

ACE2021

Programme & Abstract Book

The 13th Asian
Conference on Education

November 25–27, 2021
Online from Tokyo, Japan

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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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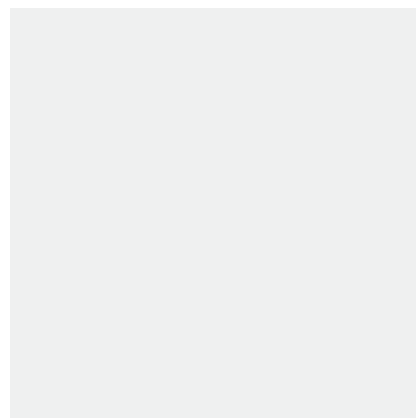
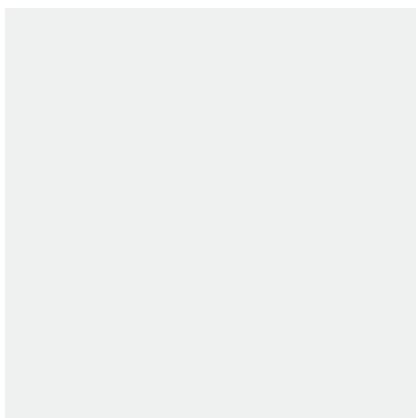
Yvonne Masters
IAFOR Journal of Education (Scopus),
& Independent Researcher, Australia



José McClanahan
Creighton University, United States



Justin Sanders
Temple University, Japan Campus



Letter of Welcome



Welcome to IAFOR's autumn conference series,

We are very happy to be able to welcome you online to our conference, knowing that you will be joining this event from many corners of the world, and enriching this international academic forum with your own national, cultural, disciplinary, and personal perspectives.

As we look towards the end of the global pandemic, we do so from a position of apprehension; that strange mix of hope and excitement, but also of anxiety and fear. The future, defined by its vast unknown possibilities, has never seemed so uncertain.

Our systems and values on a global and local level have been called into question, as our personal and professional lives have been destabilised at best, and destroyed at worst. This collective and prolonged trauma will take years to address, and its many and varied lessons may never be understood.

The pandemic has underlined the importance of all fields of research, but also of interdisciplinary study. While COVID-19 was an opportunity for the "hard" sciences, and the fields of medicine, engineering and technology to showcase solutions, it also underlined their weaknesses, and the central charge that science, medicine and technology was providing solutions to problems it had itself created. It underlined the importance of such fields as politics, philosophy, ethics, and law in the governance of experimentation in science, and in the technologies that not only track and trace our movements for our safety, but also extend, commodify, and justify surveillance culture. It underlined the centrality of the fields of media, as well as that of education in sense-making and public communication.

Lockdowns and shutdowns have been explained and rationalised along the same lines by liberal democracies as they have by authoritarian regimes. Freedoms long protected have been shelved, and the psychological impact on our children and students has been immense.

We are far from being at the end of this globalised and shared pandemic, but we have been reminded of the extent to which we are interdependent, and that we are stronger when we are able to tackle these enormous challenges and questions together. Whether COVID-19 or the changes wrought by climate change, the adage of think globally, but act locally will be central to addressing the challenges facing us collectively as we regroup and rebuild.

Over the course of this event, and to those in the future, we will offer a platform to address these and related issues affecting our world. We thank you for joining the International Academic Forum, and look forward to your active participation in this event.

Dr Joseph Haldane

Chairman & C.E.O, The International Academic Forum (IAFOR)

Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan

Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia

Member, Expert Network, World Economic Forum

Submit your research to the IAFOR Journal of Education

The *IAFOR Journal of Education* is a Scopus indexed, internationally reviewed and editorially independent interdisciplinary journal associated with IAFOR's international conferences on Education.

Editor: Dr Yvonne Masters

ISSN: 2187-0594

Contact: publications@iafor.org

Aims & Scope

The *IAFOR Journal of Education* is an Open Access, peer-reviewed, international and intercultural journal. The journal encourages interdisciplinary research, with the primary focus being on addressing critical issues and current trends and research in education. This would include exploring significant themes, exceptional programs and promising practice in the field of education, and educational policy. The anticipated audience is preservice and inservice teachers and administrators, university faculty and students, education policy makers, and others interested in educational research. Papers submitted by academic researchers, theorists, practising teachers, policy-makers and educational administrators are welcomed. Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. Please note that papers already submitted to or published in IAFOR Conference Proceedings are not accepted for publication in any of IAFOR's journals.

Indexed in: Scopus (from 2019), DOAJ, ERIC, EBSCO Discovery Service, Education Source, MIAR, TROVE, SHERPA/RoMEO, WorldCat and Google Scholar. DOIs are assigned to each published issue and article via Crossref.

IAFOR Commitment

IAFOR believes in "Open Access" publishing, and since 2009, has been committed to maintaining an online searchable research archive that offers free access to anyone, anywhere, where there is Internet access, regardless of institutional affiliation or scholarly rank. IAFOR publications are accessible on the website (Open Access) to researchers all over the world, completely free of charge and without delay or embargo. Authors and contributors are not required to pay charges of any sort towards the publication of IAFOR journals.

For more information please visit:

www.iafor.org/journal/iafor-journal-of-education

The *IAFOR Journal of Education* is indexed in Scopus.

Scopus[®]



Conference Guide

Conference at a Glance

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November 25 | All times are Japan Standard Time (UTC+9) Thursday at a Glance

- | | |
|--------------------|--|
| 11:00-11:10 | Announcements, Recognition of IAFOR Scholarship Winners & Welcome Address
Grant Black, Chuo University, Japan |
| 11:10-11:55 | Keynote Presentation
<i>A Cherished Burden: To Redesign Education with Purposeful Living as Its Core Outcome</i>
Kevin House, Education in Motion, Singapore, Durham University, United Kingdom & Chartered College of Teaching, United Kingdom |
| 11:55-12:05 | Break |
| 12:05-12:50 | Featured Interview Session
<i>Undergraduate Research: Nurturing the Next Generation – An Interview with Reiko Yamada</i>
Reiko Yamada, Doshisha University, Japan
Grant Black (Interviewer), Chuo University, Japan |
| 12:50-13:00 | Break |
| 13:00-14:00 | Round Table Presentation
<i>Being Resilient: Finding Ways to Publish in Difficult Times</i>
Yvonne Masters, Executive Editor of the <i>IAFOR Journal of Education</i> (Scopus) & Independent Researcher, Australia
Murielle El Hajj Nahas, Lusail University, Qatar
Pearl Subban, Monash University, Australia
William C. Frick, University of Oklahoma, United States |



November 25 | All times are Japan Standard Time (UTC+9)

Thursday at a Glance

14:00-14:10 Break

14:10-14:40 **Networking Session**

14:40-14:50 Break

14:50-15:35 **Keynote Presentation**

*Beyond Resilience - Laying the Foundation for an Education
Young People Really Need*

Robert Thorn, Developing Real Learners, Turkey



November 26 | All times are Japan Standard Time (UTC+9) Friday at a Glance

09:35-11:15	Live-Stream Presentation Session 1 Room A: Online Learning Room B: Education, Sustainability & Society
11:15-11:25	Break
11:25-13:05	Live-Stream Presentation Session 2 Room A: Teaching Experiences, Pedagogy, Practice & Praxis Room B: Education & Difference
13:05-13:15	Break
13:15-14:30	Live-Stream Presentation Session 3 Room A: Resilience in Times of COVID-19 Room B: Higher Education
14:30-14:40	Break
14:40-15:55	Live-Stream Presentation Session 4 Room A: Inclusive Education Room B: Innovative Teaching Practices & Challenges
15:55-16:05	Break
16:05-16:30	Spotlight Speaker Presentation <i>Eleven Factors Contributing to the Effectiveness of Dialogic Reflection for Professional Development: The Teacher's Perspective</i> Edsoulla Chung, Hong Kong Metropolitan University, Hong Kong



November 26 | All times are Japan Standard Time (UTC+9) Friday at a Glance

16:30-16:35 Break

16:35-17:35 Spotlight Panel Presentation

Access to Secondary Education in the Asia Pacific Region: Marginalized Pupils in Bangladesh, Lao PDR, Mongolia, and the Philippines

William C. Smith, University of Edinburgh, United Kingdom

Antonia Voigt, University of Bristol, United Kingdom

Batjargal Batkhuyag, Mongolian Education Alliance, Mongolia

Manjuma Akhtar Mousumi, BRAC Institute for Education, Bangladesh

Rene Raya, Asia South Pacific Association for Basic and Adult Education, Philippines



November 27 | All times are Japan Standard Time (UTC+9) Saturday at a Glance

11:00-12:15	Live-Stream Presentation Session 1 Room A: Teaching Experiences, Pedagogy, Practice & Praxis Room B: Resilience in Times of COVID-19
12:15-12:25	Break
12:25-13:40	Live-Stream Presentation Session 2 Room A: Teaching Experiences, Pedagogy, Practice & Praxis Room B: Higher Education
13:40-13:50	Break
13:50-15:05	Live-Stream Presentation Session 3 Room A: Higher Education Room B: Secondary Education
15:05-15:15	Break
15:15-16:30	Live-Stream Presentation Session 4 Room A: Globalization and Higher Education: Panel Session Room B: Interdisciplinary Session
16:30-16:40	Closing Address Joseph Haldane, IAFOR, Japan
17:00-18:00	The Asian Undergraduate Symposium (AURS2021) Undergraduate students will be presenting five-minute summaries of their research in this special online session. All ACE2021 participants are encouraged to join and give their support & feedback.

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RESEARCH ARCHIVE

www.papers.iafor.org



Visit the IAFOR Research Archive, where you can search and access the repository of research generated by IAFOR.

You can search by keyword(s), subject area(s), or specific conference proceeding(s) to access abstracts and full papers from past IAFOR conference proceedings, browse and read them online, or download them to your device.



Conference Proceedings

IAFOR Conference Proceedings are Open Access research repositories that act as permanent records of the research generated by IAFOR conferences. The Conference Proceedings are published on the IAFOR Research Archive (papers.iafor.org). All accepted authors who present at the conference may have their full paper published in the online Conference Proceedings.

Full text submission is due by December 28, 2021, through the online system. The proceedings will be published on January 31, 2022.

Conference Catch-up

All live-streamed sessions will be recorded and uploaded to the Conference Catch-up page (video-on-demand) via Vimeo. The catch-up page will be publicly available after the conference.

Pre-Recorded Virtual Presentations

A full list of pre-recorded virtual video presentations will be on the conference website during and after the conference. We encourage you to watch these presentations and provide feedback through the video comments.



Become an IAFOR Member

IAFOR provides an excellent personal and professional environment for academics and scholars of all ages and backgrounds to come together and exchange the latest ideas, and inform each other's perspectives through their own cultural and disciplinary background and experiences. We are able to do this thanks to the exceptional network of individuals and institutions around the world who support our work and help shape our exceptional events globally. We emphasise the nurturing and supporting of young academics from different backgrounds, providing mutual advice and guidance, and offer more senior academics the chance to forge working relationships outside of their traditional networks.

In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens with individuals and institutions who share a commitment to bridge divides, to being good global citizens, and to making the world a better place.

By becoming a member, you will become a stakeholder in the IAFOR mission of facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

Introduction

IAFOR's publications provide a constructive environment for the facilitation of dialogue between academics at the intersections of nation, culture and discipline. Since 2009, when the organisation was established, over 20,000 academics have presented their research at IAFOR conferences – a wealth of ideas have been generated and partnerships formed. Our various publications, from Conference Proceedings, to peer-reviewed journals, to our online magazine, provide a permanent record of and a global online platform for this valuable research. All of our publications are Open Access, freely available online and free of publishing fees of any kind. By publishing work with IAFOR, authors enter into an exclusive License Agreement, where they have copyright, but license exclusive rights in their article to IAFOR as the publisher.

Conference Proceedings

As a presenter at an IAFOR conference you are encouraged to submit a final paper to our Conference Proceedings. These online publications are Open Access research repositories, which act as a permanent record of the research generated at IAFOR conferences. All of our Conference Proceedings are freely available to read online. Papers should be uploaded through the submission system before the Final Paper Submission Deadline, which is one month after the end of the conference. Please note that works published in the Conference Proceedings are not peer-reviewed and cannot be considered for publication in IAFOR journals.

IAFOR Journals

IAFOR publishes several editorially independent, Open Access journals across a variety of disciplines. They 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 papers submitted?

Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. All articles are submitted through the submission portal on the journal website and must conform to the journal submission guidelines.

How does IAFOR ensure academic integrity?

Once appointed by IAFOR's Publications Committee, the Journal Editor is free to appoint his or her own editorial team and advisory members, who help to rework and revise papers as appropriate, according to internationally accepted standards. 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.

Where are the journals indexed?

IAFOR Journals are indexed in Scopus, DOAJ, ERIC, MIAR, TROVE, CiteFactor and EBSCO, SHERPA/ROMEO and Google Scholar. DOIs are assigned to each published issue and article via Crossref. Please note that indexing varies from journal to journal.

What's the reach?

Each of our journal issues is viewed thousands of times a month and the articles are frequently cited by researchers the world over, largely with thanks to our dedicated marketing efforts. Each issue is promoted across our social media platforms and to our tailored email marketing lists. On average, each journal publishes biannually.

Selected IAFOR Journals are available for purchase on Amazon. Search for The International Academic Forum (IAFOR).

What's the cost?

IAFOR Journals are Open Access publications, available online completely free of charge and without delay or embargo. Authors are not required to pay charges of any sort towards the publication of IAFOR Journals and neither editors nor members of the editorial boards are remunerated for their work.

How are IAFOR Journals related to IAFOR Conferences and Conference Proceedings?

IAFOR Journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. A presenter can choose to publish either in Conference Proceedings or submit their manuscript to the corresponding IAFOR Journal for review.

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Media, Communication & Film
IAFOR Journal of Psychology & the Behavioral Sciences

THINK

THINK, The Academic Platform, is IAFOR's online magazine, publishing the latest in interdisciplinary research and ideas from some of the world's foremost academics, many of whom have presented at IAFOR conferences. Content is varied in both subject and form, with everything from full research papers to shorter opinion pieces and interviews. *THINK* gives academics the opportunity 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 audience.

For more information on *THINK* please visit www.think.iafor.org

If you would like more information about any of IAFOR's publications, please contact publications@iafor.org

Academic Grant & Scholarship Recipients

Our warmest congratulations go to Maria Pilar Lorenzo, Ryan Dave Delos Reyes, Madonna Sudio, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ACE2021.

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. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference. Find out more about IAFOR grants and scholarships: www.iafor.org/financial-support

Maria Pilar Lorenzo | IAFOR Scholarship Recipient

60385 (ACE2021)

ASEAN Regionalism and Cross-Border Research of Philippine Higher Education: The Case of the University of the Philippines Diliman Campus

Maria Pilar Lorenzo, Ghent University, Belgium

Maria Pilar Lorenzo is currently a Doctoral Student at Ghent University's The Centre for Higher Education Governance Ghent, and recently completed Master of International Politics and Advanced Master of Cultures and Development Studies as a VLIR-UOS scholar at the Katholieke Universiteit Leuven, and Master of Public Administration at the University of the Philippines where she was a consistent University Scholar. She is also a Fellow of the Regional Academy on United Nations, a Fellow of the Royal Society of Arts, a Research Associate of the Philippine Society for Public Administration, and an Associate Member of the National Research Council of the Philippines.

Ryan Dave Delos Reyes | IAFOR Scholarship Recipient

60393 (ACE2021)

Secondary ESL Teachers' Beliefs, Strategies, and Experiences in Teaching Vocabulary

Ryan Dave Delos Reyes, Stella Maris College, Philippines

Mr Ryan Dave G. Delos Reyes is currently a high school teacher at Stella Maris College in Quezon City, Philippines. He obtained his undergraduate degree in Secondary Education at Trinity University of Asia in the Philippines. In 2018, he started to comply with academic requirements for a Master of Arts in English Language Education degree at the Philippine Normal University in Manila. He is an active officer of the PNU Applied Linguistics and English Language Education Society (PALELES). His research interests focus on learner autonomy and English language learning.

Madonna Sudio | IAFOR Scholarship Recipient

60962 (ACE2021)

Readiness Towards Online Learning of Filipino Healthcare Students in the Time of COVID-19 Pandemic

Madonna Sudio, Angeles University Foundation, Philippines

Angela Khristine Malig, Angeles University Foundation, Philippines

Dr Madonna Cervantes-Sudio is currently an Assistant Professor VII at Angeles University Foundation (AUF), Philippines. As a licensed pharmacist, she obtained a Master in Public Health and a Doctor in Public Health, Major in Health Promotion and Education. Her research interests include social science education, pharmacy education and practice, as well as interprofessional education. Dr Sudio is now an appointed member of AUF Ethics Review Committee.

Thursday, November 25

Plenary Session

All times are in Japan Standard Time (UTC+9)

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

Prof. Dexter Da Silva
Member, International Association
for the Advancement of
Religion (IAFOR)

Keynote Presentation: Kevin House

A Cherished Burden: To Redesign Education with Purposeful Living as Its Core Outcome

Thursday, November 25 | 11:00-11:55 | Japan Standard Time (UTC+9)

This presentation argues that the first two decades of this century have been dominated by global policymakers and think-tanks' repeated warnings of student learning not meeting society's future needs. This is in large part due to a fixation on a narrow taxonomy of academic knowledge that ignores 'soft' skills and capabilities development. Consequently, we face a skills crisis just as accelerating technological advancement is creating an employment one. Equally as unfortunate, this approach to education has also led to a hierarchical relationship in which society values abstract, academic learning to the detriment of experiential, skills-based learning. All this is compounded by industrial-scale examinations and league tables that weaponize academic outcomes and lead young learners to become disillusioned with the purpose of education.

In this era, how do we use education to build resilient young people equipped to face the enormous uncertainties of the future? Is it possible to bring academic knowledge, experiential knowledge, soft skills, and competencies together with greater equity? This presentation attempts to answer these questions by examining a concept high school that is currently being developed by the Education in Motion school group. This model posits that young people need schooling to provide actionable, not abstract solutions to problems created by our binary approach to education. This innovative high school model argues that learning design must acknowledge systems thinking, circular economics and sustainable citizenship while balancing disciplinary knowledge with skills for the future.



Kevin House

Kevin has spent almost thirty years in global education, and has worked in school systems in Africa, Europe and Asia. More recently he held a senior position with International Baccalaureate working on curriculum design and policy, before joining Education in Motion (EiM). He began his current role by establishing the group's ConnectED Institute for Learning & Research and is now developing a new curriculum and credentialing model for a concept high school called SE21.

Kevin gained his doctorate in Education from the University of Bath where his thesis was awarded the Jeff Thompson Research Award. He has published academic work on such topics as educational values, pluriculturalism, teacher professional learning, curriculum & assessment design, and educational leadership.

Featured Interview Session: Reiko Yamada & Grant Black (Interviewer) Undergraduate Research: Nurturing the Next Generation – An Interview with Reiko Yamada

Thursday, November 25 | 12:05-12:50 | Japan Standard Time (UTC+9)

In anticipation of the forthcoming publication, *The Cambridge Handbook of Undergraduate Research*, IAFOR is delighted to host an exclusive interview with Reiko Yamada, a professor in the Faculty of Social Studies and Director of the Center for Higher Education and Student Research at Kyoto's Doshisha University, Japan; President of the Japan Association for College and University Education (JACUE); and co-author of the Japan chapter of the book. The conversation, titled 'Undergraduate Research: Nurturing the Next Generation', will be led by Grant Black, associate professor in the Faculty of Commerce at Chuo University in Tokyo; an IAFOR VP; and fellow co-author. Their discussion will explore current issues in the development of undergraduate research for the next generation, as well as Dr Yamada's wide-ranging contributions to understanding and promoting undergraduate research. The interview will be followed by a Q&A session.



Reiko Yamada

Dr Reiko Yamada is a professor at the Faculty of Social Studies and Director of the Center for Higher Education and Student Research at Kyoto's Doshisha University, Japan, where she was also the former Dean of the Faculty of Social Studies. She received her MA and PhD from the University of California, Los Angeles, School of Education, in Social Sciences and Comparative Education. She has long been interested in comparative higher education policy in OECD countries. More recently, she has conducted a quantitative study for student development and is engaged in comparative student research

between Japan, Korea and the United States. She served as the Director of the Center for Learning Support and Faculty of Development and Assistant Academic provost at Doshisha University. She also served on the committee of the Central Education Council in Japan. She was the first president of the Japanese Association of the First-Year Experience. She is the author of *For the Quality Assurance of Undergraduate Education* (Toshindo, 2012). She is also editor of *Quality of Higher Education and its Evaluation: Japan and the World*, (Toshindo, 2016).

[Dr Grant Black's biography is provided in the following page.]



Grant Black (Interviewer)

Dr Grant Black is an Associate Professor in the Faculty of Commerce at Chuo University, Tokyo, Japan, where he has taught Global Skills and Global Issues since 2013. Grant is engaged in diverse roles as a global manager, systems builder, executive leader and university professor. His research and teaching areas include global management skills, intercultural intelligence (CQ) and organisational management. He also has taught Japanese Management Theory at J. F. Oberlin University (Japan), and a continuing education course in the Foundations of Japanese Zen Buddhism at Temple University

Japan. Previously, he was Chair of the English Section at the Center for Education of Global Communication at the University of Tsukuba where he served in a six-year post in the Faculty of Humanities and Social Sciences. He holds a BA Honors in Religious Studies from the University of California, Santa Barbara; an MA in Japanese Buddhist Studies from the University of California, Los Angeles; and a Doctor of Social Science (DSocSci) from the Department of Management in the School of Business at the University of Leicester. Dr Black is a Chartered Manager (CMgr), the highest status that can be achieved in the management profession in the UK. In 2018, he was elected a Fellow of the Chartered Management Institute (FCMI) and Fellow of the Royal Society of Arts (FRSA). Grant is President of Black Inc. Consulting (Japan), a business & university global strategic management firm based in Tokyo which helps individuals and organisations achieve their global targets. He is the director of the newly formed Nippon Academic Management Institute (NAMI) and the author of the forthcoming *Education Reform Policy at a Japanese Super Global University: Policy Translation, Migration and Mutation* (Routledge, 2022). He serves as a Vice-President for The International Academic Forum (IAFOR).

Dr Grant Black is a Vice-President (at large) of IAFOR. He is a member of the Business & Economics section of the International Academic Advisory Board.

Roundtable Presentation: Yvonne Masters, Murielle El Hajj Nahas, Pearl Subban & William C. Frick

Being Resilient: Finding Ways to Publish in Difficult Times

Thursday, November 25 | 13:00-14:00 | Japan Standard Time (UTC+9)

Back in March 2020, the *IAFOR Journal of Education* blog spoke about maintaining the impetus of writing and publishing, and its importance in academia. At that time, lock-downs were just starting and there was the same optimism as voiced in 1914: it'll all be over by Christmas! It is now 18 months later and the end isn't really in sight. Those in education have had to find new methods of delivery, and academics who research and publish have certainly had to develop strategies to maintain those all important accountability measures. So how has it been and can it be done? How can academics be resilient and continue to publish in difficult times?

In this forum discussion, the Executive Editor of the *IAFOR Journal of Education* will talk with members of the editorial and reviewing team who have met the challenge of continued publication. They will discuss the challenges and the strategies used to address these. For all those who struggle to maintain impetus in writing and publication, this forum may provide valuable insights into different ways of keeping focus.



Yvonne Masters

Yvonne Masters is an independent researcher in Australia. She has been involved with IAFOR for several years as a member of The Asian Conference for Education Organising Committee, as co-facilitator of The Asian Undergraduate Research Symposium, and as a member of the International Academic Advisory Board. Yvonne is the current Editor-in-Chief of the *IAFOR Journal of Education*, a Scopus indexed, open access journal on education.

Yvonne was a teacher and teacher educator for over 40 years and is still passionate about education. She was a senior lecturer in Professional Classroom Practice in the School of Education, University of New England, Australia, 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, she had 30 years' experience in secondary schools including in the roles of Curriculum Coordinator, Deputy Principal and Principal. Her teaching experience spans three Australian states. Her research interests centre on undergraduate research, academic publication, teacher education and policy, professional experience, teacher identity, online learning and virtual worlds. Yvonne was awarded her PhD, focused on school principalship, from Deakin University.

She is an active researcher and gained, in collaboration with other researchers, 4 Internal UNE School of Education Research grants; was 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. [Continued on the following page.]

Yvonne serves as a reviewer for several education journals and is a senior reviewer for IAFOR conferences. She presents on a variety of education topics including publishing as an academic, teacher education policy, undergraduate research, and online teaching at a range of conferences, both Australian and international.



