mission to bridge the communication and knowledge gap between the two worlds.

Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his Western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the West as pagan and primitive, or unjustly caricatured for its wartime associations.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country of Japan and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the United Kingdom. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR), where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding.

Stuart D. B. Picken was a cherished friend and an inspiration to IAFOR and its community of supporters. In honour of Professor Picken and his dedication to academia, the ideals of intercultural understanding and the principles of interdisciplinary study, IAFOR has created the **Stuart D. B. Picken Grant and Scholarship**, an award supported by the Stuart D. B. Picken Memorial Fund. Awards will be made to PhD students and early career academics who are in need of funding to complete their research, and whose work demonstrates excellence in the core values of academic rigour, intercultural sensitivity and interdisciplinarity.

# IAFOR Academic Grant & Scholarship Recipients

We are delighted to announce the recipients of financial support as part of the IAFOR grants and scholarships programme, newly launched for 2017. Our warmest congratulations go to Chick Loveline Ayoh Epse Ndi, recipient of the Stuart D. B. Picken Grant and Scholarship, and Thia Jasmina, Ariunaa Enkhtur and Hsueh-Jung Liu, recipients of IAFOR Scholarships, who have been selected by the conference Organising Committee to receive financial support to present their research at The Asian Conference on Education 2017 (ACE2017).

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity.

Find out more about IAFOR grants and scholarships: [iafor.org/financial-support](http://iafor.org/financial-support)

## **Stuart D. B. Picken Grant & Scholarship Recipient** **Chick Loveline Ayoh Ndi, University of Yaounde 1, Cameroon**

**Chick Loveline Ayoh Epse Ndi** is currently a PhD student in medical anthropology in the University of Yaounde 1, Cameroon. After obtaining her advanced level education, she was trained as a social welfare officer where she worked and was promoted by a professional exam to an inspector of social affairs. Presently she works at the University Teaching Hospital of Yaounde as a counselor and social welfare assistant. Beside her professional career, she enrolled into an academic programme in the university of Yaounde 1, where she obtained a bachelor degree in sociology. Chick then enrolled for a Masters programme in medical Anthropology in the same institution where she obtained a Masters degree. She is presently doing her PhD programme in the same institution, parallel with her professional career as an inspector of social affairs. She has also acquired teaching skills as she does a part-time teaching in a professional school.

**37981 Sunday 11:00-11:30 | Room 505 (5F)**

*The Social History of Chronic STIs in Africa: Experiences from Cameroon*

Chick Loveline Ayoh Ndi, University of Yaounde 1, Cameroon

The emergence of chronic sexually transmitted infections (STIs) in Africa has been nightmare to medical scientists who experience different clinical and social histories every day around these infections. Medical history show that HIV/AIDS and hepatitis B virus (HBV) are the only chronic STIs for the moment. This study narrates the life experiences of some patients who have lived with these infections above a decade. A public awareness of the trauma that HIV/AIDS and HBV infections have crown on the social lives of infected persons. A contribution of current literature on beliefs and social climate around chronic STIs in Cameroon. This qualitative study used focus group discussion (FGD), in-depth interview and participant observations to collect data from a sample of 58 persons living with HIV and HIV/HBV co-infections. An in-depth interview done with patients selected with therapeutic complications, and FGD with patients found in associations of infection persons. A content analysis and interpretation using the Social Dynamic Analysis theory of George Balandier. Infected persons with HIV/AIDS have life experiences different from those with HBV. Between the 80s and late 90s, HIV patients lived a life of shame, insult, fear, rejection and stigmatization, that caused high death including suicidal deaths. Some patients refused to seek care. Psychological traumas are current in these patients' experiences due to the loss of loved ones, broken relations and emotional pain. Ignorance about HBV and it modes of transmission makes it stigma-free. This study recommends a health system capable of integrating cultural beliefs.

(Continued on the following page).

# IAFOR Academic Grant & Scholarship Recipients

## IAFOR Scholarship Recipient

**Thia Jasmina, Graduate School of Policy Science, Ritsumeikan University, Japan**

**Thia Jasmina** is a PhD student of the Graduate School of Policy Science, Ritsumeikan University, Japan. She is also a lecturer in the Faculty of Economics and Business Universitas Indonesia and affiliated as a researcher in the Institute for Economic and Social Research at the university. Her teaching experiences include the subjects of microeconomics, macroeconomics, and monetary economics. Her recent researches cover the area of government spending on education, monitoring and evaluation of development assistances, and South-South cooperation.

**38103 Sunday 15:15-15:45 | Room 505 (5F)**

*The Role Government Spending on Basic Education at the District Level in Indonesia*

Thia Jasmina, Graduate School of Policy Science, Ritsumeikan University, Japan

Hisaya Oda, Graduate School of Policy Science, Ritsumeikan University, Japan

Due to fiscal decentralization in 2001, the provision of basic education in Indonesia has been shifted from the central government to local governments at the district level. One main milestone on education in Indonesia is the enactment of law in 2003 that stated a compulsory nine-year basic education (six years of primary and three years of junior secondary level) and a requirement for central and local governments to allocate a minimum 20 percent of their budget for education. The central government has managed to 20 percent of its government budget for education since 2009, and approximately 60 percent of the spending has been transferred to local governments at the district level for the provision of basic education. Despite the increase of financial resources, challenges on the implementation of basic education at the district level persist. Some empirical studies show that increasing government spending does not necessarily increase education outcomes at the district level. This paper aims to analyze how government spending has affected education outcomes at the district level in Indonesia by not only describing the government spending and education outcomes at the district level in Indonesia, but also extending the analysis based on field visits to selected districts in Indonesia of Bogor, Majalengka, Sleman, and Kulon Progo. This paper shows that despite the increase in government spending on education, efficacy in transferring the funds and transforming the funds into educational services are imperative in enhancing basic education at the district level in Indonesia.

## IAFOR Scholarship Recipient

**Ariunaa Enkhtur, Osaka University, Japan**

**Ariunaa Enkhtur** is a doctoral student at Graduate School of Human Sciences, Osaka University. Originally from Mongolia, she received her Master's degree in higher education administration from Syracuse University, USA as a Fulbright scholar. Prior to her graduate school she worked in international scholarship administration (Open Society Scholarships), alumni network projects, and student advising for Educational Advising Resource Center (former EducationUSA center) in Mongolia. Her research interests are international education, student mobility, scholarship programs, and student learning.

**38226 Saturday 11:00-11:30 | Schumann Hall (2F)**

*Outcome of Government Scholarship Programs: Mongolian Alumni of Japanese Graduate Schools*

Ariunaa Enkhtur, Osaka University, Japan

After the dissolution of the Soviet Union that resulted in disruption in higher education and the labor market, many former Soviet countries introduced programs to send students abroad to fill the shortages in the newly formed market economies. In Mongolia, the government started to promote international degree attainment from foreign universities in key sectors through government-funded

# IAFOR Academic Grant & Scholarship Recipients

loan scholarships since the 1990s. Japan is one of the few countries that offered educational exchange opportunities to develop Mongolian human resources and public diplomacy during the transitional period (Udo, 2008). This paper explores how Mongolian alumni who studied in Japanese graduate schools through three international scholarship programs—Japanese government scholarship, Japanese Human Resource Development Scholarship (JDS) and Mongolian government loan-based scholarship—make meaning of their international education experience in Japan. Applying the transformative learning as the conceptual framework (Mezirow, 1991; Freire, 1970), this paper explores how alumni from these three scholarship programs conceptualize their experience in terms of personal development and their role in home country development. The initial phase of the study—semi-structured interviews with 20 alumni—shows that they perceive to have expanded their worldview, developed their intercultural communication skills, organizational skills, and their attitude towards their work and study; however, they faced many obstacles—political (corruption, unstable government), social (values, beliefs) and lack of supportive policies—in applying their knowledge and skills when they returned.

## IAFOR Scholarship Recipient

**Hsueh-Jung Liu, National University of Tainan, Taiwan**

**Hsueh-Jung Liu** is currently a PhD Student in the Department of Special Education at the National University of Tainan, Taiwan. His research interests and expertise lie in promoting the quality of preschool inclusion. Liu works collaboratively with preschool educators at several preschools for implementing high-quality inclusive education.

**37530 Sunday 10:30-11:00 | Room 501 (5F)**

*Laying the Foundation of Preschool Inclusion: Collaborative Action Research on Enhancing the Quality of Preschool Curriculum*

Hsueh-Jung Liu, National University of Tainan, Taiwan

In Taiwan, over 90% of the preschool children with disabilities attend regular education classes, and itinerant early childhood special education services are delivered in preschool programs if needed. To implement preschool inclusion effectively, several studies stress that high-quality early childhood education is fundamental. The purpose of this ongoing study is to explore the collaborative process to enhance the quality of preschool curriculum between a special education itinerant teacher and six preschool teachers and to examine the outcomes of the process. Data were collected through group discussions, observations, interviews, and documents. Qualitative data analysis was performed. Preliminary findings of this work-in-progress study indicated that the relationship of mutual trust between the itinerant teacher and preschool teachers was the foundation of collaboration. Based on the relationship, they shared perspectives on teaching and defined the problem, created a shared vision of inclusion, planned to proceed curriculum transformation, implemented the action plan, and revised the plan upon reflections. As a result of the actions, active learning experiences resulting from curriculum transformation facilitated children's engagement in learning, especially children with disabilities, since their individual needs and interests were addressed. Children with disabilities had more opportunities for natural peer interactions, in which they exhibited their strengths and learned from peers by observation and imitation. In addition, teachers' professional development was facilitated in the collaboration process. Teachers observed children more closely and became more knowledgeable of the needs of children. Most importantly, teachers learned to work as a collaborative team. To conclude, this study may be of importance in exploring the interdisciplinary collaboration towards inclusion between preschool general and special education teachers.

# The Asian Undergraduate Research Symposium (AURS) Outline

Held in conjunction with The Asian Conference on Education (ACE) – one of the largest international interdisciplinary academic conferences in Asia – The Asian Undergraduate Research Symposium (AURS) provides undergraduates with a motivating and thought-provoking opportunity to present their research, network with other undergraduates and academics from around the world, and find out how their participation in the symposium can aid their future directions.

All student presenters also have the chance to attend other academic sessions at ACE as an observer.

## Friday, October 20, 2017

Attendance is optional. Lunch is not included on this day.

09:00-17:00: Conference Registration Desk open. Students may check in at any time, and are encouraged to attend presentations at ACE2017 as audience members.

## Saturday, October 21, 2017

### 08:30-09:30: Meet & Greet

Check in for the conference, familiarise yourself with the venue and get to know your fellow delegates. Students should arrive at the venue in a timely manner.

### 09:30-10:00 Welcome Announcements

Students will be given a brief overview of the conference by members of IAFOR and the ACE2017 Organising Committee. Expectations for the weekend and desired outcomes of AURS2017 will be outlined.

### 10:00-10:30: Student Introductions

10:30-11:00: Coffee Break & Poster Setup

### 11:00-12:00: Professional Development Session I

This session will focus on the skills involved in communicating ideas publicly. Students will need to know how to effectively communicate their ideas in one-on-one scenarios and in small groups.

12:00-13:30: Lunch Break

### 13:30-15:00 Poster Presentation Session

Students will present their posters to each other and to delegates attending ACE2017.

15:00-15:30: Poster Cleanup & Coffee Break

### 15:30-16:30: Professional Development Session II

16:30-17:00: Conference Closing Session

## Sunday, October 22, 2017

09:00-17:00: Students are encouraged to attend presentations at ACE2017 as audience members.

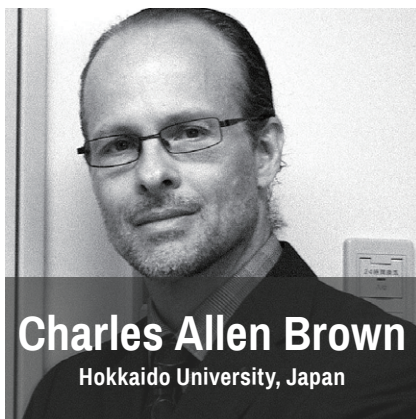
A grayscale photograph of a man with glasses and a mustache, wearing a dark suit, white shirt, and patterned tie. He is seated at a desk, looking down at papers in front of him. His right hand is raised near his face, and his left hand is visible at the bottom left corner, resting on the desk. The background is dark and out of focus.

# Featured Speakers

Speakers will provide a variety of perspectives from different academic and professional backgrounds on the ACE2017 conference theme “Educating for Change”. These presentations will be recorded so please ensure that mobile phones are switched off or set to silent mode.

# ACE2017

## Featured Speakers





## Featured Presentation: Paul Lai

Thursday, October 19 | 10:30-11:10 | Prokofiev Hall (2F)

### Change in Academic Writing Education

There have been some major changes in academic writing education since its official introduction in the 1950s. One of the changes relates to student needs. When academic writing education was introduced in the United States, it was targeted at students who were “underprepared” and lacked competent English skills in academic writing. Thus the primary objective of this education was to teach those students how to write well in English. However, nowadays more and more students, especially graduate students, enroll in writing courses not because they lack the language skills, but because they want to learn how to clarify and support their central research idea in a research paper so that the paper can pass the review for publication. To help the students develop clear and convincing ideas in their writing, it is necessary to incorporate logical thinking training into academic writing education. In my talk, I will explain how this new writing education has been implemented at Nagoya University since 2010.

### Biography

**Dr Paul Lai** is the director and founder of the Department of Academic Writing Education (Mei-Writing) at Nagoya University, Japan. After receiving a DPhil in Philosophy of Cognitive Sciences from the University of Sussex, he has been devoting himself to research on how to make logic education practical and indispensable to higher education. Dr Lai came to Japan in 2006, first working as a Japan Society for the Promotion of Science (JSPS) postdoctoral fellow at Tokyo Institute of Technology for a project on logic application. In 2008, he moved to Hokkaido University, where he started a project to apply logical thinking education to academic writing. Through the project, he helped the university establish the pilot scheme for its first academic writing centre. In 2010, Dr Lai moved to Nagoya University, where he is developing the project of applying logical thinking education to research writing. In 2011, the Department of Academic Writing Education (nicknamed “Mei-Writing”) was established based on the logical thinking approach. Since then the department has employed 11 full-time associate professors and more than 20 teaching assistants. During his time at Hokkaido University, Dr Lai was awarded a Certificate of Appreciation for his distinguished services at the writing centre. Since moving to Nagoya University, he has won an education grant for the Mei-Writing project five consecutive times. In April 2017 he won a four-year Kakenhi grant from JSPS for the development of logic education in research writing.



## Featured Presentation: Connie Guberman

Thursday, October 19 | 11:15-11:55 | Prokofiev Hall (2F)

### **“Retelling the Story from Within:” Oral History as a Means of Educating for Change**

This presentation will explore a collaborative teaching initiative that uses oral history as a means of educating for change by challenging traditional institutional structures of knowledge creation and by inspiring students to be active and engaged learners. I am a faculty partner in a cross-disciplinary undergraduate teaching project at the University of Toronto Scarborough, that offers courses that combine official (campus) and unofficial (community) sites of teaching and learning. Since 2013 we have offered courses in partnership with various NGO's in the neighbouring community, a part of Toronto often negatively portrayed in popular media discourse. The goal of the teaching initiative is to provide student researchers with the opportunity to engage with both campus and community members in retelling the story of Scarborough from within. While oral history is not a new method, our students experienced it as radical practice that allowed inclusive dialogue, self-reflection, and reconstruction of dominant narratives. The process created a space beyond the classroom to give voice to community members often not included in official records. As one student noted, this form of “community-based research gives voice to those who are rarely heard, but have the most telling social commentaries to offer... I plan to reach out and hear more voices because I have grown a stronger passion for listening.” This presentation will explore the transformational impact on students of listening and interpreting, an example of a pedagogical practice that encourages education for change.

### **Biography**

**Professor Connie Guberman** is an Associate Professor, Teaching, at the University of Toronto Scarborough, Canada. She is Program Director for Women's & Gender Studies, and was the Associate Chair, Teaching & Learning, in the Department of Historical and Cultural Studies. Her research interests include transformational and community-based learning, oral history, the transition from high school to university, designing safer spaces for women, and the impact of violence on learning.



# Featured Presentation: Jack Frawley

Thursday, October 19 | 14:05-14:45 | Prokofiev Hall (2F)

## Cultural Competence and the Higher Education Sector: Implications for Teaching, Learning and Leadership

In the last 15 years in the Australian higher education sector, international student enrolments have grown from close to 100,000 in 2002 to over 300,000 in 2017, with the majority of these students from mainland China. In parallel with this growth, the Australian higher education sector has focused on Graduate Attributes (GA). GA have been defined as core abilities and values that are needed both socially and professionally, and that are developed in students during their studies and experiences in higher education. GA are also used to inform curriculum and learning outcomes. GA have been expressed as belonging to a 2020 vision for Australian higher education whereby the system produces graduates with not only the requisite knowledge and skills but also the understandings, capability or attributes permitting the individual to think flexibly or act intelligently in intercultural situations. Currently 12 Australian universities include GA that encompass statements on cultural competence and the ability of graduates to engage with diverse cultural and Indigenous perspectives in both global and local settings. But what is meant by cultural competence and what are the implications for teaching, learning and leadership? This presentation will unpack cultural competence within the higher education context, identify the challenges faced not only by students but academics and leadership, and suggest ways in which cultural competence can be meaningfully engaged and applied.

## Biography

**Dr Jack Frawley** is currently Academic Leader at the National Centre for Cultural Competence at the University of Sydney, Australia. He has a national profile as researcher and writer in the areas of leadership and intercultural studies evidenced by his involvement in significant research and professional projects, book chapters, refereed articles and other publications. Dr Frawley has presented at several national and international conferences and continues to publish on, and participate in, intercultural-related research projects, professional programmes and consultancies. He holds adjunct appointments at the University of Canberra and the Batchelor Institute.



## Featured Presentation: Charles Allen Brown

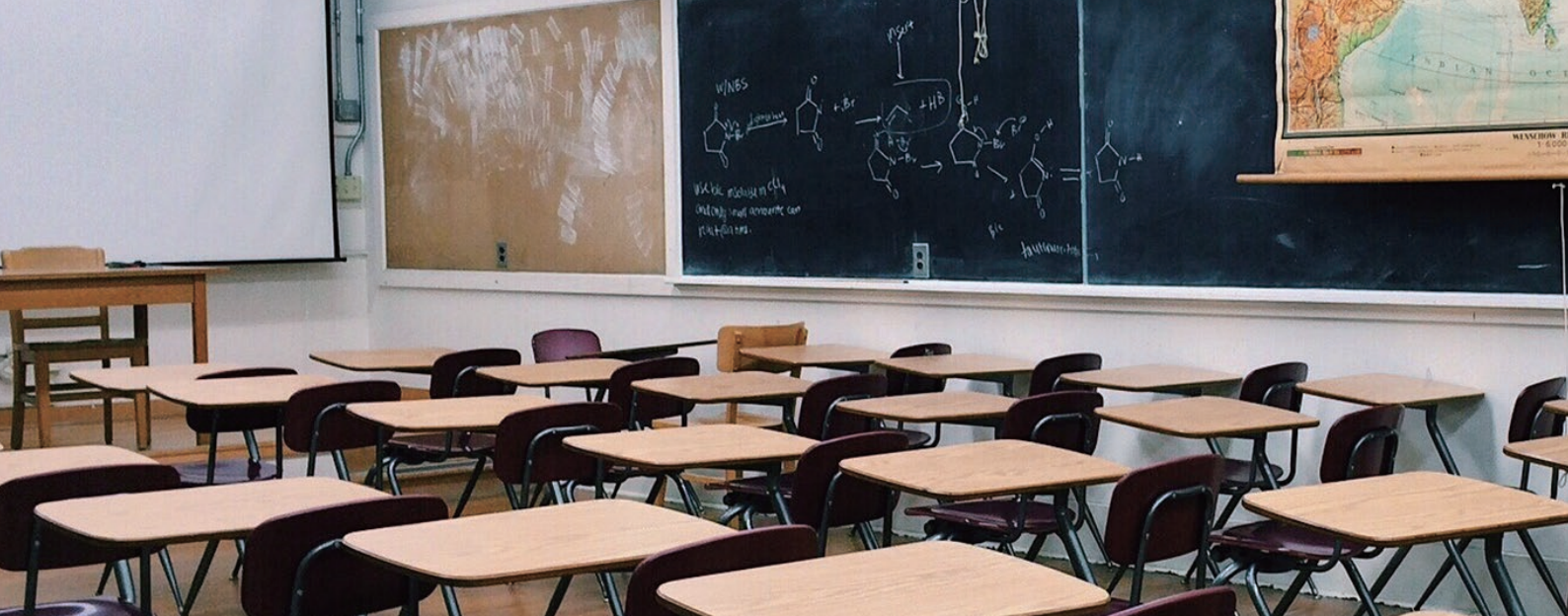
Thursday, October 19 | 14:50-15:30 | Prokofiev Hall (2F)

### Is the Untrained NS Teacher Worth Even Less Than We Thought?: NS Teacher Endorsement of Folk Beliefs in EFL Education

The historically unassailable position of the native speaker (NS) as language teacher has been challenged in mainstream scholarship about foreign language education. The non-native speaking (NNS) teacher is now recognized to possess a number of important attributes that their NS counterpart often lacks. Also, in the case of English, the number of non-native speakers of the language far outnumber native speakers. This fact alone casts doubt on the value of preparing learners to interact by default with NS interlocutors. Nonetheless, present research into the role of the NS and NNS teacher suggests an ongoing preference for the NS as language teacher, particularly as a representative of the target culture as well as in conversation practice. Indeed, the (often untrained) NS teacher remains a staple of English education in East Asia. The research presented here adds to the scholarly conversation regarding the relative value of NS and NNS teachers. In this presentation, I will discuss how my own multi-year ethnographic fieldwork examining ground-level practices of English education in Japan and Taiwan indicates that the untrained NS teacher may be even less valuable than is commonly assumed. Specifically, lacking appropriate training in linguistics, language acquisition theory, educational psychology, and critical pedagogy, these individuals often subscribe to folk-beliefs associated with foreign language education. Their perceived authority as NS lends credence to such beliefs, strongly reinscribing misconceptions about the nature of culture, language, and language learning. Since the untrained NS is so common in East Asia, this project has critical implications for this context.

### Biography

**Dr Charles Allen Brown** is currently an associate professor in the Research Faculty of International Media, Communication, and Tourism Studies at Hokkaido University, Japan. Born in Delaware, Ohio, USA, Dr Brown was educated at the Ohio State University, USA, and graduated with a BA in Anthropology and a BS in English Education. Dr Brown then taught English to refugees in the United States for two years and served for three years as a participant in the Japan Exchange and Teaching Programme in Ibaraki Prefecture, Japan prior to earning an MA in Applied Linguistics/TEFL/TESL at Pennsylvania State University. Afterward, Dr Brown served for five years as a lecturer at National Chiayi University, Taiwan. Dr Brown subsequently earned a PhD in Educational Policy and Leadership from the Ohio State University. His research concerns lived experiences with and beliefs about the institution of English education among students and teachers in East Asia.



## Featured Presentation: Tzu-Bin Lin

Thursday, October 19 | 15:35-16:15 | Prokofiev Hall (2F)

### Continuing Professional Development for Educational Professionals in Secondary Schools: A Case Study of a Leadership Empowerment Program in Taiwan

In the past two decades, Taiwanese education has experienced drastic changes due to the transformation from dictatorship to democracy. As a key component of education reform, school leadership requires more attention, especially in local Taiwanese context. Internationally, the importance of leadership on improving school effectiveness and student performance is widely acknowledged (Day et al., 2011). However, there is not much research literature exploring the professional development in fostering educational professionals' leadership capacity in leading curriculum changes. This paper aims at presenting a case study of a three-year continuing professional development (CPD) program for educational professionals in Taiwanese secondary schools with a specific focus on curriculum leadership. This CPD program is a sequential professional development program to develop curriculum leadership among educational professionals in secondary schools in Taiwan. In this paper, some questions will be explained and discussed: Why is this CPD program developed? What are the designing principles and key components of this CPD program and who are the targeting participants? How is this CPD program implemented? What are the implications after evaluating this CPD program? Data are from documents including meeting minutes of program developers and course materials, interviews transcripts of participants, lesson observations done by the researcher and questionnaires to participants to gain their feedback. The case study can provide international readers who are interested in CPD and curriculum leadership in secondary schools with insights on the design, implementation and reflection of an existing program.

### Biography

**Dr Tzu-Bin Lin** is an associate professor at the Department of Education and Graduate Institute of Education Policy and Administration, National Taiwan Normal University (NTNU). Prior to this position, he was the full-time learning researcher at Bournemouth University (BU) in the UK and assistant professor in the Policy and Leadership Academic Group in the National Institute of Education (NIE), Singapore. While working at NIE, He was the Coordinator for Management and Leadership in Schools (MLS) program for two years. Currently, Dr Lin is the Head of Intern Program and Supervision Division at the Office of Teacher Education and Career Service at NTNU. He is also in charge of the nation-wide leadership empowerment program for potential curriculum leaders in junior high schools funded by the Ministry of Education, Taiwan. Dr Lin's research interests are in education policy and leadership, media literacy and TESOL. He was the executive editor and editorial board member of the *Bulletin of Educational Research*. Currently, he is an assistant editor of *Cogent Education* and editorial board member in several international journals such as *Asia TEFL*, *NAMLE journal of Media Literacy Education*, *Secondary Education Quarterly* (Chinese) and *Journal of Educational Research and Development* (Chinese).



## Featured Presentation: José McClanahan

Friday, October 20 | 16:30-17:00 | Prokofiev Hall (2F)

### **Skills for the Future: How Mentoring Students Through Undergraduate Research Provides Tools for Success After University**

It is important that educators continue to adapt and develop new approaches that create equal opportunities for productive educational experiences for all students. One key way in which we can accomplish this goal is through collaborative mentoring and research with undergraduate students. The work these students do with faculty will provide them with the tools they need to be successful after graduation. The sciences (biology, chemistry or physics) have already had success in creating research programmes for students. Yet, many outside of these traditional sciences (i.e. Humanities, Fine Arts, or Social Sciences) may not fully grasp how they can incorporate students into their own research projects and what it means to work with undergraduates in their scholarship. Therefore, this presentation explores how faculty can include students in our research, help dissipate some of the commonly held myths about undergraduate students in research, and discover the benefits of this work for students as they look toward life after they leave university and college campuses.

### **Biography**

**Dr Joseph (José) McClanahan** is an Associate Professor of Spanish and Chair of the Department of Modern Languages at Creighton University in Omaha, Nebraska. There, he teaches at all levels of the curriculum, including language and culture courses abroad. He has taught in both Latin America and Spain. Recently, his research interests have focused on the area of teaching courses related to Languages for Special Purposes, in particular courses related to teaching Spanish to future healthcare professionals. He also has a strong interest in curricular development and design that centres on new students entering the university. He has also led student educational trips to almost every continent on the globe.



## Featured Presentation: Yvonne Masters

Friday, October 20 | 17:05-17:35 | Prokofiev Hall (2F)

### Change in Education: By Whom? For Whom?

Heraclitus has been credited with saying that “change is the only constant in life”. In education, change is definitely constant, but this has many different meanings. Both in the classroom and in the corridors of policy, change is continuous, often under the banner of “education FOR change”. However, the deeper questions revolve around for whom the change is meant and by whom the change is to be implemented. This is particularly the case in the arena of teacher education. Taking examples from the current Australian context, this presentation explores changes in teacher education policy in terms of both teacher candidate selection and programme accreditation. It will be demonstrated how the selection changes being implemented are exclusionary with the potential to perpetuate social injustices. There will also be exploration of the narrowing of curriculum offerings through the new accreditation process, resulting in a more mechanistic education for children in schools. The presentation will conclude by comparing the context in Australia with other international contexts and raising the question as to how best to educate our future teachers for the changes they will be asked to implement in their classrooms.

### Biography

**Dr Yvonne Masters** is currently an adjunct senior lecturer with the University of New England, NSW, Australia. She was a senior lecturer in Professional Classroom Practice in the School of Education, UNE, a position that she accepted after five years as Director of Professional Experience in the same School. Prior to taking up her position at UNE, Yvonne had 30 years' experience in secondary schools, including in the roles of Curriculum Coordinator, Deputy Principal and Principal, roles that developed her skills in leadership, project management, curriculum and assessment. Her teaching experience spans three Australian states. Yvonne's research interests centre on teacher education and policy, professional experience and virtual worlds, with a particular focus on distance education students. Yvonne was awarded her PhD in October 2010 and she has gained, in collaboration with other researchers, four Internal School of Education Research grants, been a partner in a \$200,000 ALTC (OLT) grant, "VirtualPREX: Innovative Assessment Using a 3D Virtual World with Pre-service Teachers", in 2014 achieved a UNE Seed Grant for a one year project to explore teacher quality, and in 2015 gained a \$50,000 OLT seed grant to develop resources to assist pre-service teachers to gain online teaching skills to assist them in teaching wholly online into virtual schools. She is still an active researcher and presents on both teacher education policy and online teaching at a range of events.



# Featured Presentation: James W McNally

Saturday, October 21 | 09:15-09:45 | Prokofiev Hall (2F)

## The Use of Archival Data Resources for Generating Original Research, Thesis Development, Teaching and Knowledge Generation

Data archives increasingly represent an open resource for teachers, students and research to support the creation of new knowledge, generate original research, and validate or challenge existing paradigms. For the student, valuable time is often lost performing primary data collection when an acceptable study already exists in the public domain. For teachers, the ability to employ well managed and validated data in classroom instruction allows the educators to focus on the science and methodologies related to the class theme rather than invest time and resources in basic data collection and cleaning. For the researcher, the literally thousands of freely available data sets allow them to increase research productivity and to test hypotheses within a controlled data environment. This presentation will review the wealth of research data available to the research community and offer insights into how to employ these data in developing an independent research career. The presentation will discuss open source data that can be obtained directly from data repositories, how to obtain restricted data with minimal barriers, and how data sharing can help them build their own community of researchers and collaborators. With the tremendous growth of publicly available data resources worldwide, our ability to generate knowledge and information useful for research, policy development and advocacy are increasingly limited only by our imagination and our willingness to exploit the research opportunities these data represent. This presentation will offer students, teachers and researchers an overview of these resources and how to best use them for productive research.

### Biography

**Dr James W. McNally** is the Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. He currently does methodological research on the improvement and enhancement of secondary research data and has been cited as an expert authority on data imputation. Dr McNally has directed the NACDA Program on Aging since 1998 and has seen the archive significantly increase its holdings with a growing collection of seminal studies on the aging lifecourse, health, retirement and international aspects of aging. He has spent much of his career addressing methodological issues with a specific focus on specialised application of incomplete or deficient data and the enhancement of secondary data for research applications. Dr McNally has also worked extensively on issues related to international aging and changing perspectives on the role of family support in the later stages of the aging lifecourse.



# Featured Presentation: Sela Panapasa

Saturday, October 21 | 09:45-10:15 | Prokofiev Hall (2F)

## Teaching Health Equity at the Community Level: Engaging Faith Based Organizations in Teaching Community Based Nutritional and Health Behaviors

Improving health equity at the community level requires a culturally competent teaching pedagogy. Conveying messages in ways that translate knowledge into practice is one step, but of equal importance is building the correct partnerships to engage the community and assist them in the incorporation of new behaviors into existing social structures. The National Center for Pacific Islander Wellness (NCPIW) located at the University of Michigan is developing teaching tools and educational forums to address nutritional concerns associated with the high rates of chronic obesity seen among Pacific Islanders in the United States in across the independent countries that make up the Pacific. While the problems associated with obesity among Pacific Islanders are well established; poor nutrition, lack of activity, depression and lack of preventative medical care, attempts to address these issues through health education have been largely unsuccessful. The outcomes of these failed interventions include increased morbidity and mortality due to heart disease, hypertension, diabetes and cancer as well as growing problems with disability. This presentation will report on new approaches to community engagement initiated by the NCPIW which presents nutritional and health education in a presentation format that is culturally relevant to Pacific Islander families and communities. The approach benefits from partnerships with local Pacific Islander Faith-Based-Communities who can regulate and influence individual behaviors due to the social importance of religiosity among Pacific Islanders. The presentation will summarize recent findings and provide guidance as to how this approach can be applied to other multicultural communities facing health challenges.

## Biography

**Dr Sela V. Panapasa** studies family support and intergenerational exchanges among aged Pacific Islanders living in the US and Pacific region. Her work examines changes in elderly living arrangements and headship status in response to demographic and socioeconomic change. Her interests include family demography, race and ethnicity, measuring health disparities and comparative studies.



## The Asian Conference on Education OCTOBER, 2018 | TOKYO, JAPAN

### "Surviving and Thriving: Education in Times of Change"

**Come and join us in the capital of Japan, and one of the world's greatest cities, as we celebrate the 10th Asian Conference on Education in Tokyo.**

The Asian Conference on Education (ACE) was the first conference organised by The International Academic Forum in Osaka in 2009, when the organisation was founded. Since then, some 18,000 academics have presented at an IAFOR conference, whether in Asia, the Middle East, Europe or North America, and that number is expected to reach 20,000 by the time we hold our 10th Anniversary Conference in Tokyo.

Founded in Japan at a time when English language conferences, and interdisciplinary conferences did not exist, IAFOR quickly found support among a growing number of scholars in Japan, Asia and beyond who came together to make friends, network, and at a time of rapid globalisation and technological advances, explore the latest ideas and search for research synergies in the pursuit of addressing and finding solutions to many of the myriad and complex challenges presented by the modern world.

IAFOR now has university partners across the globe, counts some of the world's foremost intellectuals as advisers, and boasts an interdisciplinary research centre in Osaka University. The organisation also has a conference program that spans three continents, and in a divided world, IAFOR's founding principals of nurturing ideas, individuals and research projects across barriers of nation, culture, and discipline are more timely than ever.

Join us in 2018 in Tokyo to consider how we as educators do not only survive, but also positively thrive, in these uncertain and changing times.

Find out more: [ace.iafor.org/ace2018](http://ace.iafor.org/ace2018)



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# IAFOR Documentary Photography Award 2017

Join us as we celebrate the winners of this year's IAFOR Documentary Photography Award – an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists.

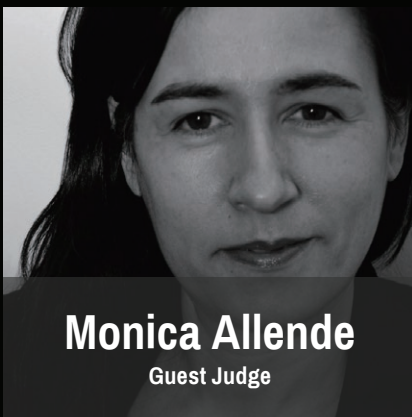
[www.iaforphotoaward.org](http://www.iaforphotoaward.org)

# Award Judges



**Dr Paul Lowe** is the Course Director of the Masters Programme in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London. He was responsible for the development and launch of a new part-time version of the course delivered entirely online using web conferencing, blogs and the VLE, launched in 2008. He is an award-winning photographer whose work is represented by Panos Pictures, and who has been published in *Time*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer* and *The Independent*, among others. He has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny.

He is a consultant to the World Press Photo Foundation in Amsterdam, an independent, non-profit organisation that is a major force in developing and promoting visual journalism worldwide. His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi Books. He regularly contributes to international and national conferences in photography, media and education, and has published chapters in edited books on these themes as well.



**Monica Allende** is a photo editor, curator, cultural producer and educator. She is GetxoPhoto Festival Artistic Director from 2017 to 2019, and is the Director of FORMAT17 International Photography. She is currently producing several multidisciplinary projects with artists worldwide, has collaborated with screen projects, and is co-founder of Offspring Photo Meet, London. Previously she was Photo Editor at *The Sunday Times Magazine*, where she launched the award-winning photography section "Spectrum". She is a visiting lecturer at the London College of Communication and lectures and teaches workshops in photography at, among others, ScreenLab, London; EFTI, Madrid; Tashkeil, Saudi Arabia; Mentorship Business Programme DEVELOP at the University of Sunderland; Festival di Internazionale a Ferrara; WPP workshop Angola; Magnum Professional Practice Workshops.

She nominates photographers for Deutsche Börse Photography Prize, Prix Pictet and The Joop Swart Masterclass/World Press Photo, and has served on juries worldwide including World Press Photo, Visa Pour L'image and the National Portrait Gallery's Taylor Wessing photographic Portrait Prize. She produced and curated *Darfur: Images Against Impunity*, an exhibition and a book by Stanley Greene, Lynsey Addario and Alvaro Ybarra Zavala. She is the recipient of the Amnesty International Media Photojournalism Award, the Picture Editor's Award, the Online Press Award and Magazine Design Award for Best Use of Photography. She also writes and consults on photography.



**Jocelyn Bain Hogg** began his career as a unit photographer on movie sets after studying Documentary Photography at Newport Art College. He shot publicity for the BBC, photographed fashion and now works on documentary projects and commercial and editorial assignments. His editorial work features in *Vanity Fair*, *The Sunday Times*, *The New Yorker*, *Style.com*, *Vogue*, *Elle*, *Harper's Bazaar*, *Lui*, *Marie Claire*, *Stern*, *GQ*, *Esquire*, *Le Monde*, *Cahiers du Cinéma*, *L'Espresso* and *La Repubblica* amongst others. In 2016 he co-instigated Sea Change as photo director, where as well as photographing British youth for the project he commissioned 12 other photographers to document the issues affecting young people in 12 countries across Europe. A continuing initiative, Sea Change has so far realised a book, an ongoing touring exhibition and workshop programme. In addition to this work, he is the author of six photographic books to date and his first, *The Firm*, presented an astonishingly intimate view

of London's organised crime world, and won international acclaim, garnering the prestigious Lead Award for portraiture. His latest project, *Public House*, published in 2016, documented the denizens of a local pub, forced to close due to the lamentable issue of social cleansing in London.

In February 2013, he was invited onto the jury of the World Press and was a juror for the Sony World Photography Awards in 2015. He is currently the head of the BA photojournalism and documentary photography course at the UAL LCC in London and is a member of the VII Photo Agency.



# IAFOR Documentary Photography Award 2017

Thursday, October 19, 2017 | 11:55-12:05 | Prokofiev Hall (2F)

## Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Monica Allende, Simon Roberts, Jocelyn Bain Hogg, Simon Norfolk and Emma Bowkett as Guest Judges. Now in its third year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London, RMIT University, *British Journal of Photography*, The Centre for Documentary Practice, and the Medill School of Journalism.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. Winners of the IAFOR Documentary Photography Award 2017 were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. The award follows the theme of the EuroMedia conference, with 2017's theme being "History, Story, Narrative". In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Image | From the project *Single Mothers of Afghanistan* by IAFOR Documentary Photography Award 2017 Grand Prize Winner, Kiana Hayeri.

# Supporters

The IAFOR Documentary Photography Award is supported by a number of leading institutions, organisations and publications around the world in its aim to promote and recognise best practice and excellence in documentary photography and photojournalism. These partnerships are a testament to the high regard in which the award is held within the photography industry.

The IAFOR Documentary Photography Award would like to thank the following organisations for their support:

The logo for IAFOR, featuring the word "iafor" in a white, lowercase, serif font on a dark red background.The logo for World Press Photo, featuring the words "WORLD PRESS PHOTO" in a white, uppercase, sans-serif font on a red background.The logo for METRO IMAGING, featuring the word "METRO" in a bold, black, sans-serif font with a red vertical bar between the 'T' and 'R', and the word "IMAGING" in a red, sans-serif font below it.The logo for thinkTANK photo, featuring the word "thinkTANK" in a bold, black, sans-serif font with a red vertical bar between the 'T' and 'A', and the word "photo" in a smaller, black, sans-serif font to the right. Below it is the tagline "Be Ready 'Before The Moment'" in a smaller, italicized, black, sans-serif font.The logo for MediaStorm, featuring a stylized blue graphic of three overlapping curved shapes above the word "MediaStorm" in a bold, black, sans-serif font.The logo for MEDILL NORTHWESTERN UNIVERSITY, featuring the word "MEDILL" in a large, black, sans-serif font above the words "NORTHWESTERN UNIVERSITY" in a smaller, black, sans-serif font.The logo for RMIT UNIVERSITY, featuring a red stylized graphic of a building or flower to the left of the words "RMIT UNIVERSITY" in a bold, black, sans-serif font.The logo for ual: university of the arts london, featuring the word "ual:" in a bold, black, sans-serif font followed by the words "university of the arts london" in a smaller, black, sans-serif font.The logo for CENTRE for DOCUMENTARY PRACTICE, featuring a stylized black and orange circular graphic to the left of the words "CENTRE for DOCUMENTARY PRACTICE" in a black, sans-serif font.

## Sponsorship Opportunities

Through social media, product integration, logo placement, potential press coverage, promotion at the Award Ceremony and subsequent exhibitions in Japan, Spain, UAE, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers. For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope (tpope@iafor.org).

# Photojournalism is in our DNA

Think Tank Photo is proud to recognize the winners of the 2017 IAFOR Documentary Photography Award.

Your work delivers awareness of those in need to those who can help, and we truly appreciate your contribution.



Think Tank got its start helping photojournalists be prepared to “capture the moment” though innovative camera carrying solutions. Today, we are the choice of working professionals, offering high-quality products with exemplary customer service.



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# THINK.IAFOR.ORG

## THE ACADEMIC PLATFORM

THINK.IAFOR.ORG is IAFOR's online magazine, launched in early 2016. *THINK* is an ambitious project conceived by academics, for academics, with the following objectives:

To provide an international, far-reaching platform for the best research presented at IAFOR conferences;

To make original, high-quality, thought-provoking multimedia content freely accessible to a wide readership;

To facilitate the opportunity for academics to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global academic audience.

Content published on *THINK* spans a wide variety of disciplines and the format is varied, encompassing full research papers, long-form journalism, opinion pieces, creative writing, interviews, podcasts, video, photography, artwork and more. Current contributing authors include leading academics such as Professor Svetlana Ter-Minasova, Professor A. Robert Lee, Professor Bill Ashcroft and Professor J. A. A. Stockwin.

Get involved by visiting the website, following us on Facebook and Twitter and signing up to our e-newsletter.

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### SUBMIT TO THINK

We are currently accepting submissions for publication in 2017. We welcome photographs to accompany articles, as well as topical photo-essays.

Submissions should be between 500 and 2,500 words and sent to [publications@iafor.org](mailto:publications@iafor.org). Please include "THINK submission" in the subject line.

