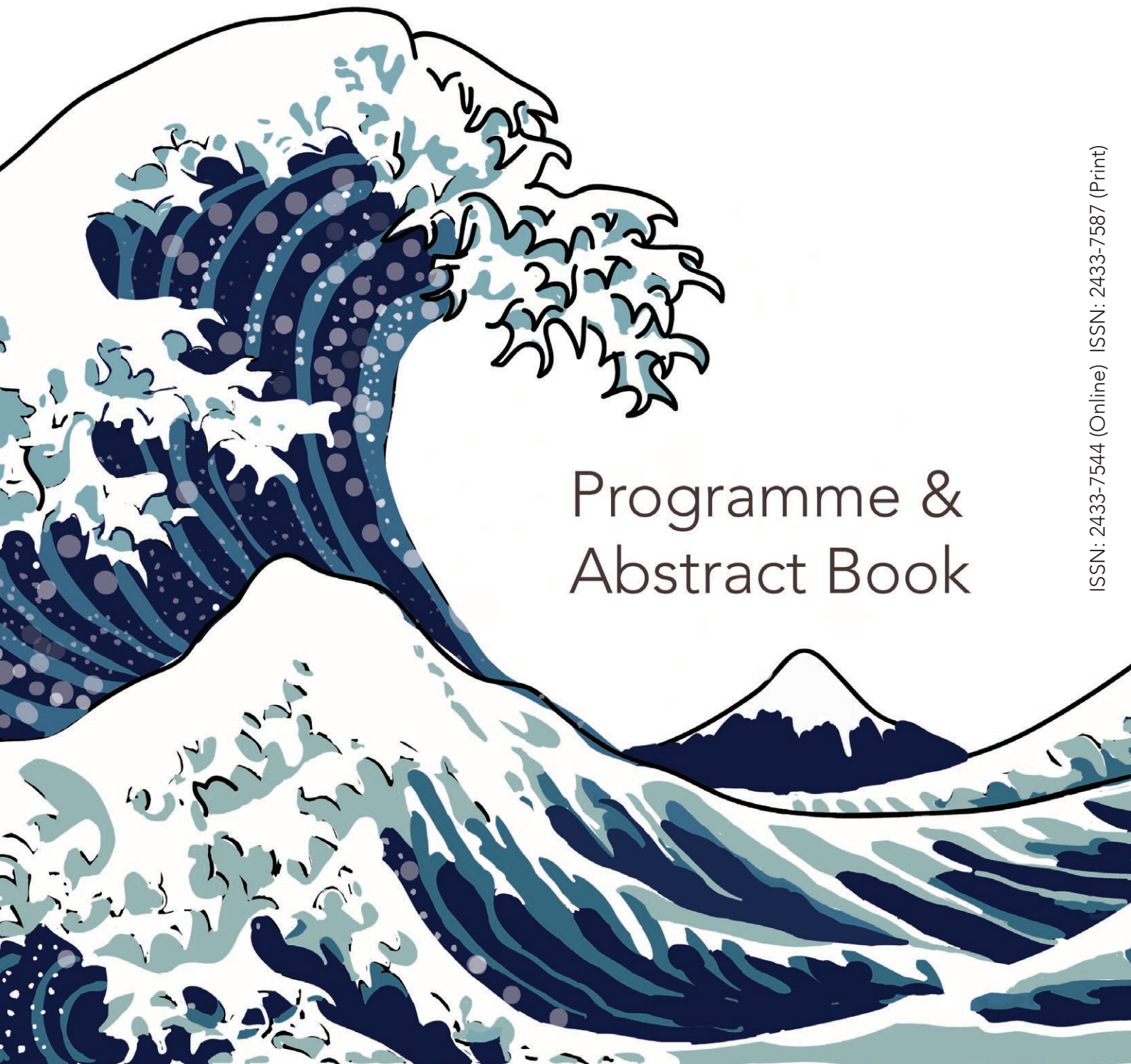




The 14th Asian Conference on Education

November 28–December 02, 2022 | Held in Tokyo, Japan



Programme &
Abstract Book

www.iafor.org/about/partners

IAFOR Global Partners



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research. The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.

Letter of Welcome



Dear Friends and Colleagues,

日本へようこそ!
Welcome (back) to Japan!

Welcome back to Tokyo after three years away! We are very excited that Japan has again opened its doors to the outside world and that we can welcome people back to this wonderful country, and to the largest city in the world!

This event will be hybrid; containing both onsite and online components as over three hundred presenters from more than forty countries will come together to celebrate being back!

If you are an IAFOR Member, then this is to remind you that you have complimentary access to our online live-streamed conference programme throughout the year, and to many other online special events and sessions. If you are not a Member already, then please do join to take advantage of being a part of the global conversations wherever you might be physically located in the world.

I would like to thank the conference organising committee, the review committee, and the invited speakers for their role in supporting this event through the myriad uncertainties of the coronavirus pandemic.

We encourage delegates to attend as much as is possible throughout the conference, whether onsite or online, as well as to be reminded to peruse the pre-recorded presentations now available on the archive.

I look forward to your active engagement throughout the conference, and to engaging with you both onsite and online!

Warmest regards,

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

Honorary Professor, University College London (UCL), United Kingdom

Member, Expert Network, World Economic Forum

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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



November 29 | All times are Japan Standard Time (UTC+9) Tuesday at a Glance

Location: Toshi Center Hotel, Tokyo and Online

12:30-13:00	Conference Registration Orion Lobby Area (5F)
13:00-13:05	Announcements & Welcome Orion Room (5F)
13:05-13:15	Welcome Address and Recognition of IAFOR Scholarship Winners
13:15-14:00	Keynote Presentation Orion Room (5F) & Online <i>Resilience and Challenges in the New Normal</i> Toshiya Hoshino, The International Academic Forum (IAFOR), Japan
14:00-14:45	Keynote Presentation Orion Room (5F) & Online <i>The Impact of COVID-19 on International Education</i> Junko Hibiya, International Christian University, Japan
14:45-15:10	Coffee Break
15:10-15:55	Keynote Presentation Orion Room (5F) & Online <i>Concepts Across Contexts: How to Build Durable Skills Through Transdisciplinary Teaching</i> Kenn Ross, Minerva University
15:55-16:00	Conference Photograph Orion Room (5F)
16:00-17:00	Conference Poster Session & Coffee/Networking Room 603 (6F)
19:00-21:00	Conference Dinner



November 30 | All times are Japan Standard Time (UTC+9) Wednesday at a Glance

Location: Toshi Center Hotel, Tokyo

09:30-11:10

Onsite Parallel Session 1

Room 603: Teaching Experiences, Pedagogy, Practice & Praxis

Room 604: Educational Policy, Leadership, Management & Administration

Room 605: Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Room 607: Innovative Technologies in Education

Room 608: Learning Experiences

11:10-11:25

Coffee Break

11:25-13:05

Onsite Parallel Session 2

Room 603: Teaching Experiences, Pedagogy, Practice & Praxis

Room 604: Foreign Languages Education & Applied Linguistics

Room 605: Educational Policy, Leadership, Management & Administration

Room 607: Education & Difference

Room 608: Learning Experiences

13:05-14:05

Lunch Break

14:05-15:20

Onsite Parallel Session 3

Room 603: Teaching Experiences, Pedagogy, Practice & Praxis

Room 604: Mind, Brain & Psychology

Room 605: Educational Research, Development & Publishing

Room 607: Innovative Technologies in Education

Room 608: Challenging & Preserving: Culture, Inter/Multiculturalism
& Language

(The schedule continues on the following page.)



November 30 | All times are Japan Standard Time (UTC+9)
Wednesday at a Glance (cont'd)

15:20-15:35 **Coffee Break**

15:35-16:50 **Onsite Parallel Session 4**

Room 603: Teaching Experiences, Pedagogy, Practice & Praxis

Room 604: Primary & Secondary Education

Room 605: Learning Experiences, Student Learning & Learner Diversity

Room 607: Education, Sustainability & Society

Room 608: Higher Education

18:00-20:00 **Cultural Visit to Tokyo Tower**



December 1 | All times are Japan Standard Time (UTC+9) Thursday at a Glance

Location: Toshi Center Hotel, Tokyo

09:30-11:10

Onsite Parallel Session 1

Room 603: Adult, Lifelong & Distance Learning

Room 604: Learning Experiences, Student Learning & Learner Diversity

Room 605: Learning Experiences, Student Learning & Learner Diversity

Room 607: Design, Implementation & Assessment of Innovative Technologies in Education

Room 608: Higher Education

11:10-11:25

Coffee Break

11:25-12:15

Onsite Parallel Session 2

Room 603: International Education

Room 604: Teaching Experiences, Pedagogy, Practice & Praxis

Room 605: Foreign Languages Education & Applied Linguistics

Room 607: Educational Policy, Leadership, Management & Administration

Room 608: Counselling, Guidance & Adjustment in Education

12:15-13:15

Lunch Break

13:15-14:30

Onsite Parallel Session 3

Room 603: Teaching Experiences, Pedagogy, Practice & Praxis

Room 604: Professional Training, Development & Concerns in Education

Room 605: Higher Education

Room 607: Educational Policy, Leadership, Management & Administration

Room 608: Curriculum Design & Development

(The schedule continues on the following page.)



December 1 | All times are Japan Standard Time (UTC+9) Thursday at a Glance (cont'd)

14:30-14:45	Coffee Break
14:45-16:00	Onsite Parallel Session 4 Room 603: Professional Training, Development & Concerns in Education Room 604: Mind, Brain & Psychology Room 605: Higher Education Room 607: Education, Sustainability & Society Room 608: Assessment Theories & Methodologies
16:00-16:10	Onsite Conference Closing Session: Room 603



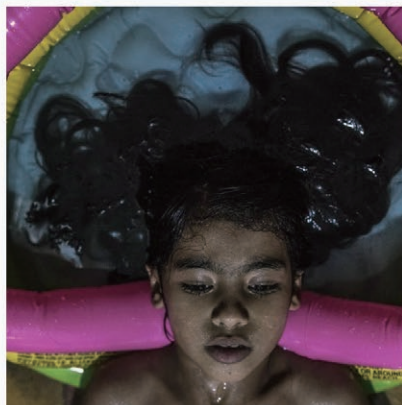
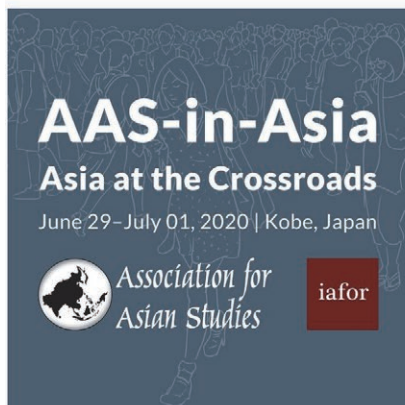
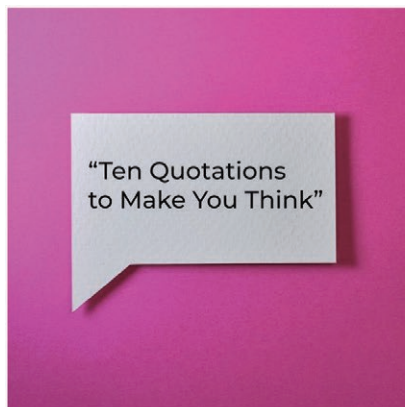
December 2 | All times are Japan Standard Time (UTC+9) Friday at a Glance (Online)

09:15-09:30	Welcome Address
09:30-11:10	Online Parallel Presentation Session 1
09:30-11:10	Room A: Teaching Experiences, Pedagogy, Practice & Praxis Room B: Higher Education *Room C: Educational Policy, Leadership, Management & Administration Room D: Education, Sustainability & Society Room E: Learning Experiences, Student Learning & Learner Diversity <small>*Starts at 09:05</small>
11:10-11:20	Break
11:20-13:00	Online Parallel Presentation Session 2 Room A: Adult, Lifelong & Distance Learning Room B: Primary & Secondary Education Room C: Foreign Languages Education Room D: Professional Training, Development & Leadership Room E: Learning Experiences, Student Learning & Learner Diversity
13:00-13:10	Break
13:10-14:25	Online Parallel Presentation Session 3 Room A: Teaching Experiences, Pedagogy, Practice & Praxis Room B: Professional Training, Development & Concerns in Education Room C: Foreign Languages Education Room D: Resilience Room E: Interdisciplinary, Multidisciplinary & Transdisciplinary Education
14:25-14:35	Break (The schedule continues on the following page.)



December 2 | All times are Japan Standard Time (UTC+9) Friday at a Glance (Online)

- | | |
|--------------------|--|
| 14:35-15:20 | Keynote Presentation
<i>The Future of Higher Education:
Adapting to the New Normal Post-COVID</i>
Abdulnassir Al-Tamimi, Lusail University, Qatar |
| 15:20-15:30 | Break |
| 15:30-16:15 | Featured Panel Presentation
<i>Surviving and Thriving in Times of Rapid Change:
Multiple Tertiary Teaching Voices from Aotearoa</i>
Kaberi Rajendra, Manukau Institute of Technology, New Zealand
Bernadette Solomon, Manukau Institute of Technology, New Zealand
Tino Taliaoa, Manukau Institute of Technology, New Zealand
Melanie Wong, Manukau Institute of Technology, New Zealand
Susie Kung, Manukau Institute of Technology, New Zealand (Moderator) |
| 16:15-16:25 | Break |
| 16:25-17:10 | Featured Panel Presentation
<i>Mental Health in Action:
Strategies to Build Teacher and Student Capacity</i>
Abdulqader Alyasin, Lusail University, Qatar
William C. Frick, University of Oklahoma, United States
Hiba Harb, Lusail University, Qatar
Murielle El Hajj Nahas, Lusail University, Qatar (Moderator) |
| 17:10-17:20 | Online Conference Closing Session |



Follow The International Academic Forum on Instagram and join the conversation using the hashtag #IAFOR

Toshi Center Hotel

Directions & Access

The Toshi Center Hotel Tokyo is located in the Nagata-cho business district of Tokyo. Access to the hotel is convenient by Tokyo Metro from Nagatacho Station, Kojimachi Station and Akasaka-mitsuke Station.

From Narita International Airport

By Rail

1. From Narita Airport (all terminals) take the Narita Express to Tokyo Station.
2. Transfer to the JR Yamanote Line (Clockwise towards Shinagawa) from Tokyo Station and get off at the next stop, Yurakucho Station (JY30).
3. From Yurakucho Station transfer to the Tokyo Metro Yurakucho Line (Y18).
4. Get off at Nagatacho Station (Y16).
5. Exit the station at exit 9b and cross the street. Follow the walkway straight for about 100 meters. The Toshi Center will be on your right, and there are signs in both Japanese and English.

By Airport Limousine Bus

From Narita Airport take the airport limousine bus to Tokyo Garden Terrace Kioicho. Tokyo Garden Terrace Kioicho is located across the street from the Toshi Center Hotel.

From Haneda Airport

By Rail

1. Take Tokyo Monorail at Haneda Airport Station for Hamamatsucho Station
2. Transfer to the JR Yamanote Line at Hamamatsucho Station to Yurakucho Station
3. From Yurakucho Station transfer to the Tokyo Metro Yurakucho Line (Y18).
4. Get off at Nagatacho Station (Y16).
5. Exit the station at exit 9b and cross the street. Follow the walkway straight for about 100 meters. The Toshi Center will be on your right, and there are signs in both Japanese and English.

By Airport Limousine Bus

From Haneda Airport take the airport limousine bus to Tokyo Garden Terrace Kioicho. Tokyo Garden Terrace Kioicho is located across the street from the Toshi Center Hotel.

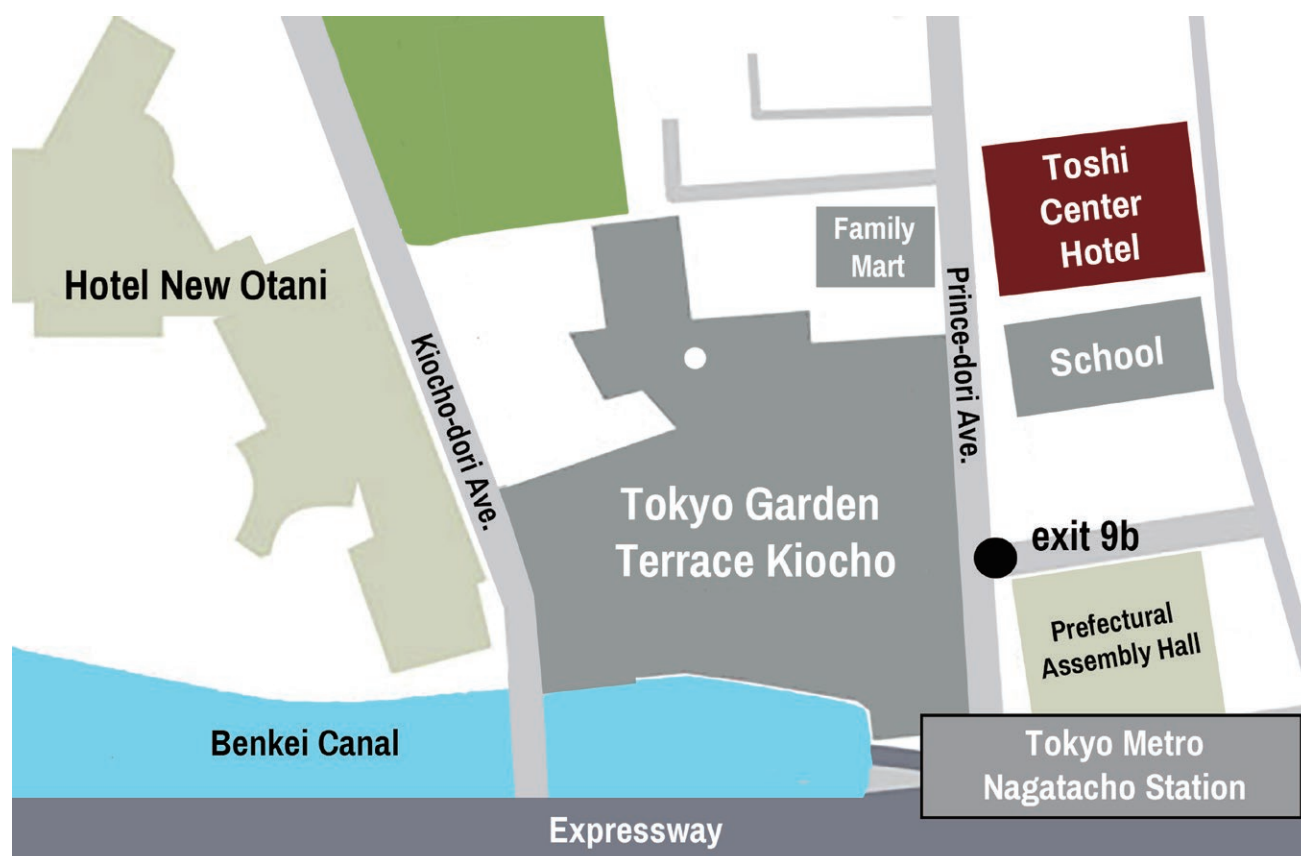
From within Tokyo

Take the Tokyo Metro to Nagatacho Station. Nagatacho Station (Y16, Z04, N07) is served by the Hanzomon Line (Z), Yurakucho Line (Y), and Namboku Line (N).

Exit the station at exit 9b and cross the street. Follow the road straight for about 100 meters, walking past the Junior High School. The Toshi Center will be on your right, and there are signs in both Japanese and English. Family Mart is on the left.

Address

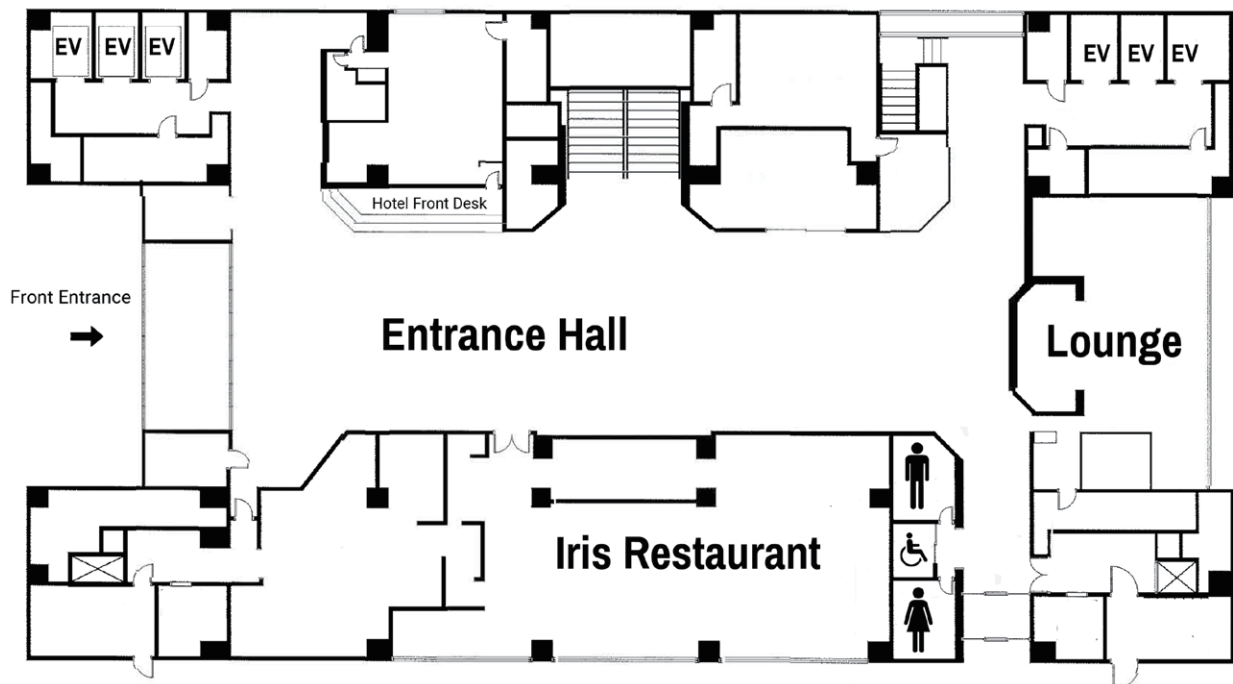
Toshi Center Hotel 都市センターホテル
Hirakawa-cho 2-4-1, Chiyoda-ku, Tokyo 102-0093
〒102-0093 東京都千代田区平河町2丁目4-1
Tel +81(0)3-3265-8211



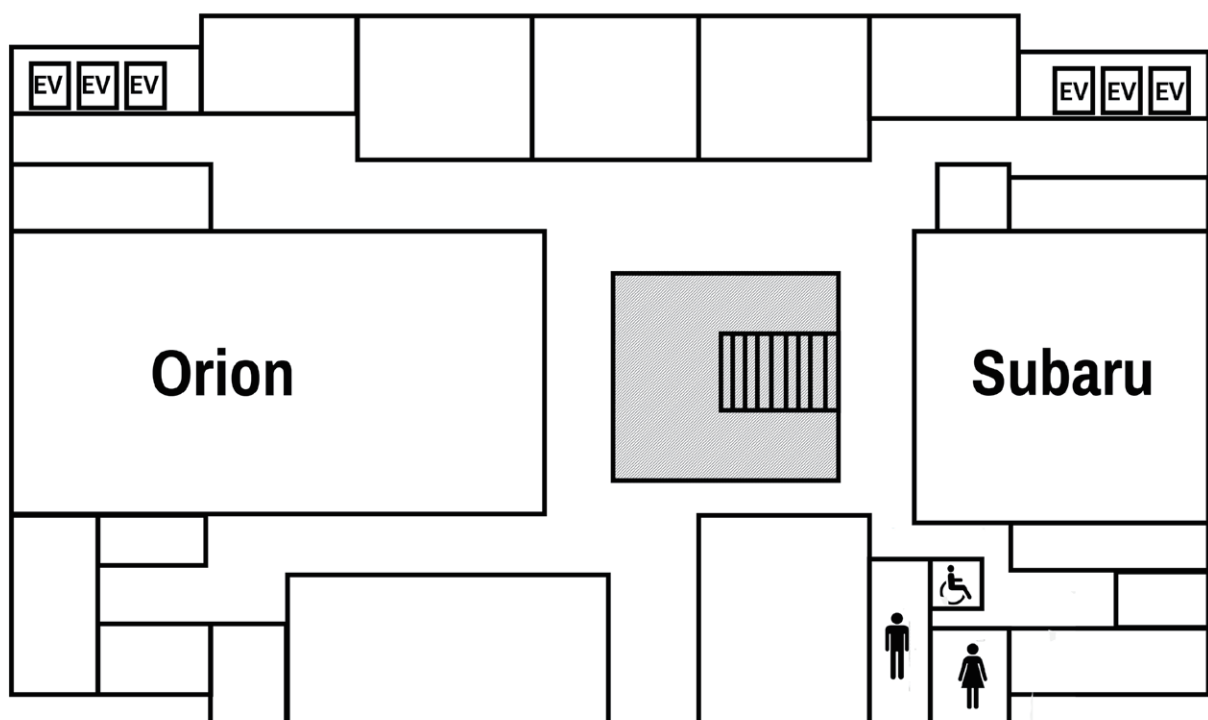
Toshi Center Hotel

Floor Guide

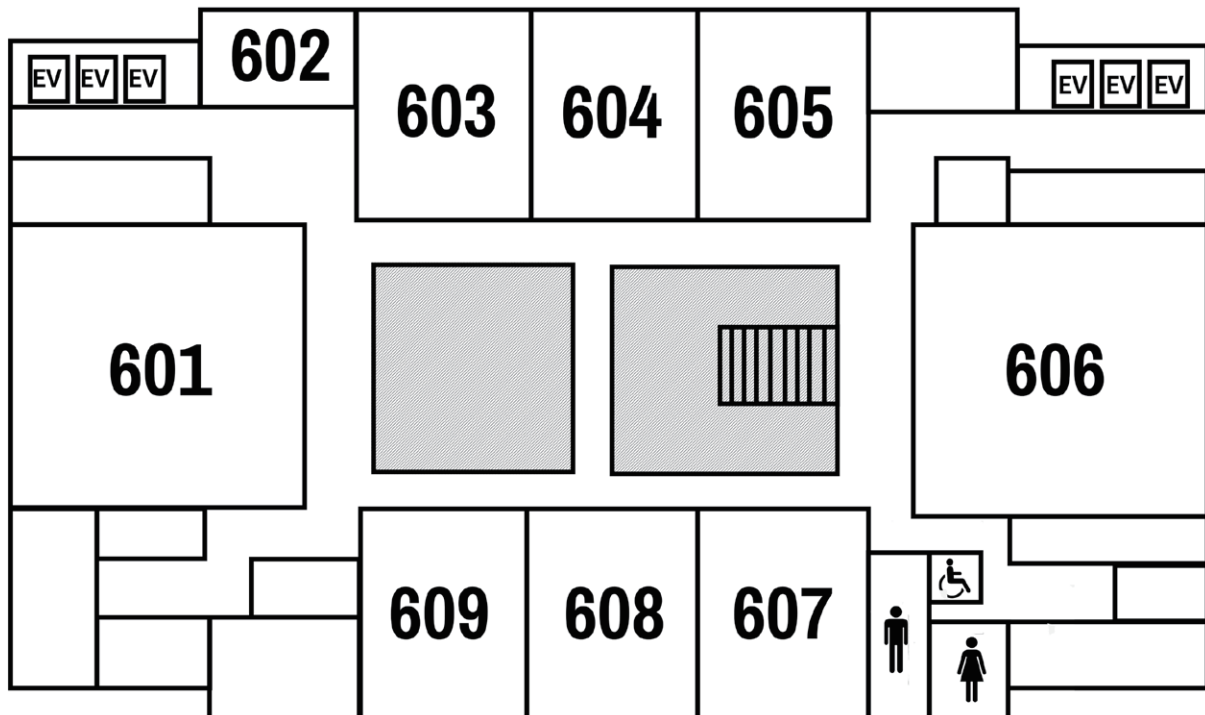
Second Floor | 2F



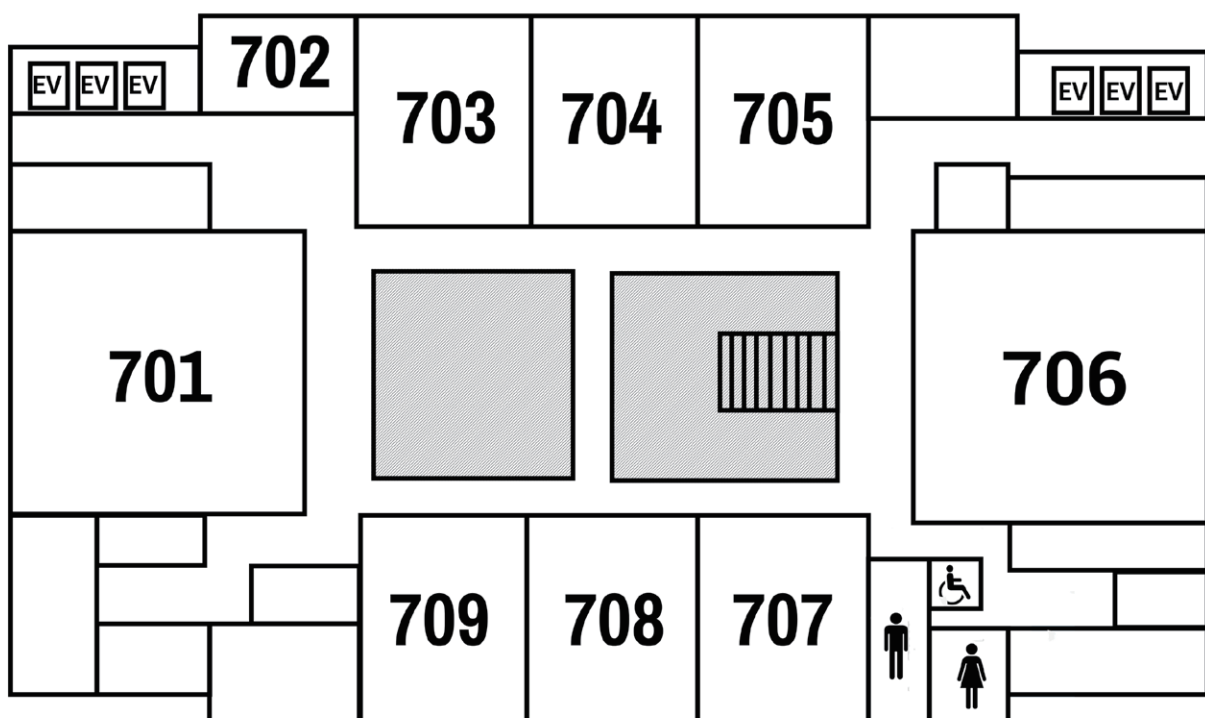
Fifth Floor | 5F



Sixth Floor | 6F



Seventh Floor | 7F



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.

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 Psychology & the Behavioral Sciences

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



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 January 6, 2023, through the online system. The proceedings will be published on February 10, 2023.

Conference Catch-up

All Keynote Presentations and Friday's 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 & Virtual Poster Presentations

A full list of pre-recorded virtual video presentations and virtual poster 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.



Academic Grant & Scholarship Recipients

Our warmest congratulations go to Godfrey Muyambi, Alex de Pape, James Lactao, Aneesa Jamal, Tanhao Gao, Xiao Dong, and Shonn Cheng who have been selected to receive grants and scholarships to present their research at the conference.

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

Godfrey Muyambi | IAFOR Scholarship Recipient

63634 - *Unveiling Educators' Digital Media Skills in Teaching: A Case of South Africa*

Mr Godfrey Muyambi is a doctoral candidate in the Faculty of Education, University of South Africa. He is involved in teaching through digital media and is passionate about research that focuses on the use of ICTs in education.

Alex de Pape | IAFOR Scholarship Recipient

63791 - *Professionalization on the Go: A Latent Profile Analysis in Self-regulated Learning of Flemish Teachers in a Mobile Learning Environment*

Alex de Pape is currently finishing her second master of Educational Sciences and works parttime as a pedagogical supporter at the VUB in Brussels.

James Lactao | IAFOR Scholarship Recipient

64087 - *What Motivates University Students to Be in a Mentoring Relationship? Discovering Motivations Using the Organismic Integration Theory*

James L. Lactao is a PhD candidate in Education, majoring in Educational Psychology at the University of the Philippines.

Aneesa Jamal | IAFOR Scholarship Recipient

64906 - *Three Voices: Lived Experiences of Indian School Children in Two Transformative Ecology Programs*

Aneesa Jamal is currently a doctoral student at Universiti Teknologi Malaysia. Her research interest is in constructivist & post-modern curricula for middle school students in the Global South.

Tanhao Gao | IAFOR Scholarship Recipient

65413 - *Promoting Social Inclusion and Sustainable Development for Vulnerable Groups Through Co-creative Workshop*

Tanhao Gao is a Doctoral Student at the College of Design and Innovation of Tongji University.

Xiao Dong | IAFOR Scholarship Recipient

65500 - *Taking Risks: Learning to Teach Musical Instruments During the Pandemic and Beyond*

Xiao is a violinist and violin educator. She holds a Master's Degree in Violin Performance from Soochow University (China).

Shonn Cheng | IAFOR Scholarship Recipient

65541 - *Perceived Learning Environments, Motivation, Time Management, and Academic Achievement in Online Computer Science Courses*

Dr Shonn Sheng-Lun Cheng currently is an assistant professor of instructional systems design and technology at Sam Houston State University. Receiving his doctoral degree in education studies from The Ohio State University in 2019, he also enrolled in a one-year postdoctoral training program in quantitative methodology at Virginia Commonwealth University.



Tuesday, November 29

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.

Keynote Presentation: Toshiya Hoshino

Resilience and Challenges in the New Normal

Tuesday November 29, 2022 | 13:15-14:00 | Onsite & Online

Ambassador Hoshino will speak about the importance of international collaboration and cooperation in addressing some of the most pressing problems facing humanity, from the climate crisis to the global pandemic, that are part of the United Nations Sustainable Development Goals (SDGs), as well as the crucial role of formalised systems of education, and understanding our role in delivering sustainable solutions. He will also shed light on his recent endeavour to promote the ESG movement; the environmental, social, and governance aspects in which various non-state actors in societies, businesses and institutions, including educational institutions, can be positive agents for change, especially in times of great political uncertainty and crisis.



Toshiya Hoshino

His Excellency Professor Hoshino is the President of IAFOR and the senior academic officer of the organisation. In this role, Ambassador Hoshino is the Chair of the International Academic Advisory Board, as well as both the Academic Governing Board and its Executive Committee, and also sits on the IAFOR Board of Directors.

Ambassador Hoshino is an internationally-recognized scholar in the fields of Human Security, International Relations and Politics, and has had a dual, complementary academic and diplomatic career, culminating in his appointment as Japanese Ambassador and Deputy Permanent Representative of Japan to the United Nations in New York, from 2017–

2020, where he was in charge of socio-economic and budgetary affairs. He had previously served as Minister-Counsellor from 2006–2008 at the same mission in charge of political affairs, and earlier in his career, was Special Assistant for Political Affairs at The Embassy of Japan, Washington, DC, from 1988–1991.

Professor Hoshino is currently a Professor of International Politics and United Nations Studies at Osaka University's Osaka School of International Public Policy (OSIPP). Since 2017, Professor Hoshino has been the Executive Director of the IAFOR Research Centre at OSIPP. His current research interests centre on policy and implementation of the United Nations Sustainable Development Goals (SDGs) through international multi-stakeholder public/private partnerships, and is the founding Director of the Environmental, Social, and Governance Integration Research and Education Center (ESG-IREC).

Previous to his second secondment to the United Nations in 2017, Professor Hoshino held a number of senior administrative roles in the University, including Vice-President (2014–2015) and then Executive Vice-President (2015–2016) for Global Affairs, having previously served as Dean of the Osaka School of International Public Policy at Osaka University from 2011–2014.

Before joining Osaka University in 1998, Ambassador Hoshino was a Senior Research Fellow at The Japan Institute of International Affairs (JIIA) from 1991 to 1998, and continued his association with the Institute as an Associate Fellow from 1998 to 2006. He holds a BA from Sophia University, Japan, an MA from the University of Tokyo, and a PhD from Osaka University. Professor Ambassador Hoshino has also been a visiting scholar and researcher, principally in the United States. From 1992 to 1993 he was a Visiting Fellow at The Woodrow Wilson School of Public and International Affairs, at Princeton University; from 2000–2002 he was appointed Special Research Fellow at the Hiroshima Peace Institute, Hiroshima City University; from 2003 to 2006 he was a Research Fellow at the Stanford Institute for International Studies at Stanford University; and from 2007 to 2008 was a Guest Scholar at the School of International and Public Affairs at Columbia University.

Keynote Presentation: Junko Hibiya

The Impact of COVID-19 on International Education

Tuesday, November 29, 2022 | 14:00-14:45 | Onsite & Online

As a former president of International Christian University (ICU) in Tokyo and a pioneer of liberal arts and international education in Japan, Junko Hibiya has constantly encouraged students to gain a broad background in diverse areas, to integrate knowledge from across the disciplines, and to respond to the challenges of the world with a goal of nurturing responsible global citizens. In her presentation, she will discuss how COVID has changed how we learn and what will happen in the future.



Junko Hibiya

Junko Hibiya is Professor Emerita of International Christian University (ICU). She became Vice President for Academic Affairs in 2008 and President in 2012 at the university. She is a member of the Central Council for Education, and a member of the Science Council of Japan. Prior to her tenure at ICU, she was on the faculty of Keio University for 15 years after receiving her PhD in Linguistics from the University of Pennsylvania in 1988.