Murielle El Hajj Nahas

Dr Murielle El Hajj Nahas holds a PhD in French Language & Literature from the Lebanese University, Lebanon. She is currently Assistant Professor at Lusail University, Qatar. She is also Associate Editor of the *IAFOR Journal of Literature & Librarianship* and the *IAFOR Journal of Education* (Language Learning in Education issues), The International Academic Forum (IAFOR), Japan, as well as Editorial Board Member of *In Analysis, revue transdisciplinaire de psychanalyse et sciences*, Elsevier Masson SAS, France. Her domain of research focuses on psychoanalysis of literature, the perspective on the unconscious in literary

study, the roles of the instances involved in the analytical/critical praxis, and the relation between literature and psychoanalysis. Her research interests include analysis of written narrative structure and focalization; comparative studies of literary genres; discourse analysis and semantics; French linguistics, literature, modernism, and postmodernism studies; gender studies; literary semiotics and semiology; psychoanalysis; psychoanalytic criticism and textanalysis; rhetoric and stylistics; and schizoanalysis. She has published peer-reviewed book chapters and articles, as well as book reviews and poems in international journals. (ORCID ID: <https://orcid.org/0000-0002-9445-6281>)



Pearl Subban

Dr Pearl Subban is a lecturer in Teacher Education at Monash University, Melbourne, Australia. She is currently the Course Leader for the Master of Education program, and Acting Director of graduate programs. Pearl's research interests are embedded within accommodating student diversity, and differentiated teaching & learning strategies to accommodate these needs. With over two decades in the education sector in both South Africa and Australia, Pearl is well-positioned to reflect on catering for additional student needs and on how teachers can diversify their programming to include all students. Emanating from a social

justice perspective, Pearl's main focus is on assisting learners in contemporary classrooms, utilising available resources to ensure that learning is relevant and personal. Pearl is an active researcher, and has been fortunate to work on funded research projects within Australia, dealing with marginalisation and social justice issues. Pearl currently teaches undergraduate and postgraduate programs, and offers support to in-service teachers through professional development units. Pearl's approach to research is collaborative, and draws on assessment and appraisal from her peers to ensure that both research output and teaching contributions are effectively met. Prior to joining the higher education sector, Pearl enjoyed several years as a high school teacher, which became the platform for her current position as an educational researcher. She has subsequently presented papers and presentations at a range of national and international conferences. Her current portfolio includes the supervision of both master's and doctoral students covering a range of global issues. Currently, as Course Leader of the Master of Education suite, she strives to facilitate equitable programs that accommodate a range of student needs. Pearl is on the Editorial Board for two major journals, using her knowledge, experience and skill to inform the contemporary field.



William C. Frick

William C. Frick, PhD is the Rainbolt Family Endowed Presidential Professor of Educational Leadership and Policy Studies in the Jeannine Rainbolt College of Education at the University of Oklahoma. He is the founding director of the Center for Leadership Ethics and Change, an affiliate body of the international Consortium for the Study of Leadership and Ethics in Education (CSLEE) of the University Council for Educational Administration (UCEA). He serves on the editorial board of the *Journal of School Leadership* and is currently the editor of *Values and Ethics in Educational Administration* and associate editor of the *IAFOR Journal of Education* (Studies in Education issue). Dr Frick has 14 years of experience as a practitioner in the public schools including building and district-level administration. He is a former 2016-17 Core Fulbright U.S. Scholar to the Republic of Georgia. A doctoral graduate of The Pennsylvania State University, his research interests include the philosophy of administrative leadership, school system reform within urban municipality revitalization efforts, and broader cultural studies exploring the intersection of identity and schooling. His recent book with Jacqueline A. Stefkovich, *Best Interests of the Student: Applying Ethical Constructs to Legal Cases in Education* is now in its third edition with Routledge. He has served in multiple officer and representative roles for national professional associations such as AERA, UCEA, and CSLEE. Currently, he is the Vice Chairperson of the board of directors for Santa Fe South Schools and a board member of Odyssey Leadership Academy, both located in Oklahoma City, Oklahoma.

Keynote Presentation: Robert Thorn Beyond Resilience – Laying the Foundation for an Education Young People Really Need

Thursday, November 25 | 14:50-15:35 | Japan Standard Time (UTC+9)

This talk will explore the boundaries of attributes widely recognised as being of good holistic learners (communication, collaboration, open-mindedness, resilience, etc) and argue that there can be too much of a good thing. Focusing on resilience, we look at examples of when resilience is crucial, when it's not enough and when it stands in the way of progress. We will look at an example in education where resilience is not enough and where it has seriously slowed our progress. The body of the talk will feature ways to address the latter by transforming approaches to education that are more in line with human nature. Attendees will be invited to take away an operational vision for education and, hopefully, a useful perspective of resilience with which to reflect on the conference theme.



Robert Thorn

Robert Thorn is an international educator and former principal with more than thirty years' experience in various educational systems and cultural settings. He is a proponent of learner-development-centred approaches to education and is the Founding Director of Developing Real Learners – a non-profit organization intent on helping schools develop learning communities that will, 'through their own cultural perspectives, foster an approach to education that develops the holistic learner, leading to wise action and all within the current systems young people find themselves in.' Robert's message is one of communities transforming themselves

and their approach to education through accessible and straightforward processes that rely on our common humanity and their own cultural perspectives. He is currently involved in projects in India, Pakistan, Singapore, Turkey and the Middle East.



Friday, November 26

Parallel Sessions

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:35-11:15 | Japan Standard Time (UTC+9)

Friday Live Stream Session 1 | Room A

Online Learning

Session Chair: Justin Sanders

61118 09:35-10:00

Transitioning From Classroom-based to Remote Teaching for Adult Learners in Japan

Justin Sanders, Temple University, Japan Campus, Japan

This presentation explores the lessons learned through the transition to remote teaching at one of Japan's largest international programs for adult learners. Early 2020 forced educational institutions around the world to quickly implement Emergency Remote Teaching (ERT) and adopt various forms of online education. Though the long-term impact remains to be seen, millions of students have quickly transitioned to unfamiliar learning platforms. However, relatively less attention has been paid to how this has affected adult learners in professional and continuing education programs. This presentation chronicles one program's journey through the rapid training of instructors in online instructional design, implementation of a new learning management system, and addressing a very wide array of student needs. Japan has some of the lowest levels of technology and internet literacy among all OECD countries, and there were significant challenges in preparing adults to access online learning. The session will go on to compare student demographic and feedback data from those taking online and in-person courses. By better understanding who can access online education, and what their needs and preferences are, we can better tailor the online experience as well as work towards breaking down barriers to access among groups that are not able to easily transition to remote learning.

61256 10:00-10:25

Treading the Waters of Motherhood and Academia During a Pandemic

Adrianne Verla Uchida, Nihon University, Japan

When universities across the globe began canceling classes and sending students home mid-term, I was facing the completion of my maternity leave and a return to full-time academia at a Japanese university. Additionally, I was a first-time mother to a lively and needy infant. As universities across Japan began announcing the move to online courses, I had the best intentions of getting ahead by adapting my syllabi to be conducive for online learning by researching applications and software to help prepare the first few weeks of materials for synchronous and asynchronous learning, in addition to completing a grant proposal. Then the daycares closed. As my daughter's main caregiver I tried to juggle everything. Needless to say, I began to experience what Munn-Giddings referred to as "a lethal cocktail", or the "mixing [of] motherhood and academia", (1998, p. 56). This phenomenological study will use narrative inquiry and reflective practice to examine the challenges and implications of being a first-time mother while making the transition to emergency remote teaching during Covid-19. The impact that continuous professional development through engaging in communities of practice had on my language teacher identity and teaching practices during that time will also be explored.

60823 10:25-10:50

Exploring the Effects of a YouTube-style Video Making Task in an Online English Communication Course

Mariko Takahashi, Setsunan University, Japan

This study investigated the effects of a YouTube-style video making task in an English communication course with a soft CLIL approach. The primary purpose was to explore its effects for language learning and content learning, and the subsidiary purpose was to examine its feasibility in an online format. Participants were 53 students from four English communication classes at two universities in Japan. In relation to the units on media studies and online communities, participants planned and shot a video of any genre they could find on YouTube and edited it with an application to produce a video with a detailed English narration. They also watched the videos together and commented on each other's video. In total, 47 videos including two pair projects and two group projects were produced (15689 tokens, 2631 types, 178 minutes 32 seconds in total; average TTR: 47.5%). The narration and subtitles were analyzed linguistically (e.g., word types, expressions, grammatical features, pronunciation) to explore the extent the task enabled students to demonstrate their productive skills of English and to identify the areas which would require further linguistic instruction. Paralinguistic features were also included in the analysis. In addition, the contents of the videos (e.g., vlogs, cooking, product reviews) and the written feedback on the accompanying worksheets were analyzed to assess the effectiveness of this task for content learning. The results indicate that making YouTube-style videos is an engaging and beneficial task and can produce a highly positive learning experience even when the course is held online.

61372 10:50-11:15

The Use of a ClassPoint Tool for Student Engagement During Online Lesson

Eng Ying Bong, Singapore University of Technology and Design, Singapore

Chandrima Chatterjee, Singapore University of Technology and Design, Singapore

The use of a classroom quiz tool has been a popular teaching strategy to facilitate student engagement during class. Its rapid feedback on students' response allows instructor to monitor and access students understanding on the content delivered. At Singapore University of Technology and Design (SUTD), Learning Catalytics has been used to facilitate learning of some undergraduate courses. While this interactive response tool has been quite effective in monitoring students' attendance and class participation. It requires instructors to access an additional platform to upload and deliver the questions which can be quite inconvenient during classroom recitations. This challenge escalated further as the Covid-19 pandemic evolved with the sudden shift from face-to-face teaching to virtual lessons. With the aim of minimizing some of these challenges during online teaching, an alternative classroom quiz tool called ClassPoint was used for some first-year undergraduates courses at SUTD together through live video conference platforms. This tool enables the interactive quizzes to be embedded in the existing Microsoft PowerPoint slides. This wonderful feature has enabled instructors to seamlessly deliver quiz questions without the hassle of switching to another application during teaching. It also provides real-time analytics and allows instructor to adjust instructional strategy to enrich student learning experience during class. This paper will share some of the benefits and drawbacks of using the Classpoint tool compared to other interactive response tools such as Learning Catalytics and its operating system compatibility. Instructors' and students' experience in using this application in both physical and virtual set-ups will be discussed.

11:25-13:05 | Japan Standard Time (UTC+9)

Friday Live Stream Session 2 | Room A

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Justin Sanders

61050 11:25-11:50

The Development of an Inquiry-based Field Trip Activity to Promote Students' Positive Perceptions of the Educational Curriculum Course

Prempree Duangpummet, King Mongkut's University of Technology Thonburi, Thailand

An inquiry-based field trip activity was designed for graduate students in the science education program to enhance their understandings of the school curriculum as well as to promote their positive perceptions of the Educational Curriculum course. The course focus on basic knowledge about the school curriculum and how to develop a curriculum. Four secondary schools with having a distinguished curriculum were chosen to be a model for school visiting. The learning activity consisted of three phases. In the preparation phase, students were asked to develop questions about the curriculum based on the schools where were visited. In the exploration phase, students were guided by the questions to gather information from each school visiting. Finally, presentation phase, each group of the students conducted two presentations consists of a comparative study of each school curriculum and a development of a school curriculum based on desired goal and vision. After completing the course, a Likert-scale type questionnaire was applied to investigate students' perceptions of their understandings and the learning activities. In terms of understandings, students perceived that they had understandings of the school curriculum at a high level especially applying knowledge from the field trips to develop a new curriculum. In terms of learning activities, not only students showed a moderately positive perception toward each phase of the learning activities, but they also showed a highly positive perception toward the course. The developed activity could be utilized to be a model for developing an effective school field trip for a teacher training program.

61569 11:50-12:15

Views of Teachers From Different Academic Backgrounds on the Integration of Mathematics Into High School STEM Education

Xiao-bin He, National Taiwan Normal University, Taiwan

Kai-Lin Yang, National Taiwan Normal University, Taiwan

In recent years, many countries have devoted to successful implementation of STEM (Science, Technology, Engineering and Mathematics) education to develop the 21st-century literacy of students at the K-12 stage (e.g. Korean Ministry of Education, 2011; Next Generation Science Standards, 2013; Project Lead the Way, 2014). Mathematics, as a basic subject, did not receive corresponding attention in STEM education. Scholars have called for improving the status of mathematics in STEM education (English, 2016). In the context of the underrepresentation of mathematics in STEM education, this study aims to explore the views on the significance of mathematics and mathematics learning in STEM education from two senior high school STEM teachers with different academic backgrounds in Taiwan. This study employed Phenomenography as a research method, and conducted informal interviews and semi-structured interviews with two teachers to gain insight into their views. One majored in mathematics, and the other majored in technology. The interview materials were analyzed using thematic method, and the similarities and differences between their views were summarized. The results indicated that both of the two teachers regarded mathematics as foundational discipline in STEM education, mathematical thinking as a significant ingredient applied to other STEM subjects, and the status of mathematics as an inferior role in STEM education because of the difficulty in the generation of mathematical novelty. On the other hand, there are some differences between the two teachers' views on the role of mathematics, the meaning of mathematical thinking, the approaches to curriculum design, and possible challenges and expectation.

60916 12:15-12:40

Towards an Integrative (Conceptual) Framework of Performance Studies and Education: Phenomenology, Presence, Affect, Embodiment and Pedagogy

Yi Wei Chew, Singapore University of Social Sciences, Singapore

Many educators typically refer to themselves as performers – regardless of the discipline they are in. There is thus an analogous relationship between performing and the act of teaching and learning. Alexander et al's (2005) edited collection *Performance Theories in Education: Power, Pedagogy, and the Politics of Identity* is seminal in calling for this interdisciplinary intervention. Unfortunately, there has yet been a solid, systematic response to their book with only scattered articles taking up their call, much less a concrete conceptual framework that Education scholars can refer to. My conceptual framework focuses on integrating Performance Studies – specifically its concepts of Presence, Embodiment and Affect – with Education. It argues that such an integration and intervention would not merely lead to a stronger awareness of the performative aspects of education and educating, it would also aid teachers in applying their understanding of these aspects into their pedagogical praxis. For example, having a theoretical and experiential awareness of the performative aspects of the teaching-body would certainly provide teachers with a deep understanding of the cultural, and socio-political grids of their bodies and how this, in turn, can affect their practice – how and why they teach and communicate with their students. Deconstructing the related notions of "performing", "performer" and "performance" in the disciplinary context of Education, through the lens of Performance Studies therefore provides theoretical weight to the usage and ideas of performance in Education. Ultimately and more importantly, it hopes to create a re-knowing, refining, and redoing of pedagogical practice.

60141 12:40-13:05

Simple Games for Teaching Economics Online

Bei Hong, Singapore Management University, Singapore

In-class games have been implemented into economic courses to improve student engagement. With the worldwide spread of COVID-19, more classes have been converted online. Compared to traditional in-class teaching, online teaching has limited face-to-face interaction, making in-class games impossible. This paper presents four simple online games targeting different topics in economic courses. These games are free and easy to conduct using the basic functions in widely used eLearning platforms, including Webex and Zoom. No installations or registrations are required. These games reduce disadvantages of online learning and maximize student engagement. More importantly, they facilitate an understanding and appreciation of the basic economic concepts. This paper points to methods for more effective online teaching as the pandemic continues.

13:15-14:30 | Japan Standard Time (UTC+9)

Friday Live Stream Session 3 | Room A

Resilience in Times of COVID-19

Session Chair: Naomi Tsunematsu

61337 13:15-13:40

Resilience of Exchange Students in the Study Abroad Program in Japan Under the COVID-19 Pandemic

Naomi Tsunematsu, Hiroshima University, Japan

This research presents the resilience of multicultural exchange students from North America, Europe, Oceania, and Asia who faced the unexpected challenges under the Covid-19 pandemic in Japan. These students who participated in the Hiroshima University Study Abroad Program (HUSA)* with interest in Japanese culture and language experienced various upheavals when they were required to discontinue study abroad or make a decision on their continuation. Interviews with students revealed different situations they were located culturally, institutionally, and personally. Voices of students who discontinued study abroad disclosed how they strived to cope with the unexpected turbulence, their reverse culture shock and distress after return, and how they recovered from setback and adversity to rebuild their lives. Students who decided to stay in Japan emphasized the value they placed on remaining in Japan without being agitated with the possible communication barriers in emergent medical and social situations. They also cooperatively worked on the group project to develop international students' self-support system by sharing their multicultural resources with guidance. Students' resilience, strength, and intercultural power give us insight for positive changes and rebuilding our lives in a crisis situation globally. *Hiroshima University has concluded exchange agreements with 95 universities in North America, Europe, Oceania, and Asia in 31 countries and two consortiums (the University Studies Abroad Consortium [USAC] and the University Mobility in Asia and the Pacific [UMAP]) (as of January 2021). Approximately 40~60 students attend the HUSA program annually, and they study at Hiroshima University for one semester or one academic year.

61647 13:40-14:05

Rethinking the Place of Relational Pedagogy in an Online Tertiary Teaching Space: A COVID-19 Response Case Study From Aotearoa New Zealand

Susie Kung, Manukau Institute of Technology, New Zealand

Chris Jenkin, Auckland University of Technology, New Zealand

Literature indicates the rapid rise in the use of online learning platforms both locally and globally. This move was, and is still, accelerated by the global COVID-19 pandemic. This presentation outlines a current research project that builds on two previous research projects which captured both the students (2013) and lecturers (2018) perspectives on effective teaching-learning spaces. Both projects indicated the importance of the preparation of a place and space for relational learning. This includes the lecturer's role in providing safe psycho-emotional spaces for critical, reflective thinking and the sharing of 'stories' in community (2018). This current project sought to investigate the impact of blended/online teaching-learning spaces on engagement in class and relational pedagogy. The Case Study methodology was used and data is collected through a one-off survey, followed by focus group interviews. Participants are second year early childhood teacher education students from two tertiary providers in Auckland, New Zealand. Initial key findings from both sites indicate that both the students' and lecturers' attitude and ability to master educational online technologies (EOT), impacts on the student-teacher relationship, interactions and engagement in learning. These findings indicate the need to prepare both the students and lecturers with the necessary knowledge and EOT skills to manoeuvre the rapid transition from face-to-face to online/blended teaching-learning environments. It is also proposed that such findings need careful consideration to bring about equitable opportunities for student success. This presentation aims to invite a dialogue on teacher education in times of rapid change.

61209 14:05-14:30

Lived Experiences of Educators During the Pandemic: A Consensual Qualitative Research

Roland Villegas, Top Rank Review Academy, Philippines

The outbreak of the novel coronavirus infection has been declared a public health emergency of worldwide concern by the World Health Organization last January 2020 (World Health Organization, 2020). Since then, most parts of the world have experienced a feeling of an extended period of uncertainty and unrest caused by the SARS-COV2 responsible for the Coronavirus or COVID-19 pandemic. Most of the governments around the world have initiated a common goal to curb the spread of this highly contagious disease by avoiding face-to-face teaching-learning (Gonzalez et al., 2020) which has forced educators to transform their work online in a short period of time. This study aimed to understand the lived experiences of educators who are currently experiencing remote learning in teaching during the time of the CoVid-19 pandemic. Specifically, it examined the challenges that the teachers encountered during remote learning; Identified the strategies and coping mechanisms of teachers during the pandemic; and determined how teachers lead, motivate, and engage their students despite the challenges of the pandemic. The researcher utilized qualitative research, specifically, the researcher used Consensual Qualitative Research (CQR), an inductive method that is characterized by open-ended interview questions, small samples, a reliance on words over numbers, the importance of context, integration of multiple viewpoints, and consensus of the research team. It is especially well-suited to research that requires rich descriptions of inner experiences, attitudes, and convictions (Hill, 2005). The results of this showed that there are six categories with 28 subcategories for the Lived Experiences of Educators.

14:40-15:55 | Japan Standard Time (UTC+9)

Friday Live Stream Session 4 | Room A

Inclusive Education

Session Chair: Christine Coombe

60630 14:40-15:05

Mainstreaming Indigenous Knowledge in Formal Learning: The Case of Pamulaan Center for Indigenous Peoples' Education in the Philippines

Giselle Miole, Waseda University Graduate School of Asia Pacific Studies, Japan

Among the current debates is how schools achieve inclusive education and at the same time provide special needs to concerned learners such as the people with disabilities, and the indigenous peoples to combat against alienation and discrimination in schools. The Philippine government enacted the Integrated History Act of 2016, a law that integrates Muslim and indigenous peoples' studies in the Philippine basic education curricula; and the issuance of Memorandum Order No. 2-2019, integrating indigenous knowledge in formal higher education. This study analyzes how the Philippines, having a comprehensive profile of national minorities consisting of Muslims and indigenous peoples, changed its policy promoting indigenous knowledge in national higher education curricula, and identifying international and domestic drivers that led to the educational reform. A series of systematic reviews of policy documents and previous studies, policy formulation analysis using the Actor-Centered Institutionalism framework, and in-depth online interviews were conducted for the study. It is revealed that the rising awareness and relevance of indigenous peoples' rights agenda around the world, fulfilling global commitments on Education for All, and the role of indigenous people's initiatives via mass protests, and emerging political participation of indigenous citizens in key areas of the government played a huge role in heightening the attention of the Philippine government to consider modifying the country's national curricula by adopting culture-based learning curricula of existing indigenous schools.

60437 15:05-15:30

Increasing Female Leadership in Higher Education

Frances Shiobara, Kobe Shoin Women's University, Japan

Female rates of participation in academia are shockingly low around the world, but even lower in senior leadership roles within higher education. Comparing data from countries around the world, it can be seen that even in countries with high levels of gender equality in society in general, leadership roles in universities are still gender unbalanced. There have been a number of reasons suggested for this, but it seems that it cannot be explained simply by child care alone. The reasons appear to be far more complex. Academia is one area in which technology means that people do not need to stick to fixed work schedules, making it particularly suited to workers trying to balance work and home responsibilities. Why, when the number of female university undergraduates is equal to or greater than male undergraduates in the majority of countries, is it that women do not stay in academia? This paper will analyze data to try to show some of the reasons that women do not stay in academia after graduating and why they do not rise to senior leadership positions. It will go on to suggest some possible ways that governments, higher education institutes and co-workers might try to rectify the imbalance and enable women to rise to senior leadership positions within higher education. Increasing the number of women in higher education not only increases diversity, but also acts as motivation for young women entering higher education to continue with post-graduate study and ultimately make a career in academia.

59487 15:30-15:55

Methodological Considerations for Qualitative Research with Immigrant Populations: Lessons from Two Studies

Filip Kachnic, Charles University, Czech Republic

The purpose of this paper is to discuss methodological challenges that occur in research with immigrant students. Based on two previous qualitative studies conducted by the author (Kachnic, 2020 & 2021), this paper describes methodological issues encountered in the field when conducting qualitative research for immigrant students. First the author introduces the two studies and then presents main methodological considerations. The motivation for this study is the widely known high level of expected early school leaving of immigrant students (Hippe & Jakubowski, 2018). The analyzed studies utilized (1) common data analysis technique (Attride-Stirling 2001) in order to generate comparable categories and (2) common research perspective in order to acknowledge the influential role of teacher on student's peer groups (Dietrich & Cohen, 2019). Both studies relied on school climate as a theoretical framework because research shows that positive school climate can have compensating, moderating and mitigating effect on academic success for immigrant students (Berkowitz, 2020). To ensure methodological variability needed in the school climate research in general (Berkowitz, 2020), each study utilized a separate research method: (1) First study used focus group session with two immigrant students and two school teachers. (2) Second study used semi-structured interviews with four school teachers. Two main methodological considerations surfaced from the studies: (1) involving teacher and student participants ensured a broader theme generation, and (2) conducting of follow up sessions enabled us to make cross-participant validation of emerged themes (Gunderson, D'Silva & Odo, 2012).

16:05-17:35 | Japan Standard Time (UTC+9)

Spotlight Session | Room A

61031 16:05-16:30

Eleven Factors Contributing to the Effectiveness of Dialogic Reflection for Professional Development: The Teacher's Perspective

Edsoulla Chung, Hong Kong Metropolitan University, Hong Kong

How teacher development can be promoted has been a fundamental concern within educational research. While researchers have repeatedly highlighted the use of dialogue as an effective means of fostering learning, little investigation has been conducted to explicate the role of dialogic reflection in teacher development and how it can be incorporated into a professional programme to ensure the programme's effectiveness from the teacher's perspective. Accordingly, this presentation reports the results of a qualitative study conducted in an Asian context, exploring, based on teachers' perceptions, the role of dialogic reflection in fostering professional growth and the essential determinants contributing to its effective implementation. With the analysis of semi-structured interviews and reflective journal entries gathered from four in-service English language teachers involved in a programme fostering professional development through dialogic reflection, the study's findings revealed that dialogic reflection was deemed useful in promoting collective scaffolding among teachers. More importantly, eleven factors that support teacher development through dialogic reflection, focusing on four key areas, namely multiple pathways to quality reflection, teachers' dialogic qualities, conditions conducive to dialogic reflection, and kinds of institutional support, were identified. Implications for professional development and suggestions on future research are discussed.