# Thursday October 19

09:00-10:00	Conference Registration & Coffee   Open Studio (2F)
10:00-10:30	Announcements & Welcome Address   Prokofiev Hall (2F) Joseph Haldane, The International Academic Forum (IAFOR), Japan Steve Cornwell, The International Academic Forum (IAFOR) & Osaka Jogakuin University, Japan
10:30-11:10	Featured Presentation   Prokofiev Hall (2F) Paul Lai, Nagoya University, Japan
11:15-11:55	Featured Presentation   Prokofiev Hall (2F) Connie Guberman, University of Toronto Scarborough, Canada
11:55-12:05	IAFOR Documentary Photography Award   Prokofiev Hall (2F)
12:05-12:15	Conference Photograph   Prokofiev Hall (2F)
12:15-14:00	Lunch Break   Mame no Hatake Restaurant
14:00-14:05	Announcements   Prokofiev Hall (2F)
14:05-14:45	Featured Presentation   Prokofiev Hall (2F) Jack Frawley, The University of Sydney, Australia
14:50-15:30	Featured Presentation   Prokofiev Hall (2F) Charles Allen Brown, Hokkaido University, Japan
15:35-16:15	Featured Presentation   Prokofiev Hall (2F) Tzu-Bin Lin, National Taiwan Normal University, Taiwan
16:30-17:30	Coffee Break & Conference Poster Session   Open Studio (2F)
17:30-18:30	Conference Welcome Reception   Grand Salon (3F)



## The Asian Conference on Education & International Development MARCH 26–28, 2018 | KOBE, JAPAN

Conference Theme:

“Surviving and Thriving: Education in Times of Change”

Early Bird Abstract Submission Deadline: **November 09, 2017**

Early Bird Registration Deadline: **December 12, 2017**

### Keynote Speakers

Professor Joshua Mok, Lingnan University, Hong Kong

Dr Annette Bradford, Meiji University, Japan

Professor Geoff Beattie, Edge Hill University, UK

In 2017, IAFOR education conferences in Asia, Europe, the Middle East and North America have brought together delegates from around the world to consider the theme of “Educating for Change” from a variety of different perspectives and approaches, taking full advantage of the international make-up of the attendees and the huge diversity of experiences. A recurring theme throughout the conferences was the reference to the future, be it immediate or longer term, as being uncertain; the natural resilience and optimism was counterbalanced by both apprehension; with hope also came fear.

In this period of great global political and economic instability, rising inequality and social unrest, the role of education within society has never been more important, but never more vulnerable. This brings us to our conference theme for 2018, which references these inherent vulnerabilities in both educational systems and the individual students and teachers, as well as the necessary resilience needed to not only survive, but also thrive.

How do we teachers, administrators and policymakers adopt and adapt to change outside our control? How do we nurture and encourage positive change, through the excitement of the imagination, innovation and creativity? How can technologies be better used to help us teach, and to help students learn? How do we sustain and manage change? How can we react positively to negative change? How can we, our institutions and our students survive and thrive in these times of change?

Find out more: [aceid.iafor.org](http://aceid.iafor.org)



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# Thursday Plenary Session

## 09:30-16:15 | Prokofiev Hall (2F)

09:00-10:00	Conference Registration & Coffee   Open Studio (2F)
10:00-10:30	<b>Announcements &amp; Welcome Address</b> Joseph Haldane, The International Academic Forum (IAFOR), Japan Steve Cornwell, The International Academic Forum (IAFOR) & Osaka Jogakuin University, Japan
10:30-11:10	<b>Featured Presentation</b> <i>Change in Academic Writing Education</i> Paul Lai, Nagoya University, Japan
11:15-11:55	<b>Featured Presentation</b> <i>"Retelling the Story From Within:"</i> <i>Oral History As a Means of Educating for Change</i> Connie Guberman, University of Toronto Scarborough, Canada
11:55-12:05	<b>IAFOR Documentary Photography Award</b>
12:05-12:15	Conference Photograph
12:15-14:00	Lunch Break   Mame no Hatake Restaurant
14:00-14:05	Announcements
14:05-14:45	<b>Featured Presentation</b> <i>Cultural Competence and the Higher Education Sector:</i> <i>Implications for Teaching, Learning and Leadership</i> Jack Frawley, The University of Sydney, Australia
14:50-15:30	<b>Featured Presentation</b> <i>Is the Untrained NS Teacher Worth Even Less Than We Thought?:</i> <i>NS Teacher Endorsement of Folk Beliefs in EFL Education</i> Charles Allen Brown, Hokkaido University, Japan
15:35-16:15	<b>Featured Presentation</b> <i>Continuing Professional Development for Educational</i> <i>Professionals in Secondary Schools: A Case Study of a Leadership</i> <i>Empowerment Program in Taiwan</i> Tzu-Bin Lin, National Taiwan Normal University, Taiwan

Plenary Day Presentations will be followed by the Conference Poster Session and the Conference Welcome Reception. See page 6 for more information.

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 36568 | Open Studio (2F)

#### *Attitude Toward Problem-Based Learning (PBL) of the Second and Third Year Medical Students at Faculty of Medicine, Thammasat University*

Siripen Tor-udom, Thammasat University, Thailand  
Wallee Sattayasai, Thammasat University, Thailand  
Wanwarang Hirrote, Thammasat University, Thailand  
Aree Taylor, Thammasat University, Thailand  
Pholawat Tingpej, Thammasat University, Thailand

Introduction: Faculty of Medicine, Thammasat University has implemented the PBL curriculum since 1992. In pre-clinical years, all medical students must enroll in PBL curriculum. However, their attitude toward PBL has never been assessed. This study aims to assess the attitude toward PBL of the second and third-year medical students. Method: The questionnaires included 16 attitude-assessment questions and open-ended questions were distributed to all second- and third-year medical students ( $n = 172$  and  $173$ , respectively). Descriptive analysis and Chi-square test were used to interpret the results and to statistically analyze, respectively. Results: Overall response rate was 81.74%. 37.32% of the second-year students had a positive attitude toward PBL while 56.31% of the third-year students had a positive attitude toward PBL. There was a statistical difference in the attitude toward PBL between the second year and the third year medical students ( $P = 0.001$ ). Discussion: It is possible that at the beginning of the curriculum, the second-year students were not familiar with PBL. They usually used to the traditional lectures while they were in high school. They felt uncertain of the knowledge derived from their self-study whether it was complete or correct. Conclusion: The majority of the second year students had a negative attitude toward PBL in contrast to the third year students which their majority had a positive attitude toward PBL. After the third year, the students became familiar with PBL, and they realized that PBL improved their learning, problem-solving, team-working and communication skills.

### 37431 | Open Studio (2F)

#### *The Courses on Inclusive Education in Departments of Early Childhood Education in Taiwanese Universities*

Hsueh-Jung Liu, National University of Tainan, Taiwan

According to official statistics, more than 90% of the preschool-aged children with disabilities in Taiwan are placed in regular education classes in recent years. In the trend toward inclusive education, it is crucial for early childhood education majors to understand inclusive education and practice it. However, numerous studies have noted that preschool educators are not prepared to teach young children with disabilities. The purpose of this study was to investigate the courses on inclusive education offered by the departments of early childhood education in Taiwanese universities. This study investigated every department of early childhood education in Taiwanese universities. Data were collected from the course selection systems of the universities chosen, and content analysis was applied to categorize the topics discussed. The results revealed that of the 12 departments investigated, 6 departments (50%) offered courses on inclusive education in school years 2012-2017, and only one department made the course on inclusive education as a required course. Most of the topics covered in the courses were the foundation of inclusive education, curriculum and instruction, collaboration, and classroom management. To conclude, this study may be of importance in demonstrating the current status of the courses on inclusive education offered in preschool pre-service teacher education programs in Taiwan.

### 37757 | Open Studio (2F)

#### *Factors Related to Administration and Management of Moral Higher Education Institutions*

Chatupol Yongsorn, Srinakharinwirot University, Thailand

The objectives of this research are to 1) study the opinions of the executives, lecturers, and supporting personnel about the management of moral higher education institution group in (1) the purposes, missions, policies, (2) operational processes and mechanism, and (3) participation of the personnel and 2) study the factors that have a relationship with the management of moral higher education institutions group. The samples are 332 executives, lecturers and supporting personnel of the following higher education institutions, i.e. Kasetsart University, Srinakharinwirot University, Chiang Mai University, Khon Kaen University, Ubon Ratchathani University, and Prince of Songkla University. The research tools used to collect the data include in-depth interviews, questionnaires (Likert's rating scale). Statistics that are used in the analysis of the data involve frequency, mean score (Average), standard deviation and correlation coefficient of the Pearson product. The results are: 1) Overall, the level of the management of moral higher education institution group is high as well as in each aspect. 2) The strategies that drive the performance of the institutions, leadership and vision of the managerial staff, knowledge and awareness of all staff, integration of the moral higher education institution group with the mission of the institution and monitoring and evaluation of the institution performance is positively correlated with the management of the moral higher education institution group with the statistical significance at level .05.

### 38027 | Open Studio (2F)

#### *Beliefs About Foreign Language Learning and School Career88: A Discipline-Specific Insight*

Akihiro Saito, Hakuoh University, Japan  
Junko Maeda, Hachinohe Institute of Technology, Japan

People have their own unique "mini-theories" as they engage in learning a second or foreign language. This study explored the organization of language learning beliefs among engineering students in a higher education setting. The authors conducted a psychometric questionnaire with 253 students at a small-scale regional university in the northern-most part of Japan. Factor analysis was performed using principal axis factoring method with promax rotation and revealed a 5-factor structure of language learning beliefs: effort needed for language learning, orientation to communicative language learning, orientation to traditional language learning, beliefs about language-learning aptitude and difficulty, beliefs about the effort needed for language learning, and beliefs about the nature and quality of language education. The study also revealed that the students' beliefs differed significantly according to the type of education that they received at secondary school: Those who attended a vocational high school exhibited more positive orientation to communicative language learning than academic high school graduates. Implications for practice are discussed and avenues for further research are suggested.

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 37924 | Open Studio (2F)

#### *The Efficiency of Using Mobile Application on Preventing Limb Lymphedema in Post-Operative Cancer Women*

Wan-Shan Wang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Taiwan

Hsiu-Fen Hsieh, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Taiwan

Wen-Hsiu Liu, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Taiwan

Hsiu-Fen Hsieh, Kaohsiung Medical University, Taiwan

This research focuses on the prevention of with limb lymphedema after gynecological cancer surgeries and increasing patients' satisfaction and correct implementation rate through an intervention of patients downloading a lower limb lymph massage film using mobile devices scanning QR code by themselves. Method: The design of the study involves recording demographic data, patients' satisfaction, patients' correct rate and thigh size of the gynecological cancer patients before and after their surgical intervention. A satisfaction questionnaire survey is conducted after they use the self-education film about lower limb lymph massage with mobile devices and scanning QR codes. Result: A total number of 30 after gynecological cancer surgery patients participated in this study. This study found that the participants' thigh size both before and after the intervention were under 0.5cm, indicating that there was no significant difference between the before and after surgery status. In addition, participants downloading a film about lower limb lymph massage using mobile devices scanning QR code increased their satisfaction from 52% to 93% (31%), and the participants had a greater correct rate from 16.0% to 83.1% (67.1%). Conclusion: This innovation of health education not only made it easier to use, but also has greater convenience, thus, patients can review the film anywhere anytime. We expect this study not only can prevent patients from having limb lymphedema after gynecological cancer surgery, but also popularize it to all patients' and the general public's health education.

### 37931 | Open Studio (2F)

#### *Exploring the Efficiency of Mobile Application on Reducing Nurses' Working Load*

Yu-Ju Hsieh, Kaohsiung Medical University Hospital, Taiwan

Hsiu-Fen Hsieh, Kaohsiung Medical University, Taiwan

Purpose: The aim of this study is to prevent limb lymphedema for postoperative hospitalized gynecologic patients by an intervention of patients downloading a film about lower limb lymph massage using mobile devices. Furthermore, via this study, we expect to reduce the time of nurses providing health education and working load. Method: This study was designed with a "pretest-posttest" method. A total of 14 nurses were recruited in this study. All of nurses' demographic data, job satisfaction, working load and the time used in traditional or new manner of health education for patients by nurses were collected at the beginning of this study with traditional health education and after the new intervention of health education for patients with a film about lower limb lymph massage by mobile devices. Result: This study found that nurses' job satisfaction of the nurses from 33% to 95%. The time of using mobile devices in health education reduced from 21 minutes to 12 minutes per patient with a reduction of 9 minutes in average. The working load of the nurses before and after the test reached statistically significant difference ( $t = 16.40, p < 0.001$ ). Conclusion: In our study found that the intervention of patients downloading a film about lower limb lymph massage using mobile devices for health education, increased the nurses' job satisfaction rate and significantly reduced health education time, furthermore, reduced the working load. We expect this study improves the effectiveness of nurses at work, decreases their working load, and will popularize to all nursing guides.

### 37999 | Open Studio (2F)

#### *Design and Practice of Digital Value-Added in Jiaosi Hot Spring Tourism Industry*

Yi Fang Kao, Fo Guang University, Taiwan

Chun Ming Lien, National Taipei University Business, Taiwan

This study focuses on the characteristics of Research and Development of Fo Guang University "A study on the Cultural and Creative and tourism services combined with the technology development and application of Augmented Reality in Yilan", integration of mobile technology and local culture and creative tourism to establish school standard curriculum development of the digital value-added services in Yilan. Jiaosi Hot Spring season is one of the four major festivals in Yilan. This study aims to promote the design of the value-added services of the local tourism industry. Through the design practice case implementation of "small travel APP Navigation System of Jiaosi Hot Spring", adopting the Skilbeck's Situational Analysis model to examine the use of Digital Value-added to promote the efficiency of a local tourism industry. The "small travel APP Navigation System of Jiaosi Hot Spring" which developed by this study are integrated into "A study on the Cultural and Creative and tourism services combined with the technology development and application of Augmented Reality in Yilan". Based on the Design and Practice of Digital Value-added design to establish Location Based Service system of the school curriculum development. In addition to the University Social Responsibility, this study has developed a technology acceptance model for the APP Navigation System that provides features that are useful and easy to use for visitors.

### 38035 | Open Studio (2F)

#### *The Impact of an Interdisciplinary Diet-Related Course on College Students in General Education Program*

Jia-Chi Liang, Yuan Ze University, Taiwan

Offering high-quality diet curriculum is a pressing mission in general education program due to several reasons including the food safety scandals happened in Taiwan, the matter of concern of farmland expropriation, rural decay and use of pesticides, as well as the trend of fast food rising immensely among college students. Teachers in general education program must integrate interdisciplinary information for leading undergraduates to reflect deeply relationships among people, food and land. Thus, a prospective diet-related course should outline the relationship between food and human society, as well as civilization and cultural development. The main units of the course developed by this study are (1) food and human evolution; (2) food and the development of civilization; (3) cooking and science; (4) diet and aesthetic experiences; (5) food rules and sustainability; (6) global economics of food. The entire course aims to lead college students to understand diet in various dimensions in order to improve their food literacy through scientific, cultural, social, economic and environmental dimensions. Besides developing course topics, new patterns of dietary courses should appropriately arrange local experience within such as visiting a local organic farm or experiencing planting or obtaining ingredients from production site to the table, which combines theories in lectures and practical experience from field trip and research. In such way, students are able to perceive the relationship between people, food, and land, and may have the opportunity to create a friendlier dietary atmosphere on campus.

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 38118 | Open Studio (2F)

#### *Implementing Pair Work for Using Smartphones in University Liberal Arts Education*

Yoshihiko Oya, Nagoya University of Foreign Studies, Japan

Kimiko Uchida, Nagoya University of Arts and Sciences, Japan

There has been a marked decline in students' motivation in liberal arts courses at Japanese universities. Therefore, research and experimental classes focused on active learning are being conducted as a countermeasure. However, a majority of the practical teaching techniques imitate active learning methods used in the U.S., a country with advanced active learning whose citizens have high communication skills; moreover, there are several problems in adapting these techniques directly to universities in Japan, which are insular and whose students are characterized by low communication skills. The authors introduced pair work to basic information education classes in universities and have determined that even for the passive Japanese, pair learning increases motivation and improves communication skills and the ability to think; further, it has a high learning effect. In view of these results and existing problems in liberal arts education, the authors considered that using pair work in classes would enhance educational effects in liberal arts courses. Further, as the rate of smartphone ownership in this university has reached approximately 100%, it was predicted that students would actively participate in classes by using smartphones. Therefore, the authors attempted to conduct practical classes with pair work using smartphones in liberal arts education classes. As a result, even though there were variations as a result of different combinations of pairs and the individual characteristics of the students, it was revealed that students participated more actively than in usual classes, and the motivation to learn and levels of satisfaction increased.

### 38148 | Open Studio (2F)

#### *Village and College Architectural Educational Situations and Training Forward Beauty Village Policy Development in China*

Wan-ting Chiu, FuJian University of Technology, China

Yi Fang Kao, Fo Guang University, Taiwan

Pei Jung Chiu, Chungyu University of Film and Arts, Taiwan

Under the circumstances of rapid economic development in China against the decline of traditional nature villages, the research which targets sustainability and development of traditional nature village discusses how to prolong and develop the said village with intervention by third parties including government, business and architecture school. However, the difference in working mechanism among the three parties diminishes each one's advantage that postpones the progress in protecting traditional villages and even destroys the structure and function which traditional villages used to have. The research takes the case of Dalingxia Village, Yongding District, Longyan City, Fujian Province, China to discuss the relationship between government, business and architecture school in development and sustainability of villages, and to look for the method for three-party cooperation, complementary advantages and innovative protection of traditional villages. Activities that connect teaching and community are developed further, such as making clothes that express the intention of community, cleaning and cherishing our home and surroundings, or telling the history of old stuff collected from each family, as a preparation for establishing the village museum. It is found from the research survey that undesirable points exist in establishing traditional villages by government, business and architecture school, and some of which show irreversible destruction to traditional villages. In addition, there is great potential cooperation among the three parties. A certain cooperation pattern when three parties complement each other's advantages can accelerate the process of each project and implementation of measures relevant to sustainability and development of traditional villages.

### 38154 | Open Studio (2F)

#### *A Study of Open Courseware's Learning Effectiveness on E-Book Production Professional Technique Competence for Design-Related Department Students*

Shin Liao, National Taiwan Normal University, Taiwan

Chao-Fu Yang, Shu-Te University, Taiwan

Chui-Chu Yang, National Taiwan Normal University, Taiwan

This study intended to use the development of a set of industrial technique oriented open courseware for E-Book production, as well as applied the open courseware as the Blended Learning to conduct a teaching experiment, in order to improve students of design-related departments for their E-Book Production competency, as well as satisfy with industries' demand for talents. This study applied methods, such as Meaningful Learning and Focus Group, Field Research and DACUM (Developing A Curriculum), to develop contents of open courseware for E-Book production, and then conducted the teaching experiment of investigating the learning effectiveness of the open courseware on their E-Book Production professional technique competency for design-related department students. As a result, the researchers also analyzed the data of students "E-Book Production" open courseware as the direction to revise the content of open courseware.

### 38173 | Open Studio (2F)

#### *Quality Assurance in University Student Learning*

Ayaka Noda, NIAD-QE, Japan

Susumu Shibui, NIAD-QE, Japan

This study will explore Japanese university accreditation experiences and issues in terms of learning outcomes, grading, and credit hour system which have been some of the important factors in supporting and improving the quality of university teaching and learning. By examining government policy documents and accreditation reports, we will analyze how and what Japanese university accreditation, called the Certified Evaluation and Accreditation (CEA), has paid attention to university efforts and initiatives in assuring the quality of learning outcomes, grading, and credit hour system to improve student learning since the CEA started in 2005. This study will first focus on articulating issues and obstacles in teaching and learning that Japanese universities have traditionally faced, and analyzing how the accreditation and universities have been struggling with figuring out the solutions against them. Through the lenses of university accreditation (CEA) reports produced by one of accrediting agencies (National Institution for Academic Degrees and Quality Assurance of Higher Education: NIAD-QE), we will examine university activities, initiatives, or efforts in improving teaching and learning in terms of learning outcomes, grading system, and credit hour system and will see how these have been articulated and changed over the decade. This study will also analyze how universities have responded to government demands and compare their efforts over the two different periods (2005-2011 and 2012-2016).

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 38175 | Open Studio (2F)

#### *Development of Physical Blocks with Communication Device for Visual Programming Study*

Akihiro Iida, Tokyo Denki University, Japan  
Tatsuyuki Takano, Kanto Gakuin University, Japan  
Osamu Miyakawa, Tokyo Denki University, Japan  
Takashi Kohama, Tokyo Denki University, Japan

The visual programming language Scratch is widely used to learn problem-solving skills and logical thinking; However, it is not easy for elementary school students to learn how to use Scratch language. Conventional Scratch learning has two different aspects on how to use the PCs to carry out various operations and programming. For students who are unfamiliar with how to use the PC such as how to use the keyboard and mouse. For these students, it will difficult for them to proceed with learning how to use the PCs and at the same time how to do programming. The purpose of this research is to introduce students on how to program without having to learn how to operate the PCs. In this research, the authors have developed their own program using real physical blocks instead of the blocks that must be used on the Scratch's screen. By connecting these real blocks together, the students can create the Scratch programs. This created program can then be used to execute on a PC. The authors have created seven different types of physical items which we call "blocks". These "blocks" are as follows: "start", "display", "move", "repeat", "conditional branch", "conditional expression" and "sensor". The "Start block" function is to connect the other blocks to the PC. These physical blocks are then connected in the same way as the Scratch program. Overall, the authors developed real blocks to confirm that the operations worked.

### 38245 | Open Studio (2F)

#### *Facilitating Skills-Learning by Blending Teaching in Clothing Construction Class*

Chui-Chu Yang, National Taiwan Normal University, Taiwan  
Shin Liao, National Taiwan Normal University, Taiwan

This study aims to facilitate students' learning of sewing skills through blending teaching method. Clothing construction class was designed for students to learn the clothing's patterns, to use an industrial sewing machine and to compose a garment project. Conventionally, demonstrating was the most adopted method to teach students learning the sewing skills. The teacher first introduces and demonstrates how a garment can be composed, students then imitate teacher's steps and practice the skills. However, students tend to encounter learning difficulties because: 1) it's not easy to remember every demonstrated step, 2) it's hard to look or examine teacher's demonstration closely since the demonstration is not conducted face-to-face but teacher-to-group. In order to create a student-based learning environment, this study combines three different teaching methods and materials. First, the research uses an instruction sheet to explain how a garment project can be processed. Then, the researcher uses the teaching film to show the sewing sequences. The researcher stops or repeats the film to explain the sequence as well as emphasize or to remind the "watch out" area. Third, the researcher post step-by-step sample on the whiteboard so students can closely examine the seam and garment construction. By blending teaching method and materials, students develop their own learning path; some students prefer to watch the film and learn the sewing step by step, while other students prefer learning through step-by-step samples. In addition, the blending teaching method allows students with different skill levels to accomplish the project efficiently.

### 38260 | Open Studio (2F)

#### *The Impact of Problem-Based Learning on Ninth Graders' Performance in Integrated Activity Field*

Kun-Yuan Yang, Chung Yuan Christian University, Taiwan  
Miao-Li Changlai, China University of Technology, Taiwan  
Dai-Xian Jiang, Chung Yuan Christian University, Taiwan

This study examined the impact of Problem-Based Learning (PBL) on ninth graders' performance in integrated activity field exploring the extraordinary life and example of life by quasi-experimental design. Two classes of ninth graders from a junior high school in Taoyuan, Taiwan participated in the study. Thirty-three students of the experimental group were taught using PBL and thirty-four students of the control group by regular lecture instruction for five weeks. The Problem Solving Ability Scale (PSAS), Cooperative Learning Attitudes Scale (CLAS) and Learning Achievement Test in integrated activity field were used as a pre-test and post-test instruments. The results showed that the overall effects of PBL on students' post-test scores of PSAS, CLAS and Learning Achievement Test were significantly better than those of regular lecture instruction. In addition, the effects of PBL on students' post-test scores of "Attitudes of understanding and facing the problem", "Planning solution", "Designing and implementing solution" and "Verifying solution" subscales were significantly better than those of regular lecture instruction. According to the content of students' self-assessment, PBL could improve their interpersonal interaction. Such findings suggested that PBL had a positive impact on students' problem-solving ability, cooperative learning attitudes and learning achievement in integrated activity field.

### 38262 | Open Studio (2F)

#### *The Effects of Problem-Based Learning on Fifth Graders' Science Learning Attitudes and Learning Achievement*

Miao-Li Changlai, China University of Technology, Taiwan  
Kun-Yuan Yang, Chung Yuan Christian University, Taiwan  
Yong-Shun Huang, Chung Yuan Christian University, Taiwan

This study investigated the effects of Problem-Based Learning (PBL) on fifth graders' science learning attitudes and learning achievement by quasi-experimental design. Four classes of fifth graders from an elementary school in Taoyuan, Taiwan participated in the study. Sixty-five students of the experimental group were taught using PBL and sixty-four students of the control group by regular lecture instruction for six weeks. The Science Learning Attitudes Scale (SLAS) and the Science Learning Achievement Test (SLAT) were used as a pre-test and post-test instruments. For "Air and Burning" unit, the results showed that the overall effect of PBL on students' post-test scores of SLAS was significantly better than that of regular lecture instruction. Furthermore, the effects of PBL on students' post-test scores of self-confidence, practicality and learning motivation subscales were significantly better than those of regular lecture instruction. Students' post-test scores of SLAT were significantly higher than their pre-test scores of SLAT by PBL and regular lecture instruction but there was no significant difference between the effects of PBL and regular lecture instruction on students' science learning achievement. Such findings suggested that PBL had a positive impact on students' science learning attitudes.

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 38306 | Open Studio (2F)

#### *A Comparison of Readability of Digital Picture Books for Children with Reading Disabilities*

Hanae Ikeshita-Yamazoe, Sagami Women's University, Japan

Digital picture books these days have more text with audio narration that is synchronized with word highlighting. This method, known as Media Overlay, is based on a web technique, where the text style, such as color, bold, and highlighting, can be changed using cascading style sheet (CSS). Digital picture books need to consider the coloration of pictures and letters. However, digital picture books with narration often do not consider the coloration of pictures and letters and its impact on the ease of reading for children with reading disabilities. A few studies in this field have stressed on the bold text style. This study was conducted to determine whether the text color, highlighting color, or bold text style affect the ease of reading for children with reading disabilities. Six children with low vision (2 boys and 4 girls) between seven and twelve years of age and 48 controls (13 boys and 35 girls) between six and ten years of age participated in this study. The digital texts were created using different text colors, highlighting colors, and bold text. The digital texts were read using the reader application by Apple, iBooks, on a 9.7-inch Apple iPad Air. The participants selected the readability combination. The results showed that children with low vision found it easier to read along when the audio was synchronized with text highlighting or color, and the control group found it easier when the audio was synchronized with bold text style. The causes for other reading disabilities require further investigation.

### 38311 | Open Studio (2F)

#### *The Development of Teachers' Skills of Buddhist Instruction for Schools Affiliated with the Nakhon Nayok Primary Educational Service Area*

Kittichai Suthasinobon, Srinakharinwirot University, Thailand

The purpose of this research was to study the problems of teaching in schools affiliated with Nakhon Nayok Primary Educational Service Area, to develop teaching skills based on Buddhist Instruction Model, and to survey teachers' and students' satisfaction toward teaching based on Buddhist Instruction Model. The target group consisted of 221 teachers teaching in the academic year 2014 at 20 schools affiliated with Nakhon Nayok Primary Educational Service Area. The participating teachers in the study were chosen by purposive sampling. The instrument of the research was comprised of lesson plans based on Buddhist Instruction Model, an evaluation form to evaluate teachers' teaching skills, a questionnaire on teachers' satisfaction, and a questionnaire on students' satisfaction toward Buddhist Instruction Model. The data were quantitatively analyzed applying the statistical tools of average and standard deviation, and they were qualitatively studied by observing behaviors. Findings revealed the following: First, the problems of teaching in these 20 schools were found in three aspects which were inefficient teaching activities, lack of knowledge in using teaching aids: media, innovation and technology in teaching, and lack of inclusive measurement and evaluation. Second, the experts rated the development of teaching based on Buddhist Instruction Model the most appropriate at the highest ranking ( $x=5.00$ ). Third, teachers' satisfaction toward the development after the implementation of Buddhist Instruction Model was at a high level ( $x=3.55$ ), higher than before the implementation which was at the average level ( $x=2.59$ ). Fourth, students' satisfaction toward teachers' teaching skills based on Buddhist Instruction Model was at a high level.

### 38330 | Open Studio (2F)

#### *Exploring the Quality of Service, Brand Image and Perception Value on Customer Behavioral Intention at a Medical Center*

Yang-Chun Cheng, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Taiwan

The business about medical cosmetology becomes a new favorite for many people who work in the medical field in recent years. The threshold of starting medical cosmetology is not very limited, so medical doctors can shift to this field without too much effort. This is a cross-sectional study and purposive sampling. The data were collected from November 2014 to December 2014, and a total of 190 participants were recruited from medical cosmetology center of a hospital in Taiwan and all participants have completed the Quality of Service, Brand Image, Perceived Value, and Customer Behavioral Intention questionnaires. The results show that (1) improving quality of service associated with brand image, (2) quality of service associated with perceived value, (3) quality of service associated with behavioral intentions, (4) brand image associated with perceived value, and perceived value associated with behavioral intentions, (6) brand image associated with behavioral intentions.

### 38348 | Open Studio (2F)

#### *The Development of Science Activity Packages Learning on Ecosystem and Environment for Mathayomsuksa 1. Students*

Onanong Thongpan, Sriboonyanon School, Thailand

There were three Purposes of the study: 1) to develop and identify the educational quality of science activity packages learning on "Ecosystem and Environment". 2) to study learning outcomes; knowledge and science process skills of Mathayomsuksa 1. Students by science activity packages and 3) to study attitude towards the environment of Mathayomsuksa 1. Students by science activity Packages learning. The study was accomplished through two stages of operation; 1) development and quality evaluation of science activity packages learning by the experts and conducting a teaching experimentation with a group of three students and nine students successively. 2) performing experimental teaching by employing the science activity packages learning with the sampling coming up with a group in one class (from 10 class of 40 MS.1 of Sriboonyanon school) for 14 periods (50 minutes a period) for the experimental teaching. The results were as follows: 1) The science activity packages learning were at higher educational quality good level. 2) Learning outcomes of students exposed to instruction utilizing the developed science activity packages learning were found positive: 1) students' post-test scores on knowledge were significantly higher than their pre-test scores. 2) students post-test scores on science process skills were significantly higher than their pre-test scores 3) students' post-test scores on attitude toward Environment designated as "good level"

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 38376 | Open Studio (2F)

#### *A Development of Science Laboratories on "The Basics of Wastewater Management for Students Living Along Saen Saeb Canal"*

Sanong Thongpan, Srinakharinwirot University, Thailand

There were four purposes of the study: 1) to develop and identify the educational qualities of science laboratories "The Basic of Wastewater Management for students living along Saen Saeb canal". 2) to study learning outcomes with regard to the knowledge of Mathayom 1 in science laboratories 3) to study the Mathayom 1 students' attitudes toward water resources in the science laboratories and 4) to study the Mathayom 1 students' toward satisfaction in the science laboratories. The study was accomplished through two stages of operation: 1) The development and quality evaluation of science laboratories by teaching experimentation with a group of three students and nine students successively, and 2) the performance of experimental teaching by inviting a single sample group (sampled from 4 classes of 40 Mathayom 1 students, from Kasemphitaya school, Bangkok, Thailand) for 16 periods (50 minutes a period) of experimental teaching. The results were as follows: 1) The science laboratories were of a high educational quality (good level). 2) Learning outcomes of students exposed to instruction utilizing the developed science laboratories were found to be positive: the students' post-test scores on knowledge were significantly higher than their pre-test scores, 3) Students' post-test scores with regard to attitude toward water resources were designated as at a "good level". 4) The students' toward satisfaction in the science laboratories were of a high level.

### 38383 | Open Studio (2F)

#### *A Study of Inquiry-Based Instruction Integrated with Information Literacy to Improve Students' Learning of the Concept of Wetland Plant Stress*

Jia-hong Lin, National Sun Yat-sen University, Taiwan

Jia-Ying Lin, National Taiwan Normal University, Taiwan

Shu Ching Yang, National Sun Yat-sen University, Taiwan

In an information society, information literacy is as essential as basic reading and writing. Information literacy can be viewed as the ability to effectively locate, retrieve, organize, and evaluate needed information then there is much in common with the principles of scientific literacy and the skills needed to be a scientifically literate person. The purpose of this study is to investigate the effects of two factors: the integration of information literacy and the level of academic achievement in a wetland plant stresses inquiry around a 5E (engagement, exploration, explanation, elaboration, and evaluation) instructional model. 112 107th grade students from four classes of a junior high school participated in this study. A quasi-experimental design was used, in which the experimental group received eight weeks of information literacy-integrated 5E instruction (a real-time internet information searching task integrated) and the control group received non-information literacy-integrated 5E instruction (a traditional teaching with oral explanation) for the same content and for the same period of time. Pre-test, post-test and assignment task of biology achievement were administered before and at two different time intervals after the instruction. In summary, this study hopes to suggest that integration of literacy information in 5E instruction has the potential to enhance the student's learning, especially task-solving ability.

### 38422 | Open Studio (2F)

#### *The Development and Application of the Teaching Aids for Pendulum Wave in Physics*

Cheng-Ta Yeh, National Taichung University of Education, Taiwan

Ying-Feng Wang, National Taichung University of Education, Taiwan

The purposes of this research are to develop the teaching aids of pendulum wave made of physical pendulums and auxiliary materials. Based on literature review, it is interesting to find out the user viewpoint and the learning outcome of ninety ninth-graders who have learned pendulum wave through the teaching aids in the central area of Taiwan. The researchers are the implementers of pendulum wave; meanwhile, the science teachers play the roles of classroom observers. After each teaching activities, the researchers use questionnaire survey and learning sheet evaluation to measure the student learning outcome. A semi-structured interview is applied to get the feedback from the four science teachers. Students are expected to understand that the periodic motion of a physical pendulum is related to the center of mass. The position of the centroid is higher and the pendulum's period is shorter. On the contrary, the position of the centroid is lower and the pendulum's period is longer. The results are expected to find that students will like the teaching aids and understand the concepts of the pendulum wave. The science teachers are willing to use such teaching aids in their teaching. The research results are expected to develop a new type of the pendulum wave and let students get more interests and engage their science learning.

### 38522 | Open Studio (2F)

#### *Psychological Distance, Group Norm and Decision Making*

Hong Im Shin, Yeungnam University, South Korea

Is there any relationship between psychological distance and susceptibility to social influence in decision-making? The present research investigated whether psychological distance could have an impact on conformity to group opinion during decision-making. Study 1 (N=101) examined whether increasing temporal psychological distance could be related to changes in a participant's response when information about majority opinion was provided. According to our results, the conformity effect in the distant future condition was stronger than in the near future condition. Study 2 (N=33) utilized the implicit association test (IAT; Greenwald, McGhee, & Schwartz, 1998) to demonstrate implicit individual differences in psychological distance. The experiment tested whether implicit individual differences in the social distance might be related to moral decisions when group majority opinions were given. The findings implicated that participants who perceived dissimilar others more psychologically distant than similar others might show more change in their responses to moral dilemmas by majority opinions than other participants, who perceived dissimilar others less distant. Theoretical and practical implications about psychological distance, group conformity and moral decision-making should be discussed.

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 38626 | Open Studio (2F)

#### *Do Peace Education Programs Have an Influence on High School Students? A Case Study of Hiroshima Jogakuin Jr & Sr High School*

Adriana Henriquez Millon, Hiroshima University, Japan

The purpose of this study is to examine the influence of peace education lessons on female high school students. Although peace education enriches the school curriculum and is becoming a more widely recognized field, not all educational institutions are involving students and educators in working toward a more just and peaceful world. This study is based on data obtained from a questionnaire administered to 244 female students in the 1st, 2nd, and 3rd grades of senior high school at Hiroshima Jogakuin Jr. & Sr. High School, Japan, an institution that has been developing and merging peace education its curriculum for more than 20 years. Findings reveal that students in the high school tend to have very positive opinions about the peace education lessons and approaches. The study also shows that students who have experienced peace education are more self-reliant, sensible, and independent in their understanding of social issues.

### 38656 | Open Studio (2F)

#### *Perceived Effectiveness and Implementation of Bullying Prevention Strategies among Teachers in Anti-Bullying Schools*

Liming Chen, National Sun Yat-sen University, Taiwan

Several schools in Taiwan received government funding to execute school-based strategies of bullying prevention and intervention. The purpose of this study was to investigate teachers' perspectives on their implementation and perceived effectiveness of bullying prevention and intervention strategies in anti-bullying schools. A total of 538 primary and secondary school teachers from 22 schools in Taiwan agreed to participate in this study. They were asked to rate a self-developed questionnaire regarding their implementation and perceived effectiveness of bullying prevention and intervention strategies in their schools. The Rasch measurement was adopted to analyze data. The results of this study showed that teachers gave different implementation and perceived effectiveness scores to various school-based strategies of bullying prevention and intervention. Teachers indicated that prevention strategies with higher implementation and perceived effectiveness were monitoring and safety facilities, different kinds of appealing access (e.g., email, phone calls, and mailboxes), and campus patrol. Strategies for lower implementation and perceived effectiveness identified by teachers were classroom decorations with anti-bullying information, establishing an anti-bullying committee in school, purchasing more anti-bullying books or videos. Strategies regarding professional training of bullying prevention and intervention for teachers, and analyzing the results of school-based strategies for further improvement were perceived as effective strategies for lower implementation. Strategies for higher implementation but lower perceived effectiveness were anti-bullying slogans and posters, and anti-bullying activities (e.g., contests of composition, comics, posters, and slogans). Implications and limitations were discussed at the end of this paper.

### 38694 | Open Studio (2F)

#### *Project Based Curriculum for Student Centered Learning: Creating Accountability and Increasing Language Development Through an Interactive Classroom Environment*

Malia Mullen, Asia University, Japan

Sarah Sheldon, Asia University, Japan

In the field of Teaching English as a Second Language, there has been a long-prescribed system of memorization, worksheets, and testing. Many educators feel they struggle to create a lasting impact in the areas of innovation, creativity, or teamwork. A consistent issue in the TESL field is that of retention, as the current memorization system does not create an environment conducive to real world language application. We propose that through research, teamwork, and project development, students can internalize language learning for later recall. The goal of a project-based classroom is to utilize a system of subject introduction, project development, and clear rubric to help students quickly learn and acclimate to an environment that asks more of them. Students are given the tools to work cooperatively and the ability to make decisions, while exploring their own freedom to create and take leadership within partnerships and larger groups. After developing a series of assignments in various courses, and using a basic - but clear - structure to design all projects, students develop the foundation needed to move forward while giving them the opportunity to retain the language lessons through application in realistic situations. With three years of development, the results have shown significantly increased language skills, noticeably reduced student attrition rates, and strong leadership development. This poster presentation will address the benefits of creating a similar system, how to customize for class level and culture, and provide examples of projects while explaining the basic structure, grading, and expected outcomes.

### 38695 | Open Studio (2F)

#### *Practice of Active-Learning in College About English Announcements on Transportation in Japan during an Emergency*

Mikako Nobuhara, Tokyo Metropolitan College of Industrial Technology, Japan

It can be said that almost no English announcements are made in trains, buses, and subways in Japan when an emergency happens because transportation companies do not have the recording of the announcement voice and drivers cannot speak up in English fluently. Tokyo is a metropolitan city in Japan and it is clear that more and more tourists and people from all over the world will come to the city. In 2020, the Olympics will be held in Tokyo, however, we need more improvement in safe control as a host city. This paper gives a proposal for introducing a new system that assists people from foreign countries through announcements in English in transportation in order to understand the situation very smoothly when they use transportation in their business, tourism, and daily lives. The author conducted some practice on making some possible clear messages about notice for an emergency in English classes. The classes were given for college students who will become engineers in the future and they worked on the task within a group as an active styled learning. In conclusion, (1) we need clear, short messages in both sounds and picture images for all the people catch the information, (2) drivers have to be trained for English announcements in emergency, (3) Tokyo city should hold some contests or events for checking drivers' quick and suitable responses in emergency for awareness campaign.

# Thursday Poster Session

## 16:30-17:30 | Open Studio (2F)

### 38870 | Open Studio (2F)

#### *The Effects of a STEM-based Project on Student Logical Reasoning and Learning Motivation*

Pei-Jung Hsieh, National Academy for Educational Research, Taiwan

Chang-Hua Chen, National Academy for Educational Research, Taiwan

The purpose of this study is to examine the impact of a STEM project -science, technology, engineering and mathematics - for middle school students' logical reasoning and learning motivation. The participants were 79 senior high and 69 junior high school students from a private school in Taiwan. Measurement tools were the 15-item Test of Logical Thinking (TOLT) by Tobin and Capie and an 8-item motivation scale based on expectancy-value theory constructed by our research team. The Rasch reliability was .94 of the TOLT. The Cronbach's alpha was .87 of the expectations for success subscale and .92 of the interest-enjoyment value subscale. Pretest and posttest of the tools were administered in the beginning and the end of the semester. Many-facet Rasch model was applied to estimate students' logical reasoning growth using ConQuest 4. In the initial assessment, the average logical reasoning ability of senior high group was higher than the junior high group which provided evidence of the validity of the test. After a semester, the average growth of logical reasoning ability was 1.71 (SD = 0.85) for the senior high group and 1.18 (SD = 0.94) for the junior high group. Compared to the beginning of the semester, logical reasoning of two groups' students increased but both the expectations for success and the interest-enjoyment value scores slightly decrease at the end of the project. Students might be too excited for the curriculum content at first.

### 38591 | Open Studio (2F)

#### *Integrating the Scientific Imagination Process Model in University Engineering Courses*

Ying-Yao Cheng, National Sun Yat-sen University, Taiwan

Chua-Chin Wang, National Sun Yat-sen University, Taiwan

Wei-Ru Chen, National Sun Yat-sen University, Taiwan

Hsiao-Chi Ho, National Sun Yat-sen University, Taiwan

This study introduces the "Research on cultivating talents for multi-dimensional media engineers through interdisciplinary courses" project in National Sun Yat-sen University. This project offered eight experimental teaching courses including basic professional courses and courses related to the industry. The former is offered by the College of Engineering and Liberal Arts, and the latter collaborates with the Brogent Technologies Company. The courses incorporated the scientific imagination process (Ho, Wang, & Cheng, 2013) which contained three stages, namely, the Initiation, Dynamic Adjustment, and Virtual Implementation stages, and specified four components underlying these stages: Brainstorming, Association, Transformation/Elaboration, and Conceptualization/Organization/Formation. This model suggests that teachers can lead students to exercise scientific imagination to constantly produce corresponding ideas related to the problem and ultimately form a solution or prototype of the product that may most likely solve the problem. We used multidimensional data to track the students' learning progress, e.g. the New Creative Thinking Test (NCT) (Wu et al., 1998), the learning feedback form, the teaching and classroom observation checklist and the interview outline. The teachers are required to participate in workshops or speeches related to creativity, innovation, entrepreneurship, or intellectual property, write teaching plans, and upload them to the public project website. In addition, we held the "Independent Interdisciplinary Competition" annually. We invited experts in relevant fields in industry, academia, and government to score the submissions and provide professional advice to enhance the quality of works or mass production possibility. All these efforts are to increase the creative ability for both teachers and students.