Keynote Presentation: Kenn Ross

Concepts Across Contexts: How to Build Durable Skills Through Transdisciplinary Teaching

Tuesday, November 29, 2022 | 15:10-15:55 | Onsite & Online

Universities today often teach students in one of two ways: by providing them training for a specific career path (without the soft skills needed to succeed in that profession or a recognition that one's career might change in the future) or by teaching broad liberal arts concepts without the toolkit to apply them effectively to solve real world challenges. Neither of these approaches prepares young people for a lifetime of meaningful work in our rapidly changing world. Transdisciplinary teaching, which sometimes faces scepticism from traditional disciplinary silos, promotes the development of durable, transferable skills such as critical thinking, problem-solving, effective communication, and more. Considering both Asian and global examples, this talk will describe how a true – and modernly reimagined – transdisciplinary approach teaches students how to apply core concepts across contexts, thereby developing durable skills applicable to any career path they pursue.



Kenn Ross

Kenn Ross is the Special Advisor to the President at Minerva University. Originally from the United States, he has lived in Asia for more than 20 years, where he is well-known for his knowledge of higher education issues, education innovation, and China-America cross-border education. In addition to Minerva, Ross is also Founder of the International Foundation for the Promotion of Academic Soft Skills (IFPASS), a US-based nonprofit that provides non-cognitive skills-based and experiential education in China. He regularly speaks at global education events such as TEDx and is also a frequent commenter on Chinese television, where he speaks

on topics related to Chinese and international education. Ross' 2015 book *Academic Soft Skills* (留学软实力) is considered by many in China as a definitive guide to preparation for global study.

16:00-17:00 | Room 603

Tuesday Poster Session

Curriculum Design & Development

65629 | *An Exploration of Technical Communication as an EFL Learning Motivational Intervention for Engineering Majors*

Michael Johnson, Hamamatsu University School of Medicine, Japan

This study set out to examine the implications of using technical communication instructional materials as a motivational intervention for freshman Japanese engineering students learning English as a Foreign Language (EFL). As this particular segment of learners has been identified as being hesitant toward EFL instruction, a suite of technical communication materials was presented and examined as a possible means for promoting engagement in the EFL classroom with these learners. The study examined a sample of 76 (n=76) learners' impressions and attitudes towards a three-week unit of technical communication instructional materials. These attitudes and impressions were measured through a mixed-method questionnaire comprised of items and scales from Keller's (2010) Instructional Materials Motivational Survey (IMMS) and additional open-ended items. Results indicated a positive endorsement of attention, relevance, confidence and satisfaction variables associated with the materials. Open-ended items revealed a general overall enjoyment derived from the communicative tasks, and an interest with technical communication and technical content presented within the materials.

65773 | *Modified Nominal Group Technique (NGT) and Its Application to the Construction of Elements in the Vocational College Standard Curriculum in the Field of Refrigerant and Air Conditioning (VCSC_RAC) Based on Values to the Environment*

Md Nizam Nasir, Universiti Pendidikan Sultan Idris, Malaysia

This curriculum model is a value-based model of environmental sustainability built through the Vocational College Standard Curriculum of the Refrigeration and Air Conditioning (VCSC_RAC). Concerning that, this study proposes a Design Development Research (DDR) approach which is a multi-method development research approach. The study went through three phases and used several different research tools in each phase. The purpose of this study is to discuss the suitability of Modified NGT as a strategy to build a list of value elements for environmental sustainability through literature reading, discussion and votes to obtain the expert agreement in phase 2 of the design and development model. Only findings of phase 2 were discussed in this article. Researcher have distributed a list of developed elements for review by six experienced lecturers in the field of Refrigeration and Air Conditioning (RAC) to review and evaluate the elements and whether they can be accepted or rejected to be brought to the NGT process. A total of nine informants were involved in the NGT process, namely, experts from Vocational Colleges, various educational institutions and industry sectors in the field of RAC as well as environmental experts from the Department of the Environment (DOE), Universiti Putra Malaysia (UPM) and Institute of Teacher Education (ITE) were involved in this NGT process. All these expertise have been selected and meet the set criteria. The findings of the study indicated that 28 constructed value elements are accepted as components in the model development.

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

65495 | *Perceived School Climate and Attitudes Towards Inclusive Education Among Resource Room Teachers: The Mediating Role of Self-efficacy*

Zhengli Xie, The University of Hong Kong, Hong Kong

Mengting Li, The University of Hong Kong, Hong Kong

Resource room teachers (RRTs) are a new branch of teachers in China to support the implementation of inclusive education in regular education schools. Although attitudes towards inclusive education have been intensively investigated among regular classroom teachers, special school teachers, and pre-service teachers, RRTs' attitudes towards inclusive education and the influential factors remain unknown.

Based on the theory of planned behavior and the social cognitive theory, this study examined the effect of RRTs' perceived school climate on their attitudes towards inclusive education and the mediating role of self-efficacy in this relationship. A total of 209 RRTs who served seven types of students with disabilities in Beijing, China responded to three questionnaires: the Revised School-Level Environment Questionnaire, Multidimensional Attitudes toward Inclusive Education Scale, and Teacher Efficacy for Inclusive Practice Scale.

Results from structural equation modeling showed that, after controlling for age and in-service training, collaborative climate directly predicted the cognitive component of attitudes towards inclusive education. Furthermore, among the three dimensions of self-efficacy (i.e., efficacy in inclusive instructions, efficacy in collaboration, and efficacy in managing behaviors), only efficacy in collaboration played mediating roles in the relationships of collaborative climate and instructional innovation climate to the three components of attitudes towards inclusive education (i.e., cognitive, affective, and behavioral). The findings enriched the existing literature and have practical implications for enhancing RRTs' positive attitudes towards inclusive education and for improving the quality of inclusive education.

Educational Policy, Leadership, Management & Administration

66606 | *Agents of Change: Teachers as Policymakers – A Case for Q-method*

Thirusellvan Vandeyar, University of Pretoria, South Africa

Saloshna Vandeyar, University of Pretoria, South Africa

The present study set out to determine how Q methodology may be used as an inclusive education policy development process. Utilising Q-methodology as a strategy of inquiry this qualitative instrumental case study set out to explore how teachers, as a crucial but often neglected human resource, may be included in developing policy. A social constructivist lens, and the theoretical moorings of Proudfoot's emancipatory approach to educational change anchored in teachers' 'writerly' interpretation of policy text was employed. Findings suggest that Q-method is a unique research approach to include teachers voices in policy development. Second, that beliefs, attitudes, and professionalism of teachers to improve teaching and learning using ICT are integral to policy formulation. The study indicates that teachers have unique beliefs about what statements should constitute a school's information and communication (ICT) policy. Teachers' experiences are an extremely valuable resource in policy implementation and should not be ignored in the policy formulation process.

16:00-17:00 | Room 603

Tuesday Poster Session

Foreign Languages Education & Applied Linguistics

64948 | *Peer Review in L2 Academic Writing: An Exploratory Study*

Matthew Armstrong, Kyushu University, Japan

The purpose of peer review in academic writing contexts is to help writers to determine which sections of his or her paper are well written and which parts need improving. Teachers can either provide prescriptive feedback (direct error correction) or guided developmental feedback (inquiry-based learning process) to provide the best guidance. For teachers, peer review is beneficial in the sense that it helps students to clarify their own ideas as they present them to their classmates, develop a critical eye when reading their classmates' writing, and nurture reflective thinking. Which type of feedback students preferred or felt was most beneficial to the writing process was the question which guided this study. Students and the teacher provided feedback on two writing assignments mid-semester and at the end of the semester via Google Docs. Students collaborated in small groups. All comments and responses to feedback were written on the Google Doc so the teacher could monitor the quality of feedback. A survey was administered to students after each writing assignments. Data findings identified which style of feedback, prescriptive or developmental, students preferred and at which point of the writing process. From this, the researcher could redesign classroom instruction to ensure that timely feedback would be given at each stage of the writing process in a compressible and effective manner. Conclusions of the study will be presented along with suggestions of how effective peer review practices can be developed for the L2 classroom, especially for teachers with large numbers of students.

65389 | *Audio-Assisted Extensive Reading: Student Perceptions of Its Effects on Reading Performance and Motivation*

Dax Thomas, Meiji Gakuin University, Japan

Extensive Reading is gradually becoming an integral part of many university EFL curriculums across Japan. With the introduction of large online graded reader libraries and robust learning management systems, it is becoming easier and easier for students to gain access to extensive reading materials with audio support features. This study explores the degree to which reading with audio support—Audio-assisted Extensive Reading (AER)—can affect student performance and motivation. At the beginning of the 2021 academic year, 109 students were given a one-year license granting them access to the online graded reader library Xreading.com. In the first half of this study, students were asked to read six graded readers over the course of the Spring semester, with the audio feature of Xreading turned on. They were then asked to complete a bilingual survey asking them to share their impressions on using this audio feature. In the Fall semester, students were asked to continue reading graded readers on Xreading.com, this time with the audio support feature turned off. This presentation focuses on the quantitative results of the study. Overall, the preliminary results seem to indicate that Audio-assisted Extensive Reading may have a generally positive effect on students' performance in certain language-related areas (perceived performance in pronunciation and reading fluency), as well as in certain areas related to motivation (reading comfort levels and desire to read for longer periods of time).

65975 | *Teaching Aviation English through Movie in a Japanese College: Utilizing Google Classroom*

Mikako Nobuhara, Tokyo Metropolitan College of Industrial Technology, Japan

This study highlights the importance of learning English for aviation purposes among Japanese Kosen college students, who aspire to become engineers in airline companies and tend to have few opportunities. Scholars propose that these students should improve their English skills in the field of aviation if they intend to work in such companies in the future. In addition, the study intends to promote learning autonomy in homework and to facilitate strategies for English classes in the coronavirus disease 2019 era. The students learn English through textbooks and other material to understand how to answer TOEIC style questions, that is, test of English for international communication, in English lessons. In this study, three similar-sized classes were chosen with students with comparable English scores in TOEIC. An American movie, "Sally" was used for students to share their ideas using project-based learning (PBL) about communication problems between the captain and staff in a control tower. They watched the film in class and answered four questions online using free description about the accident. After answering the questions, they shared all their comments anonymously. Finally, they chose one comment and explained the reasons why it had impressed them. After all the classes, the students completed a questionnaire about the PBL activity. The results showed positive learning attitudes and that students were motivated in PBL through watching a movie as they shared ideas with other students in class, even though part of the class was delivered online.

Higher Education

65494 | *Teaching Always Matters: Promoting Job Crafting Among Chinese Academics*

Mengting Li, The University of Hong Kong, Hong Kong

Zhengli Xie, The University of Hong Kong, Hong Kong

Weiqiao Fan, Shanghai Normal University, China

Li-fang Zhang, The University of Hong Kong, Hong Kong

Among the four essential roles of academics (i.e., teaching, research, administration, and knowledge exchange) roles, the teaching role is the most widely shared across institutional types and is a central mission of educational institutions. Considering the rapidly changing higher education context and growing work pressure, academics' initiatives in redefining and reimagining their jobs (e.g., acquiring new teaching skills and professional knowledge, adjust the contents and strategies in teaching practices, and seek feedback from colleagues) often benefit themselves, students, and institutions. How to stimulate academics' willingness for job crafting is a major challenge in higher education. Based on the social cognitive theory and the broaden-and-build theory, the present study examines the role of teaching emotions in academics' job crafting, as well as the mediating role of teaching efficacy in the relationship.

A total of 332 Chinese academics (Mage = 37.9, SDage = 7.53; 54.2% females) completed a survey. Structural equation modeling results confirmed that, positive teaching emotions made statistically positive contributions to job crafting directly and indirectly through teaching efficacy – beyond gender, age, academic rank, and academic discipline. Teaching efficacy fully mediated the influence of negative teaching emotion on three dimensions of job crafting except for increasing structural job resources with a partial mediation. These findings have implications for research on factors that trigger academics' job crafting and provide suggestions for university managers and academics.

16:00-17:00 | Room 603

Tuesday Poster Session

Learning Experiences, Student Learning & Learner Diversity

66057 | *Impact of Informal STEM Learning on Student Success*

Rachel Rogers, Morehead State University, United States

Kiera Fehr, Morehead State University, United States

As faculty of an elite STEM academy, I have observed that informal STEM learning experiences lead to academic student success. Many students have been able to use the unique STEM experiences outside the formal classroom as opportunities to promote academic growth. Science, Math, Engineering, and Technology (STEM) is a growing field; by 2029, it is projected to grow roughly 8% (Zilberman and Ice, 2021). The rise in interest and demand for STEM careers is a call for growth in our future generations. This research will present personal experiences from student informal STEM-focused learning experiences; sending a science experiment to space, a trainee program to operate a 21-M Space Tracking Antenna, creating innovative research to compete at an international level, and traveling to present ideas as a company ambassador. These unique experiences have led to the development of skills such as how to conduct research, problem-solve in creative ways, properly collect data, and communicate with a variety of audiences. Considering the increase in interest in STEM-based career fields, the opportunity for concepts to be presented in innovative scenarios such as those in informal STEM learning experiences both prepares students for future occupations and encourages a deeper grasp of the course content.

66515 | *Using Quizlet to Build Student's Learning Motivation and Learning Behavior*

Aroonothai Payakkapong, Srinakharinwirot University, Thailand

Napattarat Chaiakkararn, Srinakharinwirot University, Thailand

In 2020, there was an urgent transformation in higher education due to the pandemic of COVID-19. Digital technology has been used as a primary tool in the management of online teaching and learning. However, it is necessary to stimulate students' learning motivation which is a factor that drive student's learning behavior and lead to effective learning. Game-based learning is one of the learning tools that has been used to attract interest, maintain concentration, and build student's motivation. Based on previously research, game-based learning could help increasing student's learning outcome, knowledge, enthusiasm, and motivation. Many games have been integrated into both foreign and Thai classes. Quizlet is another game that has been used worldwide, but not in Thai schools. The game consists of 6 learning features: 1) flashcard 2) learn 3) spell 4) test 5) match and 6) gravity. All Quizlet learning features are prominent in helping students to review their knowledge after learning, explore their misconception and evaluate their understanding. Moreover, students are motivated to search and learn more about the topics they do not understand clearly which they will finally get a better learning outcome. However, using Quizlet to construct student's knowledge and understanding only might not give a satisfy outcome for students, teachers should give learning reflections for students to fortify student's learning behavior consistently.

Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

65324 | *Effects of Cognitive Function Training in Older Adults with Mild Cognitive Impairment*

Kuei-Ru Chou, Taipei Medical University, Taiwan

Background: It is crucial to intervene in older adults with MCI and mild dementia as cognitive training has proved effective in preventing cognitive decline. However, many cognitive interventions focus on a single domain, and few studies have explored interventions across multiple domains. Therefore, this study investigates the effects of cognitive function training on working memory, attention, coordination, and cognitive function in older adults with MCI and mild dementia. Methods: A double-blind randomized controlled trial was conducted in community care centers in this study. A total of 70 participants were recruited and randomly allocated to an experimental group (N = 35) and a control group (N = 35). Both groups participated in 30-minute training sessions three times a week for eight weeks. Performance was evaluated in outcomes for working memory, selective attention, sustained attention, visual-spatial attention, coordination, and cognitive function. Results: Generalized estimating equation showed that the experimental group significantly outperformed the control group in terms of working memory ($\beta = -2.49$, $p = .001$; $\beta = -1.71$, $p = .033$) and coordination ($\beta = -0.91$, $p = .043$; $\beta = 1.94$, $p = .006$) in the immediate posttest and 1-month follow-up posttest, and the difference was statistically significant ($p < .05$). Global cognitive function, selective attention, and sustained attention had significantly improved 1 month after training ($p < .05$). Conclusions: Cognitive function training can improve global cognitive function, working memory, selective attention, sustained attention, and coordination in older adults with MCI and thus improve outcomes.

Professional Training, Development & Concerns in Education

64949 | *Graduate Student Professional Development: Identifying Core Principles*

Tanya McCarthy, Kyoto University, Japan

Graduate students are "professionals" in the sense that they are required to learn and use both academic and transferable skills beyond the walls of the classroom. As such, graduate professional development (GPD) should be an integral part of every graduate program. However, many universities in Japan do not provide official services. There were two central aims in this study. The first was to investigate current programs and practices on campus that encouraged GPD; and the second was to gain a first-hand account of students' perception of GPD, especially essential skills, knowledge, and experiences that they felt would be beneficial to perform effectively in graduate school and industry settings. Sixty students and three professors participated in this study. Surveys were administered and conducted in a one-to-one interview style to have participants clarify or expand on questions as well as to ask follow-up questions. Data analysis first identified gaps in current GPD institutional practices and opportunities students felt they required. Given the demand for specific skillsets in new employees, data was also analyzed to identify core skills necessary for academia and industry-related positions. Content analysis of transcribed interviews ascertained and ranked core academic, technological, and transferable 'real-life' skills and knowledge that need to be implemented in GPD training programs. The researcher concludes with specific recommendations of initiatives that can be started to improve GPD so that students can feel fully prepared for the experiences they will face during graduate studies and beyond.

16:00-17:00 | Room 603

Tuesday Poster Session

Professional Training, Development & Concerns in Education

65386 | *Preservice Teachers' Pedagogical Reasoning on Technology-integrated Mathematics Teaching*

Ting-Ying Wang, National Taiwan Normal University, Taiwan

Feng-Jui Hsieh, National Taiwan Normal University, Taiwan

Haw-yaw Shy, National ChangHua University of Education, Taiwan

The research on assessing teachers' competence moves from measuring their static knowledge to measuring their application of knowledge to reason in in-situation problems (Blömeke et al., 2015). Furthermore, technology has played a critical role in mathematics class in this digital age (Niss, 1994). Accordingly, this study aims to investigate preservice teachers' (PTs) pedagogical reasoning on integrating technology into mathematics teaching. The data were collected using questionnaires with three teaching vignettes on 91 PTs from two normal universities in Taiwan. The situations described in the teaching vignettes included using calculators, GeoGebra, and Excel in the topics of exponents and logarithms. Seven questions, such as, please evaluate this teaching situation from the perspectives of integrating technology and provide reasons, were asked for each vignette. The framework of Toulmin's (1978) reasoning, including claims, grounds, and warrants, were adopted to conduct content analysis on the PTs' responses. The findings included: (1) Most PTs claimed that the integration of technology helped developing students' content-oriented and thought-oriented competence. Very few PTs' claims are pertinent to affective facets. (2) Most grounds, which PTs used to support their claims, are pertinent to developing student competence, designing student activities, and the functions of the technology itself. (3) Most PTs' warrants (the reasons to authorize the inferences from the grounds to the claims) were about re-balancing emphasis on skills, concepts, and applications, and changing classroom social dynamics and didactic contracts. Only 5% of the PTs' warrants did not mention about pedagogical opportunities but only about functional opportunities or practical opportunities.

Teaching Experiences, Pedagogy, Practice & Praxis

66594 | *Collaboration Between Local Community and Teacher Education Program: Supporting Immigrant/Refugee Children and Future Teachers's Growth Through After School Programs*

Gumiko Monobe, Kent State University, United States

Haoting Cui, Kent State University, United States

Bee Viton, Kent State University, United States

According to UNICEF (2022), 36.5 million children were displaced from their homes in 2021. Such children are from complex diverse backgrounds, who "locate" intersections of races, languages, nationalities, religions, sexualities, politics, genders, and socio-economic status. Previous research has suggested the importance of trauma-informed pedagogy, culturally, linguistically relevant pedagogy/curriculum, and collaborations with the parent(s)/caregiver(s). However, there is a gap in planning in the teacher educator field when it comes to helping future teachers prepare themselves to work with these populations. In this presentation, we share on-going collaboration between a local Teacher Education program at a state university and local institutions, an elementary school and a family resource center, in the Midwest, USA. Each child ages 5-10 are matched with a Pre-service teacher one hour a week for individualized help. In this program, we have two goals: 1) support local refugee and immigrant children in the area providing individualized support through after school programs, and 2) provide future teachers experiences to work with these populations of children and families while they are taking a culturally linguistically sustaining pedagogy course. The data analysis of students' journaling, conversation in class, and course work show: 1) shifting from fear of unknown to joy of working with children 2) increasing confidence as a teacher working with children from diverse backgrounds, 3) Increase understanding of the child complexly/holistically, beyond English acquisition and Academic grade levels 4) Use of observation and self-reflection to move beyond 'what is supposed to be taught' to supporting the child.



Wednesday, November 30

Parallel Sessions

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.

09:30-11:10 | Room 603

Wednesday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Shamim Ali

09:30-09:55

65542 | *Online Classes: Does Increased Familiarity with the Mode of Teaching Actually Lead to Improved Learner Performance?*

Anne Ihata, Musashino University, Japan

Takaaki Ihata, Kogakuin University, Japan

Although the COVID-19 pandemic has led to a tremendous expansion in the provision of online education, especially at the tertiary level, it was a sector that was already growing pre-2019. Research from both before and after the outbreak of the coronavirus has tended to compare student satisfaction levels or results in terms of performance for face-to-face and online modes of teaching/learning. However, the focus of the present study was rather to examine the effect of increasing familiarity with online learning on student performance. It was hypothesized that there was likely to be a negative impact in the early days that would decrease after a year or so of experience with classes and tests in the new mode.

This research is a small-scale case study at one university, with two groups of similar ability students including both male and female students and a similar proportion of international and Japanese students in each group. Their English reading comprehension was assessed at the beginning and end of a one-semester EFL Reading class using the online standard Placement Test provided by the Extensive Reading Foundation (originally acknowledged as suitable for such use) to determine improvement over the semester. The data for the two groups (April-July 2020 and September 2021-February 2022) were analyzed using SPSS software. The results showed that there was noticeable improvement in average performance after a longer time online, but the difference was not statistically significant, nor affected by gender or nationality. The contribution of the findings is discussed.

09:55-10:20

65015 | *Using Songs in Speaking Classes*

Joel Weinberg, Meiji University, Japan

Using songs in Speaking classes is a useful way to add variation, enhance the mood, and change a classroom's dynamics. Songs provide a good introduction to topics and can be used to advance students' skills. The purpose of this study was to explore how singing songs in English helped students improve their enjoyment of their English class and their confidence in multiple abilities using English. This study first looks at some of the research into the benefits of using songs in ESL/EFL classes, then presents original findings of research conducted at two universities in Tokyo. The participants in this research were students majoring in Global Studies who intend to study outside of Japan in the future. The results show many perceived benefits including improved motivation, vocabulary, pronunciation, volume, cross-cultural understanding, fluency, energy, listening ability, reading speed, reduced shyness, and enjoyment.

10:20-10:45

64988 | *Linking TED Talks to Student Talks*

Gennady Medvedev, Sultan Qaboos University, Oman

The presenter builds this seminar around the theme of using authentic videos in enhancing students' language and presentation skills. Initially, the presentation introduces different types of communicative activities which can be embedded in language classes which feature TED talks on relevant academic topics. Then, the seminar will focus on a lesson for advanced learners of English based on a TED talk on languages and linguistics. The attendees will follow the lesson plan, discuss different scaffolding strategies to improve students' listening and speaking skills and reflect on their experience in their own educational contexts. This seminar also demonstrates different technological practices and ELT techniques. The presentation displays a feasible framework which enables ELT specialists to utilize educational technology, i.e. the knowledge and methods of designing practical classroom activities. Finally, the presenter will demonstrate different methodologies teachers may adopt in their pedagogical approach to teaching foreign languages.

10:45-11:10

65278 | *Impact of English Language Learning Skills and Study Habits on Academic Achievement of EFL Learners*

Shamim Ali, Riphah International University Islamabad, Pakistan

This study investigated the impact of English Language Learning Skills and Study Habits on Academic Performance of Students in selected secondary schools of Federal Government Islamabad, Pakistan. Descriptive survey research design was adopted for the study. The simple randomized sampling technique was employed for sample selection, who were senior students selected from two schools of Islamabad. The sample size comprised of 80 male students and 120 female students. Three instruments were used for data collection namely: Study Habits Inventory (SHI), English Language Skills Scale and the Academic Records of the Schools. The main purpose was to determine the academic performance, while the others were finding out the correlation of the variables with their performance as well as checking acquisition of English language learning skills and their study habits. The multiple regression, analysis of variance, correlation coefficient and T-test statistical analysis tools were used for analyzing the data. The result showed that there was a significant joint effect of Study Habits and English Language Skills on Academic Performance. Based on these findings, it is evident that English Language Skills and Study Habits predicted academic performance of learners. It, therefore, shows that there is a need for school administration, teachers, parents, government and policy makers to provide a beneficial atmosphere that would enhance better English language learning skills and study habits in order to promote academic performance.

11:25-13:05 | Room 603

Wednesday Onsite Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Mirian Aman

11:25-11:50

65540 | *Mathematical Writing Prompts: Examining Pre-service Teachers' Practice Through Lesson Study in Distance Learning*

Rovic Perocho, Mindanao State University - Iligan Institute of Technology, Philippines

Alexis Michael Oledan, Mindanao State University - Iligan Institute of Technology, Philippines

Amelia Buan, Mindanao State University - Iligan Institute of Technology, Philippines

Joneil Medina, Mindanao State University - Iligan Institute of Technology, Philippines

Crispin Ebal Jr., Mindanao State University - Iligan Institute of Technology, Philippines

This study aims to explore pre-service teachers' practice through lesson study and to provide an in-depth understanding of their experiences and perspectives in integrating mathematical writing prompts in distance learning. The participants of the study included eight (8) Mathematics pre-service teachers enrolled in a teaching internship course. In addition to this, ten (10) learners were interviewed to provide a data source for triangulation. Using a descriptive qualitative study employing case studies, this research explored cases of writing prompt integration from two lesson study teams through detailed, in-depth data collection using various data sources. Results show that the integration practice improved their lesson structure. Five themes emerged following the four-phase iterative process of thematic analysis. This includes increased student engagement, understanding student learning process, facilitating effective discussion, evidences of a successful lesson, and effective mathematical writing prompt integration. The themes generated were confirmed with the pre-service teachers and validated by a language expert. The pre-service teachers' lesson study engagement causes them to improve their integration practice specific to improving their formulated writing prompts to address student thinking and lesson objectives. It also influenced them to develop their pedagogical and content knowledge. Conducting a lesson study was highly recommended by the pre-service teachers as this helped them address challenges in classroom facilitation when integrating mathematical writing prompts. Moreover, learners' cognitive understanding and perceptions were positive with the writing prompts. Hence, the integration of mathematical writing prompts is highly recommended for teachers in distance learning.

11:50-12:15

65544 | *Investigating Mathematical Creativity Among Junior Highschool Students*

Alexis Michael Oledan, Mindanao State University - Iligan Institute of Technology and De La Salle University, Philippines

Auxencia Limjap, De La Salle University, Philippines

There is no single, agreed-upon definition of mathematical creativity in literature. Despite the fact that this is true, the majority of studies believe that in order for students to fully comprehend the subject matter and to appreciate the methods and ideas that underlie mathematics, mathematical creativity must be enhanced. In order to increase creativity, this study investigated the value of open-ended mathematics tasks. This one-case study looked into the four components of creativity that Rhode identified: person, process, press, and product. The use of portfolios, video recordings, one-on-one interviews, and session logs allowed the researcher to gather information from a number of sources. The results of this study highlight three key characteristics of creative students: (1) students' mental ability and divergent thinking skills, (2) open-mindedness, and (3) resourcefulness. The students' creative processes, which included problem-solving, idea generation, and action planning, were closely related to Treffinger's creative process model. Students learned new things and assisted others who were having arithmetic problems in a cooperative environment. The Guilford criteria for creativity, which include fluency, flexibility, and originality, were also investigated with regard to students' outputs. The structure of the open-ended mathematics tasks would determine the fluency component of creativity. A task that could result in pattern recognition could have a constraint on the flexibility component. On the other hand, restricting the amount of responses could provide students with a chance to think flexibly and originally.

12:15-12:40

65611 | *Do Your Students Enjoy Reading Comic Books? Do You Enjoy Teaching Your Students Scientific Work? See How to Combine Both!*

Martin Baumann, University Hospital RWTH Aachen, Germany

Ioana Slabu, University Hospital RWTH Aachen, Germany

Anjali Röth, University Hospital RWTH Aachen, Germany

Andreas Ritter, University Hospital RWTH Aachen, Germany

Stefanie Schäfer, Institut für berufliche Bildung (IBB), Buxtehude, Germany

It is becoming increasingly important, both in studies and for professional life, to work efficiently, purposefully and in a group-oriented manner on scientific subjects with evidence-based methods. This includes, among other things, the formulation of research questions and hypotheses, literature research, experiments, and appropriate communication. In this project, short scenes taken from comic books serve as a useful and motivating resource to introduce students to the whole process of interdisciplinary scientific work. At semester beginning, interdisciplinary student teams of about four choose a comic scene showing pictures with a scientific content, e.g. Asterix® punching a roman soldier out of his sandals. By taking body masses, velocities and accelerations from the given pictures, students of engineering can calculate necessary forces and give estimations on how realistic the scene really is. Medical students would work on the effects of the punch on the roman's skeletal system and a prognosis for his intestines. In order to work with scientific methods on their chosen subjects, students are guided step-by-step during the semester by instructing them on how to do research in literature databases, how to write scientific texts, how to discuss in interdisciplinary teams, how to prepare presentations, how to present their results, how to cope with adverse comments, and still others. With this "Asterix®-Seminar" we taught (online and in presence) a lot of interdisciplinary student groups during the last semesters on the process of scientific work. This format is highly motivating, interactive and last but not least fun for students and teachers.

12:40-13:05

65416 | *In Search of Light: Discovered Opportunities in Teaching Physical Education During the Emergency Remote Teaching*

Mirian Aman, Mindanao State University-Marawi, Philippines

Johnlenon Aliser, Mindanao State University- Iligan Institute of Technology, Philippines

Hamdoni Pangandaman, Mindanao State University-Marawi, Philippines

Our whole education context had quickly changed ever since the start of the pandemic. Since then, many educators around the world experienced different challenges in teaching which influenced their self-determination. Despite the unfavorable circumstance, everyone had learned to embrace the situation and looked at it as an opportunity to grow and flourish. Using the exploratory descriptive research design, this paper discusses the major opportunities discovered by eight physical education instructors from different state universities and colleges in Mindanao, Philippines during the emergency remote teaching. Throughout the conduct of the study, the researchers employed qualitative researching. In strengthening the dependability of its results, bracketing, pilot study, triangulation, member checking, and transferability were employed. The data that were collected from the interviews have expounded on the emerging themes that were found: self-discovery and innovation; professional growth; and intrinsic and extrinsic support. Interestingly, the findings showed that teaching remotely during the pandemic had significantly improved their instructional strategies, enriched collaboration, and adapted new teaching practices. Also, there was much professional training like webinars provided which allowed them to link to other academic institutions. Moreover, school modernization and financial and emotional support were given by school administrators to boost their teaching drive. However, irrespective of the extrinsic support that they received, their internal motivation to gain knowledge and become more independent in this learning set-up drove them to become more self-determined and resilient. Hence, if psychological basic needs are sufficed, it positively influences the overall emergency remote teaching performance.

14:05-15:20 | Room 603

Wednesday Onsite Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Marie Grace Pamela Faylona

14:05-14:30

66475 | *Sustainable Development Goals (SDGs) Learning Combined With a Coaching Strategy to Empower Learners as Responsible Global Citizens*

Suttipong Woraurai, Srinakharinwirot University, Thailand

Jitsupa Kitipadung, Srinakharinwirot University, Thailand

One of the most popular concepts to teach students in the twenty-first century is the Sustainable Development Goals (SDGs), particularly Goal 14 "Life Below Water." The purposes of this research were to study (1) the concept of goal 14 "Life below Water" as a way to learn about the SDGs and (2) the outcomes of using coaching strategy to construct knowledge, understanding, and empower learners as responsible global citizens. This study was mixed methods research. The sample consisted of 74 Srinakharinwirot University students who were enrolled in the "Active Citizens" subject. Data were analyzed using basic statistics and t-tests by using the randomized control group pretest-posttest design. The coaching strategy was used as a teaching method for helping learners study the concepts of SDGs and Goal 14. For focus group discussion, the sample consisted of 23 students. Content analysis was used to examine the data. It was found that (1) coaching strategy assisted learners in achieving high levels of knowledge and understanding of Goal 14, which was statistically significant at the .05 level. The average score after treatment was 18.67; and (2) the process of coaching helped learners as responsible global citizens have high levels of awareness of Goal 14 and assisted learners in changing their cognitive, socio-emotional, and behavioral patterns to prevent, protect, and conserve the ocean, sea, and marine resources for sustainable development. It was suggested that higher education should make a curriculum that helps students become responsible global citizens, which is important for sustainable development.

14:30-14:55

63791 | *Professionalization on the Go: A Latent Profile Analysis in Self-regulated Learning of Flemish Teachers in a Mobile Learning Environment*

Alex de Pape, Vrije Universiteit Brussel, Belgium

Teachers have long been using mobile devices to support their personal learning. Especially during the COVID-pandemic, the professionalization of teachers demanded the use of mobile solutions, which requires them to self-regulate. This article focuses on mobile self-regulated professional learning of Flemish teachers in primary education. The study examined (1) which profiles in self-regulated learning can be distinguished in a mobile learning environment and (2) whether there is a correlation between mobile self-regulated learning and the willingness to call on mobile learning. An explorative study was conducted by interviewing different primary teachers (N = 141) by means of an online survey. An explorative factor analysis confirmed that there are ten latent factors, which clustered around eight components (1) self-efficacy, (2) help seeking, (3) task appreciation, (4) goal setting, (5) self-reflection, (6) strategical planning, (7) concretizing and (8) metacognitive strategies. When comparing the subscales to age, a significant positive correlation was found with metacognitive and strategical planning, indicating that older participants utilized these self-regulatory strategies more than younger participants. In sequence, a latent cluster analysis identified two profiles in mobile self-regulated learning namely, a moderate and high profile in self-regulated learning. Furthermore, a bivariate test with Pearson correlation coefficient confirms that there is a positive correlation between the mobile self-regulated learning of teachers and the degree to which they are willing to use mobile learning for their professional learning. More specifically, a correlation was found with the self-regulated skills: metacognitive learning strategies, self-reflection, concretization, and goal setting.

14:55-15:20

65354 | *Teachers' Readiness Assessment on Teaching HIV/AIDS Preventive Education to Senior High School Students – Philippines*

Marie Grace Pamela Faylona, De la Salle University, Philippines

Jason Roi Manayon, De La Salle University Manila, Philippines

The Department of Health (DOH) reported that HIV/AIDS cases among adolescents aged 15-21 in the Philippines are rapidly increasing. In this correspondence, the Department of Education has partnered with the DOH and the Commission on Population and Development to roll out a government-wide response to reproductive and healthcare-related issues among the youth. However, the Philippine government is falling short in its efforts to carry out its Comprehensive Sexuality Education (CSE) initiative due to multiple factors, such as the opposition from the Catholic church and the global COVID-19 pandemic. This novel research assessed the readiness for CSE implementation in the context of HIV/AIDS preventive education for Senior High School (SHS) students from a teacher's perspective in the Philippines. Moreover, it evaluated the current curriculum, policies, and readiness of teachers handling HIV/AIDS preventive education. Through a case study design, data were gathered utilizing a semi-structured online interview with SHS teachers at the Saint Anthony School – Manila. An assessment interview probed how SHS teachers are planning to integrate HIV/AIDS preventive education into their instructional modalities, and other interventions needed for the program. Results were analyzed thematically drawing upon sociological theories of education. They are expected to shape the future of learning in contextualized CSE and its implementation regarding the social behaviors of SHS students, as well as their cultural outlook on HIV/AIDS in the Philippines.

15:35-16:50 | Room 603

Wednesday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Joanna Kepka

15:35-16:00

66543 | *Learning From Events*

Ian Frank, Future University Hakodate, Japan

What can be learned from the successful production of large-scale real-world music events that is useful in the classroom? Through practical examples, this paper attempts to make some connections. We start with a short story of how the same software came to be used to deliver university-level classes on AI and also coordinate the international artists of a week-long arts festival. Next, we present a series of sections with titles drawn from the literature on events management and related fields. Each section suggests parallels to educational practice. Example themes are "Selection of resources", "A sense of Place", "All the Senses", "Visual Identity", "The Importance of Catch", "The Engagement Curve", "Learning from Streamers", "Preparation is Everything", "The Event Cycle" and "What is a Producer?" The discussion is a kind of "reflection-on-practice" linking two fields. The hope is that educators may come away with some new perspectives and concrete ideas for action. With the Corona pandemic channelling much delivery of educational content into the dimensions of a Zoom screen, recent years have presented an impetus to regard class time as a "production", with diverse visual and audio components that can be switched and modified in real-time. Evidence of the effectiveness of teaching "produced" in this way is presented based on student feedback and evaluation of specific aspects of class delivery.

16:00-16:25

66150 | *Helping Students Become Self-learner in a Digital World: A Case Study in Peer-teaching Strategies*

Chanut Poondej, Srinakharinwirot University, Thailand

Thanita Lerdpornkulrat, Srinakharinwirot University, Thailand

Active learning is a process of learning in which teaching strives to involve students in the learning process more directly than in other methods. In this paper the researchers describe on methods that we implemented successfully to potentiate active learning, by means of peer-teaching strategies. We collected data from 461 first-year students enrolled in Life in a Digital World course (one of the university's general education courses). They were divided into groups and assigned to study a particular topic to teach their peers. Researchers used a survey methodology to collect the data from students before-after the activities to measure their student's self-efficacy in learning. The results showed that after learning by peer-teaching strategies there were significant increase in students' self-efficacy in learning. The recommendations for this study will be discussed under the Self-Efficacy Theory (SET) research.

16:25-16:50

66434 | *From Crisis to Opportunity: Using Digital Platforms to Enhance Course Design*

Joanna Kepka, University of Nevada, United States

In March of 2020, we watched the world come to a halt as Covid-19 spread around the world at a dazzling pace. In the United States, most college campuses closed in mid-March, sending their students and faculty home to carry on with the semester virtually. While forced transitions may not always bring the best outcomes for everyone, they can unleash creativity through a sudden need – an opportunity – to do something differently. Academic institutions are the incubators of creativity and innovation, but academia can also be quite slow to adapt to new and changing realities. In this paper, I argue that the Covid-19 crisis in academia presented a much-needed opportunity to rethink, reorganize, and respond to course design and delivery in new and better formats. How can we deliver virtual teaching that remains student-centered despite the physical distance? How can we improve student learning and aim for even higher engagement than in the traditional classroom? Using a seminar on Migration and Multiculturalism I taught in the Spring of 2020, this study examines a shift in my teaching due to the pandemic. Primarily, it discusses how adapting a final research project to a new virtual reality enhanced student learning experience through intercultural dialogue and increased their digital literacy.