61618 16:35-17:35

Access to Secondary Education in the Asia Pacific Region: Marginalized Pupils in Bangladesh, Lao PDR, Mongolia, and the Philippines

William C. Smith, University of Edinburgh, United Kingdom

Antonia Voigt, University of Bristol, United Kingdom

Batjargal Batkhuyag, Mongolian Education Alliance, Mongolia

Manjuma Akhtar Mousumi, BRAC Institute for Education, Bangladesh

Rene Raya, Asia South Pacific Association for Basic and Adult Education, Philippines

This live-streamed panel will share key findings and highlight recommendations to aid national and international efforts to provide equitable access to education from a recent scoping project in the Asia Pacific region. The project identified children with multiple disadvantages who are most likely to be excluded from secondary education. Sustainable Development Goal (SDG) 4 includes secondary education as an important target, encouraging countries to press forward toward universal access, at a time where up to one in three secondary school-age children in the Asia Pacific region remain out of school. The panel will start with a team from the University of Edinburgh providing a numeric overview of the state of access in the region, including new projections on when the region will achieve universal access to secondary education, and highlight marginalized populations most at risk of exclusion. Panellists from the BRAC Institute for Education, UNESCO Bangkok, the Mongolian Education Alliance, and ASPBAE will then share insights from their case studies on Bangladesh, Lao People's Democratic Republic, Mongolia, and the Philippines. Discussions will highlight the economic, political, structural, and social barriers leading to the marginalization of specific groups of children in these countries. The conclusion will further examine the complex, intersecting and seemingly intractable nature of these barriers. Although the groups of children marginalized differ across the case studies, the web of barriers faced by them is very similar. Finally, a new tool, designed to help policymakers and local stakeholders to identify and address barriers to secondary education, will be introduced.

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09:35-11:15 | Japan Standard Time (UTC+9)

Friday Live Stream Session 1 | Room B

Education, Sustainability & Society

Session Chair: Gina Lynn S. Salazar

61584 09:35-10:00

A Critical Analysis of the Roles of Museums

Yingyilong Hu, University of Toronto, Canada

In today's new perspectives on museums, it is becoming increasingly different from the past when people thought about museums as a group of public or private institutions scattered all over like stars in cities. With the rapid development of cities, the definitions and the functions of museums had changed because of urbanization and globalization culturally and globally. This paper examines the roles of museums and offers suggestions for improving and extending these roles in the future, with a particular focus on China. This article incorporates a fourfold methodology. First, I explore the positive roles of museums by examining their institutional protection of natural heritage, social responsibility for public goods, and education purposes. Two, I analyze the negative roles of museums. Specifically, I consider museums are the sites of critical pedagogical practices but they are deeply intervened by politics and colonialism. Third, I discuss museums and adult education by demonstrating how adult education could help museums improve and extend their roles. Fourth, I explore a case study on the roles of museums in China by applying the implication of adult education. Indeed, museums are an understudied thread running throughout the adult education and lifelong learning, and provide a prism to (re)gaze the education and learning experience with civilizing culture and integrating the ongoing changes in the socio-cultural atmosphere and the rising of multiculturalism from natural heritage to intangible natural heritages, which ultimately accelerates their educated and societal roles in a different setting nationally and globally.

60431 10:00-10:25

An Assessment of Ageism in Images from Japanese ELT Materials

Charles Brown, Purdue University, United States

Unique in its potential to affect everyone no matter their culture, ageism is especially recognized as widespread in the mass media with older individuals often simply being invisible. When the elderly do appear they are often stereotyped. Ageism is important for many reasons: Because of its impact upon older people's equitable access to resources, for its especially potent discriminatory effects upon aging women, and for evidence of heightened intergenerational friction. Despite such concerns, the literature on English language teaching (ELT) is silent on ageism in ELT materials. In light of this, and given the recognition of the power of visual culture in the media, I conducted a content analysis of visual depictions of people in materials from online collections of teaching resources created for ELT teachers in Japan. I focused on ascertaining how these materials reflected or disrupted ageism. Results largely demonstrated ageist tendencies. Representation was biased against the elderly with only 238 of the 7350 representations of people being those of individuals appearing to be over 70. Older women were especially underrepresented. Also, while these materials depicted many interactions between children and adults, depictions of such interactions between children and the elderly were scant. In terms of the manner of elderly depictions, many were stereotypical in showing the elderly as weak and dependent. Others, though, did portray elderly people positively, as involved and vigorous. The power of images suggests that such materials represent a hidden curriculum reinforcing ageist notions with shortcomings documented in this study implying areas for redress.

61597 10:25-10:50

An Exploratory Study on Racial Experiences and Resiliency of Foreign Medical Students

Gina Lynn S. Salazar, University of Perpetual Help System Dalta, Philippines

Medical students aspire to gain a degree in a foreign land and encounter new experiences in the host country. The aim of the study was to explore the lived racial experiences of foreign medical students. A qualitative phenomenological approach was utilized by the researcher. Foreign medical students (N=15) participated in open-ended interview questions. Thematic analysis showed that the participants defined racism as being judged based on skin color, race, and caste. Moreover, the results showed that the participants were hurt, sad, angry and disappointed resulting to emotional distancing. They sought family support through open and constant communication. Likewise group of friends provided the sense of safety and security inside and outside the educational environment. Participants handled their experiences cognitively by avoiding negative thoughts and staying positive; and behaviorally by being passive, staying calm and ignoring people who discriminate them. They reached out, made friends with other people and assimilated the host culture. The racial experiences of the participants in their educational environment helped them to become resilient and focused on their goal.

61548 10:50-11:15

An International Study of Chinese Language Teachers' Motivation in Education for Sustainable Development

Ching Ting Tany Kwee, University of New South Wales, Australia

Luis Miguel Dos Santos, Woosong University, South Korea

The recent COVID-19 pandemic has drastically impacted the teaching and learning among school pupils, as well as the process of attaining the targets of the United Nations' Sustainable Development Goals (SDGs) in 2030. Education for Sustainable development (ESD) has been perceived as a way to equip pupils with knowledge and skills to pertain a more sustainable and equitable future by enlightening students with attitudinal and behavioural changes. Unfortunately, previous studies indicated that language teachers generally were passive and not motivated in ESD. Noticing that interdisciplinary effort and teachers' enthusiasm are the pillars to the successful implementation of ESD, a further discussion on ways to motivate them is necessary. This qualitative study aimed at identifying personal and contextual factors of influencing Chinese language teachers' motivations in ESD with the guidance of the Social Cognitive Career Theory (SCCT). Adopting the Interpretative Phenomenological Analysis (IPA), the researchers interviewed 10 Chinese language teachers from five countries to examine their teaching experiences, motivation and the mental representation of their decision-making process of implementing ESD. The findings showed that Chinese language teachers' self-efficacy and motivation develops due to their personal beliefs on sustainable development and Chinese cultures, coupled with job satisfaction due to teaching goal attainment and fulfilment of teachers' responsibilities. Such findings are insightful for the education policymakers, universities and other institutions to provide better supports to boost Chinese language teachers' self-efficacy so as to motivate them to incorporate ESD in future.

11:25-13:05 | Japan Standard Time (UTC+9)

Friday Live Stream Session 2 | Room B

Education & Difference

Session Chair: Amanda Muller

61495 11:25-11:50

Breaking Boundaries of Prison Design for Architectural Design Studio

Sunaree Lawanyawatna, King Mongkut's University of Technology Thonburi, Thailand

Martin Schoch, King Mongkut's University of Technology Thonburi, Thailand

By collaborating with the International Commission of the Red Cross (ICRC) and Thailand Institute of Justice (TIJ), a bachelor architecture studio assignment for a prison design is being carried out to improve students' socially-oriented design skills and integrate an open approach to 360° learning and public engagement. The task aims to provide design solutions that improve human conditions and inspire inmates to improve their social behavior and attitude towards life. A stepwise approach of exposing students to various information sources is used; the mixture of learning experiences in direct contact with professionals, experts, and individuals affected by existing conditions intent to strengthen the student's knowledge foundation, empathy, and clarity in the decision making process for improving social situations related to the design. The teaching methodology succeeded in integrating the design studio more closely into existing, design-relevant social issues. The results show that the proposed designs suggest an increased awareness of social issues and an understanding of people-centered needs, with students aiming to improve the prisoners' existing situation. In addition, the public availability of the results, coupled with the prevalent public stigma towards improving conditions of convicted offenders, helped the students develop their critical thinking and reasoning skills towards others. Improvements for future teaching include exploring a greater variety of relevant, critical, socially-oriented aspects of architectural design tasks while expanding collaboration and engagement with the respective individuals and groups.

60845 11:50-12:15

The Prevalence and Impact of the Maltreatment of Child Laborers in Developing Countries: A Scoping Review Protocol

Md Abdul Ahad, Flinders University, Australia

Yvonne Parry, Flinders University, Australia

Eileen Willis, Flinders University, Australia

Background: Children working in the rural agricultural and domestic workforce are more prone to maltreatment than children in any other social settings. Objectives: This protocol outlines the key components of a scoping review that explores the prevalence and impact of maltreatment of child laborers in domestic and agricultural work in the South Asian rural context. Inclusion criteria: Studies that report on the prevalence or impact of maltreatment of child laborers aged 5 to 17 years engaged in the agricultural or domestic work, their employers or the parents of child laborers. Studies will be limited to India, Pakistan, Bangladesh, and Nepal and include cohort, case-control studies or cross-sectional studies, along with qualitative ethnographic, phenomenology, grounded theory, case study or action research studies. Grey literature will also be included. Methods: This review will seek pertinent studies from databases such as Scopus, PubMed, Medline, PsycINFO and ProQuest. The search strategy will include appropriate terms (and synonyms). A two-part selection process e.g. the titles and abstracts and full texts will be used for the assessment of retrieved records based on the inclusion criteria. Data from the retrieved records will be extracted using the standardised data extraction tool. The outcomes from the extraction process will be pooled in a narrative or statistical meta-analysis depending on the quality of articles retrieved. Conclusion: This protocol paper will guide researchers on policy measures to address the issue of maltreatment of child laborers in the four countries identified.

60873 12:15-12:40

Assessing Children 'at Risk': Translation and Cross-cultural Adaptation of the MBC Checklist Into Arabic and Pilot Use in the UAE

Maria Efstratopoulou, United Arab Emirates University, United Arab Emirates

Hala Elhoweris, United Arab Emirates University, United Arab Emirates

Abeer Arafa Eldib, United Arab Emirates University, United Arab Emirates

The Motor Behaviour Checklist for children (MBC; Efstratopoulou, Janssen, Simons, 2012) originally designed to assess students' deviant behaviour during class activities, physical education classes or free play situations in school settings. The instrument includes 59 items, distributed into two broadband factors (externalizing and internalizing) and 7 problem scales (rules-breaking, hyperactivity/impulsivity, lack of attention, low energy, stereotyped behaviours, lack of social interaction, and lack of self-regulation). MBC has already been successfully translated and culturally adapted into six languages. The aim of the present study was to develop the Arabic version of the MBC and proceed with the necessary cross-cultural adaptations for the use in UAE schools. Translation and cultural adaptation are based on the ten-step process (Mondzrak et al., 2016): Forward translation of the original instrument, development of a synthesized version, back-translation, linguistic and semantic comparisons, back evaluation of divergent items, development of a synthesized version and clarity assessment by professionals (teachers), additional assessment of clarity indicators by a focus group and development of the final version. Analysis of the preliminary results indicated a satisfactory level of agreement between the original and the back-translated versions, with 4 items out of the total 59 requiring minor adjustments and only two items needed major adaptations and words replacements to clarify the meaning for the use in UAE environment. Recommendations and feedback from the Focus group on the use of the MBC in school settings and the next steps to assess the psychometric properties of the new version will be discussed.

60413 12:40-13:05

Picturing Sadness: Socio-emotional Challenges Experienced by Foundation Phase Learners and Its Implications for the Life Skills Curriculum

Jo Badenhorst, Central University of Technology, South Africa

Retha Van der Merwe, Free State Department of Basic Education, South Africa

Children represent the future, and their well-being in all spheres is crucial for future growth and development in any country. In South Africa, in particular, the complexity of society filters through to children of all ages, and they are often confronted with circumstances in their home, school and broader social environments that vary in extremity and appeal to their emotions. Children's exposure to adversity has an impact on their ability to deal with socio-emotional challenges, to develop a positive self-image, to believe in a compassionate, just world, to develop a sense of morality and to value human life. In an embattled society such as South Africa, schools face the daunting task of creating a safe and emotionally secure environment for learners, offering survival and coping skills to assist them in overcoming the problems described above. The data, based on 98 drawings of Foundation Phase learners and interviews with their teachers, revealed wide-ranging challenges such as bullying, abuse, neglect and violence - some of which pointed to very serious and unsettling circumstances in which the participating children found themselves. The findings suggest that a repackaging of the curriculum content is crucial to cater for the socio-emotional issues of learners. A well-conceptualised Life Skills curriculum would foster the personal and emotional well-being of all learners in South Africa and would assist in creating a systemic environment in which teachers are adequately equipped.

13:15-14:30 | Japan Standard Time (UTC+9)

Friday Live Stream Session 3 | Room B

Higher Education

Session Chair: Yukiko Ishikura

60531 13:15-14:30

Factors Pulling International Students to Japan: A Situation Analysis

HoangNam Tran, Tokushima University, Japan

Cheng-Hai Jin, Tokushima University, Japan

Japan has 312,214 international students in May 2019, successfully achieving the 300,000 international students target. This study investigates the factors pulling international students into Japan for higher education. Data for literature review was collected from both English and Japanese sources including research reports, review papers, statistics, and online materials, which addressing the issues of international students' mobility into Japan from 2008 until present. Data was reviewed qualitatively by comparative analysis, comparing the literature with the elements of 300,000 international students plan and the pull factors from the push-pull model. The results showed specific measures in strengthening campus internationalization, expanding international cooperation and alumni network, improving supporting services, diversifying scholarship schemes, job hunting support etc. could be considered as effective pulling factors. Moreover, while these factors could be applied effectively by some universities, it is hard for other universities to follow the same approach. The results imply obstacles to the mid-ranking public universities to attract more international students and the need to improve this situation.

61483 13:40-14:05

Sustainability of Global 30 Program at Japanese National Universities in Japan

Yukiko Ishikura, Osaka University, Japan

"Project for Establishing University Network for Internationalization", or Global 30 (G30), was the government-initiated internationalization project for universities from 2009 to 2014 in Japan. Thirteen universities were selected to lead the internationalization by developing degree courses in English to attract a wider international student population and enhance the international learning environment for both international and domestic students. Of the selected universities, this study focuses only on the national universities as this project was their first attempt at introducing undergraduate degree programs. This paper sheds light on how selected national universities have sustained and developed their English-medium undergraduate degree programs after the G30 government funding cycle ended. It takes a qualitative research approach, by interviewing key stakeholders designing and delivering the programs at three identified national universities. It revealed that launching undergraduate English-medium programs motivated universities well to attract a more diverse student body. However, expanding the scope of internationalization to the domestic student population and Dejima-ization, where internationalized students are isolated from the rest of the Japanese-speaking campus community, have been challenging. Based on the lessons learned from the G30 Project, some universities began offering their programs or courses to the Japanese student population to solve this issue. Some bilingual programs were newly introduced wherein international students studied in English for the first two years and then shifted the medium of instruction to Japanese for the remaining years, to study with domestic students. A lack of human and financial resources remains a challenge for the new initiatives.

60108 14:05-14:30

Technical Vocation Education and Training (TVET) in Changing Times – A Critical View of Prior Learning as a Link to Entrepreneurship and Employment

Christopher Momanyi, Strathmore University, Kenya

Andrew Riechi, University of Nairobi, Kenya

Ibrahim Khatete, University of Nairobi, Kenya

For many countries, lifelong learning is a key component to building the human capital that is innovative and competitive in the fast-changing global economy. Most people's learning take place through non-formal and informal means, whether at work, home, or elsewhere. In many developing countries with their high school dropout rates, majority of people acquire workplace skills through informal means. Education and training play a fundamental role in Kenya's development, it is not possible for Kenya or any other country to achieve sustainable economic advancement without a substantial investment in education and training. People improve the quality of their lives if their productivity improves by adopting entrepreneurship and uptake of technology. Artisans need to be trained to have an entrepreneurial attitude, this can be measured by their opportunity recognition, risk cognition, start-up skills and networking. Entrepreneurial abilities are reflected by technology absorption, opportunity start-up and human capital. An entrepreneurial attitude is a distinctive strategy and implies process innovation, product innovation, high growth, risk capital and internationalisation. This research paper critically views prior learning as a link to entrepreneurship and employment by presenting analyzed data collected over a three-month period from Jua Kali artisans operating in the Eastlands of Nairobi, Kenya. The analyzed data presents their business management skills and how it affects the Performance of Jua Kali artisan businesses.

14:40-15:55 | Japan Standard Time (UTC+9)

Friday Live Stream Session 4 | Room B

Innovative Teaching Practices & Challenges

Session Chair: David Gore

61393 14:40-15:05

Teachers' Agency and Educational Development: The Case of Secondary CLIL Teachers in Japan

Kana Seki, Waseda University, Japan

Over the past decade, content and language integrated learning (CLIL) has gained attention as an innovative language pedagogy in Japanese educational contexts. Previous research has found that CLIL teachers who teach subjects in a foreign language can experience extra challenges when teaching. These challenges affect their experienced and enacted teacher agency, defined as a teacher's sense of self and a teacher's active contribution to shaping their work and conditions. Although teachers' roles and agency have become central issues in education and educational research, there is little research on the resources and tensions that support or limit the professional agency of CLIL teachers, especially in Japanese educational contexts. This study aimed to understand how teacher agency is experienced by CLIL teachers working in Japanese secondary schools by analyzing the resources and tensions they perceive in their professional work. The study was conducted from October to November 2020. It employed semi-structured zoom interviews with four CLIL teachers living in major cities in Japan. Each online interview took approximately 30–40 minutes. The findings showed that the target language ability, availability of time and lack of material resources were perceived as tensions that limited teacher agency. In contrast, collegial support from the teachers' communities, professional support from CLIL researchers and teacher versatility fostered through their previous life history were found to support teacher agency. The presentation discusses how to support and foster those teachers who make these innovations in Japanese society in the future.

61649 15:05-15:30

Challenges of Lesson Plan on Data and Chance With an Intervention of Video Analysis: Preservice Secondary Mathematics Teachers

Yun-Zu Chen, Taipei Municipal Nanhu High School, Taiwan

Kai-Lin Yang, National Taiwan Normal University, Taiwan

The study aimed to investigate the effect of scaffolding preservice secondary mathematics teachers (PSMTs) with a series of well-organized activities in lesson plan, which included design, peer discussion, video analysis, microteaching and revision. The theme of the lesson plan was on data and chance which was also the theme of the video. The aim of video analysis was to bring new comprehension of effective teaching for PSMTs. Semi-structured interviews were conducted with four PSMTs to collect data. Findings showed that PSMTs faced challenges in lesson planning because of a lack of content knowledge and pedagogical content knowledge in data and chance. As for lesson plan before video analysis, the challenges included predicting students' behavior and estimating time needed in teaching. When reflecting and revising their lesson plan after video analysis, they showed their efforts in the pursuit of effective teaching. However, PSMTs failed to design interactive activities because of their overfocus on time-efficient teaching. The findings suggested that video analysis benefits PSMTs' awareness of some features of effective teaching, yet more scaffolding is needed in supporting their noticing, reasoning, and the pursuit of interactive teaching involving the design of activities.

60457 15:30-15:55

Teaching Bioenergetics Through Guided Experience Approach and Mobile Devices: Towards Meaningful Learning

Rodel Pendergat, Hope Christian High School, Philippines

Maricar Prudente, De La Salle University, Philippines

The rise of Globalization and Information and Communications Technology (ICT) confront educators to explore innovative teaching practices that would not only effectively teach the content but would also promote motivation to learn the subject and the so-called transversal competencies. This study employed a quasi-experimental design and involved 45 senior high school non-STEM track students to examine the effectiveness of Guided Experience Approach Through Mobile Devices (GEATMD) as an innovative teaching practice to improve students' conceptual understanding of the topic Bioenergetics, motivation in learning Biology, and in supporting transversal competencies. The effectiveness of GEATMD was evaluated by inspecting students' pre-test and post-test scores, students' journal logs, classroom observation evaluations, students' outputs, and responses to survey questionnaires. Results indicate that GEATMD was effective in improving students' understanding of Bioenergetics, supporting technology integration to promote transversal competencies, and in improving students' motivation particularly in Intrinsic Motivation, Amotivation, Extrinsic Motivation-Social, and Extrinsic Motivation.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Saturday November 27

Parallel Sessions

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

11:00-12:15 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 1 | Room A

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Cynthia Northington-Purdie

61039 11:00-11:25

What Explains the Rural-Urban Learning Achievements Inequalities in Francophone Sub-Saharan African Primary Education

Jean-Baptiste Sanfo, University of Shiga Prefecture, Japan

Access to education has increased in Sub-Saharan Africa (SSA), but countries face a learning crisis exacerbated by rural-urban learning achievements inequalities. Previous research dominantly argues that rural-urban learning inequality is explained by differences in educational tangible factors. However, an emerging literature seems to suggest that intangible factors (e.g., educational leadership, parental involvement, teacher perceptions) also explain the rural-urban learning inequalities and may sometimes account for them more than tangible ones. They thereby call for more investigations on factors accounting for rural-urban learning inequalities. Using re-centered influence function decomposition with the Program for the Analysis of Education Systems" (PASEC) 2014 data, this study answers the following questions: (1) To what extent is rural-urban learning achievements inequalities accounted for by tangible factors in SSA? (2) What is the proportion of rural-urban learning achievements inequalities explained by intangible factors? Findings suggest that the rural-urban learning achievements inequalities are explained by child background and school factors, but the latter seems to account for more of the inequalities across the distribution. Intangible factors account for 4.50 to 34.50% of the achievements inequalities and seem to be more important for students on the lower tail of the distribution. This study is part of an on-going research project and will be extended using PASEC 2019 data (when available to the public) to investigate factors explaining rural-urban learning achievements inequalities over time.

60985 11:25-11:50

Course Design for Tunnel Engineering With Complexity Under Consideration

Jianqin Ma, Chang'an University, China

In the recent years, Chinese infrastructure and civil buildings are of increasing features in type, quantity and dimension. The high education of Civil Engineering and related subjects has been prosperous for more than two decades in China. However, similar challenging situation, with which the education of Civil Engineering in industrialized countries was faced at the beginning of this century, appears in China nowadays. To adapt to the changing and challenging situation, such as with course time decreased, content and requirement increased, the teachers of professional courses in the field of Civil Engineering have to redesign course plan. This contribution presents the course design for Tunnel Engineering with complexity under consideration at Chang'an University in China. The complex features of the course Tunnel Engineering are first analyzed, with special reference to the course content and major principles related to the major teaching points. The complex features of the course mean the requirement of systems thinking in course learning and teaching process, which should be based on an effective course design. The application of systems thinking rules and complex adaptive systems principles in the course design is presented, with three-step systems mapping method as example, including (1) mapping the course content, (2) activating the learning content, and (3) checking (assessing) both the content and the underlying thinking skills articulated in the lesson frame. The practice and results of the course design for Tunnel Engineering indicate an active effect to foster student optimal learning and to promote student metacognition developing.

60910 11:50-12:15

English Presentation Courses for Medical Students and Residents in Japan

Eiko Kawagoe, Jikei University of Health Care Sciences, Japan

In this global era, we need doctors with high medical English skills. However, there are not many of them in Japan. One of the reasons for this is the inadequate medical English education in medical schools. In order to improve this situation, I received a Grant-in-Aid for Scientific Research. The theme of the research funded by this grant is "Development of Medical English Teaching Materials and Programs for the Development of Global Medical Scientists and Doctors". In 2019, an English presentation course was held for five medical students, two dental students, and one pharmacy student at Osaka University; in 2020, another course was held for 10 residents at Kobe City Medical Center General Hospital. the content of the two trials was outsourced to Language School Berlitz The content of the two trials was outsourced to Language School Berlitz, and instruction was provided by native English speakers. In the questionnaires for both courses, all respondents answered that the courses were "useful", "informative", and "motivating". As for changes after taking the course, the responses included "I want to study English", "I want to participate in international conferences", "I want to study abroad", and "I want to attend a language school". This is the first time that medically-focused English education is offered not only to students but also to doctors in training in Japan. We are convinced that the development of such a method directly related to future careers is very effective and will greatly contribute to the education of medical professionals and doctors who will be active globally in the future.