## Taiko Drum Performance

**Friday, October 20 | 17:45-18:15 | Prokofiev Hall (2F)**

The taiko (太鼓) is a Japanese drum that comes in various sizes and is used to play a variety of musical genres. It has become particularly popular in recent years as the central instrument of percussion ensembles whose repertory is based on a variety of folk and festival music of the past. This performance of the taiko drums by AIE International High School from nearby Awaji in Hyogo Prefecture is certain to be a cultural highlight of the conference, which all delegates are encouraged to attend.



# Friday October 20

09:00-09:30

Morning Coffee | Room 504 (5F)

09:30-11:30

Parallel Session I

11:30-13:00

Lunch Break

13:00-14:30

Parallel Session II

14:30-14:45

Coffee Break | Room 504 (5F)

14:45-16:15

Parallel Session III

16:15-16:30

Coffee Break | Room 504 (5F)

16:30-17:00

Featured Presentation | Prokofiev Hall (2F)  
José McClanahan, Creighton University, USA

17:05-17:35

Featured Presentation | Prokofiev Hall (2F)  
Yvonne Masters, University of New England, Australia

17:45-18:15

Taiko Drum Performance | Prokofiev Hall (2F)

19:00-21:00

Conference Dinner (Optional Ticketed Event)

# Friday Session I

## 09:30-11:30 | Prokofiev Hall (2F)

### Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Anna Bennett

**38613 09:30-10:00 | Prokofiev Hall (2F)**

#### *Exploring Pre-Service School Counselling Teachers' Learning Needs: Perceptions of Teacher Educators and Student Teachers*

Rui Yuan, The Education University of Hong Kong, Hong Kong

Drawing on the dual perspectives of teacher educators and student teachers, this research seeks to explore the complex learning needs of pre-service school counselling teachers (SCTs) in China. Relying on data from in-depth interviews and relevant curriculum documents, the findings of the study demonstrate four critical needs for SCTs, i.e., developing a strong knowledge foundation with research competence, linking theories with practice in specific institutional and socio-cultural contexts, seeking social support and emotional guidance, as well as constructing a sense of vision and agency. However, due to a linear curriculum structure as well as various contextual obstacles (e.g., lack of collaboration between the university and practicum schools), the student teachers' learning needs were not sufficiently met in the pre-service teacher education program. This study also sheds light on the congruence and disparities between the intended and enacted teacher education curriculum mediated by a range of institutional and socio-cultural factors, such as the exam-oriented system and potential social bias against counseling. The research argues for a recursive, integrative and context-specific teacher education curriculum in which student teachers can be afforded with rich practical opportunities and sufficient social and emotional support in the process of learning to teach.

**38150 10:00-10:30 | Prokofiev Hall (2F)**

#### *Professional Development for Quality Teaching and Learning: Insights From the Spectrum Initiative*

Steven Kwang San Tan, National Institute of Education - Nanyang Technological University, Singapore  
Isabella Yuen Fun Wong, National Institute of Education - Nanyang Technological University, Singapore  
Seck Heong Tan, Physical Education and Sports Teacher Academy, Ministry of Education, Singapore  
Helen Kwee Fong Low, Physical Education and Sports Teacher Academy, Ministry of Education, Singapore

This paper examines the problematics and potentialities of implementing a yearlong school-based professional development initiative (aka SPECTRUM) to support beginning teachers and mentors in their quality teaching as they grapple with the introduction of a new physical education curriculum and teaching standards in schools. In designing SPECTRUM to provide in-depth and relevant professional learning, the team consulted theoretically grounded research and literature in effective, reform-style professional development and mentoring (Darling-Hammond, et al., 2009; Desimone, 2009; Grossman & Davis, 2012; O'Sullivan & Deglau, 2006) in order to draw critical features that would guide the framework of a conceptually-driven program and intervention experiences. We highlight the significance of this intervention by examining two issues with the analysis of participant's qualitative data framed through a social-cultural lens. First, key successes and challenges in pedagogical effectiveness are surfaced through evidence-based instructional practices of the 14 beginning and mentor teachers. Second, how the tight nexus between policy, current practices, and teachers' acculturation, while offering some problematics, also afford certain potentialities, as revealed by the socialization and professional learning of these teachers, for the improvement of upscaling activities across the education system. Implications are made for how a conceptually-driven, school-based partnership between NIE, MOE, schools, and teachers can be pragmatically enacted in the context of teachers' acculturation and learning, where issues of a good fit for each beginning and mentor teachers' individual background, needs, and school context are constantly contested.

**38149 10:30-11:00 | Prokofiev Hall (2F)**

#### *Mentoring Teaching and Reciprocal Learning: Change Perspectives*

Isabella Yuen Fun Wong, National Institute of Education-Nanyang Technological University, Singapore  
Steven Kwang San Tan, National Institute of Education-Nanyang Technological University, Singapore  
Edmund Chun Wei Lim, Tech Ghee Primary School, Singapore

This research offers a reversal view of the instructional mentoring experience - Instead of studying the clear and stated goals associated with that of a beginning teacher learning from the tutelage of a master, the focus here is on what a mentor-teacher learns from a beginning teacher and from the mentoring experience. During the act of mentoring a beginning teacher, what can a mentor-teacher learn about his own practice? Using the conceptual framework of educative mentoring (Feiman-Nemser, 1998) within the SPECTRUM (Structured Physical Education Collaboration Towards Uplifting Mentoring) framework, and using it within a framework centered around educative and reciprocal mentoring, this research study implemented an intervention that called for a series of mentoring cycles between a mentor - and a beginning physical education teacher designed to foster dialogue and reflection between them. The intervention was informed by constructivist approaches to learning (Zane, 2009) and aligned to current theories that professional development for educators should be embedded in the day-to-day practice of teaching for long-term growth in pedagogy. The ultimate aim of this case study was to help determine what a mentor-teacher learned about his own practice, and what changes were ignited, as a result of mentoring a beginning teacher. Qualitative data were collected over a year in an elementary school setting. Four findings were identified created after the data were analyzed using a grounded theory approach, and four conclusions were drawn about the intervention's role in the mentor-teacher's reciprocal learning.

**38427 11:00-11:30 | Prokofiev Hall (2F)**

#### *Enabling Pedagogies: A Participatory Conceptual Mapping of Inclusive Teaching Practices in Access Programs at the University of Newcastle, Australia*

Anna Bennett, The University of Newcastle, Australia  
Catherine Burgess, The University of Newcastle, Australia

This presentation provides a summary and discussion of key findings about the ethos, values and practices that constitute enabling pedagogies within the English Language and Foundation Studies Centre (ELFSC) at the University of Newcastle, Australia (UON). ELFSC has the oldest and largest university access programs in Australia. The presentation contextualises these enabling pedagogies in relation to their history and development. The presentation does not seek to produce a simple 'how-to-teach' guide because we found that it is in the dynamic relationality of enabling pedagogies, in their enactment, that impact is achieved. Thus, understanding of their conceptual approach is required. The presentation will focus on findings from the thematic coding of data we collected from: seven research team participatory workshops held throughout the project, from which recurring themes were identified; a literature review (including of the wider and international fields) to inform and develop approach and thematic analysis of data; document analysis, taking into account grey literature and unpublished studies, including program reviews; and individual interviews with teaching staff representative of discipline areas across all program modes (n.30), and with past students enrolled in a degree program (n=21).

# Friday Session I

## 09:30-11:30 | Room 501 (5F)

### Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Yonghee Lee

**38525 09:30-10:00 | Room 501 (5F)**

*The Islamic Worldview: A Holistic Ideology*

Shoaib Ahmed Malik, Zayed University, UAE

In this article, I discuss the problem of the fragmentation of knowledge due to specialisation, which is a ubiquitous phenomenon across high schools and university. In response to this problem, I suggest that students need to be taught how to create effective and operative worldviews alongside specialisation rather than instead of it. In relevance to this point, I explore how the Islamic paradigm is axiomatically a worldview-pressing ideology and how it may serve students as a model, if not as a solution, to learn how to develop a holistic and viable worldview that connects existential disciplines together. I specifically look at how the Quran (the stem of the Islamic worldview) explicitly encourages critical thinking (in various forms), provides an ethical code of conduct, and intellectually galvanises a scientific outlook which are collectively fundamental prerequisites for addressing global issues. In light of the negative stereotyping of Muslims and Islam in contemporary platforms, this article ultimately intends to provide a much-needed nexus for young Muslims students who may be suffering from intellectual paralysis in connecting their religious heritage with contemporary issues, e.g. evolution and Islam, while also providing the wider audience with a refreshing perspective on how Islam can play a progressive part in developing a positive change in students' lives through education, and not simply as a privatised religion that has no contributing content for public discourse. Indeed, the barriers and problems are also discussed.

**38512 10:00-10:30 | Room 501 (5F)**

*The Epistemic Crisis in Religious Education: An Online Perspective*

Daniel Dennis, University of Cambridge, UK

Engaging with religious difference in a formalised education system can be contentious and, in many places, highlight an epistemic crisis: students are introduced to conflicting onto-epistemic realities without a coherent and consistent system by which they can be meaningfully encountered. This case study investigates 11 A-Level students in the UK encountering such an epistemic crisis as they negotiate a shift from the physical classroom to an asynchronous online environment. The Literature Review illustrates a relationship between the quality of the dialogue in these different spaces and the way in which students (re)construct, understand and engage with knowledge, producing an epistemic identity. The Findings of this case study draw a clear distinction between features characteristic of classroom dialogue and asynchronous online dialogue, utilising Draw and Tell, Interviews and Dialogue Transcripts as the main sources of data collection. Such Findings lead to the conclusion that the potentially multiple, unfixed epistemic identities of participants in asynchronous online dialogue result in contributions to dialogue being treated as provisional. This, in turn, lends itself to the construction of genuine dialogic space, providing a coherent system within which students can meaningfully encounter religious difference.

**37358 10:30-11:00 | Room 501 (5F)**

*Analyzing the Public Examination at Higher Secondary and Its Impact on Teaching and Learning at the Schools*

Irfan Ahmed (Rind), Sukkur Institute of Business Administration, Pakistan

Komal Komal, Sukkur Institute of Business Administration, Pakistan

This study examines the examination pattern of two private and six public sector Board of Intermediate and Secondary Education (BISE) operating in the Sindh Pakistan, and the ways in which the examination pattern shape teaching and learning at the affiliated schools. The study has been conducted in two phases. In the first phase, the last ten years' examination papers of English, Mathematics, and Science (i.e., Biology, Botany, Zoology, Physics and Chemistry) were evaluated using desk review approach. The aim was (1) to determine the cognitive complexities required on the part of students to respond to the items in the question papers using Bloom's learning taxonomy, (2) the frequency and the variety in which the items are repeated in different years, and (3) the chapters from which the items were selected. In doing so, the study highlighted the patterns in which the high and low order learning is prioritized in the examination papers; the frequency and ways in which items are repeated in different years, and different chapters which are prioritized or ignored in the paper setting. In the second phase, the teachers and students of different schools affiliated with different BISEs were interviewed to understand (1) what level of learning they appreciate and practice, (2) which topics they emphasis on or ignore, and (3) which chapters from prescribed syllabus they emphasise or ignore. The findings of both phases reinforce our initial critical assumption that external examination leads pedagogy.

**38109 11:00-11:30 | Room 501 (5F)**

*Collaborative Learning Experience in an American Graduate Course: Engaging Reader-Response Theory and Constructivism in a Literature Class*

Yonghee Lee, Kangwon National University, South Korea

Recently with the criticism of reader-response theory, most of traditional literature classrooms have encountered with many issues in pedagogy. Martin Bickman, a professor of English department at University of Colorado and democratic educator believing in active learning, identifies four primary predicaments in current literature classes: "We often work in the classroom towards closure and consensus; The kinds of responses we encourage are often abstract, generalized, cognitive ones; Too often process-the pluralistic, the erring, the mysterious—is ignored, suppressed, or finessed to get to some kind of product on schedule; The structure of authority and patterns of interaction remain as rigid and unimaginative as ever." With the recognition of the challenging situation, Bickman had designed and run particular classroom settings both for undergraduate students and for graduate students for past two decades. These two courses have been "developed strongly based on reader-response theory. For example, the belief that students can construct their own interpretation; there is no definite 'right' interpretation; do not ignore reader's feeling toward/against the text; the classroom is itself another important text for the teachers." In this paper, I would like to deepen graduate students' experience by interviewing them and observing their performance both in the undergraduate and graduate classes. I will explore how their collaborative learning experience challenges five graduate students to reconstruct their knowledge on education and to become more conscious and more effective/responsive teacher.

# Friday Session I

## 09:30-11:30 | Room 503 (5F)

### Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

Session Chair: Robert Taferner

**37563 09:30-10:00 | Room 503 (5F)**

#### *Learning My Rival's Language: Language Attitudes of Chinese University Students in a Sino-American Cross-border Program in Central China*

Neil Mulka, Fort Hays State University, USA

A student's attitude toward another culture has a powerful effect on their motivation to learn and successfully acquire that culture's language (Alhassan & Kuyini, 2013, Gardner, 1986, Dornyei, 2005, Lambert, 1973, Moyer, 2007, and Yakup, Ashirimbetova, & Davis, 2013). In the past few decades, English, the global language of "Western values," has enjoyed prominence as the top foreign language studied in Mainland China. However, recently there has been a ramp up of nationalism throughout China, as well as a crackdown on so-called "Western values" on its university campuses. Have these nationalistic messages eroded student interest in learning English on China's university campuses? This study uses the "Language Attitudes Questionnaire" (Axler, Yang, & Stevens, 1998) to measure the language learning attitudes of 66 Chinese university sophomores enrolled in Sino-American dual-degree program in central China. The results of this survey are compared to a previous application of this instrument by Liu (2011) to Beijing university students 5 years prior. The results reveal that despite the tamping down of "Western values" and increasing nationalism, English continues to enjoy a high status among students and the participants do not feel that their Chinese-ness is threatened by the use of English among Chinese in China. In fact, the students in this study feel that English is less of a threat to their ethnic identity and have a higher regard for English than the participants surveyed in Lui's 2011 study. Implications for teaching and ideas for further research are also discussed.

**38157 10:00-10:30 | Room 503 (5F)**

#### *International English in Context: Which Pedagogies?*

Jaya Luxmi Samboo, Reitaku University, Japan

In its unmissable spread as the international language for communication by excellence, the English language is a classified detectable entity which is both product and agent of the globally interconnected world. Deeply entwined in the globalisation process, International English is a multifaceted term that is nonetheless given meaning in the way it is being understood and used in context. The number of non-native speakers teaching the English language outnumbers native speakers of the language by 3 to 1. Ergo, many claims of ownership of the language by native English speakers - as well any prescriptive doctrines about what needs to be taught and how when one studies English as a non-native language - have become as unreasonable as obsolete. The surge of the different types of 'Englishes' entails that cultural authenticity, real-life situation and world issues need to be embedded into the communication and teaching of the language. This paper will review the pedagogies employed by non-native English educators to facilitate the understanding and use of English language in context. It will also discuss the pertinence of the sense of awareness of the self and one's surroundings in second language learners. By developing a manifold and critical understanding of the issues related to the learning of English as a lingua franca, this paper also makes recommendations about the recognition and appreciation of the diverse range of linguistic, cultural, ethnic student backgrounds of the learners in developing course content and methodologies.

**38555 10:30-11:00 | Room 503 (5F)**

#### *Representation of Religious and Ethnic Diversity in Four Indonesian ELT Textbooks*

Funny Sari, University of Exeter, UK

Education has become a major concern for both the government and public and has been seen as a key means to encourage tolerance among people in a diverse Indonesian society. To make education an effective tool, all elements in education, including textbooks, should provide students with a framework or a point of reference for understanding differences. This present study attempted to investigate the depictions of religious and ethnic diversity in Indonesian ELT textbooks. Four textbooks for secondary high school which were developed based on 2006 School-based Curriculum and 2013 Curriculum were scrutinized through a Critical Discourse Analysis (CDA) framework. The findings indicate that the authors and publishers of the ELT textbooks do not consider building tolerance and greater understanding about religious and ethnic diversity as an aim of ELT. Clearly, the four textbooks generally lack religious and ethnic elements, not to mention those of minorities. Not addressing such themes and choosing to talk about other topics, for example, target or international culture or neutral topics about Indonesia, place the textbooks on a 'safe ground', and at the same time indicate their ignorance towards one of the values of the national curricula: building tolerance. To make the curricula effective, educational authorities should provide guidelines for authors and publishers of school textbooks to insert materials which support the aim and regularly evaluate the contents of textbooks.

**38258 11:00-11:30 | Room 503 (5F)**

#### *Changes in Students' Beliefs and Values Through Study Abroad Experiences*

Robert Taferner, Hiroshima University, Japan

The objective of the presentation is to discuss the impact of study abroad experiences on changes in students' beliefs and values with regards to their intercultural adaptability (Salisbury, 2011), global-mindedness, and leadership potential. This topic is of particular importance to second language learners of English because it is through their study and use of English that they compare and contrast differences in lifestyles, customs, and behaviors to which they are familiar with and encounter in their daily lives (Tarrant, Rubin, & Stoner, 2013). To assess the impact of a study abroad experience with Japanese learners of English (N=30) who spent two weeks in Auckland, New Zealand, the Beliefs Events and Values Inventory (BEVI) (Shealy, 2006, 2015) was administered. The BEVI surveys 17 criteria ranging from needs fulfillment, basic openness, self-certitude, sociocultural openness, to global resonance. A comparison of pre- and post-test results reveal that students made some marginal gains which are indicative of more openness to alternative lifestyles. The results also imply that a combination of pre-departure preparation and length of the study abroad experience (Kehl & Morris, 2007) were two very important factors that had an effect the ability to facilitate change in these learners' beliefs and values. A discussion of future plans to assess improvements in study abroad programs with regards to general language proficiency, academic skills development, and students' beliefs and values will also be introduced.

# Friday Session I

## 09:30-11:30 | Room 505 (5F)

### Higher Education

#### Session Chair: Biljana Djoric Francuski

**38313 09:30-10:00 | Room 505 (5F)**

##### *Undergraduate International Students' Engagement Experiences in a Blended Learning Environment: An Exploratory Study at La Trobe University*

Jasvir Kaur Nachatar Singh, La Trobe University, Australia

Change is inevitable in the teaching and learning scholarship. With the information and communication technology (ICT) revolution, many higher education institutions including in Australia have started to adopt technology in their teaching and learning activities. Blended learning, for example, is one of the outcomes of ICT evolution in teaching and learning. Blended learning approach promotes a combination of teaching and learning online as well as face to face. Research on students' perception of blended learning is based entirely on a survey conducted on domestic students as opposed to capturing holistic perceptions of the student population at universities. Little is known about perceptions of the blended learning approach from the point of view of undergraduate international students. Therefore, this presentation fills the gap by exploring the overall lived experiences of undergraduate international students' engagement in a blended learning environment at La Trobe University. It adopts a qualitative approach and is based on semi-structured one to one interviews conducted with undergraduate international students at La Trobe University, Australia, analysed thematically. There are positive and negative experiences endured by the undergraduate international students while learning in this blended learning mode. Specifically, undergraduate international students revealed challenges such as difficulty in reading the materials on their own without guidance and the readings online are not reviewed in the workshops, but they also disclosed positive learning outcomes such as having the flexibility to learn in their own time and pace, as well as active participation and engagement in the workshops with other students, are received well.

**37706 10:00-10:30 | Room 505 (5F)**

##### *Investigation Regarding International University Student Recognition of Well-Being: Searching for Factors and Knowledge/Skills Helpful for Change to the Better*

Rumiko Nakano, Graduate School of Human Sciences, Osaka University, Japan

Well-being, defined as the state of being well with positive affects (happiness, joy) and "optimal experience and function" (Ryff, 1989; Ryan & Deci, 2001) in this study, is increasingly at risk for university students (WHO, 2005). Suicide is the leading cause of death among university students in Japan (MHLW, 2014) and the second cause among the students in the US (American Foundation for Suicide Prevention, 2010; Iarovici, 2015). International students particularly tend to have issues due to required adjustments in language and culture as well as being away from home (Uchida, 2010; College Report CR166, 2011). This presentation analyses a case study that forms part of a larger mixed-methods data-set on student recognition of well-being and strategies and skills helpful for its promotion. Survey data was collected from volunteer student participants taking English-medium courses at a leading research university in Japan. Follow-up interviews were also voluntarily conducted after the questionnaire was administered. Thematic analysis of the data indicates that pragmatic information and skill-building could contribute positively to resilience, which is one of the factors of well-being, as well as support. In the case reported on here, a student regains well-being after an adverse event and attributes his/her recovery to advice and learning about scientifically-proven ways that contribute to well-being that came through informal channels. We argue that the findings demonstrate the possibility for creating formal structures for skill and knowledge building around well-being for students.

**38145 10:30-11:00 | Room 505 (5F)**

##### *Are Japanese National Universities Ready to Attract and Accommodate International Baccalaureate Students?*

Yukiko Ishikura, Osaka University, Japan

With the introduction of the government project, "International Baccalaureate (IB) 200 Schools Project" in Japan, there is expected to be an increase of IB high schools, as well as students educated under the IB curriculum in Japan. In response to this trend, the government encourages universities to recognize IB diplomas for college admissions and offers routes into Japanese universities across all fields and disciplines. To date, IB Japanese students attending local IB high schools have had limited access to national universities. The majority of them have either gone to universities abroad or local private universities. This research seeks to determine how leading national universities recognize IB Diplomas for college admissions and accommodate IB students in Japan. It is based on an exploration of interviews conducted with key stakeholders in college admissions and IB students attending three selected national universities. It reveals that universities prepare different pathways for IB students depending on their nationalities, language competencies, and location of where their IB diploma was received. English-medium programs offered local IB students gaining an IB diploma in Japan the first pathway to national universities despite the limited field of study. As a current trend, universities set up special admissions for IB students to apply to all fields and disciplines and study in a program taught in Japanese. While still experiencing several challenges in college policies and practices, they are currently in a transition phase of gaining a better understanding of how to better attract and accommodate IB students.

**38645 11:00-11:30 | Room 505 (5F)**

##### *Blended Learning in University Curricula*

Ljiljana Markovic, University of Belgrade, Serbia

Biljana Djoric Francuski, University of Belgrade, Serbia

This paper will focus on the place of blended learning in the 21st century university curricula, with a special emphasis on the 3rd-year undergraduate courses in "The Japanese Society and Language (I and II)" at the Belgrade Faculty of Philology. These two courses explain the socio-linguistic characteristics of the Japanese language, diachronically and according to different spheres of use, and the video resources clipped on the Moodle group for these courses made the difficult subject-matter understandable to the students, as well as easier to memorize, rendering these courses appealing as electives even to the students majoring in subjects other than Japanese Studies.

# Friday Session I

## 09:30-11:30 | Room 506 (5F)

### Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

Session Chair: Chingya Chiu

**38373 09:30-10:00 | Room 506 (5F)**

*Corpus-Based Lexical Fossilization Analysis: A Grounded Theory Building From a Mixed-Methods Research*  
Lawrence Platon, Rajamangala University of Technology Thanyaburi, Thailand

In the recent study conducted by Hemchua and Platon (2013), preposition partner errors were identified as fossilizable for Thai learners. To date, the definite root cause of fossilization has proved elusive. Considering that fossilization is idiosyncratic in nature (Han, 2009) and with the advent of corpus linguistics, it is hypothesized in this research that a corpus-based analysis of the origin of fossilization will reveal a new theoretical perspective in dealing with fossilization. This study aimed to find evidence which possibly proves the two most prevalent causes (individual difference and contextual differences) of lexical errors among Thai university students and find plausible explanations of the causes and natures of preposition partner errors. The participants of this study were 150 English major students from five campuses of Rajamangala University of Technology, Thailand. The learner essay-writing corpus (LEWC) was created by collecting the participants' essays using electronic tools CONCAPP concordancing software. The author used the taxonomy of errors proposed by Hemchua and Schmitt (2006) to analyze three categories of preposition-partner errors. This study is of primary importance to provide awareness to Thai university students on what common preposition errors inherent to them and for the teachers' priority in teaching lexis. The results of this study will help reduce the variations in using prepositions as well as its peripheral words and phrases. Finally, the analysis of this research will provide new perspectives in dealing with fossilization vis-à-vis in the language community that the learners are dwelling in.

**38544 10:00-10:30 | Room 506 (5F)**

*Strategies for Learning Kanji Vocabulary Among Thai Students who Studied Elective Japanese Courses in Higher Education*  
Chinnawat Ninmote, Silpakorn University, Thailand

The purpose of this research was 1) to study how Thai students who chose Japanese as elective courses learned the kanji vocabulary and 2) to study the differences in using strategies for learning Kanji vocabulary between beginner and intermediate learners. The sample population of this research consisted of 80 students, who were divided into two groups. The first group consisted of 40 beginner learners and the second group was 40 intermediate learners. The data collection was conducted using 25-item questionnaires on strategies for learning Kanji vocabulary, which involved four strategies: the writing strategy, phonics strategy, semantic strategy, and usage strategy. The data analysis involved descriptive statistics, mean values, and standard deviations (SD). The research findings found that 1) the students mostly used the writing strategy, followed by the semantic, phonics, and usage strategies, respectively and 2) beginners mostly applied the writing and semantic strategies, while the most popular strategies for memorizing Kanji vocabulary among intermediate learners were the semantic and phonics strategies. The recommendation based on this research is that in addition to the writing and semantic strategies, students should be encouraged to memorize Kanji vocabulary using the phonics and usage strategies.

**38602 10:30-11:00 | Room 506 (5F)**

*Collaborative Writing among High-Proficiency Learners in Chinese Universities*  
Fangtong Liu, University of Macau, Macao  
Timothy Teo, University of Macau, Macao  
Jianxia Du, University of Macau, Macao

Collaborative writing is the activity where two or more authors produce a single text together through negotiation and joint decision-making (Ede & Lunsford, 1990; Storch, 2011). Due to its popularity in the workplace and theoretical benefits from the process approach and the perspective of second language acquisition, it has been receiving an increasing attention from university instructors and researchers in recent years (Storch, 2013). Researchers have identified a variety of factors that may affect the collaborative writing effectiveness, one of which is learners' English proficiency. Specifically, learners' proficiency and group proficiency differences can impact the quality and quantity of learner interaction, interaction patterns formed in the group and group member relationships, thereby influencing writing outcomes (Kim & McDonough, 2008; Leese, 2004; Watanabe & Swain, 2007). Due to the unique Chinese culture which emphasizes collectivism, harmony among group members, and safe-saving during interaction (Carson & Nelson, 1996), the implementation of collaborative writing among Chinese students might be a different scenario. Thus, the purpose of this presentation is to target a certain group of learners in Chinese universities, namely students with high English proficiency, and depict their performances in and perceptions of collaborative writing activities and their influential factors through the review of relevant literature.

**37543 11:00-11:30 | Room 506 (5F)**

*A Case Study of the Integration of Sight Word Instruction to Enhance Students' English Reading*  
Chingya Chiu, Chang Jung Christian University, Taiwan  
Fengcheng Chiang, University of Kang Ning, Taiwan  
Shuting Ou, Xin-wen Elementary School, Taiwan

Reading proficiency has been thought of as a fundamental basis of other learning skills and subjects. Also, it plays an influential role on learners' confidence and motivation. However, it has been found many learners, especially EFL beginning learners, think reading is quite challenging. They think it is difficult to recognize words and comprehend the reading, and oral reading is not quite easy for them as well. On the other hand, studies have indicated that sight words are able to facilitate fluent and successful reading. Hence, this study aimed to explore the effects of integrating sight word instruction in an elementary English class to improve students' English reading. In this case study, one intact class of fifteen fourth-graders in an elementary school in a rural area participated in a 16-week study, and they were further divided into low-achieving and high-achieving groups. Five instruments were employed, including e-storybooks, an English achievement test, a questionnaire of responses to the sight word instruction, quizzes, and interviews with students. The results were shown as follows: 1) The implementation of sight word instruction significantly enhanced the participants' reading achievement, including word recognition and reading comprehension. The low-achieving group outperformed significantly in reading comprehension. 2) The implementation of sight word instruction improved the participants' oral reading fluency, including accuracy and speed. The high-achieving group had a significant enhancement in speed. 3) The participants also held positive responses to the use of sight word instruction. Finally, some pedagogical implications are offered.

# Friday Session II

## 13:00-14:30 | Prokofiev Hall (2F)

### Symposium Presentation

#### Session Chair: Bernard Montoneri

#### *Surviving and Thriving in Times of Change by Learning from the Past: Promoting the Cultural, Social and Economic Value of Ancient Myths and Tales in Modern Societies*

Every civilization has its own myths, which are often symbolic battles between good and evil. Each hero goes through struggles against a personal enemy by learning specific values. The most modern examples of myths can be found in fantasy fiction. Lewis's Chronicles of Narnia and Rowling's Harry Potter include characters originating from Greco-Roman myths. Tolkien's Lord of the Rings are influenced by Viking mythology and medieval legends. Ancient myths are ever changing, they adapt to every country and to its people needs. Their influence on our societies is deep. Myths and legends were for centuries told by word of mouth. Nowadays, written tales are adapted into movies, cartoons, comics, as well as plays and songs. In Indonesia, Punakawan is a form of ancient Javanese mythology. The storytelling mode of Punakawan is not provided in scholastic education, but in the theater of performing arts known as Wayang. French and German tales, like the above mentioned myths, were also influenced by medieval legends. All these stories are constantly in evolution. In Germany, people are nowadays promoting their culture and heritage through a "German route of fairy tales". It would be economically valuable to open such a route in France and other countries. We will therefore discuss the value in cultural tourism of stories and storytelling. For example, a castle such as Ussé (Loire Valley, France) is already marketing its connection to Perrault and Sleeping Beauty.

#### **Presentation #1 | Prokofiev Hall (2F)**

##### *Maintaining Tradition: Myth and Fairy Tale Themes and Motifs in Tolkien, Lewis and Rowling*

Yvonne Masters, University of New England, Australia

Myths and fairy tales have a long history, often starting as part of oral tradition. Frequently these tales had the battle between good and evil as a major theme, helping to provide a values education for both children and adults. While oral tradition has fallen into neglect in many parts of the world, literature has been written based on this traditional theme and incorporating many of the motifs of earlier tales. In this presentation, three particular authors of children's literature in the twentieth century are examined: J.R.R. Tolkien (1930s/40s), C. S. Lewis (1950s) and J.K. Rowling (1990s/2000s). 'The Hobbit' and 'Lord of the Rings', the 'Narnia' series, and the 'Harry Potter' series all encompass the classic battle between good and evil, have elements of myth and fairy tale, and share the motifs of earlier tales. While there have been changes in the ways in which such stories are told, it will be demonstrated that there is an ongoing use of older themes and motifs.

#### **Presentation #2 | Prokofiev Hall (2F)**

##### *Punakawan, Javanese Mythology in Jungian Perspectives*

Monty P. Satiadarma, Tarumanagara University, Indonesia

Punakawan consists of four individuals who portray a group of characters. These four individuals always follow the knight Arjuna of Pandava. Punakawan has the role to discuss, consider and reconsider Arjuna's decision to act, and give feedback of Arjuna's action. Arjuna, is one of the Pandava knights (Mahabharata, India 400 BC- 400 AD), and Punokawan was not stated in the original version of Mahabharata. The first appearance of Punakawan was in the Majapahit inscription (East-Javanese Hindu kingdom, circa 600 AD). Hinduisim has influenced Indonesia ever since the arrival of Jayasingawarman in Java (317 AD), and the story of Punakawan (local wisdom) was integrated with Hinduisim through the story of Mahabharata as a form of moral education and being transferred by the mode of storytelling. In Jungian perspectives, Punakawan reflects the anima/animus and shadow of human psyche, where people experience inner conflicts yet must choose to make decision to act. Punakawan is a form of original ancient Javanese mythology that remains up to this time in Indonesia, primarily in Javanese society. The story telling mode of Punakawan is not provided in scholastic education, but in theater of performing arts known as wayang. Concerns over moral education in Indonesia has increased and the wayang performing arts is losing its popularity to public. The Jungian perspectives on Punakawan may become more acceptable to the present society to understand the moral story in wayang; while storytelling is always an interesting program in school education.

#### **Presentation #3 | Prokofiev Hall (2F)**

##### *Promoting Culture and Heritage through a Route of Fairy Tales*

Bernard Montoneri, National Chengchi University, Taiwan

French and German tales have been influenced by stories of the Bible, Greco-Roman myths, and medieval legends. All these stories are in constant evolution and are adapted to the language and culture of each country that produces them. This study will discuss the value in cultural tourism of stories and storytelling. In Germany, people are nowadays promoting their culture and heritage through "The German Fairy Tale Route". It is a 600 kilometres long tourist attraction established in 1975, from Hanau to Bremen. Most places on the route are associated with the Grimm brothers' life and their collection of tales, such as the town of Alsfeld, known for its House of Little Red Riding Hood and Sababurg Castle, referred to as the Sleeping Beauty Castle. It would be economically and culturally valuable to open such a route in France. Even though some French castles such as Ussé and Breteuil are already marketing their connection to Perrault and his stories, there is no French route of fairy tales. This study proposes therefore to open such a route and presents historical information on the life of Charles Perrault and on a number of French castles connected to his tales.

# Friday Session II

## 13:00-14:30 | Room 501 (5F)

### Education, Sustainability & Society: Social Justice, Development & Political Movements

Session Chair: Lauren Birney

**38641 13:00-13:30 | Room 501 (5F)**

#### *Action Research in Implementing the Right to Education in India*

Ankur Sarin, Indian Institute of Management Ahmedabad, India

Ashish Ranjan, Indian Institute of Management Ahmedabad, India

Rights conferred by the state are little more than words, unless "translated" (Merry 2006) in the ground to an exercise of power by right holders. The translation requires both disseminating information in a manner that is accessible and usable not only to "right holders", but also "duty holders" i.e. those obligated to fulfill those rights. In this paper, we use our positions as participant observers to provide a detailed account of the working of the "Right to Education Resource Center" (RTERC). Positioned as an "action research project" housed in India's top-ranked business school, the RTERC has worked over the last 4 years in helping implement a mandate of India's Right of Children to Free and Compulsory Education, enacted in 2009. Drawing in part on the methodology of auto-ethnography, we describe the origins of the project in the "unnatural" environment of the business school and the journey it has traversed negotiating and shaping the environment it is embedded in. We describe the potential of such university-community engagement to create value in both universities and around them. In doing so, we contribute to the literature on higher education engagement with communities around them. We argue that action research of the kind attempted by the RTERC has the potential to help higher education institutions pursue the goal of not only creating responsible, democratic citizens but also fulfill critical roles and commitments of higher education itself (Harkavy 2006, Cook, James R, and Maury Nation 2016).

**38441 13:30-14:00 | Room 501 (5F)**

#### *Radical Economic Transformation for the Rural Poor Through Basic Education and Other Support Initiatives: A Case in South Africa*

Akwasi Arko-Achemfuor, University of South Africa, South Africa

The current government in South Africa has adopted a policy, which it refers to as Radical Economic Transformation to address the triple challenge of unemployment, poverty and inequality. Meanwhile, rural areas and informal settlements are the areas that are mostly plagued by the challenges mentioned above. This paper reports on how a public-private partnership initiative by a number of organisations and the traditional authority is empowering a poor rural community through partnerships and collaborations, which can radically transform rural communities in the country and elsewhere. The multi-pronged approach involves a non-profit organisation - Bokamoso Impact Laboratory (BIL), the North West Provincial government, AFGRI and the University of South Africa providing training in basic education, agricultural training, entrepreneurial training, and infrastructure and marketing opportunities for rural communities. The interpretivist paradigm using qualitative methods were used to gather data for the study. The main instruments used for data collection were observations, individual and a focus group to investigate how the stakeholders are collaborating to address the challenges of poverty, unemployment, food security and health in this marginalized community. The findings indicate that the stakeholders have been able to equip the communities on an ongoing basis and provided the support they need to turn a near desert region green with vegetables for the communities and even exporting to neighbouring Botswana. The paper recommends for the model to be adopted to radically transform poor and marginalized communities in South Africa and elsewhere on the African continent to address some of their socioeconomic challenges.

**37212 14:00-14:30 | Room 501 (5F)**

#### *Curriculum and Community Enterprise for the Restoration of New York Harbor with New York City Public Schools*

Lauren Birney, Pace University, USA

Research consistently shows that children who have opportunities to actively investigate natural settings and engage in problem-based learning greatly benefit from the experiences. They gain skills, interests, knowledge, aspirations, and motivation to learn more. But how can we provide these rich opportunities in densely populated urban areas where resources and access to natural areas are limited? This project will develop and test a model of curriculum and community enterprise to address that issue within the nation's largest urban school system. Middle school students will study New York harbor and the extensive watershed that empties into it, and they will conduct field research in support of restoring native oyster habitats. The project builds on the existing Billion Oyster Project, and will be implemented by a broad partnership of institutions and community resources, including Pace University, the New York City Department of Education, the Columbia University Lamont-Doherty Earth Observatory, the New York Academy of Sciences, the New York Harbor Foundation, the New York Aquarium, and others. The project focuses on an important concept in the geological, environmental, and biological sciences that typically receive inadequate attention in schools: watersheds. This project builds on and extends the Billion Oyster Project of the New York Harbor School. The project model includes five interrelated components: A teacher education curriculum, a student learning curriculum, a digital platform for project resources, an aquarium exhibit, and an afterschool STEM mentoring program. It targets middle-school students in low-income neighborhoods with high populations of English language learners and students from groups underrepresented in STEM fields and education pathways. The project will directly involve over forty schools, eighty teachers, and 8,640 students over a period of three years. A quasi-experimental, mixed-methods research plan will be used to assess the individual and collective effectiveness of the five project components. Regression analyses will be used to identify effective program aspects and assess the individual effectiveness of participation in various combinations of the five program components. Social network mapping will be used to further assess the overall "curriculum plus community" model.

# Friday Session II

## 13:00-14:30 | Room 503 (5F)

### Learning Experiences, Student Learning & Learner Diversity

Session Chair: Yi-Chun Chen

**38596 13:00-13:30 | Room 503 (5F)**

#### *Cooperative Learning: Learners' Perspective*

Rosilyn Cajés, Montevista National High School, The Philippines

The purpose of the study aimed to determine the perspective of learners in Montevista National High School in the implementation of cooperative learning. The study was guided by the following research questions: what are the academic experiences of students on cooperative learning; how do the learners cope with the challenges of cooperative learning; and what are the insights of students on cooperative learning. The study utilized the phenomenological approach wherein In-depth Interview and Focus Group Discussion were employed. Fourteen learners from Montevista National High School – Main Campus, Compostela Valley Province coming from Grade seven and eight who participated in the investigation. This study served as an eye opener for the science teachers to evaluate and assess how effective the strategies implemented in the conduct of cooperative learning. Essential themes were generated out from their responses to the research questions. Learners experienced enjoyable group activities, uncooperative members, time factor, work independently, development of skills, motivation to participate, time management, asking clarifications, assistance clarifications, assistance from peers and families, be responsible, teachers to stay in the rooms, more exciting activities, give time and cooperation.

**37760 13:30-14:00 | Room 503 (5F)**

#### *Using Gooru Learning Management System in a Flipped Classroom: Its Effects on Students' Physics Achievement and Learning Experiences*

Salvador John Magalong, De La Salle Santiago Zobel School, The Philippines

Due to a dearth of research studies on the usage of Learning Management System (LMS) in a flipped classroom (FC) in the Philippines, especially on its effectiveness on students' achievement and learning experiences, this research fills in the need for one. Using an LMS in an FC on learning concepts and developing self-regulated skills are prominently influenced by the principles of constructivism and connectivism. This research study aims to develop a learning module infused with the use of the Gooru Learning Management System (GLMS) in a Flipped Classroom (FC). Specifically, this study sought to determine: (1) if the performance of the group had improved after using GLMS; (2) if there is a significant difference between the pretest and posttest scores on students' Physics achievement, and; (3) students' learning experiences in terms of physics achievement, independent study skills, and attitudes on the use of technology. Results suggested that the utilization of GLMS in an FC is claimed to be a potential method in increasing students' achievement in Physics. The reflective journal regarding their perception on how the use of GLMS assisted them in Physics, presented that 95.10% of the participants have positive perception that using it is very helpful in understanding the topic. On the area of independent study skills, 46.08% responded that the use of GLMS helped them to become independent learners. On students' attitudes on the use of technology, 76.47% of the research respondents perceived the usefulness of GLMS, hence increasing the degree of positivity toward usage.

**38484 14:00-14:30 | Room 503 (5F)**

#### *Exploring the Associations among Spatial Ability, Prior Knowledge and Science Learning Achievement*

Yi-Chun Chen, Center for the Advancement of the Humanities and Social Sciences, National Taiwan University, Taiwan

Fang-Ying Yang, Graduate Institute of Science Education, National Taiwan Normal University, Taiwan

The study aims to examine the interactions among spatial ability, domain-specific knowledge, and science learning achievement. The topic of discussion in the study is 'The apparent path of the sun,' which is included in the secondary earth science curriculum in Taiwan and is believed to be one of the topics requiring spatial thinking. Forty university students voluntarily participated and twelve teachers who were teaching earth science were also invited in the study. These teachers were given the same tests as university participants, and their responses were taken as criteria for data analysis. Three assessments were used to assess spatial ability (The Purdue Visualization of Rotations Test), prior knowledge (the entrance exam for high schools and colleges in Taiwan) and science learning achievement (a self-constructed test on the topic of the apparent path of the sun). In addition, participants were interviewed to expose their knowledge structures about the target issue. The preliminary analysis revealed that participants' prior domain-specific knowledge played a role mediating the effect of spatial ability on science learning achievement. Our study demonstrates that the well-structured knowledge stored in long-term memory rather than the general spatial ability is the dominating factor affecting the domain-specific problem solving involving spatial thinking.

# Friday Session II

## 13:00-14:30 | Room 505 (5F)

### Higher Education

#### Session Chair: Sing Ong Yu

**38174** 13:00-13:30 | Room 505 (5F)

#### *Chinese University Graduates' Reflexivity on Social Networking During First-Job Search*

Ying Ma, The University of Hong Kong, Hong Kong

Social networking is common among Chinese university graduates in first-job search, facing increasing difficulty due to higher education massification and labor market uncertainty. Although research on networking efficacy in job seeking and the guanxi culture in China is rich, the field has been dominated by a dualist view of sociology, believing structures (e.g. tie strength, network feature, social culture) have determinative power over individual action, thus missing out on human agency and diversity in practice. A more recent duality perspective, however, argues that agency mediates the conditioning power of structures in causing social action. This study follows the latter perspective and examines Chinese graduates' agency on social networking practices during first-job search through Margaret Archer's concept of "reflexivity", defined as the individual's internal conversation on the relationship between perceived situations and the self (i.e. concerns, capacities). Following a sequential multiple-case study design and the "maximum variation sampling" strategy, 50 open-structure, in-depth interviews were conducted in Shanghai with fresh graduates from diverse socioeconomic and academic backgrounds. Findings confirm some individualized characters of Chinese graduates discussed in recent literature and capture living traits of the guanxi legacy in their interaction with people. Nonetheless, Archer's theory on the heterogeneity of human agency is also supported as five different reflexive modes have emerged from data: passive (obedient), practical, ethical, transigent, and fractured. Demographic and socioeconomic backgrounds are weakly correlated with reflexive modes among these participants. But in many cases, university experience exercised transformative power over individuals' reflexivity. Further details of findings will be discussed.