09:30-11:15 | Room 604

Wednesday Onsite Presentation Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Vilma Zydziunaite

09:30-09:55

65183 | *Public Relations Within the Political Education: Literacy Factor*
Linas Kontrimas, Vytautas Magnus University, Lithuania

In XXI century there are observed two key tendencies. Both are interconnected through the speed: i) fast technological changes and peoples' abilities to adapt to it; ii) decline of participation in the political decision-making processes. Both tendencies illustrate changes in modern and democratic societies. Examples could be the national and local elections. In Lithuania approximately half of voters use their right to elect the Parliament and Government. Numbers in European Parliament elections are similar. Modern democracy is quite young comparing to stages of autocracies or totalitarian times. Why modern people voluntarily renounce the opportunities for which humanity has fought for so long? Among many causes is limitations in political education and ignorance of political literacy as an important factor. Political literacy and political education at school is not a matter of concern at schools in Lithuania. So a lot of factors influence citizens' way of thinking and acting in their political decision-making. Public relations especially during election campaigns could be observed as one of these factors. Research aimed to describe the role of public relations in political education and political literacy. Integrated analysis was applied the literature review. The study identified international experiences in implementing political education and political literacy, developed a hypothetical model of the educational process that can be implemented in schools based on international experiences, and provided criteria for assessing levels of political literacy (high, medium, and low).

09:55-10:20

66536 | *Need Assessment of Integrated Management for Small Size Secondary School in the Northeast of Thailand*
Simaporn Limpaboon, Khon Karen University, Thailand
Wallapha Ariratana, Khon Kaen University, Thailand
Dawruwan Thawinkarn, Khon Kaen University, Thailand

The objectives of this research were to 1) study the current condition, the desirable condition of Integrated Management for small secondary school in the northeast of Thailand and 2) Need assessment of Integrated Management for small secondary school in the northeast of Thailand. The population is a small secondary school in the northeast of Thailand. Under the office of the Basic Education Commission of 435 schools. The sample size was 203 schools. The research instrument was a questionnaire with a 5-level rating scale and reliability was 0.992. Data were analyzed using descriptive statistics, an independent t-test, and needs analysis using modified priority needs index (PNIModified) technique. The results were found that 1) The results of the study of current conditions and desirable conditions, the Integrated Management for small size secondary school in the northeast of Thailand, includes 5 sections; Shared vision, flexible structure, Management by integrated team, Cooperative coaching and mentoring and Transformational Leadership. 2) Need assessment of integrated management for small size secondary school in the northeast of Thailand are between 0.04 – 0.08 (PNIModified), which can sort the need for development among the most, namely, Management by integrated team, and the area with the least necessary sequence of needs, namely, Flexible structure and Transformational Leadership. Index Terms- Need Assessment, The integrated management, The small size secondary.

10:20-10:45

66360 | *Problems Encountered by High School Principals in Quezon City, Philippines During the Pandemic*
Patrick Alain Tejero Azanza, Catanduanes State University, Philippines
Jane Rose Azanza, Catanduanes State University, Philippines

The school principals are the highest educational leaders tasked to directly manage the educative process amidst the COVID-19 pandemic. This study surveyed high school principals in both the private and public sectors in Quezon City, Philippines to identify the main problems they encountered in managing their respective schools as they struggled to continue operating and serving the educational needs of their students. This quantitative research was conducted in School-Year 2021-2022 using a questionnaire that was pretested prior to actual administration to 30 randomly selected high school principals in Quezon City, 15 of whom were from the public high schools while the other 15 were from the private high schools. The result of the study showed the innovative and resilient approaches of the school principals in order to provide the learning requirements of the students; while managing both the challenges of the teachers and staff on one hand, and the parents on the other amidst the pandemic. The problems encountered during the pandemic by public school principals were compared to those from the private schools and showed that they were not significantly different.

10:45-11:00

65061 | *Complexity of Teacher Leadership Literacy: Structure, Components, and Interfaces*
Vilma Zydziunaite, Vytautas Magnus University, Lithuania
Vaida Jurgile, Vytautas Magnus University, Lithuania
Linas Kontrimas, Vytautas Magnus University, Lithuania

Teacher leadership could be seen as a complex literacy. It includes moral, spiritual, cultural, didactic, communication, psychological, organizational, economic and political components that are interrelated, and influence implementation of teacher leadership within and outside the school. This is an innovative concept in teacher leadership, as literature presents literacy leadership and provides types of literacy by not linking it to teacher leadership integrally. The research aim was to define teacher leadership literacy by describing literacy components and forming the structure of teacher leadership literacy. Methods: the integral literature review was performed; data collected by using 5 focus groups (from 10 to 15 informants in every focus group) with semi-structured interviews, and data was analysed by implementing latent qualitative content analysis by underlying meaning of content. Interviews were based on 7 steps: editing material for analysis; floating reading; constructing the analysis units; constructing codes of meaning; refining the codes and the construction of categories; discussing; validating. The total number of research participants was 69 teachers. Results: the structure of teacher leadership literacy is formed, described, substantiated with the contents of its components, and visualized. Every component is dynamic, overlapping with other components and is influenced by teachers, students and the school community contextually. Conclusions: Teachers who have mastered leadership literacy understand, value and respect different contexts of teaching and learning in a classroom and beyond. Teachers as leadership literacy representatives create an inclusive and affirming school environment in which teaching and learning reflect students' cultures and identities.

09:30-11:15 | Room 604

Wednesday Onsite Presentation Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Vilma Zydziunaite

11:00-11:15

65115 | *Formation of a Dialogue Between the Self and the Other for Intercultural Learning*

Vaida Jurgilė, Vytautas Magnus University, Lithuania

Vilma Zydziunaite, Vytautas Magnus University, Lithuania

During intercultural learning, dialogue is created between the Self and the Other. Due to the interaction between representatives of different cultures in an intercultural group, students' learning strategies change. It can be argued that this process fosters critical thinking: students' train of thought develops by combining existing information about other cultures with new information obtained through dialogue.

Aim - to describe the process of learning in intercultural study environment, revealing students' learning experiences.

When constructing GT about the learning process that takes place in intercultural environment of studies, first of all, the research problem was formulated, and a plan of a semi-structured interview with students was prepared. 18 interviews were conducted with students representing 3 different fields of sciences (social sciences, humanities, and technology sciences) from 3 universities of Lithuania.

In the process of intercultural learning, a dialogue is formed between students. This part is reflected as gradually dominating and becoming a part of the whole learning process, which ensures the interaction of representatives of different cultures in the intercultural learning space.

11:25-13:05 | Room 604

Wednesday Onsite Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Rocky Burton

11:25-11:50

65776 | *Language and Education: English is the Linguistic Capital and Mandarin the Emerging Language in Pakistan*
Munaza Hasan Nasir, Lahore School of Economics, Pakistan

This research aims to find out the emerging linguistic landscape and the attitude of parents of school going children toward various languages used in urban Pakistan. The results of this research can be used by policy makers concerned with language in education. It is a qualitative study that is based on 26 semi-structured interviews of urban Punjabi parents of students who go to private English medium schools. In-depth interviews revealed data that was later analyzed by coding and deriving themes. It was shown that parents consider English as the most important language for success of their children, both nationally and internationally. They believed that English is the required linguistic capital for better career opportunities, promotions, better social standing and for exerting symbolic power. Parents are willing to spend a significant amount of their salary to ensure that their children are fluent in English. It was noted that majority of the Punjabi parents interviewed did not want their children to learn Punjabi that is the L1 of these Parents. Mandarin is the new emerging language in Pakistan followed by German, French, and Arabic in the order of their significance. Owing to China Pakistan Economic Corridor job opportunities for Pakistanis who know Mandarin has increased that has resulted in interest in learning Mandarin. The results of this research show that although Mandarin is the emerging language in the country, English is still considered the most significant linguistic capital.

11:50-12:15

65552 | *Language Development and Creative Expression Through Nonsense Verse*
Rocky Burton, Toyo University, Japan

The present article examines the development of language skills through unconventional expression as used in the nonsense verse of Edward Lear and Lewis Carroll. It analyzes student reaction to and comprehension of these readings from an extratextual perspective prior to instructor-led readings and peer interpretation exercises. Student exercises to be presented include presumed definitions of nonsense vocabulary prior to reading as well as theorized meanings based on contextual information realized upon full review of the text. Samples of student writing are then examined where the original nonsense verse is replaced with familiar vocabulary of their choosing. The present study then determines where sense is restored to the stories being discussed, how students adjusted to the lack of meaning by inserting their own, and whether anything is lost in the retelling. Paratextual information pertaining to the readings are shared to explore the challenges of teacher-led discussions of the extant artistic and colloquial language and determine whether or to what degree presentation of this material is effective for language building. The study acknowledges the limitations of L2 studies without grounded, standardized vocabulary, but notes that language has a tendency to rapidly evolve and provides case studies of elevated colloquialisms, coined words/phrases, and non-standard expressions in common use. It concludes that the often untaught expressions, idioms, and dialect contained in this type of material provides holistic value to language learning via cultural context.

12:15-12:40

65564 | *Teacher Identity Construction: A Narrative Inquiry into English Postgraduate Student Teachers*
Khusna Irfiana, Indonesia University of Education, Indonesia

Teaching is a complex activity that needs a long-term process to shape the identity of the teacher. This study explores the process of how English learning experiences have shaped two postgraduate student-teacher identities. A narrative case study approach was conducted through personal narratives written by the writer and a semi-structured interview for the participant. These narratives encompassed our reflections of various significant moments that pointed to three major themes: becoming a teacher; the teacher's beliefs and knowledge; and professional teacher identity transformation. The findings revealed that teacher identity involves comprehending the interaction between a complex and dynamic system of personal and social elements. The construction of a teacher's identity not only includes personal knowledge and behaviour but is also influenced by ideological, political, cultural, and educational interests and conditions. In addition, a teacher education programme plays an essential role in that process. It provides general pedagogical, technical, and educational skills that are vital for the teaching profession.

12:40-13:05

65347 | *The Anathema of Japanese Cram Schools to ELT*
Aaron Ward, Toyo University, Japan

The current research aims to advance an understanding of the role of English as a Foreign Language (EFL) study at cram school in Japan. Previous research indicates that wash-back from cram school learning and teaching practices do not positively effect long-term English language learning or retention. Other research suggests that cram school study correlates neither significantly nor positively to spoken EFL proficiency or in-class attitudes in Japanese university students. Yet, such results seem peculiar given the size of the EFL cram school industry in Japan. However, cram school is not the only form of institutionalized, extra-curricular study available to EFL students. As such, this study investigates the effects on language proficiency, as measured by performance on the TOEIC exam, of cram school study in relation to time spent living or studying abroad. The results suggest that cram school attendance appears to give rise to modest, yet statistically significant, improvements in language proficiency, but only for some groups of participants. In contrast, a pattern of significant gains in language proficiency was far more evident in participants who had spent long periods of time abroad. Given the apparently circumscribed benefits of cram school study, it is arguable that the benefits of this form of education do not seem to outweigh their economic and opportunity costs. Nonetheless, cram school was still well-attended by most participants in the study, regardless of time spent abroad. As such, speculative discussion is made about the actual socio-pedagogical relationship between cram school and language study in Japan.

Notes

[illegible]

14:05-15:20 | Room 604

Wednesday Onsite Presentation Session 3

Mind, Brain & Psychology

Session Chair: Lucy Spence

14:05-14:30

65721 | *Individual and Collective Coping Strategies to Psychological Distress: An Exploration Among Young Adults in Bali's Rural Area*

Dewa Ayu Puteri Handayani, Universitas Pendidikan Ganesha, Indonesia

Nice Maylani Asril, Universitas Pendidikan Ganesha, Indonesia

Dewa Gede Firstia Wirabrata, Universitas Pendidikan Ganesha, Indonesia

Evidence from previous studies have revealed that young adults in Indonesia reported feeling depressed and gone through adversity due to Covid-19 Pandemic. As current situation has improved, people in many parts of the world are struggling to recover. However, there is very limited information about how people in rural area cope with psychological distress. This qualitative study is an exploration of young adults' individual and collective coping strategies in order to recover from psychological distress during Covid-19 Pandemic in rural area, Bali, Indonesia. Focus group discussion was conducted to fifteen young adults at the age of 18-24 who are currently enrolled in college. Transcripts were thematically analyzed and major findings were put under the thematic areas of the coping strategies to psychological distress. This study reported that individual coping strategies include the concept of "karma" and strong belief that everything is in God's hand as a powerful tool to create peace in mind; the use of social media as the source of information and entertainment; and help-seeking behavior either to significant others or professionals. On the other hand, collective coping strategies include activities that were carried out together as part of the community program known as "menyama braya". The findings bring to light that recovery process due to psychological distress should not solely emphasize on the individual effort, but also collective effort by the local community. Local authorities support regarding mental health services and community empowerment are recommended.

14:30-14:55

65732 | *A Qualitative Study of Experience and Perceived Social Support Among University Students During COVID-19 Pandemic in Balinese Rural Area, Indonesia: A Thematic Analysis*

Nice Maylani Asril, Universitas Pendidikan Ganesha, Indonesia

Dewa Ayu Puteri Handayani, Universitas Pendidikan Ganesha, Indonesia

Dewa Gede Firstia Wirabrata, Universitas Pendidikan Ganesha, Indonesia

The outbreak of COVID-19 pandemic causes a variety of unprecedented changes in public facility measures such as school and university closures in Indonesia. Initial surveys showed an increase in loneliness and anxiety among university students during COVID-19 pandemic in Indonesia. There is a little information on the subjective experience of perceived social support among university students in Balinese rural area in Indonesia during pandemic. This qualitative study was aimed at understanding the experience and perceived social support among university students during COVID-19 pandemic in Balinese rural area, Indonesia. The study involved focus group with fifteen young adult participants aged 18-24 in the Balinese rural area, Indonesia. Recruitment conducted remotely via email and transcripts were code and analyzed thematically. Four themes were formulated: peers and friends on university as the main sources of emotional, appraisal and instrumental support; the 'menyama braya' value becomes a sources of instrumental social support for young adults; parents who were expected as the main source of social support for the young adults turned out to be the triggering factors for loneliness and anxiety; and the public health center gave instrumental and informational support to young adults, that had the capacity to touch all levels of community in the village. This study highlights the extent of the impact of perceived social support on the mental health condition of young people. Post-pandemic strategies focusing on strengthening mental health systems in higher education and help seeking behavior are recommended.

14:55-15:20

65373 | *Educational Neuroscience for Teachers*

Lucy Spence, University of South Carolina, United States

The purpose of this work is to provide educators with current information on how the brain functions in literacy learning together with instructional methods that complement the findings. This is significant because from the time children enter pre-school until they write their final senior thesis teachers nurture reading, writing, and many other aspects of literacy important to brain development. This work was framed by sociocultural and constructivist theories (Luke, et al., 2011). Literacy involves complex social practices of reading, writing, talking about texts, and using texts for a variety of social and personal purposes (Street, 1985). This paper examines the growing body of neuroscience that supports this conceptual approach. Immordino-Yang and Gottlieb (2017) are neuroscientists who are interested in K-12 students. They describe how neurobiological and sociocultural development are co-dependent. Child and adolescent brain development are influenced by their experiences and social interactions. Personal interactions, emotions, and physical experiences are intertwined with cognitive functions (Immordino-Yang, Darling-Hammond, & Krone, 2019). The neuroscience research cited in this paper was gathered from peer-reviewed articles in neuroscience journals using psychology and medical databases. The instructional methods that complement the findings are based on studies in classrooms or lab settings and were published in leading peer-reviewed educational journals. Literacy is a multidimensional concept with visual, phonological, motor, affective, linguistic, semantic, and sociocultural dimensions. Neuroscience helps us understand the multiple dimensions involved in literate practices. This paper presents how educational research and practices were found to be congruent with neuroscience findings.

15:35-16:50 | Room 604

Wednesday Onsite Presentation Session 4

Primary & Secondary Education

Session Chair: Piyanan Thisopa

15:35-16:00

65195 | *Effect of Use of Screen on Child's Development at Early Childhood Education*

Aqsa Ali, University of the Punjab, Pakistan

Sheeza Ghaus, University of the Punjab, Pakistan

Screen time has become both a temptation and a popular pastime in recent years. Children are raised in an age of screen media and technology. The digital ecosystem is changing at a faster rate than studies into the impacts of screen media on young children's development, learning, and family life. This study focuses on the advantages and disadvantages of screen media in children, with an emphasis on developmental, cognitive, social, emotional, language and physical wellbeing. The evidence-based recommendations for regulating and supporting children's early media experiences are: reducing, minimizing, mindfully engaging, and modeling healthy screen usage. Recommended solution is guided by understanding how young children learn and grow. In addition to the quantity of time spent on the screen, the quality of the content, parental participation, monitoring and the presence of interactive aspects are all factors that influence the effect of screen use on early development.

16:00-16:25

66548 | *A Confirmatory Factor Analysis of Information Ethics for Primary School*

Paniti Tongkum, Khon Kaen University, Thailand

Dawruwan Thawinkarn, Khon Kaen University, Thailand

The purposes of this study were: 1) to investigate components and indicators of Information Ethics for Primary School Administrators under the Office of the Basic Education Commission, Thailand; and 2) to verify congruence between a structural relationship model and the empirical data. The sample were 840 administrators and teachers in primary schools under the Office of the Basic Education Commission, obtained through multistage random sampling. The instrument was a questionnaire of 5 rating scale with 0.888 reliability. The data were analyzed by using basic statistics and confirmatory factor analysis to verify the correlation of the model indicating Information Ethics of Primary School Administrators under the Office of the Basic Education Commission with the empirical data. The data were calculated with a computer statistic package using SPSS program version 28.0 and M PLUS version 7.0. The results of the study revealed that: 1) the Information Ethics of Primary School Administrators under the Office of the Basic Education Commission Thailand consisted of 5 components as follows: (1) Information Privacy with three indicators (2) Information Accuracy with three indicators (3) Information Property with three indicators (4) Access to information with three indicators, and (5) Information Security with four indicators. 2) The model indicating Information Ethics of Primary School Administrators under the Office of the Basic Education Commission Thailand was consistent with the empirical data with $\chi^2 = 90.257$, P-Value = 0.0521, Df = 70, RMSEA = 0.026, SRMR = 0.030, CFI = 0.996, and TLI = 0.993.

16:25-16:50

66412 | *Condition Present, Condition Desirability and Necessary of Coding Education Management for Small Size Elementary Schools in the Northeast*

Piyanan Thisopa, Khon Kaen University, Thailand

The purposes of this research were to condition the present desirability and necessary of Coding education management. A sample group of the research is 370 small-sized elementary schools and the sample group using the formula Krejcie and Morgan, then using the Multi-stage random sampling method. Sample group has 370 directors, 370 technology teachers. The research instruments using collected data the questionnaire for 5-level estimation scale. The reliability value was 0.98. The statistics used for the analysis were mean, standard deviation and priority needs index. The results revealed that The condition presents coding education management Small size elementary schools. On the whole is a much higher level ($\bar{x} = 3.67$, S.D. = 0.87). Considering each aspect found that the highest average was digital literacy development ($\bar{x} = 4.10$, S.D. = 0.86). Inferior to was developing the curriculum of Coding ($\bar{x} = 4.00$, S.D. = 0.91), coding learning community ($\bar{x} = 3.30$, S.D. = 0.87). The condition presents coding education management schools in the northeast on the whole is a much higher level ($\bar{x} = 4.20$, S.D. = 0.77). The considering each aspect found that the highest averages was learning ecosystem ($\bar{x} = 4.37$, S.D. = 0.66), inferior to was digital literacy development ($\bar{x} = 4.36$, S.D. = 0.80), the coding research and evaluation ($\bar{x} = 4.08$, S.D. = 0.83) and then necessary for Coding education management for Small size elementary schools. On the order of magnitude is coding learning community (PNI = 0.250), learning ecosystem (PNI = 0.226), coding research and evaluation (PNI = 0.185), coding learning (PNI = 0.136), digital literacy development (PNI = 0.062), curriculum of coding (PNI = 0.055).

09:30-11:10 | Room 605

Wednesday Onsite Presentation Session 1

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Paulo Batista

09:30-09:55

66264 | *Supporting of Entrepreneurship Education, Entrepreneurial Orientation, and Factors Related to the Intention of Being an Entrepreneur of Generation Z*

Sasithon Yuwakosol, Srinakharinwirot University, Thailand

This research aimed to study the entrepreneurial characteristics of Generation Z students, the relationship between the population characteristics, supporting of entrepreneurship education, entrepreneurial orientation and entrepreneurial intention. It also examined the relationship between psychological factors that affect entrepreneurial intention and the ways to promote new entrepreneurial skills in educational institutions. Data was collected by survey research of Generation Z students, focus group and in-depth interview. The results showed that Generation Z students had all 5 entrepreneurial characteristics, creative and innovativeness, Competitive aggressiveness, proactiveness, risk-taking, and autonomy. In addition, Individual entrepreneurial orientation were positively correlated with entrepreneurial intention. The population characteristics, especially number of activities to promote entrepreneurship of educational institutions, work experience during study and having their own business, are related to Individual entrepreneurial orientation and entrepreneurial intention. Self-efficacy, entrepreneurial attitude and social norms of influential individuals also related positively correlated with entrepreneurial intention. The guidelines for educational institutions to promote entrepreneurial skills for students include creating opportunities for students to gain experience in the industry, creating a space for students to have the opportunity to showcase their work and their creativity, providing appropriate courses and teaching methods to promote entrepreneurial characteristics for students and having a center or agency in the university that serves to support students.

09:55-10:20

62342 | *Architectural Records: Problems, Challenges and Opportunities*

Paulo Batista, University of Évora, Portugal

Architectural archives present many problems and challenges ranging from the organization of documentation to its description, conservation, preservation and granting of access before arriving at its full dissemination. So, how can these difficulties be turned into opportunities?

First, archivists often need to acquire specialized architectural training. Then, countless hurdles must be overcome from the moment the architectural documents arrive in the archives until they are made available to the public. Documents may be scattered and incomplete, often lacking attribution. They come in a wide variety of sizes, are usually quite fragile and their conservation and preservation require a large investment, although their target audience is notably small and highly specialized. This set of characteristics reduces the attractiveness of architectural documents for archives, and our great challenge is how to overcome these obstacles. My 30-years' experience as an archivist, as complemented by my work teaching and training in architectural archives enable me to state that an integrated and transdisciplinary methodology can equip us to overcome the challenges inherent in architectural archives: the development of educational services of architectural archives; the organization of exhibitions, cultural events and editorial productions; the provision of information access instruments (guides, catalogs, inventories, etc.); the creation of merchandising lines; and the investment in Information and Communication Technologies, namely in the digitization until the documentation is disseminated on the Internet.

10:20-10:45

66444 | *Dental Health Zines for Children and Parents*

Zahra Alsafi, University of Utah Asia Campus, South Korea

Zines are an interdisciplinary medium used to share information cheaply and easily. Many forms of health communication use complex language and text-heavy design, making it hard for audiences to grasp vital details. Zines, with their approachable and engaging style, can be a powerful tool in public health. Using public health communication strategies, I created two zines: one teaches school-aged children proper oral hygiene, and the other provides adults with practical tips for teaching children effective oral hygiene. I consulted dental health professionals practicing in South Korea and the United States when constructing the zines to gain international perspectives to benefit the diverse target audiences. The zines were then presented and distributed to schools in South Korea. This presentation will showcase my zines and make an argument for the untapped potential of zines as a mode of public health communication.

10:45-11:10

64959 | *Do Engineering and Nature Science Students Understand Medicine Better by Working With Real and Touchable 3D-objects Rather With Medical 2D-images?*

Andreas Ritter, RWTH Aachen University Hospital, Germany

Martin Baumann, RWTH Aachen University, Germany

Lea Hitpaß, RWTH Aachen University Hospital, Germany

In recent years, medical engineering has gained enormous popularity in university education, and many STEM students take this specialisation. This work aims at the question if and how 3D printing can build a bridge for STEM students between recognizing flat 2D-images of anatomic structures and the identifying the real 3D-shape of the underlying anatomy. And if so, is there a higher grade of understanding basic anatomic pathologies? Interprofessional work and causal understanding of anatomy and physiology take wide space in many STEM curricula. Radiological imaging provides an ideal coupling for these components by developing a real idea of 3D structures from 2D sectional images and applying this to basic pathological processes. In our cooperation between lecturers of engineering, natural sciences and radiology, STEM students were cooperatively taught to match (anonymised) clinical radiology images of the spine and the heart with 3D-prints of these structures (taken from the original data). We found that understanding of 2D cross-sectional images can be increased in several learning scenarios, which include: (A) Lecturers from medicine and STEM interact face-to-face with students. This includes case presentations or quizzes to pair the images with distributed 3D printouts. (B) In video conferences 3D models can be presented to student groups. Moderated by the lecturer team, the groups' task is to convey to other groups an understanding of the structure and possible pathological problems that can be derived from it. An additional important success factor is the parallel presence of a team of clinical and STEM lecturers.

11:25-13:05 | Room 605

Wednesday Onsite Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Leandro Loyola

11:25-11:50

64848 | *Development of the LLOK Mentoring Model for Aspiring Principals in Public Schools*

Maria Laarni Carla Paranis, Department of Education, Philippines

Jerome T. Buenviaje, University of the Philippines - College of Education, Philippines

This study was conducted to develop a mentoring model specifically designed for the aspiring principals in public schools. It explored the stories of educational leaders who mentored others, school heads who mentored others and experienced mentoring that prepared them for their leadership position, and those aspiring principals in Schools Division Offices (SDOs) with established mentoring program in the National Capital Region. Data were collected through in-depth interview. The findings revealed that the participants defined mentoring as a helping relationship where both mentor and mentoree reflect and learn in the process that facilitates personal and professional development. The themes generated guided the development of LLOK model. It stands for: Launching a mentoring space; Internalizing leadership role; Learning from the helping relationship; Offering supportive mentoring environment; and Keeping the mentoring culture. Mentoring aspiring principals is analogous to "llok" – a Filipino word which means carving. Just like carving, mentoring is shaping the leadership ability of aspiring principals in public schools. LLOK model may be used as a guide in the implementation of a mentoring program for effective school leadership in the Philippine public schools. Moreover, mentoring should be incorporated in the succession management which would facilitate effective organizational positioning and development to ensure that within the organization, the right leaders are available at the right time. This means that efforts must be sustained to plan for a leadership transition gap and ensure effective leadership succession.

11:50-12:15

66178 | *Development of Ethical Competency Indicators for Primary School Administrators in the Northeast of Thailand*

Jirawat Wongkhong, Khon Kaen University, Thailand

Dawruwan Thawinkan, Khon Kaen University, Thailand

Chiranan Wachrakul, Khon Kaen University, Thailand

Jatuphum Ketchatturat, Khon Kaen University, Thailand

The objectives of this research were 1) to study factors and indicators of ethical competency for primary school administrators. 2) to check congruence between model of indicators of ethical competency for primary school administrators and the empirical data. The study consists of two phases: Phase I, Studying factors and indicators of ethical competency for primary school administrators by theoretical documental analysis and conducting an interview with 7 experts. Phase II, concerning the quality check indicators of ethical competency with the empirical data. The research instrument is a questionnaire with 5 rating scale and 0.964 reliability. The sample size are 280 administrators and teachers from the primary school administrators in the northeast of Thailand were selected by Stratified Random Sampling in each cluster. The research findings were as follows: The results showed that the confirmatory factors analysis model indicators of ethical competency for primary school administrators was congruence with the empirical data. The indexes of model were $\chi^2=38.687$, $df=28$, $P\text{-Value}=0.0861$, $RMSEA=0.037$, $SRMR=0.019$, $CFI=0.995$, $TLI=0.992$. And factor loading of ethical competency was between 0.940 and 0.982. Ranking from 1) Ethical Problem Solving ($\beta=0.982$) 2) Ethical Reasoning ($\beta=0.981$) 3) Ethical Attitude ($\beta=0.949$) and 4) A Code of Ethics ($\beta=0.940$), respectively.

12:15-12:40

65178 | *Culture and Arts Practitioners' Competencies as Basis for the Establishment of Public Service Network for Philippine Education Institutions*

Leandro Loyola, De La Salle University, Philippines

Czarina Labayo, De La Salle University, Philippines

Augustus Ceasar Latosa, Far Eastern University, Philippines

Glorife Samodio, De La Salle University, Philippines

As mandated by the Philippines' Commission on Higher Education, colleges and universities should develop and implement culture and arts (CA) programs aimed at enhancing students' skills in the field and conserving cultural heritage. However, not all higher education institutions have the capacity to fulfill such mandate. This research identified cognitive and functional gaps that constrain HEIs from fulfilling their mandate. Using Mintzberg's competencies of managing (2009), the study determined that cognitive competencies include personal and factional competencies, while functional competencies involve interpersonal and informational as well as personal and factional competencies. The study proposed six hypotheses that intended to identify the relationship between university position and cognitive and functional competencies (H1 and H4), the relationship between typology of college/university and cognitive and functional competencies (H2 and H5), and the correlation between the number of years in the college/university and cognitive and functional competencies (H3 and H6). Chi-square tests of independence showed non-significant relationship for H1, H2, H4, and H5. Pearson correlation coefficient showed weak but positive correlation for H3 and H5. While both position in the college/university and typology of HEI do not indicate cognitive and functional competencies of CA practitioners, the number of years they spent in the college/university help them to be cognitively and functionally competent although the relationship between the variables is weak. The establishment of a public service network should be able to help address the cognitive and functional gaps in the area of culture and the arts.

12:40-13:05

65059 | *Interconnectedness of Teacher Leadership, Political Literacy and Awareness Through Teaching/Learning Interactions With Students: Phenomenographic Study*

Vilma Zydziunaite, Vytautas Magnus University, Educational Research Institute, Lithuania

Lina Kaminskiene, Vytautas Magnus University, Educational Research Institute, Lithuania

Vaida Jurgile, Vytautas Magnus University, Educational Research Institute, Lithuania

Linas Kontrimas, Vytautas Magnus University, Educational Research Institute, Lithuania

The sector of education affects and is affected by the political literacy and awareness of individuals in society. Teacher leadership incorporates political literacy and awareness through teaching / learning interactions with students. Literature review revealed that political literacy and awareness are studied as autonomous phenomena in teacher's professional practice but they are not connected to teacher leadership. The study aim was to develop a set of categories of description derived from the teachers' conceptions of developing students' political literacy and awareness in connection to teachers' leadership through teaching/learning interactions. 37 individual semi-structured interviews with teachers were conducted. For data analysis the phenomenography was applied. Findings suggest that teacher leadership is implemented through transferring knowledge, expanding learning capacity and creating knowledge while developing students' political literacy through teaching/learning interactions. Students' political awareness develops in the direction of specific dimensions - cognitive, emotional and behavioral - through teaching/learning interactions with the teacher. The sources for developing students' political literacy and awareness are the following: social, cultural, spiritual, media, professional and institutional. The study results lead to the conclusion that teachers perceive and conceptualise their leadership regarding political literacy and awareness while working with students as a dynamic development that consists of process, dimensions and sources. All these aspects are linked by teacher leadership for the meaningful learning of students. Study results contribute to the expansion of the concept of teacher leadership.

14:05-15:20 | Room 605

Wednesday Onsite Presentation Session 3

Educational Research, Development & Publishing

Session Chair: Mark Mizuko

14:05-14:30

65671 | *Web-Based Students Academic Performance Analysis with Data Visualization*

Anthony Jefferson Linda, Adamson University, Philippines

Jesus S. Paguigan, Adamson University, Philippines

In our modern world today, most organizations, especially those in the IT industry, generate huge amounts of data. The majority of our technology in today's world is innovating, and we are receiving a massive amount of data because of these innovations. Because of the massive amount of data, it is very difficult for an organization, company, or school to sort and analyze that data. With this research, we can demonstrate how important data visualization is and how it helps us easily organize and evaluate data using graphical representation. The aim of this capstone project is to develop a Web-Based Student Academic Performance Analysis with Data Visualization. This is to help the teacher automate the traditional pen and paper process that they are using to record and track the grades of the students. In this project, we focus on the grades and data of the student and transcribe those data into a graphical representation. Using bar, line, and pie graphs This capstone project will help us to understand how important and significant data visualization is in our lives, especially for those organizations that have a lot of data. It describes how data visualization works in our system and what the impact of having data visualization on our system. We were able to help schools, organizations, and contribute to the community, particularly the IT industry, with this study by demonstrating how important data visualization is in our system and how data visualization makes our data easy to sort and understand.

14:30-14:55

66421 | *Analysis on the Domestic and Foreign Trends of Research on Digital Literacy Based on Keyword Network Analysis*

Jinhui Bak, Seoul National University, South Korea

Sunhee Choi, Seoul National University, South Korea

Bonkwan Koo, Seoul National University, South Korea

The purpose of this study is to analyze the domestic and foreign trends of research on 'digital literacy' comparatively and derive implications. As digital literacy is an important keyword in the academic world in Korea and overseas, comparing domestic and foreign research trends can contribute to sharing the findings of research related to digital literacy and broadening the horizons of both Korean and foreign researchers. This study collected total 454 domestic research papers published from 2002 to August, 2022. Also, regarding foreign studies, collected total 437 research papers with the same conditions as those of domestic studies. Next, the collected papers were analyzed using keyword network analysis. According to the findings, the keywords appearing most frequently in Korean studies are found to be 'influence, direction, and task', and they mainly deal with the factors influencing digital literacy or discussion on educational directions and tasks for the future. In overseas studies, 'use(ing), development, student, and learning' appear frequently, and they mainly deal with discussion over related subjects' ability (strategy) to use or development of skills. There are Korean studies that deal with the ability to use digital literacy; however, the discussion is mainly about the development of tools to measure digital literacy. Meanwhile, overseas studies mainly discuss strategies, learning methods to improve digital literacy. This study is meaningful in that it analyzed those differences between domestic and foreign studies comparatively and then presented the future direction and implications of digital literacy-related research in the aspects of both Korea and foreign countries.

14:55-15:20

64875 | *The Impact of COVID-19 on Research Methodologies*

Mark Mizuko, University of Minnesota Duluth, United States

The COVID-19 pandemic has led to a massive migration from physical to virtual laboratories in which researchers have adapted their research agendas to the opportunities and challenges presented by the pandemic. A primary methodological challenge is the limited ability to observe behavior in research laboratories, particularly the constrained ability to conduct laboratory experiments to observe a wide range of behaviors in face-to-face settings. The purpose of this poster is to discuss these opportunities and challenges for face-to-face research areas and methodologies, as well as to offer some solutions for eye tracking research methodologies for a virtual laboratory. Researchers have used screen-based eye tracking to better understand human behavior in a variety of applications. The analysis of eye gaze patterns in human-system interactions provides objective measurements and insights into visual attention and attentional allocation, cognitive load, social engagement, and social communication. Potentially, the understanding of eye-tracking can improve implicit bias tendencies, social interactions, and communications. Considering research limitations involving face-to-face, Sticky by Tobii Pro, an online screen-based webcam eye tracking platform was used to observe the respondents' eye-gaze behaviors and facial areas of interests with 3 types of speakers: speaker with Down syndrome (DS), normal developing speaker and speaker diagnosed as a stutterer. There were significant differences in the subjects' eye-gaze behaviors when comparing the eyes and facial areas of interests among the subjects.

15:35-16:50 | Room 605

Wednesday Onsite Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Scott Morris

15:35-16:00

66496 | *TERF Wars: Discord Among Transgender Women, Feminists, and TERFs in South Korea*

Scott Morris, University of Utah Asia Campus, South Korea

Sooyoun Bae, University of Utah Asia Campus, South Korea

This presentation examines the discord between transgender women and trans-exclusionary radical feminists (TERF) in South Korea, focusing on the dispute between feminists and anti-feminists. The presentation states the stance of TERF and describes shared experiences of misogyny. A recent study in 2019 claims that young cisgender women's experiences of sexual assaults, misogyny, and hate crimes are the background of TERF. Also, this paper introduces the different definitions of gender identity, which is one reason TERF are exclusive to transgender women. Thus, there is a conflict between them since TERF believe that transgender women highlight gender stereotypes and femininity, in contrast to radical feminists looking forward to the dissolution of gender, such as doing the "escape the corset" movement. Furthermore, this paper illustrates the experiences of personal discrimination such as ridicule, legal discrimination, including the difficulty of gender recognition, and recent well-known instances to show the unfair oppression transgender women are undergoing. Finally, among these conflicts, the paper focuses on women-only spaces, including women's universities, which is one of the most controversial and significant problems. The study examines why females fear men's invasion, which leads TERF to exclude transgender women from these spaces. I reviewed journals and news articles to refer to scholars' claims, analyze recent cases, and see public opinions for this paper. This paper also suggests recommendations for the future to reduce the differences, mainly that there should be systematic protection for both transgender and cisgender women.