12:25-13:40 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 2 | Room A

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Tati Lathipatud Durriyah

60773 12:25-12:50

Applying a Book Read Aloud and Leveraging it with Storyline Online: A Case Study of Indonesian Preservice Teachers

Tati Lathipatud Durriyah, Universitas Islam Negeri Jakarta and State Islamic University Jakarta, Indonesia

This study departed from an understanding that one aspect in literacy teacher preparation is to make explicit personal beliefs of preservice teachers in receiving knowledge and instruction in the program (Scott et al., 2018). Enrolling in an introductory course of children's literature, a group of Indonesian preservice teacher participated in a read aloud project where they applied knowledge related to reading aloud to students. As the project evolved, the preservice teachers attempted to use the Storyline Online digital literacy resource in addition to book read alouds. This qualitative study reported Indonesian preservice teachers' reflections after implementing the two activities. The findings indicated that they gravitated toward having a physical book read aloud for a range of reasons, revealing a positive attitude toward book read alouds. What is more, Storyline Online was considered a useful digital literacy resource to complement the activity of book read alouds and a tool to improve English.

60786 12:50-13:15

Can Teachers Plan Skill Teaching Conceptually?: Concept Based Inquiry Meets the Approaches to Teaching and Learning

Sumit Mandhwani, Prometheus School, India

The International Baccalaureate (IB) introduced the Approaches to Teaching (ATT) and Approaches to Learning (ATL) to define classroom instruction. These Approaches cover highly relevant range of skills that help teaching learning be more fulfilling and support academic knowledge. In this paper, I argue that by using the Concept Based Inquiry (CBI) framework, these skills are planned for intentionally. This planning leads to deeper engagement by students- resulting in transfer of these conceptual understandings to new situations (beyond the specific unit of inquiry). The paper uses examples from the classroom planning which utilises CBI framework to show how a skill can be planned for. This goes beyond the usual practice of skills 'just being taught/demonstrated' and informs students of the deeper underlying principles of these skills.

61340 13:15-13:40

Chinese Tertiary Students' Perceptions of Fairness in Classroom-based Assessments During the Pandemic: A Qualitative Study

Jiahao Liu, University of Macau, China

The raging pandemic has posed an immediate challenge to face-to-face education and classroom-based assessment, particularly for those employing traditional paper-and-pencil exams. To comply with the teaching needs and uphold assessment fairness, teachers have adopted a selection of measures, such as adopting alternative assessment forms and introducing whistleblower strategies. However, little empirical research has been conducted to explore the usefulness of these methods in assuring assessment fairness in times of Covid-19, especially from the standpoint of learners. Drawing on Kunnan's (2018) recent model of fairness and justice, the author conducted semi-structured retrospective interviews with 12 undergraduates who have experienced the change, to explore what types of assessments their instructors use in times of Covid-19, how their teachers uphold assessment fairness during the pandemic, and their perceptions of the effectiveness of these strategies in terms of assessment fairness. Results reveal that teachers do take care of fairness and justice issues when they are designing, developing, and administering online classroom-based assessments, such as diversifying the assessment forms, rearranging the percentage of formative assessments and summative assessments, and implementing rather rigorous invigilation measures. The results, besides, call for a more sophisticated design of assessment forms to maintain assessment fairness and justice from learners' perspectives, such as minimizing the influences of construct-irrelevant factors (e.g., typing paces and network connections). Such empirical evidence further supports and validates Inbar-Lourie's (2017) idea that assessment literacy is contextual- and stakeholder-dependent. Besides, this work provides spaces for reflection for teachers – and for language testing researchers – in China.

13:50-15:05 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 3 | Room A

Higher Education

Session Chair: Belinda A. Ramos

60408 13:50-14:15

Perceived Tasks of Quality Assurance and Its Impact on the Teaching-Learning Process Among Deans and Faculty

Belinda Ramos, University of La Salette, Inc, Philippines

Lorna Fulong, University of La Salette, Inc., Philippines

Madeilyn Estacio, University of La Salette, Inc., Philippines

Gemlee Baptista, University of La Salette, Inc., Philippines

Quality assurance systems of schools are put in place to ensure that optimum education are provided by institutions responsible for such endeavors. The study looked into the perceptions of deans and faculty on the task of the quality assurance system and its impact on the teaching-learning process of a University in Northern Philippines. The researchers made use of the descriptive design with the use of an adopted questionnaire modified for the purpose of the study. There were 62 faculty and 7 deans who participated in the study. Pearson R and independent sample t-test showed that the tasks of the quality assurance system is significantly related to the perceived impact on the teaching and learning process. There is no significant difference in the perception of the deans and faculty on the tasks of the quality assurance system of the University and its impact on the teaching and learning process. Quality of teaching-learning process is greatly influenced by the strategies/tasks performed by the quality assurance system of the school. It is thus recommended that strengthening and empowering the teachers and deans to perform quality assurance activities to ensure provision of quality education – manifested in globally competitive graduates.

60464 14:15-14:40

How Teachers Perceive Their Leadership in Learning Co-creation With Learners in a Classroom: Phenomenographic Attitude

Vilma Zydziunaite, Vytautas Magnus University, Lithuania

Vaida Jurgile, Vytautas Magnus University, Lithuania

Background: Teacher leadership is seen through roles beyond teaching. Co-creation means service provider and user concepts in education. The connection between teacher leadership and co-creation raises questions about change in education from obedience to follow-up, from procedures to thinking, from requirements to conversation, from a narrow goal to an abstract horizon, from status power to personal empowerment, from hierarchy to cooperation. Research question: How teachers perceive their leadership through experiencing co-creation with learners in a classroom? Research aim: to explore the hierarchy of teacher leadership features in learning co-creation with learners. Methodology: In this research was applied a phenomenography, which is the qualitative methodology of various ways in which people conceptualize, comprehend, or identify a particular phenomenon and the distinctive qualitative ways in which people perceive the world around them. Sample consisted of 39 primary and secondary school, and gymnasium teachers who provide teaching. Semistructured interviews were used to collect the data. Findings: The hierarchy of teacher leadership features in learning co-creation with learners in a classroom consists of 7 categories: professional mission, emotional management, feedback, value insertion, consolidation of expertise, personal features, learner's wellbeing. Conclusion: Teachers perceive their leadership in a classroom as a process, based on learning experiences in fellowship with learners. The process consists of 7 levels, which focus on the profession, the teacher, the learners, the educational process as a relationship. The emotional well-being and values of teachers and learners are reflected in the content of all categories.

61589 14:40-15:05

Dealing with the Craving for Micro-reading

Md. Rizwanul Islam, North South University, Bangladesh

In the contemporary world, many seem to have developed a propensity to shorter pieces. One of this author's research assistants had once remarked, '[m]any do not post anything on Facebook running longer than four lines, because most of us would not simply click the "see more" option and read what may lie there.' This article calls this propensity a 'craving for micro-reading'. This article argues that the traditional reluctance of academic and higher education institutions to recognize shorter works in academic blogs or online journals as scholarly outputs is open to question. It posits that this type of shorter piece catering to the taste of micro-readers warrants some form of recognition as scholarly outputs. This article would seek to argue should academics and higher education institutions (HEIs) respond to this. Its main argument is that the high premium that academic institutions tend to pay for scholarly writings of traditional nature: books, journal articles and book chapters should and would continue to be in place. However, other forms of writing such as blog essays or short essays in online academic journals that are almost never considered publications in the HEIs warrant some form of recognition in academia and HEIs.

15:15-16:30 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 4 | Room A

Globalization and Higher Education: Panel Session

61601

Diversifying Globalization and Higher Education Internationalization in Non-Anglophone Countries by Combining Area Studies and CLIL Pedagogy: Lessons From Japan

Thatcher Spero, Waseda University, Japan

Sangmi Bae, Waseda University, Japan

Alba de Diego Pérez de la Torre, Waseda University, Japan

Wenmin Zuo, Waseda University, Japan

Xavier Mellet, Waseda University, Japan

In current times, higher education institutions (HEI) all over the world are facing pressures to internationalize. However, HEI in non-Anglophone countries are disadvantaged in these efforts by the dominant status of English as the global lingua franca and de facto language of science, technology, and business. One pragmatic innovation to overcome this circumstance has been the strategic development of English-medium instruction programs, which in just the past decade have expanded exponentially. However, such "Englishization" also has the effect of limiting the definition, comprehensiveness, and depth of internationalization at HEI, which has led to calls for alternative forms of internationalization. Our panel/paper explores one such alternative form currently being pursued at Waseda University, which is an area studies and plurilingual/multilingual (APM) program rooted in Content and Language Integrated Learning (CLIL) pedagogy. Each panelist will share insights about the unique challenges and possibilities of this approach based on experiential knowledge gained from teaching in their respective language of expertise: Chinese, French, Korean, Spanish. The panel/paper will be framed within the broader context of higher education internationalization, and raise important questions about the crucial importance of Internationalization at Home (IaH) and specifically Internationalization of the Curriculum (IoC). The panel/paper should appeal to a variety of stakeholders with interests in higher education internationalization and especially critical higher education internationalization in non-Anglophone countries.

11:00-12:15 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 1 | Room B

Resilience in Times of COVID-19

Session Chair: To be Announced

61567 11:00-11:25

Insights Into Students' Online Learning Experiences During COVID-19 Pandemic: Shaping How We Do Education Moving Forward

Narangerel Tsedendamba, Mongolian National University of Education, Mongolia
Otgonsuren Gungaarentsen, Mongolian National University of Education, Mongolia

Teaching and learning have transitioned entirely into an online mode in response to COVID-19 pandemic in Mongolia. Online education in and of itself is not new to Mongolian higher education sector. However, transitioning into 100% online mode within a space of a month and continue doing so since February 2020 has been a challenge. This article presents an insight into School of Education, Mongolian National University of Education students' experiences with online learning using Microsoft Teams. The findings reveal that the Microsoft Teams provided similar learning experiences to on campus face to face learning in terms of working in groups, participating in lectures and seminars, and communicating with peers and teachers for some. For others, however this same experience was not achievable given their circumstances associated with rural location, poor quality Internet connection, costs of technology, buying Internet data, and other personal and family situations. Despite the challenges, of the 87 students who were involved in the study 57% of them were satisfied with the online learning mode but 36% were not satisfied. The qualitative findings were mixed: some noticed improvements in their independent learning skills and use technology and preferred online learning, some reported preference towards a blended learning for better interaction with peers and teachers. This insight into students' experiences with online learning is valuable in shaping how we do higher education moving forward.

61562 11:25-11:50

Education Resilience in Facing Pandemic COVID-19

Noviyanti Soleman, Khon Kaen University, Thailand
Said Muammar Bayukarizki, UIN Sulthan Thaha Saifuddin, Indonesia
Afifah Faradila, Universitas Maritim Raja Ali Haji, Indonesia
Khalil Gibran, Universitas Batam, Indonesia

The pandemic Covid-19 in Indonesia had an impact on the education system. The Ministry of Education has produced the policy regarding the acceleration of coronavirus spread prevention in form of policy Number 3/2020 and Ministerial Order of 36962/MPK.A/HK/2020 by conducting online learning. The use of technology will be needed to support the policy. However, many problems have existed in the community, such as internet accessibility, inadequate facilities and infrastructure, human capacity, and capability in using technology, limited student interaction, lack of enthusiasm in learning, and other economic factors. The problem exists because of the process of transition in the learning process. The research aims to analyze the phase of transformative learning which occurs in Batam city and how it works. The author uses Mezirow phases of Transformative learning analysis which consists of a disorienting dilemma, a self-examination, a critical assessment, recognition, exploration, planning of a course of action, acquisition of knowledge, provisional trying of roles, the building of competence self-confidence, and a reintegration. A qualitative approach with primary and secondary data was used to answer the research question. Data collection was taken through survey and questionnaire techniques to the sampling. The results obtained that the phase of transformative learning in Batam city still not reach reintegration due to many obstacles. Meanwhile, there are possibilities to reach the reintegration of the learning process.

61565 11:50-12:15

Persons with Disabilities and Roles of their Organizations in the Resilience on COVID 19 Pandemic

Arunee Limmanee, Thammasat University, Thailand

This qualitative study aimed to analyze disability-specific measures and the roles of Disabled People's Organizations (DPOs) in supporting persons with disabilities (PWDs) and families. The subjects consisted of 42 members from 7 DPOs which were representatives of persons with 7 types of disabilities as categorized by the Empowerment of Persons with Disabilities Act. The data were collected by Focus Group Discussion with 42 members which were divided into 3 groups of 14. The data were analyzed by means of content analysis. The study revealed that supporting measures provided for people in general could not meet the needs of PWDs and that DPOs play important roles for their resilience to the Pandemic. For example, the Community Isolation Facility (CIF) is not accessible for persons with disabilities. Moreover, persons with certain types of disabilities need to stay with family members or caregivers but their families or caregivers are not allowed to stay at CIF if they not infected. To solve this problem, DPOs that represent persons with each type of disabilities, with cooperation of hospitals and their network organizations, set up CIF to support their own members. The services at CIF included free accommodation, foods and medical care. With the advocacy of DPOs, the government then launched disability-specific measures. DPOs monitor and evaluate the measures to ensure that the needs of PWDs and families are met. They also give suggestions to the government concerning the revision and implementation of disability-specific measures and policies related to the Pandemic.

12:25-13:40 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 2 | Room B

Higher Education

Session Chair: Paulin Poh Lin Wong

60988 12:25-12:50

Meeting Generation Z Learning Expectations in Quest International University

Paulin Poh Lin Wong, Quest International University, Malaysia

Gogilavaani Jothi Veeramani, Quest International University, Malaysia

Magaret Sivapragasam, Quest International University, Malaysia

Tina Swee Kim Lim, Quest International University, Malaysia

Students currently studying in higher learning institutions are part of Generation Z known as the Gen Zers. Available literature on Gen Zers mostly focus on understanding and distinguishing them from previous generations by highlighting their personality traits, characteristics and learning preferences but lack information on the extent to which Gen Zers rate the different teach-learning methods as important and the extent to which they are satisfied with the approaches used by their lecturers. As such, the aim of this study is to verify the methods that literature presents as important for Gen Zers' learning and to check against the students' satisfaction level for those methods. Data were collected from final semester students in a private higher education institution in Malaysia. A survey questionnaire instrument with thirty items on importance and the same thirty items on satisfaction, as well as two open-ended questions were administered online. The Importance-Satisfaction Analysis and gap analysis for each of the items on teaching-learning methods were conducted on the quantitative data while thematic analysis was conducted on the qualitative data. Results from this study showed that all the teaching-learning methods identified received a high rating for both importance and satisfaction, hence meeting the students' expectations. This indicates that the lecturers have done a good job tailoring their approaches to engage with their students. Additionally, based on the findings from the gap analysis, recommendations are made on the teaching-learning methods that can be further improved to increase the Gen Z students' satisfaction levels.

60770 12:50-13:15

Institutional Research of an Interdisciplinary Undergraduate Curriculum of a Sino-American Joint Venture Liberal Arts and Sciences University in China

Huiyuan Ye, Duke Kunshan University, China

Noah Pickus, Minerva Schools, United States

Duke Kunshan University (DKU) is a Sino-American joint venture liberal arts and sciences university with an unusual undergraduate curriculum in that interdisciplinarity is built into every major from the beginning. Sustaining this interdisciplinary model, however, meets challenges such as mixed understandings about interdisciplinarity, relatively inexperienced faculty members for this mode of teaching and learning, and combined difficulties about starting a joint venture higher education institution in China. The biggest challenge is, while DKU deliberately designed key features for its interdisciplinary curriculum to work, there is a growing need for assessing how this innovative curriculum is understood and whether students and faculty, those who experience the curriculum in the frontline, understand it in the same way. Without this knowledge, it would be difficult for DKU to continuously align design efforts with student learning outcomes that are direct results of interdisciplinarity. This institutional research adopts mixed methods by surveying and interviewing DKU undergraduate students (N=550) and faculty (N=136) to further identify and make connections across the interdisciplinary curriculum. A special focus is placed on the relationship between the curriculum and DKU's seven institutional Animating Principles (e.g., Rooted Globalism), in the sense that critically and creatively engaging this relationship may serve to inform a more complete understanding of interdisciplinarity at DKU. Findings of this research will help DKU exemplify a fully interdisciplinary undergraduate curriculum that is well-connected with institutional learning outcomes. A key innovation of this research is referencing and localizing the VALUE rubrics from the Association of American Colleges & Universities.

61360 13:15-13:40

Paragraph Writing Instruction for University Students

Minako Inoue, Health Science University, Japan

As the emphasis is placed on students' practical abilities in English, the communicative approach, which focuses on students' "productive abilities", has been encouraged in Japan. However, this approach has resulted in poor basic writing skills, which are often associated with insufficient vocabulary and grammatical knowledge. Considering the current practices of writing instruction in junior high and high school, students translate word by word, following grammatical rules. They have little experience in free writing projects in which they describe their ideas or thoughts. Even under such circumstances, paragraph writing has gained popularity at the tertiary level. It is often reported that writing paragraphs is difficult for many college students. This research was conducted as a preliminary study to serve as a foundation for building effective writing instruction. To plan, implement, and evaluate appropriate writing instruction, a needs analysis should first be performed. This study involves 83 first year and 93 second year college students. The questionnaires are aimed at examining their knowledge and experience of English writing. The data are analyzed through SPSS, providing descriptive and correlational analyses. The results reveal that most students have inadequate knowledge of sentence components, which hinders their construction of paragraphs. Moreover, most have not had any free writing experience in the course of their education. This study suggests that before writing a paragraph, students should participate in numerous free composition activities designed to involve their cognitive and social knowledge.

13:50-15:05 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 3 | Room B

Secondary Education

Session Chair: Shingo Ashizawa

58365 13:50-14:15

Usage Application of Multimedia for Learning Values of Thai Literature to Develop Learning Achievement for High School Students

Kittipong Phumpuang, Naresuan University, Thailand

Patcharin Buranakorn, Huachiew Chalermprakiet University, Thailand

This qualitative research aimed to apply the multimedia for learning values of Thai literature with high school students in order to develop their learning achievement. Six classical Thai literature, including Niras Phukaotong; Pra Apaimanee; Lilit Talengpai; Mathana Phatha; Khunchang Khunpan; and Sangthong, were created as multimedia. Eight processes of producing the multimedia were as the following: 1) producing the storyboard, 2) storyboard reviewing by the scholars, 3) storyboard revising, 4) contents and media discussion, 5) production of the multimedia, including characters drawing; video filming; games testing; cartoons animating; graphic producing; motion pictures editing; and sound recording, 6) making of multimedia of the six classical Thai literature, 7) the multimedia assessing by the scholars, and 8) adjustment and completion of the multimedia. Evaluation of the multimedia was the excellence, assuring for efficient class usage. The researchers had applied the created multimedia of six classical Thai literature with 720 students from three high schools, 240 students per school. Scores of learning achievement of students after the application of the multimedia were significantly high, 0.05 statistic level, compared to the pretest before application of the multimedia. The results of the application were correlating to the research hypothesis.

61482 14:15-14:40

Peeking Behind the Scenes: Exploring Elite Schools Practices with Former Principals

Shlomi Hanuka, University of Haifa, Israel

For centuries, elite schools have been envisioned as safe havens for those who wish, and 'deserve', to shelter their offspring from the rest. Promising a different, unconventional, and family-like environment, elite schools are a strategic tool for transmitting particular cultural norms and social mores. But what is it elite schools do? What are the practices of elite schools that institutionalise their students and validate their sense of belonging, commitment and gratitude to the tribal-like community of such schools? This paper emanates from a study that explores, through the study of three highly selective elite schools in Israel, the role elite schools play in their students' lives during and beyond school. My research looks into stories of schooling, privilege and distinction from graduates and former principals - two groups overlooked in the research on elite schools. Focusing on the latter group, this paper brings forward the testimonials of four former principals who, collectively, account for a total of one hundred and eleven years of experience running three schools. I draw on the former principals' views to examine the institutionalisation of elite schools' students through three key pillars: excellence, self-awareness and elitism. Connecting theories of social imaginary, social cohesion and elitism, I portray ways elite education carries and delivers particular benefits and social capital. Instrumentally, I reveal the agenda and the meaning system of some captains at the helm of Israel's elite schools, expanding the sociology of elite education.

61279 14:40-15:05

Well-being and School Engagement of Secondary Level Students: An Empirical Study

Mounika Prashanthi Vavilala, Birla Institute of Technology & Science, India

Tanu Shukla, Birla Institute of Technology & Science, India

In academic settings, school context involve a multitude of factors influencing student's interests, motivation, emotions, well-being and engagement in academic activities. Schools can facilitate proper development by facilitating the well-being of students, enhancing their learning experiences through school engagement. The study used a correlational design to assess the well-being and school engagement of secondary level students in Rajasthan. The study found positive correlations between physical well-being, cognitive well-being, social well-being and school engagement. Physical well-being which includes engaging in developmentally appropriate activities, nutrition, clean and safe environments, health care, healthy learning environments and mental stimulation were found to be indicators of physical well-being. To ensure proper development and learning, there is a need to focus on educational interventions that can target positive emotions, facilitate physical, cognitive, social and psychological well-being.

15:15-16:30 | Japan Standard Time (UTC+9)

Saturday Live Stream Session 4 | Room B

Interdisciplinary

Session Chair: Vilma Žydzūnaitė

60465 15:15-15:40

Dimensions of Being in Learning Co-creation With Learners in a Classroom: Teachers' Experiences

Vilma Zydziunaite, Vytautas Magnus University, Lithuania

Vaida Jurgile, Vytautas Magnus University, Lithuania

Background. Learning co-creation is based on autonomy, relatedness and competence. Teacher and learners assume certain positions during interactions. Positions are dynamic. Both sides need a psychological safety, which is important to work together towards a shared result. Research question: What dimensions, processes, features manifest teachers' perceptions of being in a learning co-creation with learners? Research aim: to form a two-level hierarchy that reflects the teacher's experience-based perceptions of their being in a learning co-creation with learners. Methodology. The study combined phenomenography and phenomenology. This filled a gap when phenomenography picks-and-chooses ideas from phenomenology in an ad hoc and does not adhere to it. Sample consisted of 39 school teachers. Data was collected via semi-structured interviews. Findings. Teachers' experiential perceptions of being in a learning community with learners includes the categories of leadership, interaction, analysis, education, learning, disclosing, professionalism, motivation, authority, and searching. The predominant dimension is the relationality in majority of categories. Spirituality predominates only in the searching category; it occupies a significant place in the categories of analysis, learning, professionalism, and authority. Teachers see temporality as important in the categories of education and interaction, and spatiality is meaningful to them in the categories of disclosing and leadership. The teachers do not value corporeality. Conclusion. Teachers pay essential attention to self-determination and a little attention to psychological safety as a constructive verbal communication. Teachers do not focus on refining positions in learning. The dimension of the relatedness is in power position.

61607 15:40-16:05

Impact on the Widespread Use of Key Word Sign in Preschools

Alison Choo, PAP Community Foundation, Singapore

Children with communication difficulties may face significant social, communication, behavioural, and mental health challenges. According to Cologon and Mevawalla (2018), Key Word Sign when implemented as a preschool-wide approach, lead to successful participation of all children, supporting individual and group engagement, and facilitating a sense of belonging. In Singapore, two early childhood preschools, teachers and students were taught Key Word Sign - Singapore (KWS) to facilitate communication with students who have social and communication difficulties. In KWS, a sentence is spoken in full, whilst signs are used simultaneously to highlight the key aspect of the message. Teachers were introduced to new signs each month by a speech and language therapist, and they in turn, incorporated the use of KWS in their lesson, and social interactions with the students. The use of KWS was encouraged in class through structured lesson, free play and daily routines, as well as through everyday communication exchanges. During the implementation, children become proactive communicators, and have many successful communication opportunities. More importantly, this eradicates social barriers and increases access and participation to children who previously struggled to have their thoughts heard. The use of signs and gesture have been known to facilitate early communication, increased vocabulary and facilitate shared communication (Dunst, Meter, and Hamby, 2011). It also provides a bridge to later oral communication, with signing decreasing as oral language increases (Galeote et al., 2011). The impact on the longer-term widespread use of KWS in a preschool by the students, teachers and parents will be shared.