**38550** 13:30-14:00 | Room 505 (5F)

#### *Facing the Trend of Fewer Children: A Study on the Current Situation and Transformation of Higher Education in Taiwan*

Yun-Ting Huang, National Cheng Kung University, Taiwan

Hsin Ling Chen, National Cheng Kung University, Taiwan

The trend of fewer children has become a global phenomenon, it influences the enrollment of universities and colleges gradually. With the low birth rate and rapid expansion of higher education, many universities try to transform themselves to cope with the impact of the trend. In 1994, the Ministry of Education in Taiwan starts to establish universities extensively, so many people can attend universities handily. However, due to the low birth rate, the Ministry of Education issued the "Higher Education Creativity and Transformation Project" and "Close Mechanism" to help universities and colleges reconstruction and regulate their instructional objectives and administration. The study used content analysis method for understanding the Current Situation and Transformation of Higher Education in Taiwan. There are 4 main strategies to support: 1) Training experts in both academic and industrial fields. 2) Close Mechanism guidance for private universities and colleges. 3) Reconstruction paradigm in higher education. 4) Cooperation and merger of universities and colleges. The findings of this study serves as a reference for higher education in other countries.

**38367** 14:00-14:30 | Room 505 (5F)

#### *OBOR: China's Challenge to Western Hegemony in Higher Education and Implications for Malaysia Universities*

Sing Ong Yu, HELP University, Malaysia

The One Belt One Road initiative is seen as China's challenge to Western hegemony in higher education. The strength of OBOR is that it has no formal institutional structure. Projects are negotiated on a bilateral arrangement between government entities at all levels and also between government and private sectors. OBOR is multifold, encompassing economic, political and social aspects of cooperation. As such, a multi-pronged approach is needed to reap the full benefits of education cooperation within the framework agreement on OBOR. The promotion of educational exchanges will be further deepened with the opening of Chinese universities branch campuses or provision of scholarships to international students. The deepening of educational exchanges between China and participating countries can be viewed as a threat to Western universities interests in Asia despite China's assurance that it adopted the attitude of no challenges to the existing world system. This paper covers the efforts of China to internationalize its educational system, with an emphasis on collaboration with Malaysian universities. It concludes that Malaysian universities have much to gain from the OBOR initiative, not only in terms of academic exchanges, investments, co-operations in projects but also in the influence of Confucian value systems.

# Friday Session II

## 13:00-14:30 | Room 506 (5F)

### Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

#### Session Chair: Hanako Hosaka

**38050 13:00-13:30 | Room 506 (5F)**

#### *Do We Really Know What's Happening at English Nursery Schools?*

Keita Takashima, The University of York, UK

With increasing social demands for early English education in Japan, there are now many English immersion nursery schools established throughout the nation. English immersion nursery schools, let alone immersion education in general, are a relatively new educational model in Japan. There are dedicated researchers trying to understand this new way of educating children, but it seems that the actual English immersion programs are implemented and carried at a much faster rate than we understand them. This presentation will provide some data and findings from a longitudinal case study at an English nursery school. It provides a detailed description of what is actually happening in the nursery school from the language socialization perspective. In the nursery school, there are both American and Japanese teachers and staff working together, and they bring different linguistic and educational ideologies that inform their context-specific linguistic practices at the school. These practices socialize the children into specific behaviors and beliefs about their learning and using of both English and Japanese. The presenter aims to contribute to the knowledge of English immersion education in Japan and hopes this will open up more discussions to understand this new approach to early English education.

**38499 13:30-14:00 | Room 506 (5F)**

#### *The Effects of L1 Use in Multimedia Vocabulary Learning Based on Cognitive Theory of Multimedia Learning*

Koki Shimazu, University College London, UK

An increase in educational diversity creates a wider range of choices for people. With the aid of technological advances, education has the potential to become democratic, equally distributed and accessed freely globally, thus narrowing educational disparities. In accordance with changes across the world, I have evaluated the limitations and flaws of English education in Japan and devised viable resolutions which I have subsequently put into practice. From my research findings, I propose three vital reasons as to why people in Japan lag behind the rest of the world in English language proficiency and I will present three theories and practices which will potentially improve English education in Japan. This research investigated the differential effects of the instructional use of L1 and L2-only instructions on lexical items using video-based multimedia learning principles. The study addresses the question of how the instructional use of L1 (can have an) influence on lexical items under two different conditions. The findings from the study provide the evidence that L1 use in multimedia vocabulary learning certainly (significantly?) helped learners guess the meaning of the target vocabulary. In addition, the pretest and posttest results showed an overall improvement in the score of the VKS, which confirmed the effectiveness of multimedia learning. I will present a better and ideal educational pedagogy for English education in Japan.

**38685 14:00-14:30 | Room 506 (5F)**

#### *Learning Language Acquisition Through Target and Local Language*

Hanako Hosaka, Tokai University, Japan

This study discusses possibilities teaching language acquisition using both English and Japanese at the undergraduate level. The course observed is specialized on language acquisition using Crutenden (1993) (an abridged textbook version of Crutenden, 1979), and the students enrolled are interested in learning about 'language acquisition' as a content. This study is not exactly done in CLIL, Content and Language Integrated Learning (Mehisto, et al. 2008; Sasajima, ed., 2011), where all parts of class is in target language; but focuses on using both English as target language and Japanese as local language to understand basic knowledge in language acquisition studies. In-class instructions were given in Japanese and English, to support and encourage the students' understanding of the specialized content, which was sometimes challenging for them. Throughout the learning experience, many students kept their interests in learning about language acquisition and succeeded in understanding the basics. They first found the textbook "too difficult" as English text; however, as they proceeded, they caught up with reading in English with supplementary explanations and materials in Japanese. At the end of the course, many of them found themselves more confident in English while understanding the content. This implies the possibilities of teaching specialized contents using both target and local languages in combination. It can help less confident learners in the target language with a greater chance to exceed in understanding the contents without getting discouraged by not being competent enough in the target language to understand the content.

# Friday Session III

## 14:45-16:15 | Prokofiev Hall (2F)

### Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Shiao-Wei Chu

**37629** 14:45-15:15 | Prokofiev Hall (2F)

#### *Assessing Information Literacy Skills of First Year Undergraduate Students*

William Ko-Wai Tang, The Open University of Hong Kong, Hong Kong

The present study aimed at assessing the information literacy skills of first-year undergraduate students from author's university. This study included four essential areas: the ability to (1) identify the information needs and sources; (2) locate information; (3) evaluate information; (4) synthesize information. We measured information literacy skills with a questionnaire, multiple choice knowledge test and task-based information problem from 61 first year undergraduate students. The findings indicate that the majority of the participants lacked information literacy skills. The result signifies that further instructional support to foster undergraduate students' information literacy skills is essential and important.

**38188** 15:15-15:45 | Prokofiev Hall (2F)

#### *Creating Change to Enhance Academic Integrity Through an Innovative Partnership*

Alice Schmidt Hanbridge, Renison University College, University of Waterloo, Canada

Tony Tin, Renison University College, University of Waterloo, Canada

Kyle Scholz, University of Waterloo, Canada

Amanda McKenzie, University of Waterloo, Canada

Engaging students and instructors in academic integrity (AI) education is of widespread concern to the quality of post-secondary education. Colleges and universities often struggle to determine the best way to introduce tenets of academic integrity into pedagogical content. Although many institutions rely on instructors to educate learners about academic integrity (Bertram Gallant, 2010), the inconsistency and quality of this instruction is questionable, and web-based AI instruction can become static and ineffective. It remains crucial for educators to change their current methods and determine the most effective ways to promote integrity in order to deter academic misconduct such as plagiarism. An innovative partnership between two affiliated university library staff, Social Work and Math faculty, the student union, and the Academic Integrity Office, led to the development and implementation of an open access, mobile e-learning AI tool. The AI tool encourages integrity through foundational value-based active learning to bring about change that supports student success. Six AI lessons aim to educate students about the values of honesty, trust, respect, responsibility, fairness and courage that form the basis of academic integrity (The Fundamental Values of Academic Integrity, 1999). Lesson content, applicable across post-secondary institutions, includes diverse student life scenarios, animated videos and interactive exercises. Upon successful completion of the lessons and quiz, students are awarded an e-certificate and a digital badge. The presentation will highlight project successes, challenges, and lessons learned about the stages of collaboration from the project research team to encourage educating for change in anytime, anywhere student academic integrity training.

**38196** 15:45-16:15 | Prokofiev Hall (2F)

#### *My Teacher is in the Clouds*

Shiao-Wei Chu, National Tsing Hua University, Taiwan

Amanda Greer, ELC at Howard Community College, USA

As educators, we aim to integrate technology and understand the pros and cons of it. Sugata Mitra (2013) suggests the future of education is a cloud classroom in which students move at personal rates, collaborate, and receive encouragement from mentors. In his TED Talk he explains, "the teacher sets the process in motion and then she stands back in awe and watches as learning happens." However, even as an ESL facilitator, it is difficult to step back and allow students to navigate learning on their own. Potential questions with using technology are what the teacher's role is, what it means to set the process in motion, and when and how teachers should step aside or give feedback and encouragement. This presentation compares the findings of a pilot study that measures the effects of writing feedback provided in synchronous and asynchronous time using Instant Messenger and GoogleDocs. Three groups of students (1-real time, 2 delayed time) collaborate with teachers to negotiate writing feedback, completing pre- and post- tests to measure effects of different platforms and timing in relation to accuracy, organization, and conventions. Participants receive three different guides to incorporate technology and writing feedback juxtaposed their strengths and weaknesses. Participants also receive questions to reflect on the teacher's role, encouragement, and feedback in addition to student resources to assist these methods in an ELL classroom.

# Friday Session III

## 14:45-16:15 | Room 501 (5F)

### Educational Policy, Leadership, Management & Administration

#### Session Chair: Taninrat Rattanapongpinyo

**38630 14:45-15:15 | Room 501 (5F)**

***Causes and Effects of Educational Innovation in Thailand Public University***

Tidathip Panrod, Silpakorn University, Thailand

The objectives of this paper were 1) to study the definition and forms of Educational Innovation in Thailand Public University, 2) to study factors affected to Educational Innovation in Thailand Public University and 3) to study effects of Educational Innovation in Thailand Public University. Data were collected by questionnaires from 200 academic officers of a leading public university in Thailand, analyzed in the forms of mean, percentage and standard deviation for descriptive statistics and used inferential statistics by Simple regression and Pearson's correlation coefficient testing. The research found that 1) Educational Innovation consists of 5 components: Newness, Economic Benefits, Knowledge and Creativity Idea, Acceptance and Development Opportunity. And have 5 forms: Curriculum Innovation, Learning Innovation, Media of teaching Innovation, Evaluation Innovation and Management Innovation. 2) For Internal factors: Leader is the highest factor, like Technology from external factor group affected to Educational Innovation. 3) Educational Innovation related to all aspects especially in Education effect and Social effect.

**38113 15:15-15:45 | Room 501 (5F)**

***Mapping Out the Landscape of Education Leadership in Taiwan: A Systematic Review of Research 1995 To 2016***

Yi-Ting Hung, National Taiwan Normal University, Taiwan

Mu-Yu Wang, National Taiwan Normal University, Taiwan

Tzu-Bin Lin, National Taiwan Normal University, Taiwan

In the past two decades, there have been drastic changes in global politics and economies, and these changes increasingly impact on educational development including school leadership. According to 2010 OECD report, to improve the quality of education in East Asia, leadership is considered as a critical factor (Wang, Chen & Lin, 2016). This study aims at exploring the trend of educational leadership and management research in Taiwan through reviewing existing literature. The data are from 9 major peer-reviewed journals in the field of educational leadership and administration indexed in TSSCI between 1995 and 2016 because the most recent education reform started from 1994. Applying the method of systematic review, 154 articles are selected from more than 3,000 reviewed papers. The selection and categorized criteria derived from a previous study by Hallinger & Chen (2015). These 154 chosen papers are classified basically according to the categories developed by Hallinger & Chen but mildly modified by the research team based on the Taiwanese context. This study offers a new insight into the up-to-date trend and the developing trajectory of education leadership and management research in Taiwan. Moreover, it provides a valuable case study to the international leadership and can be applied in various international comparisons.

**38629 15:45-16:15 | Room 501 (5F)**

***Cultural-Fit Management: Sustainable Success Factor of Thailand Public University***

Taninrat Rattanapongpinyo, Silpakorn University, Thailand

This research aimed to study 1. The meaning and forms of Cultural-fit Management, 2. The factors affected to Cultural-fit Management and 3. The correlation between Cultural-fit Management and sustainable success criteria of Thailand public university. Data were collected by questionnaires from 250 academic officers of a leading public university in the Central region of Thailand, analyzed in the forms of mean, percentage and standard deviation for descriptive statistics and used inferential statistics by Simple regression and Pearson's correlation coefficient testing. The research found that 1. Cultural-fit Management consists of 7 components: Leadership, Motivation, Organization structure, Work features, Power & Formalization, influencing forces and Cultural context, and have 4 forms: Club culture, Role culture, Task culture and Existential culture. 2. Organizational culture and Individual culture affected to Cultural-fit Management. 3. Cultural-fit Management related to Work-Life satisfaction, Creating learning society, Internal process development and Work performance. The suggestion of this research was the university executive boards should construct the Cultural-fit Management with community participation to promote a sustainable success factor for Thailand public university development.

# Friday Session III

## 14:45-16:15 | Room 503 (5F)

### Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

Session Chair: Piyaporn Techaraungrong

**38757** 14:45-15:15 | Room 503 (5F)

#### *Model Development of Learning and Innovation for Children with Special Need in an Inclusive School*

Suchada Bubpha, Udon Thani Rajabhat University, Thailand

Model Development of Learning and Innovation for Children with Special Need in an inclusive school. The research aimed at 3 objects: 1) to survey needs for learning environments of students, 2) to explore to learning organization and innovation of students, The research used Research and Development design with the use of Mean and Standard Deviation for One-way Analysis of Variance. The results are following items. 1. The research has shown opinions and needs of learning and innovative skills development that: 1.1 Most of the students expressed their opinions and needs regarding the development of a model for learning management and innovation that can be utilized in daily life, at high level with mean 4.22, followed by the educational innovation for special needs children is important and necessary for teaching and learning, at high level with mean 4.13, and the knowledge and understanding of the production of electronic media for children with special needs, at low level with mean 2.35. 1.2 There is a significant difference in.05 for the needs of learning organization and innovation for students. 2. The research showed a problem situation of ICT-based education for an Inclusive school that: teachers needed more training in the knowledge and understanding of ICT-based education, particularly the production of electronic media for special needs children. teachers needed to add on the ICT-Based education and innovation in their professional training. They could use in the management of teaching and learning of students with special needs in any mainstreaming classes.

**37254** 15:15-15:45 | Room 503 (5F)

#### *The Diversity Experienced by Left-Handers: Reports of Five Different Generations*

Priscila Costa, Pontifícia Universidade Católica de São Paulo, Brazil

This research aimed to understand how people experience the condition of being left-handed, trying to identify the characteristics of laterality and comprehend the person's relationship with family, school and work concerning this condition. It was possible to locate the difficulties faced by this group, the easiness and advantages of being left-handed, discussing the significance of this difference, and also the myths and prejudices faced throughout their lives. A theoretical study was conducted to clarify the concept of handedness, what causes a person to be left-handed or right-handed, left-handed throughout history and conceptions about this state. We worked with non-directive interviews, focusing on the life stories in the pursuit of understanding the constitution of the person, as proposed by Ciampa. Five women between 23 and 82 years old, represented different generations, which allowed us to identify significant divergence and change. The data demonstrate varied experiences, with cases of repression of handedness by family and school, and others in which there was no objection. Difficulties remained in the material aspect, such as using scissors and desks, for example. Left-handedness reaches a minority group and it involves some difficulties, but it is not a negative experience. The lefties are pleased with the condition, feel that belong to a group in which people recognize and cherish. Although throughout history left-handedness has been considered something allied to evil and negativity, today there is a new look. The left-handed like being unusual and standing out among the rest.

**38023** 15:45-16:15 | Room 503 (5F)

#### *The Development Multimedia Storybook for Promotion the Moral and Ethics Development for Hearing Impaired Students*

Piyaporn Techaraungrong, Chandrakasem Rajabhat University, Thailand

Multimedia storybooks are useful and have many advantages for hearing impaired students. This paper presents information based on reliable literature reviews about the multimedia storybook design framework for hearing impaired students. The purpose of this research is to explore the application of a multimedia storybook approach in the promotion of the moral and ethical development of hearing-impaired students. In addition, the paper aims to inform educators as to the importance of understanding the three aspects of this study: multimedia design, hearing impaired learning design, and interface design. This current study shows how these three aspects can be combined to furnish a multimedia storybook prototype for hearing impaired students and multimedia design principles that reflect a more inclusionary focus on children with special needs such as those featured in this study. The results of the design framework included features such as a non-essential use of text, pictures, reliance on non-symbolic objects, user control, animation, video, visual, of concepts, creative thinking, and signals to relevant content. In addition, teachers of hearing-impaired students may adopt some of the principles in this framework of principles to inform their classroom teaching. They may actively look for ways to reduce cognitive overload which may include relying more on non-symbolic representations of the story. At the same time, they may provide for more control by learners of the pace of learning and offer opportunities for learners to revisit content. In the next phase, the researcher will create the multimedia storybook for hearing impaired students.

# Friday Session III

## 14:45-16:15 | Room 505 (5F)

### Higher Education

#### Session Chair: Yew Haur Lee

**37961 14:45-15:15 | Room 505 (5F)**

#### *Multiple Streams and the Localization of Higher Education: The Case of Local Colleges and Universities (LCUs) In the Philippines*

Ronald Pernia, University of the Philippines Cebu, The Philippines

In the Philippine higher education system, local colleges and universities (LCUs) are higher educational institutions (HEIs) created and funded by their respective local government units (LGUs) distinct from privately-run colleges and the State-funded public HEIs. Most studies about LCUs in the country have noted on the important roles it plays in addressing the higher education gaps at the local level. However, there still remains a need for a deeper analysis regarding the processes and dynamics of the creation of LCUs, which as of 2015 comprised about 4% of the total number of higher education institutions in the whole country. Drawing largely on available historical and government records, newspaper publications and published books and articles, this study uses John Kingdon's Multiple Streams Framework which constitutes a powerful tool for understanding the policy process through the three separate streams: problems, policies and politics. This study contends that the change of the national government in 1986 due to the bloodless revolution known worldwide as the "People Power", which subsequently led to a reconfiguration and change of the country's constitution putting emphasis on "decentralization" i.e. devolution of duties and responsibilities from the national to the local especially on areas concerning public health and education, among others. This paved the way for the decentralization law of 1991 upon which most LGUs would anchor its establishment of post-secondary institutions. Such shift in the educational policy eventually ushered in the localization of higher education at the local level in the Philippines.

**38689 15:15-15:45 | Room 505 (5F)**

#### *Applying Data Mining Techniques to Analysis of College Admission Requirement in Taiwan*

Pin-Ju Chen, St. Mary's Junior College of Medicine, Nursing and Management, Taiwan

As the new national curriculum was passed in 2014, the college admission system in Taiwan has been under reforming lately. It is important to understand the factors that influence current admission criteria of different college departments in order to design a better admission system. Among all admission criteria, standardized subject tests, which included Language Arts, English, Mathematics, Social Science, and Science were widely used. Whereas test takers were required to take all five subject tests, the departments and colleges can decide which subject tests were used for screening applicants. This research aimed to use data mining technique- the classification, to explore the possible relations between admission criteria of subject tests and characteristics of the departments and colleges. The admission criteria of Star programs from the year 2012 to 2017 were collected. Totally 9,713 entries of admission criteria from different departments were included in this analysis. The J48 algorithm was used for classification. The results showed that 77.17% departments could be successfully classified by the subject tests. The correct precision percentage of social science departments was highest (97.52%), followed by science departments (64.25%) and natural science departments (45.76%). The accuracy of the model increase to 83.17%, when college factors such as location, reputation, and funding resources were included. The findings of this study highlight the difference of academic fields in setting admission criteria of subject tests. In addition, the competitiveness of colleges also plays a role in deciding the admission criteria.

**38363 15:45-16:15 | Room 505 (5F)**

#### *Identification of Adult Learners' At-Risk Factors in the First Semester by Mining Enrolment Data*

Yew Haur Lee, Singapore University of Social Sciences, Singapore

This study looks at the incoming 2015 part-time cohort to Singapore University of Social Sciences (SUSS) which caters to adult-learners pursuing part-time degree studies to determine the factors to identify students with polytechnic diplomas who are at-risk based on their first semester results. At SUSS, at-risk students are defined as those whose cumulative grade-point average (CGPA) is  $\leq 2.3$  out of a maximum attainable value of 5.0. The objective of this study is to enable intervention to be given to the students as soon as the students are enrolled in SUSS and this could take place even before they embark on their studies in their first semester. 22 variables from the enrollment database were considered as possible factors, which can be divided broadly into demographic variables (eg. age), pre-SUSS variables (e.g. polytechnic graduated from) and SUSS variables (e.g. School enrolled in SUSS). Logistic regression is used as the target is dichotomous variable selection techniques are used to generate several logistic regression models. The selected logistic regression model, based on overall accuracy, identified the following important factors that determine the at-risk students for 2015: polytechnic that the student graduated from, polytechnic CGPA, the type of polytechnic diploma, the number of years since the student graduated from polytechnic, 'O' level English grades, 'O' level Mathematics grades and the Discipline in which the student is enrolled in at SUSS (e.g., accountancy, finance). The implications of these results for identification of intervention are discussed.

# Friday Session III

## 14:45-15:45 | Room 506 (5F)

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

Session Chair: Feng-ming Chi

**38676** 14:45-15:15 | Room 506 (5F)

*Using Articulatory Distance for Learner-Sensitive Foreign Language Learning Support*

Shunsuke Nakata, Akita International University, Japan

Florent Domenach, Akita International University, Japan

We introduce here a language learning supporting system currently in development and its theoretical basis, focusing on the systematic study of the pronunciation training, French vowels practice in particular. The system aims at helping students when they are starting to form their interlanguage. A specific French vowel, [y] for example, can be easy for Chinese learners but hard for Japanese ones; it is thus important for an effective training to optimize their practice menu through an analysis of the degree of difficulty which varies according to the distance between the target language and the learner's mother tongue. To calculate this degree of difficulty, our system focuses on a similarity measure of the vowels based on "articulatory distance", identifying all the vowels of the target language (French) and learners' languages by their articulatory distinctive features (open/close, front/back, etc.). Thus, to reach a French vowel, it sometimes happens to be easier and more effective for a learner to start from an "acoustically or auditorily distant" vowel in his/her mother tongue, if it is "closer in terms of articulatory steps", even if it is an unintuitive approach. Our model is based on a systematic study of the hierarchical structure created through the Formal Concept Analysis framework, a data mining approach which provides classes (the extents) of objects sharing similar characters (the intents), a description of attributes being associated with each class.

**38063** 15:15-15:45 | Room 506 (5F)

*How a Teacher's Cross-Textual Questions Enhance EFL Students' Learning*

Feng-ming Chi, National Chung Cheng University, Taiwan

Previous studies on classroom research revealed that teachers' questions are most often used to direct students to make connections with and beyond a single text, but not across texts. However, as argued by Hartman and Allison (1995), a teacher's cross-textual questions could provide students with inquiry-oriented discussions, even leading to dialogic conversations. Thus, this presentation provides examples to illustrate how an EFL instructor applied cross-textual questions in aiding students' language learning, and in what ways such questions could lead students to dialogic conversations. The setting was situated in a national university, located in central Taiwan. An EFL university instructor and her students were the focal participants of the study; data sources included 10-period classroom observational transcripts and semi-structured oral interviews with the instructor. Events and themes were used to group and glean the meaning of the data. Three cross-textual questions, correlation, fusion, and integration, were identified for further discussion. The findings indicate that such questions involved students in how to interrogate information to explore alternative perspectives, understand causal connections, develop hypotheses, and review and reflect on the information thus obtained. Moreover, students were positioned to engage critically and constructively with each other's ideas by learning how to reason and justify their assertions. Some pedagogical implications generated from this work are also addressed.

# Friday Featured Session

## 16:30-17:35 | Prokofiev Hall (2F)

### Featured Session

#### Session Chair: Yvonne Masters

**38008** 16:30-17:00 | Prokofiev Hall (2F)

*Skills for the Future: How Mentoring Students through Undergraduate Research Provides Tools for Success After University*

Joseph McClanahan, Creighton University, USA

It is important that educators continue to adapt and develop new approaches that create equal opportunities for productive educational experiences for all students. One key way in which we can accomplish this goal is through collaborative mentoring and research with undergraduate students. The work they do with faculty will provide them with the tools to be successful after graduation. The sciences (biology, chemistry, or physics) have already had success in creating research programs for students. Yet, many outside of these traditional sciences (i.e. Humanities, Fine Arts, or Social Sciences) may not fully grasp how they can incorporate students into their own research projects and what it means to work with undergraduates in their scholarship. Therefore, this presentation explores how faculty can include students in our research, help dissipate some of the commonly held myths about undergraduate students in research, and discover the benefits of this work for students as they look toward life after they leave university and college campuses.

**36298** 17:05-17:35 | Prokofiev Hall (2F)

*Change in Education: By Whom? For Whom?*

Yvonne Masters, University of New England, Australia

Heraclitus has been credited with saying that "change is the only constant in life". In education, change is definitely constant, but this has many different meanings. Both in the classroom and in the corridors of policy, change is continuous, often under the banner of 'education FOR change'. However, the deeper questions revolve around for whom the change is meant and by whom the change is to be implemented. This is particularly the case in the arena of teacher education. Taking examples from the current Australian context, this presentation explores changes in teacher education policy in terms of both teacher candidate selection and program accreditation. It will be demonstrated how the selection changes being implemented are exclusionary with the potential to perpetuate social injustices. There will also be exploration of the narrowing of curriculum offerings through the new accreditation process resulting in a more mechanistic education for children in schools. The presentation will conclude by comparing the context in Australia to other international contexts and raising the question as to how to best educate our future teachers for the changes they will be asked to implement in their classrooms.



## ***Shodō* Workshop (Japanese Calligraphy)**

**Saturday, October 21 | 12:30-13:15 | Room 504 (5F)**

A continuing feature of IAFOR's Kobe-based conferences is the showcasing of the arts and culture of Japan. As part of a workshop provided by the Japanese calligraphy group *Wa*, conference attendees have the opportunity to gain knowledge and practical experience of the Japanese art of calligraphy through an informative demonstration. After the demonstration, delegates will have the opportunity to try their hand at calligraphy, and write their own names in Japanese.

# Saturday October 21

08:45-09:15	Morning Coffee   Room 504 (5F)
09:15-09:45	Featured Presentation   Prokofiev Hall (2F) James W McNally, University of Michigan, USA
09:45-10:15	Featured Presentation   Prokofiev Hall (2F) Sela Panapasa, University of Michigan, USA
10:15-10:30	Coffee Break   Room 504 (5F)
10:30-12:30	Parallel Session I
12:30-13:30	Lunch Break
12:30-13:15	Shodō Workshop (Japanese Calligraphy)   Room 504 (5F)
13:30-15:00	Parallel Session II
13:30-15:00	Undergraduate Research Poster Presentation Session   Room 504 (5F)
15:00-15:15	Coffee Break   Room 504 (5F)
15:15-16:45	Parallel Session III
16:45-17:00	Coffee Break   Room 504 (5F)
17:00-18:00	Workshop Presentation   Room 504 (5F)

# Saturday Featured Session

09:15-10:15 | Prokofiev Hall (2F)

## Featured Session

Session Chair: James W McNally

**38803** 09:15-09:45 | Prokofiev Hall (2F)

### *The Use of Archival Data Resources for Generating Original Research, Thesis Development, Teaching and Knowledge Generation*

James W McNally, University of Michigan, USA

Data archives increasingly represent an open resource for teachers, students and research to support the creation of new knowledge, generate original research, and validate or challenge existing paradigms. For the student, valuable time is often lost performing primary data collection when an acceptable study already exists in the public domain. For teachers, the ability to employ well managed and validated data in classroom instruction allows the educators to focus on the science and methodologies related to the class theme rather than invest time and resources in basic data collection and cleaning. For the researcher, the literally thousands of freely available data sets allow them to increase research productivity and to test hypotheses within a controlled data environment. This presentation will review the wealth of research data available to the research community and offer insights into how to employ these data in developing an independent research career. The presentation will discuss open source data that can be obtained directly from data repositories, how to obtain restricted data with minimal barriers, and how data sharing can help them build their own community of researchers and collaborators. With the tremendous growth of publicly available data resources worldwide, our ability to generate knowledge and information useful for research, policy development and advocacy are increasingly limited only by our imagination and our willingness to exploit the research opportunities these data represent. This presentation will offer students, teachers and researchers an overview of these resources and how to best use them for productive research.

**38804** 09:45-10:15 | Prokofiev Hall (2F)

### *Teaching Health Equity at the Community Level: Engaging Faith Based Organizations in Teaching Community Based Nutritional and Health Behaviors*

Sela Panapasa, University of Michigan, USA

James McNally, University of Michigan, USA

Improving health equity at the community level requires a culturally competent teaching pedagogy. Conveying messages in ways that translate knowledge into practice is one step, but of equal importance is building the correct partnerships to engage the community and assist them in the incorporation of new behaviors into existing social structures. The National Center for Pacific Islander Wellness (NCPiW) located at the University of Michigan is developing teaching tools and educational forums to address nutritional concerns associated with the high rates of chronic obesity seen among Pacific Islanders in the United States in across the independent countries that make up the Pacific. While the problems associated with obesity among Pacific Islanders are well established; poor nutrition, lack of activity, depression and lack of preventative medical care, attempts to address these issues through health education have been largely unsuccessful. The outcomes of these failed interventions include increased morbidity and mortality due to heart disease, hypertension, diabetes and cancer as well as growing problems with disability. This presentation will report on new approaches to community engagement initiated by the NCPiW which presents nutritional and health education in a presentation format that is culturally relevant to Pacific Islander families and communities. The approach benefits from partnerships with local Pacific Islander Faith-Based-Communities who can regulate and influence individual behaviors due to the social importance of religiosity among Pacific Islanders. The presentation will summarize recent findings and provide guidance as to how this approach can be applied to other multicultural communities facing health challenges.

# Saturday Session I

## 10:30-12:30 | Prokofiev Hall (2F)

### Assessment Theories & Methodologies

Session Chair: Danny Olsen

**38169 10:30-11:00 | Prokofiev Hall (2F)**

#### *Educational Policy Theory and Practice: Designing Comprehensive Frameworks for Evaluating and Managing Changing Educational Environments*

Nathaniel Edwards, Yamaguchi National University, Japan

Educational institutions at all levels of the education system can make positive contributions to social change in global society by effectively bridging the gap between educational theory and practice to create optimum learning environments and outcomes for students. A clear understanding of educational policy theories and practices can allow educational policy makers to design effective frameworks for evaluating and addressing major factors affecting education systems, including social norms, political pressures, and other key variables (Plaut, 2003). School leaders may view educational policy through an ideological, organizational, political, or practical lens and analyze and interpret educational policies employing positivistic or interpretive theories. Positivist theories employ a scientific approach in examining the structural aspects of organizations, systems, and the relationships between specific interest groups, while interpretive theories may be more ideological in nature and view reality as a social construct rather than as an objective form of absolute truth (Cooper, Fusarelli, & Randall, 2004). Educational policy theory can form the basis of sound management decisions and classroom practices, leading to coherent and effective educational programs and systems. Multiple dimensions and theories can provide school leaders with new insights and perspectives on various aspects of educational policy. Policy evaluation helps to improve educational effectiveness by systematically examining the structure of the curriculum, instruction, assessment processes, and the benefits to stakeholders (Diamond, 1997). Evaluative frameworks based on educational policy theory can add clarity to the evaluation and management of complex and evolving social, political, and educational environments in the era of globalization.

**38061 11:00-11:30 | Prokofiev Hall (2F)**

#### *An Assessment of the Non-Graded System Based on Learners' Learning Satisfaction, Behavior, and Outcomes*

Alvin Barcelona, Angelicum College, The Philippines

This study aimed to assess the non-graded system of a progressive school which advocates a self-paced and individualized mode of learning, and mastery learning program based on learners' learning satisfaction, behavior, and outcomes. A combined evaluation model was used which is outcome evaluation with the influence of Kirkpatrick's model. The mixed method approach is used in answering the research problems. Results show that the strengths of the non-graded system as perceived by the learners are the following: studying entails less academic pressure, more engaged learning experiences, independent learning, opportunity for advancement, non-existence of grades, individualized learning, and academic freedom while the weaknesses of the program are the lax environment, lack of motivation and incentives, not well monitored academic improvements, and less challenging academic tasks. In general, the respondents are satisfied with the non-graded system. The proportions of the learners who finished their academic requirements for two academic years are very high. However, periodical accomplishments that focus on the pacing of the learners showed that about 30% of them were academically behind. The identified positive changes in the behavior of the learners as a result of their learning experiences are increased self-reliance and self-esteem, improved patience, and appreciation towards studying while the negative effect on their behavior is the fact that the learners become lazy and less productive. The impact of the system is very apparent. However, there are identified areas that need to be improved especially the standpoint where learners become relax, lazy, and less productive.

**37957 11:30-12:00 | Prokofiev Hall (2F)**

#### *Implementing Concept Mapping to Evaluate College Students' Ocean Literacy*

Ya-Hsin Lu, National Taiwan Ocean University, Taiwan

Min-Te Chen, National Taiwan Ocean University, Taiwan

Cheng-Chieh Chang, National Taiwan Ocean University, Taiwan

Liang Ting Tsai, National Taiwan Ocean University, Taiwan

Improving public awareness about the ocean can benefit the environment, economy, and society. Ocean literacy has been defined as "an understanding of the ocean's influence on you – and your influence on the ocean" by a cooperating group of scientists and educators in the United States. However, low levels of 'ocean literacy' have been identified in many countries. The purpose of the study to understand ocean literacy of college students regarding marine science concepts by using concept map method (open-ended tasks) and an open-ended question, and to assess their misconceptions about marine science concepts. A total of 305 samples were distributed, and a validity count of 299 was returned. The pilot statistics of 100 valid questionnaires. The intercoder agreement was 88%, and the difference was resolved through discussion. The results of this study were as follows: 1) The terms "Mid-Ocean Ridge," "Ocean current" and "Coral Reef" were the most commonly used by students to express marine science concepts. 2) The marine concepts described by students were more in the cognitive domain than attitudes and affective domains. 3) Students typically misconstrued the following marine-science competence Index: "Why is the blue color of Sea?", "How is the water of the earth?" and "the major cause of El Niño." The results of this study can assist researchers and higher education to improve the quality and effectiveness of infusing marine education into curricula and promote ocean literacy.

**38018 12:00-12:30 | Prokofiev Hall (2F)**

#### *Optimizing Assessment Data Collection: Adjusting to Changing Survey Research Currents in Higher Education*

Danny Olsen, Brigham Young University, USA

Recent changes in the technologies used to conduct and respond to surveys are significantly impacting assessment efforts in higher education. As mobile devices such as smartphones have become more ubiquitous among college students, a higher proportion of these students respond to surveys using them. This trend is creating a substantial change in survey research—both in terms of the quantity and the quality of data being collected. Previous research has shown impacts on response and stop-out rates, willingness to respond to complex question types and length of responses to open-ended questions. The reduced screen sizes of smartphones makes traditional grid questions and longer, more complex question types prohibitive. Survey designers must optimize their surveys for mobile devices to maximize the depth and quality of data collected. Despite these challenges, surveys remain an essential source of data regarding student experiences and attitudes. Finding ways to maintain this access to student minds is critical for assessment. Survey research continues to be essential in obtaining indirect evidence supporting assessment efforts to substantiate educational goal fulfillment in higher education. This presentation will detail the effects of mobile technologies on survey assessment data at a large research university and its efforts to address these trends. Differences in response profiles from students who responded to surveys using varying device types will be shared including findings from recently redesigned surveys optimized for smartphones. Processes that can help assessment professionals make the most of mobile technologies will be presented.

# Saturday Session I

## 10:30-12:30 | Schumann Hall (2F)

### International Education

Session Chair: Ian Teo

**38178 10:30-11:00 | Schumann Hall (2F)**

#### *Factors Affecting Pre-Service Teacher Acceptance of Technology-Rich Learning Environments in the United Arab Emirates*

Scott Parkman, Emirates College for Advanced Education, UAE

This study addressed the extent to which pre-service teachers at a teachers' college in the United Arab Emirates (UAE) accepted and intended to utilize technology-rich learning environments in their future teaching practice. The effect of other significant factors on their overall acceptance, such as computer self-efficacy (CSE) and Perceived User Resources, was investigated. A final aim was to confirm the applicability of the instruments employed in this study within the unique sociocultural context of the UAE. Questionnaires utilizing a modified version of the technology acceptance model (TAM) were used to collect data. Respondents indicated strong acceptance of technology-rich learning environments. In the model, Perceived Usefulness and CSE were the two strongest predictors of Behavioral Intention. The results also supported the validity of TAM-based research within the Emirati sociocultural environment.

**38226 11:00-11:30 | Schumann Hall (2F)**

#### *Outcome of Government Scholarship Programs: Mongolian Alumni of Japanese Graduate Schools*

Ariunaa Enkhtur, Osaka University, Japan

After the dissolution of the Soviet Union that resulted in disruption in higher education and the labor market, many former Soviet countries introduced programs to send students abroad to fill the shortages in the newly formed market economies. In Mongolia, the government started to promote international degree attainment from foreign universities in key sectors through government-funded loan scholarships since the 1990s. Japan is one of the few countries that offered educational exchange opportunities to develop Mongolian human resources and public diplomacy during the transitional period (Udo, 2008). This paper explores how Mongolian alumni who studied in Japanese graduate schools through three international scholarship programs—Japanese government scholarship, Japanese Human Resource Development Scholarship (JDS) and Mongolian government loan-based scholarship—make meaning of their international education experience in Japan. Applying the transformative learning as the conceptual framework (Mezirow, 1991; Freire, 1970), this paper explores how alumni from these three scholarship programs conceptualize their experience in terms of personal development and their role in home country development. The initial phase of the study—semi-structured interviews with 20 alumni—shows that they perceive to have expanded their worldview, developed their intercultural communication skills, organizational skills, and their attitude towards their work and study; however, they faced many obstacles—political (corruption, unstable government), social (values, beliefs) and lack of supportive policies—in applying their knowledge and skills when they returned.

**38211 11:30-12:00 | Schumann Hall (2F)**

#### *EMI Support and Internationalization: A Case Study of One Japanese Leading National University*

Mahboubeh Rakhshandehroo, Osaka University, Japan

To better attract international students to study in Japanese universities, recent policy has focused on introducing and/or expanding programs/courses delivered in English. The expansion of English-Medium Instruction (EMI) in Japanese Higher Education Institutions (HEIs) has resulted in a few studies looking at undergraduate students; however, little has been done at graduate level. This study is an exploratory investigation of the language support environment provided for graduate international students studying on EMI programs/courses. It provides a case study of one Japanese leading national university. Qualitative and quantitative data from an online questionnaire with follow-up in-depth interviews of graduate international students were collected. In order to examine the issue at the strategy and implementation levels as well, quantitative data from in-depth interviews of international student support office staff, professors who teach/supervise graduate international students primarily in English, and staff from internationalization policy initiative center were collected. Analysis of the data was guided by a conceptual framework developed by the researcher based on Bradford's (2013) typology of challenges in implementing EMI in Japan, and Ishikawa's (2011) Japanese university support model. The findings highlight the support from international student support office staff as good practices; however, the level of support varies based on different fields of studies. While in humanities, the support was in line with Ishikawa's traditional paternalism approach with largely informal support and relying on student tutors and supervisors to look after students; in engineering, the support provided fitted Ishikawa's global competitiveness model with greater systematization of support.

**37734 12:00-12:30 | Schumann Hall (2F)**

#### *Preparing International Students for Success in Higher Education*

Ian Teo, Trinity College and The University of Melbourne, Australia

While international students' demand for overseas university qualifications has reminded high over the previous decade, the delivery of a quality education and positive study experience has not always been met on the supply side. For example, issues involving disingenuous education providers, international students' learning and teaching outcomes, their transition into the host culture and society, competencies with the language of instruction, safety/security, or feeling welcomed, have all been perennially reported (and at times complained about) in countries such as the USA, UK, and Australia. Since 1990, Trinity College Foundation Studies (TCFS) in Melbourne, Australia has prepared international students for their higher education. The present study will report on quantitative and qualitative data derived from over 200 TCFS alumni who were surveyed across a range of issues relating to this pathway programme. In particular, respondents were asked to respond to how their English for academic purposes (EAP) and Drama subjects had formally and informally prepared them for university, and how this programme might further connect with and support students at university. The findings from this investigation will address the nature of respondents' satisfaction with their TCFS academic preparation, and their subsequent university experiences within teaching and learning contexts, and their interactions with others. Additionally, the types of TCFS supports that were valued by these alumni will be discussed within the context of improving their university study experiences and subsequent careers.

# Saturday Session I

## 10:30-12:30 | Room 503 (5F)

### Professional Training, Development & Concerns in Education

#### Session Chair: Balachandran Gopalaratnam

**38310 10:30-11:00 | Room 503 (5F)**

*The Use of Comics to Development the Effectiveness of Training Courses and Continuing Education Programs*

Muntaha Abdulkareem Jasim Al-Kaabi, University of Baghdad, Iraq

Training courses are a series of intensive important educational and complementary programs, based on previous foundation experiences. Create to development the participants in aspects of specialization according to the requirements of the educational system to continue developing the previous scientific and practical experiences. Personally, or adopted by the trainee institution, where the trainee gets a professional skill certificate that contributes to the development his work. Development and Continuous Education Center (DCEC) at the University of Baghdad (UoBaghdad) is a center dedicated to continuing education courses in which the participant is awarded a certificate that qualifies him to for new job, or new efficiently within his institution, or to enroll in scholarship programs and graduate studies. The aim of the research is to find out the effectiveness of using the art of comics and its effect elements as an independent variable during the serial of lectures presented through continuing education courses as a new method to teaching owing the ability of trainees to care for the individual differences, and to keep attempt pace with educational development, as a challenging manner, contribute to the spirit of change, and draw attention to the participants in the training courses, and measuring the impact on the cognitive achievement, skills and trends of the trainees comparing to traditional form. The research recommends producing comics' educational movies to resolve some traditional educational problems for various educational courses using its effective impact in the process of education and the development of the skillful side of educational curricula.