16:00-16:25

66423 | *Negotiating Success by Two Generations of Vocational Students From Low-income Backgrounds in Singapore*

Amanda Ong, National Institute of Education, Singapore

Heidi Layne, Jyväskylä University, Finland

This paper analyses how Institute for Education (ITE) students and graduates in Singapore define and reflect on their experiences of success. In August 2021, Education Minister Chan Chun Sing exhorted Singapore's educators and parents to broaden their definition of success beyond academic goals (Low, 2021; Wong, 2021). Vocational pathways provide more technical skill-oriented education and have carried considerable stigma of being "lesser" than academic driven careers and life choices. The data was organised in themes, (negotiating) success being one of them. Research participants were divided into different cohorts for comparative insights. This paper concentrates on data from those from lower-income family backgrounds graduated between 1992 to 2005, compared and contrasted with those who have graduated from 2016 to 2022 and those still studying. Bourdieu's concepts of habitus and social stratification are utilised to unpack how success is negotiated amongst the research participants. The theory of social and cultural stratification (Bourdieu, 1984) provided an analysis framework to understand the (sometimes limited) options and opportunities in choosing pathways that may or may not lead to experiencing success in life. Singaporean society has traditionally valued efficiency, productivity, numerical performance, and material success, leaving - to some extent - a narrower space for individuals to negotiate their individual sense of success. The data indicated there to be a concerted attempt to succeed in family relationships and making life meaningful through academic and career experiences, and this is sometimes achieved after specific hardships.

16:25-16:50

66556 | *Between Choices and Challenges: The Narratives of School-to-work Transitions of Low-income Vocational Youths in Singapore*

Siao See Teng, Nanyang Technological University, Singapore

School-to-work transition has been a significant concern when it comes to the discussion of social equality and strengthening such transitions are traditionally regarded as a means to improve social mobility (OECD 2018). While much of the school-to-work transitions literature are based on European and North American contexts, Asian contexts are under-represented. Seen as a top-performing education system in international assessments such as PISA and also having a comparatively lower rate of resident youth unemployment at 7.3% (MOM 2021), Singapore has much to offer in the field of school-to-work transition. This paper analyses the life trajectories and school-to-work transitions of Singapore vocational youths from low income backgrounds. It deliberates on their choices and decision-making processes considering the complex interplay of factors like relational capital, institutional habitus, structured opportunities, dispositions and challenges (Cuconato and Walther 2015). It contributes not only to filling a gap in research on vocational education but also school-to-work transitions in Singapore more generally. With vocational routes associated with youths with limited financial means (Lehmann 2005), it also provides insights into the resilience of such youths in Singapore over time, and more broadly the relationship between educational reforms and social mobility. The paper, together with another two submitted symposium papers on minority vocational students and narratives of success respectively, is based on a qualitative study that adopts a life course approach and an adapted biographical narrative interview method (BNIM) to investigate the life pathways and school-to-work transitions of three cohorts of vocational youths in Singapore across the decades.

09:30-11:10 | Room 607

Wednesday Onsite Presentation Session 1

Innovative Technologies in Education

Session Chair: Mei Yee Lee

09:30-09:55

65491 | *A Data Mining Approach to Artificial Intelligence and Education*

Krizia Magallanes, Ewha Womans University, South Korea

Catherine Joy Escudra, Ewha Womans University, South Korea

Jae Young Chung, Ewha Womans University, South Korea

Sunbok Lee, Ewha Womans University, South Korea

Artificial intelligence (AI) has been gaining prominence in the field of education for its continuous developments in various teaching tools and applications. It has simultaneously led to an increase in research studies and continuous contributions to the development of AI. To discover the research trends surrounding AI and Education in order to know the evolving research focus and AI development. This research analyzes the abstract data retrieved from the Web of Science and Scopus using the keywords "Artificial Intelligence" and "Education". The semantic patterns and development of research themes were done by checking the pre-processing, word frequency and co-occurrence analysis, topic modeling, and trend analysis using various R program packages. A total of 2045 publications were used from the 2 databases. Nine topics with "Learning environment", "Intelligent Tutoring Systems" and "Educational Management Information System" as the top 3 emerging research topics and "Digital Learning", "Health Education" and "Expert Systems" as the least researched topics. Except for "Health Education" and "Expert Systems", both having a coefficient of ($p > 0.07$), showed an increasingly significant trend ($p < 0.05$) from 1974 to 2022. This study implies that the current focus of AI and education studies is on the advancement of education through bridging the gap between technology and learning, and its assistance to students' needs. The analysis showed that developing the school environment and improving the learning pedagogy using technology is essential in improving students' knowledge and adaptability to AI.

09:55-10:20

66501 | *Content Associations With User Experience in Location-based Learning Tracks*

Iiris Tuvi, Tampere University, Finland

Kadri Mettis, Tallinn University, Estonia

Jussi Okkonen, Tampere University, Finland

Terje Väljataga, Tallinn University, Estonia

Mobile outdoor learning is on-the-go learning that is tied to particular places and situations that encourages students to explore their environment and find solutions to challenging real-world issues. This challenges educators to create thorough and contextualised learning experiences. In one of our project teachers created mobile outdoor learning scenarios that were expected to be location based, incorporate digital data collection tools and integrate different subjects. The questions explored were: How mobile outdoor learning scenarios created by teachers develop taking into account the location, subject integration and Bloom's taxonomy? How student experiences are related to the developed outdoor learning scenarios? Content analysis of two sets of scenarios (25 from the beginning and 20 from the end of the project) was conducted. The scenarios were categorised based on 3 indicators: the use of location (in context, through context, about context), the level of Bloom's revised taxonomy (remembering, understanding, applying, analysing, evaluating, creating) and the type of integration used in the tracks based on Fogarty subject integration model (connected, nested, sequenced, shared, webbed, threaded, integrated, immersed). Student experiences were analysed in connection with these learning scenarios. The study demonstrates that teachers did not recognize the potential of mobile technologies and accompanying pedagogical models in order to design consistent learning experiences that emphasise higher order thinking levels, encompass contextual information, and integrate knowledge from multiple subjects at the beginning of the project but it improved over the time. Furthermore, there is no clear connection between the type of learning and scenario and students' experience.

10:20-10:45

65220 | *Development of the Communicative Competence Through the Implementation of Virtual Reality in Higher Education*

Julián Nevárez Montes, Universidad de Monterrey, Mexico

Carolina Tapia Cortés, Universidad de Monterrey, Mexico

The metaverse is a three-dimensional environment where real-world people are being replaced by characters denominated as avatars (Sin-nosuke Suzuki et al, 2020). With the inclusion of such technologies, innovative ways to enhance learning come to the stage. Therefore, could higher education students (HES) benefit from such environments to develop communicative competency? The purpose of this research is to identify the development opportunities in terms of learning that virtual environments provide to HES. This study measured the levels of communicative competence through a pre-test and a post-test. HES at Universidad de Monterrey in México joined a simulation program where they used Oculus Quest 2 devices to present a speech they had prepared for one of their college subjects. Visual contact, tone, words per minute, filler words, and the Flesch-Kinkaid formula were assessed to determine the significance of their communicative competence. The experiment results brought strong evidence to determine that the communicative competence was strengthened and revealed additional insights on how students build up confidence.

10:45-11:10

66546 | *It Takes Two to Tango: Effective e-learning in Times of COVID-19 Lockdown*

Mei Yee Lee, Monash University Malaysia, Malaysia

Yin Teng Elaine Chew, Monash University Malaysia, Malaysia

Norita Mohd Nasir, Monash University Malaysia, Malaysia

The COVID-19 pandemic has brought education redesign that massively converted towards online learning. Yet, the success is still a black box in the post-pandemic phase. This study sets out to examine the outcomes of transformation efforts of a first-year accounting unit. The two key design conversions are e-learning modules via the Guroo platform and gaming-oriented online quizzes. The weekly e-learning modules complement pre-recorded lectures and engage students interactively as consultants to resolve various accounting scenarios and mini-accounting challenges. The online quizzes build on students' accounting knowledge gained from Moodle resources and have a gaming orientation with performance indicators (accounting knowledge scores) and rewards of badges and accounting fees. Besides the typical convenience factor, the qualitative analysis of 122 learning reflection essays reveals that students felt they were in a physical class (from home) and could stay on course despite self-learning. This is given the interactive, organized and entertaining nature of e-modules with an animated figure that resembles the unit leader that could provide immediate feedback on how well students solved accounting issues. It shows a drastic shift from the misconception that only on-campus learning can be effective. The capability to relive the actual classroom experience via the e-platform helped students to manage cognitive learning and stress. Astonishingly, while the online quizzes were never designed fully to replicate gaming, students expressed fun, excitement, competition and motivation to proactively study before attempting them. These two transformative designs make e-learning effective so students can take ownership of their learning journey during disruption.

11:25-13:05 | Room 607

Wednesday Onsite Presentation Session 2

Education & Difference

Session Chair: Linda Oshita

11:25-11:50

65247 | *An Empowered Alternative: Entrepreneurial Intentions of Students Who Are Deaf in a Higher Education Institution*
Jeffrey Zulueta, Unida Christian Colleges, Philippines

People with Disabilities (PWD) believe that looking for jobs are unnecessary because of the low self-esteem and a negative mindset that there are no available jobs that will match their potentials and capabilities. Aside from the barriers of employment, self-worth becomes a hindrance as well. One way to address this problem is to introduce an alternative to employment, which is entrepreneurship. The study believes that entrepreneurship will give opportunities to the people with disabilities to create their own business to avoid the competition of the labor force. Given the limitations, the research focused first on a small cohort of students who are Deaf enrolled in Miriam College's Associate in Digital Technologies course. The research design is exploratory in nature using a modified entrepreneurial intention questionnaire (Linan & Rodriguez 2004). Using a five-point Likert scale, the questionnaire was divided into 5 motivational factors, and 2 major sub concepts of Entrepreneurial Education and Entrepreneurial intention. The study showed that attitudes, school structures and peers helped in making entrepreneurship a positive alternative to them. The study also revealed that the culture of entrepreneurship as well as the notion of trying out new things helped the respondents think about and choose entrepreneurship. The study concludes with the creation of a more focused Entrepreneurial Education (EE) using the SPARK, SHAPE, SUCCEED (3S) framework.

11:50-12:15

66039 | *Children With Disability: Need for Dignified Education Spaces*
Sukaina Ishrat, IGNOU New Delhi, India

The paper is in the context of Sustainable Development Goals-2030 with reference to need for a pro-active approach to address the issues of persons with disability. These goals pledge to 'LEAVE NO ONE BEHIND' and echo UN Convention on the Rights of Persons with Disabilities (CRPD), duly endorsed by first ever UN Flagship Report (2018) that calls for urgent actions to be taken for achievement of SDG for persons with disability by 2030. Though most of CRPD ratifying countries have introduced specific frameworks to provide free and compulsory education to all children based on principles of inclusion, a wide range of barriers still continue, and inclusion remains a distant reality. These barriers continue to impede their active participation in education and other walks of life. Lack of basic facilities like transportation, clean drinking water units, mid-day meal areas, disability friendly toilets, appropriate classroom furniture emerged clearly visible in a number of 'accessible audits' that point out lack of expertise, coordination and general understanding of internationally accepted access standards. The present paper has adopted qualitative research method in a semi-urban area of an educationally backward district in UP State (India) with purposive sampling in data collection and found that educational facilities for children with disabilities were inaccessible in most of the cases. The study highlights the need to sensitize all stakeholders about children's disability issues with focus on creating more training facilities to meet the requirement for trained special educators/rehabilitation professionals to ensure dignified education spaces for children with special needs.

12:15-12:40

65738 | *Closing the Disability Employment Gap in the UK: Utilising University-Industry Partnerships to Unlock Potential*
Paul Joseph-Richard, Ulster University, United Kingdom

In the United Kingdom (UK), the Ulster University's new Employability Programme has provided life-changing employment opportunities to young disabled graduates in Northern Ireland (NI). This paper will discuss the GradEmployNI - a creative and extremely successful 14-week online skill development programme delivered by Ulster University Business School. 25 young graduates with various visible and non-visible disabilities completed the programme. Seven of them have secured full-time jobs; fourteen have been offered work placement extensions that range from 8 to 12 months by local employers, and the rest are having interviews with Deloitte. Official statistics show that the employment rate for people with disabilities in the UK was just 52.7% as of 2021, compared with 81 per cent for non-disabled people. In Northern Ireland, opportunities seem to be even less favourable for this group as the employment rate for them is far lower at 38 per cent. The need for reducing the stubborn disability employment gap (i.e., the difference between the employment rates of disabled and non-disabled people) in the UK and the importance of university-industry partnership for better supporting disabled graduates in the labour market provide unique opportunities for business schools to make a difference to these students, particularly in the light of COVID-19 and its disproportionate impact on disabled people. This paper will describe the surprising success of Ulster University's GradEmployNI programme. Details of this person-centered, partnership-based, coaching-integrated programme will be shared so that others may launch similar programmes in their universities and make a difference to disabled people.

12:40-13:05

66081 | *Supporting Students with Disabilities on Study Abroad: What Host Institutions Need to Know*
Linda Oshita, University of Hawaii at Manoa, United States
Taro Nishiura, Konan University Okamoto Campus, Japan

The number of U.S. university students with disabilities who participated in study abroad programs have steadily increased over the last decade. According to the Institute for International Education (IIE) Open Doors survey (2021), 12.4% of participating U.S. study abroad students reported having a disability in the 2019-2020 academic year. The three most prevalent conditions reported included: mental disability (37.9%), learning disability (31.5%), and chronic health disorder (18.1%). To that end, study abroad program faculty and staff should be prepared to meet the needs of participating students, particularly with regard to the most prevalent types of conditions. Providing disability support services to students is not a new concept for U.S. institutes of higher education. Some IHEs in the U.S. have provided some level of support services to students with disabilities for over seventy years, well before the passing of Section 504 and ADA (Madaus, 2011). However, providing academic accommodations and other services in other countries, such as Japan, is a relatively new concept and currently being developed. Further, language and cultural differences between the US and host countries may complicate the process for providing such services. In this presentation, presenters will discuss the research literature that describe the current situation and the challenges in supporting students with disabilities in study abroad participation. Based on their review of the literature, the presenters will make recommendations for institutions to consider when supporting the participation of students with disabilities on study abroad programs.

14:05-15:20 | Room 607

Wednesday Onsite Presentation Session 3

Innovative Technologies in Education

Session Chair: Fadhil Ramadhani

14:05-14:30

66592 | *Physics Olympics: An Innovative Platform of Performance Task to Enhance Students' Motivation and Learning*

Fredyrose Ivan Pinar, De La Salle University, Philippines

Sotero Malayao, Mindanao State University-Iligan Institute of Technology, Philippines

Lydia Roleda, De La Salle University, Philippines

The study was an offshoot of the search for meaningful performance tasks that combined existing learning paradigms. Its objective was to observe in one setting multi-faceted approaches. It involved grade levels 7 to 12 and each year level was divided into four houses as multi-level scale of competing teams. Activities were designed for each level with winners per grade level and overall winners. The activities showcased design thinking process as well as problem-based learning (PBL) that were strongly situated in Kolb's experiential learning theory. Data gleaned from questionnaires Activity Perception as well as Physics Motivation, quality of group outputs, and evaluation of task sheets and interdisciplinary lesson plans provided the quantitative data for the study. Interviews and observer feedback of the Olympics served as the source of qualitative data were analyzed thematically based on response transcriptions. Results showed evident student engagement in the Olympics and heightened development of 21st-century skills were manifested across grade levels. The Physics Olympics showed that it can mobilize student energy and enthusiasm, reinforce content and skills the learners acquired in multitude of setting such as before the formal classroom and within the formal classroom. The overall Physics Olympics successfully elucidated enhanced students' conceptual understanding and motivation towards physics learning.

14:30-14:55

65753 | *Indonesian High Schoolers' Perceptions of Ruangguru in English Online Learning*

Fadhil Ramadhani, Universitas Pendidikan Indonesia, Indonesia

The Covid-19 pandemic has resulted in a shift into online learning, including in English language learning. One of the popular online learning platforms in Indonesia is Ruangguru, which provides students with opportunities to learn English using videos and question exercises. This platform allows students to access English learning materials anytime and anywhere. This study aims to find out Indonesian high-school students' perceptions of Ruangguru as an English online learning tool. A questionnaire was used to get the quantitative data for this research and it was distributed to 100 respondents that consisted of Indonesian high-schoolers in Indonesia who use Ruangguru to learn English. Furthermore, guided interviews were used to get the qualitative data by interviewing six of the questionnaire respondents who were selected based on their grade level at schools. The data were analyzed using a mixed-methods approach using descriptive statistics and qualitative analysis. The results indicate that Ruangguru is positively perceived by online English learners, namely because its videos give clear instructions that can motivate the students into becoming autonomous learners. However, some learners still encounter problems regarding the constraints posed by online learning and digital gaps. Regardless, most of them see Ruangguru as a helpful English learning tool during the online education era. The results of the study were expected to become a reference for other educational technology platforms and the international audience to develop English online learning tools that are up-to-date with current technological standards while also paying attention to the students' needs.

14:55-15:20

66186 | *The Add-on Impact of 'AdvertISelT: An Advergaming Application' on the Interest of Senior High Schools Students in Choosing BSIT Course*

Leonard Alejandro, Adamson University, Philippines

The main focus of this research is to help the IT&IS Department promote its programs by developing AdvertISelT: An Advergaming Application. It also includes testing the developed advergaming application to determine if the application will influence graduating Senior High School students to pursue IT courses in college and make IT&IS of Adamson University be the first option on their list. The advergaming application was developed using Waterfall Model as development methodology. Alpha Testing was conducted by Quality Assurance specialists before it was tested to 105 target respondents. The advergaming app was evaluated using ISO 25010 Quality Model for Mobile Applications in terms of its functional suitability, performance efficiency, compatibility, usability, reliability, security, maintainability and portability. A self-survey was also conducted to gauge the perception of SHS students in terms of the add-on impact of AdvertISelT in their decision of taking a BSIT Course in Adamson University. AdvertISelT was endorsed to the IT&IS Department and to the Adamson University Student Recruitment Office (ASRO) for use.

15:35-16:50 | Room 607

Wednesday Onsite Presentation Session 4

Education, Sustainability & Society

Session Chair: Julia Wong

15:35-16:00

65376 | *The Effects of Teacher's Salary on Learning Outcome*
Nur Atika, Indonesian International Islamic University, Indonesia

The correlation between teachers' salaries and student achievements is often debated. Many factors might impact students' learning outcomes, but this paper only focuses on analyzing learning outcomes related to teachers' performance, which also relates to teachers' salaries. Data in this study is collected and analyzed by using a quantitative approach. Secondary data of PISA study results and teacher salaries in 2018 in selected thirty countries is obtained from OECD and GTSI. The investigation of this research, which entails looking into the many different nations that were picked for investigation, gives us an understanding of the connections between those nations. This research aimed to examine the teacher's salary effects on learning outcomes. Statistical tools such as simple percentage, mean, and linear regression were employed to reach the research outcome. Using data analysis results, we found that 86.7 percent of countries share a parallel correlation between the teacher's salary and learning outcomes. In comparison, the remaining 13.3 percent is explained by other explanations outside the variable used in this study. The findings revealed a strong positive correlation (Pearson correlation result = 0.637 between teacher salary and learning students' learning outcomes. The prediction of learning outcomes showed by the linear regression equation of learning outcome = - 65830.681 + 204 * teachers' salary. The findings suggest that the teacher salary may be further improved to enhance their students' learning outcomes.

16:00-16:25

65662 | *Recruitment Strategies and Migration Regulations of International Students in the United States and Canada: A Comparative Study*
Aynur Charkasova, University of Arkansas, United States

The United States of America and Canada have always competed for foreign talent, and two competitors do not utilize similar recruitment and retention strategy when it comes to international students. In Canada, recent policy changes in recruitment and retention of international students made international education a vital component of the government's economic strategy. Thanks to its immigrant-friendly policies, Canada received the largest number of international students between 2015 and 2017 increasing its international student enrollment by 16%. Referred to as ideal immigrants, international students are believed to integrate more easily into the Canadian labor market thanks to the better language proficiency, relevant Canadian work experience, and educational credentials.

The United States of America embraced a different recruitment and retention strategy of international students compared to its northern counterpart. Despite the increase in the overall number of international students, a 6.6 % decrease was detected in new student enrollment in 2017/2018. A recent trend confirms that students throughout the world no longer perceive the United States of America as a desired destination to study. Difficulties in obtaining a student visa, constantly increasing fees, a travel ban, long processing time, and limited work permit opportunities have created additional burdens on international students.

This study will utilize the legal information available by the government websites of both countries, peer-reviewed scholarly articles and will highlight which approach promises a better path in recruiting and retention of international students. The findings from the study will be discussed and recommendations will be provided.

16:25-16:50

66670 | *Work-based Learning During Covid-19 Pandemic: A Reflection on Adaptability*
Julia Wong, Singapore Institute of Technology, Singapore

"Understanding Non-Profit Organisations (NPO): Work-based Learning" is a Sociology module where sophomores undertake a volunteering work placement with an NPO to learn how NPOs' work interface with social policies in Singapore. This presentation examines how the faculty, students and NPOs adapted to the pandemic.

Like most countries, Singapore had a series of national lockdowns, which affected students' search for placements. To minimise disruptions to the students' learning, the faculty limited placements to those of remote nature. The students adapted strategically by volunteering with various NPOs months before the classes began and they sought to secure group placements by proposing works that utilised their academic skills (e.g., research work) and non-academic skills (e.g., facilitating music workshops for clients).

Many NPOs were also forced to move some activities for their clients online. However, NPOs' abilities to effectively serve their clients (e.g., individuals with intellectual disabilities) were limited by pre-existing politico-economic structures and social policy frameworks in Singapore. For instance, NPOs and students serving clients with intellectual disabilities would find it challenging to help them particularly during the pandemic and in a knowledge-based economy like Singapore as they tend to work in service-industry sectors (e.g., cleaners in restaurants and hotels).

In conclusion, as the Covid-19 pandemic moves to an endemic state, society needs to go beyond increasing resources to help individuals (especially those from vulnerable groups) and institutions to cope with remote work, but it also needs to re-examine the gaps in our social policies that have been exacerbated by the pandemic.

09:30-11:10 | Room 608

Wednesday Onsite Presentation Session 1

Learning Experiences

Session Chair: Hashini Mohottala

09:30-09:55

66355 | *Enhancing Students' Cognitive Memory Using Music in the Classroom*

Muhammad Tamim Faruq Khairul 'Azmi, Multimedia University, Malaysia

Tse-Kian Neo, Multimedia University, Malaysia

Fajrul Norman Rashid, Xiamen University, Malaysia

In the current educational settings till this day, students are facing certain distractions that disrupts and reduces their learning process efficiency. These distractions also affect the students' concentration in their learning environment. Music is known to have many capabilities to become one of many solutions to help students override these distractions as sound plays a huge influential part in the ways that humans interact with their surroundings. Sound is used in so many platforms to persuade the human emotions, mostly in music, advertising, movies and television. The purpose of this research is to study how music can be used to influence the teaching and learning environment and to enhance students' cognitive memory so they can learn more efficiently. The research design we will be using is mixed method. It will consist of Likert scale surveys, a Quasi-experimental research design to measure the participants' attitude and performance respectively and an open-ended questionnaire to gauge the participants' feedback. The sample design that will be used in this study is convenient sampling with random selection. The study will be performed on a cohort of private University students enrolled in Diploma of Creative Multimedia that were conveniently sampled. Finally, the results will be analyzed with the findings discussed to confirm the conceptual framework presented in this paper.

09:55-10:20

66567 | *Blended Learning in Higher Education: Design, Implementation, and Online Log Analysis to Understand Learning Behavior*

Thanita Lerdpornkulrat, Srinakharinwirot University, Thailand

Soontaree Sakulprahmne, Srinakharinwirot University, Thailand

Ronnayut Ueatrirat, Srinakharinwirot University, Thailand

The purposes of the current study were to design and implement a blended-learning course and to analyze the online log file to understand students' learning behaviors. This course was implemented at a higher education institution in Thailand to teach information literacy skills necessary for living in a digital world. In a face-to-face part, the course was designed for students to participate in actively classroom activities for both individual and group works. In an online part, gamification concept was applied to motivate students to engage in online learning activities. Results from our previous study indicated that applying gamified learning activities can increase student engagement in learning. Peer-assessment activity used in the online part increased student self-efficacy in information literacy. These activities were intended to assist students to set goals, regulate their learning, monitor their effectiveness in the course, and to use different learning strategies that help students control and regulate their own cognition and behaviors during the blended learning process. Online log data were analyzed to understand student learning behaviors. The findings from this study could provide valuable insights for teachers and educators who want to design a blended learning course in higher education to better fit student learning behaviors. This study supports the notion that effective blended learning approach can help students to improve their self-regulated strategies.

10:20-10:45

66404 | *A Reflection for Art & Design Learning for Digital Natives*

R.A. Dita Saraswati, Bandung Institute of Technology & Universitas Kristen Maranatha, Indonesia

Nuning Y. Damayanti, Bandung Institute of Technology, Indonesia

Agung E. B. Waspada, Bandung Institute of Technology, Indonesia

Djuli Djatiprambudi, Universitas Negeri Surabaya, Indonesia

Education cannot be separated from rapid technological advances. One of the new paradigms in education is the use of internet network technology. This also applies to education in art and design in Indonesia. During the pandemic, the acceleration of the digital transformation of universities in this field is trying to adapt. Despite dealing with Generation Z who are part of a digitally literate society, the form of learning design seems to be shifting. Today's technology has changed the method of learning art and design. The use of technology has become part of the creative process. Now all dealing with changing physical form into non-physical, hand drawings into digital drawings, real practice into virtual simulations, access to cloud storage, and exhibition of artworks in virtual spaces seems to be today's normality. Higher education in the creative field is one of the important institutions that will have an impact on the creative industry in developing countries such as Indonesia. So this phenomenon needs to be explained clearly. By describing phenomena in the field and conducting literature studies, this paper attempts to describe how these digital natives respond to today's art and design learning. So that this article can be an initial input for further research in future art and design education.

10:45-11:10

66076 | *Simulations and Hands-on Experiments: Understanding the Rehabilitating (or Strengthening) Exercise for Quadricep Muscles Using Physics*

Hashini Mohottala, University of Hartford, United States

Basim Althani, University of Hartford, United States

Brent Higgins, University of Hartford, United States

We report the combined use of hands-on activities and simulations in a course designated to teach Mechanics in the Human Body. When teaching relatively challenging subjects like math and physics at the introductory level, carefully designed simulations and hands-on activities can be used to interpret the complexities of science concepts associated with some problems. To demonstrate the physics behind physical therapy designed for the Quadriceps muscle, we built a simple device that followed the function of a human knee. There, we applied a force to the lower part of the leg (ankle area) to check the resultant force on the Quadriceps muscle, and a set of data points were taken by manually changing the applied force while measuring the force transmitted onto the upper muscle. Students did the theoretical calculations on a side and compared their results to find they both agree with a ~ 7% of error. This helped students understand how torque works on a system and the direct applications of Newton's Laws in rotational motion. As an extension, we developed a simulation using javascript illustrating the movements of a human knee. It displays the static equilibrium and small-angle rotations of the lower leg around the knee joint. This simulation created a user-friendly atmosphere and invited users to change parameters, the program itself, and test. We will present the data gathered over three semesters. The students were tested and compared their grades for questions that showed direct correlations with the simulations. We analyzed the proportion data using Z-test.

11:25-13:05 | Room 608

Wednesday Onsite Presentation Session 2

Learning Experiences

Session Chair: Jose Garza-Martinez

11:25-11:50

66428 | *A Study to Evaluate the Effectiveness of Google Solution on Middle School Teacher Based on the Kirkpatrick 4 Level Model*

Su Hong Park, Pusan National University, South Korea

Young Jin Moon, Daeyeon Elementary School, South Korea

Syoung Ryoung Lee, Sindo Elementary School, South Korea

Jin Ho Bai, Pusan National University, South Korea

Ju Young Lee, Pusan National University, South Korea

Eun Jung Song, Google, South Korea

The purpose of this study is to evaluate the effectiveness of Google Solution (GS) on the application of classes. Participants were 17 teachers at 'O' middle school in Busan, and the period was from April to September for five months. As a treatment, each teacher was given a Chromebook equipped with Google OS, and six individual GS coaching programs were provided during this period.

To evaluate the effectiveness of GS, modified Kirkpatrick model was applied and constructed into four evaluation stages of reaction, learning, behavior, and outcome. For research, mixed research was designed, and online survey, online interview, and field observation were used as research methods. For data analysis, paired t-test was used for quantitative analysis, and for qualitative analysis, three PhDs in instructional technology and two graduate students cross-reviewed interview and field observation data. The results are as follows. According to the modified Kirkpatrick model, the effect of GS was significant in the areas of reaction (class satisfaction), learning (skill utilization ability), and behavior (collaborative learning), but no statistically significant results were found in the results (entrepreneurship). However, at least significant improvements in reaction, learning, and behavior have been proven to be effective in improving teaching effectiveness in the classroom. The limitation of research is that GS coaching programs focused only on using smart devices and software as a treatment, suggesting that support such as education as well as devices and software should be provided when applying the edge technology to the classroom.

11:50-12:15

65251 | *Experiences in MOOCs: The Perspective of Students in UAE*

Ghadah Al Murshidi, United Arab Emirates University, United Arab Emirates

MOOCs are open, online courses that use information technologies to enhance the learning experience and attract various people from the entire world. The current study uses the Technology Acceptance Model (TAM), as well as personal characteristics such as learning strategies, cognitive appraisal, and Kuhlthau's (1991) model of information seeking as theoretical bases for defining factors that may influence students adopting MOOCs in their learning process, as well as describe their feelings during the learning process. The study was conducted in UAE Universities, and used both quantitative and qualitative techniques and involved 300 students who participated in MOOCs. They were requested to keep study diaries. The quantitative analysis revealed that perceived usefulness (PU) and perceived ease of use (PEOU) have a major influence on the intention to enroll in a MOOC. PEOU can be increased by improving the current MOOC platforms. PU can also be improved by providing content that suits the students' needs. The qualitative analysis showed mood changes over time; the feelings of uncertainty were replaced by expressions of confidence. The researcher found that students have different needs and expectations. Therefore, the MOOC's platforms should provide multiple options to accommodate these needs.

12:15-12:40

65040 | *Post Pandemic Resilience: A Transition from Learning at Home to Hybrid Learning at School in Malaysia*

Ridzwan Che' Rus, Sultan Idris Education University, Malaysia

Pandemic COVID-19 gave an impact to the whole world including education and training sector focusing in Technical and Vocational Education and Training (TVET) at Malaysia. With the current challenges we must face volatile and uncertainty situation across the globe. Malaysia Education system especially TVET at every level from secondary to higher TVET sector adjusted from traditional system to the latest industry 4.0 technology to make teaching, training and delivery of instruction happen effective to produce highly skilled worker for the country development. To understand the real situation happening, we have done qualitative research using case studies among 6 agricultural vocational college stakeholders in Malaysia. Findings shown that 3 main stakeholders in vocational college teacher/instructor, students/trainees, and administrative having some challenges to cope back with new normal of teaching and learning process. They need to move on and adapt with the current challenges especially to maintain high quality of delivery and instruction in order to produce human capital for Malaysia.

12:40-13:05

66588 | *Enhancing Learning of Complex Science Topics and Improving Motivational Level Using Gamification Techniques in High School Biology Courses*

Jose Garza-Martinez, Tecnologico de Monterrey, Mexico

In the last decade, the importance of learning and teaching biology has risen. However, students perceived complicated learning biology, particularly on topics like molecular biology, endocrines, and cellular growth. Gamification has proven its effectiveness in reinforcing the students' involvement in scientific activities and learning science. This study aims to enhance the significant learning of complex biology topics according to students' appreciation and motivation towards the subject in a high school course using gamification. A gamification activity focusing on one of those topics, molecular biology, was designed and implemented into the course. A post-test-only control group design was employed with 123 students. There were two experimental groups (62 students) and two control groups (61 students). After performing the activity, all the groups had a knowledge test with molecular biology questions. Additionally, the experimental groups answered a numerical Likert scale questionnaire on their motivation for learning the topic and appreciation of the activity. In the knowledge test, the experimental groups obtained 84.516 as average in the molecular biology section, while the control groups had 55.191. There was a significant statistical difference between the groups with a $P < 0.05$. In the questionnaire, 83.87% of the students strongly agreed that the activity was appropriate and dynamic, and 70.96% said it helped them learn molecular biology. The results confirm that using gamification activities properly in high school biology courses is a good approach for enhancing students' comprehension of complex topics and improving their interest in them.

14:05-15:20 | Room 608

Wednesday Onsite Presentation Session 3

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

Session Chair: Hugh Schuckman

14:05-14:30

65928 | *Co-production Between Culture and Performing Arts: A Performing Project in Taiwan*

Peishi Weng, Taipei University of Marine Technology, Taiwan

YiJie Ou, Taipei University of Marine Technology, Taiwan

This is a one-semester project with 16 students (10 aboriginal students and 6 Taiwanese students). The purpose is to assist students to integrate aesthetics, multi culture and digital knowledge to improve their problem-solving skills and then present the creative ability. Through the course "Pop music video production and distribution," Taiwanese and aboriginal students need to create their own music videos and plays and then upload the videos. The researcher used qualitative method to investigate their producing process. From the students' motivation, video planning concepts, to the final feedbacks, the researcher will collect the data to analyze the results. Some suggestions are conducted in the following. First, the learning motivation between aboriginal and Taiwanese students are still need to take into the consideration. How to share each other's culture is the main issue. Second, with the video production, guide students to train the team work ability and complete the production is important. Through this project, the research hopes that aboriginal and Taiwanese students can realize each other, and the use team work to complete this video work.

14:30-14:55

65724 | *A Qualitative Study of Resilience Components and Its Interactions With Balinese Philosophies Among Youth in Bali*

Dewa Gede Firstia Wirabrata, Ganesha University of Education, Indonesia

Dewa Ayu Puteri Handayani, Ganesha University of Education, Indonesia

Nice Maylani Asril, Ganesha University of Education, Indonesia

The impacts of COVID-19 pandemic related to resilience were experienced globally. Initial surveys showed an increase in hopelessness and depression among university students during COVID-19 pandemic in Indonesia. Nevertheless, there's only a little research towards resilience of youth in rural area. This qualitative study aimed to understand resilience and its interaction with Balinese philosophies among university students during COVID-19 pandemic in rural area, Desa Tangguwisia. The study involved focus group with 15 young adults aged 18-24 in Desa Tangguwisia, Indonesia. Recruitment took place remotely and transcripts were coded and analyzed thematically. Components of resilience (control, origin & ownership, reach and endurance) were examined with some philosophies existed in the area and the results are: 1). Control and Origin & Ownership components of resilience are strongly related with the concept of Karma. This interaction brings mixed perceived resilience; most youth gets more acceptance to the situation and grow stronger while others keep questioning of what they have done wrong and becoming more depressed, 2). Reach and Endurance components of resilience were found related with the concept of Tri Hita Karana. This concept brings youth to the realization of positive and negative outcomes that may happen after pandemic. This study highlights the extent of pandemic and all it costs to resilience of youth in Desa Tangguwisia by strengthening the meaning of Balinese philosophies.

14:55-15:20

66628 | *Voicing Upheaval: Excavating and Preserving Korean Linguistic Rhetoric of the 1970s*

Hugh Schuckman, University of Utah, Asia Campus, South Korea

Sangho Kim, University of Utah, South Korea

Korean language has a rich narrative system often overlooked and underappreciated by contemporary scholars and teachers. Like Japanese, the Korean language commonly employs both its own phonographic system and Chinese-based ideograms. While the latter system has a long and predominant historical and cultural background, Korea's shift towards using phonograms exclusively has restructured the cultural and rhetorical space of Korean writing. Whereas traditional Korean rhetoric emphasizes the metaphysical interpretation of ideograms, contemporary Korean rhetoric ensconced in phonetic expression places higher value on flexible, intertextual moments that gesture towards contemporary struggles for individual and national freedom. This research presentation focuses specifically on the invention of contemporary Korean rhetoric in literature written during the 1970s. This period encapsulates the rapid industrialization and urbanization alongside a ubiquitous struggle to overcome extreme poverty in the wake of the Korean Civil War. Using research methods of archival and museum research, this presentation highlights the ways a rhetorical analysis of text such as Seokyoung Hwang's "Away from Home", Mungu Lee's "Painful, Grand Dream", and Kisuk Song's "Green Bean General" mobilize rhetorical devices that highlight the social tensions caused by actual vicissitudes of people withstanding series of upheavals. In addition to contributing to the virtually non-existent English scholarship on Korean rhetoric of this period, this research endeavors to argue for greater attention towards preserving a neglected, yet important rhetorical bridge from the early post-Korean war era to our current moment.

15:35-16:50 | Room 608

Wednesday Onsite Presentation Session 4

Higher Education

Session Chair: Tai Chong Toh

15:35-16:00

65274 | *Shared Strategic Leading: The Leadership of Academic Deans of Centers of Excellence in the Philippines*

Nelson Tantoco, De La Salle University, Philippines

Teresa Yasa, De La Salle University, Philippines

The study aimed at producing a substantive grounded theory of the leadership of academic deans of Centers of Excellence (COEs) in Philippine Higher Education Institutions (HEIs). The classic grounded theory (CGT) method was employed. Fourteen academic deans from various disciplines and regions of the Philippines participated in the study. Participant interviews were used as the primary source of data. Data analysis was performed through CGT coding. The study concluded that shared strategic leading predominantly describes the leadership of academic deans of COEs in the Philippines. Results showed that shared strategic leading is intrinsically influenced by the academic deans' people skills; extrinsically, by their loyalty to the institution, and experiences in learning leadership. This study recommended that other academic deans be informed of the best shared strategic leadership practices of their colleagues to improve the quality of their academic programs. Further research on academic deanship in the Philippines was also proposed.