61561 16:05-16:30

Public Service Announcements in Indonesia and Malaysia: A Semiotic Analysis

Fahrur Rozi, Universitas Negeri Semarang, Indonesia

Lulu April Farida, Universitas Negeri Semarang, Indonesia

Intan Permata Hapsari, Universitas Negeri Semarang, Indonesia

Azidan Abdul Jabar, Universiti Putra Malaysia, Malaysia

Hadziq Najmuddin Purwanto, Universitas PGRI Semarang, Indonesia

Ashanti Dayani Ajengpataloka, Universitas Negeri Semarang, Indonesia

The purpose of this study was to analyze how public service announcements: social media and newspapers were applied in Indonesia and Malaysia. The method of this study used a qualitative research approach. Social media and newspapers were analyzed as the objects of this study. The researchers used documentation and observation in collecting data and used Barthes' theory to find out how the public service announcements were used. The result of this study shows that public service announcements are communicated in Indonesia and Malaysia have some similarities and differences. They can be seen from languages, contents, colors, models, media, designs, and places of public service announcements. This paper presents an analysis framework and rarely do any studies defy such attempts in a critical manner.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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ACE2021 Virtual Presentations (Pre-Recorded)

Adult, Lifelong & Distance Learning

60627

Blended Learning is the Future of Education

Shankar Subramanian Iyer, S.P. Jain School of Global Management, United Arab Emirates

Online Learning is part of Blended learning and is a learning technique in which use of both ordinary teaching and advanced modern online teaching, online learning materials are largely used. It has been around for more than two decades however not got the approval it sought to have. It is the dissemination of e-learning module courses using internet infrastructure and sources. This study, therefore, aims to review students, teachers, professionals' perceptions of blended online learning on various aspects of the learning process. The study seeks to answer the question as to whether there is any correlation amongst stakeholders derived independent variable and their perception with respect to the merits and demerits of online blended learning. The aim of the study is also to show how well students and business professionals accept blended learning as a new normal. The primary and secondary methodology used by conducting a survey and further analysis of the information got is applied. The data collection involves 385 education stakeholders who participated in the online survey and the results analyzed using modern PLS. Online education seems to stay for the time and in the future as per consensus through interviews and surveys conducted. Online blended learning has been seen to optimize the maximum benefits of old teaching methods and access to online learning materials. Also, will give an opportunity to more students to access the learning and will develop professor skills in adjusting the assessment for digital.

60817

Adult Learners' Perspectives on Distance Learning

Jacqueline Zammit, University of Malta, Malta

The COVID-19 pandemic has demanded distance learning as an alternative to conventional classroom learning methods. The study's aim was to explore the advantages and challenges of online learning as perceived by adult learners of Maltese as a second language. Data was collected from 35 adult participants by using semi-structured interviews comprised of open-ended questions. The interview results were analysed using the thematic analysis method with the help of NVivo software to identify commonalities in responses and group the data according to the respective themes. The advantages of online learning according to the participants included the ability to balance learning and domestic chores; to access subject content despite the absence of live learning sessions; and less susceptibility to challenges like fatigue, time-wasting traffic, preparation for lifelong learning evening class and limited parking space. On the contrary, poor Internet connectivity, lack of IT knowledge, lack of personal computers and distractions at home negatively impacted distance learning. Lack of an Internet connection, IT skills and a personal computer or an Internet-enabled phone also led to inequality in access to online learning sessions. Despite the shortcomings, participants perceived online learning to be a solution to suspended academic activities and to lifelong learning. This research concludes with a number of solutions to overcome the issues presented by online learning.

60962

Readiness Towards Online Learning of Filipino Healthcare Students in the Time of COVID-19 Pandemic

Madonna Sudio, Angeles University Foundation, Philippines

Angela Kristine Malig, Angeles University Foundation, Philippines

The present pandemic crisis poses a challenge to Higher Education Institutions (HEI's) compelling stakeholders such as school administration, faculty members, students, as well as parents to adopt the so-called "new normal". It has become a trend nowadays to overhear distant learning, remote learning, online learning or e-learning. Apparently, all have the same context of being detached to the usual face-to-face classroom scenario. Thus, we examined 947 Filipino healthcare students on their readiness towards online learning using a validated tool adopted from foreign literature. We found diversities among students in terms of their technology access, online skills and relationships, motivation, online audio/video, internet discussions, and importance of successful online coursework accomplishments. Findings of this current study can provide relevant information to improve future delivery of online classes in ensuring quality teaching-learning outcomes among these future healthcare professionals.

ACE2021 Virtual Presentations (Pre-Recorded)

Assessment Theories & Methodologies

60695

The Use of Different Strategies by Writers in Integrated Writing Assessment

Han Le, Long An High School for the Gifted, Vietnam

In recent years, there has been an accelerating trend towards using integrated writing tasks (IWT) in second language (L2) writing assessment settings, which can be attributed to their ability to "mirror" actual academic practices that require students' comprehension and integration of source-based ideas into the production of written compositions. Nevertheless, these tasks present writers, especially those who are inexperienced, with certain problems associated with plagiarism and poor use of source ideas that result in disappointing test scores. In this sense, it is of practical and personal significance to gain deeper insights into the nature of IWT and various strategies employed by proficient writers to assist not only novice writers in improving their writing performance and academic achievement but also inexperienced teachers in coming up with more effective instructional methods. This literature review is conducted to provide a short overview on IWT regarding definitions, test construct, benefits and challenges. Then, it continues to throw light on strategy use reported in previous research. The literature review ends with some conclusions and recommendations.

60888

A Tool to Assess the Quality of Self-Learning Modules (SLMS) for the 'New Normal' in Education Using the Best-Worst Method

Jammel Abraham Rico, Mindoro State University-Calapan City Campus, Philippines
Leonel Mendoza, Mindoro State University-Calapan City Campus, Philippines

In this paper, a tool to assess the quality of self-learning modules (SLMs) was developed using the Best Worst Method (BWM) by Rezaei (2015). Four major quality criteria namely Content (weight = 0.603), Instruction (weight = 160), Technicality (weight = 0.097), and Ethical and Cultural Considerations (weight = 0.140) were established through the perspective of expert respondents and suggestions from literatures. Among these, Content is the most important. Nine sub-criteria for Content, Instruction, Technicality, and three for Ethical and Cultural Considerations were instituted, all of which were also analyzed for a best or most important sub-criterion. Complete coverage of the competencies (weight = 0.200) is the most important for Content; contextualization (weight = 0.258) is the best for Instruction; systematic and logical arrangement (weight = 0.189) is the most vital for Technicality; and indirect introduction of values and etiquette (weight = 0.465) is the most crucial for Ethical and Cultural Considerations. Real-life application of the tool proved that it can be used in comparing SLM quality. However, if the goal is not to compare, then the identified weights of each sub-criterion can assist educators in identifying which aspect can change or improve the quality of SLMs from each major criterion. This being said, results of this paper can be used to improve the over-all quality of SLMs being used in the implementation of the modular or blended learning approach. The assessment tool can also be applied to other instructional and learning materials such as textbooks, handouts, and presentations, among others.

60926

Designing a Multiple Submission Policy Supporting Mastery Learning for a Design Thinking Class in a Purely Online Learning Environment

Marianne Kayle Amurao, Ateneo de Manila University, Philippines
Joseph Benjamin Ilagan, Ateneo de Manila University, Philippines

Mastery learning is defined as an approach where students are equipped with complex skills required in the VUCA world instead of simple skills that only apply to traditional classrooms. One way to encourage mastery learning in the classroom is through repeated assessment, specifically formative ones. In this paper, we describe our experience in designing a multiple submission policy to support mastery learning for a design thinking class taught purely online amidst lockdowns due to COVID. The transition to online learning and today's context presented an opportunity to target mastery learning instead of traditional learning outcomes, which we achieved in two ways. First, we elevated the assessments' level on Bloom's taxonomy and encouraged iteration by providing feedback to guide metacognition. Second, we built creative confidence providing a safety net for graded assessments, which helped address fears of judgment and lack of control. In the process, we also overcame transactional distance to help promote self-efficacy, especially those with initially low grades. The policy was implemented with the aid of technology, which served as the medium for learning and dialogue. The use of technology in this study allowed for practices that were otherwise not implemented or even considered in previous trials of the class. The study resulted in positive feedback and improved quality of submissions from participants.

ACE2021 Virtual Presentations (Pre-Recorded)

Counselling, Guidance & Adjustment in Education

53854

Where We Are: Current Level of Burnout and Self-compassion of School Counselors in a Private School in Quezon City
Giselle Antoinette Tejada, Miriam College Lower School, Philippines

Counselors are expected to be physically and emotionally ready to assist their counselees. Because of these expectations, counselors are affected by the emotional demands of the profession. The current study focused on the current state of school counselors in a private institution. The participants are fourteen female counselors from the elementary to the tertiary level. To have an understanding of their experiences, the researcher made use of the Counselor Burnout Inventory and Self-Compassion Scale. Follow-up interviews were also conducted. Overall, the results showed that the school counselors have low levels of burnout and high levels of self-compassion. However, there are select participants who may be experiencing burnout and are not practicing self-compassion. Correlations show no significant relationship between burnout and self-compassion. Based on the findings, implications and recommendations were discussed.

61101

Home Quarantine Activities, Lockdown Fatigue, and Emotional State of Students in the Teacher Education Program Amidst the COVID-19 Pandemic

Mikel Ryan Lorenzo, Holy Angel University, Philippines
Medel Jr. Manalo, Holy Angel University, Philippines
Precy Cunanan, Holy Angel University, Philippines
Cathrina Jane Manusig, Holy Angel University, Philippines
Chelliemer Nourish Miguel, Holy Angel University, Philippines

One of the major changes brought by the COVID-19 crisis in the Philippine educational system is the implementation of a full online learning modality. The study sought to determine the home quarantine activities of students in the Teacher Education Program and relate them to lockdown fatigue and event-specific distress during the COVID-19 pandemic. A survey approach was utilized to collect data on 314 participants enrolled in the Teacher Education Program in both public and private institutions. Both descriptive and correlational approaches were utilized in the analyses of data. The most prominent activities of the learners while confined at home amidst the COVID-19 pandemic include watching (movies, documentaries, comedies, and TV series), cleaning (organizing and decluttering things), reconnecting with loved ones and catching up with friends, sleeping (no alarm clocks; afternoon naps), and starting a new hobby. The Impact of Event Scale showed a mild degree of emotional distress in both the intrusion (15.18 ± 6.84) and avoidance (17.11 ± 7.46) subscales. The Lockdown Fatigue Scale demonstrated the concerns of the learners about their personal safety and their family members. The learners occasionally displayed difficulty concentrating and are susceptible to distractions and exhibited a frequent feeling of weakness and exhaustion brought by the current crisis, which contributed to their difficulty focusing on their academic workloads and intensifying their academic stress. A noteworthy finding in one of the activities done by the learners at home includes reconnecting with loved ones, which has a considerable influence in relieving distress during the COVID-19 pandemic.

61599

Should I Stay or Should I Go? Comparisons in College Adjustment of Chinese Domestic and International Students

Zhaoying Chen, University of California, Irvine, United States
Jocelyn Lai, University of California, Irvine, United States
Hongdi Wang, University of California, Irvine, United States
Shuqi Hong, University of California, Irvine, United States
Emily Feng, University of California, Irvine, United States
Jessica Borelli, University of California, Irvine, United States

College marks a watershed experience for emerging adults, and is often a time of excitement, fear, challenges, and change as young adults transition toward independence. For Chinese international students (CIS), separation from their primary caregivers and exposure to acculturative stressors may bring particular challenges to their college adjustment. Compared to their domestic counterparts who choose to stay home in China to pursue their undergraduate degree, CIS may be exposed to additional college barriers and experiences. To understand unique experiences in CIS and whether their experiences are different or similar to domestic Chinese students, we recruited CIS in North America (N=13) and domestic students in China (DCS) but whom were studying away from their hometown (N=12). Both groups completed online questionnaires and a semi-structured interview via zoom. Focusing on the qualitative theme analyses of our interviews, compared to DCS, CIS face cultural adjustment, discrimination, and policy changes that might affect their college experience. The CIS sample also mentioned particular uncertainties they had to face during the COVID-19 pandemic and factors that supported their resilience. Our findings also revealed shared protective and risk factors of college adjustment for both student groups. As well, young adults across both samples expressed greater desire for autonomy and a shift in their relationship with parents in which they could speak like equals. Understanding the experiences of CIS may help students, parents, and education institutes have greater insights regarding Chinese students' college adjustment, promoting efforts to support resiliency and the well-being of this population.

ACE2021 Virtual Presentations (Pre-Recorded)

Curriculum Design & Development

60856

Impact of the COVID-19 Pandemic on Taiwan's Art Education

Yu Chen Chang, National Taiwan Normal University, Taiwan

COVID-19 has caused a global pandemic crisis. The pandemic presented society with numerous changes and issues due to the shift in lifestyles, among which is the greatly impacted school education. To receive a complete range of educational resources without contacting other groups in the population, many curriculums were transformed to online learning using technological applications and incorporation. Given the impact of the pandemic on Taiwan being relatively controlled than other countries, on-campus classes remain the primary approach in school education. However, an outbreak of cluster infection in Taiwan this May worsened the epidemic crisis. The Ministry of Education urgently announced the halt of all on-campus classes, therefore forcefully changed Taiwan's model of education. With students' practice with actual materials being emphasized in teaching art curriculum, and the provision of software and hardware being relied upon, art curriculums face greater challenges to adopt distance learning. Other than considering ways to use online learning resources to reach integrity in educational content, teachers also need to enhance abilities in applying technologies and designing curriculums, when different approaches and concepts are required to make adjustments and trials, especially regarding class and curriculum management. This qualitative research was used to study a public junior high school and a public high school in Taiwan with interview and data collection. Intends to grasp a picture of the forms and model of art curriculum in Taiwan at secondary education levels during this pandemic to explore and reflect the possibilities for art education in the post-pandemic era.

60960

On Adjusting the Order of Teaching Units in Elementary School Mathematics Textbooks With LSA Results

Ting-Hao Yang, National Tsing Hua University, Taiwan

Ching-ching Lu, National Tsing Hua University, Taiwan

Wen-Lian Hsu, Asia University, Taiwan

In our country, many elementary school children go to tuition classes after school. Mathematics is one of the most frequently attended tuition subjects because children do not understand all of the concepts covered in textbooks during class time. Compared with the elementary school mathematics textbooks in other countries, our mathematics textbooks cover more units within the same teaching time, based on the assumption that children like novel things. However, there seems not to be enough time for children to familiarize themselves with a new unit, and the degree of cohesion between units needs to be adjusted. In this study, we collected 6,674 math word problems from three versions of textbooks, covering twelve semesters, and tried to cluster these problems using Latent Semantic Analysis in Python. Unlike text classification, where a text is classified into a pre-defined set of classes, the text mining technique used in this study identifies co-occurring keywords to discover hidden topics in the collections of textual information. It is an unsupervised text analytics algorithm that is used for clustering documents. A model with a high topic coherence score will be considered a good topic model. At the end of this study, a new order of teaching units is proposed based on the hidden topics suggested in the best topic model, in the hopes of providing a scientific basis for scaffolding by breaking up teaching units into clusters so that schoolchildren can grasp new materials and retain what they've learned in the same semester.

61003

Redesigning Outcomes-Based Mechanical Engineering Course Syllabus Using the Constructive Alignment Approach

Angelo Acenas, Cebu Institute of Technology University, Philippines

Roberto Base, Cebu Institute of Technology University, Philippines

Edgardo Concepcion, Cebu Institute of Technology University, Philippines

This study is part of a continuing effort to improve Mechanical Engineering education by examining the existing course syllabus in Engineering Thermodynamics and Combustion Engineering. As the basis for revision, the authors have assessed the constructive alignment of the syllabus. Relevant data were collected through document analysis, interviews, and focus group discussions with the faculty handling mechanical engineering courses. The purpose of the data collection is to know whether the major components of the syllabus are aligned in terms of course outcomes (CO), intended learning outcomes (ILO), teaching and learning activity (TLA), and assessment tasks (AT). The thematic analysis of the data showed that the syllabus examined is not aligned particularly when it comes to the ILO, TLA, and AT. This implies that students are not engaged in activities and assessments that could help in developing and assessing the required competency. Also, the level of cognitive process and knowledge dimension of the existing course syllabus in terms of the performance indicators are still in the lower level of the revised Bloom's taxonomy. Engineering courses are applied disciplines that require the development of the higher level of the cognitive and knowledge dimensions. To develop essential engineering skills such as creativity, critical thinking, and innovative problem solving, students need to be engaged in higher-level cognitive activities (Goel & Sharda, 2004). The result was used to revisit and enhance the syllabus of all ME courses in the university.

ACE2021 Virtual Presentations (Pre-Recorded)

Curriculum Design & Development

61603

Design Innovation Practice School: The Experiential Learning Platform

Nimit Mengveha, King Mongkut's University of Technology Thonburi, Thailand

This article describes the ongoing study of designing and developing the undergraduate program in Design Innovation of King Mongkut's University of Technology Thonburi. The design-based research methodology has been applied to investigate the attempt in curricular transformation in addition to routinized curriculum revision practices. The concerns related to career readiness of graduates or competency gap are widely addressed from employer's perspectives in various business sectors with their expectations toward academia. Meanwhile, several national higher-education policies are likely to react to this qualitative dilemma as for instance by introducing the outcome-based education rationale into action. Correspondingly, Design Innovation Program has aimed for transforming not only theoretical aspect but also to the new paradigm of curricular ecosystem, then carried out design-based research with series of approaches including stakeholder's feedback collection for program analysis, pedagogical prototype testing, and formative evaluation to design curriculum structure including program learning outcomes, teaching and learning approach, student assessment. In conjunction with professional and academic partners internationally, the work-integrated learning with cross-cultural learning could play major roles to create efficient learning experiences. As a result, program has launched Design Innovation Practice School, the experiential learning platform, in which partner's workplace shall be arranged more academic than typical internship or apprenticeship approach to bridge the gaps of industry's demands, and to challenge the status quo in higher education administration. However, the academia-industry consortium model is to be created to sustain long-term relationships with mutual benefits.

61673

Curriculum Development in Industrial Design Education in Transition: Challenges and Issues in a Thai University

Bettizza Escueta, King Mongkut's University of Technology Thonburi, Thailand

Pronyos Chattarakul, King Mongkut's University of Technology Thonburi, Thailand

In Thailand, it is widely accepted that development in education is lagging behind the progress of the economy and industries. During the 2018 Transition Discussion in KMUTT, Industrial Design (ID) education received a call to reconsider reforming the traditional teaching style. Discussion among international scholars from the field formed the direction of ID curriculum development study. Interviews of design experts from Japan, Singapore, and Thailand, including parents, and students revealed that the present traditional teaching style, where students only complete the tasks assigned by lecturers, is no longer effective and that a holistic view of practice should be implemented. Therefore, the focus of education should not be to produce graduates who serve a single job but to prepare universal persons who can learn new things. It is very challenging for educators in the design field to pioneer a novel course for design education. This study presents three challenging issues. First, Content-Based Learning: integrated content-based learning would replace subject-based learning. Next, Competency Development Visualization: taking on different roles would help students to visually realize the competency development of their peers. Then they can reflect on their development. Finally, Opportunity Provider: the perception of instructors is paramount. Moreover, their role would not be exclusive to teaching and facilitating, but they would systematically study the students' development then classify and provide opportunities to improve their competency. In this scenario, the knowledge ceiling of courses must be varied and dynamic.

ACE2021 Virtual Presentations (Pre-Recorded)

Design, Implementation & Assessment of Innovative Technologies in Education

60694

The Accessibility of Web-based Lessons During the Time of the COVID-19 Pandemic

Han Le, Long An High School for the Gifted, Vietnam

In this age of content digitalization, equal access to web-based learning resources is important as it contributes to offering all students with same opportunities to pursue their learning and career goals. With the current circumstance, the outbreak of the Covid-19 pandemic has forced most governments in the world to temporarily close educational institutions of different levels, which is now influencing roughly 70% of the global learner population. Therefore, there has been an unprecedented worldwide shift from face-to-face to online modes of teaching and learning. At this stage, it is looking increasingly likely that the issue of web accessibility in online education is more crucial than ever. This paper reports on an analysis of a real online lesson for students who are doing their Masters degree at an Australian university. The analysis aims to describe the lesson that relies on the blend of text, audio-visual resources, links, and hyperlinks that usually pose certain obstacles related to perceiving and understanding the content to the students, especially those with vision and hearing disabilities. Then, it continues to analyze and evaluate the accessibility of the lesson using Web Content Accessibility Guidelines 2.1, which have been proposed by the World Wide Web Consortium. Some recommendations for improving the accessibility of the lesson have also been made to benefit and reach the widest audience.

60959

The Development and Preliminary Evaluation of Learner's Flow State of an Online Decision-making Detective Game

Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

Chih-Chen Kuo, National Taiwan University of Science and Technology, Taiwan

Tzu Hsuan Wang, National Taiwan University of Science and Technology, Taiwan

Information integration and decisions-making competence have gained much attention not only many fields. Assisting learners to have efficient logical reasoning and to make accurate decisions, and further form their decision-making patterns is a great issue. Therefore, exploring learners' status and process in the decision-making game is the foundation for future learning and teaching. The study developed an online detective game to explore learners' flow state as a pilot study. The scenario of this game is to provide the exact position of the missing girl with limited time. The learning goal of this game is to analyze the clues in the game, applying any online tools and information to locate the missing girl's position precisely. There are 35 participants above 20 years old from E-recruitment and participate in the study online. Preliminary results suggested that participants' flow state revealed their high engagement in the game. According to one sample t-test, all nine dimensions of flow are higher than median 3. The learners revealed that they perceived well flow antecedents, especially challenge-skill balance, goals of an activity, control are high above 3.5. Even action-awareness merging which is relatively difficult to achieve high in similar game-based learning was high as well. As for flow experience, concentration, the transformation of time, and autotelic experience were high above 4. The designs and mechanism of this game based on cognitive theory are clear to guide learner joining and engage learners in the game. Future study can explore the effects of provided scaffoldings and learning behavior patterns.

61159

Design, Development, and Implementation of a Tutorial on Logical Fallacies

Teresa Chen, California State University-Long Beach, United States

Hui-Mei Hsu, Fo Guang University, Taiwan

Yi-Cheng Tsai, Fo Guang University, Taiwan

This presentation will discuss (a) the design and development of an online tutorial that facilitates college students' learning of informal logical fallacies, and (b) the implementation of the tutorial in a critical thinking class (which introduces fallacies). While there are some online tutorials on critical thinking in general and for logical fallacies specifically, there are few mechanisms for quality control. Accordingly, educators who wish to incorporate these tutorials into their instruction are often left with several that are neither pedagogically sound nor technologically friendly. This tutorial aims to address the need for quality tutorials and helps to engage a new generation of learners by connecting the online tool that they use during their daily life and the tool that they use for learning (Herrington & Parker, 2013). The design and development of the tutorial followed an instructional design process and research-informed guidelines deemed essential in critical thinking instruction. For instance, to be able to identify fallacies, students need explicit instruction and multiple opportunities for practice (Heijltjes, van Gog, & Pass, 2014). This tutorial accordingly provided step-by-step instruction for review and the needed opportunities for practice at their own pace. The implementation of the tutorial revealed areas for future improvements, including offering additional instruction that attends to students' prerequisite knowledge (i.e., readiness to learn), and different assessment options. As educators at all levels work to address swift adoption of new technologies for online learning, this tutorial responds to the increasing need for technology-enhanced instructional materials on critical thinking.

61551

Facilitating Self-learning and Flipped Learning Amid the Pandemic With a New Learning Management System: Design and Development

Ka Man Lau, The Chinese University of Hong Kong, Hong Kong

Paul Lam, The Chinese University of Hong Kong, Hong Kong

The pandemic forces students to stay home and learn online. For those who do not want to lag behind, they must learn to practice self-directed learning. Regardless of the pandemic, self-directed learning is considered an essential 21st century skill that enables learners to deal with ever-changing complex life and work environments. Knowles (1975) describes it as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating appropriate learning strategies, and evaluating learning outcomes." Knowles provides a comprehensive model of self-directed learning which includes three overlapping dimensions: self-management, self-monitoring, and motivation. Inspired by the model, we developed a new learning management system to support self-learning and flipped learning in Hong Kong. Hundreds of videos were produced for the junior secondary level Mathematics and English subjects and archived in the learning system. To help students self-manage their learning, a personalized dashboard is created for students to review their learning progress on the roadmap and visibly see how far they are from achieving the milestones. For self-monitoring, questions will be inserted into the videos to help learners reflect on their performance. If the answers are wrong, the system will automatically suggest them to revisit a certain part of the video or do some related exercises. To maintain motivation, electronic badges will be awarded to students who fulfilled specific learning tasks. This presentation elaborates on the learning system designs and how it facilitates a self-learning challenge in Hong Kong with 1,300 students participated.

ACE2021 Virtual Presentations (Pre-Recorded)

Design, Implementation & Assessment of Innovative Technologies in Education

61594

Designing an Online Simulation Board Game With Realistic Patients and Dynamic Electrocardiogram Situations for Learning First Aid Abilities

Pai-Ching Lee, National Taiwan University of Science and Technology, Taiwan

Zi-xuan Wang, National Taiwan University of Science and Technology, Taiwan

Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

Due to the pandemic of COVID-19, many physical first aid courses have been converted to online courses. However, first aid courses emphasize providing realistic situations that facilitate the learner's ability to make accurate and immediate judgments and decisions according to patients' conditions. This study aims to develop an online educational board game, Heartbeat Moment (beta) with a contextual and authentic learning environment using Google Jamboard application for learning first aid abilities. By providing simulated dynamic electrocardiogram data and descriptions of the patients' conditions to create an authentic environment and improve the ability to make correct decisions on the treatment methods according to the patient's condition. The learner also asked to decide the treatment sequence based on the electrocardiogram and clinical conditions of each patient card and adhere to the principle of priority treatment for emergency and severe cases. Through our preliminary analysis, it is found that although the progress in learning outcomes is limited (there was no significant difference between the scores of the pre-test and the post-test), the level of learner engagement is high. All learners were analyzed for their flow status and technology acceptance. The results showed that the overall flow and game acceptance were significantly higher than the median (the median in a five-point scale =3). A high level of flow means that the learner is fully engaged in the learning activity and demonstrates a high level of concentration, which is critical to first aid learning and facilitates objective analysis and decision making for the patient's condition.