**37991 11:00-11:30 | Room 503 (5F)**

*ICT Use: Changing Students' Perception in Learning Grammar Through the Kahoot Program*

Murti Bandung, Universitas Indonesia, Indonesia

The background of the study in this research is based on the researcher's experience when doing teaching practice, in which method used by the teacher in teaching and learning process was often assumed as the factor that causes the students uninterested in learning grammar. In Indonesia, especially in East Indonesia, some teacher still used a conventional method and did repetition in teaching grammar. Teaching English as a second or foreign language need variation and creativity especially in teaching grammar in order to make the class more joyful, relaxed and make the students interesting in joining the class. This paper describes how the Kahoot program changes the students' perception in learning grammar. As the part of technology, the Kahoot program can be used in online and offline because the Kahoot is a tool that designed as a learning platform that makes it fun to learn and very applicable in English classroom for boosting the students' learning. In this study, the data were collected by using a questionnaire that was given before and after teaching. The result showed that teaching by using the Kahoot program raise the students attention and interested join the class.

**38482 11:30-12:00 | Room 503 (5F)**

*Examining Digital Nativity among University Teachers in China*

Fang Huang, University of Macau, China

Timothy Teo, University of Macau, China

With the development of digital technologies and students' technology mania in teaching and learning, professional training for teachers has increased its popularity and aroused concerns among researchers. Given the unclear nature of age as an important trait in defining digital natives and the mismatch between digital-saturated students and not-well-prepared teachers in teaching and learning (Salmon, 2013), this study was the first one to examine digital nativity of teacher cohort by using the Digital Nativity Assessment Scale (DNAS) developed by Teo (2013). Data were collected from 600 teachers from 13 universities in China and 502 complete questionnaires were used for data analysis. Results indicated university teachers had positive responses to all the items in DNAS with the means ranged from 4.33 to 6.05 (SDs from 1.04 to 1.63). The exploratory factor analysis indicated the DNAS was valid in measuring digital nativity among teachers in China. In addition, significant gender differences were found in comfortable with multitasking and reliant on graphics for communication dimensions, indicating males had significantly higher levels than females when performing many tasks at the same time and males rely more on graphics instead of texts than females in communication. By examining digital nativity of teachers, this study enriched people's understanding of the existing literature of digital natives, it also had implications for policy makers to make informed policies and design effective professional training.

**38352 12:00-12:30 | Room 503 (5F)**

*Innovative Methods of Teaching of Radiology to Undergraduate Medical Students*

Balachandran Gopalaratnam, University of Pondicherry, India

The current generation of doctors has become very much dependant on radiology for making a diagnosis. Therefore it is imperative that the medical student learns radiology at the undergraduate level itself. In order to encourage and motivate students in learning radiology, I have devised an innovative and unique method in teaching the subject of radiology. The main objective of this method is to introduce radiology to medical students in their formative years itself. The teaching method starts with the chest x-ray module, later it could be extended to other x-rays and other modalities like ultrasonography etc. In the first pilot study, 28 medical students in their IX semester during their routine radiology posting were included in this study. The study was divided into two modules - Module-I-CHEST X-RAY (excluding heart) and Module-II-CHEST X-RAY (for study of the heart). Each module lasted 6 days with a post-survey done at the end. Initially, the students were given lecture-demonstration of a chest x-ray. At the end of the lecture -demonstration students were asked to answer a questionnaire based on the topic of the day. There were ten one-word answer questions specific to each day. The students were taken around for a mini-exhibition of chest x-rays in the same venue. On the last day, there was an interactive session in which correct answers were given, discussion on what mistakes the student had made; any doubts were cleared. On the last day, students were also asked to identify structures marked in normal chest x-rays. Overall the results were encouraging. The students felt that more time should be devoted to radiology and that the study should be extended to other x-rays and other radiological modalities. In the post-test survey 66% and 52% from module-1 and module-2 respectively wrote positive comments encouraging more such studies. Radiology can be integrated into the medical curriculum in a phased manner so that medical student can easily accept it.

# Saturday Session I

## 10:30-12:30 | Room 505 (5F)

### Language Development & Literacy

Session Chair: Feng-lan Kuo

**38431 10:30-11:00 | Room 505 (5F)**

#### *Positioning of Languages and Attitude Towards Multilingualism*

Mukhlis Abu Bakar, Nanyang Technological University, Singapore

Postmodernist approaches to language acknowledge the relative status of languages, with certain languages being held in higher regard than others given their respective socio-economic and political value perceived or real. The different positioning of languages manifests in a state's language-in-education policy, such as Singapore's which places a premium on English in relation to the mother tongue (MT) languages, and in turn the citizens' attitude towards their bilingualism, for instance, Chinese Singaporeans' attitude towards their English-Chinese bilingualism. This paper provides an overview of two recently completed studies on the attitudes of Malay youths towards English-Malay (EM) bilingualism (affiliated to the national schools) and English-Malay-Arabic (EMA) trilingualism (affiliated to the madrasah, a private Islamic religious education institution). Both studies examine how respondents (200 in each study) perceive the benefits of EM bilingualism and EMA trilingualism and their respective EM bilingual and EMA trilingual identities. The sample is stratified along gender, socio-economic status, dominant home language and self-rated language proficiency. The online survey comprises questions on the cognitive, communicative, pragmatic and religious benefits of bilingualism/trilingualism, and on language identity. The paper will highlight significant trends including respondents' positive attitudes towards EM bilingualism and EMA trilingualism and towards their bilingual/trilingual identity. Across both studies, the positive ratings are lowest among young working adults. EM bilinguals also perceive their bilingualism as less useful than English-Chinese bilingualism. The findings contribute to our understanding of the impact a state's language-in-education policy has on its citizens' bilingualism.

**38333 11:00-11:30 | Room 505 (5F)**

#### *Assessment and Evaluation of English Discoveries Online (EDO)*

Sherrilyn Quintos, Bataan Peninsula State University, The Philippines

Cynthia Ronquillo, Bataan Peninsula State University, The Philippines

Yolanda Reyes, Bataan Peninsula State University, The Philippines

Rowell De Guia, Bataan Peninsula State University, The Philippines

English Discoveries Online (EDO) is a computer-assisted, interactive platform for English language learning which targets language skills, such as listening, reading, speaking, writing, grammar, and vocabulary, using a variety of topic-based materials covering authentic genres. The program is designed by a global developer of computerized English learning solutions called Edusoft Ltd. It took its first step as an English online course in BPSU through the Information and Communications Technology (ICT) Training for BPSU English Department faculty members using EDO as proposed by the University President. This training served as a pilot project for the school as a means of evaluating the effectiveness, sustainability, and potentials of EDO for the benefit of the faculty members and learners. The EDO course was participated by university students. The students started the online course and completed the course following the six-week course and study plan. The English learning program paves the way in achieving BPSU's mission of making its academic offerings and its students globally competitive. With this, the researchers would like to make an in depth analysis on how this online course improve the English proficiency of the students as well as the effects of this course to the students and with the university.

**38650 11:30-12:00 | Room 505 (5F)**

#### *The Relationship between Music and Language Development in Early Childhood*

Oi Kwan Chiu, Hong Kong Baptist University, Hong Kong

This paper presents a review of existing studies and a pilot study investigating the relationship between music and language development in early childhood. Music and language acquisition are important child developmental milestones and they are particularly highly regarded among parents. However, the research on music and language development is relatively limited due to its interdisciplinary nature. A brief account of previous studies will be included to make a compelling case that language exposure has an effect on young children's music development, and music exposure has an effect on young children's language development. In addition, a pilot study has been conducted to find out how language environment interacts with young children's musical and linguistic auditory processing. Using habituation procedure, young children of six months to one year of age are tested for their auditory discrimination performance. The preliminary results showed that there is a positive correlation between music and language development.

**38651 12:00-12:30 | Room 505 (5F)**

#### *Phrase-Cued Text: Its Impact on EFL Young Learners' Retell Fluency*

Feng-lan Kuo, National Changhua University of Education, Taiwan

Heien-kun Chiang, National Changhua University of Education, Taiwan

Yihsiang Kuo, National Defense University, Taiwan

Midori Inaba, Aichi University of Education, Japan

Wan-Ting Weng, National Changhua University of Education, Taiwan

Reading comprehension is a vital goal for reading, and retell fluency can be a potential indicator of reading comprehension. In reading pedagogy, phrased-cued text passages have been used in L1 context to build learners' syntactic sensitivity to facilitate reading comprehension (Nomvete, 2014; Rasinski, 1990). However, the research findings are not conclusive and more empirical studies need to be conducted. This study thus examined the impact of learners' general reading proficiency, the provision of marked cues to phrase boundaries, and the interaction between these two factors on 258 EFL higher elementary graders' retell fluency. The reading section of the General English Proficiency Test Kids, a standardized test, launched by the Language Training and Testing Center, Taiwan, was used to measure the learners' reading proficiency, whereas the reading passage of Spring is Coming from the Dynamic Indicators of Basic Early Literacy Skills (DIEBLS 6th edition) was used to measure learners' retell fluency. This study further followed the guidelines of Rasinski (1994) to produce the phrase-cued text passage. Results of two-way ANOVA showed that both factors affected the EFL young learners' retell fluency and there was interaction between the two factors. Scheffe post hoc analyses revealed that lower proficiency learners benefited from the chunked text and performed equally well as the high proficient learners reading the conventional text. Educational implications and several suggestions for future research will be provided based on the findings of this study.

# Saturday Session I

## 10:30-12:30 | Room 506 (5F)

### Curriculum Design & Development

Session Chair: Wei Chin, Jess Tan

**37043 10:30-11:00 | Room 506 (5F)**

#### *An Effective and Efficient Way of Teaching Academic Vocabulary When Time is a Constraint*

James Emmet Owens, Kanda University of International Studies, Japan  
Jacob Reed, Kanda University of International Studies, Japan

For many teachers and course designers, deciding what vocabulary to teach can be difficult; designing efficient strategies that allow large numbers of words to be acquired without being too time-consuming or burdensome on students can also be a further restraint. A pilot study last year found some supporting evidence for the relative success of a strategy that attempted to find a solution to these difficulties. The method enabled students to acquire a relatively large amount of academic vocabulary on a course that was already dense in terms of content and had limited time available to dedicate to the teaching of vocabulary. This paper goes further than the initial pilot by addressing some of its limitations and making some improvements to the method based on feedback received in the form of student surveys. This paper also explains the updated teaching method employed and the research methodology utilized to evaluate it. The teaching method involves group study and student creation of assessments with intermittent teacher feedback. The research method compares a class receiving additional retrieval activities, a class without them, and a control group without the activities or the teaching method.

**38024 11:00-11:30 | Room 506 (5F)**

#### *Effectiveness of the Use of Animation Programs to Develop Architectural Skills of Students for Design; The Architectural Departments - Faculty*

Halal Abdulkareem Al Kaabi, University of AlMustansiriya, Iraq  
Jalal Nayyef AlImari, University of Technology, Iraq

During the 1990s, anime appeared as one of Japan's cartoon Art, Anime is derived from the English term animation. This type of animation is characterized by high quality in drawing pictures. As the first anime film appeared in Japan in 1955, this time came the appearance of the legendary cartoon Osamu Tezuka who founded the rules of the Japanese animation world. 1956 witnessed the emergence of the ancient Japanese institution. The aim of the research is to develop the skills of the students of the first grade, architecture in the use of 3D three-dimensional programs, dedicated to the production of motion graphics educational films for the design of buildings, which helps students to attract the recipient through the investment of all elements, size of the shot, movement of the camera and changing the angles of vision) Integrated for construction entrepreneurs. The researcher seeks to explain the stages of planning in the production of animated drawings, including the preparation of the idea, the scenario, the preparatory drawings of the buildings and backgrounds and the type and size of furniture according to the size of the rooms according to the variety of standards and requirements for the production of design and within the required specifications.

**38683 11:30-12:00 | Room 506 (5F)**

#### *The Curriculum Evaluation on Doctor of Optometry Program, Ramkhamhaeng University: The First Optometry Program in Thailand*

Prapinpan Srisawan, Ramkhamhaeng University, Thailand  
Wilailuck Phongsura, Ramkhamhaeng University, Thailand

The purpose of this study was to evaluate the Doctor of Optometry Program of Ramkhamhaeng University, the first optometric curriculum in Thailand, based on CIPP Model. The population of this study was 10 teaching staff, 95 students, 31 graduates, 24 graduate employers and 5 stakeholders. The instruments were the demographic data sheet, and the researcher's five-level rating scale questionnaires examined by research experts. Descriptive statistics were used in data analysis. The results from context evaluation indicated that the curriculum objectives were consistent with social needs, unique, and practical. The credit hours specified in the curriculum structure were appropriate. Most of the subject contents and learning outcomes were highly consistent with the curriculum objectives, social needs and up to date. The results from input factors evaluation showed that the suitability of the teaching staff qualification, admission requirement of the student and other factors conducive to the teaching learning process were highly appropriate except in the information resource services and library, which was rated average. The results from process evaluation revealed that the teaching-learning arrangement and course evaluation were highly appropriate. However, there was a suggestion that the examination-related regulations should be more rigorously enforced. The results from product evaluation in terms of the graduates' qualifications were highly consistent with the curriculum objectives and learning outcomes. The graduates can use information and communications technology appropriately and have good understanding in the principle of optometry concepts. However, the graduates' self-restraint, responsibility and English competency should be improved.

**37922 12:00-12:30 | Room 506 (5F)**

#### *Blended Vis--Vis Face-To-Face Courses: The Effect of Delivery Mode on Adult Learners' Performance*

Wei Chin, Jess Tan, Singapore University of Social Sciences, Singapore  
Hian Chye Koh, Singapore University of Social Sciences, Singapore

Blended courses, which combine online and face-to-face delivery, are rapidly gaining traction in educational institutions in recent years because of the many benefits they offer. Higher success rate and lower withdrawal rate are just two of the key benefits observed in blended courses in comparison to face-to-face courses (López-Pérez et al., 2011). Many early studies on blended courses focused on the definitions and models (Halverson et al., 2012). Only a few research studies examine the determinants that impact the performance of learners in blended courses. This study aims to bridge this gap in the literature. In particular, this study examines course determinants such as the course discipline (e.g., accountancy, finance, sociology), nature (i.e., qualitative, quantitative or mixed), assessment method (e.g., written or project) and level (i.e., beginner, intermediate or advanced). Analysis is performed at a course level for both blended and face-to-face courses offered from 2014 to 2016. The variable of interest is the average final score of the learners. The effect of time (i.e., whether the determinants change over time) is also investigated. Data mining techniques such as decision trees and logistic regression are used to perform the analysis. This study can provide additional insights to the current literature as it focuses on determinants that affect learners' performance for blended vis-à-vis face-to-face delivery mode across time. With a better understanding of the determinants, universities can better structure their courses to exploit the benefits of both blended and face-to-face courses.

# Saturday Session II

## 13:30-15:00 | Prokofiev Hall (2F)

### Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Mingfong Jan

**38667 13:30-14:00 | Prokofiev Hall (2F)**

#### *Reflecting on Teaching Procedures in English Conversation Classes Based on Data Visualization Technology*

Zilu Liang, The University of Tokyo, Japan

Satoshi Nishimura, National Institute of Advanced Industrial Science and Technology, Japan

Takuichi Nishimura, National Institute of Advanced Industrial Science and Technology, Japan

Reflective teaching is a process for teachers to think over their teaching practices in classrooms and how they might be improved. Many approaches have been applied by teachers for self-reflection, including observation, team teaching, and journal writing. However, these approaches consume a large amount of time and personal energy as they depend heavily on teachers' manual input and qualitative analysis. In this study, we proposed a new approach to support reflective teaching based on data visualization technology. The proposed approach consists of three steps: (1) gathering information on what happened in the classroom using smartphone apps, (2) extracting activity modules and converting qualitative data to numerical data, and (3) creating a visualization of teaching procedures. We conducted a case study to visualize the English conversation lessons of five teachers. First, an observer created the logs of all activities in each class using a smartphone app named aTimeLogger. Second, we exported the data into CSV files and extracted activity modules such as students having group discussions, teacher assigning homework, students giving presentations. Each activity modules was mapped to a numerical color code. Using the numerical data as input, we then created a visualization of the teaching procedures in the form of colorful spectra, with each color representing an activity performed in class. The created visualizations helped teachers understand the length, frequency, and distribution of each type of activities performed in the classroom, the pace of the lesson, the frequency and intensity of teacher-student interaction, and would support the development and maintenance of teaching expertise.

**38234 14:00-14:30 | Prokofiev Hall (2F)**

#### *Decision-Making on Assistive, Disruptive & Cosmetic Technology in Educational Contexts*

Anthony Brian Gallagher, Meijo University, Japan

In a broad sense, assistive or adaptive technology (AT) is any device, piece of equipment or system that helps a person with a disability work around challenges so they can learn, communicate or simply function better. Understanding what AT is and how it works is the first step toward finding the right tools for students. By looking at definitions and examples of AT, I propose a new definition of Disruptive Technology (DT) - based on Christensen "disruptor/disruptee" theory - and define the new term of "Cosmetic Technology (CT)". By developing a decision matrix based on the categorization of technologies and their user interfaces I hope to best guide instructors in implementing the right technology for them and to also guide institutions in their procurement decision by explaining the negative effects of CT and DT on teaching and learning. This guided decision-making should allow educators and administrators to avoid wasteful spending of time and money on poorly suited technology to specific learning contexts. Considering the user experience and potential new technologies, this decision matrix hopes to encompass all possible future implementations reaching beyond augmented, virtual and mixed realities.

**38653 14:30-15:00 | Prokofiev Hall (2F)**

#### *A Case Study Into Taiwanese Middle School Teachers' Technological Design Thinking*

Shao-Wei Fu, National Central University, Taiwan

Chia-Ni Lee, National Central University, Taiwan

Mingfong Jan, National Central University, Taiwan

Teacher's role is often framed as a subject content expert. Such framing is called into question by an opposing view - teachers as learning designers. The latter view problematizes the content mastery learning paradigm, highlighting the situated nature of learning and the significance of teachers' facilitation. This study aims at understanding teachers' Technological Design Thinking (or TDT) manifested in designing and using PowerPoint. TDT is defined as the thinking processes and actions through which teachers utilize technologies to solve teaching problems. We employ a qualitative case study approach to investigate TDT in three (senior, junior, and novice) middle school geography teachers' classrooms, asking (1) what is the TDT illuminated by the use of PowerPoint in teaching, and (2) how may we characterize teachers' TDT in the above cases. Data come from (1) observations, semi-structural interviews, lesson plans and PowerPoint slides. We analyze the data using an open-coding technique in order to identify emerging themes. We found that seniority and beliefs in learning play pivotal roles in defining TDT. The senior teacher has the freedom and vision to design PPT for critical thinking skills while junior and novice teachers believe they must design PPT for drill and practices. TDT is a product of four interwoven factors - teachers' epistemology, experience in teaching geography, available pedagogical resources and systemic constraints. This study will contribute to deeper understanding of teachers' design thinking now and later in developing professional development models that foster teachers' design thinking.

# Saturday Session II

## 13:30-15:00 | Schumann Hall (2F)

### Teaching Experiences, Pedagogy, Practice & Praxis

#### Session Chair: Sachi Okamoto

**38594** 13:30-14:00 | Schumann Hall (2F)

#### *Scientific Literacy of Japanese Students - Performance and Self-Efficacy*

Sachi Okamoto, Osaka University, Japan

Scientific literacy is the ability to engage with science-related issues and has been widely considered as a key quality for a reflective citizen. Although Japanese students performed extremely well in international assessments, such as PISA and TIMSS, their attitudes toward science both as a school curriculum and as a general topic are known to be very poor than in many other countries. In particular, their level of self-efficacy was remarkably low, which is a perplexing problem considering their outstanding level of scientific performance. As the attitudes toward science are an essential aspect of becoming scientifically literate, this situation cannot be neglected. In this study, various surveys, both international and domestic, conducted to analyze students' and teachers' attitudes toward science were revisited, and they were re-examined based on Bandura's self-efficacy theory. This study revealed that domestic studies mainly focused on "like/dislike" in science-related subjects; however, they rarely focused on "self-efficacy" or "outcome expectation" of students, the preceding factors in the self-efficacy theory known to lead to students' "interest" and "choice behavior" later on. An analysis on primary school teachers' self-efficacy yielded a similar result. Furthermore, this study found that most domestic surveys were not designed based on established conceptual frameworks. Therefore, unfortunately, currently available data neither pinpoint the exact nature of the situation nor provide effective countermeasures. This study urges the necessity to design a national survey with an appropriate conceptual framework.

**38244** 14:00-14:30 | Schumann Hall (2F)

#### *STEM Education in English: A Case Study of a Japanese Technical College*

Nagwa Fekri Rashed, Kanazawa Technical College, Japan

Kana Oyabu, Kanazawa University, Japan

Attempts to teach subject courses in English have become more widespread in Japanese universities. Methods such as Content and Language Integrated Learning (CLIL) is sometimes used to educate students in subject knowledge as well as the English language. However, such practices hardly exist in Japanese technical colleges, where students are educated in vocational mechanical and engineering subjects. In view of the fact that technical colleges supply workers and engineers to rapidly globalizing technical fields, it is important for technical colleges to educate their students to gain specialist knowledge and communication skills in English and Japanese. This paper reports one such attempt at a Japanese private technical college, where science courses are taught in English. The purpose of this paper is to report results from a research designed to gauge how much science learning was achieved in English-medium subject courses and whether English was a barrier in learning such subjects. We compared grades of 112 first-year students who took English-medium courses and Japanese-medium courses in the academic year 2016-17. We also analyzed course feedbacks and assignments of the students. The results show that grade average of students in English-medium classes and Japanese-medium classes did not differ significantly. The grades and feedbacks of individual students indicate that students can gain sufficient subject course knowledge and technical abilities from English-medium courses if they are taught by active-learning methods. Research limitations do exist, but the results suggest the possibilities of educating subject courses to technical college students in English.

**38356** 14:30-15:00 | Schumann Hall (2F)

#### *Rediscovering Science: Pedagogies Which Rebuild Scientific Curiosity and Understanding to Improve Science Outcomes for Students in Higher Education*

Catherine Burgess, University of Newcastle, Australia

Heath Jones, University of Newcastle, Australia

This project brings together a team of investigators from diverse science education backgrounds and areas within the university. The aim of the project is to identify the equity and opportunity issues that influence students' decisions to engage/re-engage in science-based study and to use the findings to inform and develop innovative pedagogical strategies to improve outcomes for students who choose to study science in Higher Education. Importantly, in direct contrast to the inter/national decline at the school and undergraduate level, the demand for science courses and the success rate of students in the enabling science courses for mature age students has significantly increased at the University of Newcastle over the last 10 years. The English Language and Foundation Studies Centre at the University of Newcastle is unique in that it offers the widest range of science-based courses and has the largest number of students enrolled in a science-based course of any enabling or pre-university course nationally. Over the last five years, courses have been introduced to meet demand (Environmental Studies and Science for Nursing and Midwifery, in addition to the existing courses: Physics, Chemistry, Life Sciences and Earth Science). These courses attract a high proportion of students from under-represented backgrounds, particularly women returning to study, as well as a significant percentage of low SES and first in family students. This study aims to investigate the reasons for this return to the sciences and to develop strategies to improve outcomes for these students.

# Saturday Session II

## 13:30-15:00 | Room 503 (5F)

### Curriculum Design & Development

Session Chair: Pei-Fen Chang

**37969** 13:30-14:00 | Room 503 (5F)

#### *An Investigation on the Learning Satisfaction of Employing the Flipped Classroom Model in an "Introduction to Computer Science" Course*

Fengcheng Chiang, University of Kang Ning, Taiwan

The employment of the flipped classroom model in instruction has become popular in Taiwan among different levels of education. Reversed from the traditional in-class lectures, students in the flipped classroom model have to preview the learning materials, watch video clips or complete learning sheets provided by the teacher at home before the class. Then, discussion is the main task in class, and the teacher acts as a facilitator to motivate students to work cooperatively in groups to engage in problem-solving or hand-on practices. Most studies have revealed the benefits of the flipped classroom models in enhancing students learning achievement and learning motivation. In this model of learning, students are also able to learn at their own pace, generate more interaction in class, and utilize the time more effectively. As a result, this study aimed to investigate the learning satisfaction of using the flipped classroom model in an introductory course of computer science at the university level, including the opinions of benefits and weakness. 50 sophomore students participated in this study. A questionnaire and a semi-structured interview were the two instruments. The findings were as follows: 1) A positive learning satisfaction was found in the use of flipped classroom model, including the pre-classroom activities, online learning materials, and in-class discussion. 2) The access to the online videos and the learning preferences were the two major difficulties they have encountered. Low-achievers also felt more frustrated in understanding the pre-class video assignment. Finally, some pedagogical implications were offered.

**38259** 14:00-14:30 | Room 503 (5F)

#### *A Case Study on High-Scope Courses Evaluation*

Yu-Chiao Hsu, National Chi-Nan University, Taiwan

Zhou-Sung Yang, National Chi Nan University, Taiwan

In this study, we use Stufflebeam's CIPP (Context, Input, Process and Product) evaluation model to analysis the Intelligent Robot Innovated Course's impact to our case on junior high school. The purposes of this study are as follows: first, using CIPP evaluation model to evaluate our case on innovated course's planning and implementations. Second, using CIPP evaluation model to evaluate the result of our case. This study is achieved through documents analysis, interviews, observations of class and attitude scales. The expected results are as follows: first, the students' desire of learning improved after participating in the innovated course. Second, teachers will adjust their teaching contents in order to improve learning efficiency for students. Third, the result will be positive for the school we observed. Finally, according to the result, we propose a few suggestions for innovative courses and future research.

**38573** 14:30-15:00 | Room 503 (5F)

#### *The Outcomes-Based Interdisciplinary Approach for the Innovation and Creativity Enhancement Course*

Pei-Fen Chang, National Central University, Taiwan

Yen-Wen Chen, National Central University, Taiwan

Taiwanese students are very anxious about making mistakes. However, the newly graduated engineers will need to cultivate the competencies beyond the traditional knowledge of science and basic engineering principles. As professionals, they also require skills to help them function in multidisciplinary teams. The rationale of the CDIO outcomes-based learning approach of this course is to emphasize the process of problem-solving and an interdisciplinary approach. First of all, this paper provides the background of a three-year research aims for enhancing the creativity and innovation abilities for college students. The research methodologies and implementation procedures for this study are based on the theory "Conception, Design, Implementation, Operation" (CDIO). Hopefully, the activities of this course will eventually help improving students' hands-on abilities, so that they can meet the new demands for innovative product design in both the international and domestic markets. Next, this paper provides the first-year evidence that examines the implementation of CDIO approach for a creativity and innovation enhancement course at a Northern National University in Taiwan. 53 multidisciplinary participants individually completed questionnaires to assess the learning effects in order to look for directions of improvement for the course. Finally, this study analyzes the pros-and-cons of integrating CDIO approach into this course. The implications for future research are also discussed.

# Saturday Session II

## 13:30-15:00 | Room 505 (5F)

### Adult, Lifelong & Distance Learning

Session Chair: Reina Mori

**38003 13:30-14:00 | Room 505 (5F)**

#### *Ageing and Literacy Skills: Lifelong Learning to Bridge the Skills Gap in Singapore*

Sylvia Chong, Singapore University of Social Sciences, Singapore

Singapore participated in the second round of OECD's Programme for the International Assessment of Adult Competencies (PIAAC). PIAAC provides measures of cognitive skills of adults age 16 to 65 in three key domains: literacy, numeracy and problem-solving in technology-rich environments. In comparison to other economies, the Singapore adults' literacy and numeracy skills showed the largest proficiency gaps among sub-groups. Older Singaporeans aged 45 to 65 had scores that were far below average scores, while the 16 to 34 year olds scored marginally above the average. Singapore's workforce is facing shifting demands for labour in the face of a rapidly-ageing population. The changes in the demographic composition and education profile are driving a major structural shift in Singapore's economy. To further complicate the issue, this workforce shift is taking place as Singapore is up against rapid technological advancements and globalization. The skills gap is becoming an ever-widening chasm. With a greying workforce and a changing job scene, upgrading and re-skilling are key strategies towards bridging the skills gap for productivity and employability. In 2015, a national movement called SkillsFuture was unveiled to encourage lifelong learning and the enhancement of work skills. One key goal is to "develop an integrated, high-quality system of education and training that responds to constantly evolving industry needs" (SkillsFuture, 2015). This paper analyses the literacy gaps of Singapore participants as captured in PIAAC. It also examines lifelong learning in Singapore through SkillsFuture and the challenges it faces.

**38329 14:00-14:30 | Room 505 (5F)**

#### *Investigation of Adult Education Program Planning From a Power and Interest Perspective: A Case Study of a Transnational PhD Cohort*

Chi Hu Tien, Hungkuang University, Taiwan

Program planning is the major channel currently utilized to achieve excellent standards in adult educational practice. Through well-planned programs, adult education policies can be implemented, organizational goals can be realized, learners' behaviors can be positively altered, and their abilities enhanced. It is worth emphasizing that traditional models of program planning applying linear paths do not explain a multitude of situations that occur in reality. This is largely due to the fact that linear models generally ignore the role and influence of political factors in the program planning processes. Centered on the perspective of power and interest negotiation in program planning, proposed by Cervero and Wilson (1994), and by utilizing a case study approach, this study investigated and analyzed the program planning processes of a PhD Cohort program in an American University in Taiwan. In addition to transforming the power and interest-negotiation perspective into a diagram to interpret the case, four new discoveries were made. First, interests should be further divided into tangible and intangible interests. Second, the timing was found to be an additional factor that influences various stakeholders in the program planning process. Third, stakeholders of "invisible" intangible interests may influence the program-planning process. Finally, the degree of power was determined to be the major impact factor in the program planning process.

**38247 14:30-15:00 | Room 505 (5F)**

#### *Learning and Motivation for Participation in University-Held Cafe Events*

Reina Mori, Teikyo University/Center for Student Learning and Research, Japan

Keita Nakano, Mitsubishi Research Institute, Inc., Japan

Shoko Aoki, Specified Nonprofit Corporation PIECES, Japan

Kohei Sugiyama, The University of Tokyo, Japan

The role of the university as an institution of lifelong learning has recently been attracting attention. The practice of university extension, whereby the educational functions of the university are opened to the general public, has developed in two ways: (1), the opening up of the formal university educational curriculum (curricular type) and (2), the opening up of educational functions outside the formal curriculum (non-curricular type). This study aims to examine the learning motivations of participants in a non-curricular type civic education program held by a university, focusing specifically on a cafe event run by a national university. Data collection was performed in two stages, via a web-based questionnaire and interviews. As a result of this survey, four aspects of the participants' learning motivations were identified: friendship-oriented, enrichment-oriented, work / expertise-oriented and daily tasks-oriented. It was shown that the participants held enrichment-oriented learning motivations, and did not place a heavy emphasis on friendship-oriented motivations. It can be said that among the participants in the university-held cafe event, there are both participants who wish to broaden their knowledge and perspectives generally, and those who wish to undertake learning related to their own field of expertise.

# Saturday Session II

## 13:30-15:00 | Room 506 (5F)

### Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Steven Charles

**38284** 13:30-14:00 | Room 506 (5F)

#### *Teaching English to Non-Native Primary Learners Through Picture Books*

Keiko Yamauchi, Kobe Shoin Women's University, Japan

Over the past decades language learning as one of the tools to holistically develop students for the ever-changing world, particularly with the emphasis on communication has been a key policy in East and Southeast Asia. Throughout the region, English is the major 'foreign' language taught and its inclusion in primary school's curricula is often at the expense of local languages (Coleman 2010; Hadisantosa 2010; Kirkpatrick and Liddicoat 2017). Although Japan is one of the few exceptions to worry the endangerment of the national language; in fact, Japanese has been strongly supported and it is English which is more at the expense. However, Japan is implementing English at primary schools in 2020, and this presentation is going to suggest the use of picture books or literature in the newly implemented English classroom with the focus on two merits; concentration and perspective. Young learners have short span of concentration or dedication in doing things; the younger the more so. Aibara and Furuichi (2013) revealed that the average time that year 3 children can concentrate is 13 to 16 minutes depending on the content. In order to enhance their interest leading to learning, picture books fit the timespan. Carefully selected picture books can allure young learners to pay more attention to the contents, leading to the acquisition of not only language skills but also the cultural knowledge. The background culture of the target language will broaden the perspective of the learners, thus the adequacy of using the picture books.

**37160** 14:00-14:30 | Room 506 (5F)

#### *Exploring Japanese University Students' Perceptions of Peer Feedback in Oral Presentations*

Maki Ikoma, Ritsumeikan University, Japan

While there are many benefits of using oral presentations in EFL (English as a Foreign Language) classroom, learner difficulties with making an effective presentation are often addressed in the Japanese EFL context (Brooks & Wilson, 2014; Kawachi, 2012). In order to help learners to make effective presentations, the author believes that implementing peer feedback in EFL classrooms can be effective. The aim of this study is to explore how Japanese EFL learners perceive the effectiveness of peer feedback in improving their oral presentations. A questionnaire, consisting of five-point Likert scale and open-ended questions, was used to investigate Japanese EFL learners' perceptions of peer feedback in oral presentations. Both quantitative and qualitative approaches were used to examine the data. Participants were 69 Japanese university students who were taking a project-based English class. One week before their final presentations, participants rehearsed their presentations multiple times and, after each rehearsal, they gave feedback on their performance with each other. Results reveal that nearly 90% of participants found that this peer feedback activity was beneficial in improving their final presentations. In particular, the results indicate that not only receiving comments from their peers but also giving comments to their peers plays an important role in helping students gain objectivity, discover their weaknesses, and improve their presentations. At the conference, the author will show the results in detail and discuss how teachers can implement peer feedback in the classroom to help improve students' oral presentations.

**38334** 14:30-15:00 | Room 506 (5F)

#### *Feedback in the EFL Writing Classroom: Effectiveness and Students' Perceptions*

Steven Charles, Nagoya University of Foreign Studies, Japan

In EFL writing classes, teachers give feedback with the assumption that it will help students improve. In contrast, Truscott (1996) argues that feedback has little to no value to students. This presentation, using data gathered from a first-year university liberal arts reading course, seeks to document and measure the potential effectiveness of two forms of feedback (explicit commentary and coded feedback) and the pros and cons of both forms. This research project examines two classes of 25 students each who wrote seven 400-500 word papers on a variety of topics. One class was given explicit commentary feedback while the second class received coded feedback. Over the course of one term, grades were recorded and compared to examine any differences between the two classes while receiving different methods of feedback. The data does not exhibit any significant variation, perhaps indicating that the type of feedback used is not so important. In fact, over the course of the term, there was no significant improvement in the students' writing. Secondly, this presentation will present students' perceptions of teacher feedback, as recorded by a 6-point Likert scale questionnaire. Interestingly, the vast majority of the students indicated that they wanted feedback from the teacher, even though feedback did not appear to have much impact on their writing. One interpretation is that students simply want feedback from the teacher in the same way children seek attention from parents: simply for emotional rather than practical reasons.

# Saturday Session III

## 15:15-16:45 | Prokofiev Hall (2F)

### Educational Policy, Leadership, Management & Administration

Session Chair: David Litz

**36222 15:15-15:45 | Prokofiev Hall (2F)**

*Operative Fiscal Management Mobility and Its Implications to School Performance in Compostela Valley Division*

Vilma Sangian, Tapia Elementary School, The Philippines

The main purpose of the quantitative descriptive correlation study was to determine the significant relationship between the level of operative fiscal management and the level of school performance in Compostela Valley Division for School Year 2016-2017. Data were collected from the 44 school heads and 146 teachers both from elementary and secondary schools through a researcher-made questionnaire. The operative fiscal management was measured in terms of planning, procuring, controlling and reporting, while the school performance indicators were drop-out rate, promotion rate and NAT mean percentage. Results revealed that the level of operative fiscal management in terms of planning, procuring, controlling and reporting was very high with a mean of 4.52. There was a significant difference in the level of fiscal management when respondents were grouped according to length of service with a p-value of 0.002 and educational attainment with a p-value of 0.001. However, when respondents were grouped by gender and designation, it posted a p-value of 0.097 and 0.107 respectively no difference in perception was noted. The school performance in terms of drop-out rate was very low, while majority of the schools have above average performance in NAT and the promotion rate lodged high level. There was a significant relationship between the level of operative fiscal management mobility and school performance in terms of promotion. However, for the operative fiscal management mobility and the level of school performance in terms of drop-out rate, no significant correlation has been revealed.

**38107 15:45-16:15 | Prokofiev Hall (2F)**

*Implementation of Field Study Course in the Samar Island, Philippines*

Zeta Cabili, College of Education, University of Eastern Philippines, The Philippines

This study focused on evaluating the field study course implementation in the Samar Island. Specifically, it aimed to determine the extent of implementation of the field study courses and determine the significant difference on the extent of implementation among SUCs. This study used a combined method of descriptive-correlational and evaluative research designs as well as unstructured interviews and observations. This study used the Input-Process-Output design. The respondents were the 27 respondents from the TEIs and 129 respondents from the Department of Education. The total population of FSS under study in the four (4) SUCs in the Samar Island was 2,746. Frequency counts, percentages, averages, rank and weighted mean were used in presenting the data, Pearson (sig.2-tailed) and ANOVA for the test of difference and multiple regression in testing the relationship. The roles of school heads, the field study coordinators, selection of resource schools, resource teachers, duties and responsibilities of field study students were very highly implemented while the roles of the dean were highly implemented. Test of difference in specific areas of implementation showed significant differences in functions of school heads, functions of resource teachers, role of TEI dean, and role of field study coordinator.

**38176 16:15-16:45 | Prokofiev Hall (2F)**

*Aligning Professional Development, School Self-Evaluation and Principals' Performance Standards: A UAE Case Study*

David Litz, Emirates College for Advanced Education, UAE

The Abu Dhabi Education Council (ADEC) has introduced professional development plans and professional standards for school administrators. This was initiated to galvanize ongoing school reforms. In addition, the Irtiqaa Framework, a school self-evaluation program that contributes to the broad agenda of school reforms and changes, is currently implemented in public schools throughout the entire Emirate of Abu Dhabi, UAE. This presentation will provide an overview of a study that was conducted to explore school administrators' experiences of the professional development offered in their schools; querying how aligned they are with the school self-evaluation and principal's performance standards. The researchers utilized a qualitative case-study approach. Semi-structured interviews were used as tools for data collection and they were conceptualized within the framework of the administrators' performance standards and school self-evaluation-Irtiqaa documents provided by ADEC. In particular, semi-structured interviews were conducted with 14 school administrators, including principals, vice principals, and academic principals that represent six public schools. Findings and recommendations presented will highlight the areas of improvement needed for more effective professional development that is not only synchronous with school demands in times of change, but also in alignment with professional requirements that enhance effective school self-evaluation.

# Saturday Session III

## 15:15-16:45 | Schumann Hall (2F)

### Primary & Secondary Education

#### Session Chair: Birsen Berfu Akaydin

**38540** 15:15-15:45 | Schumann Hall (2F)

#### *Investigation of Prosocial Behavior of Typically Developing Students who have been Training in Full Time Inclusion Classes*

Dilara Yilmaz, Kocaeli University, Turkey

Ayşe Hicret Guduk, Kocaeli University, Turkey

This research's objectives were to investigate the prosocial behaviour of students who have been training in full-time inclusion classes in the first-grade fourth class. This study is a descriptive research and in the survey research model. For this study, the classes with students with different obstacles were preferred. It was also investigated whether disability friends are a determining factor in the emergence of prosocial behaviors of students with normal development. The sample of the research consisted of 172 students with normal development who were attending the full-time integration classes in the fourth grade of Kocaeli province Izmit county primary school in the 2013-2014 academic year. The "Personal Information Form" developed by the researchers and the "Prosocial Behavior Tendency Scale" developed by Çalik et al. (2009) were used as data collection tools in the research. The data obtained in this study were evaluated with the SPSS 20.0 package program. As a result of this research, it has been determined that there is a difference between education and gender factors in prosocial behaviors in the classrooms where different special needs students are integrated.

**38221** 15:45-16:15 | Schumann Hall (2F)

#### *Causes of Bullying: A Comparison of Teacher and Student Perspectives*

Wei-Qi Chen, National Sun Yat-Sen University, Taiwan

Li-Ming Chen, National Sun Yat-Sen University, Taiwan

The aim of this study was to determine any variances between teacher and student perspectives of bullying's causes. A total of 2,210 students (in grades 5 to 12) and 406 elementary and middle-school teachers in Taiwan voluntarily participated in this study. The data were collected by a self-developed Awareness of Bullying Causes Scale (ABCS) and examined via Rasch Partial Credit Model (PCM) analysis using ConQuest 2.0 and Winsteps 3.7 software. This study showed that the highest-rated bullying causes from students' perspectives were as follows: (1) bullying others for fun, (2) disliking the victims' behaviors, (3) the victims had offended the bullies, and (4) unresolved relational issues between the victims and the bullies. However, from the teachers' perspectives, the main four causes included (1) bullying others for friends, (2) disliking the victims' behaviors, (3) unsociable victims do not fit in with classes and/or groups well, and (4) the victims had offended the bullies. These findings have several implications. Firstly, for those who bully others for fun, teachers should enhance the definition of school bullying and ensure that students understand body boundaries. Second, when relational issues cause bullying, teachers should intervene and determine the reasons for the bullying. They should also assist not only victims but bullies to improve their interpersonal relationship skills, including teaching bullies how to get along with peers that they dislike and how to deal with conflicts without violence. They should tutor victims on proper hygienic habits, the proper ways to interact with others, etc.

**38548** 16:15-16:45 | Schumann Hall (2F)

#### *Investigation of Problem Solving Behaviour of Typically Developing Children within the Inclusive Education Program and in Regular Primary School*

Birsen Berfu Akaydin, Kocaeli University, Turkey

Ayşe Hicret Güdük, Kocaeli University, Turkey

This study is a descriptive survey study that investigates problem-solving behaviors of typically developing 4th-grade students in regular primary school classes and those in the inclusive education program of primary school classes with disabled students. The sample of the study consists of 149 typically developing primary school students in inclusive classes and 134 typically developing primary school students in regular classes in the 2013-2014 academic year in Izmit, a province of Kocaeli of Turkey. In the research, "Problem Solving Inventory for Children in Primary Education Level" developed by Serin and colleagues (2010) and Personal Information Form developed by researchers were used. The data obtained in this study were evaluated with SPSS 20.0 package program and Mann Whitney U and Kruskal Wallis tests were used. As a result of the research, it was determined that there are differences between the gender factors and the problem solving behaviors of the students who are educated in the classrooms in which the special needs students are integrated.