16:00-16:25

65637 | *Non-cognitive Skills as Influencing Factors to the Academic Success of the BS Psychology Graduates: Basis for Classroom Intervention*

Romain Magboo, De La Salle Lipa, Philippines

The study focuses on the importance of academic self-efficacy and study habits as non-cognitive factors affecting students' academic performance and long-term achievement. Specifically, the study aims to describe and examine how non-cognitive skills play a pivotal role in academic success through the RPM licensure examination results of psychology graduates. The research output will serve as a viable input for classroom management intervention. This quantitative study, anchored on the Self-Efficacy Theory of Bandura (1998, 2012), used the Descriptive – Correlational research design for 132 psychology students using total population sampling. The Academic Self-Efficacy Scale (Gafoor & Ashraf 2006), Study Habits Survey (sass.queensu.ca 2013), and licensure board exam results were sources of data. Pearson Correlation Coefficient, ANOVA, and Chi-Square test were used to analyze and interpret the data. The results showed that the perceived academic self-efficacy of the respondents is low compared to their study habits, with an average to a very high level. The academic self-efficacy and the study habits of the respondents showed an inverse relationship with a low to moderate association level. Both skills could be independent since they have an efficacy-activated process. The perceived academic self-efficacy and study habits are related to the licensure performance depending on the performance per subject. The lower performance ratings are specifically linked to perceived academic self-efficacy. The high-performing scores, in contrast, are connected to study habits such as selecting main ideas, exam writing, and time management. With the given results, academic self-efficacy and study habits both contributed significantly to academic progress.

16:25-16:50

66410 | *Supporting Students Beyond the Pandemic – Lessons From Community Internships*

Tai Chong Toh, National University of Singapore, Singapore

Internships are widely recognised as one of the high impact practices in tertiary education, that can enhance student learning through the curation of purposeful and engaging learning environments. While most internships have focused on enhancing employability, I have recently developed a new internship module, Community Internship, which provides our students with an opportunity to engage and work with registered Non-Governmental Organisations (NGOs). Operating in multidisciplinary teams and supported by supervision from an academic staff and internship supervisor, this module allows students to gain a deeper understanding of the community partner as they connect their academic knowledge to practice. In this study, my research questions examine: 1) what students have learned from the internship, 2) what are the challenges encountered by students as they work-from-home (WFH) and 3) which pedagogical elements have supported student learning. As I triangulated the data from students' reflection, perception survey, internship reports and supervisors' evaluation, the findings have provided key information on the value of informal learning values of internships. First, students reported improvements in social, practical and integrative skills, while supervisors observed that students demonstrated clear enhancements in technical skills and professional growth. Secondly, students reflected that the transition to WFH has limited social engagement, reduced opportunities at work, impacted well-being and communication among team members. Lastly, the features that greatly supported student learning include regular internship meetings, meaningful assessments and peer support within the interdisciplinary team. As work environments move away from the physical environment, we need to redesign how we support our students.

Notes

[illegible]



Thursday, December 1

Parallel Sessions

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.

09:30-11:10 | Room 603

Thursday Onsite Presentation Session 1

Adult, Lifelong & Distance Learning

Session Chair: Keith Joiner

09:30-09:55

66401 | *The Impact of Mentoring Function on Organizational Citizenship Behavior – Comparing Formal and Informal Mentors*
Chisa Taniguchi, Hosei University Graduate School, Japan

Prior research has investigated mentoring's impact on the organizational citizenship behavior (OCB) of protégés. However, what benefits mentors gain through mentoring, and their impact on OCB remain unclear. Furthermore, a difference may exist between formal mentors assigned by the organization and those who informally mentor under their own initiative. Therefore, this study aims to create a hypothetical model in which the mentoring function influences OCB through the mediation of benefitting the mentor. It also investigates the differences between formal and informal mentoring. The survey was a web-based questionnaire (conducted twice to account for common method bias). Three hundred thirty-nine responses were received. A multiple group structural equation modeling was conducted, categorizing the respondents into formal and informal mentors. Our results indicated that formal mentors were influenced by the satisfaction of being useful among the benefit subscales. In contrast, informal mentors were influenced by a review of communication at work and continuous relationship growth as OCB. Both mentoring and OCB are prosocial organizational behaviors. Put differently, formal mentoring is a prosocial behavior in which the mentor also engages in OCB by increasing their satisfaction. In contrast, in the case of informal mentoring, it was clear that the mentor applies their learning about communication and relationships as OCB.

09:55-10:20

65801 | *Timeout, Please: A Grounded Theory Study of About-to-Retire Professors' Experiences on Combating Technostress Amid Covid-19 Pandemic*
Ferdinand Bulusan, Ifugao State University, Philippines
Eva Marie Codamon-Dugyon, Ifugao State University, Philippines
Jeng Jeng Bolintao, Ifugao State University, Philippines

Due to the unprecedented incidence of Covid-19, the quick shift to the large usage of technology has prompted teachers and professors with little expertise in integrating technology into the classroom to experience technostress. While the literature contains a multitude of studies showing technostress among teachers of all categories, such as in-service and pre-service teachers, basic education, and higher education, it appears to be ignoring a specific subpopulation of instructors: those who are nearing retirement. This grounded theory study seeks to illustrate how soon-to-retire professors have been combating technostress in the context of the Covid-19 pandemic and in an environment where internet connectivity is slow. Through comprehensive interviews with 21 professors nearing retirement at two universities in the Philippines, data sets were extracted. Field texts were continuously compared using open, axial, and selective coding until the novel Bulusan, Dugyon, Bolintao's Ferris Wheel Theory of Combating Technostress has surfaced. Intriguingly, the newly discovered theory captures the process through which professors nearing retirement combat technostress. It is characterized by four separate technostress combatting styles designated as inner, toward, outward, and upward. These styles encompass a vast array of personal, social, and even spiritual dimensions. The results can be applied as a beneficial guide for enhancing the resilience of vulnerable professor groups in managing technostress. This study offers a variety of educational and empirical implications for controlling and reducing technostress among experienced academics.

10:20-10:45

65378 | *The Challenges and Strategies of COVID-19 Online Learning and Teaching: A Comparative Case Study of Higher Education in Afghanistan and Indonesia*
Hazrat Shah Kayen, Indonesian International Islamic University, Indonesia
Fadla Tsania Agustia, Indonesian International Islamic University, Indonesia

The huge impact of the pandemic has altered many sectors of life, including higher education. Forcing students and lecturers to adjust themselves to online learning and teaching, the COVID-19 outbreak has created overwhelming challenges for both students and lecturers. In order to tackle the challenges and study as normally as possible, they come up with specific strategies. In this regard, the study investigates the challenges students and lecturers face during COVID-19 online learning and teaching in a private university in Afghanistan and a public university in Indonesia. Furthermore, it explores the strategies they applied during COVID-19 online learning and teaching to deal with these challenges. In addition, it is intended to compare the students' and lecturers' experiences in online learning and teaching in both countries. To obtain the data, the study employs open-ended questionnaires using Google Form. The Google Form is distributed through WhatsApp and emails to students and lecturers at a public university in Indonesia and a private university in Afghanistan. Data analysis uses the online engagement framework for higher education to filter and generate themes into concepts. Identifying the challenges and strategies of online teaching and learning would provide practical understanding for both students and lecturers as well as educational institutions in terms of better online learning and teaching management.

10:45-11:10

65513 | *Learning to Test With Robots Collaboratively in Our Homes: "Mum/Dad, When Can I Play With It?"*
Keith Joiner, UNSW Canberra, Australia

Teaching postgraduate engineers to test and evaluate modern complex systems requires them to evaluate a system with a degree of autonomy, some internal programming variables and some external mission and environment variables. Prior to COVID-19, students did this in collaborative groups in attendance classes with a small line-following robot. The teams would apply test design methods to determine and rank significant factors (i.e., screening systematically), then test again to model and later validate across groups. The COVID-19 restrictions and geographic dispersion forced the teacher and students to do the same collaborative testing in homes, where families often got involved in developing racetracks, procedures and testing. At the same time, test runs would be 'farmed out' between different homes and results discussed extensively online. The shift in pedagogy brought valuable lessons in organisation, communication and considerable social and work contextualisation that will benefit reform in tertiary experimentation.

11:25-12:15 | Room 603

Thursday Onsite Presentation Session 2

International Education

Session Chair: Aki Yamada

11:25-11:50

66596 | *"It Takes a World of Differences to Make a Different World": The EAN Project in Greece*

Thomai Alexiou, Aristotle University of Thessaloniki, Greece

Following the 21st century model of creating classrooms that respond to society's plurilingualism and multiculturalism, English as a foreign language has been introduced in numerous European countries, as well as worldwide, in numerous preschools (Baidak et al., 2017; Alexiou, 2020). Within this scope, integrating English as a foreign language in all Greek preschools is realised as of September 2021 through the EAN project (2021-2022). The project supports teachers' work through developmentally suitable soft CLIL educational scenarios that relate to the New Preschool Curriculum in Greece. This innovation does not only reflect international practices but also advances them both in the context of early foreign language learning and in relation to teacher training and support. Teacher training addressed both to in-service EFL teachers and pre-primary teachers is one of the main pillars of the EAN project and the positive impact of the EAN training scheme on self-efficacy is statistically significant. Monitoring and supervising the introduction of the English language in preschools as well as collecting evidence from all the key stakeholders are paramount in this process. One of the main innovations has been the effort to cultivate a culture of collaboration between the teachers, contributing to the children's formation of a positive attitude towards languages. Important parameters are also children's development of attitudes, soft skills and pedagogical values as well as the promotion of intercultural competence. The EAN Project caters for young children's multilateral education as well as their holistic development and presents a paradigm shift in EFL and preschool educational

11:50-12:15

65895 | *Japanese University Students Attitudes Toward International Careers and Study Abroad During the Covid-19 Pandemic*

Aki Yamada, Tamagawa University, Japan

Douglas Trelfa, Tamagawa University, Japan

Yuichiro Koyama, Tamagawa University, Japan

This presentation will examine how Japanese university students view international work opportunities. Since technology, internet access, and social media play an increasing role in the lives of younger generations, we hypothesize that their views on working abroad was affected by the pandemic-induced transformation of access to information about living and working abroad, such as lost opportunities to study abroad and interact with international students but more social media time. Although some evidence suggests that global/digital nomad lifestyles were becoming more attractive to young people worldwide, previous research has suggested that young Japanese have become less globally oriented in recent years, which has implications for globalization theories while presenting challenges to Japanese policy makers who have been seeking to further internationalize Japan. Our research methodology combines a self-administered online questionnaire using Freezee followed by additional focus group interviews. The survey included demographics, course selection, language study interest, self-reported English proficiency, social media and consumer behavior, and attitudes toward globalization. The questionnaire was administered to all 2nd and 3rd-year students in the College of Arts and Sciences at a private university in Tokyo (n=204). We found significant differences in language study interest, English proficiency and attitudes toward globalization between students seeking international careers and those students who are oriented toward domestic careers and companies. The follow-up focus groups will be conducted in October 2022 among a subsample of 3rd year students in order to gain further insight into the impact of the pandemic on students' attitudes toward studying and living abroad.

13:15-14:30 | Room 603

Thursday Onsite Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Jorge Victor Sales

13:15-13:40

65359 | *Effects of Concept Scaffolding Teaching Approach on Grade 7 Students' Conceptual Understanding and Problem-solving Performance in Mathematics*

Asgar Anda, Mindanao State University - Marawi, Philippines

Jocelyn Aman, Mindanao State University - Marawi, Philippines

This study aimed to investigate the effects of concept scaffolding teaching approach on students' conceptual understanding and problem-solving performance in mathematics on the topic domains such as special products, equations and inequalities. The study used quasi-experiment with pretest-posttest control group design. The participants were Grade 7 students of Mindanao State University – Saguayan Community High School. The findings showed that after intervention, there was significant difference on the control and experimental groups of students' conceptual understanding test mean score. Similarly, a noticeable significant difference was observed on the control and experimental groups of students' conceptual understanding test mean gain score. Furthermore, there was significant difference on the control and experimental groups of students' problem-solving performance test mean score. However, it was found that there was no significant difference on the control and experimental groups of students' problem-solving performance test mean gain score but the experimental group gained a higher mean gain score than the control group. The finding of this study revealed that the concept scaffolding teaching approach has a positive effect on students' conceptual understanding and problem-solving performance in mathematics. The study did not find sufficient evidence to distinguish the difference in the mean gain score on the control and experimental groups after intervention in the problem-solving performance test. As a result, future researchers should increase the duration and sample size of the study so that the effect of the integration of the concept scaffolding teaching approach specifically on the problem-solving performance will be more effective.

13:40-14:05

66643 | *Blended Professional Learning Community Sessions on Action Research*

Jorge Victor Sales, De La Salle University, Philippines

Socorro Aguja, De La Salle - Manila, Philippines

Maricar Prudente, De La Salle-Manila, Philippines

Action Research (AR) has shown a significant contribution toward improving teacher practice. Challenges in its conduct have led to teachers' struggle in completing such projects. Professional Learning Communities (PLC) had created an improvement in participatory transformation in teaching through collaborative learner-centered solution making. Thus, Action Research Professional Learning Community (ARPLC) was formed in order to address the gap. Teacher-members in Catanduanes National High School (N=15) participated in the blended sessions (synchronous and asynchronous) to improve their capacities in conducting Action Research (AR). The framework for training AR employed the Plan-Do-Study-Act (PDSA) model and descriptive mixed-method approach was used. ARPLC members' experiences culled from interviews, focus group discussions, open-ended questionnaires, and journal logs were thematically analyzed. The Perception on Action Research Questionnaire (PARQ) was used to measure AR competence at the end of the training. The ARPLC experience showed positive effects on the teachers' attitude and understanding of AR as depicted in their improved collaboration and reflective thinking skills.

14:05-14:30

66672 | *Challenges Encountered by Non-Araling Panlipunan Teachers Teaching Araling Panlipunan Department of Education General Santos City, Philippines: Basis for Capability Building*

Emily Baculi, Department of Education - General Santos City, Philippines

Lito Adanza, Department of Education-General Santos City Philippines, Philippines

Juliet Lastimosa, Department of Education-General Santos City, Philippines

Romelito Flores, Department of Education-General Santos City, Philippines

This study intended to describe the challenges encountered by Non-Araling Panlipunan teachers Teaching Araling Panlipunan (AP). It also sought to identify the coping mechanism, interventions and identify capability building programs as a solution to the problems. The study employed qualitative phenomenological research to examine individual life experiences of Non-Araling Panlipunan Teachers who have specialization-workload mismatch. Key informants underwent an in-depth interview using open-ended questions. The data collected were translated and analyzed, unveiling fifteen primary themes from the narratives of the participants.

The challenges encountered by the non-Araling Panlipunan teachers who are teaching AP are the following: For content: making learning relevant and engaging, unfamiliarity, lack of knowledge, double the effort and adjustment. For lesson preparation: uncertain and at a loss; finding the perfect fit; shift code; learning resource inadequacy and identifying the essentials. Content-realignment woes and Higher Order Thinking Skills (HOTS) dilemma are the challenges encountered in terms of assessment.

The participants coped with these challenges by equipping themselves, maximizing the learning and online tools, and calling a friend.

Schools provided interventions like continuous training, earn relevant units and Learning Action Cell (LAC) session as an avenue to mentor non-Araling Panlipunan teachers. Non-Araling Pteachers handling AP are facing problems which their adaptability. With the right amount of support from external factors, schools and internal motivations like passion, initiative, flexibility and open-mindedness, problems in teaching will be lessened. The research proposed that the Department of Education conduct a training on content and pedagogy to equip non-Araling Panlipunan teachers in the field.

14:45-16:00 | Room 603

Thursday Onsite Presentation Session 4

Professional Training, Development & Concerns in Education

Session Chair: Hsiao-Lan Chen

14:45-15:10

65771 | *Reliability and Validity of the Teachers' Behavior Inventory of the Adamson University Basic Education Department*

Daniel Jr. Saroca, Adamson University, Philippines

Mark Lawrence Gale, Adamson University, Philippines

The use of student evaluation of teaching (SET) remains as a controversial topic due to various issues associated with it (e.g. lack of established reliability and validity, poor predictors of student learning, prone to biases and errors). Though this might be the case, SETs are still considered as essential tools in providing feedback on teaching effectiveness and facilitating decisions on the professional development of teachers. This study was then aimed at developing a reliable, valid, and functional Teachers' Behavior Inventory (TBI) for the Basic Education Department (BED) following the standards set by the government, accrediting bodies, and educational organizations. Different statistical analyses were used to establish the internal consistency, content validity, factorial purity, and convergent validity of the instrument. The results show that the items are strongly interrelated and are deemed reasonably relevant and clear by seasoned teachers. The instrument also yielded a strong correlation with a US-based teacher evaluation tool. However, adjustments were made in the factorial validity of the TBI in which a three-factor model was considered more appropriate than a two-factor model. Research implications and recommendations are discussed.

15:10-15:35

65228 | *Measuring and Evaluating Research Literacy in Higher Education: A Synthesis of Mechanisms and Discoveries*

Jingjing Lin, Toyohashi University of Technology, Japan

In the context of higher degree research, one of the greatest obstacles was equipping students with research literacy. It is, however, an underdeveloped research topic and consequently its associated practices are ill advised. Most would agree that in order to optimize policy decisions and public spending, it is necessary to evaluate costs in relation to the quality of outputs. Before designing any type of educational intervention to improve the research literacy, it is essential to have a measurement instrument that can track and evaluate research literacy levels along the progress. This systematic literature review seeks to identify current approaches that measure research literacy in higher education institutions and to summarize findings from pertinent evaluation studies. A search of two academic databases Scopus and Web of Science yielded 369 publications, which was screened down to 11 relevant journal articles. The qualitative integrative synthesis methods will be followed to reveal the mechanisms and outcomes of research literacy evaluation. In addition, it will reveal patterns, distributions, and trends of these publications based on their metadata. With a focus on the measurement and evaluation of research literacy, the results will also inform the development of instruments to assess research literacy in higher education settings. University-level research training providers may also benefit from this study for its results will empower their engaging in evidence-based practice.

15:35-16:00

66585 | *The Development of Teacher Performance Indicators for 21st Century Teaching and Learning: Implications from International Baccalaureate Philosophy and Practice*

Chen Hsiao-lan, National Taiwan Normal University, Taiwan

As the global trend, preparing students with 21st century skills and core competences has been the central educational concerns in many counties. There are great demands for preparing teachers with global perspectives and capacities for competency-oriented teaching and learning. To meet the needs of preparing competent teachers for implementing newly reformed competence-oriented curriculum in Taiwan, applying the implications learned from International Baccalaureate philosophy and pedagogical practices, this study aims to develop teacher performance indicators of quality teaching for competency-oriented curriculum. The research purposes include: (1) to examine the required knowledge, skills, and dispositions for competency-oriented teaching and learning based on IB philosophy and practices; (2) to construct teacher performance indicators for constructing a competency-oriented teaching performance framework, (3) to understand teachers' attitudes toward the indicators and reactions to the framework, and (4) based on research findings to provide suggestions for updating Taiwan teacher performance indicators and teacher education programs. Based on document analysis, delphi method, and focus group interview, this paper will first discuss the needed knowledge, skills, and dispositions of a 21st century teacher for competency-oriented teaching and learning; then address the implications and ways of incorporating IB philosophy and practices into the development of teacher performance indicators for competency-oriented teaching framework; and finally provide recommendations for the revision of existing teacher professional performance indicators as well as possible applications in teacher education. It is hope that this paper can contribute to the construction of more relevant teacher performance indicators to guide teachers for 21st century teaching and learning.

09:30-11:10 | Room 604

Thursday Onsite Presentation Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Jacqueline van Muijlwijk-Koezen

09:30-09:55

66394 | *An Analysis of Demotivating Online Formative Assessment Strategies at an Open Distance Learning*
Antonia Makina, University of South Africa, South Africa

Universities have a moral obligation to ensure that students' success in an open and distance learning (ODL) environment are enabled through high-quality student support. Online formative assessment strategies are an important element in the level of engagement needed for motivating students learning online because the way in which lecturers communicate the expectations of learning to the students largely determines how students approach assessment tasks. Motivation is both a condition for and a result of effective instruction and therefore stands as a critical factor in the design of online formative assessment strategies. Therefore, the aim of this paper was to identify online formative assessment strategies that demotivate students from participating persistently in online formative assessment in ODL universities. This study used a developmental research approach to carry out a descriptive quantitative case study involving 58 purposefully sampled students who were registered for an MEd in ODL course at an ODL university in South Africa. A thematic coding process was adopted during the analysis of students' responses to an online google form survey. Though students differed in their choices of the assessment strategies that demotivated them in their studies, through the thematic coding process, there was however consensus on seven significant themes. The Socio-Technological perspective was used as the theoretical frameworks to drive the investigation since it encompassed all relevant aspects of the design of online learning. Demotivating online formative assessment strategies provide insight to course leaders, administrators and instructional designers attempting to build successful online learning strategies in ODL environments.

09:55-10:20

65319 | *Empowering Self Regulated Learners: Embedding of IB ATL Skills Through Digital Literacy in Primary Students*
Maria Tiffany Thee, Tunas Muda School Meruya, Indonesia
Theresia Korompis, Tunas Muda School Meruya, Indonesia

The Covid-19 pandemic has resulted in a turning point of creativity in the field of education with the abrupt commencement of remote learning in March 2020 via online platforms. The ongoing digital transformation was accelerated and forced students to drastically adapt and adopt new approaches to their academic learning. In order for teachers to support children's autonomy and motivation in their learning environments, the International Baccalaureate (IB) Approaches To Learning (ATL) skills through digital literacy were planned and embedded into their learning. The aim of this paper is to provide creative strategies for embedding ATL and digital literacy skills in students as they self-learn. The evidence will be a descriptive qualitative single case study, demonstrated through student work and their personal reflections throughout a semester of blended learning. Self regulation is defined as beliefs about their capability to engage in appropriate actions, thoughts, feelings, and behaviors in order to pursue valuable academic goals, while self monitoring and self-reflecting on their progress toward goal-completion (Zimmerman, 2000). The IB ATL skills are grouped into 5 categories: Communication, Research, Thinking, Self-Management, and Social Skills (King, 2013) and digital literacy is one's ability to communicate, evaluate and synthesise through a variety of digital platforms. Most students have been found to demonstrate the ability to become self regulated learners with influencing factors that included self efficacy and a strong home and school support system.

10:20-10:45

64168 | *Students Perception of a Gamified Student Engagement Platform as Supportive Technology in Learning*
Isabel Yee Pinn Tsin, Sunway College, Malaysia

Students are increasingly turning towards Web-based learning materials to supplement their education. One such approach would be the introduction of Gamified Student Engagement Platforms (GSEPs) to instill a new learning culture. Data was collected from closed-ended questions via content analysis techniques. The participants in this study were full-time students who had enrolled in a Chemistry class. They consist of a mix of ethnic groups and international students from urban city backgrounds. About 81.8% of college students from the Monash University Foundation Year (MUFY) in Sunway College, Malaysia agreed that GSEPs such as Quizizz was an effective tool for learning. A large majority of students (94.5%) agreed that Quizizz made learning Chemistry fun. It was good that 87.3% of students felt that Quizizz added variety to the teaching process and approximately 85.5% of students disagreed that games were a waste of time. It is most likely a misconception that students felt stressed when playing educational games due to the time limitation and competitiveness among students. However, only 21 students (38.2%) felt stressed when playing Quizizz. About 74.5% of MUFY students found that Quizizz helped in memory retention of certain Chemistry facts. An overwhelming majority of students (89.1%) responded that they would like to have more Quizizz games in the future. This demonstrates that GSEPs elicited better learning opportunities, catered to students with differing learning styles and had no usability issues. Overall, students showed positive and encouraging outcomes from using Quizizz to complement their traditional teaching and learning process.

10:45-11:10

66587 | *Leveraging the ALACT Reflection Model to Improve Academic Skills Development in Bachelor Students: A Case Study*
Isabel Braadbaart, Vrije Universiteit Amsterdam, Netherlands
Anna Vuuregge, Vrije Universiteit Amsterdam, Netherlands
Sonja van Scheijen, Vrije Universiteit Amsterdam, Netherlands
Fanny Beekman, Vrije Universiteit Amsterdam, Netherlands
Jacqueline E. van Muijlwijk-Koezen, Vrije Universiteit Amsterdam, Netherlands
Danny Scholten, Vrije Universiteit Amsterdam, Netherlands

Academic skills are essential in most future professions for students, yet frequently receive sporadic or ineffective attention throughout higher education. Therefore, we set out to implement the ALACT reflection model in a second-year academic skills course within the bachelor's program in Pharmaceutical Sciences. The model was applied to both presentation and teamwork skills which are practiced in a relevant academic context. As such, the aim was to improve the timeliness and level of insight students have into their strengths, growth, and points for improvement. The ALACT model is a spiral approach to reflection where students begin with (1) a concrete experience, (2) observing and reflecting, and then (3) forming abstract concepts and generalizations about the experience. These are used (4) to create an action plan which is then (5) enacted. The last step forms the new experience from which the cycle repeats. Previous research suggests that the conscious and consistent implementation of the ALACT model can provide a basis for meaningful self-evaluation and increased competency and confidence. Therefore, we redesigned the month-long course to ensure the five steps were well-integrated and that students would complete the spiral at least twice for each skill. Results from teacher interviews and a student questionnaire indicate that the intervention leads to increased awareness of existing competencies and steps for improvement and a very positive view of reflection and its role in skills development. A review of the practical considerations for implementing the ALACT model in academic skills courses within science education is also provided.

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11:25-12:15 | Room 604

Thursday Onsite Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Ian Frank

11:25-12:15

66545 | *Workshop: Koto-tsukuri: Education at the Interface*

Ian Frank, Future University Hakodate, Japan

The move to online was a serious disruptor. We reflect here on almost three years' of fully online educational work at university level in a science-based curriculum in Japan. Presented as a workshop, participants experience a real-time deployment of a class management system put together with low code tools. Participants log in, interact, and see an automatically generated dashboard that visualises the workshop's progress. The technology is one kind of "interface". A second and more important "interface" is the motivation behind the approach. The full paper describes how a move to online classes based on the presented low code system increased student-student and teacher-student interactions and also the interaction of both student and teachers with the learning environment. We discuss how the Japanese concept of "koto-tsukuri" was part of the motivation and framing of the work. The full paper also presents evidence showing a significant increase in student satisfaction corresponding to the introduction of these ideas. This is done using data from a university-wide assessment tool that asks students to identify all classes that are in the top 10 percent of those they have ever taken. The average rating based on this instrument increased around threefold between 2019 and 2022. For the workshop, participants should come prepared to think, to interact, and to physically do a few things.

13:15-14:30 | Room 604

Thursday Onsite Presentation Session 3

Professional Training, Development & Concerns in Education

Session Chair: Hazel Diaz

13:15-13:40

65377 | *Exploring the Training Programs for Japanese Nutrition Teachers' During Covid-19: Were They Properly Prepared?*

Wafaa Gad Abdo, Osaka University, Japan

Beverley Yamamoto, Osaka University, Japan

[Aim]: Teacher training programmes are considered essential to advance teachers' knowledge, skills and professional practices. In Japan, nutrition teachers perform various important duties in food guidance and school lunch management, making regular in-service training indispensable for maintaining schoolchildren's health development. This study aimed to identify how Covid-19 impacted in-service training programmes for nutrition teachers based on the viewpoints and experiences of Japanese nutrition teachers. [Method]: Thirteen face-to-face interviews were conducted with nutrition teachers in four different cities within Osaka prefecture during 2021, each lasting approximately 30 mins. Teachers were asked about their experiences and in-service training programmes during the COVID-19 pandemic. [Results]: As a result of Covid-19, official face-to-face in-service training for nutrition teachers was largely cancelled and was replaced with follow-up support through online meetings and guidelines documents. Simultaneously, unofficial online training programmes targeting nutrition teachers and requiring paid attendance were established. Participants reported that the online-based delivery method enabled them to continue gaining knowledge and information. However, the efficacy of the training was limited by their lack of familiarity with the features of online platforms during sessions to ask questions, the absence of post-session feedback channels to explain implementation challenges and their preference for group learning environments. [Conclusion]: Covid-19 measures resulted in the suspension of in-person training and changed the training environment's modality. The sudden adoption of online learning highlighted possible weaknesses in traditional nutrition teacher professional training, including a lack of ICT training skills and exposure to diverse learning environments that foster both collective and individual learning skills.

13:40-14:05

65545 | *Developing ICT Competency Training for Teachers of Marginalized Community Schools and Public Sector Schools of Himalayan Region*

Sagun Dhungana, Digital & Beyond, Nepal

The COVID-19 pandemic has led to a need for more in-depth research into various aspects of technology used by the teachers. Thus education and learning has seen a huge digital-shif. This paradigm shift in learning after the pandemic has led teachers towards the ultimate need of digitizing, delivering and monitoring the classroom content. Before the pandemic, skills needed towards ICT capabilities of a teacher were less of a priority, mostly in places where geographical and political influences overshadow the agenda. Both teachers' digital competence and their competence beliefs related to information and communications technology (ICT) are important for the successful integration of digital technology in teaching and learning settings (Hobbs & Rene, 2017).

In my proposed presentation, the discussion will be focused on different stages of training based on the technological, pedagogical, and content knowledge 'Technological Pedagogical Content Knowledge (TPACK)' framework as proposed by Mishra, P. & Koehler, M. J. (2006), which was implemented in the projects for rural Nepal. The scope of the projects accomplished involving teachers in the refugee camp and high altitude public schools of rural Nepal will be discussed. Further discussion involves various methodology and approaches (e.g. learner centric) implemented in the project towards using the basic ICT tools during the training for the teachers. This approach also supported teachers to develop contents using ICT to identify the right strategy for technology integration toward engaging classroom learning. The overall project successfully concluded with 60 refugee school teachers and 37 public school teacher's participation achieving 100% expected deliverables.

14:05-14:30

64487 | *Impact of Professional Learning and Development Activities Participated in by Secondary School Mathematics Teachers Through Kirkpatrick's Evaluation Levels*

Hazel Diaz, Saint Mary's University, Philippines

This study delved into the various learning and development (L&D) activities either provided or partnered by the Department of Education and attended by the secondary school mathematics teachers (SSMTs) of the Schools Division Office of Nueva Vizcaya. It involved 117 teachers, profiled along variables such as the level and number of L&D activities participated in for the last five years (beginning 2015), and the foci and content of the L&D based on the domains of the Philippine Professional Standards for Teachers (PPST) and Mathematics content standards. The study explored on understanding the SSMTs' L&D through the Kirkpatrick's levels of evaluation with the use of a mixed method approach, particularly concurrent-triangulation. Survey questionnaire, interviews and document review were utilized as data gathering procedures. The study revealed that the SSMTs, considering the utility and relevance of the L&D, learned teacher and learner-centered approaches of teaching and technology-aided instruction to teach mathematics content which they were previously weak at. Derived learnings of the SSMTs from the L&D activities contributed to determining improvement of their individual and organizational performances. Also, the attainment of the four levels of Kirkpatrick's evaluation was the same regardless of the SSMTs participation in the 12 L&D activities in Mathematics

14:45-16:00 | Room 604

Thursday Onsite Presentation Session 4

Mind, Brain & Psychology

Session Chair: Cahaya Napitupulu

14:45-15:10

66605 | *The Causal Model of Promoting Innovative Thinking Competencies for Entrepreneurship in Undergraduate Students: The Expectancy-Value Theory Perspective*

Pimnapassara Hongjoy, Srinakharinwirot University, Thailand

Sittipong Wattananonsakul, Srinakharinwirot University, Thailand

Thasuk Junprasert, Srinakharinwirot University, Thailand

Innovation and entrepreneurship are the key roles to drive competitiveness of the country in a disruptive world. Preparing individuals, especially undergraduate students, to be able to think creatively and generate business idea and opportunity is essential for developing human capital for future workforces. Based on the Expectancy-Value Theory, the objective of this study was to investigate how cognitive processes and motivational beliefs can contribute to innovative thinking competencies for entrepreneurship among university students. Hence, the causal model of effects of students' perceived university support, innovative self-concept, expectancy, and values on innovative thinking competencies was tested by utilizing the Structural Equation Modeling. Self-report questionnaires were used to collect data from undergraduates in Bangkok, Thailand. Results revealed that the overall goodness-of-fit statistical analysis of the tested model was fit with the empirical data. These findings also suggested that perception of university support for innovative environment, innovative self-concept, expectancy, and values are supportive factors for enhancing students' skills of observing, questioning, idea networking and experimenting, which are competencies that will aid students to generate creative and useful ideas for business opportunity. Implications for designing an educational intervention to promote innovative thinking competencies for entrepreneurship in undergraduate students together with limitations and suggestions for future research are discussed.

15:10-15:35

65932 | *Emotions in the Advising Dialogue: Reflection of Novice Learning Advisors*

Sina Takada, Kanda University of International Studies, Japan

Emily Marzin, Kanda University of International Studies, Japan

Christine Pemberton, Kanda University of International Studies, Japan

Studies have reported and acknowledged the important role and impact of affective factors, such as confidence and anxiety, in language teaching and learning. Thus, emotional factors are among the major topics that emerge during an advising session, where learning advisors (LAs) foster students' reflections about themselves and their language learning. However, the emotional issues of LAs themselves have not been discussed extensively. Would LAs' emotions influence their effectiveness in supporting students? For LAs to be emotionally resilient themselves, before helping students to be so, identifying and acknowledging the emotions they experience is one of the first steps. Based on this premise, we, novice language learning advisors, reflected on our experience during our early advising practice. The context of this study is the Self-Access Learning Center (SALC) at Kanda University of International Studies (KUIS), where students have access to learning advising sessions as part of the SALC's self-access services. The main focus of this presentation is to summarize presenters' reflections on their emotional experiences during their first semester of working as learning advisors, with common themes that emerged throughout the introspection process. The present reflection aims to raise awareness of the LAs' emotions among the advisors' community, colleagues, mentors and trainers. We hope our study will also help to better understand and provide insights into the affective issues of LAs and how they could be helped to be emotionally resilient.

15:35-16:00

66609 | *Parenting and Self Resilience in Dayak Youth Students*

Cahaya Afriani Napitupulu, University of Palangka Raya, Indonesia

Gerry Olvina Faz, State Islamic Institute of Palangka Raya, Indonesia

Resilience is a basic psychological need that is developed through parenting. Self-resilience is important for youth student to face challenges in education. In Dayak culture in Central Kalimantan, Indonesia, women usually carry the double role of being a housekeeper as well as breadwinner. Women in the family has a significant position in fulfilling the needs of parenting and education. The study aims to find the effect of mother's parenting to Dayak youth students' resilience. This research was conducted on 350 Dayak youth students aged 15-24 years in Central Kalimantan. The measuring instruments are Parental Acceptance-Rejection Questionnaire (PARQ) and Brief Resilience Scale. The Linear Regression with stepwise method was applied to analyze the effect of four domains of parenting which include warmth/acceptance, hostility/aggression, indifference/neglect, and undifferentiated rejection. The results showed that rejection and neglect in the parenting process had no effect on the development of self-resilience of youth. Meanwhile, aggressiveness/ hostility has negative relationship to self-resilience with a point of -0.301, meaning that the lower perception of hostile parenting, the higher self-resilience. In addition, the warmth or acceptance aspect shows a positive effect on resilience simultaneously with the hostility/ aggressive parenting aspect, which are hostility/aggression values of -0.219 and warm/ acceptance values of 0.158. However, mean of resilience score on Dayak youth students is just around 3.38, it means the self-resilience is average. The outcome of this study to promote the importance of collaboration between families and academics in increasing the resilience of Dayak students.

09:30-11:10 | Room 605

Thursday Onsite Presentation Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Hui Yong Tay

09:30-09:55

66400 | *Develop Young Children's Emotional Intelligence and Coping Strategies During the COVID-19*

Mun Wong, The Education University of Hong Kong, Hong Kong

Thomas, G. Power, Washington State University, United States

With the emphases of harmony among peers in the Confucian philosophy, Chinese children are likely to bottle up their frustrations associated with peer conflicts or bullying (Tam & Taki, 2007). Research shows that physical and verbal bullying are common in preschool years (Alsaker & Nägele, 2008; Repo & Sajaniemi 2015) and a growing problem in schools in Hong Kong (Wong, 2004). When kindergartens were to halt in-personal classes during the coronavirus outbreak; children had to spend more time at home, and children reported experiencing more stress and conflicts with their siblings. This study aimed at helping children to develop emotional intelligence skills by implementing an intervention programme called ECE Peace Ambassador Projects. The second aim was to help children construct more coping strategies to cope with peer conflicts and stress at the last year in preschool before they start going to primary school after the summer. This study will make new theoretical contributions to the research on children's social-emotional learning and anti-bullying programmes by testing the effects of emotional intelligence (EI) and coping strategies on young children's ability to deal with bullying, and to prevent or stop bullying among peers during the early years.

09:55-10:20

66472 | *Development of Media Literacy Curriculum for Junior High School Students in Thailand*

Kanokphon Chantanarungpak, Srinakharinwirot University, Thailand

Sangkama Sarawat, Silpakorn University, Thailand

Prakobkiat Imsiri, Valaya Alongkorn Rajabhat University, Thailand

Sasithon Yuwakosol, Srinakharinwirot University, Thailand

Danucha Saleewong, Valaya Alongkorn Rajabhat University, Thailand

Media Literacy is one of the essential 21st Century skills for students. They must be prepared for this skill for their life as a part of digital citizenship. This research aimed to develop curriculum and instructional manuals in media literacy for teachers to educate junior high school students. The methodology of this research was divided into 2 parts. The first part was documentary analysis and in-depth interview with 9 participants. Another part was 81 participants assessing the suitability of developing media literacy curriculum. The participants were students, teachers, parents, media scholars, civil society members, and representatives from relevant consumer protection agencies. From the study, this research was revealed in 2 parts. The first part of the study contained the scope of content in media literacy for junior high school students that was chunked into 7 modules and the curriculum structures including course descriptions, learning objectives, content, learning activities, instructional media and evaluation. Another part, assessment of the suitability of the developed curriculum showed that every module reached the very appropriate level with the suggestion to adjust the content into 6 modules to avoid redundancy content including Media Literacy, Media Ecology, Media Accessibility, Media Legal and ethics, Media Issues, and Media Literacy Participation. The media literacy curriculum has 6 modules. Each module contains course descriptions, learning objectives, content, learning activities, instructional media and evaluation will be hereafter studied the usage by teachers from 8 schools for junior high school students in the Central, Northern, North Eastern and Southern regions in Thailand.