61641

The Development and Evaluation of an Online Educational Game with Virtual Emergency Room Using Gather Town for Nursing Education

Wen-Lin Chen, National Taiwan University of Science and Technology, Taiwan

Pei-Ching Ngu, National Taiwan University of Science and Technology, Taiwan

Huei-Tse Hou, National Taiwan University of Science and Technology, Taiwan

Many on-the-job training courses for nursing education have been converted to online courses due to the pandemic. However, the emergency and intensive training courses emphasize the provision of real situations to promote the learners' ability to make accurate observations and instant judgments based on the patient's situations. This research developed an online educational simulation game that uses Gather Town platform and Google Jamboard application to build a virtual emergency room scenes and patient complaints of different severity for learners to learn how to evaluate the consciousness and muscle strength of critically ill patients and establish peer scaffolding to improve the consistency of evaluation and provide a contextual and true learning environment. By providing a description of the patient's condition in a simulated emergency room, the ability and consistency of the correct assessment of consciousness and muscle strength according to the patient's condition are expected to be improved. The trainees were also required to identify the principle of urgently receiving based on the main complaint and clinical evaluation of each patient. After the preliminary analysis of the empirical evidence, it is found that the learning effectiveness of the learners has been significantly improved. The flow state and technical acceptance of all learners were also analyzed. The results showed that the overall flow and game acceptance were all higher than the median (median of the five-point scale = 3). Most of the learners also mentioned that using this game activity is more helpful for problem solving skills than not using the game.

Education / Pedagogy

60740

Managing the Barriers to Online Learning: Towards a Framework for a Resilient and Inclusive Virtual Classroom

Basilia Blay, De La Salle-college of Saint Benilde, Philippines

Aldino Gonzales, De La Salle-College of Saint Benilde, Philippines

Isagani Triste, De La Salle-College of Saint Benilde, Philippines

This paper identifies the barriers to online learning face by the students and explores the strategies they employ to manage them in the face of this international crisis. From the narratives of the learners, and the literature a framework for a resilient and inclusive virtual classroom is developed. A descriptive mixed-method design is employed. Data are gathered from the students during the second term of SY2020-21 using a researchers-made questionnaire which is content and face validated by experts and tested for its reliability and consistency. The questionnaire is deployed online using the college' official learning management system. In conclusion, the barriers to online learning as accounted by the students are classified in this research into personal, educational, relational, technological and social. On the other hand the coping mechanisms employed are social support, and accepting responsibility. At the center and front of the students' struggles and successful handling of this emergency remote learning are the teachers. Thus, the barriers are dealt with by the respondents primarily not only by themselves, but with their teachers who unleash the pedagogy of care that made them resilient during this pandemic. A caring and accommodating teacher together with strong and flexible online learners are the primary components of a resilient and inclusive virtual classroom. The framework can be a template in designing future virtual classrooms and capacity building activities to prepare teachers and learners for education disruptions like this pandemic.

ACE2021 Virtual Presentations (Pre-Recorded)

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

60339

Effective Revising Instruction for Struggling Writers

Mei Shen, The State University of New York at Potsdam, United States

Heqiao Wang, Michigan State University, United States

Revising is a critical part of the writing process (Scardamalia & Bereiter, 1986). Expert writers tend to make global text revisions and target more meaning-changing revisions, which lead to substantial improvement in overall writing quality (Butterfield, Hacker, & Albertson, 1996). However, poor writers have been found to experience difficulties with revising (Midgette, Haria, & MacArthur, 2008). They seldom revise their written texts, and most of the revisions made are more superficial, i.e., focusing on the conventions (such as spelling, punctuation, capitalization) rather than the content, and hence have a very limited impact on the text quality (De La Paz & Sherman, 2013). This paper reviews the major revising strategies that have been found to help engage struggling writers in effective revising process. In particular, details regarding the following revising strategies, including a) Compare, Diagnose, Operate (CDO) process, b) revising checklists; c) peer revising, and d) setting revising goals, are presented. Prior research evidence has shown that these revising strategies contribute to more substantial revisions at both local (i.e., mechanical) and global (i.e., content and organization) levels, contributing to substantially better writing quality across different genres (MacArthur & Philippakos, 2015; Shen & Troia, 2018). Suggestions on how to incorporate revising instruction into daily teaching routines and provide differentiated instruction based on struggling writers' unique needs also are discussed.

60797

The Background and Influence of Gender Inequity in Music Textbooks, and the Direction of Future Music Textbooks

Sori Kim, Columbia University, United States

Textbooks are fundamental resources for students in schools regardless of the level of education since students tend to learn countless new concepts and knowledge throughout the textbooks. The textbook itself has been examined by many researchers and studies to demonstrate its value and importance, and unmeasurable value has been proved. However, the higher its significance is mentioned the more constructive opinions targeted to the responsibility of textbooks appeared. Through diverse perspectives towards textbooks either skeptical or optimistic critics, it is not difficult to know textbooks take an important role in education. Nonetheless, as textbooks contain a weighty power, there are hidden dangers in the textbooks, which can considerably influence both students and educators. If textbooks convey biased information and incorrect social values, students and teachers unconsciously assimilate the textbook data, and it could result in confusion, limitation, and social issues to students and the entire society. For instance, although people neglect the existence of visual representations in textbooks, it continuously affects the readers. With these chained opinions, it is significant to observe the history of textbooks from the past to modern times from the criticized perspective regardless of subjects. Besides, it will investigate the current situation in music textbooks from the same perspective. This literature review will look closely at the generated issues from the biased textbooks especially gender-related stereotypes and issues in music education. Furthermore, this literature review would like to suggest a recommendation on the direction of textbooks in modern society to alleviate misconceptions and stereotypes.

ACE2021 Virtual Presentations (Pre-Recorded)

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

60927

Charitable Giving and Educational Possibilities: An Examination of Student Presentations on Charitable Giving Experiences in Japan

Tomomi Naka, Tottori University, Japan

This paper examines Japanese student participation in charitable giving and how students reflect their giving experiences regarding social and civic engagement. While Japanese schools have long been involved in charitable activities, many schools and organizations have begun exploring the educational potential of charitable monetary giving. This is partly engendered by a renewed emphasis on financial education since the late 2000s. With rapid global economic changes, many educational materials became available not only to develop students' financial skills but also to expand their awareness of social implication in their financial decisions. Meanwhile, social withdrawal and decreased sense of self-usefulness in society among the youth have become grave concerns. In response to these situations, some schools and organizations have begun offering educational opportunities about charitable giving to raise students' interest in social engagement. Through an examination of charitable giving workshops and educational events in 2020, this paper explores the ways in which students consider the relationships between their charitable giving and social engagement. My analysis suggests that participation in these activities has helped students gain awareness of social challenges in their communities and what financial contribution can bring to charitable activities. However, it also indicates that further instructional support is necessary in some topics, such as how to make appropriate giving decisions as a group and how to sustain and evaluate one's own charitable commitments.

60937

An Outreach Program Transforming Lives in Africa and Preparing Future African Business Leaders

Kristin Palmer, University of Virginia, United States

The African Scholarship Cohort (ASC) program was launched in 2016. This program is a joint venture with the University of Virginia and Distance Education for Africa. Anyone in Africa can sign up to participate in this program. Participants receive a scholarship to access an online course hosted on Coursera. Participants are supported by a community of mentors and an active WhatsApp social community. Participants who successfully complete courses receive a certificate of their accomplishment. In 2021, the theme for this program has been entrepreneurship. Participants have been taking classes related to starting a business and structuring it for success. They have also been taking coding, accounting, project management and design thinking courses. To date, over 32,000 scholarships have been awarded to learners in every country in Africa. The leaders of this program have compiled business case studies written by participants into a 5 volume series of books. These books will provide Africans resources for understanding how to design and evaluate businesses with some key analytical tools like SWOT Analysis, Porter's Five Forces Analysis, Environmental Analysis, and the 4As Model. There are a total of 54 case studies of businesses in Africa. This is the first of its kind resource for business students and entrepreneurs in Africa. This presentation will review the program design and outcomes of the ASC and highlight exemplar case studies written by participants. Education is a tool for social change. This program has transformed lives, created lasting economic impact and promotes gender equity in Africa.

60972

Psychometric Properties – The Construction of Pancasila Value Questionnaire

Victoria Geraldin Wahyudi Ongkowardoyo, University of Indonesia, Indonesia

Clara N. Augusta, University of Indonesia, Indonesia

Lydia Freyani Hawadi, University of Indonesia, Indonesia

Indonesia has five core values - Spirituality, Humanity, Nationality, Democracy, and Social Justice - that root in moral values and the nation's culture called Pancasila. These values are supposed to be internalized in all Indonesian citizen's behavior. Until now, there was no instrument capable of measuring the extent to which these values had been internalized by Indonesian High School (HS) students. Therefore, this research aims to construct a Pancasila Values Questionnaire that is capable of measuring how far HS students have internalized these values. To derive the item, we use the last stages of the Bloom's Taxonomy affective domain, namely characterization. At this stage, individuals developed a value-based system that was internalized into his/her character and controls his/her actions resulting in consistent and predictable behaviors. Someone who reached this stage will consistently behave under the Pancasila values. The phrase 'how often' was used as a way to measure how the values were consistently shown in daily activities. Participants of this study are Junior and Senior HS students from Jakarta, and four of its satellite cities. The try-out found that there was an indication that this instrument was not able to measure the Pancasila Value in Junior HS students, so the data collection was continued only with Senior HS students. Finally, it was found that the PVQ is a valid and reliable instrument that can be used to measure the internalization of Pancasila values in Senior HS students from the Indonesian capital and its satellite cities.

ACE2021 Virtual Presentations (Pre-Recorded)

Educational Policy, Leadership, Management & Administration

53865

Standardized Tests as Predictors of Academic Performance: Implications on School's Testing Program

Marilet Anastacio, Miriam College Lower School, Philippines

Zarah May Buyan, Miriam College Lower School, Philippines

As part of its periodic testing program evaluation and to support the institutional viability of Miriam College, the Lower School Guidance Center examined the predictive value of the School Readiness Test (SRT) as its admissions tool in terms of its relationship with the Grade 1 academic performance. Likewise, the study looked into the predictive value of the English and Mathematics pre-test for Grade 1 which is administered through an outsourced partner of the school. Adopting a longitudinal predictive research design, this study examined changes on the quantitative data taken from the population over time. The data was analyzed using multiple linear regression at .05 significance level. Results indicate that there is a correlation between the standardized test scores and the participants' general academic average. Furthermore, SRT and achievement tests are predictive of academic performance. Implications on the school testing program were discussed and exploring locally developed assessment tools was recommended.

60456

Teacher-Student Relationship: Understanding What Matters in Post-Covid Era

Filip Kachnic, Charles University, Czech Republic

Four in ten pupils in England were not in regular contact with their teachers during the lockdown (Lucas, Nelson & Sims, 2020). The recent report for the National Foundation for Educational Research (NFER) found that a third of pupils were not engaged with their lessons, fewer than half (42%) wanted to return their work, and pupils in the most disadvantaged schools were the least likely to be engaged with remote learning (Eyles et al., 2020). As schools adjust to the reality of post-covid era, it's vital to understand the aspects of teacher-student relationships needed for school re-integration of pupils. Prompted by this need, we conducted a cross-cultural virtual Delphi study with 3 highly-experienced school leaders from England (n=1), Netherlands (n=1) and United States (n=1) aiming to explore which school-based relational aspects are to be currently prioritized by schools. Applying thematic networks technique we organized the data into global themes (n=3) and organizing themes respectively (n=20) (Attride-Stirling 2001, p. 388-389): student-teacher aspect (n=17), student-student aspect (n=2) and student-school aspect (n=1). The prevalent re-occurrence of teacher-student-related organizing themes throughout the data, points toward influential role of teacher-student relationship for building positive classroom climates. This result is in line with recent empirical study by Dietrich & Cohen (2019) based on 146,044 students from 7247 classrooms, 131 schools, and 29 districts in the United States.

60519

Keep Community at the Heart of Your Change Design

Megan Sweet, Your 3 Eyes, United States

Creating effective teams, while also catalyzing each individual's brilliance, is a delicate dance for any leader. In education settings, leaders must also navigate the complexities of their unique contexts and be responsive to changing expectations from local and state governments. Servant Leadership is particularly effective for school leaders as it attends to individual needs while also focusing teams towards a common goal. Servant Leadership is associated with ten district qualities: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Servant leaders focus on others' needs, such as team members and school communities, before their own. They put intentional effort on learning others' perspectives and building community, invite participation in decision-making, and support their team to realize personal goals. Servant leadership has been shown to deepen trust and engagement, strengthens the relationships on the team, and is connected with innovative practices. There is also a growing body of research that suggests that servant leadership is particularly effective in school communities (Terosky and Reitano, 2016; Lynch 2019, Tasker-Mitchell, 2019). In this hands-on workshop, we will explore ways that servant leadership and proactive community engagement enables leaders to empower their teams to thrive while also inspiring individuals to contribute their best efforts towards a shared vision for student success.

60553

Transformational Leadership in Changing Education Systems: Evolving Management Roles and Responsibilities in Educational Institutions

Nathaniel Edwards, Yamaguchi National University, Japan

This paper examines the effectiveness of transformational leadership in changing education systems and the rapidly evolving and expanding roles of educational leaders. Innovation, rather than the mere improvement of existing processes and structures, is one of the most important elements of an organization that a leader can help to promote. Whether it is a factory that produces tangible products or a learning organization involved in training individuals in a wide range of disciplines, leadership and management approaches that enhance innovation are of vital importance. Effective and enlightened leaders help organizations to improve and to evolve in innovative new ways (Mufeed, 2018). The traditional concept of leadership provides a rigid framework that may no longer be effective in an increasingly complex and interconnected international society. Effective educational leadership requires shared responsibility, advanced critical thinking skills, flexibility in decision-making processes, open channels of communication throughout an organization, and close collaboration with a wide range of stakeholders (Eliophotou-Menon & Ioannou, 2016). Transformational leadership, which was first developed in the private sector, is now being employed successfully in the management and rapid transformation of educational institutions.

ACE2021 Virtual Presentations (Pre-Recorded)

Educational Policy, Leadership, Management & Administration

60986

Technology Adoption in Graduate Education: Basis for Faculty Development Plan

Antionette Lacerna, St. Paul University Quezon City, Philippines

Helen Rigor, St. Paul University Quezon City, Philippines

With the rapid growth of the technological environment and the current COVID-19 epidemic, the way we interact and conduct business has undergone significant changes. Graduate education institutions are not exempted from these changes, as administrators and faculty are under pressure to research and implement new learning approaches in order to ensure the continuation of service delivery. With this in mind, there is a need to build and strengthen faculty capacities in technology use. Given this, the study was undertaken to determine the technology adoption of the graduate school faculty of St. Paul University Quezon City utilizing its Learning Management Systems. By using the Technology Acceptance Model as its framework, the findings reveal that the perceived ease of use and usefulness of the University's online learning management systems are impacted by the series of training organized and conducted by the Graduate School department, as well as the necessity to adapt due to the current circumstance. Furthermore, findings suggest that professors' positive views about the utilization of learning management systems are important if the University's graduate education is to successfully transition from the traditional approach to online learning. This emphasizes that teachers are critical stakeholders in education, and their views about adopting online learning have a big effect on students' perspectives and motivation about online learning. Results of the study served as bases for the faculty development plan of the Graduate School Department.

61631

Strategies of Selected HEIs in Addressing Challenges and Issues Inherent to Student Mobility

Renelee Subsuban, University of Mindanao, Philippines

Internationalization initiatives in student mobility of selected higher education institutions (HEIs) in Davao region, Philippines certainly set the ground for an internationalization effort to cope with the challenges of globalization. However, HEIs being an open system is not immune to challenges and issues which might put the internationalization efforts of HEIs in student mobility at risk and in the end might result in limited planning and long term policies on regional internationalization process. As per experiences of the respondents in this study, the concrete actions for change in order to manage the challenges and issues inherent to student mobility includes non-academic endeavor: providing support in terms of budget and infrastructure development and academic endeavors : aligning the curriculum to meet international standards, strengthening the curriculum to meet international standards, establishing linkages and collaborations with foreign HEIs, aligning school calendar between two HEIs, teamwork, and sharing of responsibility. Implications of these experiences to theory, policy, and present practices of Philippine HEIs are also discussed.

Educational Research, Development & Publishing

60973

Mapping the Research Field of Moodle: A Bibliometric Analysis Using Bibliographic Coupling

Toshiyuki Hasumi, Ming Chuan University, Taiwan

The ongoing COVID-19 pandemic has resulted in the shift from conventional education online. In supporting this new norm, learning management systems (LMS), which are web-based platforms providing a holistic environment to deliver and manage the educational experience, has become a central aspect in online education. In this context, this study aims to investigate the trends and themes in Moodle research and provide a conceptual structure by utilizing bibliometric coupling analysis of 1364 journal review and articles from the Scopus database. Scientific mapping of the conceptual concept of Moodle research identified 8 research themes, including (1) technology acceptance model; (2) data mining; (3) user perception and satisfaction; (4) general application; (5) achievement and performance; (6) community and collaboration; (7) remote and virtual labs; and (8) flipped classroom. The study provides a useful reference for scholars by presenting an overview of the research hotspots, applications, and future direction of the field.

60393

Secondary ESL Teachers' Beliefs, Strategies, and Experiences in Teaching Vocabulary

Ryan Dave Delos Reyes, Stella Maris College, Philippines

The importance of vocabulary in language learning cannot be ignored, due to the significance that it brings into the core foundation of second or foreign language learning. Due to the declining and poor performance of learners in language subjects in recent international and national standardized examinations, this study explored the beliefs, strategies, and experiences of secondary ESL teachers in the Philippines in teaching vocabulary. This descriptive single case study included 17 secondary ESL teachers as participants and were asked to answer an open-ended online questionnaire seeking to describe their beliefs, strategies, and experiences in teaching vocabulary. For the purposes of confirmation and verification of participants' responses, semi-structured interviews through online conferencing platforms were also conducted. Anchored on the framework of Borg (2003), the participants' beliefs mirror the strategies and experiences they were accustomed to in teaching and learning vocabulary while incorporating 21st century approaches such as collaboration and autonomy-supportive language learning strategies.

ACE2021 Virtual Presentations (Pre-Recorded)

Foreign Languages Education & Applied Linguistics

60931

English Language Learning Anxiety in East Asian Classrooms

Hiromi Oda, Tokyo Online University, Japan

Tina Swee Kim Lim, Quest International University, Malaysia

Nachiamal Muthiah, Quest International University, Malaysia

Nurfarahin Mohamed Ishak, Quest International University, Malaysia

Jatrifia Sinatrya, State Polytechnic of Malang, Indonesia

Andrew Foong, University of Tasmania, Australia

Second language anxiety is a known barrier to English language learning for tertiary students in East Asia. This study compares the experiences of students from three different countries in East Asia; Japan, Indonesia, and Malaysia. Each of these countries has had different exposures to English language use, with Japan being the least, and Malaysia the most since English usage was common during British colonial rule. In this study, a total of 445 students from tertiary institutions from Japan, Indonesia, and Malaysia completed the thirty-three-item Foreign Language Anxiety Scale (FLCAS) (Horwitz et al., 1986), constructed on a five-point Likert scale. One-way analysis of variance (ANOVA) revealed that out of the 33 items in the FLCAS, there were statistically significant differences between group means for 30 items. Post-hoc comparisons using the Tukey HSD test for those items indicated that, at $p < .05$, the anxiety faced by Malaysian students was significantly less than that reported by Japanese students for 26 items and significantly less than Indonesian students for 18 items. Comparing the Indonesian students with the Japanese students, the anxiety faced by Indonesian students was significantly less than that of Japanese students for nine items. In comparison, the anxiety for Japanese students was significantly less than that reported by Indonesian students for eight items. This paper further discusses factors that could have contributed to the differences between the countries, as well as recommendations in regards to the teaching of the English language in second language classrooms.

61138

Speaking Anxiety among Japanese Students in the EFL Environment

Lidija Elliott, Nagoya University of Foreign Studies, Japan

Miriam Vasquez, Nagoya University of Foreign Studies, Japan

Speaking anxiety continues to be a prevalent phenomenon among foreign and second language learners. The main goal of this presentation is to understand student speaking anxiety among students. The strategies presented will be those introduced to Japanese students, learning English in Japan during their first and second year of university. A Foreign Language Classroom Anxiety questionnaire was administered to 159 students. Authors will focus on the speaking anxiety, main sources of language anxiety, and finally give suggestions that can help students overcome those issues. Therefore, students can become more communicatively competent, which may lead to greater self-confidence, and help assist students achieve their language learning goals.

61543

Improving EFL Students' Argumentative Essay Writing Self-efficacy Through Knowledge Building Based Instruction

Li-Jen Wang, National Yang Ming Chiao Tung University, Taiwan

Argumentative essay writing is essential for English as Foreign Language (EFL) students but complicated and challenging to learn. Besides the difficulties, students often do not have belief in their argumentative essay writing skills. One approach that may facilitate students' self-efficacy is knowledge-building-based (KB-based) instruction based on knowledge-building pedagogy. The KB-based instruction aims to provide a comfortable learning environment with the online collaborative working platform (Knowledge Forum) where students feel safe contributing their ideas needed for writing argumentative essays. This study aimed to see if EFL students can improve their self-efficacy of English argumentative essay writing after implementing the KB-based instruction. The participants who were university non-English major freshmen ($n=66$) were divided into the control group ($n=34$) with the conventional writing instruction and the experimental group ($n=32$) with the KB-based instruction. The questionnaire of English Argumentative Essay Writing Self-Efficacy (AEWS) with five dimensions was adapted from the Self-Efficacy for Writing Scale (SEWS) (Bruning et al., 2013), which was administered to the 66 participants before and after the study. The statistical results indicated that the two groups did not significantly differ in terms of the "ideation," "conventions," and "self-regulation" ($p>0.05$); however, significant differences were found in terms of "argument writing ideation" and "argumentative essay writing self-regulation" ($p<0.05$). The results suggested that the KB-based instruction could improve students' self-efficacy on argumentation due to the KB-based instruction did create an environment where students could generate ideas collaboratively and comfortably. Pedagogical implications and future applications were also discussed.

61578

Reflecting EFL Learners' Writing Experience Through the Thematic Analysis: Genre-based Approach of L2 Writing

Akiko Nagao, Ryukoku University, Japan

This mixed-methods study explored how 23 first-year university English as a foreign language (EFL) students in Japan improved their understanding of how to write academic essays in both exposition and discussion genres during a 15-week course. The study applied a genre-based approach combined with the teaching and learning cycle to writing. In Phase 1, students' pre-essay, post-essay, and delayed post-test essays data were assessed by using the SFL criteria. For the macro analysis, general impression scores (g-scores) of all students' essays are calculated using the rubric assessment criterion. A separate one-way repeated measures analysis of variance is conducted to evaluate learners' understanding and appropriate lexicogrammatical choice on the prevalence of each linguistic category within textual writing. The g-score of the textual meaning (cohesive and coherent), especially theme development, improved significantly. In Phase 2, students' interviews data through the stimulated-recall method were evaluated by using Thematic analysis to track their understanding of the uses of lexicogrammatical features and structure of their writing. These thematic analysis codes were identified: students' understanding of essay' structures, the uses of in-text citations, signposts, topic sentences, thesis statements. The results allowed us to understand novice writers' awareness of academic essays and their new writing strategies. Overall, the EFL learners who were unaccustomed to genre conventions and had an inconsequential notion of adequate academic writing were apparent in their first writing task. However, the analysis of EFL learners' post and delayed post-test academic writing tasks indicated that they began to explore the three metafunctions in their essays.