# Saturday Session III

## 15:15-16:45 | Room 503 (5F)

### Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Tracii Ryan

**38665** 15:15-15:45 | Room 503 (5F)

#### *Effectiveness and Obstacle of Using Mobile Phone Clickers as a Learning Tool in Higher Education*

Frankie Har, The Hong Kong Polytechnic University, Hong Kong

In mainstream higher education, many tertiary students in Hong Kong are considered "passive learners" who dare not to speak or express themselves as to avoid any embarrassment of giving wrong answers. Blended learning, therefore, can soothe this problem as this approach is to encompass the use of technologies in face-to-face classroom learning alongside the integration of techniques for enhancing performance support and knowledge management (Bielawski & Metcalf, 2003). This study aims to evaluate the effectiveness and obstacle of using mobile phone clickers including Kahoot and Socrative as a learning tool in an EFL classroom in a Higher Education setting. Both mobile phone clickers were used throughout the semester. At the end of the term, each student was asked to fill in an online questionnaire to comment on the effectiveness and obstacle of using these portable phone clickers. The questionnaire results suggested that 90% of the students engaged in mobile phone learning. Of those engaging students, about 85% prefer Kahoot. Interactiveness seems to be the dominant reason for engaged students choosing a particular interface, Kahoot. Types of questions and reaction time, however, are regarded as obstacles of mobile phone clickers. This study suggests that, overall; mobile phone pedagogy can be adopted in tertiary EFL classrooms to enhance student engagement and learning autonomy.

**38013** 15:45-16:15 | Room 503 (5F)

#### *Using the Expanded Technology Acceptance Model (TAM) To Examine Faculty Acceptance of a Learning Management System (LMS)*

Marissa A. Rodriguez, De La Salle-College of Saint Benilde, The Philippines

Johnny Amora, De La Salle-College of Saint Benilde, The Philippines

Raymond Charles Anicete, De La Salle-College of Saint Benilde, The Philippines

Marc Sherwin Ochoco, De La Salle-College of Saint Benilde, The Philippines

The use of learning management systems has the potential to enhance teaching and learning practices, and user acceptance of this educational technology is critical to its success in higher education. This study examines the factors that influence faculty adoption and use of a learning management system based on the Expanded Technology Acceptance Model. Data collected from faculty respondents (n=127) through an online survey were analyzed using Partial Least Squares-Structural Equation Modeling. Results of the study revealed that both system quality and perceived self-efficacy directly affect perceived usefulness, which in turn directly affects attitude toward using the LMS and behavioral intention to use the LMS. Additionally, system quality has a direct effect on perceived ease of use and attitude toward using the LMS. Perceived self-efficacy, on the other hand, directly affects both perceived usefulness and perceived ease of use. No direct effect was found between facilitating conditions and both perceived ease of use and attitude toward using the LMS. The implications for researchers and practitioners were also discussed.

**38218** 16:15-16:45 | Room 503 (5F)

#### *Digitally Recorded Feedback: A Sustainable Practice?*

Tracii Ryan, Monash University, Australia

Michael Henderson, Monash University, Australia

Michael Phillips, Monash University, Australia

Digitally recorded assessment feedback offers advantages over text. It can be more time effective for educators to create, and students typically find the comments to be more detailed, clear, and personalised. These advantages have been attributed to media richness; more information can be provided in a short recording than can be written or typed in the same amount of time. The message in a digital recording can also be enriched through the inclusion of tone and expression. However, our recent research indicates that students may also perceive feedback comments to be more detailed, clear, and personalised when they are provided through multiple channels (such as rubrics and written comments together) rather than when either of those channels are provided singularly. This raises a question for educators: Is the additional investment in multiple feedback channels for one assessment submission justifiable in comparison to providing a single digital feedback recording? We address this question by comparing the perceptions of 172 university students, who either received a single digital recording or written comments plus a rubric, with regard to the level of detail, usability, and personalisation of the comments. The results revealed no significant differences between the two groups of students, which suggests that similar benefits may be gained by students who receive one digital feedback recording as those who receive two channels of text-based feedback together. The paper concludes with propositions about how educators may be able to leverage digitally recording feedback recordings to maximise sustainability of their feedback practices.

# Saturday Session III

## 15:15-16:45 | Room 505 (5F)

### Higher Education: Learning Experiences, Student Learning & Learner Diversity

Session Chair: Ana Sofia Hofmeyr

**38205 15:15-15:45 | Room 505 (5F)**

#### *History, Ethnology, Community and Art: Finding and Performing the Narrative*

Hazel Lim-Schlegel, Lasalle College of the Arts, Singapore

Gilles Massot, Lasalle College of the Arts, Singapore

This paper presents the development, running and outcome of an art education project, entitled Crossing the Straits, organised for the BA Fine Arts students since 2016. Initiated as a collaboration between Lasalle College of Fine Arts (Singapore) and Padmasana Foundation, it was built around the archaeological site of Muara Jambi in Sumatra, Indonesia and is intended to give a contemporary expression to the forgotten connection between the ancient island of Temasek, now Singapore, and the Malay Archipelago. After the cross-cultural field-trip in 2016, Fine Arts students continue to work closely with young residents of the Foundation who actively preserves the memory of this mysterious Buddhist site dating from 10th to 13th century. It is hoped that through the exchange of artistic practices and personal histories, the cultural and historical dimension of Muara Jambi, as well as the interest and knowledge of this site, will sustain in this challenging economic and ecological context. Crossing the Straits is conceived as a supplementary learning experience for the Fine Arts students today. Contemporary art making today is not merely about learning a specialised Fine Arts technique but a set of skills that can be used interchangeably and adaptably. In the programme, we aim to provide students with a diverse range of skills and situations for them to partake, so that they learn to use a complex combination of skills to help them navigate as contemporary artists who combines their practices with social activism, community leadership, collaboration and research.

**37313 15:45-16:15 | Room 505 (5F)**

#### *Taking Advantage of a Multicultural Campus: Acquisition of Language and Intercultural Competence*

Ana Sofia Hofmeyr, Momoyama Gakuin University, Japan

In 2014, 24 Type B universities were selected as part of the Top Global University Project (TGU) to act as institutional role models of internationalisation in Japan and as gateways for the development of global human resources. The increasing pressure to internationalise is set against broader concerns regarding the quantitative goals and internationalisation methods set by policy makers. The study aimed to explore the impact of six on-campus initiatives at a highly diverse Japanese university, including language exchange programmes and extracurricular activities, developed by the university to promote intercultural interaction and, ultimately, foster the development of global human resources. The presenter will discuss results from a 24-item anonymous quantitative survey of 355 Japanese students of English as a foreign language, available through the English programme online platform. Results show that despite the emphasis placed by the university on intercultural exchange and the students' globalisation rhetoric, unlike in initiatives related to the curriculum, participation in non-compulsory activities that support language and cross-cultural competence acquisition is still relatively low. In addition, a significant number of students who took part in the initiatives admitted to only interacting with Japanese peers or perceived little impact on their skills. As the Japanese government seeks to attract 300,000 international students by 2020, the presenter aims to challenge education stakeholders to consider how universities can look and act beyond numbers and find ways in which international resources available within universities can be implemented more effectively to prepare students for an active role on the global stage.

**38080 16:15-16:45 | Room 505 (5F)**

#### *Analysis of Placement Tests*

Minako Inoue, Health Science University, Japan

It was around 2009 that the so-called era of free college admissions began due to a shortage of college applicants. Along with this situation, the introduction of different types of admissions, such as Admission Office Examination (AO) and recommendation-based examinations, which may not require ordinary forms of written examination, raised the issue of widening ability gaps among new students. To cope with the situation, many universities implemented placement tests to place students according to their proficiency levels. Such strategies are believed to help students gain the needed support. At the same time, the placement tests can help instructors adjust the levels and contents of the classes accordingly. Like many other universities, the target university has implemented English and mathematics placement tests over the past ten years in response to lower academic proficiency and wider gaps among students. Recently a placement test for Japanese has been introduced since some students' were found to have limited general academic skills. The current study analyzes these three kinds of placement test results. The analysis involves numerical presentation, distributions, frequency, and correlations. The study found correlations between the three test results. Moreover, unique characteristics in placement test scores for different majors were revealed. It is believed that the results of the study can help review and improve current planning for support programs responding to continuously declining academic levels and widening gaps among students. The study, however, also raises the issue of supporting other students, especially those who have higher academic levels.

# Saturday Session III

## 15:15-16:45 | Room 506 (5F)

### Teaching Experiences, Pedagogy, Practice & Praxis

#### Session Chair: Shuichi Amano

**37966** 15:15-15:45 | Room 506 (5F)

#### *Relationship of Learning Environments to Students' Interactive Behavior in a Project-Based English Course*

Shuichi Amano, Shizuoka University, Japan

Yoshihiko Yamamoto, Shizuoka University, Japan

A substantial number of studies have already considered cooperative or project-based English learning, which are often cited as forms of active learning (AL). In order to further improve AL courses, it is now necessary to set up language learning environments conducive to AL. The aim of this study is to find a way to fully utilize an AL classroom for English language teaching in higher education. To this end, we conducted a questionnaire survey for students in project-based English classes both in a regular classroom and in an AL classroom, and compared the issues found in each case. The total of 81 students participated in the survey. The results indicated no systematic difference between the normal classrooms and the AL classrooms in terms of students' perceived in-class behavior such as student-student interaction (normal classrooms, 2.92; AL classrooms, 3.05), student-teacher formal interaction (normal classrooms, 2.74; AL classrooms, 2.82), student-teacher formal interaction (normal classrooms, 2.66; AL classrooms, 2.65), and student as teachers (normal classrooms, 2.69; AL classrooms, 2.66) on a four-point scale. We assume that this result may be due to differences other than AL elements, such as class size, the size of the classroom, the number of seats, and classroom capacity. We therefore argue that classroom characteristics, other than AL elements, should also be adequately described in AL classroom research.

**38059** 15:45-16:15 | Room 506 (5F)

#### *Limited English Proficiency of Chiang Mai University Students as Evidence of English Language Education in Thailand*

Sakorn Ruanklai, College of Arts, Media and Technology, Chiang Mai University, Thailand

Pitipong Yodmongkol, College of Arts, Media and Technology, Chiang Mai University, Thailand

This paper presents a review of recent research that investigates the problem and the practice of English language teaching and learning in Thailand. A review of these studies identifies four major causes that contribute to the failure of English language education in Thailand: national identity, teacher development, education system, and exposure opportunities. The focus of the study is the development of English language proficiency among students at Chiang Mai University. Our finding indicates that students show no significant development during English acquisition while at Chiang Mai University. In order to facilitate marked English language improvement, adaptation of new instructional models for practical application in students' lives is recommended.

**38051** 16:15-16:45 | Room 506 (5F)

#### *Fostering Autonomy through Meaningful Homework in Foreign Language Education*

Etienne Marceau, Nagoya University of Foreign Studies, Japan

There is an important dichotomy between teachers' and students' expectations in university. Teachers focus on content and skills that they feel students need to become successful adults, while students are divided between learning and enjoying their life as a young adult. In foreign language contexts especially, contact with the target language is limited or non-existent outside of class, and "homework provides a way to increase the amount of contact that the learners have with English" (Nation, 2013). There is a need to re-think the role of homework for university students, not only to improve learning in general, but to foster autonomy and trigger "self-directed naturalistic learning" (Benson, 2013) motivated by the pleasure of learning and interest. Since successful autonomous learners often develop their own strategies over their learning careers (Murray, 2008), teachers must provide students with opportunities to develop individual interests and learning strategies through semi-controlled homework. This research will present different ways of rendering homework relevant by connecting learning to students' lives and by encouraging autonomous behaviours. It will also make connections between what students learn in content classes taught in their first language and second language classes. Both the teachers' and students' perspectives will be analysed through interviews and questionnaires related to research projects, extra-curricular activities, volunteering, getting involved in the community, etc. Several successfully tested ways of stimulating learning autonomy outside of the classroom will be presented.

# Saturday Session IV

## 17:00-18:00 | Room 504 (5F)

### Workshop Presentation

**38425 | Room 504 (5F)**

*A CPD Resource for Recognising and Developing Capability in Higher Education*

Penny Jane Burke, University of Newcastle, Australia

Anna Bennett, University of Newcastle, Australia

Catherine Burgess, University of Newcastle, Australia

Learning is developed through opportunities and resources, as well as engaging pedagogies and curricula, although learning capability is often considered in terms of innate individual capacity, independent of context and relationships. Furthermore, assumptions underpinning learning or academic 'capability' are rarely made explicit, despite the significant implications for learning and success for students (Burke, et al., 2016; Morley & Lugg 2009; Leathwood, 2008). This session focuses on resources we have developed out of a study of student and staff perceptions of student capability in Australian higher education. Our online continuing professional development (CPD) toolkit includes short conceptual films, think pieces and reflective exercises based on this research and our previous CPD resources about other foci (Burke et al., 2013, 2016). The session outlines the purpose of the resource, which is unique and of international significance because it is based on rigorous international research and theory. The resource is designed to develop the conceptual tools available to facilitate a critically reflexive process for teachers to consider the contested and contextualised ways that capability is constructed. The short films, think pieces and exercises aim to engage and enable university teachers to challenge limiting everyday assumptions and taken for granted value-judgements about who and how we teach.



# Sunday October 22

09:00-09:30

Morning Coffee | Room 504 (5F)

09:30-11:30

Parallel Session I

11:30-13:00

Lunch Break

12:15-13:00

Japanese Tea Ceremony | Room 504 (5F)

13:00-14:30

Parallel Session II

14:30-14:45

Coffee Break | Room 504 (5F)

14:45-16:15

Parallel Session III

16:15-16:30

Coffee Break | Room 504 (5F)

16:30-17:00

Conference Closing Address | Room 504 (5F)

# Sunday Session I

## 09:30-11:00 | Prokofiev Hall (2F)

### Education, Sustainability & Society: Social Justice, Development & Political Movements

Session Chair: Non Naprathansuk

**38331** 09:30-10:00 | Prokofiev Hall (2F)

#### *The Role of Political Party and Political Movement in Thailand: A Case Study on UDD Camp*

Jedth Duangsonk, School of Administrative Studies, Maejo University, Thailand

Suchada Saithi, School of Administrative Studies, Maejo University, Thailand

Non Naprathansuk, School of Administrative Studies, Maejo University, Thailand

This paper aimed to analyze the role and relationship between a political party and a political movement. In this case, we analyzed the Thai Rak Thai Party and the Pheu Thai Party which are both dominated by Thaksin and Yingluck Shinawatra. Therefore, this paper found that both Thaksin, who was a leader in Thai Rak Thai Party, and Yingluck, who was a member and leader in the Pheu Thai Party, are influential and had a main role in dominating the United Front for Democracy against Dictatorship (UDD camp) in political conflicts from 2005 to present. Also, both political parties are a part of the UDD camp who demonstrated and occupied downtown Bangkok. Therefore, Thai political conflicts in 2005-2013 was a conflict between two big Thai political parties and demonstrators became as tools for demand against democratic rule.

**38321** 10:00-10:30 | Prokofiev Hall (2F)

#### *A Comparison of Political Movements in Thailand from 2005-2013*

Ekapit Chinakai, Maejo University, Thailand

Non Naprathansuk, Maejo University, Thailand

This paper analyzed the three political movements in Thailand since 2005-2013: the People's Alliance for Democracy (PAD), the People's Democratic Reform Committee (PDRC), and United Front for Democracy against Dictatorship (UDD). Thus, it found that there are both similarities and differences in Thailand's political movements. Similarities which can be seen from demonstrations include the fact that demonstrators normally rally in downtown Bangkok, occupy public buildings, use social media to communicate, exchange information and mobilize people and aim for democracy. On the other hand, there are some differences in detail such as ideology, strategy, people to join, aims and goals to their achievement.

**38322** 10:30-11:00 | Prokofiev Hall (2F)

#### *The Role of Political Party and Political Movement in Thailand: A Case Study on PAD and PDRC*

Pattara Chompooming, School of Administrative Studies, Maejo University, Thailand

Non Naprathansuk, School of Administrative Studies, Maejo University, Thailand

This paper argues that there is a hidden factor which impacted on Thai political conflicts. Thus, the political party played the main role and had strong relations with political movements in Thailand and it has been created a turbulence in Thai political history. In PAD and PDRC camps, the Democrat Party is a Thai political party and it is the oldest in Thailand, upholds a conservatively and classically liberal pro-market position. As well as, their political ideology shifted to pro-middle class and upper-class level rather than labor class. Then, several Democrat Party leaders allied themselves with the PAD and PDRC camp. Yet, some of them became leaders to protest the government and occupied government buildings. Therefore, without a doubt, this Thai political turmoil since 2005 until present political party is highly dominated Thai political ideology to Thai people.

# Sunday Session I

## 09:30-11:30 | Room 501 (5F)

### Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

#### Session Chair: Hsueh-Jung Liu

**38354 09:30-10:00 | Room 501 (5F)**

#### *The Effectiveness of Child Centered Play Therapy to Improve Joint Attention Skills in Children with Autism Spectrum Disorder*

Maria Novita, Tarumanagara University, Indonesia  
Ediasri Toto Atmodiwirjo, Tarumanagara University, Indonesia  
Debora Basaria, Tarumanagara University, Indonesia

Children with Autism Spectrum Disorder (ASD) have difficulties in building and developing social and emotional skills in the same pattern with their peers. A deficit in joint attention is a core problem that presented by children with Autism Spectrum Disorder in DSM IV criteria (APA, 1994). Some experts in the field of ASD have proposed play-base interventions for working with children with ASD, providing support for using play therapy as a method of treatment (Gallo-Lopez & Rubin; Greenspan & Weider; Layne in Balch & Ray, 2015). Child Centered Play Therapy (CCPT) is a therapy that involves joint attention. The previous research mentioned that CCPT is effective to increase the joint attention skills, so it can increase social interaction skills for children with Autism Spectrum Disorder (ASD). The purpose of this research is to know the effectiveness of CCPT in improving joint attention skills for children with Autism Spectrum Disorder (ASD). This research's design is qualitative method with single case pre-test/post-test design, by measuring the score of joint attention skills, including Initiative Joint Attention (IJA) and Response Joint Attention (RJA) in three years old ASD children before and after CCPT. The CCPT conducted in twenty sessions for four weeks. The result has shown that Child Centered Play Therapy (CCPT) is effective to increase Initiative Joint Attention (IJA) with a score comparison in post-test is higher (77,56) than pre-test (38,12).

**38434 10:00-10:30 | Room 501 (5F)**

#### *An Action Research on the Development of Special Education Propagation Activities*

Hsiu-Chen Lin, National University of Tainan, Taiwan

In the trend of inclusive education, guiding students appreciating individual differences is vital. In Taiwan, it is common to utilize special education propagation activities to facilitate students' appreciation of individual differences. This action research was to explore the planning process and outcomes of special education propagation activities through the circulating process of plan-act-observe-reflect. The teachers and students in the elementary school where the researcher serve were the participants in this study. The researcher planned school-wide and grade-wide special education propagation activities, and these activities were carried out in multiple forms, including posters, special education films, the theater performances and other forms. The common types of disabilities, the ways to assist students with disabilities and the assistive devices they need are suitable topics to cover in special education propagation activities. In the five-year period study, the researcher found that reflection is critical when planning special education propagation activities. In addition, a variety of activities increased students' participation. The results of this study can be used as a reference for practitioners when planning special education propagation activities.

**37530 10:30-11:00 | Room 501 (5F)**

#### *Laying the Foundation of Preschool Inclusion: Collaborative Action Research on Enhancing the Quality of Preschool Curriculum*

Hsueh-Jung Liu, National University of Tainan, Taiwan

In Taiwan, over 90% of the preschool children with disabilities attend regular education classes, and itinerant early childhood special education services are delivered in preschool programs if needed. To implement preschool inclusion effectively, several studies stress that high-quality early childhood education is fundamental. The purpose of this ongoing study is to explore the collaborative process to enhance the quality of preschool curriculum between a special education itinerant teacher and six preschool teachers and to examine the outcomes of the process. Data were collected through group discussions, observations, interviews, and documents. Qualitative data analysis was performed. Preliminary findings of this work-in-progress study indicated that the relationship of mutual trust between the itinerant teacher and preschool teachers was the foundation of collaboration. Based on the relationship, they shared perspectives on teaching and defined the problem, created a shared vision of inclusion, planned to proceed curriculum transformation, implemented the action plan, and revised the plan upon reflections. As a result of the actions, active learning experiences resulting from curriculum transformation facilitated children's engagement in learning, especially children with disabilities, since their individual needs and interests were addressed. Children with disabilities had more opportunities for natural peer interactions, in which they exhibited their strengths and learned from peers by observation and imitation. In addition, teachers' professional development was facilitated in the collaboration process. Teachers observed children more closely and became more knowledgeable of the needs of children. Most importantly, teachers learned to work as a collaborative team. To conclude, this study may be of importance in exploring the interdisciplinary collaboration towards inclusion between preschool general and special education teachers.

**38243 11:00-11:30 | Room 501 (5F)**

#### *The Comparison of Perspective Difference of Bullying Causes Between Teachers and Students*

Jun-Long Yang, University of Sun Yat-sen, Taiwan  
Hsiu-I Hsueh, University of Sun Yat-sen, Taiwan  
Li-Ming Chen, University of Sun Yat-sen, Taiwan

The aim of the study was to investigate if the perspectives of bullying causes between teachers and students varies. A total of 2,210 students (Grade 5 to Grade 12) and 378 elementary and middle school teachers in Taiwan voluntarily participated in this study. The data was collected by a self-developed Awareness of Bullying Causes Scale (ABCS) which was examined by the Partial Credit Model (PCM) analysis by Rasch techniques via ConQuest 2.0 and Winsteps 3.7 software. This study showed the most easily rated bullying causes from students' perspectives were (1) bullying others for fun, (2) disliking the victims' behaviors, (3) the victims offend the bullies and (4) having unsolved relational issues between the victims and bullies. However, from the teachers' perspectives, the main four causes turned to be (1) bullying others for bullies' friend, (2) disliking the victims' behaviors, (3) the unsociable victims do not fit in a class or groups well and (4) the victims offend the bullies. According to the findings, the perspectives of teachers and students are consistent that the victims' negative behavior are the key to school bullying. Moreover, the research shows that teachers and students tend to put the blame on the victims. Base on the findings, there are several implications.

# Sunday Session I

## 09:30-11:30 | Room 503 (5F)

### Educational Research, Development & Publishing

Session Chair: Lynard Bobby Asirit

**38191 09:30-10:00 | Room 503 (5F)**

*The Development of Indonesian Language Textbook Based on Multiple Intelligences Theory for Industrial Chemistry Department Students in SMK Negeri 1 Cerme*

Ilmatius Sadiyah, Universitas Indonesia, Indonesia

Intelligence is included in aspects of individual differences. Gardner divided intelligence of human became eight categories, called as multiple intelligences. Understanding of multiple intelligences can help students to recognize their prominent intelligence and develop their potential optimally. The research purposes are to describes development process, quality, and the effectiveness of Indonesian textbook based on the multiple intelligences theory for Industrial Chemistry Department Students in SMK Negeri 1 Cerme. This research conducted with Thiagarajan development model (definition, design, and development). The development process of the textbook encountered many problems, such as changing the validator. This problem impacts to the time efficiency during development. Based on evaluations from the expert validator, teacher validator, and friend validator, the textbook has "good quality" with percentage 89.9% on the advisability (eligibility, presentation, language, and graphics). Meanwhile, the effectiveness of Indonesian language textbook for Industrial Chemistry Department Students in SMK Negeri 1 Cerme is basically effective with percentage 77.5%. This result concluded based on observation of teacher and student activity. After using Indonesian language textbook, students show a good result with completeness 90.4% in limited trials and 86.9% in extensive trials. Even, the students gave a positive response to the textbook. The positive responses are evident from the assessment of textbook effectiveness in terms of content, presentation, language, and graphics. Students judge that the textbook is qualified "Highly Effective" with a percentage of 91.1%. Positive responses are also evident from the comments and suggestions of students who generally love the textbook.

**38083 10:00-10:30 | Room 503 (5F)**

*The Study of Coverage of Fundamental Ocean Literacy Concepts in Indian National Science and Social Science Standards*

Chandni Thakkar, National Taiwan Ocean University, Taiwan

Chin-kuo Wu, National Taiwan Ocean University, Taiwan

Cheng-chieh Chang, National Taiwan Ocean University, Taiwan

Ocean literacy (OL) is one of the most pivotal and emerging topics. Many scientists and educators across the globe are collaborating on various aspects to bring OL into the classroom. In this study, incorporation of seven OL concepts in Indian national science and social science standards for the primary level to Higher Secondary level (e.g., from Grade I to XII) has been examined. Subjects such as Environmental Studies (grade III to V), Science (Grade VI to XII) and Geography a discipline of social science (Grade VI to XII) are individually scrutinized to quantify the existence of fundamental OL concepts in India. The study has adopted a qualitative approach. It is observed that mean coverage of fundamental OL concepts addressed directly or indirectly in Indian national standards are found to be 2.8, which is significantly lower than that covered in USA (9.6). A National grade from "A" to "F" is assigned by ocean literacy grading scale to conclude the coverage depth of fundamental ocean literacy concepts. The finding shows that Indian national standards have negligible coverage of fundamental OL concepts with National grade = F. This infers that OL concepts are at a preliminary stage in Indian national curriculum standards. Based on the above results, hoping to provide reference and recommendations to marine education researchers and school teachers for enhancing the marine education effectively.

**35834 10:30-11:00 | Room 503 (5F)**

*Structured Learning Experience Towards Competence in the K to 12 Mathematics Curricular Trends of DepEd Tagum City Division North District*

Lynard Bobby Asirit, DepEd Compostela Valley Division, The Philippines

This mixed – method sequential explanatory research design investigated the efficacy of the Structured Learning Experience (SLE) is a training methodology towards competence attainment in the K to 12 Mathematics curricular trends among the twenty-four (24) selected teachers in DepEd Tagum City North District. The Skills Inventory revealed that both the control and experimental groups that yielded results of  $M = 1.31$  and  $1.40$  respectively scored very low during the pre-assessment. Throughout the post assessment, the experimental group that yielded result of  $M = 4.57$  recorded a remarkable increase, while the control group that bared a result of  $m = 1.31$  showed no improvement. The findings of this research that showed an ANCOVA result of  $F(1, 2) = 1885.80, p < .000$  revealed that there was a significant difference in the pretest and posttest scores of the participants. This indicated that the SLE sessions were significantly effective. The experiences of the participants in the SLE, which was taken into consideration, disclosed four major themes, namely: (1) Salient Features of SLE; (2) Motivating Factor; (3) Personal and Career Advancement and (4) Enriched and Utilized SLE Trainings. These themes confirmed that the SLE sessions are effective as a method for facilitating training.

**38037 11:00-11:30 | Room 503 (5F)**

*The Benefits of Typographical Principles in Materials Design*

Ryan Lege, Kanda University of International Studies, Japan

This presentation contains the results of a study investigating the role typography and design play on learners' interaction with texts. Typography is described by Walker (2001) in this manner: "[Typography] articulates the meaning of a text, making it easy for readers to understand" (p. 3). Considering this important function of typography, the researcher designed this study to quantitatively measure the effect of typographical cues on language learners' understanding of a written text. Participants in the study were assigned randomly to one of two different groups. The control group was presented with a simple written text that did not contain typographical modifications. The treatment group was supplied a lexically identical text that employed typographical cues to enhance the salience of important information. An eye-tracking camera collected data on participants' reading and fixation patterns. Comprehension of the text was also measured by a post-reading comprehension quiz containing open-ended recall and multiple choice items. The data collected by the eye-tracking camera indicate that reading patterns and fixations were greatly influenced by typographical variations between the texts. The comprehension quiz yielded statistically significant scores between the two groups. The researcher will discuss the implications of these results and provide practical suggestions for attendees on how to increase the effectiveness of their materials using basic typographical principles.

# Sunday Session I

## 09:30-11:30 | Room 505 (5F)

### Challenging and Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Nongyao Nawarat

**38504 09:30-10:00 | Room 505 (5F)**

#### *Exploring Language Use and Language Attitude of Phu Thai Community in the Northeast of Thailand*

Maneenoot Chaweewong, Graduate School of Language and Communication, National Institute of Development Administration (NIDA), Thailand

Previous studies have been mainly focused on a linguistic dimension of Phu Thai. This study addresses underexplored issues and aims to shed light on sociolinguistic picture of use and attitude of Phu Thai community in the Northeast of Thailand. Data was elicited by means of a quantitative approach. The pilot study was conducted with 43 Phu Thai speakers. The findings showed that within the community Isan was mainly used by the two younger age groups, Phu Thai together with Isan by the middle age group and Phu Thai only by the elder age group. Moreover, Standard Thai was used in the school and the media domains while Phu Thai and Isan were code switching outside the classes. The results also revealed a positive attitude towards Phu Thai, Isan and Standard Thai. Although the respondents of this study positively supported multilingualism, the younger generation showed less used of Phu Thai within their own community.

**35000 10:00-10:30 | Room 505 (5F)**

#### *Teaching Through the Multiple Intelligence Theory for the Beginners: Implications for an Indonesian Culture Folk Tale Class*

Magda Dwi Hartati Simanjuntak, National Dong Hwa University, Taiwan

Gardner's theory of multiple intelligences and the multiple intelligences perspective on learning, teaching, curriculum, and assessment are briefly described. According to this idea are learning through engaging the full aspects of student's intelligences. This study offers the implementation of Multiple Intelligence in an Indonesian Culture class. The main point of an Indonesian Culture Class is introducing the storytelling culture which are a very old culture in Indonesia. This culture were used to convey the norm, value, and history which can be used as guidelines for human life from generation to generations. This paper provide the step by step application of Multiple Intelligence in an Indonesian Culture class based on Hoerr's lesson plan procedure. Learning through multiple intelligences emphasize enhanced understanding, employing multiple curricular options to foster learning to learn and assessing through multiple intelligences to inform student's understanding in this case is Indonesian Culture.

**38652 10:30-11:00 | Room 505 (5F)**

#### *Saw Vocal Tradition in Local Schooling: The Contestation between Official Knowledge and Localized Knowledge*

Nongyao Nawarat, Chiang Mai University, Thailand  
Thanaphong Muensan, Chiang Mai University, Thailand

The prevailing discourses on Thai Education indicate that school is highly institutionalized and culturally hegemonized. It serves an important apparatus for the reproduction of state ideology in disciplining and preparing the desired citizen. This paper is a conceptual paper that aims to address the question of whether school is actually a negotiating space. The paper argues that school is an opening space for negotiation and contestation for knowledge, thought, belief, and cultural politics. Based on the examination of Saw Vocal Tradition (or Lan Na Oral Poetry) contained in local curriculum in Chiang Mai province, the study found that Lan Na sociocultural capital developed in the past two decades served as the important force that made it possible for knowledge and culture of the locals to be included in local curriculum of schools, which were highly oriented to localness. When Saw Vocal Tradition as a Lanna culture product was included and represented in local curriculum, it reproduced imagined Lan Na identity, on the one hand. On the other hand, it served to reproduce 'theatrical state'. The study also revealed that the presence of Saw Vocal Tradition in the local curriculum of the schools led to the institutionalization of local knowledge to become local official knowledge. This phenomenon restricted the inclusion of other local knowledge that was not institutionalized from the local curriculum in school. This study concluded that ongoing contestation in school is needed in order to provide schools with choices in teaching, developing, and cherishing students.

**37981 11:00-11:30 | Room 505 (5F)**

#### *The Social History of Chronic STIs in Africa: Experiences from Cameroon*

Chick Loveline Ayoh Ndi, University of Yaounde 1, Cameroon

The emergence of chronic sexually transmitted infections (STIs) in Africa has been nightmare to medical scientists who experience different clinical and social histories every day around these infections. Medical history show that HIV/AIDS and hepatitis B virus (HBV) are the only chronic STIs for the moment. This study narrates the life experiences of some patients who have lived with these infections above a decade. A public awareness of the trauma that HIV/AIDS and HBV infections have crown on the social lives of infected persons. A contribution of current literature on beliefs and social climate around chronic STIs in Cameroon. This qualitative study used focus group discussion (FGD), in-depth interview and participant observations to collect data from a sample of 58 persons living with HIV and HIV/HBV co-infections. An in-depth interview done with patients selected with therapeutic complications, and FGD with patients found in associations of infection persons. A content analysis and interpretation using the Social Dynamic Analysis theory of George Balandier. Infected persons with HIV/AIDS have life experiences different from those with HBV. Between the 80s and late 90s, HIV patients lived a life of shame, insult, fear, rejection and stigmatization, that caused high death including suicidal deaths. Some patients refused to seek care. Psychological traumas are current in these patients' experiences due to the loss of loved ones, broken relations and emotional pain. Ignorance about HBV and it modes of transmission makes it stigma-free. This study recommends a health system capable of integrating cultural beliefs.

# Sunday Session I

## 09:30-11:30 | Room 506 (5F)

### Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL)

Session Chair: Neil Cowie

**38474 09:30-10:00 | Room 506 (5F)**

*Developing Speaking Proficiency Using Task-Based Approach Through a Role-Play to Junior High School Students in Indonesia*

Ratna Sari, Monash University, Australia

Nowadays, teaching speaking has become increasingly important since English has been regarded as a language for international communication. In addition, the demand for teaching speaking in EFL countries like in Indonesia has been increasing as there are a large number of students who want to learn English for communicative purposes (Widiati & Cahyono, 2006). However, English teachers in Indonesia rarely promote speaking skill in the class as they attempt to focus teaching other skills which are tested in the national examination. Due to this condition, the speaking proficiency among secondary students is simply low and they do not completely engage in speaking activity since their English teachers employ monotonous activities such as drilling, Grammar Translation Method, translation and so forth (Widiati & Cahyono, 2006). Moreover, the speaking activities which the teachers apply do not represent meaningful and communicative activities in which the students can use English communicatively and meaningfully. Basically, one of the principles in teaching English is promoting activities which encourage the students to use the target language "communicatively, meaningfully as well as effectively" (Luchini, 2004, as cited in Yen, Hou & Chang, 2015). Hence, a task-based approach particularly using a role-play is a response to the demand to provide the optimal conditions for Indonesia's junior high school students to develop their speaking ability in a communicative and meaningful way. Role-play is regarded as a classroom activity which is suitable for realism as it provides the learners opportunities to rehearse certain activities which they will likely perform in a real life.

**38649 10:00-10:30 | Room 506 (5F)**

*Authentic vs Non-Authentic Materials in Teaching English as a Foreign Language (EFL) in Indonesia: Which One Matters More?*

Widya Febrina, Monash University, Australia

The popularity of English around the world, including Indonesia, results to the increasing demand of learning this language as a means of communication. Unfortunately, there has been a gap between the language taught in the classroom and the language used in the real life. In fact, many university students in Indonesia are still reluctant to speak in English. Thus, it is suggested that the language taught in the classroom should reflect how it is used by the native speakers. Consequently, authentic materials become popular. Klickaya (2004) characterises authentic materials as materials which expose the real life and how it is used in the target language. Similarly, Little, Devitt, and Singleton (1989) as cited in Peacock (1997) identify authentic materials as materials which are created and used for social purpose of the native speakers. Some examples of authentic materials are magazines, maps, news, TV shows, newspapers, and posters. Authentic materials are regarded as beneficial tools in teaching English in EFL countries since they reflect the naturalness of the language, trigger learners' motivation, contain cultural content and improve the communicative competence. However, the complexity of authentic materials makes the learning become more complicated (Guariento & Morley, 2001). Thus, it is believed that non-authentic materials are more relevant to be implemented as the materials are more simple and suitable for EFL context. Hence, using authentic materials in teaching English in tertiary level should take some considerations into account to minimise the risk and maximise their use in the classroom.

**38177 10:30-11:00 | Room 506 (5F)**

*Motivation and Identity of EFL Learners in Japanese Universities*

Nooshin Goharimehr, Osaka University, Japan

It's believed that 'learning' implies becoming someone different from the present self, and moving toward the ideal self. When the immediate need of learning English is not perceived by the learners, it might be helpful to inspire them with images of new identities and communities to motivate learners to move toward their ideal selves. This qualitative study explores the construction of identities and imagined communities and motivation of Japanese EFL learners to understand the negotiation between self and the target language socio-cultural practices. Data was collected through observation of Osaka University English classes and online surveys. The initial analysis shows that the largest motivational factor in English language learning among EFL students consists of intrinsic and integrative characteristics while the instrumental motivation is the second motivational component. Moreover, the learners have inhibitory factors operating against learning and practicing English such as Anxiety and past negative experiences. Despite having high motivation and positive attitude toward the target language, the anxiety factor, lack of investment and cultural factors are sources of the poor performance and lack of practice. Thematic analysis of surveys responses reveals the nature of motivation as pertaining to adopting new identities, perspective changes, desire to join English communities and academic and career development.

**38085 11:00-11:30 | Room 506 (5F)**

*Bridges Between SLA Research and Classroom Teaching: Implications From Foreign Language Teaching in New Zealand Primary and Secondary Schools*

Keiko Sakui, Kobe Shoin Women's University, Japan

Neil Cowie, Okayama University, Japan

It has been argued that there is a gap between the theoretical recommendations of second language acquisition (SLA) research and actual language teaching practices. Responding to this concern, this presentation will examine how ten well-known SLA research-based teaching principles (Ellis, 2005) have been implemented in classrooms in New Zealand primary and secondary schools. These ten principles include, for example, the need for learners to develop a repertoire of formulaic expressions as well as the necessity to focus on meaning and form. They are used as the basis for eight different foreign language programs taught in New Zealand schools (Erlam, 2008). These eight foreign languages include Maori, New Zealand Sign Language, Pasifika languages and Japanese. The presentation introduces a study exploring how the ten principles have been interpreted by Japanese language teachers. Data from government curriculum documents, lesson observations, and interviews with teacher trainers at a national level and language teachers in local schools are used to describe how the ten principles are effective in improving pedagogy and what aspects of these principles are difficult to implement. Although the data is confined to primary and secondary education in New Zealand these results are relevant to other teaching and learning contexts in that they shed light on how SLA research and actual classroom practices can inform each other to increase the effectiveness of foreign language teaching and teacher training.

# Sunday Session II

## 13:00-14:30 | Prokofiev Hall (2F)

### Educational Policy, Leadership, Management & Administration

Session Chair: Marlo Alvarez

**38577 13:00-13:30 | Prokofiev Hall (2F)**

#### *Theory, Policy, and Implementation of Scientific Learning on Geography Subjects in Indonesia*

Ahmad Yani, Universitas Pendidikan Indonesia, Indonesia

Mamat Ruhimat, Universitas Pendidikan Indonesia, Indonesia

Rosita Rosita, Universitas Pendidikan Indonesia, Indonesia

The biggest challenge Indonesia facing now is a demographic bonus with the population of productive age over 70% but with a low level of education. The Government has made a breakthrough by implementing a curriculum which is applying scientific learning models at various levels of education. This research tried to investigate the effectiveness, relevance, and balance between theory, policy, and its implementation. The descriptive approach was employed to interpret the data collected through interviews, questionnaires, and classroom observation. Participants involved were 15 geography teachers. The results showed that the scientific learning model which combine the skill of the research process, the concept creative intelligence, and the theory of inquiry learning was elaborated into a rigid policy. Every teacher is required to perform the five learning steps of observing, asking, seeking data, associating, and communicating. This policy is told difficult to apply. Apart from being lack of media and learning tools in schools, teachers have misconceptions about the scientific approach. The teachers consider that the five scientific steps are not a syntax of learning but may be random and may take only one or two steps such as only observing and questioning. In several schools, its implementation tends to return to traditional methods of lecturing and questioning. In conclusion, theories, policies, and implementation of scientific learning, especially on geography subjects in Indonesia are less effective, not all relevant material is taught through scientific learning, and lack of balance between the theory developed and its implementation in schools.

**38106 13:30-14:00 | Prokofiev Hall (2F)**

#### *Significance of Organizational Commitment in Empowering Teachers in the Division of Northern Samar*

Marlo Alvarez, College of Education, University of Eastern Philippines, The Philippines

This study focused on determining the significance of organizational commitment in empowering teachers in the Division of Northern Samar. It aimed further in determining the level of organizational commitment along affective, continuance and normative and level of empowerment in terms of sense of respect, decision-making, professional growth, self-efficacy, impact, autonomy in scheduling including its relationship. The combined method combining quantitative research through descriptive-correlational design aided by a qualitative-analytical approach was utilized. The questionnaire together with observations and unstructured interviews were used in collecting data among 358 public school teachers through stratified proportional sampling. T-test (2 tailed) was used. It was determined that teachers in the three geographical areas were averagely committed except for the secondary teachers assigned in the central area because they have high commitment. The level of empowerment of teachers in terms of sense of respect, professional growth and self-efficacy in the three geographical areas was very high. For decision-making, level of impact, level of autonomy in scheduling the learning tasks of teachers varies. In the test of relationship, the results showed that organizational commitment: affective, continuance and normative were significantly related to the perceived level of empowerment of teachers.

**37925 14:00-14:30 | Prokofiev Hall (2F)**

#### *Challenges Singapore Early Childhood Centre Leaders Face*

Suraya Binte Saidon, SEED Institute, Singapore

Shirley Soh, Yew Chung Community College, Hong Kong

In accord with emphasis made by the local government authority for early childhood services and education in Singapore, namely Early Childhood Development Agency (ECDA) on the importance of effective leadership in early childhood settings, this research investigated the challenges that a sample of centre leaders faced in accomplishing their roles and responsibilities. Thirty experienced centre leaders were interviewed face to face for this research. Amongst the many challenges identified were juggling administrative work and managing diverse staff while ensuring they met licensing and ECDA's quality certification requirements. These were the most pressing concerns the leaders faced. Other challenges included efforts needed in raising professionalism in the centre and in the field; the need for support in managing children with special needs and meeting the expectations of parents. In order for the leaders to overcome those challenges, management support was deemed necessary in rendering assistance, especially towards administrative duties. Most importantly, the centre leaders agreed that fundamentally, they needed to improve their own mindset and work attitudes in order to progress as effective leaders. Another interesting finding of the research was that although the centre leaders felt stressed and challenged, most mentioned that they have actually gained a certain level of job satisfaction especially when seeing some of their staff grow and become better teachers and witnessing noticeable progress in the children.

# Sunday Session II

## 13:00-14:30 | Room 501 (5F)

### Professional Training, Development & Concerns in Education

Session Chair: Sherrilyn Quintos

**37985** 13:00-13:30 | Room 501 (5F) 14:00-14:30 | Room 501 (5F)

#### *Assessment of the Effectiveness of the BSIT on-The-Job Training Program at BPSU*

Edmundo Tungol, Bataan Peninsula State University, The Philippines  
Sherrilyn Quintos, Bataan Peninsula State University, The Philippines  
Cynthia Ronquillo, Bataan Peninsula State University, The Philippines  
Joseph Pencil, Bataan Peninsula State University, The Philippines

This study was conducted to find out the effectiveness of the BSIT On-the-Job training program at BPSU. The respondents of the study were comprised of one hundred eighty two (182) fourth year students/trainees who had their practicum Summer of 2016 and thirty-five (35) company supervisors/trainers. A modified questionnaire patterned from the study of Taladtad, Sunjay G, et.al and Anoyo, Joy Celine V, et.al was used as the main instrument in data gathering along with an open-ended questionnaire. In analyzing the effectiveness of the BSIT on-the-job training program, the Kirkpatrick model was used. It was found out that student-trainees valued their on-the-job training experiences covering the type of orientation given by their employer, the type of work assigned to them and the time they spent for various activities in the company. Overall, the OJT program as assessed by the students has Very High Extent on linkage, high extent on cooperating firm and High Extent on benefit and incentives therefore rated by the student-trainees with High Extent of implementation. As to the companies' assessment of trainees' observed performance, personal qualities, motivation, communication and personal skills, it ranged from good to superior, notably for the Food majors implying the quality of training received from the university. The narratives of the students confirmed the results of the study of a high extent implementation of the BSIT on-the-job training program judged by them as adequately enough for their needs as trainees ready to tackle real-life workload related to their field of specialization.