10:20-10:45

66525 | *In Pursuit of Quality TV Program for Young Children: What Are the Criteria in View of Its Audience?*

Chanansara Oranop na ayutthaya, National Institute of Development Administration, Thailand

Sasithon Yuwakosol, Srinakharinwirot University, Thailand

The impact of media on young children, especially television, has been concerned. Parents are looking for suitable media with high quality, thus criteria of quality TV program for young children are essential for parents to maximize the benefits in developing their children's learning. The research entitled 'Media Quality Rating' aimed to develop indexes and systems to measure the quality of TV programs for young children by using factor analysis technique. Then, the project assessed exposure, perception, and opinion of media audience towards two selected programs accordingly. The Quality rating criteria of TV program for young children included three dimensions as follows: 1) the format and content dimension consisting of six attributes (standard and ethics of content presentation; promotion of thinking skill and inspiration; promotion of learning, capability, and life skill; participation of children, youths, and family members; compatibility between content and target audience; promotion of social values and cultures in compliance with the program's objectives); 2) the moderator dimension consisting of three attributes (professionalism; attitudes, carefulness, and human relations skill; communication, expression, and personality); 3) the presentation technique dimension consisting of two attributes (picture, sound, and activity technique; production and presentation technique). Surveying 665 target audiences including young children and parents (13 years above) on the quality of two television programs for young children, it is found that both programs passed the quality rating criteria (average score of above 2.61). The system should be used as a tool to enhance media literacy among children and their parents.

10:45-11:10

64787 | *The A-B-C of Engaging Students With Feedback to Build Resilient Learners*

Hui Yong Tay, Nanyang Technological University, Singapore

Resilience was once thought of as a stable personality trait. However, it is now argued that resilience is malleable, subject to environmental factors such as assessment feedback (ahmed Shafi, Hatley, Middleton, Millican & Templeton, 2017). This paper presents a longitudinal study on how learners experienced and were affected by feedback to their written essays. Participants comprised 45 students (aged 14-15) from 5 secondary schools. Qualitative data was collected from examination of their written work, classroom activities as well as student interviews. Bandura's (2001) model of triadic reciprocity was used as a guiding framework to analyse how the teachers' feedback practices influenced their students' self-efficacy and behaviour. The findings fleshed out how students engaged with their teachers' feedback on various levels: affectively (referring to students' emotions towards teachers' comments), behaviourally (seen in their uptake of feedback), and cognitively (in terms of their processing, attention, recall and understanding of feedback). Further analysis revealed two themes of will (as in motivation to take action and volition to persist) and skill (as in strategies and knowledge) to follow up on the feedback. The implications of these findings are discussed in relation to strengthening teachers' feedback practices as a whole and with particular focus on how these practices are important in building resilient learners.

11:25-12:15 | Room 605

Thursday Onsite Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Bernard Nainggolan

11:25-11:50

65292 | *Meanings of Images and Intersemiotic Complementarity of Visual and Verbal Elements in Two English Textbooks: A Multimodal Study*

Bernard Richard Nainggolan, Universitas Pendidikan Indonesia, Indonesia

Textbooks have changed into multimodally contemporary textbooks using visual images along with the verbal texts. The purpose of this study was to investigate meanings of visual images and the ideational and interpersonal intersemiotic complementarity in descriptive texts, selected from two English textbooks; one was nationally published and the other was internationally published. The method of this study was qualitative design with SF MDA approach (Jewitt et al., 2016; O'Halloran & Fei, 2014). Using frameworks of Grammar of Visual Design framework (Kress & Leeuwen, 2006) and ideational and interpersonal intersemiotic complementarity (Royce, 2007, 2015), this study was conducted to find how the text producers in two different textbook publishers made meaning in the visual elements. Also, the comparisons of the intersemiotic relationship between visual images and verbal texts of the two multimodal texts were also elaborated. The results of the study revealed the comparison on the two multimodal texts representationally, in terms of representational structures, represented participants, activity, and circumstances. In terms of interactive meaning, the address, involvement, and power relations were elaborated. Compositionally, the contrast of two multimodal texts were discussed based on information value, framing, and salience. The findings also revealed how each multimodal text was different in terms of ideational and interpersonal intersemiotic complementarity. The pedagogical implications regarding the meanings and the intersemiotic complementarity were elaborated to improve teaching descriptive texts.

11:50-12:15

65709 | *Autonomous Single Learning Interest: A New Construct That Predicts Long-Term Achievement*

Abdullah Alamer, Imam Mohammad Ibn Saud Islamic University, Saudi Arabia

The present study evaluates a new concept called 'autonomous single learning/language interest' (ASLI) and assesses its applicability and predictive validity for subsequent achievement. It posits that students who have one autonomous learning interest during their study (e.g., during second language (L2) study at the university) are more likely to be successful than those who have multiple language-unrelated interests besides their study. Two subscales are needed to fully capture the concept of ASLI: (1) the single language interest (SLI) which consists of six items (with three negatively worded items) and (2) autonomous motivation which can be used from available measures in the literature such from the L2-SDT scale. Ideally, a researcher should first assess SLI and then use a measure of autonomous motivation as a moderator. At a later point, scores on L2 achievement can be collected. The present investigation involved 235 undergraduate English students who were tracked over roughly one academic year and the results indicated a reliable and valid scale of SLI. In addition, the longitudinal moderated model illustrated how SLI is related to L2 achievement after one academic year. The effect of SLI on L2 achievement is significant when learners have SLI in an autonomous manner, hence the name ASLI. However, the effect is negative when learners have SLI in a controlled manner (e.g., external pressure). The effects hold constant while controlling for students' initial language achievement. A new scale of SLI is presented and a new horizon of research possibilities is now open for researchers.

13:15-14:30 | Room 605

Thursday Onsite Presentation Session 3

Higher Education

Session Chair: Gota Hayashi

13:15-13:40

65116 | *English Language Policy and Its Implementation at Tertiary Level in Mongolia*
Munkhbayar Namsraijav, Mongolian National University of Education, Mongolia

In recent years English for Specific Purposes (ESP) has been taught in many countries of Asia including Mongolia. The main purpose of this research is to explain the recent ESP teaching policy, ESP development, existing problems at tertiary level in Mongolia and to study implementation of policy documents about English language training which developed from the government of Mongolia from 1997 to 2025 and we tried to reveal its implementation for ESP standard and curriculum, teacher trained cadres, books and handbooks, technology of ESP training at 5 public universities in Mongolia these are Mongolian National University of Education, National University of Mongolia, Mongolian National University of Science and technology, Mongolian National University of Defense, Mongolian National University of Health Sciences and some ESP practitioners, 999 bachelor students, 147 master students have participated within this study.

For the research result there were 12 policy documents related to ESP in Mongolia and when we have done research on 13 ESP curriculum, 8 policy documents connected to ESP teaching policy. ESP teachers have complained that students don't have enough knowledge to own ESP in intermediate level and teachers don't have approved by the government ESP standard and curriculum. ESP teachers can't attend ESP specialized course as there is lack of foreseeing teaching policy. We have studied over 100 ESP books and textbooks for their contents, methodology, design and most of them were composed by ESP teachers and some of them were printed in foreign printing companies. 58 percent of students answered that they don't have enough credit hours for ESP learning and from here we can conclude that they have high interest of ESP learning and improve their knowledge on it for the future workplace and market demand. In general, all students study general English at all universities and transition from general English to ESP or EAP being made at universities in Mongolia, surprisingly no standards for ESP but all ESP education curricula and textbooks were revised over the period 2000-2022.

13:40-14:05

64694 | *Best Practices for Public Speaking Instruction for EFL Undergraduate Students in Japan: Based on Literature Review from 2016 to 2021*
Gota Hayashi, Tokyo Keizai University, Japan

This presentation attempts to identify the best practices for teaching Public Speaking in the English language for Japanese undergraduate students learning English as a Foreign Language (EFL) through a review of literature published between January 2016 and April 2021 as identified in two databases: CiNii and ProQuest. The presentation will be relevant to educators and administrators in charge of or are about to design Public Speaking courses or curricula surrounding those courses at universities in Japan and abroad in English or in another language. Sunol and Saturno (2008) argued that research conducted in languages other than English is less available and referenced than those published in English. The organization of the presentation will be as follows: (1) a definition of Public Speaking for the purpose of this talk based on literature review, (2) how EFL Public Speaking has been taught in Japan in English for undergraduate students from 2016 to 2021 based on literature review, (3) how Public Speaking in the native language is taught in countries outside of Japan for undergraduate students from 2016 to 2021, (4) what is known to hinder the act of Public Speaking through research, (5) research based suggestions offered by researchers and teacher-researchers for effective instruction of Public Speaking at the undergraduate level offered in research papers written between 2016 and 2021, and (6) best practices for teaching Public Speaking for those learning English as a foreign language at the undergraduate level in Japan based on literature from 2016 to 2021.

14:05-14:30

66431 | *Assessing Content Learning in EMI Courses: What are the Realities?*
Malcolm Field, Kyorin University, Japan
Charles Wiz, Yokohama National University, Japan

In Japan, university-level programs taught in English have been driven by the Ministry of Education's desire to internationalize universities and their curricula. These programs are believed to meet the domestic demand for a home internationalization experience (see Galloway & Rose, 2015; Takagi, 2017), develop second language skills thus improving the mobility of and opportunities for graduates, and concurrently enable students to acquire the content knowledge being taught in the second language. Even though Bradford and Brown (2017) attempted to define English as the Medium of Instruction (EMI) courses and differentiate them with Content and Language Integrated Learning (CLIL), Content-based Language Teaching (CBLT), amongst other courses, how these courses are promoted and taught remains ad hoc and institutions and instructors remain unclear of differences in pedagogical practice. There remains a dearth of evidence to show that the learning of the 'content' is equivalent to the same learning potentials provided through the first language. Based on previous work in Thailand and experiences in Japan in 'EMI' programs, we conducted a study across four universities with students of different English proficiencies. Based on a reading of a chapter from a Cultural Studies textbook, students completed a pre- and post-reading quiz to assess their comprehension of the key ideas in the content. Notwithstanding the limitations, including Covid19 constraints, the results confirm work done elsewhere, and our own suspicions that caution, clarification, and control of EMI programs in Japan is warranted. Content learning outcomes need to be studied more rigorously and clarified to potential stakeholders.

14:45-16:00 | Room 605

Thursday Onsite Presentation Session 4

Higher Education

Session Chair: Yaping Gao

14:45-15:10

66495 | *Remaking Higher Education?: An Analysis of Media Discourse on Online Education in India*

Juhi Sidharth, FLAME University, India

Chaitanya Ravi, FLAME University, India

India has the second largest higher education system in the world with 42,343 colleges and 1043 universities, and improving access to higher education is a major policy priority of the government. Online education emerged as the preferred form of education during the COVID-19 milieu. The media has served an important forum for debates on online education in India and this debate intensified during the two pandemic years. This paper undertakes a detailed analysis of the media discourse surrounding online and blended education in India from 2020 to 2022. It identifies a focus on three key issues: 1) cost, 2) access and 3) learning outcomes as salient features of this discourse. The paper uses the concept of Framing to categorize the aforementioned focus of this discourse into an "access-outcome" frame. The paper then situates this "access-outcome" frame into a broader milieu of enabling state policies in India and the global discourse surrounding online education. The authors conclude that online education is likely to gain greater momentum in India over time because of a combination of political, (right-wing Modi government) economic, (neo-liberal policies) and social (rise of the new, aspirational middle class that views education as a product and institutions as service providers) developments. These developments are likely to result in continued favourable coverage of online education by the media.

15:10-15:35

65457 | *Adapt Research-Supported Standards to Ensure Quality at Course and Program Levels to Support Institutional Goals and Accreditation*

Yaping Gao, Quality Matters, United States

The COVID pandemic has taught us all that if any institution desires to be resilient and support an increasingly diverse body of students, online education and digital transformation is no longer an option. What research-supported standards and best practices have been proven by the global education community to be practical, useful, and effective to be implemented at course and program levels to ensure quality teaching and learning and support institutional goals? This presentation will invite participants and viewers to examine and reflect on 1) key elements of a research-supported quality assurance system adopted by over 1500 institutions in more than 30 countries globally, 2) data showing positive impact on student engagement and success in courses designed to meet quality standards, 3) how a 4-part quality review criteria and certification for online programs can be pursued and achieved incrementally, which serves as benchmark to fulfill an institution's commitment to its Quality Improvement Plan, and 4) how quality assurance practices at course and program levels support faculty development and student success, and advance institutional mission, goals and accreditation.

15:35-16:00

66091 | *Online Assessment at an ODeL Institution in the Post Pandemic Era*

Walter "Wally" Lumadi, University of South Africa, South Africa

This abstract will address the following questions:

- What kind of challenges are experienced by students and lecturers regarding online assessment at an ODeL institution in the Post Pandemic Era?
- How can such challenges be dealt with?

The online assessment merits are multifold, especially with the unprecedented pandemic ravaging the entire world. While higher education and training institutions suddenly migrated to online teaching and learning; the major challenge was conducting and managing online assessment. Online assessment at the University of South Africa, which is an Open Distance and e-Learning institution; remains vital in this new world for all the quality that it brings. A theoretical framework for e-Learning and a qualitative method will be employed in the study. Executive Deans of four faculties and four undergraduate students from each Faculty will be purposefully sampled and interviewed. A narrative data analysis will be used to interpret different types of stories from the participants. It primarily aids in understanding how individuals, form meanings in their lives, to explain their daily workings and world. Delivering this type of online assessment might be a huge challenge to some students and lecturers. Load shedding, poor internet connectivity, inadequate IT resources are still viewed as major findings in the study. Internet connectivity is still a challenge in remote and rural areas. In the case of students who fail the first opportunity examinations, it is strongly recommended that the institution should give students the second opportunity examinations.

09:30-11:10 | Room 607

Thursday Onsite Presentation Session 1

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Yin Teng Chew

09:30-09:55

65896 | *Case Study of Teacher-Student Interactions in Singapore Classrooms Mediated by Personal Learning Devices*
Cindy Ong, University of Oxford, United Kingdom

Technological advancements have made hyper-individualised experiences increasingly commonplace, evident from many of our digital activities over the Internet. This raises the question if learning can and should be personalised, such as through equipping students with personal learning devices (PLDs), e.g., in the form of tablets. This research explores how the use of PLDs for classroom learning influences teacher-student academic learning interactions, focusing on quality and quantity of student contributions and teacher responsiveness to student thinking. It seeks to surface whether technological affordances explain the observed student contributions and the ensuing teacher talk moves. Guided by a social cultural view of learning, the research questions are (1) how does the use of PLDs influence student talk during classroom learning; and (2) how does the use of PLDs influence teacher responsiveness to student ideas during classroom learning. This research is conducted in Singapore, one of the first education systems to make a commitment to enhance the personalisation of learning over the next 10 years. Adopting a case study approach, this study will focus on lower secondary English language classrooms, where all students are equipped with a PLD. The pertinence of this study lies in its attempt to situate personalised learning within the existing learning ecosystem in schools. By focusing on teacher-student interactions, this study will hopefully reveal good classroom practices, gaps in teachers' tech use and insights on students' use of PLDs, all of which would contribute to existing knowledge on classroom learning and potentially inform teacher professional development and blended learning design.

09:55-10:20

65186 | *Supporting Students' Online Academic Help Seeking with an Analytics-enhanced Forum*

Yun Dai, The Chinese University of Hong Kong, Hong Kong

Ang Liu, University of New South Wales, Australia

Ziyan Lin, The Chinese University of Hong Kong, Hong Kong

The course discussion forum is a powerful tool for enhancing students' online academic help seeking (OAHS) in large college classes. Nevertheless, the traditional forums, which usually rank student questions/posts in chronological order, appear to be ineffective in matching the questions with suitable sources of help (helpers). To address this issue, this design-based research proposed an analytics-enhanced forum to improve question-helper matching, thereby promoting the quality of OAHS. In the forum, a novel ontology-based recommender system was developed with a focus on peer matching. To evaluate the effectiveness of the forum, a quasi-experiment was conducted to compare student performances, interests, and OAHS capability between an experimental group adopting the analytics-enhanced forum ($n = 307$) and a control group utilizing traditional forums ($n = 285$). Quantitative analysis shows that students in the experimental group had not only outperformed their counterparts academically, but also been more efficient in terms of responding to peer posts and browsing the forum. In addition, the pre- and post- test results indicate that the analytics-enhanced forum increased students' adaptive OAHS capability with increased interests in online participation. This study shows the affordance of recommender systems and intelligent question-helper matching configurations in facilitating students' peer learning, online participation, and learning outcomes. The implications of research findings are further discussed in terms of the nature of students' online help seeking behaviors and design principles of analytics tools and course forums in higher education.

10:20-10:45

66623 | *Modes of Learning and Performance Among Graduates During a Pandemic in a State University in Romblon, Philippines*

Sarah Joy Acepcion, Romblon State University, Philippines

Juniel Lucidos, Romblon State University, Philippines

Marjohn Lucidos, Romblon State University, Philippines

Emelyn Villanueva, Romblon State University, Philippines

Merian Catajay-Mani, Romblon State University, Philippines

Quality education is a key commitment of Romblon State University. By providing assessment of students exposed to modes of learning during pandemic, this study aimed to underscore their circumstances in adapting to mixed mode of learning, which has best feature of convenience from online mode and interaction from face-to-face mode. This study focused on all 2021 graduates from College of Education in determining their modes of learning, municipal base, and majors pursued before and during COVID-19 and how these affected their performances as indicated by their corresponding Grade Weighted Averages (GWA). Out of 68 graduates, 23 reside in Odiongan, while 29 pursued Music, Arts, Physical Education, and Health (MAPEH) Major. This study found that there was significant difference in GWA of graduates in different modes of learning ($F=19.81$, $p=0.00$), municipal base ($F=14.93$, $p=0.00$), and major pursued ($F=7.03$, $p=0.03$). The highest GWA was manifested by graduates engaged in online mode (1.65) but not necessarily better off than in face-to-face and mixed modes (1.84). Graduates from 6 out of 12 municipalities performed worst during mixed mode throughout the height of COVID-19. Moreover, graduates with majors, Biological Science and MAPEH, performed worst during face-to-face mode but performed best during online mode, while graduates with majors, English and Technology and Livelihood Education (TLE), performed worst during mixed mode but performed best during online mode. Considering these key findings, university administration shall undertake proactive measures to ensure its technology and dynamic interactions or feedback can reach impeded students from performing in mixed mode of learning.

10:45-11:10

66522 | *Empathy Map of Students' Remote Learning Experience Towards Innovative Education Delivery*

Yin Teng Elaine Chew, Monash University Malaysia, Malaysia

Mei Yee Lee, Monash University Malaysia, Malaysia

The question of effective teaching still lingers since the massive migration by education institutions to online learning in the COVID-19 pandemic. This study sets to examine the learning experience of first-year students in a transformed first-year accounting subject. Two innovative designs are interactive problem-based e-learning modules via Guroo platform, and gaming-oriented online quizzes that reward badges and accounting fees. Drawing upon empathy mapping tool, qualitative analysis of learning reflective essays by 122 students reveals the gains and pains of online learning to provide practical implications. Students initially felt anxious and noted worries over remote delivery that departed from prior experience of physical class. Over time, students noted numerous positive experience such as fun, effective practice question and engaging learning. They visualized concise and attractive content design (animated teacher, performance indicators) and found audio teaching as clear and sustaining their attention. They also felt driven to study and revise the easy-to-learn materials. The pains of embracing remote learning that requires improvement are increase inclusion of basic accounting concepts to help students with lack of accounting background. Students requested more interactive type of scenario-based practice questions as kinesthetic mode coupled with immediate feedback helps to clear learning doubts. In short, the innovative designs not only featured the VARK learning modes to address multimodal learners in remote teaching but were noted to have created a virtual sense of physical class replicated. Its success prompt us to rethink the sufficiency of auditory-driven pre-recorded lectures that most adopted to embrace COVID-19 pandemic.

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11:25-12:15 | Room 607

Thursday Onsite Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Sekitla Makhasane

11:25-11:50

65538 | *School Administration: Violence Among Elementary School Students in District Lahore Punjab Pakistan*

Tajammal Hussain Awan, Superior University Lahore, Pakistan

Kashif Mahmood, Superior University Lahore, Pakistan

Nadia Nasir, Superior University Lahore, Pakistan

Sobia Nasir, Superior University Lahore, Pakistan

Muhammad Shahzad Aslam, Superior University Lahore, Pakistan

Aftab Ahmad, Superior University Lahore, Pakistan

School violence has become a global issue that has harmed kids' well-being. Few studies have looked at how school features buffer the relationship between personal and family factors and school violence in Asian cultures' elementary schools. School violence has become a major social concern in recent decades, hurting students' personal, family, and social well-being. The majority of school violence research has thus far focused on data concerning adolescents. The demographic of elementary school children have received less attention. Furthermore, many studies on the risk factors for school violence have been undertaken in Western countries. The objectives of the study were to identify the nature and extent of violence among elementary school students, factors promoting violence perceived by the teachers, the impact of corporal punishment law, and the opinion of teachers about corporal punishment law. The survey method is used to collect the data by questionnaire from all the elementary school teachers and head teachers of the Lahore district through cluster sampling. Data is analyzed by using the statistical software SPSS version 23 for windows. It is concluded from the results that verbal and physical violence exists among elementary school students perceived by teachers and head teachers. This research study provides valuable practical implications to the top management and policymakers for ensuring the quality behavior of students towards society and their learning.

11:50-12:15

66595 | *Teachers' Perspectives About Bullying Among Learners in South African Secondary Schools: Implication for School Leadership*

Sekitla Daniel Makhasane, University of the Free State, South Africa

Bullying among learners is a global concern which has negative effects on teaching and learning, health and social well-being of children. It is now acknowledged that bullying is one of the forms of violence which has attracted the attention of researchers, practitioners and policy makers. South Africa features among countries that experience high level of violence and South African schools are also battling to address the violence that is rife within schools. The media reports and literature indicate that bullying is escalating in South African schools. While bullying has widely been researched in developed countries, studies about bullying in developing countries and South Africa, in particular, are emerging. The purpose of this paper is to explore teachers' perspectives about bullying among learners in South African secondary schools and school leadership implications thereof. Data was generated through semi-structured individual interviews with six teachers from each of the two-participant secondary schools. The findings suggest that bullying among learners in the two schools was identified as traditional and cyberbullying. The increasing use of social media among learners has placed them in a position whereby bullying is also perpetrated through social media. It was found that bullying has adverse effects on the victims and those who witnessed it. Based on the findings, I argue for the leadership that teachers and learners should exercise to address bullying.

13:15-14:30 | Room 607

Thursday Onsite Presentation Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Dawruwan Thawinkarn

13:15-13:40

66390 | *Development of Ubiquitous Organization Indicators for Secondary Educational Service Area in Thailand*

Sakda Chaipai, Khon Kaen University, Thailand

Dawruwan Thawinkarn, Khon Kaen University, Thailand

Saowanee Sirisooksilp, Khon Kaen University, Thailand

The objectives of this research were to check congruence between model of indicators of Ubiquitous Organization for Secondary Educational Service Area in Thailand and the empirical data. The study consists of two phases : Phase I, Studying factors and indicators of Ubiquitous Organization by theoretical documental analysis and conducting an interview with 7 experts. Phase II, concerning the quality check indicators of Ubiquitous Organization with the empirical data. The research instrument is a questionnaire with 5 rating scale and 0.971 reliability. The sample size are 210 administrators and school directors in Secondary Educational Service Area were selected by Stratified Random Sampling in each cluster. The research findings were as follows: The results showed that the confirmatory factors analysis model indicators of Ubiquitous Organization for Secondary Educational Service Area was congruence with the empirical data. The indexes of model were $\chi^2=74.573$, $df=66$, $P\text{-Value}=0.219$, $RMSEA=0.020$, $SRMR=0.026$, $CFI=0.995$, $TLI=0.993$. And factor loading of Ubiquitous Organization was between 0.808 and 0.997. Ranking from 1) Intelligent Data ($\beta= 0.997$) 2) Digital Communication ($\beta= 0.963$) 3) Evaluation ($\beta= 0.950$) 4) Human Resources ($\beta= 0.930$) 5) Organizational Structure ($\beta= 0.882$) 6) Practice to Excellence ($\beta= 0.808$)

13:40-14:05

66109 | *A Longitudinal Bibliometric Analysis of Research Hotspot and Frontier of Distributed Leadership, 1998-2018*

Chien Chih Chen, National Taipei University of Education, Taiwan

Kuo Sheng Chen, Consular of Headquarters of Education Bureau, New Taipei City Government, Taiwan

This article retrieved 837 articles with distributed leadership as the search form the Web of Science database. The research adopted the method of bibliometric analysis, word co-occurrence and co-citation analysis, to detect and analyze the trend of the research topic of distributed leadership and the knowledge base of related research, and visualized the distributed leadership theme, knowledge base, research frontiers and development trends. The analysis results revealed that the concept of distributed leadership was often referred to and compared with the educational leadership themes of shared leadership and transformational leadership. The classic literature/authors of distributed leadership were Bennett(2003), Spillane(2004), Spillane(2006), Leithwood (2007), Gronn(2009), Bolden(2011), etc. Besides this, The authors also respectively discussed the concept of distributed leadership, power distribution, leadership analysis and application to establish a knowledge base, frontier, and trends of distributed leadership and to guide the future researches. The authors concluded that science mapping offers a new and useful means of unpacking the historical development of fields of study.

14:05-14:30

66498 | *Confirmatory Factor Analysis of Digital Leadership of School Principals in Thailand*

Dawruwan Thawinkarn, Khon Kaen University, Thailand

The objectives of this research were to develop elements and indicators of digital leadership of school principals in Thailand. The research instrument was a five scale rating questionnaire with reliability 0.976. The sample group included 300 school administrators and teachers from school who had been selected by using the stratified random sampling technique. Data analysis was descriptive statistics and reference statistics by using SPSS for Windows Program and M plus Editor Version7. Research findings: The findings of confirmative factor analysis the digital leadership of school principal in Thailand consisted of 4 main elements include: 1) digital communication 2) digital learning 3) professional development and 4) digital culture revealed that the model significantly correlated with the empirical data. The consistency index value was $\chi^2= 41.528$, $df = 30$, $P\text{-Value} = 0.0785$, $TLI = 0.986$, $CFI = 0.993$, $RMSEA = 0.036$, and $SRMR = 0.024$. Average values and distribution coefficient were determined according to the criteria.

14:45-16:00 | Room 607

Thursday Onsite Presentation Session 4

Education, Sustainability & Society

Session Chair: Sheila Mae Carungay

14:45-15:10

66652 | *Impact of the Organic Agriculture Production Training Program to Farmer Beneficiaries in Northern Philippines*
Marah Joy Nanglegan, Ifugao State University, Philippines

In Ifugao, Northern Philippines, the impacts of the Organic Agriculture Production (OAP) Training Program were evaluated utilizing the Most Significant Change (MSC) technique. Researchers were trained to collect and select "stories of change" from the OAP training program beneficiaries. The collected stories were analyzed to determine the themes of the reported changes. The levels to which the reported changes correspond were determined using Bennett's hierarchy of program outcomes as a guide. A total of 105 stories were collected. These were about changes in the program beneficiaries' lives, improvements in their knowledge, attitudes, and skills, and about other changes. Analysis of the MSC stories revealed that the OAP training program was able to cause changes corresponding to higher levels of Bennett's hierarchy of program outcomes. This suggests that the OAP training program was able to have an impact on the knowledge, attitudes, skills, behavior, and economic and social conditions of the program beneficiaries.

15:10-15:35

65490 | *Entrepreneurship Education from University Through Banking: A Real-Life Business Context*
Sharmin Taskin, Japan Advanced Institute of Science and Technology, Japan
Amna Javed, Japan Advanced Institute of Science and Technology, Japan
Youji Kohda, Japan Advanced Institute of Science and Technology, Japan

Women entrepreneurship changes the quality of life as well as develops the growth of economy because entrepreneurs generate earnings by getting engaged in new business. But women entrepreneurship suffers from a lack of knowledge, experience, networking, creativity, etc. Many government and non-government organizations are utilizing women entrepreneurship to penetrate the market and help women to become self-dependent. So, teaching entrepreneurship can be beneficial where education can make them confident to build a fundamental base as an entrepreneur. Entrepreneurship education became an important part of business education because variety and heterogeneity in entrepreneurship have the scope to be offered as a course in university. Some universities offer entrepreneurship courses for women entrepreneurs where they can have interactive learning. So, by considering openness, such type of flexible learning environment is preferred rather than a hierarchical structure. We conducted a case study of City Alo in Bangladesh, a segment of City bank, that offers entrepreneurship education by collaborating with a university besides small and medium enterprise (SME) services to women entrepreneurs. Usually, banking has frequent communication with entrepreneurs, so they know well about the entrepreneurship struggle. Semi-structured questionnaires were used to conduct interviews with City Alo officials and entrepreneurs. Before getting entrepreneurship education, entrepreneurs hesitated in entrepreneurship because they were not confident to understand business well to operate and predict their success. City Alo provided entrepreneurship education in real-life business context to enhance entrepreneurship knowledge, networking, innovativeness, etc., and succeeded in motivating the women entrepreneurs.

15:35-16:00

65317 | *A Proposed Framework for Sustainable and Impactful Higher Education Institutions*
Sheila Mae Carungay, Adamson University, Philippines
Lourdes Lasian, Adamson University, Philippines
Dylan Josh Lopez, Adamson University, Philippines
Rosheilla May Malit, Adamson University, Philippines

High-quality education is necessary to create a more sustainable world. Higher Education Institutions (HEI) significantly influence future global leaders. Sustainable development has become even more important as the environmental impact on individuals and organizations has become a growing issue. A sustainability framework is a road map that outlines the paths of transformation appropriate for the given context and expresses the strategic direction of an institution. The research aims to: (1) define sustainability by reflecting the institution's and its stakeholders' cultures and values; (2) suggest possible programs universities can implement to ensure its sustainability; and (3) establish indicators for assessing the performance of an HEI focusing on sustainable development. A mixed methodology study following a sequential explanatory design strategy was conducted. The researchers first devised a survey to collect and analyze quantitative data. Qualitative data were then gathered and assessed through a focus group discussion, further clarifying the quantitative results. The research results show that an HEI significantly influences the management, engagement, and development of strategies for sustainable development issues. Data treatment and analyses show that by aligning current university efforts and identifying strategic interventions, the HEI goals may further advance by understanding how change occurs and being a catalyst for sustainability.

09:30-11:10 | Room 608

Thursday Onsite Presentation Session 1

Higher Education

Session Chair: Gumiko Monobe

09:30-09:55

63134 | *Using Information Literacy to Impart Critical Thinking Skills and Combat Misinformation Among Undergraduate Students*

Ahmed Alwan, California State University, United States

Eric P. Garcia, California State University, United States

An inability by many students to recognize information provenance and credibility, combined with weak information-seeking behaviours, has cultivated an environment suitable for the rapid spread of misinformation. Thus, the need to prepare post-secondary students with information literacy skills and knowledge has become crucial, as demonstrated by the 2016 and 2020 U.S. elections, QAnon, and COVID-19 conspiracy theories. As a result, higher education institutions (HEIs) must take the lead in developing life-long learners equipped with the information literacy skills to make informed judgments in their academic, professional, and personal lives. As experts in information literacy, library faculty are well suited for taking a central role in imparting information literacy skills. However, at most HEIs, library faculty are underutilized in the area of instruction that emphasizes higher-order thinking. The following presentation illustrates a case study of how library faculty at California State University, Northridge, designed an innovative credit-bearing course to develop the information literacy skills of the student population. As the first of its kind at the University, gaining approval, funding, and resources for this type of credit-bearing course required significant planning, collaboration, and a thorough understanding of the University's governance system.

09:55-10:20

63707 | *Shifting Paradigms: China's Influence Through the Intermediaries of Tertiary Education Institutions in the 21st Century*

Xi Huang, Nanyang Technological University, Singapore

The world has witnessed the rise of East Asian developmental states in the aftermath of World War II and the ascendance of China. Since China announced the Belt and Road Initiative (BRI) in 2013, China has increased its overseas influence through foreign direct investments in the countries along the BRI route. Alongside the shifting of global economic power eastwards, the centrality of soft power is transiting from Global North to South. China's strategic adoption of building overseas Confucius Institutes and language learning centres is niched with the value of expanding soft power. In 2016, China announced the Education Action Plan for BRI, symbolising the greater openness of Chinese education to the global arena. Although the BRI has received great attention since its launch, education as the 'soft infrastructure' is little discussed with regard to the geopolitical value shaped by the Chinese actors. I argue that changing paradigms on China's overseas influence from the intermediaries of Confucius Institutes to the tertiary education institutions, marked the de-centralised soft power projection with declining roles of Chinese-state and increasing involvements of subnational and nonstate actors. The author attempts to understand why and how Chinese soft power approach has been altered, and how neighboring regions like Southeast Asia respond to China's changing approaches.

10:20-10:45

57107 | *A Reflective Account of Team Tutoring Involving an Indigenous and a Non-indigenous Tutor Delivering a First Year Cultural Competency Course*

Andrea Dodo-Balu, Curtin University, Australia

Barbara Bynder, Curtin University, Australia

In 2017, Australia's peak higher education body directed universities to "ensure all students will encounter and engage with Aboriginal and Torres Strait Islander cultural content as integral parts of their course of study..." (Universities Australia, 2017). This presentation focuses on a core first year undergraduate subject which forms part of the strategy to implement this directive at a large public university in Australia. This subject is the designated one within the Humanities faculty tasked with developing students' intercultural competency to meet the university's related graduate attribute. A key feature of the subject is the co-tutoring arrangement consisting of one Indigenous and one non-Indigenous academic staff member. In this presentation, we reflect on our experiences and observations as sessional (contingent) academics co-tutoring this pivotal subject with a particular focus on the online learning space. We utilize Southern theory (Connell, 2017) and decolonization theories (Nakata, 2018) which centre around knowledge generated in the colonial encounter and the post-colonial experience, and prioritize rethinking knowledge from the standpoints of those excluded from existing dominant structures, particularly Indigenous peoples. We offer a critical reflection on the extent to which the subject is successful in encouraging a repositioning of students' thinking in line with these theories, as well as institutional change. In particular, we problematize the effectiveness of transforming understandings of marginalized histories and knowledges within a university system in which commercialized and corporatized management practices work to reduce optimal conditions for student learning, and to marginalize Indigenous knowledges and the teaching team through exclusionary processes.

10:45-11:10

66591 | *Beyond Normalized Academic Language: Re-search into Self-academic Identities and Voices Beyond the Precreated Academia of Higher Education Through Third Space*

Gumiko Monobe, Kent State University, United States

Bee Viton, Kent State University, United States

Haoting Cui, Kent State University, United States

Noor Qomaria Agustina, Kent State University, United States

Nawal Alnomasy, Kent State University, United States

Wafa Farhat, Kent State University, United States

Yu Li, Kent State University, United States

As a transnational professor from Japan teaching at a public university in the USA, the principal investigator, began the collaborative work of transnational third spaces because of her own struggles to find her voice and confidence in an English only Eurocentric university. This action research intends for transnational scholars to examine and re-shape their scholarly identities and confidence outside of traditional academic discourse. Nine female PhD students from three continents meet at the principal investigator's home, the third space, to embolden each other through sharing lived experiences, and question and deconstruct barriers that stem from differing languages, nationalities, sexualities, genders, and divided personal-professional views in search for who they are as scholars as a whole person. Data is collected from discussion, journaling, and individual meetings/conversations as well as artistic, poetic and multilingual ways to express the purpose of boundary breaking. The preliminary analysis's findings in this unique space are: 1) participants can cross borders by listening and talking to each other using concrete real life experiences, 2) Collective conversations become the anchor to help develop critical awareness over how power has influenced the perception of self-identity, 3) The scholars encourage each other to re-shape their own self-perception by decolonizing the internalized self-image as scholar in the English/Eurocentric university. This research calls for the academic community at large to reexamine support and training for new scholars from diverse backgrounds, so that they will be able to bring much wider and deeper skills to the decolonized academic community.

11:25-12:15 | Room 608

Thursday Onsite Presentation Session 2

Counselling, Guidance & Adjustment in Education

Session Chair: James Lactao

11:25-11:50

65852 | *Role of Physical Activity on Alleviating Anxiety and Depressive Symptoms Among College Students*

Donna Sombrea, Adamson University, Philippines

Rommel Tilbe, Adamson University, Philippines

This research aims to understand the students' engagement in physical activity and how this helps alleviate anxiety and depressive symptoms among college students aged 18 to 24. Utilizing purposive sampling, we recruited 24 physically active participants (female=11, male= 13). We formed three groups with eight participants each for the focus group discussions. Thematic analysis was employed to analyze the collected data. From the discussions, we found that engagement in physical activity has significantly contributed to (a) health confidence and (b) improved lifestyle of the participants. These themes are important springboards in developing a program that may encourage students to engage in a physical activity instead of living a sedentary lifestyle. Additionally, physical activity helps promote positive changes within self and others and become more socially involved. Derived from the results, it is recommended that institutions may provide programs that will enrich students' awareness of the importance of physical activity, be able to get involved in institutional-level sports and fitness clubs, and finally, encourage consistency in their involvement. Redesigning the curriculum of 21st-century learning through integrating physical activities into both academic and extra-curricular activities may improve the physical, emotional, and mental aspects of health. Furthermore, this study may help mitigate the number of college students experiencing anxiety and depressive symptoms in the Philippines.