ACE2021 Virtual Presentations (Pre-Recorded)

General Economics and Teaching

60505

Nursing, Health Technician and Midwifery Students' Perceptions of the First Fully Online Learning Experience During the COVID-19 Pandemic: A Cross-sectional Study

Kamal Takhdar, High Institute of Nursing and Health Techniques Marrakesh, Morocco

Mohamed Eddabbah, High Institute of Nursing and Health Techniques, Morocco

Mustapha Ouzouhou, High Institute of Nursing and Health Techniques, Morocco

Ahmed Ghassane El Adib, University Cadi Ayyad, Morocco

Saloua Lamtali, High Institute of Nursing and Health Techniques, Morocco

This paper examines undergraduate nursing, health technician and midwifery students' perceptions of their first fully online learning experiences during the COVID-19 pandemic period. Online learning was a solution for several countries during the COVID-19 pandemic to pursue studies and protect students. Understanding nursing students' perceptions of their experiences related to the online learning is crucial to achieve effectively online learning objectives. Hence, we conducted a mono-centric cross-sectional descriptive study to examine learner's perceptions of their online learning experiences during this difficult time. This research was conducted among 648 students between 16 March and 16 May 2020 at a public nursing institute in Morocco. STROBE reporting guidelines were used to report findings. The results are encouraging. Students perceived positively their first fully online learning experience. Surprisingly 58% of participants were satisfied from this learning modality. In contrast, heterogeneous opinions surrounded the credibility/pertinence of online learning assessment. This pandemic period was an opportunity to explore the educational potential of online learning in our context. Hence, our institute is called to reinforce integration of online learning-teaching strategy to meet learner's styles preferences and improve nursing education quality.

Higher Education

60046

Higher Education Reform and Artificial Intelligence: A Comparative Study of India and China

Romi Jain, University of British Columbia, Canada

In July 2017, China unveiled its 'New Generation of Artificial Intelligence Development Plan', which outlines the country's pathway to becoming the world's leading power in artificial intelligence (AI) by 2030. To achieve this goal, China is strategically refashioning its higher education sector as a launchpad for talent. Similarly, India, an emerging economy, is striving to build itself into a knowledge economy so it can compete in the global market and pursue sustainable socio-economic growth and development. In June 2018, India's NITI Aayog, Indian government's policy think tank, released a discussion paper on the 'National Strategy for Artificial Intelligence,' which incorporates higher education among sectors of focus. This paper offers a comparative study of India and China in higher education reforms for the development of talent in artificial intelligence (AI), and in AI research. It analyses the AI development plans and strategies of the two countries, their automation readiness index, talent retention, and research output. The analysis is based on both primary and secondary sources including interviews, government and industry reports, and recognised rankings. The paper concludes that AI is no easy path for either country. Other than tangible and material factors, institutional commitment to excellence, politically open environment and the motivation of individual researchers to unlock the potential of AI will, in the long run, determine who gets into the top echelons.

60117

Supporting Asian Students in US Degree Programs

Kristin Palmer, University of Virginia, United States

This presentation will review how different universities are supporting Asian students during the COVID pandemic. Traditionally, some of these programs have required Asian students to attend university in person in the United States. Due to issues with COVID and the US government, many students were not able to obtain the appropriate visa to attend in-person classes. Several universities also suspended in-person classes so students were forced to learn online. In addition to the challenge for instructors to migrate their face-to-face course to an online format, Asian students had additional technical issues. Many students that were surveyed had issues with Internet latency and blocked sites. Students complained of latency and not being able to access course materials. Technical support teams worked with students to use VPN connections but the student experience was still poor. This presentation will review a few students and their experiences during the pandemic taking their course work online from US institutions. One vendor, Beacon Education, will be highlighted for providing technical infrastructure and student support services to several of the US universities so students could have a better learning experience. During this presentation online student support services, technology challenges, and degree program advising will be reviewed. This presentation is a lessons learned for what has worked and what we are currently exploring in these areas.

61628

Growth Process of Graduate School of Teaching Students in Their Life as Graduate Students

Reina Mori, Teikyo University, Japan

At present, the teacher training system in Japan using graduate schools is about to undergo a major transformation. However, although there have been many discussions about the graduate school of teaching, it has not been clarified what kind of obstacles the graduate students actually feel and how they overcome them. In this study, we focus on the stumbling blocks and overcoming obstacles in the graduate students' life, and aim to clarify the growth process peculiar to the graduate school of teaching. Semi-structured interviews were conducted with graduate students at the graduate school of teaching at a private university in Tokyo, Japan, in order to clarify the stumbling blocks and overcoming obstacles in their graduate school life. This paper describes the results of the semi-structured interviews with six graduate students, in which they were asked to describe their experiences of learning in the graduate school of teaching. In general, job hunting is a barrier for teaching graduate students, and for in-service teachers it is balancing work. However, it became clear that in many cases these barriers were overcome in various learning environments. In particular, the fact that learning outside of the graduate school, such as [experience at the place of practice], is a major factor for the in-service teachers is very different from that of the graduate students of other graduate schools.

ACE2021 Virtual Presentations (Pre-Recorded)

61575

The Practice of Teaching Java Programming Language to Undergraduate Students

Weijun Chen, Tsinghua University, China

The paper presents our practice of teaching java programming language to undergraduate students at Tsinghua University, China. The biggest challenge is the design of the course to improve students' programming ability. The course consists of two parts: the class lectures and the after-class exercises, both are designed deliberately. The purpose of the lectures is to help the students understand the kernel ideas of the object-oriented programming (OOP) and learn the common used java classes. OOP is difficult for many students, therefore we used different methods to make the process smoother. For example, Tony Stark and his armor in the movie "Iron Man" are presented when interpreting the storage of the superclass object and the subclass object. The java class library is an important component of the language which contains exceptions, input and output streams, files, graphics user interface, threads, network programming, etc. The most important part of the after-class exercises is a programming project. Learning by doing is probably the best way to get familiar with a new language. The students are required to write a complete program (generally a computer game) using java individually. In such a project, all the technologies learnt in classroom are used and combined together. The games written include Tetris, Snake, Battle City, etc. This course has been taught for 6 years at Tsinghua and about 740 students were enrolled totally. These students were from different majors. The examination results and the programs they wrote indicate that they achieved major improvements after the course.

60385

ASEAN Regionalism and Cross-Border Research of Philippine Higher Education: The Case of the University of the Philippines Diliman Campus

Maria Pilar Lorenzo, Ghent University, Belgium

Applying the New Regionalism Approach evinces the exogenous and endogenous factors affecting the processes underlying the Association of Southeast Asian Nations (ASEAN) higher education regionalism. By delving into a rather unexplored area of regionalism (higher education) in a less investigated region (Southeast Asia) and state (Philippines), this paper treads through a relatively recent terrain of bridge-building between higher education and regionalism, and thus, offers novel theoretical and empirical insights. Through in-depth interviews and document analysis, this exploratory study examines how ASEAN regionalism has influenced the cross-border research of a Philippine university. Examining cross-border research sheds light to the dynamics of ASEAN regionalism as research is considered crucial to the formation of a knowledge society, which, in turn, serves as a potent tool to pursue regional and national objectives. The findings of this study demonstrate that the ASEAN higher education regionalism offers vital mechanisms to enhance the university's research performance and its overall competitiveness in an era of globalisation. However, in spite of these advantages, there are ideational, political and material challenges that pose limits to this potential. This paper therefore argues that cross-border research has not yet been robustly activated as a mechanism for regional and national pursuits, and that the points of collaborations and contestations are still to be addressed adequately to maximize the promises and mitigate the perils of ASEAN higher education regionalism.

60976

When It Absolutely, Positively Has to Be Learning Online: Emic Reflections of Teacher-student Resilience Within an Australian Tertiary Pathways Landscape

Robert Hamilton, University of Technology Sydney, Australia

Aye Chan Oo, University of Technology Sydney, Myanmar

The COVID pandemic signalled an end to the free movement of international students to Australian tertiary institutions necessitating a paradigm shift away from conventional face to face teaching and the benefits of cultural and linguistic immersion to online learning. This presentation draws on auto-ethnography to explore and evaluate the impact of this transformation upon the affective and teaching and learning domains of a teaching staff member and student at an Australian university college. By virtue of the field becoming global and multi-sited, the discussants have assumed an emic perspective to perform netnography underpinned by the philosophical methodological commitment to induction and discovery-based results. We positioned the research orientation and findings across a hybrid of confessional and impressionist writing to enable an authentic personal style inclusive of emotive responses, the contingent, and unforeseen in concert with making visible the cultural locus, the researcher's insights, and ways of knowing their cultures. The purpose of the study is to inform audiences what happened in the field, share their respective teacher-student experiences and points of view and to identify events and discoveries that were interesting and worthy of further research in areas of new forms of resilience encountered and expected within the field of international student online environments.

61466

Relationships Between Japanese University Students' Interest in Computer Programming, Their Logical Thinking, and IT Literacy

Harumi Kashiwagi, Kobe University, Japan

Min Kang, Kobe University, Japan

Kazuhiro Ohtsuki, Kobe University, Japan

Increasing emphasis is being placed on strengthening personal ability for computer programming. However, students have different levels of readiness and consciousness to learn programming. When promoting computer education, it is imperative that the curriculum be designed, considering students' backgrounds and awareness of computer programming. This study examines the relationships between Japanese university students' interest in computer programming, their logical thinking, and IT literacy. A questionnaire study with 118 Japanese university students from three classes show the following results: (1) students in Engineering have significantly higher interests in computer programming compared to those in Economics and Global Human Sciences; (2) there is a weak relationship between interest in computer programming and personal computer experiences only in the Economics class; (3) there is also a weak relationship between interest in computer programming and logical thinking ability only in the Engineering class. These results suggest that there may be some relationships between students' interests in computer programming and their major fields of study. The results also suggest that students' personal computer experiences and their logical thinking may slightly influence interest in computer programming. Although further investigations are needed, the preliminary indicators from this study suggest that students' fields of study and future career plans must be considered in addition to their personal computer experiences and logical thinking attitudes towards readiness and consciousness when designing and implementing computer education.

ACE2021 Virtual Presentations (Pre-Recorded)

International Education

60652

Bridging Global and Local Education During the COVID-19 Era

Aki Yamada, Tamagawa University, Japan

Over the last several decades rapid globalization has strongly influenced most nation's economies, cultures, and societies. Educational institutions, and especially higher education have also been greatly affected. Certainly, globalization affects students studying abroad, drives students to learn foreign languages and cultures, exposes them to international students, ideas, and beyond. However, what does globalization in higher education actually mean for students and how are they connected to this trend? Moreover, during the pandemic COVID-19 era, it became nearly impossible for students to study abroad so what does it mean to learn international field exactly then? To provide a specific case study, I taught a course on intercultural education in 2020 in Japanese university where society and culture is generally more homogenous than other countries. The first point of this course, and the main goal, was for students to learn about modern American intercultural issues. The second, equally important point was to ask students to reflect upon and connect those learnings to their local reality in Japan. By teaching about modern and foreign American issues around topics such as racism, immigration, and political views, students can gain new perspectives and shift their mindset when it comes to how they perceive their own country. I will use this class as a case study and conceptual teaching method and proceed to discuss example cases of global issues where this can be applied. This will guide discussion of the large scope of globalization and how it can be integrated and applied to student learning.

61550

Why Do International Students Come to South Korea for Language Learning and University: The Social Cognitive Career and Motivation Approach

Luis Miguel Dos Santos, Woosong University, South Korea

Ching Ting Tany Kwee, University of New South Wales, Australia

Due to the rapid growth and international influences of the South Korean economic and social impacts, many international students decided to enrol and exchange at one of the South Korean universities for Korean language learning and university education. Recent statistics indicated that the Mongolian student population is one of the top five international communities in South Korea. However, only a few studies concerned the learning motivations and experiences of these groups of Mongolian students in South Korea. This study aimed to understand what elements attract Mongolian students to come to South Korea for language learning and university education. Based on the social cognitive career and motivation theory, the research study collected interview data and focus group sharing from 45 Mongolian students who are currently enrolled at one of the South Korean universities to study Korean language learning and university education. The findings indicated that 1) the interests in the Korean language, 2) influence of Korean pop culture, and 3) career development after university were the main themes. The research will benefit school leadership, pre-service teachers, policymakers, and school professionals who would like to establish and extend their foreign language teaching and learning programmes and international students' services for their universities and classroom environments.

Language and Cultural Studies

61488

Tandem Language Learning: Enhancing L2 Proficiency and Intercultural Awareness

Jehan Cruz, Kyoto University of Foreign Studies, Japan

Online collaborative projects have emerged with the advent of technology providing foreign language learners the ability to interact in the target language. Such projects create opportunities for learners to engage in meaningful and authentic language experiences thereby improving not only their language proficiency skills but also interactional and intercultural competence. The purpose of this research is to contribute to the current literature in the field of computer-mediated communication and language learning education by examining if tandem learning promotes significant gain in L2 proficiency. The study aims to analyse students' perception of the tandem learning experience and evaluate the effectiveness of tandem learning as part of language classroom activities. This pilot project consisted of 6 weeks of student-led zoom video conferences between Japanese and Filipino university students. Using qualitative and quantitative data collection, the study examines whether participating in the project contributed to improvements in L2 proficiency and motivation for learning. Results from the study showed an increase in L2 knowledge, more willingness to learn, and most developed a better sense of intercultural awareness.

ACE2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

56076

Teaching Chemistry Using Differentiated Instruction

Mari Anne Gojar, Bicol University, Philippines

The 21st century learners are diverse in many aspects. It became more imperative to integrate Differentiated Instruction (DI) to address their needs, learning styles, and proficiency levels by exposing them to tiered activities. This study utilized a quasi-experimental design specifically the comparison group pre-post-test design to determine the effects of the differentiated lessons in Grade 10 Chemistry on students' performance. The respondents of the experimental group were divided according to their proficiency levels, namely: advanced, emergent, and foundational while random grouping was applied in the comparison group. Two teaching methods were compared: the use of DI versus the conventional way of teaching Chemistry. The seven developed lessons comprising Gas Laws and Chemical Reactions highlighted features of DI, inquiry learning, and caters to the visual, auditory, and kinesthetic learning styles. Results revealed that the integration of DI produced higher scores and ratings in the experimental subgroup's post-assessments on both conceptual understanding and attitudes toward learning Chemistry which mainly contributed to the perceptible increase in their overall results compared to the comparison group.

60792

Understanding Children's Perspectives on the Role of Preschool Teachers and Finding Cultural Changes in Early Childhood Education

Yuling Su, University of Taipei, Taiwan

Ya-Hui Chung, University of Taipei, Taiwan

The aim of this study is to investigate preschool children's perspectives on the roles of teachers during activities they like to participate in. The other purpose of this study is to compare children's perspectives in two classes with different educational goals, which represents changes of Taiwanese culture. Based on the theory of social-constructivism, children's rights, and post-modernism, understanding children's perspectives is important work of teachers. Findings of past relevant studies also indicated that expectation of teachers' roles is contingent on cultures, time, context and changes of culture. In addition, definition of teachers' roles is not only resulted from creation on cultural meanings, but also constructed by people who participate in school life. Therefore, researchers have increasingly insisted that finding children's perspectives on the roles of teachers in contemporary times should be addressed. Qualitative method was used in this study. Data of was collected by children's photos and drawings supported interviews with 16 children respectively in two classes. Photos children take themselves were used as a basis for individual interviews; children's drawings were also used for interviews in order to elicit their views. These different approaches and peer debriefing during the study also allow the researchers to triangulate data and increase the trustworthiness of the study. The findings present that there are differences and similarities of children's perspectives on the teachers' roles between two different classes, influenced by changes of cultural contexts. The results also indicate the meanings and challenges of preschool teachers' roles in the contemporary times.

60805

Using Board Games as Learning Spaces to Teach Media Literacy Concept

Nitta Roonkaseam, Phranakhon Rajabhat University, Thailand

Soraya Ngamsnit, Phranakhon Rajabhat University, Thailand

Preeya Sompuet, Phranakhon Rajabhat University, Thailand

Jantiga Supapong, Phranakhon Rajabhat University, Thailand

Sirimon Puengsangwal, Phranakhon Rajabhat University, Thailand

Nisararat Wilailuk, Phranakhon Rajabhat University, thailand

In recent years, the author has seen so many articles regarding board game design and play to teach and learn in various subjects. The impact of the board game in the learning process has drawn the attention of the author to use the characteristics and design process of board games that significantly impact players' knowledge and skills to teach the media literacy among university students. So, this research project aims to study the impact of board games to teach the media literacy concept concerning hate speech in the classroom. In this research project, the participant's group consists of ten groups of voluntary students in the Communication Arts Department, enrolled in the media literacy course for the 2019 academic year participated in designed and developed the prototype of board games. In addition, the researcher interviewed twelve students individually. Results showed that students understand and perceive each other's feelings of violent words they or their friends are subjected to during designing and playing board games.

60840

Using the Apos Perspective in Analyzing Students' Responses to Talk-Aloud Test on the Definite Integral

Edgardo Santos, Bulacan State University, Philippines

The study was primarily undertaken to describe the nature of the students' conceptual understanding of the definite integral and related topics. Specifically, to be able to contribute into the pedagogic expertise of mathematics teachers by helping them in describing the nature of the students' conceptual understanding on the mathematical concept and guide teachers explore and develop indicators for the four APOS - based levels (Action – Process – Object – Schema) of understanding that will describe the mathematical concepts that students should mentally construct. The study made use of eight randomly selected subjects from one intact mathematics class. Using the theory's perspective as a guide in investigation, the sampled students' responses to a talk-aloud test were audio – and video - taped to record their actions and written words. The audiotapes were transcribed to written form and were analyzed based on issues related to the research problems. The talk-aloud test used in the study is designed to reveal students' mental constructions and measure the extent of their conceptual understanding. The students' APOS based – levels of understanding are determined quantitatively and qualitatively. Results showed that the levels of understanding of students belonging to two different levels of mathematical performance (High Group and Low Group) for the definite integral and other aforementioned concepts do not vary for the lowest – based cognitive demand (Action). However, as the APOS – based cognitive demand for a problem-solving task is increased, the levels of understanding attained by the two groups differ, in favor of the High Group.

ACE2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

60947

Knowledge, Perceptions and Attitudes Towards Using Digital Games for Teaching and Learning

Joana Quinto, De La Salle University, Philippines

Digital game-based learning has evolved into a novel mode of instruction that increases both students' and teachers' motivation to acquire competencies. It aims to engage students and teachers in the classroom context and to pique their interest. The purpose of this study was to construct and verify a Survey Instrument on the Game-Based Learning Approach in order to characterize teachers' and students' knowledge, views, and attitudes toward game-based learning. The Content Validity Index, the Content Validity Ratio, and the Kappa Statistic Coefficient were used to validate the SIGBLA. Principal component analysis with orthogonal varimax rotation was utilized to further assess the instrument's reliability. Bartlett's sphericity test found that correlations between items were adequate for PCA when $X^2(174) = 17301.04, p.001$, and $X^2(285) = 2145.64, p.001$. Due to the huge sample size and convergence of the questionnaire's scree plot and Kaiser's criterion, the final analysis kept three components: knowledge, perceptions, and attitudes. The Survey Instrument on Game-Based Learning Approach (SIGBLA) utilized in this study was valid, trustworthy, and adequately exhaustive for diagnosing game-based learning approach-related aspects. Over 90% of the 274 students of which age ranges from 12 to 16 years old and 185 mathematics teachers who consented to participate in this study were knowledgeable about game-based learning and had extremely positive views and perceptions about it. Respondents perceived that incorporating game-based learning into both teaching and learning will help them develop a stronger grasp of mathematics.

60949

An Investigation to Examine Factors Influencing University Students' Behavioural Intention Towards the Acceptance of Brightspace LMS: Using SEM Approach

Lilian Yap, Wawasan Open University, Malaysia

Geok Ling Khoo, Wawasan Open University, Malaysia

The study assessed the influence of extrinsic (Information Quality & Functionality) and intrinsic (Enjoyment & Learning Goals Orientation) motivation variables, over the users' Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) towards the acceptance of Brightspace by D2L Learning Management System (LMS). Brightspace is new cloud-based LMS implemented in January 2021, is in the seventh month of usage, it's a virtual learning environment with no boundaries of space and time between the instructors and the students. It is equipped with various learning features such as interactive content, assessment, curated resources, video submission, and monitoring students' learning progress. The questionnaire was created online via Google Form and was distributed to about 300 students via email. As the university was still having online classes in July 21, we seek assistance from the tutors of classes to help urge the students to respond to the survey. We managed to get about 200 student responses. The structural model analysis demonstrated that the users' extrinsic values showed a positive influence on perceived usefulness. Also, the users' intrinsic values showed a positive influence on perceived ease of use. Likewise, the perceived usefulness and perceived ease of use were found to influence the behavioural intention positively.

60995

COIL Case Between University of Hawaii and Hong Kong Baptist University

Helen Tien, The University of Hawaii Hilo, United States

Angel Lai, Hong Kong Baptist University, Hong Kong

With continuous globalization and technological improvements, today's marketers need to effectively design marketing strategies for global markets that companies of various sizes can pursue. An effective way for students to gain this experience without spending money on travel is to conduct COIL (Collaborative Online International Learning) classroom experiences. COIL was first established in 2006 and has grown in popularity for faculty worldwide, especially during COVID-19. The course intended learning outcomes for the "Services Marketing" course in College of International Education- Hong Kong Baptist University (CIE-HKBU) is for students to understand and to recognize the customers' needs and behavior, to integrate marketing strategies with operations and human resources, and design marketing framework for business. The course intended learning outcomes for "Marketing Management" in the College of Business and Economics- UH Hilo is for students to incorporate project management principles with their knowledge of marketing foundations. Students do multiple projects throughout the semester in various parts of the marketing process. To help students achieve these objectives from a global perspective, CIE-HKBU and the University of Hawaii created a unique learning experience for our students using the Collaborative Online International Learning (COIL) framework. Participants included university students from the University of Hawaii Hilo Bachelor of Business Administration Program and Associate Degree students in CIE-HKBU. The main goal of the COIL activity is to develop students' cross-cultural competence in the marketing field. The activity featured two presentations, one conducted at the beginning of the semester and one conducted at the middle-end of the semester.

61067

Using Analytics to Select and Track At-Risk Students for Targeted Interventions

Yew Haur Lee, Singapore University of Social Sciences, Singapore

Yan Yin Ho, Singapore University of Social Sciences, Singapore

The provision of academic support is an institution's responsibility to ensure students' chance of attaining academic success. Data is used to understand students' learning and academic performance and helps in making decisions on when and whom to provide timely academic support. This presentation will discuss a pilot project conducted at a Singapore university, whereby a stepped-up approach is used to provide academic support to students who are academically at-risk. The basic intervention that is provided to the majority of at-risk students is an advisory email that provides resources for self-help. The next level of intervention, that is more resource intensive, is the one-on-one academic coaching for a select group of at-risk students. Such targeted interventions will not only ensure a higher chance of being effective in supporting students, it also ensures efficiency in resource utilisation. The presentation will detail the process of using analytics to select and track at-risk students for the targeted interventions. Learning points from this pilot project will also be shared for the benefit of like-minded educational institutions planning to use analytics to support academically at-risk students.

ACE2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

61193

Supporting Students in a Changing Educational Climate: A Systems Engineering Case Study

Steve Barker, Cranfield University, United Kingdom

Whilst the coronavirus pandemic has posed andragogical and pedagogical challenges to educational establishments in how they restructure courses to permit continued delivery in an online world, it has also caused significant disruption to students, not least in terms of how they have maintained their ability to continue to study and learn. A significant element in this is how student learning preferences such as experiential/practical or traditional lecture-based study have been served or disrupted by the revised delivery mechanism(s). This is particularly the case where the subject matter is management or engineering-related, and requires a great deal of interaction and collaborative multi-stakeholder work. Where the course is being taught at level seven, and therefore requires self-directed learning, this is even more the case. This paper considers those student learning preferences in this light, and studies the extent to which teaching andragogy has been modified to utilise activities which safeguard learning styles and facilitate continued effective learning. To do this, different learning styles and preferences are analysed, and a study is made of how these were satisfied in pre-pandemic education, using a Systems Engineering MSc course as a case study. Practice during the coronavirus pandemic is then considered to gauge how effective changes to course delivery made necessary by the situation were in supporting learners during this period and facilitating their further study and progression toward their desired qualification. Successes and failures are described, and conclusions are reached on how learning preferences can be better supported andragogically on an ongoing basis.

61638

Personalized English Course Instructional Design for Fourth-year Undergraduate Program

Lanasari Tan, National Chengchi University, Taiwan

The fourth-year undergraduate program is the last academic year before students graduate and continue their future plans. Some students plan to continue their education by enrolling in a graduate program, while others plan to search for a job directly and pursue their careers. This research focuses on the instructional design of an English course for the fourth-year undergraduate program in their last semester. The instructional design is set to fit each student's interests or needs. This research aims to assist students in preparing for their plan after graduation and facilitating students to enhance and apply their skills. First, the research uses in-depth interviews in the fall semester to investigate the interests and needs of each individual. After that, the researcher designed a personalized instruction for each student based on the in-depth interview results that meet each student's interests or future plan, including teaching materials and teaching approaches. Then, the personalized instructional design is applied in the spring semester. The personalized instruction is designed to meet students' needs/interests for the spring semester, according to the in-depth interview on the fall semester. Finally, it also explores students' opinions and feedback on the personalized instructional design at the end of the spring semester for further improvement. Students express that it is very suitable for fourth-year students to prepare their plans after graduation in advance. They are also more interested and motivated to complete assignments and have a deeper understanding of the field they are going to pursue in the future.