**38275** 13:30-14:00 | Room 501 (5F)

#### *Design a Pilot Program Based on the Storyboard to Teach an Iraqi Displaced Children: An Experimental Study*

Mohannad K. Sabir Al-Lami, University of Baghdad, Iraq  
Muntaha Abdulkareem Jasim Al-Kaabi, University of Baghdad, Iraq  
Zahraa Mohannad K. Sabir Al-Lami, Amerling Gymnasium, Austria

The storyboard is a world-class art that uses storytelling to use scenes or sequential drawings to express text written in a specific script to play an important role in spreading visual culture. The importance of this research is to use the impact of this art to provide a pilot program specialized based on the storyboard to teach displaced children at Iraq. The research aims at designing a program for pre-school children between (3-6 years) who have not been allowed schools because of the bad situation which caused by the war and unstable situations in Iraq, to attend school, and attempt to secure their rights to education. The researchers seek to prepare a curriculum appropriate to the first stage of the children mentioned above in order to reconstruct their behavior positively and teach them the principles and basics of reading and writing.

**38203** 14:00-14:30 | Room 501 (5F)

#### *Perceived Teaching Competence Among Ade Pre-Service Teachers: A Case of Teacher Education Programs in Pakistan*

Shahid Karim, The Education University of Hong Kong, Hong Kong

Teacher education institutions around the world share a sole responsibility of preparing teachers for effective teaching in schools. For that reason, a range of teacher education programs and courses are designed and implemented for developing the required teaching competencies among the prospective teachers in various contexts. However, at times such initiatives often fail to produce the desired outcomes. Thus, the main purpose of this quantitative study was to ascertain or evaluate the impact of two-years ADE (Associate Degree in Education) program in preparing teachers for addressing the classroom level teaching needs; specifically, with respect to multi-grade teaching, the adaptation of local teaching material, teaching to students with diverse backgrounds, and gender-sensitive teaching. Data was collected from 104 pre-service teachers, completing the final semester of ADE course at seven teacher education colleges located in three regions of Pakistan. Participants were asked to indicate their level of competence with their agreement on a five point Likert scale ranging from strongly disagree to strongly agree. The data analysis using SPSS revealed that teachers claimed to have an above average level of competence in the four targeted aspects of teaching; and that there were no significant differences in their level of competence across gender, the teacher education colleges and the different regions. As the scope of the research study was limited to merely the evaluation of perceived teaching competence among prospective teachers, future studies may focus on investigating the relationship between their perceptions and teaching practices at the classroom level.

# Sunday Session II

## 13:00-14:30 | Room 503 (5F)

**Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts**

**Session Chair: Chih-Hsuan Chang**

**38475 13:00-13:30 | Room 503 (5F)**

***Promoting Students' Intrinsic Motivation and Academic Performance by Satisfying Innate Feelings: Humanist Perspectives***

Alda Dea Delfina, Monash University, Australia

Most educators probably agree that motivation is one of the important factors in learning process success (McInerney & McInerney, 2002). There is an inter-correlation between students' motivation and school performance. As a driving force, motivation increases pupils' joy, interests, efforts, energy, performance and persistence in studying or doing activities at school (Woolfolk & Margetts, 2014). However, according to Ormrod (2008), learners get more benefits when they are intrinsically motivated rather than getting motivation extrinsically since students with high levels of intrinsic motivation became so focused on and absorbed in an activity. It might happen because the learners who are intrinsically motivated have more willingness, pleasure, and persistence to achieve their goals through various strategies (Ryan & Deci, 2000). Moreover, Intrinsic motivation can keep someone accomplishing a task using their best qualities because they can enjoy and feel excited to perform (Ryan & Deci, 2000). Therefore, it is important for the teachers to notice such strategies to engage students' interest intrinsically in order to involve, energize and direct students to have a potential work and achieve their targeted goals. The alternative strategies to encourage students' intrinsic motivation is by satisfying students' needs on three innate feelings such as competence, autonomy, and relatedness (Ryan & Deci, 2002). Many pieces of evidence show that when the teacher is able to provide activities which can satisfy students' needs on those three innate feelings, the level of self-determination (intrinsic motivation) will be improved as well as their academic performance.

**38151 13:30-14:00 | Room 503 (5F)**

***Fostering Empathy, Logical Thinking, and Creativity by Literary Texts: A Neuroscientific Approach***

Chiyo Yoshii, Osaka University, Japan

This paper aims to show that reading a literary text is an effective means to foster empathy, logical thinking, and creativity, all of which are indispensable for students as future citizens of the world who should understand other cultural values and cope with the multifaceted current of globalization appropriately and flexibly. Drawing on the studies of neuroscience concerning these three abilities, the paper elucidates the correlation between their enhancement and reading a literary text. Neuroscience demonstrates that the brain region of "theory of mind" concerned with the human ability to empathize with others' emotions becomes active when a reader of a literary text becomes immersed in characters' inner worlds; that while the left brain, specialized for logical thinking, excels in dealing analytically with language's denotative, clearly signifying functions, the right brain, specialized for freely associative thinking and hence thought to produce the moment of creativity, excels in dealing with language's connotative, suggestive functions. Given these findings, teaching literature in the classroom proves a productive educational method: by enjoying a literary text in three different ways, that is, by becoming steeped in characters' mental states, by examining minutely the primary meanings of words, and by reading between the lines inferentially, students can activate their brain regions of "theory of mind" and both of their brain hemispheres, thereby improving their abilities to understand others' feelings, to think logically, and to arrive at a creative solution.

**38184 14:00-14:30 | Room 503 (5F)**

***The Effects of Mental Imagery with Ocean Virtual Reality on Creative Thinking***

Chih-Hsuan Chang, National Taiwan Ocean University, Taiwan

Cheng-Chieh Chang, National Taiwan Ocean University, Taiwan

Ping-Hsuan Sung, National Taiwan Ocean University, Taiwan

Cheng-Hsin Chih, National Taiwan Ocean University, Taiwan

Mental imagery in creativity has been regarded as facilitating insight in creative thinking, but several issues remain to be addressed to clarify the extent to which forms, abilities and strategies of imagery affect creative idea generation (Palmiero, Piccardi, Nori, Palermo, Salvi, & Guariglia, 2016). In this study, the issue of whether if Mental Imagery with Ocean Virtual Reality (MIOVR) can be an effective external support for creative thinking was explored. Participants (n = 30) were undergraduate students in the course of Teaching for Creativity in National Taiwan Ocean University. Creative thinking skills were assessed via the administration of the Abbreviated Torrance Test for Adults (ATTA; Goff & Torrance, 2002). 20 participants finished two tests, separated by a week. Before the second test, they saw an 8-minute virtual reality film of the underwater world, and at the same time they were free to create Mental Imagery. After seeing the film, they had three minutes to paint any images in their mind. Findings indicated that a significant difference ( $p < .05$ ) between two tests existed, with post-test scoring higher than the pre-test on Creativity Index (CI), pre-test scoring as covariates. Narrative interviews and document analysis revealed that Mental Imagery with Ocean Virtual Reality can be used effectively to relax and involve in the mindfulness status. Finally, the differences of student creative performances on the ATTA test and their creative Interests in daily life were discussed.

# Sunday Session II

## 13:00-14:30 | Room 505 (5F)

### Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Kittipong Phumpuang

**37956** 13:00-13:30 | Room 505 (5F)

#### *Effect of Self-Paced Online Modules as Support for Instruction on Student Outcomes of Grade 10 Miriam College High School Students*

Raysel Evarem Palisoc, Miriam College, The Philippines

Kenan Jairus Quitco, Miriam College, The Philippines

The affordances of technology provide teachers innovative teaching methods (Wong, 2015; Parnell and Bartlett, 2012). In Miriam College High School (MCHS), an exclusive all-girls school in the Philippines, the academic programs (Science curricula), people (students, teachers), processes (procurement) and physical plant (Wi-Fi connectivity) have been shaped by e-learning. The 1:1 ratio of student-to-tablet PC and focused faculty training are aimed at optimizing lesson delivery modes by enabling teachers to provide students with self-paced, online, multimedia learning materials coupled with traditional classroom instruction. Through this, students acquire knowledge using various forms of media while learning essential 21st-century skills. Six sections of Grade 10 MCHS students taking up Science were examined to compare student outcomes based on lesson delivery modes. Three sections served as the traditional F2F classes, while the remaining three sections as the BL classes. The BL classes were instructed to access self-paced online modules prior to the actual discussion of the topics. At the end, three metacognitive questions were accomplished by every student. Mann-Whitney U-Test was performed on the scores earned by each student in the two groups (quick checks, quizzes, and forms). Results showed statistically significant differences in the performance of the two classes in their total quick check scores, which implies that the online modules were able to aid student retention of Science content knowledge for immediate assessments. However, the test statistics revealed insufficient evidence to provide a statistically reliable difference on total quiz and form scores.

**38034** 13:30-14:00 | Room 505 (5F)

#### *The Effect of Game-Based Learning on Science 10 Test Scores*

Ma. Ana Marianne Delfin, Miriam College High School, The Philippines

Anne Theresa Gaba, Miriam College High School, The Philippines

Game-based learning (GBL) is one of many methods that enhance the classroom learning environment by increasing student motivation and engagement. In recent years, the availability of game resources on the internet and the ubiquity of mobile devices have generated more interest in game-based learning. There are few pieces of research, however, on whether it improves retention or not. The purpose of this study is to explore the effect of game-based learning (GBL) on test scores (quick checks, quizzes, and forms) of Grade 10 students in Science class. The study used a two-group post-test only design for a four-week learning activity. The participants included 204 Grade 10 students in six classes of Miriam College High School. Three classes were exposed to GBL (experimental group) and the other three classes learned with traditional teaching approach (control group). The Mann-Whitney test for independent samples revealed that quick check scores of students in the experimental group were significantly higher than that of the students in the control group. However, no significant difference was found between form and quiz test scores of the two groups. This suggests that game-based learning may be effective in improving short-term retention, leading to higher scores in post-tests administered shortly after the game. However, there is insufficient evidence to determine whether or not game-based learning is effective in improving long-term retention or scores in long-term post-tests.

**38400** 14:00-14:30 | Room 505 (5F)

#### *The Usage of Television Media that Takes its Main Information from TRF Research Focused on Cultural Tourism in Nakhonthai District, Pitsanulok Province*

Kittipong Phumpuang, Naresuan University, Thailand

Patcharin Buranakorn, Huachiew Chalermprakiet University, Thailand

This research aims at using television media that takes its main information from TRF research focused on cultural tourism in Amphoe Nakhon Thai, Pitsanulok Province to disseminate knowledge to youths. The media has been developed from two TRF pieces of research. Its scope has been on 3 groups: 1) secondary school students in Amphoe Nakhon Thai, Pitsanulok Province 2) secondary school students from outside and 3) foreign exchange students. It is found from the research that this use of research for creating media to disseminate knowledge to the youths leads to these learning outcomes: Group 1: secondary school students in amphoe Nakhon Thai, Pitsanulok Province: documents which were gathered from three schools in Tambon Neaun Pheaum express that the evaluation rate of learning outcome is at the highest level (4.53). Group 2: secondary school students from outside: documents which were gathered from three schools in Pitsanulok, Nontaburi and Samut Prakan express that the evaluation rate of learning outcome is at the highest level (4.51). Group 3: foreign exchange students: documents which were gathered from Chinese students in three universities express that the evaluation rate of learning outcome is at the highest level (4.53). The use of these pieces of research has been widely broadcasted to local administrations; for example, the office of Phu Hin Rong Kla National park, Ban Mai Rong Kla organization, mass media (e.g. Tourist Authority of Thailand, Pitsanulok office and The National Television Service of Thailand, Pitsanulok office, etc.) academic networks and social media.

# Sunday Session II

## 13:00-14:30 | Room 506 (5F)

### Learning Experiences, Student Learning & Learner Diversity

Session Chair: Dongwan Ryu

**37994** 13:00-13:30 | Room 506 (5F)

#### *Interactive DSP Teaching Using Skits and Audio Visual Aids*

Hema Kumar B, Pondicherry Engineering College, India

With the advent of new technologies in the field of Instrumentation Engineering, a study of Digital Signal Processing (DSP) has become an inevitable one. DSP involves acquiring real time signals, digitizing them and mathematically manipulate to extract useful information. Traditionally DSP has been taught in engineering colleges using simulation softwares to develop interest among students. Connections between abstract signal processing theory and real-world signal processing system design are difficult to illustrate in a packed undergraduate curriculum. We have proposed usage of skits for explaining concepts (convolution, filtering etc) and employing students to act and interactive audiovisual aids (for sampling of voice at different rates, filtering background noises from classroom audio recording etc) as tools for learning DSP. A class of 60 students was divided into two groups SAV (Skits Audiovisual) & AV (Audiovisual). For both groups initially, the concepts were explained, followed by a pretest. Later for Group SAV, concepts were demonstrated with the use of skits and interactive audiovisual aids, whereas for group AV, interactive audiovisual aids alone were employed. Following the activity, a posttest was conducted for both the groups. In this context, a unique questionnaire was developed to evaluate the effectiveness of these teaching aids. Based on the pretest and posttest scores, we found that group SAV got better scores than group AV in their ability to understand concepts by applying to simple real-world examples. Hence the usage of these interactive teaching aids helps in increase of student's interest to learn, visualize and understand key DSP concepts.

**38197** 13:30-14:00 | Room 506 (5F)

#### *The Triggers and Implications of Digital Distraction*

Michael Henderson, Monash University, Australia

Tracii Ryan, Monash University, Australia

Digital distraction is a growing concern in both school and higher education. It refers to situations in which students engage with digital technologies in ways that are counter-productive to the desired learning task, both inside and outside of the classroom. To date, the phenomenon of digital distraction has attracted considerable attention by the popular media and education critics who claim it is a significant concern for the digital age, as it is not uncommon for high school and university students to have multiple, internet enabled devices at their disposal at any one time. In trying to explain the phenomenon, commentators are as likely to blame the accessibility of devices, the addictive nature of social media and games, the students as deficient in motivation or reason, the students as having generational proclivity for digital interactions, and the educators and families for not managing the environment sufficiently. However, the cause and implications of digital distraction are not well understood, with a relatively small, but growing body of evidence that points to the need to explore individual attributes, as well as instructional and social environments. This paper reports on the first phase of a cross-sector study exploring the situated ecologies of digital distraction, including triggers and implications. In particular, it outlines the extant research in digital distraction including a critical recap of discussions relating to multi-tasking, parallel processing, 21st Century skills and learning styles. The paper concludes with a proposed framework for identifying digital distraction triggers and possible ways to mitigate their effect.

**38657** 14:00-14:30 | Room 506 (5F)

#### *Two Faces of Today's People: Identity Change from Game Players to Game Designers*

Dongwan Ryu, Korea Aviation College, South Korea

Jiwon Jeong, Korea Aviation College, South Korea

With the help of digital media and networking technologies, people increasingly participate in consuming, producing, and disseminating their new meanings in multiple modes, forming new identities as knowledge producers. Drawing on online ethnography including participant observation and email interview, the study explored 1) how game players participated in learning how to make mods, a fan-programmed game feature; and 2) why they created and shared mods with others. Findings showed that game players participated in learning through collaboration, appreciation and validation, and mentoring. Moreover, affiliation, offline interests, and increased enjoyment motivated them to participate in making and sharing mods with peers. The findings suggest overlooked or neglected implications - and possible applications - for 21st century learning out of school.

# Sunday Session III

## 14:45-16:15 | Prokofiev Hall (2F)

### Learning Experiences, Student Learning & Learner Diversity

Session Chair: Guldana Akhmetova

**38094** 14:45-15:15 | Prokofiev Hall (2F)

#### *Exploring Singaporean Children's Chinese Word Learning Experience*

Li Li, Singapore Centre for Chinese Language, Nanyang Technological University, Singapore

Yuh Huann Tan, Ministry of Education, Singapore

Hock Huan Goh, Singapore Centre for Chinese Language, Nanyang Technological University, Singapore

Learners' word learning experience and learning needs are valuable indicators for learning resource developers. This article introduces a study on exploring Singaporean children's Chinese word learning experience and learning needs after school. Through the analyses of learners' needs in Chinese word learning, we seek solutions for developing a digital Chinese word resource that better suit children's learning needs in terms of both the contents and the presenting forms. Thirty students attending grade 3 and grade 4 in five primary schools will be invited to small group discussions on their word learning experiences after school. They will also be asked about their experience and difficulties in using the currently available Chinese word learning resources, their satisfaction in those resources and suggestions in improving their word learning experience. Characteristics of the desired word learning contents and its presenting forms will be analysed and concluded from the group discussions. Such information will advise our later Chinese word learning resource development.

**38048** 15:15-15:45 | Prokofiev Hall (2F)

#### *Transiting to Student-Centered Learning in Kazakhstan: Undergraduate Student Experiences*

Guldana Akhmetova, Karaganda State Medical University, Kazakhstan

Anar Turmukhambetova, Karaganda State Medical University, Kazakhstan

Karaganda State Medical University has been transiting and practicing active methods of teaching and learning since 2011. Faculty members are encouraged to lead their courses by diverse activities to increase students' learning. However, there is limited evidence regarding the extent of faculty members who evaluate their own courses. In this light, this paper aims to explore and share undergraduate students' learning experiences and teaching of Philosophy at a medical university. The language of instruction of the four-month course (February-May, 2017) was English. Students were in six groups, of which four groups of international students and two groups of local students. Using qualitative method, a total of 63 students responded to open-ended questions. Additionally, 23 students, comprising four students from each group, were engaged in focus group discussion. Students' participation and performance in classes were also observed over the period of the course. This presentation will focus on the outcomes of the study, within the wider context of the discussion of ways in which Kazakhstani universities are opening to education change in the context of globalization. Feedback from other conference participants will be welcomed.

**37723** 15:45-16:15 | Prokofiev Hall (2F)

#### *Flipped the Reading with the Resource Outside of School*

Shih-Wen Su, National Chiao Tung University, Taiwan

Chuen-Tsai Sun, National Chiao Tung University, Taiwan

Flipped classroom is trying to change the pattern of teaching and learning. It focused on the students' discussion and teachers' leading after students' self-watching videos before the class. In our study, we replaced the video watching by the book reading which was explored by students in the library before the class. The exploration of students in the library will be guided by the learning system which was modified by MOODLE. The education system not only can guide students how to learn in the library but also can distribute different missions of individual students by their learning ability. We select two classes of sixth grade in a public elementary school in Keelung. One class is control group (27 students), using traditional teaching method. The other class is experiment group (29 students), using guiding learning system we made. Both classes had five lessons to finish their learning. By the learning process before the class, we try to figure out: (a) Students will learn well with the guiding learning system. (b) By the further exploring, the process will encourage more motivation of students to learning. (c) With the guiding learning system, students will be driven more discussion in the class. Hope the study can provide more possibility for reading the course and assist students to read more, discuss more and understand more.

# Sunday Session III

## 14:45-16:15 | Room 501 (5F)

### Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

#### Session Chair: Wei-Ren Chen

**38477 14:45-15:15 | Room 501 (5F)**

#### *A Little Astronomical Scientist – A Dream of a Twice-Exceptional Student*

Hsieh Yi-Shan, National Kaohsiung Normal University, Taiwan

This study is to explore a twice-exceptional student who has been identified as a visual disorder since childhood. This is a qualitative research focus on individual case studies through storytelling and taking open semi-structured in-depth interviews of visually impaired students with science talents. It is the goal of this research to discover and understand the factors, which contributed to the studying and teaching those students. Based on the research findings above, recommendations are made in these four areas: Inclusion education; Schools; Gifted Education; and Future Case Studies.

**38451 15:15-15:45 | Room 501 (5F)**

#### *A Narrative Exploration Into the Experience of One Mother Raising a Twice-Exceptional Child*

Yu Lin Ho, National University of Tainan, Taiwan

"Self-narrative" is the story of their own life experience. This study seeks to describe the researcher's experience of raising a twice-exceptional child in Taiwan. The researcher's first child was identified with developmental delay at the age of 2.5, and he was identified as an intellectually gifted child at the age of 7.5. The researcher states her motherhood experience of accompanying her first child through various developmental stages, including identifying her child's uniqueness, overcoming her concerns and allowing her child to take advanced placement examination, handling her struggles and anxiety for the child's early enrollment, and reflecting on the overall process after the child was identified as an intellectually gifted student. Finally, this study observed that the keys to rearing twice exceptional children successfully are early identification and treatment, recognition of and respect for the child's uniqueness, compensating disadvantages with advantages, cooperation between mother and father, and other people's guidance in the child's life.

**38146 15:45-16:15 | Room 501 (5F)**

#### *The Dialectic of Freedom: Gifted Children's Differentiated Learning Autonomy in Conducting Independent Studies*

Wei-Ren Chen, National University of Chiayi, Taiwan

ChingLing Wu, Natou County GuangHua Elementary School, Taiwan

KaiJu Huang, Taipei Municipal ShiDong Elementary School, Taiwan

Student voice is an essential issue but has not been explored systematically yet. According to the concept of student voice, the purpose of this research project was to investigate gifted children's voices in terms of learning autonomy in operational curricula (Goodlad, Klein, & Tye, 1979) of pull-out programs for the gifted in elementary schools. Specifically, the project was conducted in order to understand to what extent independent study provided space for autonomous learning, how gifted children learned in independent study, and how this course responded to gifted children's needs of autonomous learning. In this qualitative study, participant observations in the pull-out programs for the gifted in two elementary schools was first employed to explore the possible space for learning autonomy. Then six gifted children of above grade levels were invited to draw and talk about what they thought of learning autonomy in the pull-out programs of their schools. Based on different learning context in the two pull-out programs, gifted children's drawings and narratives were analyzed and interpreted, and their subjective voices on learning autonomy were presented in depth. The findings of this study might help us understand the meaning of gifted children's voices for gifted education programming so as to inspire possible teaching innovation of teachers for the gifted. In addition, gifted children's perspectives on gifted education development of the enhancement period in Taiwan will be presented as well.

# Sunday Session III

## 14:45-16:15 | Room 503 (5F)

**Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts**  
**Session Chair: Hsin Ling Chen**

**38179 14:45-15:15 | Room 503 (5F)**

*Emotional Intelligence in Adolescents with Javanese Ethnic (Study in Special Region of Yogyakarta, Indonesian)*

Debora Basaria, Tarumanagara University, Indonesia

Fransiska Xaveria Aryani, Tarumanagara University, Indonesia

The Indonesian country is known to have a very pluralist society. Of the many ethnic groups in Indonesia is known Java Tribe originating from Java Island is the largest ethnic group in Indonesia with a population of about 40.2 percent of the entire people of Indonesia (BPS, 2010). One of the areas with the majority population of the tribe of Java is the Special Region of Yogyakarta. Special Region of Yogyakarta is also known as a student city. Adolescence is known to be a transition period from children to adults who are known to be a period of identity search, including in it is maturity to be able to regulate emotions. Associated with the ability of emotional regulation with certain ethnic groups, from several studies known Java tribe has a better emotional regulatory ability compared with other tribes. Previous research also mentions the ability of one's emotional regulation can not be separated from the emotional intelligence factor it has. This study aims to see a description of the emotional intelligence of adolescents with ethnic Javanese living in the Special Region of Yogyakarta. This study uses quantitative research methods involving 485 adolescent respondents who are students with ages 15-19 years. The results show adolescents with ethnic Java in Special Region of Yogyakarta has a high emotional intelligence.

**38551 15:15-15:45 | Room 503 (5F)**

*Emotional Labor in the Interaction between Graduate Student-Advisor*

Hsin Ling Chen, National Cheng Kung University, Taiwan

Yun-Ting Huang, National Cheng Kung University, Taiwan

The purpose of this article was to explore emotional labor in graduate student-advisor interaction in academic situations. First, review the literatures on emotional labor and to clarify that "can the concept of emotional labor be applied to graduate student-advisor interaction?". Second, define the construct of emotional labor in graduate student-advisor interaction. Third, use the Rasch partial credit model to validate "Graduate Student Emotional Labor Scale", consisting of twelve items categorized into two subscales: expression of positive emotion and suppression of negative emotion. One hundred and four valid questionnaires were collected from graduated students in National Cheng Kung University in Taiwan using survey research techniques. The result indicated that the questionnaire's construct validity and reliability are acceptable. Content validity Infit MNSQ and Outfit MNSQ are both between 0.7~ 1.3 logits. Item separation reliability and participants separated reliability coefficient are 0.93 and 0.82. The implications of the findings, limitations, future research directions, and managerial implications are discussed at the end of this paper.

**38408 15:45-16:15 | Room 503 (5F)**

*Roles and Challenges of Faculty Members in Referring Students to Counselling Services*

Yee Lin Chung, Singapore Management University, Singapore

Steven Ng, Singapore Management University, Singapore

Early identification and referral are important in the counselling referral process, and faculty members are identified as one of the key stakeholders in referring students to counselling service. This study detailed and examined the perspectives of faculty members towards the roles and challenges related to counselling referral. Two faculty members shared their views that provided a deeper understanding of some issues such as their roles, dilemmas and challenges while they were helping students in distress and making counselling referral. Several areas of concerns arising from this study could be examined further to improve the provision of supporting services and ways to establish collaborative efforts between faculty members and counselling practitioners.

# Sunday Session III

## 14:45-16:45 | Room 505 (5F)

### Primary & Secondary Education

#### Session Chair: Thia Jasmina

**38128** 14:45-15:15 | Room 505 (5F)

#### *Enrollment Patterns of Individual Children in Secondary Education in the Republic of Zambia*

Naruho Ezaki, Kwansei Gakuin University, Japan

Since the introduction of Education for All (1990) and Millennium Development Goals (2000), the Zambian government has been putting effort into universal primary education. As a result, the enrollment rate of primary education has greatly improved and the completion rate went up to 85.8% in 2015 (Directorate of Planning and Information 2015). In recent years, the government has shifted their focus to secondary education (UNESCO 2016), which still has many challenges in terms of both access and quality of education. This study examines individual children's enrollment patterns and challenges they faced during the period of attendance at school. The results of the questionnaire and interview survey of 100 children in grade 12 at four public schools in the eastern province were analyzed. The results found that there were 73 enrollment patterns in total. Of these patterns, there were only 8 patterns to which 2 or more children belonged, while there were 65 patterns to which only one student belonged. 62 children promoted to grade 12 without any repetition or temporary dropout. On the other hand, 27 children experienced repetition, especially in grade 9, and 11 children experienced temporary dropout, particularly in later grades. Also, some extraordinary patterns were observed, for instance, a pattern which repeated grade 9 three times, a pattern which was downgraded after failing an exam, a pattern which has two-year temporary dropout, and so on. The detailed patterns of individual children facing difficulties and the causes of temporary dropout will be discussed in the presentation.

**38103** 15:15-15:45 | Room 505 (5F)

#### *The Role Government Spending on Basic Education at the District Level in Indonesia*

Thia Jasmina, Graduate School of Policy Science, Ritsumeikan University, Japan

Hisaya Oda, Graduate School of Policy Science, Ritsumeikan University, Japan

Due to fiscal decentralization in 2001, the provision of basic education in Indonesia has been shifted from the central government to local governments at the district level. One main milestone on education in Indonesia is the enactment of law in 2003 that stated a compulsory nine-year basic education (six years of primary and three years of junior secondary level) and a requirement for central and local governments to allocate a minimum 20 percent of their budget for education. The central government has managed to 20 percent of its government budget for education since 2009, and approximately 60 percent of the spending has been transferred to local governments at the district level for the provision of basic education. Despite the increase of financial resources, challenges on the implementation of basic education at the district level persist. Some empirical studies show that increasing government spending does not necessarily increase education outcomes at the district level. This paper aims to analyze how government spending has affected education outcomes at the district level in Indonesia by not only describing the government spending and education outcomes at the district level in Indonesia, but also extending the analysis based on field visits to selected districts in Indonesia of Bogor, Majalengka, Sleman, and Kulon Progo. This paper shows that despite the increase in government spending on education, efficacy in transferring the funds and transforming the funds into educational services are imperative in enhancing basic education at the district level in Indonesia.

# Sunday Session III

## 14:45-16:15 | Room 506 (5F)

### Learning Experiences, Student Learning & Learner Diversity

#### Session Chair: Yoshihiko Yamamoto

**38624** 14:45-15:15 | Room 506 (5F)

*Using Project Based Learning in Statistics Course to Develop the Statistical Literacy for College Students*

Afifi Lateh, Prince of Songkla University, Thailand

Using project-based learning in the course of Statistics for Career to develop the statistical literacy was conducted with the group of students from Pattani vocational college and Pattani fisheries college who enrolled the course as a core subject in the first semester of the academic year 2017. The course composed of theories with practices section and project section in the parallel form. The sample was twenty-three students from both colleges and evaluated by the SATS-36, the final test, the project evaluation form, and the statistical literacy evaluation form. The findings revealed that after attending class, the attitudes toward statistics evaluated by SATS-36 was significantly higher than before learning, the mean of the final test assessed by the objective and subjective tests was above 70 percent. In addition, the mean of the statistical literacy for college students was above 80 percent and also showed with the nine projects from twenty-three students, some example of project titles were the donut and roti consumption satisfaction and the importance of buying dried fish of people in Pattani province.

**38508** 15:15-15:45 | Room 506 (5F)

*Developing Students' Creativity, Confidence, and Sense of Mathematics Through Realistic Mathematics Education*

Agus Sofian Eka Hidayat, Monash University, Australia

The implementation of traditional teaching practice gives a limited opportunity for children to improve their creativity, confidence, and sense of mathematics in their daily life. To overcome the problems, implementation of Realistic Mathematics Education (RME) approach was used in accordance with the functionality to provide students' autonomy, authentic environment and meaningful experience. The research aims to investigate the impact of RME towards the development of students' creativity, confidence, and sense of mathematics in daily life for Pythagoras theorem topics. A case study was conducted in two Mathematics classrooms where the teacher used traditional teaching and RME. Classroom observation was used to observe how the students develop their creativity in finding Mathematics concepts, while interviews and questions were conducted to examine students' perception about their learning confidence and sense of mathematics. The result shows that by doing RME in the classroom, students could creatively find their own Mathematics concept to find the Pythagorean formulas. Most of the students enjoyed and felt enthusiast with the learning and felt that the lesson was more interesting and easier compared to the daily learning. Furthermore, the students recognised more about the functionality of mathematics' concept that has been although and their appearance in their daily life. It is suggested that teachers may implement RME approach to enhance the creativity of students in finding mathematics concept as well as to create meaningful learning that could increase the students' enthusiasm, interest and their perspective about the function of mathematics in their daily life.

**37317** 15:45-16:15 | Room 506 (5F)

*Is There Still a Gender Myth: Science Fields for Boys and Humanities for Girls?*

Yoshihiko Yamamoto, Shizuoka University, Japan

Maki Ikoma, Ritsumeikan University, Japan

MEXT, Japan (2006 and 2016) reported the numbers of university students' enrollments. In the area of Electric Communication Engineering, particular, it is almost 16 times differences in 2006 between men (132,404) and women (8152). It is almost 10 times difference between men (103,476) and women (9546) in 2016. The authors of this study, however, believe that gender preference of choosing a study area does not mean that either men or women are good at one particular study area. Thus, the aim of this study is, therefore, to examine whether there are some gender trends about the electric communication engineering area. In particular, this study focuses on looking at the use of online course tools by both male and female university students. This study firstly uses questionnaires for students to see their insights towards using online course tools for their English classes. Secondly, this study sees the actual use of online course tools by counting numbers of access by students who enrolled in our English classes. The questionnaire results revealed that 27 % of women in this study felt confident while 16.7% of men felt either confident or strongly confident about using their PC. The numbers of actual access to online course tools reveal that women accessed (M=1066) more than men (M=838.2). These results suggest the traditional gender stereotype has been changing and at the conference, the authors will discuss why it is happening.

# Conference Closing Address

## 16:30-17:00 | Room 504 (5F)

**Session Chairs: Yvonne Masters & José McClanahan**

Closing remarks from members of the conference Organising Committee.

# Virtual Presentations

Virtual presentations afford authors the opportunity to present their research to IAFOR's far-reaching and international online audience, without time restrictions, distractions or the need to travel. Presenters are invited to create a video of their presentation, which is then uploaded to the official IAFOR Vimeo channel and remains online indefinitely. This is a valuable and impactful way of presenting in its own right, but also an alternative means for those delegates who may be unable to travel to the conference due to financial or political restrictions.

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# Virtual Presentations

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36754

## *Extraversion and Introversion in Young Adult ESL Learners*

Ronald Jones, Khalifa University of Science & Technology, UAE

A Michael Riskus, The Petroleum Institute, UAE

Why do some ESL intermediate classes seem so energized while others seem so much more subdued? And why do even some of the most proficient students in our classes simply not perform to our expectations when asked an open-ended question? This short presentation will delve into the psychological dichotomy of extraversion (E) and introversion (I) to highlight its influence on student performance both inside and outside the classroom. By examining the nature of students' E-I preferences, teachers gain a more solid understanding of how ESL learners like to engage with others, thus allowing for more strategic lesson planning, team-building and scheduling of homework. The speaker also shares insights into how the E-I dichotomy impacts on student perceptions of teacher feedback in language correction and assignments. The presentation concludes with a shared assessment tool teachers can prescribe to help their students identify their own E-I preferences.

38661

## *Enshrining Language Learning in an Internship: Developing a Language Focused Internship Within a Famous Japanese Shrine*

Charles J. Anderson, Kyushu Sangyo University, Japan

The importance of internships, co-curricular and extracurricular activities in the university experience, and after graduation is becoming increasingly important for students and potential employers. These programs provide authentic learning opportunities for students and evidence of practical 'soft' skills distinct from, and complementary to any academic training received. This is especially true for students acquiring a foreign language. Test proficiency is no longer sufficient for students seeking meaningful employment after graduation. Employers are now demanding candidates that have practical experience in using language in real contexts and for authentic purposes. The purpose of this paper is to outline the genesis and collaborative development of one university's language focused internship program within a famous shrine located in southern Japan. Starting from a theoretical justification of internships and co-curricular activities, we will then address common problems related to the implementation of a more language focused internship program, and offer solutions that have proved helpful in our program. We will then give concrete examples of methods that have been successful in implementing the program, including tasks that maximize learning opportunities, systems for collecting usable feedback from all stakeholders, and approaches that utilize actual internship experiences within the classroom to promote better outcomes for students and the program. The paper will conclude with actual positive and negative feedback from interns, educators and shrine staff that should prove informative to anyone considering the creation of a similar program.

37992

## *Overview of Edtech Research Practices and Decision-Making in Higher Education*

Kristin Palmer, University of Virginia, USA

This session will review the results of a year-long research project looking at the role of efficacy research in educational technology decision making in higher education. This study consisted of 47 interviews with 54 EdTech decision makers across six different types of institutions. The study found that institutions frequently pilot solutions to determine if they are a good fit. Institutions tend not to share results of pilots unless requested. Generally, the study found that colleagues talk with one another to get input and feedback. Frequently, these interactions are at conferences or on social media. Little efficacy or robust research is done due to the length of time required and the rapid cycle of technology development. This session will conclude with a proposed process and template that could be a mechanism for institutions to share lessons learned, best practices, and performance data around EdTech solutions that have been piloted on their campus. This study was one of ten working groups sponsored by the University of Virginia looking at ed tech efficacy research across K-20. Results from these ten groups were shared at the Ed Tech Efficacy Symposium, an invite only event held in May 2017 in Washington, DC, USA.

38100

## *A Three-Level Problem Corpus for Introductory Computer Programming Courses*

Weijun Chen, Tsinghua University, China

Solving problems is a very important exercising activity for students in an introductory computer programming course. The paper introduces the construction of a three-level problem corpus for training the students' programming skills. The first level consists of the C programming language syntax problems, including data types, control flow, functions, pointers and arrays, structures, etc. For each syntax point, there are several problems of different difficulties and each problem is in the form of single-choice question. The second level consists of the programming problems. For each problem, a text description is given and the students are required to write the corresponding source code. The purpose is to train the skills of problem analysis, algorithm design and coding. Besides, each problem is provided with a couple of reference source codes which were written by experienced programmers, the students can learn how to program by studying these good examples. The third level consists of programming projects that are collected from the Internet and previous courses. These projects are relatively bigger programming problems, for example, the Tetris game, the PacMan game, the calculator simulator. For each project, the full source codes and detailed documents are given. The students can learn how to implement a practical software by reviewing these projects, they can also modify the source codes and add some new features. The above corpus is already used in our programming course at Tsinghua University. Initial observations show that students improved their programming skills after they have completed those problems in the corpus.

# Virtual Presentations

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38194

## *Bernstein's Pedagogic Device as Deconstruction of Teaching Practices*

Julián Castro Cifuentes, Central University, Colombia

The aim of this study is to discuss Bernstein's Pedagogic Device Theory as the grounding for deconstruction of teaching practices in higher education. This paper describes a teaching of teachers experience focused on building pedagogical knowledge through deconstruction of classroom practices in order to unveil the rules and implied discourses within the teacher's mindset. It is argued that pedagogical knowledge is only produced by systematic reflection on teaching experiences. Otherwise, the teaching practices are reduced to an ensemble of given structures that establish relations of power and control instead of relations of knowledge between students and educators. Bernstein's theory of the pedagogic device shows how the teacher's mindset and ulterior power/knowledge structures guides the actions into the classroom and the application of his concepts to the deconstruction of teaching practices allows to review its subjacent knowledge form a critical point of view. This paper provides a framework for the transformation of teaching practices aiming to change the teacher-student relation, from a power and control perspective into an educational and empowering approach.

38271

## *Read Alliance: Innovating for Change*

Anurima Chatterjee, Center for Knowledge Societies, India

Based on national and international assessments, India has been diagnosed with very poor reading levels that will significantly impact the demographic dividend of this nation. To solve the Grand Challenge of childhood reading, it is essential to foreground and explain the nature of the challenge to new stakeholders, and then to include them in a constructive and productive dialogue around how they might work together and bring their collective resources together to overcome this challenge. The READ Alliance project aims to spur an early grade reading movement in India by supporting literacy innovations and building a network of organizations to collaboratively impact 100,000 learners from the base of pyramid populations in India. This project identifies and incubates innovations in early grade reading that have the potential to scale for large scale impact. All innovations are extensively documented using use-case summaries through periodic meetings and then finally tested for impact using experimental or quasi-experimental quantitative research designs. This project additionally aims at sharing its activities with the public in ways that make it easier to understand what its goals are and how individuals and corporations or other kinds of organizations can get involved in bringing change. This project initiates active dialogue around the early grade reading in India by creating, curating and disseminating knowledge to the relevant target audience through myriad communication platforms including social media. This paper will explore how the READ Alliance project allows for innovations and collaborations for maximizing impact on the learning scenario in India.

38534

## *21st Century Learning: Developing Critical Thinking and Communication Skills in the English Language Classroom*

Roxana Sandu, University of Tsukuba, Japan

Rightfully, a crucial 21st-century skill, 'critical thinking' has become the buzzword in foreign language education worldwide. Whilst many approaches can be adopted to encourage language learners to become 'critical thinkers', this presentation will describe a discussion-based approach that helps students develop critical thinking skills. While emphasizing the importance of being able to articulate their own opinions, classroom practice included numerous activities that required students to (1) remember, understand, and apply information, and (2) analyze, evaluate and create stories. This study will report on three advanced English integrated skills courses in which this approach was used throughout the academic year 2016-2017, over the course of 23 weeks. Based on the results of a questionnaire administered to approximately 80 students, perceptions of their improvement in terms of (1) critical thinking skills and (2) communication skills will be discussed. Although results show that most students believe they have improved both critical thinking and communication skills, differences in students' answers could be attributed to the mixed ability classes, as well as the semi-implicit teaching method. In the end, suggestions to improve the course in the future will be offered and implications for such an approach will be discussed.

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## Volume 6 Issue 1

Publication date: **March 1, 2018**

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## About the Editor

Dr Bernard Montoneri is the co-founder of the *IAFOR Journal of Education*. He earned his PhD (African, Arab, and Asian Letters; History, Languages, Literature) and his BA in Chinese from the University of Provence, Aix-Marseille I, France. He taught Literature (European, Children, American, and British) and languages (French, English, and Italian) at Providence University for 16 years. He is currently an Associate Professor at Tamkang

University, French Department, Taiwan. Bernard has around 40 publications, including journal papers (including SSCI, SCI, and THCI), conference papers, and books and has obtained many teaching and research projects. His research interests include French literature, children literature, English writing, automated scoring systems, teaching and learning evaluation, data envelopment analysis, networking, and teaching methods. He is a reviewer for top academic journals such as *Review of Educational Research* (ranked #1 in Education), *American Educational Research Journal*, *Teaching and Teacher Education*, and *European journal of Operational Research*.



# Conference Highlights: The Past 12 Months

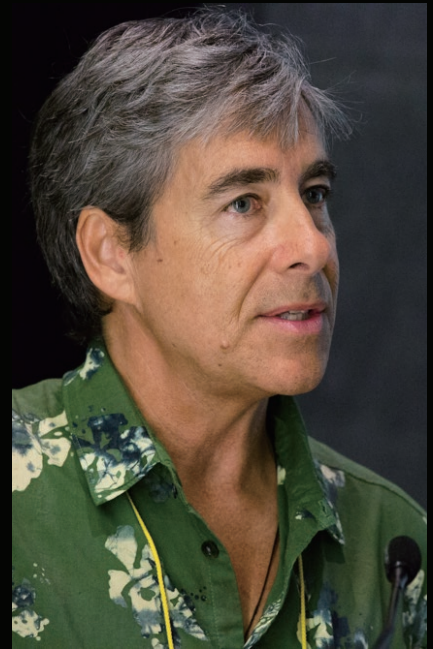
Since 2009, IAFOR has welcomed university presidents, faculty deans, award-winning journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, documentary makers, movie directors, members of the armed forces, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...



**Above left:** Dr Simon Sleight, Senior Lecturer in Australian History at King's College London delivers a Keynote Speech at The IAFOR International Conference on the City 2017 (City2017) in Barcelona, addressing delegates on the topic of memory and the modern city. Dr Sleight's work explores the history of urban place-making, the evolution of youth cultures and the Australian presence in Britain. **Above right:** Internationally renowned constitutional lawyer and jurist Professor Adrien Katherine Wing gives a Keynote Presentation at The IAFOR International Conference on Global Studies 2017 (Global2017) on the legal status of women of colour around the world under national and international law. Professor Wing is the Associate Dean of International & Comparative Law Programs at the University of Iowa College of Law, USA, and was involved in the drafting of the South Africa and Kosovo constitutions.