11:50-12:15

64087 | *What Motivates University Students to Be in a Mentoring Relationship? Discovering Motivations Using the Organismic Integration Theory*

James Lactao, University of Asia and the Pacific, Philippines

Grace Koo, University of the Philippines, Philippines

There has been a growing number of educational institutions which incorporated formal mentoring programs in their curriculum. Given as an optional service, a good number of students avail of the mentoring program, while some do not. Among those who attend the mentoring sessions are motivated mentees who initiate the mentoring sessions themselves. This paper identified the motivations of mentees who seek mentoring sessions with their mentors in a formal mentoring program, through qualitative research using phenomenological analysis. A researcher-constructed semi-structured questionnaire was used to interview 12 university students about their mentoring experiences and their motivations to seek their mentors for mentoring sessions. van Manen's 'existentials' and Sloan and Bowe's hermeneutic phenomenological analysis were used in analyzing the interview videos and transcripts. Though frameworks are not normally used in phenomenological analysis, the Organismic Integration Theory (OIT) was used as a framework since the phenomenon of interest is the motivation of these students to seek mentoring, and motivation is covered by the OIT. This research showed that the motivations of students are primarily identification and secondly integration. Identification is evidenced when the students identify the things they get from their mentors as personally valuable and important to them. They experience greater autonomy and have a more internal perceived locus of causality. Secondly, integrated regulation results from bringing a value or regulation into congruence with the other aspects of the person, such as certain religious practices, valuing of family, studies, friends, and life choices. Recommendations are given to improve training modules for mentors.

13:15-14:30 | Room 608

Thursday Onsite Presentation Session 3

Curriculum Design & Development

Session Chair: Anastasios Zopiatis

13:15-13:40

66438 | *An Investigation of the Tasks in the Workplace, Their Relevance to the Curriculum, and Characteristics of Agile Learning*

Susan Santika, Universitas Pendidikan Indonesia, Indonesia

Emi Emilia, Universitas Pendidikan Indonesia, Indonesia

Yanty Wirza, Universitas Pendidikan Indonesia, Indonesia

This study aims to investigate the tasks performed by graduates of a Visual Communication Design (VCD) study program in the workplace, to reveal the relevance of the tasks to the curriculum of the research site and to identify the tasks that reflect the characteristics of agile learning. The research design of this study was qualitative, involving characteristics of a case study. The data were collected from samples of documents of tasks performed by the alumni in the workplace and semi-structured interviews with four employed graduates. The data were analyzed using Long's (2018) task-based needs analysis, Robinson's (2022) pedagogical task sequencing, Tyler's curriculum development theory (Emilia, 2021), and Galés and Gallon's (2019) characteristics of agile learning. The results of the study revealed that tasks performed by graduates include providing verbal information, juxtaposing verbal and visual information, making recommendations, solving problems, and online communication. Moreover, the tasks identified are partially relevant to the curriculum in terms of providing verbal information, juxtaposing verbal and visual information, and making recommendations. Meanwhile, the tasks related to problem-solving and online communication are not provided in the curriculum. In relation to agile characteristics, the tasks reflect the characteristics of agile learning that include change agility, mental agility, and people agility. This study recommends that the task-based needs analysis should be progressively done to give input for pedagogical tasks and curriculum development to better prepare students to be agile in performing occupational tasks.

13:40-14:05

66582 | *The Development of Learning Activity of KWDL Technique Combined With BAR Model to Improve Problem Solving Ability in Math*

Aldrin Boca, Rajamangala University of Technology Thanyaburi, Thailand

Rossarin Jermtaisong, Rajamangala University of Technology Thanyaburi, Thailand

The research entitled The Development of Learning Activity through KWDL Technique combined with BAR model to improve problem solving ability in Math for Secondary 1 (Grade 7) students made use of a quasi-experimental design wherein the experimental group was exposed with learning activities through KWDL technique combined with BAR model while the control group learned through traditional. The sample used in this research was 38 Secondary 1 (Grade 7) students from Rizal National Science High School, Rizal Province, Philippines who studied in the second semester of the academic year 2022 by cluster sampling. The research instruments consisted of 1) learning management plans with learning activities through traditional; 2) learning management plans with learning activities through KWDL technique combined with BAR model; 3) problem solving ability in Math test. Data analysis included mean, standard deviation and t-test. The results showed that: 1) the problem solving ability in Math of Secondary 1 (Grade 7) students after studying learning activities through KWDL technique combined with BAR model was higher than before learning at statistical significance level of .05 level; 2) the problem solving ability in Math of Secondary 1 (Grade 7) students after studying learning activities through traditional was higher than before learning at statistical significance level of .05; 3) the problem solving ability in Math of Secondary 1 (Grade 7) students studying learning activities through KWDL technique combined with BAR model was higher than the learning activities through traditional at statistical significance level of .05.

14:05-14:30

66056 | *Reinventing the Hospitality Curriculum in the Post-COVID-19 Era*

Anastasios Zopiatis, Cyprus University of Technology, Cyprus

The hospitality industry was heavily disrupted in December 2019, when the world first heard of COVID-19. The pandemic caused a global lockdown with unprecedented ramifications across all hospitality sectors and relevant academia. Educational institutions, by both demonstrating resilience and espousing innovative pedagogic innovations, swiftly adjusted their operations to online synchronous and asynchronous course delivery teaching modes, nevertheless the traditional hospitality curriculum remained untouched. Unequivocally, the transformational nature of the pandemic necessitates structural changes on contemporary hospitality education. Reflecting on this premise, this work aims to provide the conceptual foundation for reinventing hospitality curriculum in the post COVID-19 era in such a way that would equip the next generation of professionals with the relevant KSA's necessary in dealing with future crises. Such a curriculum redesign must shift away from the sterility of the 20th century educational paradigms – time in which conformity and standardization were the norm – in order to reflect the narrative of this era, the unusual and demanding workplace circumstances, and the atypical work values and beliefs of the newest generations. Findings, of importance to industry stakeholders, will inform future research endeavors by providing ample opportunities for those interested in post-pandemic research agendas and paradigm shifts, educational technologies, experiential learning activities, and the expansion of the discipline's conceptual boundaries and multidisciplinary nature via the re-development of a post-COVID-19 hospitality curriculum.

14:45-16:00 | Room 608

Thursday Onsite Presentation Session 4

Assessment Theories & Methodologies

Session Chair: Celina Sarmiento

14:45-15:10

65846 | *Classroom Assessment Standards: Indonesian EFL Teachers' Assessment Practices in the Amid of the Pandemic*

Romadhon, Universitas Pendidikan Indonesia, Indonesia

Didi Sukyadi, Universitas Pendidikan Indonesia, Indonesia

Pupung Purnawarman, Universitas Pendidikan Indonesia, Indonesia

This study investigated assessment standards conducted by EFL Indonesian secondary school teachers and how they coped with the emergency remote teaching during the pandemic. The Indonesian curriculum assessment and Brookhart's educational assessment standards were used as a research framework. An explanatory sequential research design was employed to capture the research problems holistically. First, using an online questionnaire based on Brookhart's educational assessment standards, 119 EFL teachers at junior and senior high schools who taught students in online settings during the pandemic were participated. Then, the obtained data were explored by conducting a semi-constructed interview to four selected teachers from different schools. In analyzing quantitative data, descriptive statistics was used to gain the frequency data of teachers' assessment. Sequentially, the interviews were transcribed, categorized, and interpreted following the curriculum assessment standards as qualitative data. The findings show that EFL teachers performed most assessment practices in Brookhart's standards during the pandemic. However, through interviews, teachers admitted that they did not maximize classroom assessment mentioned in the curriculum assessment standards because the classroom situation was different and unpredictable in online learning during online learning. This study is theoretically and practically significant for implementing and evaluating classroom assessment practices amid the pandemic.

15:10-15:35

65296 | *Revealing Teachers' and Students' Perception of the Use of Flipgrid for Speaking Assessment*

Refi Sativa, Universitas Pendidikan Indonesia, Indonesia

Didi Sukyadi, Universitas Pendidikan Indonesia, Indonesia

Pupung Purnawarman, Universitas Pendidikan Indonesia, Indonesia

The use of integrated technology in teaching and learning has become a global issue in response to the 21st skills. There has been a force to advance digital education with the current pandemic. Technology and the internet have become the leading platforms for learning and assessment. This explanatory sequential mixed-methods design aims to explore teachers' and students' perceptions of the use of Flipgrid in assessing speaking skills. Online surveys using questionnaires were given to teachers (n=24) and students (n=113) who had the experience of using Flipgrid in their classes. Semi-structured interviews followed with the selected participants to deepen their perception of Flipgrid. The result revealed some perspectives on speaking assessment activities using this video discussion platform. The study recommends that teachers, students, and other stakeholders apply Flipgrid asynchronously in the context of English Language Teaching (ELT).

15:35-16:00

66817 | *Using Action Research to Enhance Formative Assessment in Statistics*

Celina Sarmiento, Philippine Normal University, Philippines

Maricar Prudente, De La Salle University, Philippines

Statistics, a required course in most higher education programs, enhances students skills in collecting, presenting, analyzing, and interpreting quantitative data – a vital skill needed in various fields in the industry. Providing consistent and frequent formative assessment in this course is important as it promotes student learning, supplement teaching, and identify areas for improvement. Formative assessment helps correct misconceptions, narrow gaps in student knowledge, while providing students with effective developmental feedback. In fact, this assessment may address learning gaps amplified by the pandemic by prompting teachers to provide timely remediation. However, while it a common notion that formative assessment is not contained to the four corners of the classroom, the school restrictions brought by the pandemic altered and compromised the way formative assessment is done in Statistics classes. Sadly, performing quality formative assessment became a challenge in this pandemic era. Consequently, this action research paper describes the process of enhancing formative assessment in an online higher education Statistics class that could serve as an insight for delivering assessment effectively in a flexible learning environment. This study addresses the following objectives: (1) use the features of a learning management system to enhance formative assessment in Statistics; and (2) implement the enhanced formative assessment and provide insights for utilization during the COVID-19 pandemic. The findings of this endeavor can help education stakeholders design better formative assessment activities and promote more efficient and quality assessment practices.

Notes

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Friday, December 2 (Online)

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.

09:30-11:10 | Room A

Friday Online Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Bei Hong

09:30-09:55

66619 | *The Approach to Utilise Recycled Plastic as Printing Matrix Material in Traditional Printmaking Design Studio Class*
Ploy Nikadanont, Mahidol University International College, Thailand

According to research published in "Environmental International" in early 2022, the majority of micro-plastic particles found in human blood are PET and polystyrene, which are commonly used in beverage containers and food packing. For the last 2 years with the pandemic, the numbers of plastic waste, especially single-use plastics, from the food delivery industry in Thailand has rapidly increased. Therefore, the aim of this study is to search for the approach of how to utilise recycled material, especially plastics, from food and beverage containers as a material in design studio class, traditional printmaking. The search started with a series of experimental methods and techniques by an instructor to find the appropriate ways to integrate the material in the studio class. One of the experimental projects was the project called "Monster of the sea" in which the instructor was using beverage containers that consist of aluminium foil as printing plates for the Intaglio process. The instructor went on to explore more possibilities of using other types of beverage containers and food packaging as matrix and/or plate in traditional printmaking. As a result, the appropriate list of types of plastics and packaging matching with the printing methods and techniques were identified by the instructor. Then, the methods and techniques were integrated into the printmaking studio class according to the study plan, 12 weeks, projects, and design process arrangements. The usage and the creation process by students were documented at the end of the class for the evaluation and improvement.

09:55-10:20

66558 | *Applying IRT Model in Validating a Dichotomously-Scored Test*
Arlene Mendoza, Pangasinan State University, Philippines

This study applied Rasch model in validating a departmentalized examination with 50 items taken by 300 randomly chosen students. Rasch analysis revealed that the item and person reliability were high. However, misfit items appeared and evidence of multidimensionality existed. Moreover, the test appeared to be relatively difficult as reflected in the wright map. These findings suggested that even a test underwent a face validity through the subject experts, an objective measurement such as the Rasch model could be helpful in achieving greater precision in diagnosing test items and consequently constructing a better measure in the assessment of students' ability.

10:20-10:45

65345 | *Google Docs in EAP Courses: Investigating and Promoting Collaborative Writing Experience*
Tungalagtuya Myagmarjav, University of Finance and Economics, Mongolia
Gerelchimeg Ariya, University of Finance and Economics, Mongolia

Currently, technologies are widely used in education as they are essential for assisting language teaching and learning. Several technologies can be integrated into language learning and teaching to improve students' writing skills. Google Docs is a tool that allows students to work collaboratively and develop their skills. Various studies have identified students' perceptions and views of using Google Docs in their writing, its effectiveness in collaborative writing, and how it can be used to encourage student participation. This study investigates the effectiveness of using Google Docs in English for Academic Purposes (EAP) writing class and identifies possible challenges in promoting students' writing skills in their collaborative writing. In this qualitative study, the 62 University of Finance and Economics students participated in a survey after using Google docs in their writing classes. The findings showed that students felt comfortable using Google Docs due to its accessibility, availability, and advantages. It helped them improve their writing skills by interacting with others and learning from each other. However, students commented that possible challenges such as equal participation, the uncertainty of roles, and clarity of instruction should be considered further to be more productive and practical. Based on the results, we made several suggestions and recommendations to minimize the challenges and make students more comfortable when producing collaborative writing.

10:45-11:10

64927 | *Interactive Videos or Synthesized Readings, Which One is Better to Increase Students' Engagement in an Introductory Economics Course*
Bei Hong, Singapore Management University, Singapore
Duan Ning Magdeleine Lew, Singapore Management University, Singapore

A major challenge faced by university instructors is to find more time to incorporate active learning in the classroom which encourages participation and to explore strategies that enable the development of students' higher-level cognition. As a result, more instructors are choosing to flip their classrooms, in which students are encouraged to do the preparatory reading or watching to participate more meaningfully. Previous studies examined the influence of varied pre-class activities mainly on students' exam achievement. According to Akcayir and Akcayir (2018), 79% of the pre-class activities are delivered through videos, whereas 42% of the researchers preferred using readings. In this study, we tested two methods of pre-class content learning—interactive videos with embedded quizzes and synthesized readings using content from textbooks. In the pilot experiment, students were divided into two groups with different pre-lecture materials. Teaching assistants' records of the frequency and quality of students' participation showed that videos achieved an overall higher participation rate than readings. From students' feedback about what they liked and disliked about the pre-lecture materials after the pilot round, we further improved the synthesized readings and conducted the main round with a larger size of participants to investigate the change in effectiveness of different materials. We concluded that the readings can be as effective as or even more effective than videos if they are well designed. This paper extends the existing literature discussion to the impact on student engagement. The results could provide recommendations for the best pre-lecture educational method to increase student participation.

11:20-13:00 | Room A

Friday Online Presentation Session 2

Adult, Lifelong & Distance Learning

Session Chair: Meenakshi Krishnaraj

11:20-11:45

66642 | *Career-adaptability, Self-efficacy and Work-life Balance: Relationships With Goal Orientation, Perceived Organisational Support, Role Clarity, Perceived Performance and Job Stress*

Vanessa Cai, National Institute of Education, Singapore

Lee Ai Noi, National Institute of Education, Singapore

Nie Youyan, National Institute of Education, Singapore

Phua Chee Teck, Nanyang Polytechnic, Singapore

The rapidly evolving working world may give rise to many job-related challenges and demands that could test employees' ability to adapt and their confidence to perform at work, as well as balance work and personal and/or family commitments. In turn, this could impact employees' stress and perceived performance at work. Goal orientation, role clarity and perceived organisational support could help employees fulfil both work and personal life commitments confidently and flexibly. This study therefore aims to understand the relationships among role clarity, perceived organisational support, learning and performance goal orientation, career adaptability, self-efficacy, work-life balance, perceived job performance and job stress. 315 working adults pursuing continuing education courses partook in an online questionnaire. Results from path analysis showed that after controlling for employees' number of years of working experience, learning goal orientation and role clarity positively predicted both career adaptability and self-efficacy. Subsequently, career adaptability and self-efficacy positively predicted perceived job performance. Perceived organisational support positively predicted work-life balance while performance goal orientation negatively predicted work-life balance. In turn, work-life balance negatively predicted job stress. Additionally, employees' number of years of working experience positively predicted career adaptability and work-life balance. Role clarity negatively predicted job stress. These results suggest that employees could adopt more learning goals to adapt effectively, be self-efficacious at work and maintain work-life balance, while greater role clarity provided by employers and more organisational support could promote better work-life balance and lower job stress for better overall well-being among employees.

11:45-12:10

66685 | *Distance Learning in Rural Areas – An Action Research in LiouGuei District, Kaohsiung*

Leong Yee Vonne, Chang Jung Christian University, Taiwan

This study examined the challenges and possibilities of distance learning in rural areas utilizing LiouGuei district as a case study. In this study, we recruited international and local students, who study in Chang Jung Christian University, to organize a summer program. As a result of the pandemic, the summer program was converted into an online program. This paper reveals the inequalities of distance learning in rural areas and introduces several hardware or software challenges that are commonly seen in distance learning. An action research approach used to solve the challenges and demonstrate the effectiveness of the solution. With these reflections and solutions, this study suggests the university should continue providing online tutor support in rural areas, as well as long-term consulting on technology. Also, this study highlighted the importance of university roles in the integration of online resources and the development of technology in rural areas.

12:10-12:35

66640 | *Creative Possibilities in Continuing Education and Learning in Taiwan: A Scoping Review and Perspectives*

Sheng-Hsiang Lance Peng, University of Cambridge, United Kingdom

The transformation into a well-informed society has changed the norms we were used to in teaching and learning knowledge, which can be especially arduous to adults with the need for continuing education. This study adopts a non-formal education perspective on adult and continuing education (ACE), raising the question of what is creative and can be useful to support ACE programmes in Taiwan during the transition to remote teaching in the pandemic. Between 2020 and May 2022, research articles (10) published in National Digital Library of Theses and Dissertations in Taiwan and National Central Library Taiwan Periodical Literature were investigated implementing a structured protocol that evaluates the content and methodology: 5 conceptual paper, 3 mixed-methods, and 2 qualitative. The scoping review of this study summarised existing evidence and determined the scope and coverage of a body of literature on the practice and development of ACE programmes in Taiwan. Two phenomena were concluded: virtual courses and interactions could reach more participants and offer social cohesion as a support to participants' learning and wellbeing; digital modalities in terms of teaching environments and digital literacy are in developmental phase and are encouraged to improve. This study also notes the potential of creative approaches in ACE programmes to navigate the teaching process and engage the participating adults in knowledge acquisition and bridging their old competencies. There is a need for interested researchers in the future to become involved in providing a practical framework of creative pedagogies in ACE activities and researching into organisational perspectives.

12:35-13:00

65187 | *Learning Fulfilment: What's the Role of Education?*

Meenakshi Krishnaraj, University of Sydney, Australia

Exploring the role of flexible education in supporting notions of self-fulfilment for women in Chennai, India. The objective of this research is to gain an insight into how women pursuing flexible education (Distance Education, Need-based education and E-learning) frame their narratives of self-fulfilment and to analyze the perceived efficacy of flexible education in supporting the roles, aspirations, and capacities of women. The education of women in India has focussed on collective identities, resulting in the marginalisation of individual identities, beliefs, and notions of fulfilment. This research acknowledges the diversity of lived experiences and moves away from a homogenous collective representation of 'women.' Further, education systems often legitimized certain aspirations and values over others, and also acted as instruments for gender regulation. Flexible education on the other hand is said to be learner-centered. This study explores the extent to which flexible education supported individual learners, particularly women, with respect to their idea of self-fulfilment.

13:10-14:25 | Room A

Friday Online Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Susie Kung

13:10-13:35

65658 | *Who Am I? An Examination of Multiple Identities in a Hong Kong Primary Music Teacher*
Stephanie Hoi-Ying Chan, Institute of Education, University College London, United Kingdom

There has been an emerging literature about identity development in music teachers around the globe. Yet, this research area remains scarce in the Hong Kong context. This study explores the complexity of how an individual develops multiple identities in the teaching profession and its interactions within the teaching and learning contexts. This study aims to understand the development of primary music teacher's multiple identities and the subsequent impact of the learning and teaching context of Hong Kong's school music education on the development of primary music teachers' multiple identities. In Hong Kong, primary music teachers are either graduated with a music degree or hold a postgraduate diploma in education (PGDE) in music. Therefore, primary school music teachers in Hong Kong are often first recognised as musicians because of their musical expertise. A theoretical framework of Role-identity Theory (McCall & Simmons, 1979) and the concept of musical identity (MacDonald et al., 2002, 2017) is adopted in the study. By understanding the unique narrative of how an individual becomes a music teacher through a series of semi-structured interviews and analysed with thematic analysis, this single case study of a Hong Kong primary music teacher reveals the multiplicity of roles and identities: the composer identity, the musician identity, the music teacher identity, and the teacher identity. The development of these identities emerged not only within the current social contexts but also developed from previous musical experiences. Further research about the complexity of role conflicts and identity negotiation will be conducted.

13:35-14:00

65700 | *In a Queer Time and Space: A Teacher's Narrative on Online Distance Learning*
Jenno Roquero, De La Salle University, Philippines

The swift transition from face-to-face classes to online distance learning (ODL) brought about by COVID-19 has confronted educational systems of teaching-learning quality, technological adaptability, and more so, inclusivity. This paper is an auto-critical essay that presents what life has been like in the first two years of online distance learning as a queer teacher in a Catholic institution dealing with queer students in a queer time (pandemic) and space (Google Meet). This paper seeks to unmask different untold realities in an ODL classroom in dealing with issues of queerness and (homo)sexuality. This paper also posits that online distance learning is queer. Queer as an adjective, the expression of an oddity, not normal. But this can also be interpreted as the right time and space to put 'Queer' as a noun on the pedestal, to generate dialogue, and transform the very reality of cis-hetero patriarchal norms. This paper is greatly informed and inspired by Paulo Freire's Pedagogy of the Oppressed in its attempt to map out how schools could be and should be a safe space for LGBTQIA+ students gearing toward a more gender-inclusive classroom and curriculum, especially in the basic education sectors.

14:00-14:25

65939 | *He Waka Eka Noa (We Are All in the Canoe Together): A New Zealand Tertiary Teaching Response to the Covid-19 Pandemic*
Susie Kung, Manukau Institute of Technology, New Zealand

Literature abounds on blended/online learning due to the rising need for flexible learning modes in response to societal changes. The Covid-19 pandemic accelerated the need for online learning platforms that are flexible, ready and responsive to changes in educational landscapes. This presentation is based on a research project which sought to investigate the impact of online/blended teaching-learning spaces on relational pedagogy. The case study approach was used and the participants were students enrolled in a teacher education programme in New Zealand. Data was collected through an online survey, followed by focus group interviews. Some initial findings include: Sustained engagement, motivation and nurturing relationships in an online space requires the lecturer's skillful setting up of the learning environment; consistent, cohesive and reliable messaging across all levels of the organisation helps reduce student stress and the importance of organisational leadership in navigating disruptions in learning caused by Covid-19. Some implications of these findings are: the importance of upskilling lecturers in Online Technologies (OT) and online pedagogy; organisational investments in communication resources and clear communication protocols which aide students' adaptation to fluctuations in their learning. An emerging theme in the margins of this research is the stabilising role played by both formal and informal academic leadership in an increasingly dynamic and complex tertiary teaching-learning environment. A distributive model of leadership appears to be favoured. This finding has implications for how the tertiary education sector is led into the future. It is proposed this emerging theme deserves more attention, academic dialogue and further research.

09:30-11:10 | Room B

Friday Online Presentation Session 1

Higher Education

Session Chair: Naomi Tsunematsu

09:30-09:55

65306 | *Developmental Outcomes of Doctoral Students: The Roles of Academic Buoyancy, Perceived Autonomy Support, and Thinking Styles*

Siyao Chen, University of Hong Kong, Hong Kong

Li-Fang Zhang, University of Hong Kong, Hong Kong

In the knowledge economy, a massification of PhD holders intensifies the severity of employability in higher institutions. Therefore, academic outcomes are not sufficient for doctoral students to secure satisfactory jobs after their graduation. To address this issue, the present research examines the developmental outcomes of doctoral students and the underlying mechanisms behind them. Two primary aims are 1) examining the predictive roles of antecedents (i.e., academic buoyancy) and thinking styles on doctoral students' developmental outcomes (i.e., self-regulated learning); 2) investigating the mediators of thinking styles between the antecedent and developmental outcomes. The present research will utilize a quantitative method. The pilot study involved 150 doctoral students from the Greater Bay, mainland China. It validated the psychometric properties of inventories and preliminarily examine statistical relationships among key variables. The main study will further examine these relationships based on the pilot result. Therefore, 650 participants from the Greater Bay will respond to the modified questionnaires. After that, a follow-up study will be conducted to further interpret the results. Two main implications are provided. Theoretically, it would advance existing literature on how thinking styles mediate the relationships of key variables involved in the present research. Practically, implications for doctoral students, academics, and university senior managers on how to promote doctoral students' development by thinking styles would be provided.

09:55-10:20

65370 | *Purposes and Aspirations of Western Students for Study Abroad in Japan*

Naomi Tsunematsu, Hiroshima University, Japan

This research investigated Western exchange students' purposes and aspirations for study abroad in Japan by hearing students' voices at pre-departure time. Western students' intercultural experiences in Japan, which is culturally unfamiliar destination, have not been researched sufficiently, and students' initial aspirations have been rarely investigated. Additionally, the lack of longitudinal study on students' study abroad experiences has been raised. This research fills the gap by investigating the voices of exchange students from North America, Europe, and Oceania departing for Japan for study abroad, as part of the longitudinal study of multinational exchange students' study abroad experiences from departure through reentry. Students' narratives disclosed that Western students' common purposes and their various aspirations, dreams, and concerns about their newly incoming life in Japan. Students had strong wish to acquire Japanese language proficiency, to interact with local students, and to connect their valuable experiences to their future career related to Japan. They were also seeking the opportunities of new self-discovery in new intercultural experiences. Simultaneously, they had concerns about their Japanese language proficiency and intercultural knowledge about Japanese society. Most of students were concerned about their possible inappropriate behavior due to their lack of knowledge about Japanese courtesy and customs in culturally unfamiliar host society. The research indicated university's intercultural support is crucial for Western students to maximize their study abroad experiences in host country, especially when they are departing for culturally unfamiliar destination.

10:20-10:45

65528 | *Strategies to Successful Online Mentoring for First-year Doctoral Students: An Australian Study during the COVID-19 Pandemic*

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

Alhassan Abdullah, The University of Hong Kong, Hong Kong

Prince Peprah, University of New South Wales, Australia

Stephanie Tjasa Subandi, University of Auckland, New Zealand

Tatik Tatik, University of New South Wales, Australia

The COVID-19 pandemic has impacted doctoral students drastically in myriad aspects, including but not limited to social, financial, academic, physical and mental concerns. It is generally agreed that doctoral students are important stakeholders in the university learning, teaching and research community. However, their well-being and needs are often neglected. Some universities have endeavoured efforts in providing support through virtual mentoring programmes. This study aimed to identify the effective strategies of online mentoring for first-year doctoral students in boosting their self-efficacy and persistence in their doctoral journey and academic pursuit. Guided by Social Cognitive Career Theory, the researchers examined first-year doctoral students' experiences embarking on and continuing their studies during the pandemic. Data were generated from the survey (n=300) and semi-structured interviews (n=18) conducted with both domestic and international students enrolled in an Australian public university. The researchers identified personal and proximal contextual factors to boost the first-year doctoral students' well-being in social, mental and physical well-being, thereby increasing their confidence, satisfaction and positive affection in attaining their academic goals during their doctoral journey. A systematic strategy for successful virtual mentoring has been proposed. The findings of this study can be useful for university management and counsellors to develop an effective virtual mentoring programme to address the needs of first-year doctoral students, to ensure they can attain their academic goals.

10:45-11:10

65958 | *Academic Stress and Resilience Among Undergraduate Students of Guwahati City of Assam*

Priyanka Basak, Cotton University, India

Monalisha Borgohain, Dibru College, India

Angita Sarmah Boruah, Cotton University, India

College students are particularly vulnerable to academic stress due to transitions at an individual and social level. Academic stress can be identified as the primary source of the alarming reports of student stress. In present times academic stress has become more evident because this is an era of rapid changes and a cutting-edge competition. According to Masten (2001), resilient people have the ability to tackle, overcome, or recover from grave academic threats. So, schools, colleges and universities play a major role in developing academic resilience among students. The aim of this study was to find out the academic stress and resilience among undergraduate students of Guwahati city. This study was conducted using a descriptive survey method. A total of 66 students (10 males & 56 females) belonging to the age group of 18 to 22 years from Guwahati city were randomly selected for this study. The findings revealed that majority of students that is 42.42% have low academic stress whereas 36.36% students have average academic stress. 21.22% students have high academic stress and 78.78% students fall under high resilient group whereas 21.22% of the students fall under medium resilient group.

11:20-13:00 | Room B

Friday Online Presentation Session 2

Primary & Secondary Education

Session Chair: Hoi Nga Ng

11:20-11:45

63896 | *Teacher-Student relationship, Attributional Style, and their Impact on English Performance of Chinese Students with Low Academic Achievement*

Cheng Cui, Xi'an Jiaotong-liverpool University, China
Rong Yan, Xi'an Jiaotong-liverpool University, China
Qian Wang, Xi'an Jiaotong-liverpool University, China

English has been one of the most important compulsory subjects in Chinese primary and secondary curricula. Understanding factors that impact students' English performance carries critical value in research, since a certain student population struggles with English learning difficulties. So far, little is known about how teacher-student relationship and attributional style impact students' English learning performance. Applying questionnaire and interview methods, this study sets itself to investigate this very issue. Thirty low-achieving and thirty regular students in a Chinese public secondary school participated in the study. The data did not report any significant differences in teacher-student relationships between the low-achieving and the regular students. However, significant differences were found in academic attributional styles. The regular student's attributions favouring internal and controllable positive attributions whereas the low-achieving students' attributions favouring external uncontrollable attributions. Based on Weiner's attribution theory, low-achieving students exhibited a prolonged negative attribution style, leading to a loss of motivation and the development of learned helplessness. The study also found that teacher-student relationships and attributions were significantly related to the low-achieving students' English performance. The study suggests that teachers need to pay close attention to their relationships with low-achieving students and guide them to make more positive academic attributions. Such practice would increase low-performing students' learning impetus; therefore, improve their academic performance.

11:45-12:10

66407 | *Insights into Contextual Factors Related to SEL in UAE Public Schools*

Samantha Monroe, Alef Education, United Arab Emirates
Ali Nadaf, Alef Education, United Arab Emirates

In the UAE, there is a recognized need to boost Social Emotional Learning (SEL) skills in students, yet there remains a gap between that desire and the knowledge held by decision makers. Although the Ministry of Education is dedicated to uncovering current SEL competencies, there have been few studies conducted in SEL that relate to the UAE context. The goal of this research is enabling factors related to SEL skills in the UAE to gain an insight to understand contextual factors in relation to student learning behavior and academic performance. Adapted from the OECD Survey on Social and Emotional Skills Contextual Questionnaire, UAE public school students from grades 5 to 12 completed a survey to gather a preliminary understanding on student academic achievement, active citizenship and civic participation, social connectedness, health, quality of life, and behavior/conduct. The data was taken from the students' responses to the survey and analyzed along with their academic performance on an education technology platform. Main findings from the study highlight an inverse correlation between general student wellbeing, school-related stressors, and academic performance, most notably test anxiety. These findings showcase how improved stress-resistance and other SEL skills in students can help mitigate the profound impact school-related stress has on students outside the classroom. Understanding key contextual factors for UAE students will be useful to design, develop, and implement school interventions in SEL competencies to boost UAE students' abilities in these skills.

12:10-12:35

66262 | *Development of Learning Kit and Module for a Technology Design (RBT) Subject: Insights From Needs Analysis*

Muhammad Ridzuan Idris, Universiti Pendidikan Sultan Idris, Malaysia
Irdyanti Mat Nashir, Universiti Pendidikan Sultan Idris, Malaysia
Zainal Ariffin Ahmad, Academy of Sciences Malaysia, Malaysia
Che Ghani Che Kob, Universiti Pendidikan Sultan Idris, Malaysia

The electronic design process included in the Malaysian secondary school syllabus pose challenges to the teachers as it requires teaching aids to facilitate more effective understanding and practice of the process. Therefore, this study aimed to identify key elements in the development of a Technology Design (RBT) learning kit for the electronic design topic of the RBT subject in the Malaysian secondary schools. This qualitative study used semi-structured interview protocol in conducting the needs analysis. Five teachers who were appointed as facilitators and had expertise in the field of electronics were selected via purposive sampling. The interview results were transcribed and analyzed using Atlas.ti software. Based on the needs analysis, all five respondents agreed that the subject of RBT needs teaching aids especially for the electronic design topic. They argued that existing learning kits use non-universal programming languages. Therefore, they suggested that the proposed learning kit must use open-source programming and allow easy references on the internet. Most respondents chose the Arduino type microcontroller in the production of electronic design projects because it is open-source and universal. They also suggested that Tinkercad Circuit software be used for the sketching and simulation process before producing an electronic design project. The implications of this findings call for relevant parties including teachers, researchers and the Ministry of Education to consider that the development of teaching kits and modules for RBT learning kits for electronic design topic should be straightforward, simple to understand, and compact.

12:35-13:00

64296 | *Correlates of School-based Sexuality Education: A Comparative Study of Students and Teachers of Secondary Schools in Hong Kong*

Hoi Nga Ng, Caritas Institute of Higher Education, China
Kam Weng Boey, University of Hong Kong, China
Chi Wai Kwan, University of Hong Kong, China

This study examined factors associated with SBSE in secondary schools, with a view to provide information for effective implementation of SBSE. It looked into students' and teachers' sexual attitudes and their views on SBSE. Other associated factors, viz., religiosity, spirituality, and demographic characteristics were also examined. Participants were recruited via convenience sampling from three secondary schools. Participation was voluntary and anonymous. Informed consents were solicited before data collection. The sample included 818 students (mean age = 15.3 years) and 98 teachers (mean age = 35.8 years). Results showed that students were generally more liberal than teachers in sexual attitudes. Male gender, higher education, older in age, and no religious affiliation were associated with liberal sexual attitudes among students. However, no such demographic effects were observed among teachers. Compared with students, teachers showed higher levels of religiosity and spirituality. Consistent with Western studies, both students and teachers showed positive attitude towards SBSE, which provide fertile ground for the implementation of SBSE. Religiosity and spirituality were associated with conservative sexual attitudes. Inconsistent with findings reported in the West, female students, conservative sexual attitudes, religiosity, and spirituality were associated with positive attitudes towards SBSE. Findings of this study implicated that sociocultural factors in the local setting should be taken into account for effective implementation of SBSE.

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13:10-14:25 | Room B

Friday Online Presentation Session 3

Professional Training, Development & Concerns in Education

Session Chair: Hsuehi Lo

13:10-13:35

65905 | *Examination of a Play-based Learning Curricula Integrating Developmental Benefits in Free-play and Academic Value*
Hsuehi Lo, St. Cloud State University, United States

The purpose of this study is under play-based curriculum in early years to exam the relationship between students' free-play and their academic benefits. Play-based learning can help students to develop their motivation in the subject. One concern, researchers have, is the academic value in play-based environment. Both developmental and academical learning are important components in early years through play-based learning. A systematical training in play-based learning is the key to control the quality between students' development and academic performance. The research question is to exam the relationship between 2nd -3rd graders' free development in play-based math lessons and their academic performance in the lessons. Pre-service teachers (n=128), with formal play-based training, participated in this study. They designed their play-based math units and implemented units to 2nd and 3rd grade classrooms, in central Minnesota, the U.S. for three weeks. Longitude research method implemented in this study for three years. Data collection included pre-service teachers' survey, and pre and posttest students' academic performance. Kendall's τ coefficient and related statistics tools were used to analyze the data. The finding showed teachers, with understanding math better, performed higher pedagogical content knowledge to design and implement play-based learning tasks. Students' test outcomes showed high academic value in free-play developmental math lessons. The conclusion of this research showed positive correlation between students' free-play development and their academic value in math lessons only when pre-service teachers provided meaningful play-based learning tasks to students. Teachers' level of understanding math may affect the quality of play-based curriculum.

13:35-14:00

66032 | *Taiwanese Secondary Mathematics Teachers' Values of the Relationship Between Mathematics and STEM Education*
Kai-Lin Yang, National Taiwan Normal University, Taiwan
Xiao-Bin He, National Taiwan Normal University, Taiwan
Wan-Rou Wu, National Taiwan Normal University, Taiwan
Chai-Ching Yang, National Taiwan Normal University, Taiwan

Teachers' conceptions and values can be counted as points of view, which influence their ways to teach. In view of little research on teachers' conceptions of the role of mathematics in STEM education, Tambunan and Yang (2022) have investigated Indonesian secondary teachers' conceptions and values of the relationship between mathematics and STEM education. While Indonesia did not emphasize much on the development of STEM education, Taiwan has experienced and encouraged STEM education. It implies that Taiwanese and Indonesian teachers may perceive different values of the relationship between mathematics and STEM education. Then, this study aimed to investigate Taiwanese secondary mathematics teachers' values of the relationship between mathematics and STEM education by interviewing four teachers and using thematic analysis method. The main findings included that Taiwanese teachers' values of STEM education for mathematics education were classified as being related to mathematics (application, integration and essence), students (motivation, performance, usefulness, realistic, career development) and teacher (confidence, co-learning and expertise); and their values of mathematics education for STEM education were classified as being related to STEM (resolvable, supported and modellable) and students (thinkable, accuracy). Comparing to Tambunan and Yang's findings, Taiwanese teachers realized more benefits of exploring mathematics but focused less on the students' interest in applying mathematics via STEM education than Indonesian teachers. Our study can move one step further from previous studies on teachers' conceptions of STEM education to the focus on their values, and provide a complementary result about teachers' values of the relationship between mathematics and STEM education.