61667

Construction of Hanok Classroom as Educational Resources of Contemporary Elementary School in Seoul

PilGu Chang, Dongyang Mirae University, South Korea

On November 4th, 2020, Hanok Classroom which is named HanSolGak and NaRiJae following Korean traditional building type were opened in the middle of the existing elementary school in Seoul. This is first case in Seoul after the 1988 Seoul Olympics which means the beginning of globalization after the Korean War in 1950. Hanok classroom as an educational resource indicates 'diversification of educational space.' Constructing Hanok classroom aims to graft traditional space onto modernized and modularize elementary school built in 1986. This brings about a challenge to adjust cubic oriented classroom to Hanok, since Hanok has own signature spaces from a wooden structure close to soiled courtyard. These pilot project literally realizes diversification of educational space. On the other hand, Hanok classroom regards the periods of building designing and constructing as a series of education for students and even teachers. During building design, user participation-centered design workshops draws out awareness of new classroom as well as spatial expectations. In the construction process, several events were open to school members. Groundbreaking ceremony informs the beginning of construction, Sangryangsik tells the reason of construction as well as appreciates all carpenters, and drawing personal dream on roof tiles means covering Hanok classroom with school members' hopes. Also, naming contests and unveiling the nameplate ceremony opens the door to new classrooms. These programs implant consciousness of ownership in school members.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

61463

Pro-C of Creativity in Singapore's Eating Culture During COVID-19 Pandemic

Karen Kar Lin Hor, Singapore University of Social Sciences, Singapore

This paper discusses how in challenging times like the global Covid-19 Pandemic, Pro-C of Creativity (Kaufman & Beghetto, 2009) in a person has surfaced more frequently in Singapore. Amabile (1983) and Csikszentmihalyi (1988) have affirmed that environment can affect one's creativity. Pro-C of Creativity can be an in-born survival skill for a person to build resilience in negative environment situations. In the case of Singapore, Pro-C manifests itself to provide an alternative career or survival opportunity in various ways. One area here is in a person's creative cooking skill due to social-cultural influence. Singaporeans have a "makan culture" (makan is a Malay language word meaning to eat), most try all sorts of food made available to them. Especially those with fusion of dishes from a mixture of cultures and nationalities in Singapore. "Makan culture" is a widely popular activity for the locals to try delicious meals. During the Covid-19 Pandemic, Singapore had two main "circuit-breakers" which are similar to global lockdowns. This created opportunity for many Singaporeans to spend more time cooking at home and hone their culinary skills. Some who lost their jobs in this pandemic, registered themselves as small business enterprises and sold home-cooked food to make a living via social media. This paper examines how one's Pro-C not only provides one with a long-term career, it can also contribute to an alternative career path for one in the short or long term. In addition, it attests environment (or press) playing a significant role in one's Pro-C creativity

ACE2021 Virtual Presentations (Pre-Recorded)

Primary & Secondary Education

61091

Metacognitive Awareness, Motivational Beliefs and Mathematics Performance of Junior High School Students: An Investigation of Mediating Effects

Janina Sercentia, De La Salle University-Manila, Philippines

Metacognition and motivational beliefs are crucial components of self-regulated learning. Effective learners are expected to exhibit the ability to plan, evaluate, regulate and control their attitudes and behaviors during the learning process. Thus, this study investigated whether students' motivational beliefs significantly mediate the relationship between students' metacognitive awareness and mathematics performance. The study was conducted on 146 junior high school students. Quantitative data were obtained using online survey questionnaires on metacognition, motivational beliefs, and Achievement test on Mathematics. The study utilized descriptive correlational research, and the mediating effects were investigated using a set of regression analyses. Results showed that the respondents have above average metacognition in terms of metacognitive knowledge ($M=3.80$, $SD = 0.38$) and metacognitive regulation ($M=3.79$, $SD = 0.36$). Students' motivational beliefs components were described as above-average except for the test anxiety. Students also showed very good performance in Mathematics. Furthermore, correlation analysis showed that metacognitive awareness ($r=0.369$, $p<0.01$) and extrinsic goal orientation ($r=0.326$, $p<0.01$) were highly significant with respondents' mathematics performance. Regression analysis also revealed evidence of the partial mediation effect of extrinsic goal orientation between metacognitive awareness and mathematics performance. These findings indicate that external goal orientation plays an important role in metacognitive awareness and mathematics performance. Extrinsic goal orientation causes changes in both metacognition and mathematics performance. The results also emphasize that educators should consider the motivational beliefs and metacognition of students in mathematics.

60753

Learning Effectiveness of Primary School Children in the COVID-19 Pandemic in Indonesia

Indra Kertati, University of 17 Agustus 1945 Semarang Central Java, Indonesia

COVID-19 has an impact on the unpreparedness of the community and the government, especially in improving the quality of children's education. The increasing number of cases with rapid escalation has forced the government to take steps to reduce problems, especially the education of elementary school children. The Ministry of Indonesian Education issued Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of COVID-19. This guide was unable to be implemented by both teachers, parents, and students, thus online learning is not effective. People faced social shock and stammer in this situation. This study aims to analyze the effectiveness of primary school children's learning during the COVID-19 pandemic. We used a mixed-method by collecting data in 24 provinces in Indonesia, with 1289 samples from primary school teachers, 2131 primary school children, 469 parents, and 45 local governments from the district and regional education officer. Data were analyzed using the Embedded Design model. The results showed that the online teaching and learning process was not optimal in improving children's learning achievement. Teachers are slow to respond to changes in learning, and parents have a considerable additional burden both materially and learning intensity for children. Another finding showed the number of children who were stressed due to being kept at home without meeting and hanging out with teachers and their friends. This finding has contributed to the Ministry of Education and Culture to develop various guidelines, especially for teachers, to improve online learning effectiveness.

61338

Distance Learning Strategies for Rural Primary Schools in China During the COVID-19 Pandemic

Bicong Deng, Hunan First Normal University, China

Qing Cheng, Hunan First Normal University, China

The COVID-19 pandemic of the past two years has had a huge impact on the economy and education around the world. In this regard, the unexpected change from face-to-face classroom teaching to remote learning at home has also become a new trend in the past two years. However, online education imposes restrictions on students living in rural areas and less able parents. As a developing country, China has a larger rural population. Therefore, this research aims at the remote learning strategies of rural primary schools in China during the COVID-19 pandemic. This study uses case studies based on literature research. Therefore, the possible strategies for solving problems obtained through literature research are used in rural primary schools. The best solution to this problem is to connect teachers and rural primary schools through non-profit organizations, and set a good time for online education, so as to provide high-quality educational resources.

Psychology and Education

53857

Self-harm and Non-suicidal Self-injury (NSSI) Tendencies Among Children: Effect of an Intervention Program

Ma. Dominique Sta. Cruz, De La Salle Santiago Zobel School, Philippines

Self-harm according to research is an increasing global concern, which is not just of today. It has been beginning to be alarming that in the recent generation self-harm and Non-Suicidal Self-Injurious (NSSI) behavior have been rampant especially in the younger ages. This study aims to determine the prevalence of self-harm and non-suicidal self-injury tendencies and the common form of self-harm among those who are in late childhood up to the earlier years of adolescence. Moreover, this action research also gauges the overall psychological distress of the respondents in the dimensions such as subjective well-being, problems and symptoms, life functioning and, risk and harm. It was participated by 301 school-going adolescents under ages 9 to 11 years old and employing a standardized self-report questionnaire (Clinical Outcomes Result Evaluation). The findings indicate that the most common form of self-harm is cutting (71.43%). Results also show that the dimension risk and harm determines an individual being at risk to themselves or others by having thoughts of hurting oneself. Findings suggest that prevention program such as wellness intervention can be developed and implemented to promote skills to minimize risk-taking behavior such self-harm and self-injury.

ACE2021 Virtual Presentations (Pre-Recorded)

Professional Training, Development & Concerns in Education

61625

An Analysis of Secondary School Teachers' Resilience Difficulties

Jo-Yu Lee, Charles University, Czech Republic

Yu-chu Yeh, National Chengchi University, Taiwan

Zhi-Wen Wang, National Chengchi University, Taiwan

The aim of this research was to investigate secondary school teachers' resilience difficulties in Taiwan. A stimulus for this research was that in the current society with rapid development of information technology and knowledge economy, the Ministry of Education (MOE) published a "108 Curriculum Guidelines" in the year 2019, with the aim of building up students' talents, and further developing their abilities for lifelong learning. To respond the implementation of this policy, secondary school teachers need to have resilience to cope with upcoming challenges. Resilience is oncoming topic in the field of positive psychology that closely relates to individuals' health, adaptation and integrated positive functioning after having adversities for a period of time. A survey was adopted to collect and analyze the data. 202 teachers (including 91 junior high school teachers and 111 senior high school teachers) from north, middle and south parts of Taiwan were selected based on snowball sampling for this research. The results revealed that "having difficulties in emotional regulation", "instead of coping with optimism, having difficulties in changing mindset", and "insufficient supportive system" were three main risk factors which echoed to previous research findings. This research also found that "time pressure and conflicts" and "insufficient opportunities for professional growth" were two risk factors which were rarely discussed in previous studies. Our results have implications for development of relevant resilience training modules for secondary school teachers as well as positive psychology education in secondary school education.

Teaching Experiences, Pedagogy, Practice & Praxis

60480

Letting Students Explore What It Takes to Become a Good Communicator – A Metacognitive Approach to Promote Language Learning

Yumi Gomez Chikamori, Seitoku University, Japan

The presenter will discuss a classroom speaking activity that is aimed at fostering Japanese university students' communicative skills in English through metacognitive reflections on their performances. Many Japanese university students have never had experiences of using English in a meaningful context before entering university. Even students who say they had some speaking practices in previous education say those were often in the forms of practicing dialogues from the textbook or engaging in application practices of previously taught forms in predetermined situational frameworks. Although those practices provide students with essential knowledge and training in how good communication can be done, those situational settings form only a fraction of actual interactions in the real life. The content of authentic conversation is often determined by many different factors such as the relationship between the participants, their previous life experiences, personal interests, personalities, etc. Therefore, it is essential for the teacher to organize classroom speaking activities to help students see and experience such ambiguities in interactions and start from there. In this presentation, the presenter will discuss how form-focused instructions were used as a springboard to let students themselves explore the use of those forms in a three-step collaborative free talk activity. The audience will see how the presenter used peer observation and peer feedback as a way of encouraging students to seek answers for themselves to the question of "what it takes to be a good communicator?"

60903

Strides in Mathematics and Science: An Introspective Look on First SHS Graduates' Perceived Self-efficacy

Ma. Theresa Reyes, Bulacan State University, Philippines

Eleonor Basilio, Bulacan State University, Philippines

Abstract: The K to 12 Curriculum has changed the landscape of the Philippine Education System. Before and after its initial implementation, several speculations and challenges emerged. This prompted the interest of the researchers to identify the readiness of the first batch graduates of the K to 12 curriculum who applied and enrolled in the different program offerings of the College of Science of the Bulacan State University. Initial collection of data was obtained from students of differing senior high school backgrounds. Results indicated that they have average perceived self-efficacy in mathematics and science. A second part study was conducted to identify the challenges and difficulties they have encountered and the adjustments that they have made while being in the program. This was carried out using a qualitative method of data collection. Thematic analysis revealed the sources of challenges and difficulties and sources of adjustments. Using the same method of analysis, students were asked to describe their perceived self-efficacy prior to and while in the process of completing their program. Resulting from this are themes that generally describe their self-efficacy as Positive description, Negative description, and Neutral description. Additionally, student-respondents' recommendations for improvement in learning mathematics/science were taken into consideration as bases for the proposal and development of a program for mentoring aimed at building capacity and enhancing proficiency among students of the S&M programs of the College of Science.

ACE2021 Virtual Presentations (Pre-Recorded)

Teaching Experiences, Pedagogy, Practice & Praxis

60968

Why Don't You Play the Game? Evaluating Gamified Learning in an Undergraduate Finance Course

Alfonso Miguel Sevidal, Ateneo de Manila University, Philippines

Landers's (2015) theory of gamified learning is used to evaluate the application of gamified learning in an undergraduate finance course. In an undergraduate finance course that covers financial analysis, financial modeling, capital budgeting, and financial assets, the Monopoly board game was used to introduce students to the principles of financial analysis and modeling. This follows Landers's proposition that "gamification affects learning via moderation when an instructional designer intends to encourage a behavior or attitude that will increase learning outcomes". Landers believes that gamification induces this effect "by strengthening the relationship between instructional design quality and outcomes (a moderating process)." In the context of the undergraduate finance course, the Monopoly board game was used to moderate students' motivation and engagement—specifically, (1) to help overcome fear of accounting and finance concepts and (2) to provide a less intimidating introduction toward more advanced topics. The success of the board game as a moderating tool can be seen in the students' ability to proceed to more advanced topics in the course, including financial modeling and equity valuation.

61047

Theory of Creating Lessons for Lower Grade "Life Environment Studies" in Japan: Focusing on the Narrative and Practice of Social Studies Teacher, Kazumasa Arita

Katsuhisa Shirai, Aichi Toho University, Japan

This study aims to clarify the theory of creating lessons for the lower grades on "life environment studies" in Japan, with a focus on the narrative and practice of social studies teacher, Kazumasa Arita (1935–2014). In this research, the following three points are explained. First, Arita's theory of creating "life environment studies" lessons during his tenure at the Aichi University of Education was different from his social studies lesson theory while he was associated with the elementary school affiliated to Tsukuba University, and he had changed to "zest for life" as a "new view of academic ability." Second, it became clear that during his tenure at the Aichi University of Education, Arita had his idea for an annual plan of the "life environment studies" and he was working on the practice of imparting lessons on "life environment studies" with an emphasis on "questioning." Thirdly, the development of teaching materials was emphasized in the theory and practice of making life science lessons in Arita during the time of Aichi University of Education. Based on the above theoretical characteristics of lesson-making for lower-grade "life environment studies" in Japan, I think that it will give suggestions for the theory and practice of lesson-making in lower-grade education in Asia.

61245

Analysis of French Grammatical Errors Using Surface Strategy Taxonomy: A Case Study of Thai University Students

Kanjanaporn Piyathum, Silpakorn University, Thailand

Siriwut Chamtakong, Silpakorn University, Thailand

This study was aimed to investigate the grammatical errors made by Thai university students and to explore the causes of grammatical errors in French writing. The participants in study were 16 third-year Thai students majoring in French of the Faculty of Archaeology, Silpakorn University. Purposive sampling was used to select the participants. The research instrument was the written final exam of an elective course for French major entitled French for Thai Art of Living and Culture of which five open-ended questions were comprised. After conducting the identification, the grammatical errors of the participants were analyzed and classified through the concept of surface strategy taxonomy and the linguistic categories of grammatical errors. The descriptive statistic including frequency and percentage as well as the content analysis were employed in this study. The research findings revealed three significant main points: 1) There were a total of 643 grammatical errors based on surface strategy taxonomy in which the frequency of misformation was the highest at 58.94%, followed by omission 32.19%, addition 7.93%, and the lowest percentage was shown in misordering 0.93%. 2) In terms of linguistic categories, the most apparent errors were found in noun forms 22.55%, subsidiary in verb forms 18.35% and articles 16.95%. The error in subjunctive mode was the least likely to be found only 0.62%. 3) The causes of grammatical errors were found to be interlingual interference, English interference, and intralingual interference.

61363

Maximum Engagement and Minimum Distraction in Knowledge Transference

Sharmita Lahiri, IIT Gandhinagar, India

Jooyoung Kim, IIT Gandhinagar, India

In the Indian academia the focus on teaching "Writing" is relatively new; traditional focus has been on teaching the English language or Communication Skills. The novelty of Academic Writing has called for rigorous efforts in its operation under the Indian context. In addition, the virtual learning environment drawn by the pandemic posed the serious challenge of adopting the academic writing pedagogy to the new format of the virtual classroom. This presentation showcases successful strategies adopted for Undergraduate (UG) and Postgraduate (PG) foundation Writing courses in the Fall semester of 2020 at IITGN for maximum engagement and minimum distraction. The UG and PG courses differed in goals of writing, expected learning outcomes, and practicality. The former was conducted on the basis of general writing with intensive discussion components; the latter was concerned with applicability and transferability of the knowledge and skills acquired in the course to varied discipline-specific writings of the advanced students.

Firstly, we will present how the UG writing instructors used "collective notepads" to cater to less motivated UG students' in-class writing in a visible and trackable way. Using the notepads had two advantages: Instructors could spot students' speed of writing and the students could stay motivated by their classmates' writing progress. Secondly, we will focus on the pedagogical practices adopted in the PG course to ensure knowledge and skill transfer to discipline-specific scholarly writing. Finally, we will conclude the presentation with the summary of UG and PG courses' key components and the points for future improvements.

ACE2021 Virtual Presentations (Pre-Recorded)

61624

The Relationship of Teacher Well-being, Resilience, and Mindfulness: Using Mindfulness as a Mediator

Yu-Shan Ting, National Chengchi University, Taiwan

Yu-chu Yeh, National Chengchi University, Taiwan

With the outbreak of a pandemic, and the implementation of new curriculum reform in Taiwan, the front-line secondary school teachers have faced increasing stress and challenges. Thus, it is important to understand current teachers' possession of positive psychological capital. This study aimed at exploring the current situation of secondary school teachers' mindfulness, well-being, and resilience, as well as examining a path model regarding the relationship of mindfulness, well-being, and resilience. A total of 205 secondary school teachers participated in this study, including 92 junior high school teachers and 113 senior high school teachers. The employed inventories included Teacher Well-being Inventory, Teacher Resilience Inventory, and Teacher Mindfulness Inventory. The result revealed that secondary school teachers had a high level of mindfulness, well-being, and resilience. Regarding the path model, the proposed model was acceptable: χ^2 (N = 205, df = 24) = 94.859 (p < .001), GFI = .905, AGFI = .821, and RMR = .027. The path model analysis revealed that secondary school teachers' well-being and mindfulness directly influenced resilience, and well-being indirectly influenced their resilience through mindfulness. These findings suggested that mindfulness was a mediator of well-being, and resilience among secondary school teachers, which shed light on how to promote secondary school teachers' resilience.

61637

The Present and Future of Online Distance Learning: Trends and Challenges of Virtual Teachers

Yongzhi Huang, University of the Cordilleras, Philippines

Maria Lenore Barcenas, University of the Cordilleras, Philippines

In response to sustain quality education during pandemic and the need to address the needs of online distance learning, this research aims to investigate what are the trends and challenges virtual teachers experience after a year since remote learning has been implemented. This quantitative research was conducted through an adapted survey questionnaire most applicable to the study. The participants were Nursery to Grade 12 teachers of Baguio Patriotic High School. The respondents were selected using purposive sampling method. The teachers were asked about their experiences with online teaching, main challenges of switching to online/distance learning, support that they need and their opinion regarding schools fully reopening after COVID-19 pandemic. The study revealed that flexibility, innovation and a wide range of tools are what teachers pleasantly experienced about online/distance learning. However, keeping all pupils motivated and engaged was the main challenge for virtual teachers. With this, teachers need support and easy contact with experts, professional development and more free resources and tools from education technology companies. Teachers perceived that when schools fully reopen, online teaching will become integral to school practices. For support from the school, the teachers requested continuous technical training and education, provide complete and adequate facilities including internet connection and lessen recorded video lessons. Awareness on the trends and challenges of online distance learning can be an eye opener to school administrators who are on the early stage of its implementation and can give appropriate support and help.

61674

Surfacing the Praxis in Curriculum Indigenization by Mathematics Teachers of Public Secondary Schools in Ifugao, Philippines

Desiree Gume Nangpuhan, Ifugao State University, Philippines

Among the problems faced by the indigenous peoples (IPs) in the Philippines in the education sector include disparity between the non-IPs and IPs as well as discrimination in the education system as surfaced by the Episcopal Commission on Indigenous Peoples (2008). The country introduced changes in the educational system which recognizes the plights of the IPs (RA 8371, RA 10533, DO No. 32 s. 2015). It is believed that a culturally-based education for indigenous peoples is vital to their success in schooling. With the use of quantitative and qualitative methods, this study was conducted to surface the indigenization practices and the factors influencing teachers whether to indigenize or not. Using complete enumeration, 82 mathematics teachers in Ifugao, a mountainous province largely inhabited by IPs participated. 14 were interviewed and their instructional materials were reviewed. Results show that the respondents have high regard for the aims of mathematics learning and its indigenization. They are moderately confident using indigenized instruction, are moderately supported and have rarely collaborated with peers in their indigenization efforts. Attendance in trainings has significant influence on the level of practice on curriculum indigenization. Those who indigenize the curriculum have significantly higher levels of confidence to deliver indigenized instruction, and have received greater support from the school and community. It is then posited that teachers who could gain confidence in teaching through an indigenized instruction because of appropriate professional development and receive other forms of institutional support from the school and community could champion a culture-based education.

61914

Experiential Learning and Case Study Immersion to Develop Entrepreneurial Self-efficacy and Opportunity Recognition: Comparing the Pedagogical Impact Longitudinally

Noorlizawati Abd Rahim, Universiti Teknologi Malaysia, Malaysia

Zainai Mohamed, Universiti Teknologi Malaysia, Malaysia

Zaidatun Tasir, Universiti Teknologi Malaysia, Malaysia

Sya Azmeela Shariff, Universiti Teknologi Malaysia, Malaysia

The 'how' of teaching method seems to vary in its effectiveness with 'who' the instructors, 'what' content it intends to deliver and for 'whom' the course is targeted for. As there has been critique on the lack of rigorous experimental design, we employed a longitudinal research design to examine the effectiveness of experiential learning and case study immersion to develop entrepreneurial self-efficacy and opportunity recognition. Data were collected from two independent cohorts of undergraduate engineering degree program who undertook the same entrepreneurship course with different pedagogical approaches. Both groups were assessed using the same entrepreneurial attribute measures during the onset (t1) and upon the course completion (t2). The t-test results show no statistically significant difference in the self-efficacy. However, there is a statistically significant difference in the opportunity recognition. Furthermore, the effectiveness of each approach differs when paired t-test was assessed (t2-t1). We conclude that entrepreneurship educators should adopt approach that is constructively aligned based on field-specific learning outcomes that may vary with academic disciplines. Whilst teaching about entrepreneurship through case study immersion is effective to develop cognitive ability of non-business students to recognize opportunity, in contrast, experiential learning or teaching through entrepreneurship is the avenue to develop their self-efficacy.

ACE2021 Virtual Presentations (Poster)

Learning Experiences, Student Learning & Learner Diversity

60733

A Blended and Interactive Online Learning Courseware Enhances Bioethics Learning in Medical Education

Molly Pui Man Wong, The Chinese University of Hong Kong, Hong Kong

We will discuss an interactive, multifunctional e-learning Courseware that we developed, which strongly bridges the gap between art, bioethics and medicine. First, a series of animated videos introducing selected topics of bioethics and related issues will be introduced. Then, a set of problem-based practical videos ("interactive doctor-patient role play") along with discussion questions and online platforms will be showcased. These activities introduced by our Courseware enable students to engage in the learning of bioethics, reproductive technologies and medical advancement technology and enhance their creativity. Moreover, the educational benefits of the online art exhibition, art jamming and competition will be discussed, through which students could express bioethics through arts and enrich their learning in medical research in an interactive, fun and entertaining way, strengthening their interests in bioethics. Online survey questionnaires and focus group interviews were conducted. Through the use of this interactive Courseware in a flipped classroom approach, we observed that students engaged more actively in classes and that students found learning bioethics more fun and interesting. Taken together, our Courseware strengthens education in art, bioethics and medicine, significantly raises students' awareness of socio-ethical concerns from the advancement of medical technology, and provides a useful learning tool in bioethics in medical education.



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Hawaii, 2022

January 06–09, 2022

The IAFOR International Conference on
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(iicehawaii.iafor.org)

The IAFOR International Conference on Arts &
Humanities in Hawaii
(iicahhawaii.iafor.org)

Tokyo, 2022

March 21–23, 2022

The Asian Conference on Education &
International Development
(aceid.iafor.org)

March 25–27, 2022

The Asian Conference on Language
(acl.iafor.org)

March 29–31, 2022

The Asian Conference on Psychology
& the Behavioral Sciences
(acp.iafor.org)

The Asian Conference on Ethics, Religion &
Philosophy
(acerp.iafor.org)

The Asian Conference on Aging & Gerontology
(agen.iafor.org)

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The Asian Conference on Arts & Humanities
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(acss.iafor.org)

June 06–09, 2022

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The Asian Conference on Asian Studies
(acas.iafor.org)



Virginia, 2022

May 05–07, 2022

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& Innovation
(eri.iafor.org)

Paris, 2022

June 14–17, 2022

The Paris Conference on Education
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London, 2022

July 14–17, 2022

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