**Below left:** Multiple Academy Award winning documentary filmmaker, Mark Jonathan Harris, director of *Breaking Point: The War for Democracy in Ukraine*, an Official Selection of the IAFOR Documentary Film Award 2016, responds to questions following his Featured Presentation entitled "Breaking Point – Ukraine in the Era of Trump" at Global2017. Professor Harris is Distinguished Professor in the School of Cinematic Arts at the University of Southern California, USA, where he heads the documentary program. **Below right:** Mark Jonathan Harris's award-winning documentary, *Breaking Point: The War for Democracy in Ukraine*, was screened at City/Global2017 and was followed by a Q&A with the Director.





**Above left:** In a City2017 Featured Presentation, Gloria Montero, celebrated Spanish novelist, playwright and poet, offers her own insights into the city of Barcelona, where she has made her home and where City2017 was held. **Above center:** Professor Georges Depeyrot, monetary historian at the ENS (Paris) and Member of the Board of Trustees of the French National Center for Scientific Research (CNRS), France, introduces the IAFOR Silk Road Initiative in an information session at Global2017. **Above right:** In a Keynote Presentation entitled "Refuge: Refugee: Moonlight and Precarious Love" at Global2017, Professor Baden Offord of the Centre for Human Rights Education, Curtin University, Australia, discusses the human condition in relation to people's suffering around their sexuality with reference to the Academy Award winning film, *Moonlight*.

**Below:** An image from the series *Single Mothers of Afghanistan* by Canadian/Iranian photojournalist Kiana Hayeri, Grand Prize Winner of the 2017 IAFOR Documentary Photography Award. Winners were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter. For more information about the award, please see the feature on p. 35 and visit: [www.iaforphotoaward.org](http://www.iaforphotoaward.org).





**Above left:** Dr Paul Lowe, Founding Judge of the IAFOR Documentary Photography Award, gives a Keynote Presentation on "Testimonies of light: Photography, Witnessing and History" at The European Conference on Media, Communication & Film 2017 (EuroMedia2017). Dr Lowe is an award-winning photojournalist who has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny. **Above right:** In a Featured Panel Presentation at The European Conference on Arts & Humanities 2017 (ECAH2017) Professor Donald Hall, Dr Linda Schwarz and Professor Amanda Bright discuss the challenges of doing research and creative activity in the arts and humanities today. Donald E. Hall is a Vice-President of IAFOR and Dean of the College of Arts and Sciences at Lehigh University; USA. Linda Schwarz is Dean of the Faculty of Arts & Science and Professor of Interdisciplinary Studies at Ambrose University, Canada, and. Amanda Bright has been Head of the School of Art at the University of Brighton, UK.

**Below left:** At EuroMedia2017, Dr Rodney Hill of the Lawrence Herbert School of Communication at Hofstra University, USA, and Francis Ford Coppola Archivist presents on the topic of "Mythologizing One's Own History Through Narrative" by referencing Coppola's *Tetro*. **Below right:** Dr Alfonso García Osuna, Editor of the *IAFOR Journal of Arts & Humanities*, delivered a Spotlight Presentation entitled "Re-Creating the Past: Fascist Comics and the Rehabilitation of History", at ECAH2017. Dr Osuna has taught at Hofstra University in New York, USA, for over thirty years.

**Bottom:** The Conference Welcome Reception provides a great opportunity for delegates to network and get to know each other.





**Above left:** Keynote Speaker at The European Conference on the Social Sciences 2017 (ECSS2017) Dr Anke Schwittay discusses inclusive innovation in international development. Dr Schwittay is Head of International Development at the University of Sussex in the UK, and Senior Lecturer in Anthropology and International Development at the School of Global Studies. **Above right:** Dr Georgios Tsakos, Reader in the Department of Epidemiology and Public Health at University College London, UK, gives a Keynote Presentation on the topic of "Links Between Oral and General Health: Putting the Mouth Back in the Body" at ECSS2017.

**Below:** In a Plenary Panel Presentation on sustaining the city at The European Conference on Sustainability, Energy & the Environment 2017 (ECSEE2017), Professor Anne Boddington, Duncan Baker-Brown and Cat Fletcher examine the rationale behind The Brighton Waste House – Europe's first permanent public building made almost entirely from material thrown away or not wanted (shown bottom left). Anne Boddington is Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, Duncan Baker-Brown is an expert in contemporary methods of ecology-friendly building design, an architect and an academic, and Cat Fletcher is Founding Member, Elected National Representative and Head of Media for Frengle UK.

**Bottom right:** ECSS2017 Featured Speaker Professor Grant Black of the Faculty of Humanities and Social Sciences, University of Tsukuba, Japan, addresses conference delegates on the subject of "East Meets West: Innovation and Discovery in Education Reform at an Elite Japanese University". Professor Black is Vice-President (at large) of IAFOR.





**Above left:** At The European Conference on Psychology & the Behavioral Sciences 2017 (ECP2017), Professor Geoff Beattie of Edge Hill University, UK, delivers a Keynote Presentation entitled "Hidden Thoughts: Do Your Hand Gestures Reveal More About You Than You Think?" Professor Beattie is a world renowned expert on non-verbal communication and a noted author, broadcaster and public intellectual, who was the resident on-screen psychologist for *Big Brother* for eleven series on Channel 4. **Above right:** Dr Katie Woodward discusses public attitudes towards counter-terrorism in a Featured Presentation at ECP2017. Dr Woodward is currently a Principal Psychologist working in the Human and Social Sciences Group at the Defence Science and Technology Laboratory in Hampshire, UK.

**Below left:** Dr Stephen E. Gregg, Senior Lecturer in Religious Studies at the University of Wolverhampton and Keynote Speaker at The European Conference on Ethics, Religion & Philosophy 2017 (ECERP2017), enjoying a lighter moment, after a wide-ranging address examining the topic of complicating religious identity in the twenty-first century. **Below right:** Professor Thomas Brian Mooney gives a Featured Presentation entitled "The Virtue of Politeness As a Part of the Virtue of Justice" at ECERP2017. Thomas Brian Mooney is a philosopher with an international reputation and Head of the School of Creative Arts and Humanities, Charles Darwin University, Australia.

**Bottom left & right:** IAFOR's European Conference Series is held in Brighton, UK, and features an optional tour of Bateman's, the Jacobean home of *The Jungle Book* author Rudyard Kipling, and the spectacular Hever Castle and gardens, once home to Anne Boleyn, Henry VIII's second wife.



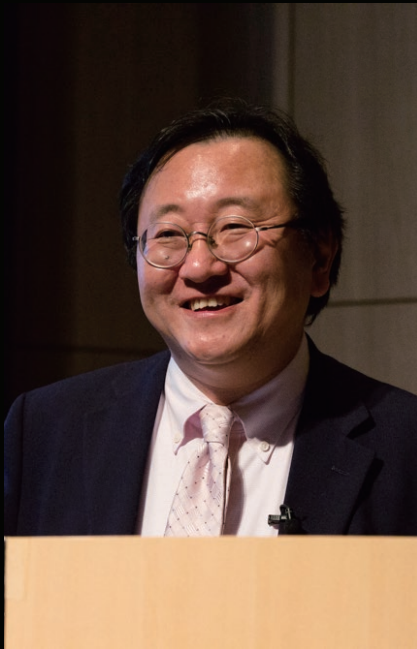


**Above left:** At The European Conference on Education 2017 (ECE2017), Professor Kwame Akyeampong of the Centre for International Education (CIE), University of Sussex, UK, gives a Keynote Presentation on transforming the educational experience of African children through emancipatory research. Professor Akyeampong has been a senior policy analyst at UNESCO, and also consulted for the Ghanaian Ministry of Education. **Above right:** ECE2017 Keynote Speaker Matthew Taylor, Chief Executive of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, UK, delivers an address entitled "Think Like a System, Act Like an Entrepreneur" as part of the conference Plenary Panel. Prior to becoming Chief Executive of the RSA, Matthew Taylor was Chief Adviser to Prime Minister Tony Blair, as head of the Number 10 Policy Unit, and is the author of the 2017 Taylor Review of Modern Working Practices, commissioned by the incumbent UK government.

**Below left:** Professor Svetlana Ter-Minasova engages the audience at The European Conference on Language Learning 2017 (ECLL2017) with a Keynote Presentation on how to shatter the linguistic, cultural and psychological barriers to international communication. Professor Ter-Minasova is founding President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia and a public intellectual in Russia. **Below right:** Professor Anne Boddington, Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, moderates the Plenary Panel "Think Like a System, Act Like an Entrepreneur" at ECE2017.

**Bottom left:** ECE2017 Featured Speaker Professor David Hicks of Virginia Tech, USA, addresses delegates on the topic of "Teaching Difficult Histories Through Film: Examples and Perspectives from the Field", highlighting the pedagogical challenges that emerge when film is used to teach about the complex business of the representations of "the other". **Bottom right:** Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, UK, moderates a Plenary Panel entitled "Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4" at ECE2017.





The Asian Conference on Social Sciences 2017 (ACSS2017), The Asian Conference on Sustainability, Energy & the Environment 2017 (ACSEE2017) and The Asian Conference on Aging & Gerontology (AGen2017), were held in Kobe, Japan, June 8–11, 2017. **Above left:** His Excellency Dr Toshiya Hoshino gives an incisive Keynote Presentation as part of an ACSS2017 Plenary Panel entitled “East Meets West”, giving a historical overview of recent trends in International Relations. Dr Hoshino is now Japanese Ambassador to the United Nations in New York, having been seconded from Osaka University, where he is Professor at the Osaka School of International Public Policy (OSIPP). A former Vice-President of the university, he is also a member of IAFOR’s Board of Directors. **Above center:** Professor Haruko Satoh of Osaka School of International Public Policy (OSIPP), Osaka University, Japan, addresses delegates as part of the same ACSS2017 Plenary Panel. Professor Haruko Satoh is a member of IAFOR’s Academic Governing Board. **Above right:** Political Philosopher, Professor Michael Anthony C. Vasco, Dean of the Faculty of Arts and Letters at the University of Santo Tomas in the Philippines, sits on the same Plenary Panel at ACSS2017.

**Below left:** Director of the NACDA Program on Aging and Vice-President of IAFOR Dr James W. McNally gives a Featured Presentation on methodologies for the collection of comparative community-level public health data at AGen2017. **Below right:** Dr Hiroshi Ishida, Professor of Sociology at the Institute of Social Sciences, University of Tokyo, Japan, sits on an AGen2017 Plenary Panel entitled “East Meets West – Healthy, Active and Beautiful Aging in Asia”.

**Bottom left:** ACSS2017 Featured Speaker Dr Philip Sugai of Doshisha Business School, Japan, examines the concept of value in marketing. **Bottom right:** ACSEE2017 Spotlight Speaker Dr Maxime Jaffré, Assistant Professor in Sociology of Culture at the Ecole des Hautes Etudes en Sciences Sociales and a member of IAFOR’s International Academic Advisory Board, questions whether data science can do without the field survey.

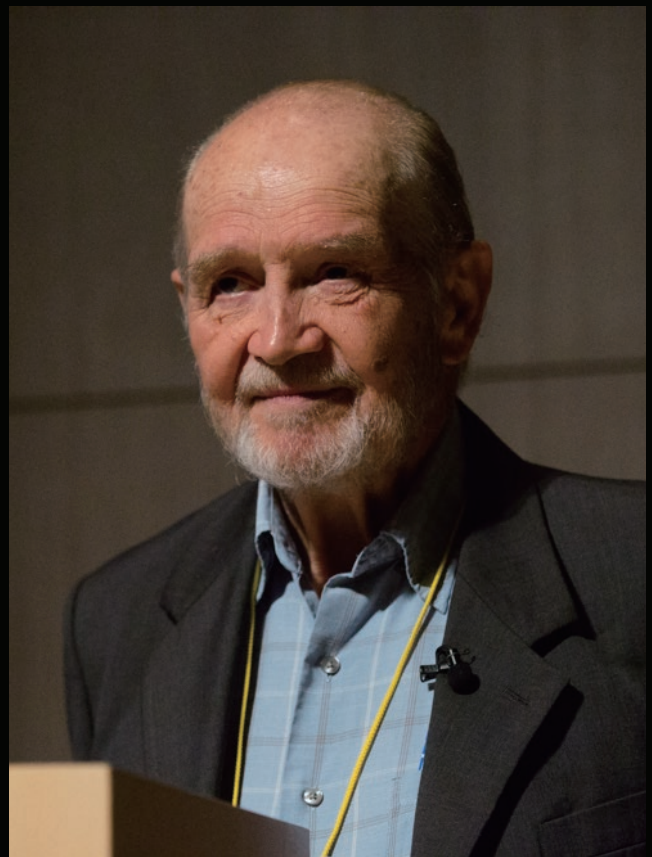




The Asian Conference on Cultural Studies 2017 (ACCS2017), The Asian Conference on Asian Studies 2017 (ACAS2017) and The International Conference on Japan & Japan Studies (IICJ2017), held June 1–4, 2017, brought together delegates from all over the world to explore the theme of "Global Realities: Precarious Survival and Belonging".

**Above left:** Professor Gaurav Desai of the University of Michigan, Ann Arbor, USA, examines the figure of the migrant in recent Anglophone fiction from Africa and South Asia in his ACCS2017 Keynote Presentation entitled "Precarious Futures, Precarious Pasts: Migritude and Planetarity". **Above right:** In a Featured Panel Presentation at ACCS2017, Professor Donald E. Hall, Professor Emerita Sue Ballyn and Professor Emeritus Yasue Arimitsu discuss the challenges of doing Cultural Studies today, exploring the emerging geo-political constraints on their work, as well as their respective national and institutional contexts, and interact with the audience on the topic of strategies for individual and collective response to the challenges that we face.

**Below left:** The University of Barcelona's Professor Emerita Sue Ballyn gives a Spotlight Presentation at ACCS2017 on the subject of surgeons on eighteenth-and-nineteenth-century female convict transports, often the unsung heroes of hazardous passages to the Antipodes, discussing the importance of their power at sea and on land, their care of their charges and how medical improvisation very often saved a patient's life. **Below right:** In his ACAS2017 Featured Presentation entitled "Buddhist Terrorism?", Dr Brian Victoria of the Oxford Center for Buddhist Studies examines the long history of those calling themselves Buddhists who engaged in warfare, despite Buddhism's long-standing reputation in the West as a religion of peace.





**Above:** To ensure that delegates have an especially memorable experience, IAFOR conferences include tours to places of historic and cultural interest, led by experienced tour guides.

Fushimi Inari Grand Shrine in Kyoto, Japan, features an iconic pathway lined with orange torii, each donated by a Japanese business, that creates a 4 km tunnel leading up a mountain behind the shrine.

**Below left:** Professor Ted O'Neill of Gakushuin University, Tokyo, Vice-President (at large) of IAFOR, gives a Keynote Presentation entitled "Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan" at The Asian Conference on Language Learning 2017 (ACLL2017). **Below center:** Featured Speaker Professor Mark Pegrum presents on moving beyond web 2.0 when designing authentic mobile learning for everyday contexts in Asia at The Asian Conference on Technology in the Classroom 2017 (ACTC2017). Mark Pegrum is an associate professor in the Graduate School of Education at The University of Western Australia, where he specialises in mobile learning and, more broadly, e-learning. **Below right:** Professor Barbara Lockee, Associate Director of the School of Education and Associate Director of Educational Research and Outreach at Virginia Tech, USA, explores the changing landscape for instructional design professionals in educational contexts and their potential to serve as change agents in the adoption of learning innovations at ACTC2017. Dr Lockee is Vice-President of IAFOR's Education Division.





**Above left:** During the annual haiku workshop at The Asian Conference on Literature 2017 (LibrAsia2017), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. **Above right:** Also at the LibrAsia2017 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, and a board member of the JAL Foundation, reads world-famous haiku before inviting audience members to compose haiku of their own. In addition to the yearly haiku workshop, LibrAsia2017 features the IAFOR Vladimir Devidé Haiku Award Ceremony, at which all award-winning entries are read out. The IAFOR Vladimir Devidé Haiku Award is an open competition for previously unpublished haiku written in the English language. The award is for haiku regardless of whether in the traditional or modern style; it transcends haiku divisions and is based only on literary merit.

**Below left:** Celebrated international pianist and former Fulbright scholar Marusya Nainggolan of the University of Indonesia, Indonesia, gives a resounding performance at The Asian Conference on Arts & Humanities 2017 (ACAH2017). Marusya Nainggolan performs music nationally and internationally, as well as teaching European Studies at the University of Indonesia and serving as a music counsellor for studies on music and health in the Indonesian National Health Department. **Below right:** At The Asian Conference on Arts & Humanities 2017 (ACAH2017) Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art and the Yokoo Tadanori Museum of Contemporary Art, and Honorary Director of the Abeno Harukas Museum of Art, Japan, speaks on "Art and Narrative in the Public Sphere", examining art as a medium for telling stories and creating narrative, and how curation can be used to contextualise and situate works of art.

**Bottom left:** Professor Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) in Paris. As part of a Featured Panel Presentation on "Constructing History" at The Asian Conference on Literature 2017 (LibrAsia2017), he discusses the importance of the construction of national history in the creation of personal and national identity. **Bottom right:** In the same Featured Panel Presentation at The Asian Conference on Literature 2017 (LibrAsia2017), Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University, explores how history shapes our political decisions today, and how we go about building, revising and deconstructing history.





**Above left:** In a Featured Panel Presentation on the right to education at The Asian Conference on Education & International Development (ACEID2017), Osaka University's Professor Haruko Satoh, Chair of the Politics, Law & International Relations section of IAFOR's International Academic Advisory Board, examines the conference theme, "Educating for Change", in the context of the conference screening of *Among the Believers*, and the friction between preserving culture and challenging culture in areas of the world where education is highly politicised. **Above right:** At the same conference, Professor Adrian Ziderman, Sir Isaac Wolfson Professor in Economics and Business Administration at Bar-Ilan University, Israel, gives an interactive Spotlight Workshop on publication ethics as part of his role as Research Chair and Trustee at the Committee on Publication Ethics (COPE).

**Below left:** Also at ACEID2017 Featured Speaker Jessica Loh gives an engaging presentation entitled "Values for Global Citizenship: Fostering Innovation and Access with the Higher Education Context". Jessica Loh is Director of Outreach at the Institute of International Education, Thailand. **Below center:** In a Featured Presentation at ACEID2017, Dr Rachel Lam of the Department of Learning Sciences and Higher Education at ETH Zurich in Switzerland, discusses the importance of environmental education in primary school. **Below right:** Professor Hiroshi Nittono, Full Professor of Experimental Psychology at the Graduate School of Human Sciences, Osaka University, Japan, gives a Keynote Presentation on the psychology of Japanese "kawaii" culture at The Asian Conference on Psychology & the Behavioral Sciences 2017 (ACP2017).

**Bottom left:** ACP2017 Featured Speaker Professor Ronald Mellado Miller of Brigham Young University – Hawaii, USA, presents on "A Poverty of Hope: Towards a Psychology of Humanitarian Success", discussing how programmes and implementations can meet both physical and psychological needs and how taking into account psychology can enhance humanitarian success and achieve far more than simply extending life. **Bottom center:** In a Featured Panel Presentation at The Asian Conference on Ethics, Religion & Philosophy 2017 (ACERP2017), Professor Koji Higashikawa of Kanazawa University, Japan, engages the audience on the subject of free speech and hate speech in the context of the conference theme, "History, Story, Narrative". **Bottom right:** In the same ACERP2017 Featured Panel Presentation, Shiki Tomimasu discusses the important ethical issues surrounding Japan's recent Hate Speech legislation, drawing on his experience as lead counsel for the Hate Speech Legislation Japanese Supreme Court test case.





The IAFOR Dubai Conference Series was held in February 2017 at the The InterContinental Festival City Event Centre in Dubai, UAE. This interdisciplinary event considered the joint themes of "Educating for Change" and "East Meets West: Innovation and Discovery".

**Top left:** Professor Donald E. Hall, Dean of the College of Arts and Sciences at Lehigh University, USA, gives a compelling Keynote Presentation at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017) on "Interdisciplinary Education for Innovation and Change". Professor Hall is Vice-President of IAFOR. **Top right:** IICEDubai2017 Keynote Speaker Professor Christina Gitsaki of Zayed University, UAE, addresses delegates on the topic of "Education: A Supertanker in an Ocean of Change and Innovation", discussing change in education from a number of different perspectives, at The IAFOR International Conference on Education – Dubai 2017 (IICEDubai2017).

**Below left:** In a Featured Presentation at The IAFOR International Conference on Education – Dubai 2017, Dr Fadi Aloul speaks on bringing education to schools and universities to help create future innovators. Dr Fadi Aloul is Professor and Department Head of Computer Science and Engineering and the Director of the HP Institute at the American University of Sharjah (AUS), UAE. **Below right:** As a Featured Speaker at the same conference, Dr Sufian Abu-Rmaileh of UAE University, UAE, presents on "Leadership Skills & Styles for Successful Administrators". Dr Abu-Rmaileh is President of TA Toastmasters and former President of TESOL Arabia.

**Bottom left:** In a lively Featured Presentation at The IAFOR International Conference on the Social Sciences – Dubai 2017, Dr Virginia Bodolica, American University of Sharjah, UAE, discusses "Managing for Innovation and Sustainability: Lessons from the Gulf Region", illustrating the recent accomplishments of several Gulf-based nations in espousing the principles of the knowledge-based economy and delineating strategic priorities for attaining sustainable development goals. **Bottom right:** Dr Christine Coombe of Dubai Men's College, UAE, gives a Featured Presentation as part of The IAFOR International Conference on Education – Dubai 2017 on educators' productivity, sharing the results of a research project investigating how the most productive TESOLers "fit it all in" and attain the ever-elusive work-life balance. Dr Coombe is a past president of both TESOL Arabia and TESOL International.





In January 2017, The IAFOR Hawaii Conference Series 2017 was held at The Hawai'i Convention Center, Honolulu, Hawaii, USA, as two consecutive events on the themes of "East Meets West: Innovation and Discovery" and "Educating for Change".

**Top left:** Professor William G. Staples of the University of Kansas, USA, speaks on "Everyday Surveillance: A Case Study of Student Information Systems" at The IAFOR International Conference on the Social Sciences – Hawaii 2017 (IICSSHawaii2017). Professor Staples is well known internationally for his work in the areas of social control and surveillance. **Top right:** In her Keynote Presentation at The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2017 (IICSEEHawaii2017), Dr Jaimey Hamilton Faris of the University of Hawaii at Manoa, USA, introduces the audience to the concept of "liquid archives". Her academic writing focuses on issues of global trade networks and systems, environmentalism and sustainability in contemporary art, especially in the Asia-Pacific context.

**Below left:** Featured Presenter Donna McIntire-Byrd discusses eco-diplomacy and water conservation at The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii 2017 (IICSEEHawaii2017). Donna McIntire-Byrd serves as Chief of the Energy & Sustainable Design Unit for the US Department of State Bureau of Overseas Buildings Operations. **Below right:** In a Keynote Presentation, Dr Linda Furuto of the University of Hawaii at Manoa, USA, addresses the audience at The IAFOR International Conference on Education – Hawaii 2017 (IICEHawaii2017) on the topic of "Pacific Ethnomathematics: Navigating Ancient Wisdom and Modern Connections".

**Bottom left:** Professor Curtis Ho of the University of Hawaii at Manoa, USA, sits on a Featured Panel that explored how we educate for positive change, striking a balance between the need to challenge while also respect and preserve local and indigenous cultures and their languages, at The IAFOR International Conference on Education – Hawaii 2017 (IICEHawaii2017). **Bottom right:** In a Featured Presentation at The IAFOR International Conference on Technology in the Classroom – Hawaii 2017 (IICTCHawaii2017), Dr Kristin Palmer discusses the use of open educational resources (OER) and massive open online courses (MOOCs). Dr Kristin Palmer is the Director of Online Learning Programs at the University of Virginia, USA.





**Above:** Auntie Kehaulani Lum and Uncle Bruce Keaulani of the Living Life Source Foundation, Hawaii, demonstrate a traditional Hawaiian greeting at IICEHawaii2017.

**Below left:** Distinguished psychologist Professor Michael B. Salzman of the University of Hawaii at Manoa speaks as part of a Featured Panel on "Aloha as a Way of Being: Hawaiian Perspectives on Learning" at The IAFOR International Conference on Education – Hawaii 2017 (IICEHawaii2017). **Below right:** Dr Xu Di, also of the University of Hawaii at Manoa, addresses the audience as part of the same IICEHawaii2017 Featured Panel. Dr Di's recent publications focus on bridging Eastern and Western philosophy for educational practices.

**Bottom left:** Professor Ken Urano, Featured Speaker at The IAFOR International Conference on Language Learning – Hawaii 2017 (IICLLHawaii2017), presents on the topic of "Developing and Implementing an English for Specific Purposes Syllabus for Business Majors in Japan". Professor Urano is a member of the Faculty of Business Administration, Hokkai-Gakuen University, in Sapporo, Japan, where he mainly teaches English to business students. **Bottom right:** In a Featured Presentation on statistics in the cognitive/ risk era, award-winning research scientist and innovator Dr Nathaniel Newlands of the University of Victoria, Canada, discusses the increasingly critical role statistics plays in unravelling the complexity of our world at The IAFOR International Conference on the Social Sciences – Hawaii 2017 (IICSSHawaii2017).





The Asia-Pacific Conference on Security and International Relations 2016 (APSec2016) brought together a range of academics, policymakers and practitioners to discuss the evolving issues in security and international relations in the Asia-Pacific, a volatile region in which states and peoples fight for power, influence, resources and basic human rights.

**Above left:** Ambassador Yukio Satoh gives his Keynote Presentation entitled "Shifting Strategic Balance and Asian Security" at APSec2016. Former Permanent Representative of Japan to the United Nations and former ambassador of Japan to Australia and the Netherlands, Yukio Satoh is now based at the Japan Institute of International Affairs, Japan. **Above right:** Current President of the Asian Political and International Studies Association (APISA) and Associate Dean of the Graduate School of International Studies, Ewha Womans University, South Korea, Professor Brendan Howe welcomes delegates to APSec2016, held jointly with APISA's tenth annual congress in Osaka, Japan.

**Below left:** In a Keynote Presentation at APSec2016, Professor Jun Arima, based at the Graduate School of Public Policy, University of Tokyo, Japan, speaks on Asia's energy outlook. Professor Arima was Director General of the Japan External Trade Organization (JETRO), London, UK, and Special Advisor on Global Environmental Affairs for the Ministry of Economy, Trade and Industry (METI) in Japan from 2011 to 2015. **Below right:** Keynote Speaker Xingzui Wang, Executive Vice-President of the China Foundation for Poverty Alleviation, addresses delegates at the Plenary Session of APSec2016 on fighting poverty in China.





**Above left:** Did news coverage create the man or did the man create the news coverage? Professor Gary Swanson discusses the rise of Donald Trump at at The Asian Conference on Media & Mass Communication 2016 (MediAsia2016). Professor Swanson has received more than 75 awards for broadcast excellence including three primetime EMMYs. **Above center:** Grand Prize Winner of the IAFOR Documentary Film Award 2016, *PLACEBO: ALT. RUSSIA* – a documentary which explores the alternative cultures that are present within Russia's major cities, directed by Charlie Targett-Adams and announced at The Asian Conference on Film & Documentary 2016 (FilmAsia2016) in Kobe, Japan. IAFOR is proud to support the IAFOR Documentary Film Award, a global competition celebrating the best in documentary filmmaking. Documentary has a rich history of exposing truths, telling stories, raising awareness and creating discussion – all practices valued at IAFOR. **Above right:** Professor Richard Roth of Northwestern University's Medill School of Journalism, Media, Integrated Marketing Communications delivers his Keynote Presentation on contemporary issues in journalism at MediAsia2016.

**Below:** The International Academic Forum is proud to be based in Japan, and we organise a number of events throughout the year that showcase the best of Japanese culture, ranging from the raw power of the taiko drums to the understated beauty of the tea ceremony, from martial arts demonstrations by world class masters to hands-on calligraphy workshops by university clubs and haiku workshops by leading poets. Built into our conference programmes, this range of activities gives delegates a taste of Japan's rich and unique culture.





## **Introducing IAFOR's Academic Grants & Scholarships**

IAFOR is dedicated to helping young scholars achieve their research and academic goals, while also encouraging them to apply the principles of interdisciplinary study to their work. IAFOR offers travel and accommodation grants and full or partial scholarships covering conference registration fees to PhD students and early career academics who might not otherwise have the financial resources to be able to attend our academic conferences.

### **Who can receive an IAFOR grant or scholarship?**

Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships will be awarded based on availability of funds from IAFOR and will vary with each conference.

### **How are recipients of an IAFOR grant or scholarship selected?**

The Organising Committee of the relevant IAFOR conference will award scholarships to eligible applicants who have submitted exceptional abstracts that have passed the blind peer review process and have been accepted for presentation at one of our conferences.

### **How can I apply for an IAFOR grant or scholarship?**

If you are eligible for an IAFOR grant or scholarship and would like to be considered, please submit your abstract to the conference you would like to attend and select the checkbox for the relevant award during the submission process. Abstracts must be submitted by the initial submission deadline of the relevant conference in order to be considered for funding. Applicants will be notified of results within three to four weeks of the initial submission deadline.

For more information please visit  
**[www.iafor.org/financial-support](http://www.iafor.org/financial-support)**



# Reviewers & Presenters

# IICEHAWAII<sup>18</sup>

The IAFOR International Conference on Education – Hawaii  
January 4–6, 2018 | Honolulu, Hawaii, USA

Conference Theme:

“Surviving and Thriving: Education in Times of Change”

Final Abstract Submission Deadline: **October 24, 2017**

Final Registration Deadline: **November 22, 2017**

## IICEHawaii2018 Presentations

We would like to thank the following organisations for their support of IICEHawaii2018:



**Dr Xiaoyan Liang**  
World Bank

Dr Xiaoyan Liang has a doctorate in Education from Harvard University. A Lead Education Specialist in the World Bank, she has led policy dialogue and research, and managed the World Bank's education programs in Africa, Latin America, and East Asia Regions. She is passionate and committed to education development.



**Dr Richard R. Vuylsteke**  
East-West Center, USA

Dr Richard R. Vuylsteke took office as the East-West Center's 11th Chief Executive on January 1, 2017. A former EWC grantee and staff member, he rejoined the Center after several decades living in Asia and serving most recently as President of the American Chamber of Commerce in Hong Kong.



**Dr Xu Di**  
University of Hawai'i at Manoa, USA

Xu Di (许笛) is a professor in the College of Education, University of Hawai'i-Mānoa. A former international consultant in teacher education and educational reforms in Central Asia and Africa for the World Bank, her recent publications focus on bridging Eastern and Western philosophy for educational practices.



**Dr Hiagi M. Wesley**  
Brigham Young University – Hawaii, USA

Having taught at elementary school, junior and senior high school, and university levels, as well as an administrator at all levels, Dr Hiagi M. Wesley is passionate about student learning and academic success. He has a special interest in how different indigenous cultures affect students' academic success.

Find out more:  
[iicehawaii.iafor.org](http://iicehawaii.iafor.org)

# Review Committee

## ACE2017

IAFOR's peer review process, which involves both reciprocal review and the use of Review Committees, is overseen by conference Organising Committee members under the guidance of the Academic Governing Board. Review Committee members are established academics who hold PhDs or other terminal degrees in their fields and who have previous peer review experience.

**Dr Ampapan Tuntinakhongul**

King Mongkut's Institute of Technology  
Ladkrabang, Thailand

**Dr Annie Ko**

The Hong Kong Polytechnic University,  
School of Professional Education & Executive  
Development, Hong Kong

**Professor Avelino Caraan Jr.**

Jose Rizal University, The Philippines

**Professor Cynthia Abella**

University of the East, The Philippines

**Professor Jayson Lannu**

De La Salle - College of Saint Benilde,  
The Philippines

**Dr Jose Barlis Jr.**

Maritime Academy of Asia and the Pacific,  
The Philippines

**Dr Josephine Jim**

The University of Hong Kong, Hong Kong

**Professor Maria Ailynn Diansuy**

Pamantasan ng Lungsod ng Maynila,  
The Philippines

**Dr Pamela Chrabieh**

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We are grateful for the time, effort and expertise donated by all our contributors.

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# The IAFOR Silk Road Initiative

## *Nurturing interdisciplinary research in the global public interest*

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In 2018, we are excited to launch a major new and ambitious international, intercultural and interdisciplinary research initiative that uses the silk road trade routes as a lens through which to study some of the world's largest historical and contemporary geopolitical trends, shifts and exchanges.

IAFOR is headquartered in Japan, and the 2018 inauguration of this project aligns with the 150th anniversary of the Meiji Restoration of 1868, when Japan opened its doors to the trade and ideas that would precipitate its rapid modernisation and its emergence as a global power. At a time when global trends can seem unpredictable, and futures fearful, this Silk Road Initiative gives the opportunity to revisit the question of the impact of international relations from a long-term perspective.

This ambitious initiative will encourage individuals and institutions working across the world to encourage research centring on the contact between countries and regions in Europe and Asia, from Gibraltar to Japan, and the maritime routes that went beyond into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative will concern all aspects of this contact, and will examine both material and intellectual traces, as well as consequences.

A series of round tables on the IAFOR Silk Road Initiative is being held in Japan, the UK and Spain in 2017, and the initiative will become a central aspect of a series of conferences, meetings, seminars and workshops from 2018 in Asia, Europe and North America.

## Rationale

The occidentalisation of history and the grand narrative of European and American progress has consigned the Silk Road instead to historical quaintness, exotic literary caricature in the adventures of Marco Polo, or the sort of esoteric academic investigations that receive little attention. This largely ignores its huge historical and present-day importance and relevance to the routes and paths that continue to connect humans through trade and exchange.

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign.

It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

## Lead Institutions

- The International Academic Forum (IAFOR), Japan
- Osaka University, Japan
- The IAFOR Research Centre (IRC), Japan
- Belgrade University, Serbia
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If you wish to be informed of the latest news and developments, please subscribe to the mailing list on the IAFOR Silk Road Initiative website: [www.silkroad.iafor.org](http://www.silkroad.iafor.org)

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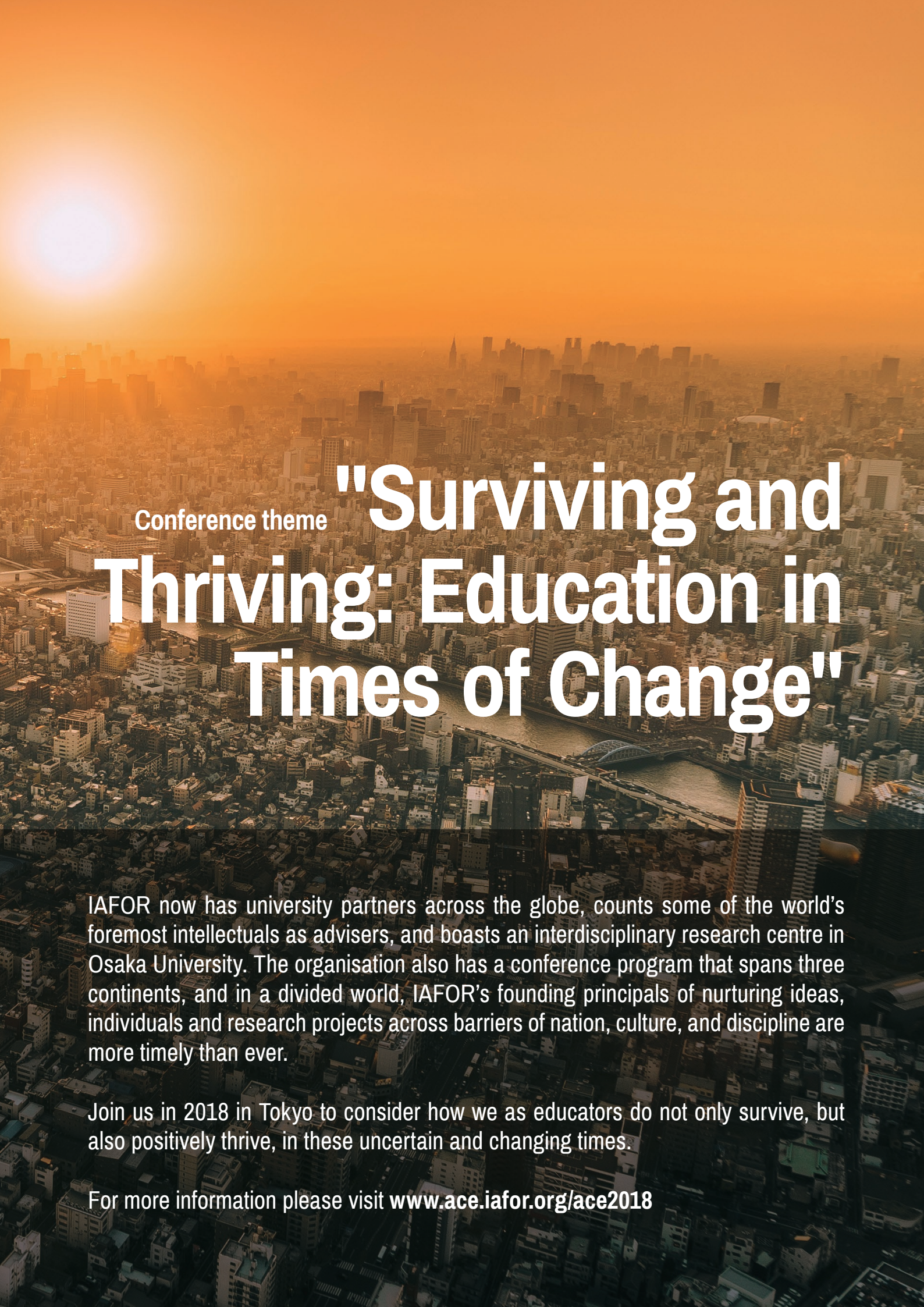
# ACE2018 TOKYO, JAPAN

Come and join us in the capital of Japan, and one of the world's greatest cities, as we celebrate the 10th Asian Conference on Education in Tokyo.

[www.ace.iafor.org/ace2018](http://www.ace.iafor.org/ace2018)

The Asian Conference on Education (ACE) was the first conference organised by The International Academic Forum in Osaka in 2009, when the organisation was founded. Since then, some 18,000 academics have presented at an IAFOR conference, whether in Asia, the Middle East, Europe or North America, and that number is expected to reach 20,000 by the time we hold our 10th Anniversary Conference in Tokyo.

Founded in Japan at a time when English language conferences, and interdisciplinary conferences did not exist, IAFOR quickly found support among a growing number of scholars in Japan, Asia and beyond who came together to make friends, network, and at a time of rapid globalisation and technological advances, explore the latest ideas and search for research synergies in the pursuit of addressing and finding solutions to many of the myriad and complex challenges presented by the modern world.



Conference theme

# "Surviving and Thriving: Education in Times of Change"

IAFOR now has university partners across the globe, counts some of the world's foremost intellectuals as advisers, and boasts an interdisciplinary research centre in Osaka University. The organisation also has a conference program that spans three continents, and in a divided world, IAFOR's founding principals of nurturing ideas, individuals and research projects across barriers of nation, culture, and discipline are more timely than ever.

Join us in 2018 in Tokyo to consider how we as educators do not only survive, but also positively thrive, in these uncertain and changing times.

For more information please visit [www.ace.iafor.org/ace2018](http://www.ace.iafor.org/ace2018)

# Upcoming Events

[www.iafor.org/conferences](http://www.iafor.org/conferences)

## Kobe, Japan, 2017

**October 27–29**

**The Asian Conference on Media, Communication & Film**  
([mediasia.iafor.org](http://mediasia.iafor.org))

## Kobe, Japan, 2018

**March 22–24**

**The Asian Conference on Psychology & the Behavioral Sciences**  
([acp.iafor.org](http://acp.iafor.org))

**The Asian Conference on Ethics, Religion & Philosophy**  
([acerp.iafor.org](http://acerp.iafor.org))

**March 26–28**

**The Asian Conference on Education & International Development**  
([aceid.iafor.org](http://aceid.iafor.org))

**March 30 – April 1**

**The Asian Conference on Arts & Humanities**  
([acah.iafor.org](http://acah.iafor.org))

**April 27–30**

**The Asian Conference on Language Learning**  
([acll.iafor.org](http://acll.iafor.org))

**June 1–3**

**The Asian Conference on Cultural Studies**  
([accs.iafor.org](http://accs.iafor.org))

**The Asian Conference on Asian Studies**  
([acas.iafor.org](http://acas.iafor.org))

**June 8–10**

**The Asian Conference on the Social Sciences**  
([acss.iafor.org](http://acss.iafor.org))

**The Asian Conference on Sustainability, Energy & the Environment**  
([acsee.iafor.org](http://acsee.iafor.org))

**The Asian Conference on Aging & Gerontology**  
([agen.iafor.org](http://agen.iafor.org))

**October (dates to be confirmed)**

**The Asian Conference on Education**  
([ace.iafor.org](http://ace.iafor.org))

**The Asian Undergraduate Research Symposium (AURS)**  
([aurs.iafor.org](http://aurs.iafor.org))

# **Upcoming Events**

[www.iafor.org/conferences](http://www.iafor.org/conferences)

## **Hawaii, USA, 2018**

**January 4–6**

**The IAFOR International Conference on Education – Hawaii**

(iicehawaii.iafor.org)

**The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii**

(iicseehawaii.iafor.org)

## **Dubai, UAE, 2018**

**February 16–18**

**The IAFOR International Conference on Education – Dubai**

(iicedubai.iafor.org)

**The IAFOR International Conference on Language Learning – Dubai**

(iiclldubai.iafor.org)

## **Brighton, UK, 2018**

**June 29 – July 1**

**The European Conference on Education**

(ece.iafor.org)

**The European Conference on Language Learning**

(ecll.iafor.org)

**July 3–4**

**The European Conference on Psychology & the Behavioral Sciences**

(ecp.iafor.org)

**The European Conference on Ethics, Religion & Philosophy**

(ecerp.iafor.org)

**July 6–7**

**The European Conference on the Social Sciences**

(ecss.iafor.org)

**The European Conference on Sustainability, Energy & the Environment**

(ecsee.iafor.org)

**July 9–10**

**The European Conference on Arts & Humanities**

(ecah.iafor.org)

**The European Conference on Media, Communication & Film**

(euromedia.iafor.org)

## **Barcelona, Spain, 2018**

**July 13–15**

**The IAFOR International Conference on the City**

(city.iafor.org)

**The IAFOR International Conference on Global Studies**

(global.iafor.org)



## Learn more about the IAFOR Research Centre at Osaka University



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THE IAFOR RESEARCH CENTRE  
OSAKA SCHOOL OF INTERNATIONAL PUBLIC POLICY  
OSAKA UNIVERSITY

大阪大学大学院国際公共政策研究科OSIPP  
IAFOR研究センター

The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit:  
[www.osipp.osaka-u.ac.jp/iaforresearchcentre/](http://www.osipp.osaka-u.ac.jp/iaforresearchcentre/)