14:00-14:25

66551 | *A Cultural-historical Approach to Children With Specific Language Impairment in China*
Cheng Hsu, Jiangsu Normal University, China

Specific Language Impairment (SLI) is a developmental disorder as children have lower language capacity than average children in the same age group without vivid physical or mental illness. Children with SLI in China have lower academic achievements than peers; thus, they could be considered lazy or stupid. In our study, we used a Cultural-historical approach according to Vygotsky's theories for designing meaningful educational activities for SLI children. In the last two years, this study evaluated more than 400 primary students aged 7 to 9 from 3 primary schools in northern Jiangsu Province in China, with 35 children scoring below 1.5 standard deviation. This study created a social atmosphere by empowering teachers' instruction management skills with better awareness of SLI children. This study also designed a procedure based on Computational Thinking (CT) as a negotiation theme for adult-children interaction for CT logic generalized into sequential and conditional logic. With assistance from an inclusive education classroom with support from teachers and classmates, students explore more social interactions with a better comprehension of correct orders and expressions in a social environment. At the same time, this study used CT activities for internal language development supported by signs and symbols acquired from CT and actualized in the inclusive education classroom. We have seen a gradual improvement in their academic performance and social interactions at school.

09:05-11:10 | Room C

Friday Online Presentation Session 1

Educational Policy, Leadership, Management & Administration

Session Chair: Pina Tarricone

09:05-09:25

64834 | *Has COVID-19 Changed Our Perception of the Importance of Education?*

Cristina Vilaplana-Prieto, University of Murcia, Spain

While previous studies refer to the impact of the pandemic over academic performance or continuity of studies, this paper will focus on the variable "importance given to education". We compare society's perspective regarding the importance of education, at the country level and according to the individual situation, both at a pre-pandemic moment (year 2019) and after the first wave of the pandemic (summer 2020). We implement a difference in differences strategy, using representative survey data from 28 European countries: the Eurobarometers 91.5 (June-July-2019) and 93.1 (July-August-2020), which allows us to introduce the regional relative mortality in 2019 or 2020 with respect to the average 2015-2018. The results show that the pandemic has provoked a deep rift in society, generating two different worlds. One "world" composed by the unemployed, immigrants, those still in school, and those from working class backgrounds, who think that education is no longer one of the country's fundamental concerns. Even more troubling is the fact that at the personal level, in households with children, the unemployed and working class feel that they have other more important concerns. The other "world", made up by the more educated, express an increase in their personal concern for education. Parents with better economic status and more stable jobs have been able to invest more in their children's education during the pandemic and have become more involved in their children's learning. It would be necessary to take advantage of the return to face-to-face teaching and facilitate families' ability to re-evaluate education.

09:25-09:55

65536 | *How to Improve the Dual System in South Korea: Lessons from Germany*

Sun Jung Oh, Korea Labor Institute, South Korea

Christian Buerger, Indiana University, United States

The dual system of Germany had been introduced to South Korea by the Ministry of Labor in 1983. In 2019, the Korean Dual Act was adopted to support the dual system in South Korea but there are many issues to be resolved. Despite the Korean government efforts to make the dual system successful, there are lack of interests at the industry and student side. In addition, Germany has been experiencing inequalities between those in vocational training and higher education. First, the SES of the students entering in the vocationally-oriented school tracks tends to be lower than students in other school tracks. Second, there exist labor market inequalities between vocationally-trained workers and workers with higher education. The inequalities have led to the changes in Germany such as a sharp increase in the higher education participation rate. Based on the experiences in Germany, this paper discusses ways to improve current dual system in Korea. In Germany, the separated education system between vocational training and higher education contributes to the labor market inequalities. In contrast, the dual system in Korea operates in both secondary school-level and the higher education-level, and supports students with vocational training to study at colleges or universities while working as a full-time worker. However, the connection between vocational training and higher education is limited and the contents of learning in higher education need to be changed. In addition, the legal status of technical high-school students when they are getting trainings from firms has to be modified.

09:55-10:45

66415 | *Comprehensive Sociological Theory of Education*

Christian Etzrodt, Osaka University, Japan

The aim is to present a comprehensive theory of education derived out of classical sociological theories. Educational systems are designed to create a specific society. The choice of the type of education system depends mainly on the perception of what the problem in the current society is. Four types of characteristic problems of modern societies can be distinguished: too much freedom (Durkheim; solution: control of the masses), not enough freedom in the economy (Marx; solution: motivating workers to conduct a revolution), not enough cultural freedom (Freud; solution: destruction of oppressive cultural rules), or not enough freedom in politics (Weber; solution: protection of the individual from the state and the development of autonomy). The perception of first social problem (Durkheim) leads to a traditional education (e.g. Dewey), where students are supposed to memorize the "correct" answers (this is a passive education style in the sense of students as receivers). The perception of the second or third social problems (Marx or Freud) has inspired the conception of transformative education (Freire, Mezirow, or postmodern approaches depending on how strong the influence of Marx is), which tries to open the eyes of students through disorientation dilemmas (this is an active education style in the sense of students as problem-solvers). Finally, liberal arts education is the typical answer to the perception of the fourth social problem (Weber). Here, students are first taught different solutions to a problem, before they are asked to choose for themselves the best one (this is a passive and active education).

10:20-11:10

66413 | Workshop: *Using the Policy Monitoring Tool to Support Education in Emergencies Policy Development and Review*

Pina Tarricone, Australian Council for Educational Research, Australia

Kemran Mestari, Australian Council for Educational Research, Australia

Ian Teo, Australian Council for Educational Research, Australia

As education policymakers across countries seek to recover from the uncertainty of the past two years, they will need to be equipped with successful strategies and resources that will assist with education recovery planning and monitoring. This is important for strengthening education system resilience against future disruptions to learning and ensuring that the most vulnerable learners are not left behind. This workshop focuses on introducing the Policy Monitoring Framework and Policy Monitoring Tool to policymakers and non-government stakeholders with the aim of strengthening emergency response and coordination capabilities, as well as enhancing preparedness and disaster risk reduction capacities. This proposed workshop will:

- Outline research conducted relating to educational recovery from the impact of the COVID19 pandemic
- Introduce Australian Council for Educational Research's (ACER) education in emergencies Policy Monitoring Framework and Policy Monitoring Tool to participants.
- Demonstrate how to apply the Policy Monitoring Framework and Policy Monitoring Tool

11:20-13:00 | Room C

Friday Online Presentation Session 2

Foreign Languages Education

Session Chair: Alexander Ibni

11:20-11:45

65283 | *How Medical Students and Doctors Can Use Online Materials to Improve Their English Speaking Skills*

Eiko Kawagoe, Jikei University of Health Care Sciences, Japan

Objective: In this global era, we need doctors with high medical English skills. Japanese doctors, however, are particularly weak in English-speaking skills. The purpose of this project is to verify if English online training improves English fluency.

Method: We used English conversation material from the online ESL platform EnglishCentral. Sixty-three medical students and eleven medical doctors took 25-minute lessons for one month. Each participant took a standardized test to check their English level at the beginning of the course, and a progress test at the end. Afterwards, those who wished to continue the lessons could do so.

Results: EnglishCentral scores its students for their speaking levels on a scale of 1 to 7. Nine out of seventy-four participants succeeded in raising their levels after using EnglishCentral. All of the nine participants who were successful continued their training at least for two months. For example, two students who continued for two months rose their levels by one, from level three to four. Two students continued for four months. One rose two levels, from level three to five. The other went from level two to five.

Conclusion: It was verified that speaking English for 25 minutes every day began to be effective in two months. It was fully effective in four months. If medical departments in Japan implement this type of program, it will certainly increase the number of doctors who can be active on the global stage.

11:45-12:10

66361 | *Factors Affecting the Use of Language Registers in Writing among English as a Second Language Students*

Alexander Ibni, Zamboanga Peninsula Polytechnic State University, Philippines

Language register analysis gives important bases that may help understand the linguistic features of any register that are generally determined by such factors as social occasion, context, purpose, and audience. For this reason, the main objective of the current investigation was to determine the factors affecting the use of language registers in writing among ESL students and describe which among these factors are the most significant in the context of English as a second language that may contribute to the development of students' writing competence. To determine these factors, a descriptive qualitative research design was utilized in this study by which Focus Group Discussion (FGD) was conducted with seven ESL college students. Thus, Based on Biber's Framework of Situational Analysis of Language Register, the results of this study revealed that there were 7 factors elicited from the respondents during the discussion. These are the following: 1) participants' social characteristics; 2) communicative purpose, and expression of stance; 3) topic-specific topic; 4) relations among participants; relative status or power; 5) the setting in which the communication takes place; 6) vocabulary and grammar and; 7) participant's culture and first language. Most importantly, in addition to Biber's Framework of Situational Analysis of language registers, this study highlights a great contribution to the field of applied linguistics as it concedes that in the context of second language teaching and learning, the participants' culture and first language are regarded as among significant factors affecting the use of language registers that should be taken into account in order to improve the ESL students' writing competence.

12:10-12:35

66043 | *Producing Travel Vlogs as a Collaborative Task in English Classes With a Soft CLIL Approach*

Mariko Takahashi, Setsunan University, Japan

Making travel vlogs is a way to record events and memories of a trip and share them with others. A previous study by the author (2021) analyzed YouTube-style videos of six genres made individually by EFL university students and pointed out the necessity of adjusting the task for more collaborative learning and language learning. In response to this, the current study assigned a collaborative travel vlog producing task to new groups of EFL university students and addressed the following research questions. 1) How and to what extent does this task contribute to language learning and content learning in English communication classes with a soft CLIL approach? 2) Which task functions better as a CLIL task, a travel vlog producing task or a YouTube-style video making task? Twenty-nine students from two universities in Japan participated and produced thirteen travel vlogs either in pairs or in groups collaboratively. Following the method of analysis adopted in the previous study (author, 2021) to enable comparison, the contents of the travel vlogs and the responses on the worksheets were analyzed qualitatively and the English narration and captions were analyzed linguistically. The results showed that the travel vlog task enabled the participants to produce target linguistic expressions in an authentic context and that collaboration with their peers promoted active engagement in the task. Specifying the genre to travel vlogs helped to make the learning goals clearer both in terms of language and content, and therefore, the task proved to be more suitable as a CLIL task.

12:35-13:00

65118 | *The Impact of EFL Learners' Grammatical Inaccuracies on English-Native-Speaking Teachers' Assessment of Their Pronunciation*

Emad Abu-Ayyash, The British University in Dubai, United Arab Emirates

Christopher Hill, The British University in Dubai, United Arab Emirates

This study investigates the impact of grammatical inaccuracy on the assessment of pronunciation. Data were gathered using structured interviews and a matched-guise instrument and involved a total of 44 participants, 10 English-as-a-foreign-language (EFL) learners and 34 English-native-speaking (ENS) teachers. Data gathering from structured interviews involved 4 ENS participants; the questions were about pronunciation assessment. As for the matched-guise instrument, 10 EFL Grade-10 learners pronounced 20 sentences, with each learner assigned one grammatical sentence and its corresponding ungrammatical sentence to pronounce. The resulting 20 audios were randomised. Using the matched-guise technique, the audios were presented to 34 ENS teachers to evaluate the pronunciation of each utterance as 'good' or 'not good'. A paired samples t-test measured the statistical significance level in the mean between grammatical and ungrammatical sentences for each and all learners. While the interview findings showed that teachers believed grammar was not an indicator to pronunciation assessment, the results from the matched-guise instrument revealed that it was.

13:10-14:25 | Room C

Friday Online Presentation Session 3

Foreign Languages Education

Session Chair: Wanqing Feng

13:10-13:35

66500 | *Advancing Educational Equality: Using AI Technology in K-12 English Language Education in Rural China*
Wanqing Feng, New York University, United States

The development of artificial intelligence (AI) technology provides the opportunity for the students from disadvantaged areas to access equal educational resources. Therefore, through the lens of educational equality theory, this paper aims to examine AI technology practices as an alternative to the current Information and Communication Technology (ICT) ones to better inform English education in rural China. A systematic literature review was conducted to synthesize the research on AI in English education published between 2017 and 2022 under the non-English speaking contexts. The overall findings show that the use of AI technology can effectively promote English proficiency. Lastly, the paper also puts forward pedagogical implications for AI practices in rural K-12 English education and sheds light on advancing educational equality in rural China.

13:35-14:00

66266 | *Identity Reconstruction of Chinese International Students in Higher Education—From the Perspective of Naming Practices*
Chufan Qiu, University of Glasgow, United Kingdom

This study aims to find out how Chinese international students in higher education in the UK (re)constructed their identities through choices in naming practices. The study is part of a six-month larger study using ethnographic approaches. Eight participants are from a University in Scotland. The theoretical framework used for this study include poststructuralism and transnationalism. The methods used for the study included: One to one semi-structure interviews, audio diaries and conversations. The main findings include: There is a trend that participants prefer to use Chinese names more than English names during their study in the UK. The reasons are not only related to the uniqueness of their Chinese names but also the enhanced national identity as well as pragmatic considerations. Urging to fit into the English-speaking environment is not only the reason why some participants prefer to use English names. Instead, unfavourable of one's Chinese name, trying to set boundaries between acquaintances and non-acquaintances and safety reasons are the other possible reasons. Also, the choices of an English name not only reflect one's preference on the desirable meaning of a certain name but also deeply connected with one's self-imaged present or future identity. What's more, sometimes the choices of an English name show one's Chinese identity under the coat of an English name. Meanwhile, dynamic changes happen during the choices of naming practice (change, quit using English names, etc) which are also deeply connected with one's identity (re)construction.

14:00-14:25

65668 | *Research on the Role of Multimedia Learning APP for Young Learners of Chinese as a Second Language*
Lijie Wu, Rajamangala University of Technology Thanyaburi, Thailand
Piyanan Pannim, Rajamangala University of Technology Thanyaburi, Thailand

In the last decade, research on Chinses as a second language teaching and learning has yielded significant advancement through state-of-the-art technology. This paper addresses the major difficulties that students face in recognizing Chinese characters. To solve the problems, the study proposes the online multimedia application for teaching Chinese characters. The needs analysis was conducted beforehand with the intention of provoking students' perceptions of both traditional and multimedia methods of teaching and learning Chinese characters. The purposes of this research were 1) to identify the efficacy of the proposed multimedia learning platform for learning Chinese characters 2) to compare students' learning achievement through pre-test and post-test via the proposed system and, 3) to compare learning performance between traditional teaching (controlled group) and multimedia platform teaching (experimental group). The sample of this research included 60 students who are studying Chinese Language as a Second Language in an international school in Beijing from 12-16 years old. The data were analyzed using mean, standard deviation, t-test and ANOVA.

The findings showed that 1) the efficacy of the proposed system (E1/E2) was 82.25/81.56. 2) The students' achievement after utilizing the system was significantly higher than controlled group as the average pretest score was 15.44 (SD =0.89) and the average post-test score was 17.61 (SD =1.55). 3) The student's level of satisfaction toward the system was at the highest level (M=4.80, SD =0.50). It was found that the proposed online system was beneficial to the improvement of learners' language proficiency and learning motivation.

09:30-11:10 | Room D

Friday Online Presentation Session 1

Education, Sustainability & Society

Session Chair: Yipei Lu

09:30-09:55

66483 | *The Effectiveness of Zakat Funding Through Dompot Dhuafa Etos ID Scholarship Program*

Nur Fajriati Nadlifatil Khoir, Lembaga Pengembangan Insani Dompot Dhuafa, Indonesia

Saiful Anwar Stiawan, Lembaga Pengembangan Insani Dompot Dhuafa, Indonesia

Pedri Haryadi, Lembaga Pengembangan Insani Dompot Dhuafa, Indonesia

Scholarships are related to coaching and self-development programs, and so do Etos ID. This research aims to determine the impact of the mentoring and coaching program implemented by Etos ID scholarship. This research uses quantitative and qualitative approaches. The researcher used random sampling through questionnaires and interviews. One hundred respondents of this research are all beneficiaries of the Etos ID scholarships managed by Lembaga Pengembangan Insani Dompot Dhuafa. The result shows that Etos ID scholarships are effective and impactful programs. Before becoming beneficiaries, CIBEST (Center of Islamic Business and Economic Studies) analysis shows that the welfare of Etos ID beneficiaries increased from 2.00% to 79.00%. Another impact show component is a turning point; the most significant change story shows are regarding work careers, achievements, self-development, and social activities and empowerment. Because of mentoring and coaching programs, 58.00% of Etos ID beneficiaries have created social projects in various fields. Therefore, the mentoring and coaching programs for Etos ID scholarships have significantly impacted all beneficiaries.

09:55-10:20

64920 | *Early Childhood Education Reform in China: Challenges and Opportunities*

Simiao Pan, Chinese University of Hong Kong, Hong Kong

In the past few decades, the development of early childhood education (ECE) in China experienced dramatic transformations. Especially under the influence of the "open door" policy, the influx of western ideas has made China's ECE involved in the wave of globalization. Meanwhile, ECE has experienced constantly modifying, readjusting, and relocating without receiving enough financial and political support. Until now, the ECE market is still experiencing turbulence. This study critically analyzed and reviewed the historical development of ECE in China within the concepts of social and political change. The ECE situation, emphasizing China's recent major reform (from 2010 to 2020), will also be presented. Three challenges of ECE have been addressed in this paper: (1) culture adoption but not adaption; (2) lack of teachers' professional learning; (3) absence of funding and monitoring system. Last, the paper presented considerable opportunities for future ECE development in China.

10:20-10:45

65254 | *Building Fundamentals via Soft Sciences: The New Era of China's Brain Race*

Yipei Lu, University of Southern California, United States

Despite being the world's largest international student sending-nation today, China's presence in the international higher education arena only dates to the past four decades. The 1978 reform ignited a spark in the nation's transition towards internationalization, transcending the Marxism-Leninism, Proletarianism, and Neoliberalism national ideologies that existed since the nation's establishment in 1949. The reform triggered the first "brain race", showcased by government-funded students studying hard sciences overseas, striving to improve China's scientific and technological base. Initially, China's rebuilding efforts have been carried out by these students in the hard sciences fields mostly through imitation and iteration to fill technological gaps. Three decades later, despite the hard sciences remaining a vital national need, modernized national competitiveness requires more than mere incremental improvements through imitation, leading to the nation's transition from economic neoliberalism to state developmentalism. With a nascent focus on building a foundational academic culture environment to encourage innovation and research, the second "brain race" was triggered, showcased by a stunning number of Chinese international students pursuing soft sciences degrees today, surpassing business degree pursuits and just under hard sciences degree pursuits. This paper aims to analyze this striking phenomenon which partially displays China's new national strategy of bolstering its economic base by nurturing innovative students who can build a new fundamental academic culture and innovative science base through soft sciences, as well as how the international higher education uplift towards soft sciences is key to building a sustainable academic and research foundation which modern day China direly needs.

10:45-11:10

65398 | *Redefining Student Formation: Characteristics and Experiences for Resilient University Social Engagement*

Neil Oliver Penullar, De La Salle University, Philippines

Joel Navarez, De La Salle University, Philippines

Carl Fernandez, De La Salle University, Philippines

Juanito Alcazar, De La Salle University, Philippines

Christine Joy Ballada, De La Salle University, Philippines

Social engagement is one of the three core functions of a university. Through community immersion, service-learning, volunteering, and other service opportunities, students are invited to apply academic and civic competencies to solve a community problem or concern. At a Philippine university, the Lasallian Formation and Action Framework (LFA) guides student affairs personnel in developing students' leadership, spirituality, and social engagement. Developed in 2007, the framework's conceptual definition and desired characteristics for student social engagement have not yet considered our current context of hybrid and flexible learning, rising illiberalism, and restricted mobility brought about by the ongoing pandemic. The study intends to define and identify the behavioral indicators for social engagement in the Lasallian Formation and Action (LFA) Framework and be able to construct assessment rubrics anchored on the definitions of social engagement. Participants in this study were alumni and current students who had participated in social engagement programs conducted by various university departments as well as student formators who had accompanied students in such programs. There was a total of 30 participants (10 students, 5 alumni, and 15 formators) who were divided into six (6) groups for an online focus group discussion (FGD). Thematic analysis (Braun and Clarke, 2006) was used to examine and interpret the FGD data in order to create patterns or meanings to comprehend experiences, thoughts, or behaviors that were gathered from the participants. Results of the study shall be used to strengthen curricular and co-curricular programs aimed at developing graduates who are engaged and service-driven citizens.

11:20-13:00 | Room D

Friday Online Presentation Session 2

Professional Training, Development & Leadership

Session Chair: Norma Kok

11:20-11:45

65197 | *Career Development Competencies in Kuwait: Social Workers' Case Study*
Vikinta Rosinaite, Vilnius Gediminas Technical University, Lithuania

This study analyzed social workers' career development competencies data collected in Kuwait. A changed working environment raised new requirements for employees. In today's society, they are fully responsible for their career development and have to be able to manage it. Career development involves values expression, decision-making style, the person's creation of a career pattern, self-concepts, and integration of life roles that reflect their life roles. Therefore, a changed working environment highlights career development as one of the most important competencies of employee. Social workers' careers have been investigated in many different aspects: job satisfaction (Marriott, Sexton, & Staley, 1993), occupational stress (Bradley & Sutherland, 1995; Jones, Fletcher, & Ibbotson, 1991; Lansbergis, 2006; Moriarty & Murray, 2007), career and well-being (Graham, Shier, 2009). However, career development and its competencies have not been researched yet. The aim of this research was to assess the level of social workers' career development competencies in Kuwait. For this purpose, quantitative survey was conducted with 242 social workers. As the results analysis has shown, all career competencies were evaluated very positively, which means that all survey participants have very well-developed competencies related to the self-knowledge, lifelong learning, career planning, decision making, or other to career development related aspects. Or social desirability effects may have biased respondents' answers. In short, all respondents represented themselves either as if they are masters of their career development or how they want to be seen as professionals from the point of view of society.

11:45-12:10

66442 | *Teachers' Readiness for Home-Based Learning – The Case in Singapore Primary Schools*
Li Li, Singapore Centre For Chinese Language, Singapore

Home-Based Learning (HBL) is made to be a significant component beyond the face-to-face teaching and learning activities in Singapore schools during and after the pandemic. This urges the need in understanding the teachers' readiness for HBL and their possible required support. This study aims to survey, explore, and profile Chinese Language (CL) teachers' readiness for HBL in Singapore primary schools. Teachers' readiness for online teaching can be conceptualized as personal readiness, i.e. readiness in the technological, pedagogical, and content knowledge (TPACK); and context readiness, i.e. supports from schools and communities (Scherer et al., 2021). 577 CL teachers from 101 primary schools answered a questionnaire asking about their self-efficacy in TPACK, their perceived support from schools and parent involvement during HBL, and their self-reported HBL related teaching presences. Teachers were found to be confident in their TPACK in CL online teaching, hold positive feedback on school support and parent involvement, and were satisfied in their teaching presence during HBL, which indicated both personal and context readiness in HBL. The four factors were closely correlated to each other. Group differences were found in the aspects of teaching presences between teachers teaching lower and higher levels, indicating different needs of support from teachers teaching different levels. For future HBLs, teachers still pose the needs in improvement. The immediate support is deemed to be more teaching resources that are suitable for students' online learning. In terms of training on online teaching, teachers seemed to prefer introductions to affordance of ICT tools.

12:10-12:35

66352 | *Policies and Practices of Professional Development for Middle leaders in Chinese Higher Vocational Colleges*
Ni Zhang, University of Glasgow, United Kingdom

The Chinese Ministry of Education issued a series of policies that put forward higher requirements on the quality and ability of teachers in Chinese higher vocational colleges (CHVCs). Among them, the principles of stratification and classification were explicitly proposed. Benefiting from the localized development of distributed leadership theory and adult learning theory in China, the professional development for middle leaders has gradually entered the scholar's field of vision. This study reports a qualitative phenomenological study of four CHVCs in Shandong Province and aims to explore the specific support measures for middle leaders' professional development and individual experiences. Through the collection and analysis of official documents on professional development at the national, regional and institutional levels, the relevant policy requirements regarding the professional development for middle leaders have become clear. Based on the snowball sampling method, this study conducted two rounds of in-depth interviews with 15 middle leaders from four CHVCs. After coding and analyzing the obtained data, the researcher found that the professional development for middle leaders in CHVCs includes classroom teaching, team leadership, and external cooperation. The specific support measures involve five categories. This study highlights the role of collective learning and school-enterprise cooperation as the core measures. Moreover, in the context of the pandemic, the combination of online and offline is widely used in the concrete practice of professional development. It enhances the understanding of professional development for middle leaders in CHVCs and proves the critical role of professional development in the Chinese vocational education reform process.

12:35-13:00

66155 | *Through the Eyes of School Leaders: A Discussion of the Outcomes of a Leadership Development Training Programme*
Norma Kok, Citizen Leader Lab, South Africa
Diemo Masuko, Citizen Leader Lab, South Africa
Thandokazi Dlongwana, Citizen Leader Lab, South Africa
Komala Pillay, Citizen Leader Lab, South Africa

Citizen Leader Lab facilitates the Partners for Possibility (PfP) programme to provide leadership development and support to school leaders serving under-resourced communities in South Africa to create effective environments of learning. This is done by creating partnerships between school leaders and private-sector business leaders over a 12-month period. To explore school leaders' perceptions of their leadership capacities and changes at their schools after being exposed to a year-long leadership development training programme. A descriptive mixed-method research study was conducted with 130 school leaders who had participated in the year-long leadership training and were exposed to workshops, group coaching, peer learning and experiential learning. Participants completed a post-programme questionnaire consisting of structured and unstructured questions. In addition, semi-structured interviews were conducted with them and their business leaders. The interviews were audio-recorded, transcribed and analysed using analytic software. School leadership found the programme interesting and rewarding. They gained new leadership capacities such as resilience, improved confidence, communication and conflict resolution skills - catalysing into improved cultures of collaborative decision-making and environments for enhanced teaching and learning. New networks resulted in tangible outcomes (upgrades to school infrastructure, water and sanitation, nutrition) and/or intangible outcomes such as skills for members of school management teams (SMTs). Collaborative leadership led to SMTs being more aligned, efficient, and cohesive; teachers being more engaged and motivated; and parents being more involved in the schools and in their children's education. The PfP programme has the potential to lead to improved teaching and learning and new resources for schools.

13:10-14:25 | Room D

Friday Online Presentation Session 3

Resilience

Session Chair: Alice (Xuelian) Chen

13:10-13:35

66581 | *Emerging Victorious – A Study of Resilience of Visually Challenged Girls During the Pandemic*

Ritu Khanna, Delhi University, India

Manjula Rath, Delhi University, India

In a report by WHO (dated 24 November 2021), over 1 billion people are estimated to experience disability which constitutes around 15% of the world population. Furthermore, the survey reported that 80% of people living with a disability reside in developing nations. As per the India Census 2011, the differently abled population in India stands at 26.8 million, wherein there are 14.9 million men with disabilities as compared to 11.9 million women in the country. It is estimated that in 2019, the number of visually impaired in India was 62 million, of which 8 million people are completely blind. This paper is based on the special theme of this Conference for 2021-22: Resilience. It is based on a study of 25 visually challenged girls during the lockdown that followed the spread of the Covid 19 pandemic in India and how they coped with the circumstances and emerged undaunted by the adverse conditions. India experienced one of the longest lockdowns compared to other countries in the World. While the lockdown was inequitable in its impact on different sections of the population, the marginalized sections of the population were the worst impacted. One such marginalized section of the population is the visually challenged girls.

13:35-14:00

64699 | *ICT Use of Parenting in Early Childhood in the Pandemic Era: Benefits, Risks, and Implications*

Alice (Xuelian) Chen, University College London, United Kingdom

The COVID-19 pandemic outbreak poses serious challenges to established parenting practices. Increasing focus is being paid to ICT-assisted parenting, in which parents seek information, develop connections, and participate in intervention programmes. Global study indicates that online parenting is beneficial for children's cognitive, emotional, and behavioural development, as well as for parent-child interactions. Despite this, there is a vacuum in the research addressing the description of ICT use among parents of children aged 3 to 6 during and after the pandemic epidemic. Four databases are searched to identify six original research publications published between 2020 and 2022 about the use of ICT in parenting during a pandemic (ProQuest Centra, Elsevier Science Direct Journals, PsycINFO and ERIC). There are identified three major types of ICT use in parenting: information-centric, communication-centric, and intervention-centric. All three types of activities are favorable to parental activities, especially in lowering parental stress and boosting parental confidence during the lockdown. Given that post-pandemic parental ICT use research is still in its infancy, future research should focus on parenting intervention groups using rigorous quantitative study designs that include controlled groups. Guidelines and strategies should be issued to facilitate and ensure the quality of information dissemination. In addition, a relationship between home and school that incorporates online parenting into the communication agenda is also desirable.

14:00-14:25

66611 | *The Mediating Role of Emotional Stability Between Critical Thinking Disposition and Self-knowledge Among Management Students*

Lara Priyadharshini S, G R Damodaran Academy of Management, India

Savitha S, G R Damodaran Academy of Management, India

This study aims to examine the mediating role of emotional stability between critical thinking disposition (Critical openness & Reflective Skepticism) and self-knowledge of the students in a private management institution, in India. A questionnaire survey method was employed to collect data from 384 students enrolled in the management course. SPSS and AMOS software was used to perform data analysis, and the hypotheses were tested using confirmatory factor analysis and structured equation modeling. The results revealed a significant indirect effect of the impact of critical openness (0.108, $p=0.001$), reflective skepticism (0.063, $p=0.001$) on self-knowledge was positive and significant. Furthermore, (a) the direct effect of critical openness on self-knowledge in presence of the mediator was also found significant (0.122, $p=0.000$). Hence, emotional stability partially mediated the relationship between critical openness and self-knowledge. (b) The direct effect of reflective skepticism in presence of the mediator was found insignificant (-0.006, $p=0.855$). Hence, emotional stability fully mediated the relationship between reflective skepticism and self-knowledge. The study highlights the missing link between academia and industry in the management educational context. Hence, it has practical implications for management students in really pursuing critical thinking disposition, emotional stability, and self-knowledge to get the industry to connect.

09:30-11:10 | Room E

Friday Online Presentation Session 1

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Shonn Cheng

09:30-09:55

64083 | *E-Learning Meets Educational Key Opinion Leaders (Edu-KOLs): A Close-up Look on Exuberant Platforms and Their Success Ingredients*

Susan Zhang, University of Wollongong, Australia

Jun Shen, University of Wollongong, Australia

Jun Yan, University of Wollongong, Australia

Geng Sun, University of Wollongong, Australia

The teaching medium, which had witnessed stillness without significant changes for almost 40 years, has been undergoing a digital transformation in the last decade and is now being remarkably amplified by Educational Key Opinion Leaders (Edu-KOLs). Constructivism inspired collaborative and interactive learning has been further embedded into e-learning platforms amid the recent pandemic. This paper prominently presents insights from our online survey, which was participated by 186 parents in China who have children who are studying or have recently studied online. The aim of the research is to investigate the relationship between learners' perceived outcomes, motivation and the selection preferences and consideration of Edu-KOLs. By applying the Partial Least Squares Structural Equation Modeling (PLS-SEM) method, six proposed hypotheses with the distinctive characteristic of Edu-KOLs defined therein were validated and investigated. This research has verified that e-learning platforms, students engagement scores and perceived outcomes have a strong correlation with the perception of Edu-KOLs, whereas parents' educational level or occupational choices have less effect on EduKOLs. This work has also identified positive correlations between Edu-KOLs and customer advocacy and future purchase motivation, which supports our initial hypothesis. Future research will be carried out on Edu-KOLs' influence and perceived outcomes on adult learners who are largely focusing on career development certifications, upskilling micro-credentials and personal interests based learning. This paper will firstly explain the research background, secondly, layouts the research methodology and proposed hypotheses, thirdly, reveal the data analysis, and finally the discussion of findings and future research.

09:55-10:20

65414 | *The Impact of Online Learning on High School Student Experience*

Timothy Gibson, University of Nottingham, United Kingdom

This paper is the result of field research undertaken at a bilingual school in Shanghai, China during the most current COVID-19 lockdown the city experienced in April 2022. A sample of Chinese bilingual high school students were given questionnaires and asked to share their learning experiences when their school reverted to online learning. The students were asked to comment on their overall learning experience but certain questions specifically pertain to their English Language lessons. An overall analysis of the context and background of the study is presented as well as a thorough literary review and explanation of the theoretical framework in which the data was collected and analyzed. The paper's guiding hypothesis is then presented and is one which links student experience satisfaction to performance. The main research objectives set out for this study were mainly to determine what effect online learning has on student performance as well as understanding how teacher effectiveness is viewed by students through this learning medium. Student concentration and writing output and quality levels also formed an important part of the research questions. The paper includes a discussion and analysis of student responses as well as commentary on the connections linking this paper to similar studies but, furthermore, also includes a reflection on behalf of the teacher/researcher concerning professional practice. Finally, limitations and conclusions regarding the study as well suggestions for the future are given in the paper's final segment.

10:20-10:45

66614 | *Development of a Utility Reaction Assessment Instrument Towards Robotics in Secondary Education*

Gabriel Ian Guiao, De La Salle Medical and Health Sciences Institute, Philippines

Fredyrose Ivan Pinar, De La Salle Medical and Health Sciences Institute, Philippines

Pauline Cueno, De La Salle Medical and Health Sciences Institute, Philippines

Lord Joseas Conwi, De La Salle Medical and Health Sciences Institute, Philippines

Marlon Gado, De La Salle Medical and Health Sciences Institute, Philippines

The Robotics Integrated Curriculum for Health and Allied Sciences (RICHAS) is a dynamic, multi-faceted, and innovative educational strategy that seeks to advance the strategic direction of health-allied programs on par with global trends of using robotics in the field. This pilot study of a researcher-made RICHAS curricular framework was implemented in 255 grade 11 and 12 level students of the Special Health Sciences Senior High School in the Philippines. To investigate the efficiency of the proposed RICHAS framework, the study aimed to develop a utility reaction tool to ascertain how students perceive the integration of robotic activities into the courses such as Information and Communication Technology (ICT), Media and Information Literacy (MIL), and General Physics and its relevance to their career path in health professions education. Exploratory factor analysis (EFA) and reliability analysis were used to ensure the validity and internal consistency of the items in the reaction assessment tool. The final three-factor structures of the instrument have been established and confirmed through EFA; engagement, self-efficacy, and perceived importance. The removal of unnecessary items in the instrument that was cross-loaded on multiple factors yielded the final 15-item structure, which was found to explain 71.75% of the variance in the pattern of relationships among the items. All factors had high reliability (all at or above Cronbach's $\alpha > .839$). Educators can further use this utility reaction assessment instrument to understand students' learning experiences better to improve the curriculum, specifically for robotics in secondary education.

10:45-11:10

65541 | *Perceived Learning Environments, Motivation, Time Management, and Academic Achievement in Online Computer Science Courses*

Shonn Cheng, Sam Houston State University, United States

Li-Jen Lester, Sam Houston State University, United States

Marc Casper, Sam Houston State University, United States

The goal of the present study was to examine the relations between college students' perceived learning environments, motivational beliefs, time management, and academic achievement in an online introductory computer science course. A total of 151 students participated in the present study. In terms of the relations between students' perceived learning environments and motivation, the results of path modeling showed that perceived active learning and autonomy, technical usability, and equity predicted academic self-efficacy. Perceived personal relevance and authentic learning and equity predicted task value. Perceived technical usability predicted emotional cost. Perceived instructor support and peer interaction did not predict any motivational beliefs. In terms of the relations between perceived learning environments and time management, no significant predictors were found. In terms of the relations between motivation and time management, only task value was the significant predictor. In terms of predicting academic achievement, only emotional cost and time management predicted academic achievement. The results further showed that perceived personal relevance and authentic learning and equity was indirectly related to academic achievement through the pathways of task value and time management. Perceived technical usability was indirectly related to academic achievement through the pathways of emotional cost. The present study demonstrates the importance of students' perceptions of learning environments in relation to their academic achievement in online computer science courses and reveals the mechanisms underlying these relations.

11:20-13:00 | Room E

Friday Online Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Shawnee McPhail

11:20-11:45

65423 | *Fostering a Super Reader: A Case Study on Effects of Cooperation*

Ni Yin, BASIS International School Guangzhou, China

This case study explores a three-fold socialization process and its effect on a language learner's learning progress. Supportive cooperation between the homeroom teacher, classroom peers, and the case study student's parents was closely observed and analyzed. The theoretical framework of language socialization used in this study is analogous to a planet and three satellites: the role of the student (planet) in relation to the teacher, parents, and classmates (satellites). Each "satellite" has its own impact on the "planet" while synchronously they provide a different yet greater function through cooperative means aimed to better support the "planet". The healthy family-school relationship is beneficial to enhance the quality of the learner's education so that the learner can achieve higher learning outcomes and become well-equipped. All data is based on formal and informal observations and collected interactions from stakeholders and relevant artifacts. The study analyzed factors correlating the collaboration of each stakeholder aimed to promote the fostering of an English language learner's learning process, drawing on potentially optimal results; in this case, fostering an avid, super reader. This study proved that the stakeholders' joint effort is associated with learners' improved academic performance and decreased behavior problems. Implications focusing on encouraging the three-fold socialization process to continually support the growth of the language learner through collaborative efforts and appropriately tiered challenges are discussed.

11:45-12:10

65515 | *A 3D-Printed Chinese Character Learning Art Educational Tool for the Blind and Visually-Impaired*

Xiaotong Zhang, College of Design and Innovation, Tongji University, China

Jingwen Tian, College of Design and Innovation, Tongji University, China

Tanhao Gao, College of Design and Innovation, Tongji University, China

Hongtao Zhou, College of Design and Innovation, Tongji University, China

As one of the world's five most widely spoken languages, Chinese is also the most widely spoken language globally. The Chinese language consists of a writing system and a pronunciation system, with Chinese characters being the most critical language component. As Braille is a two-dimensional static image, it is difficult for the visually impaired, especially the non-sensitive blind, to learn by touch, presenting an unimaginable barrier in the teaching curriculum and posing a challenge to the Chinese language curriculum taught by teachers. In order to improve this dilemma, designing an educational tool suitable for visually impaired people to learn Chinese characters can solve the difficulties in the actual teaching of Chinese in Chinese special education schools in China, improve the barriers to learning Chinese for visually impaired people, and assist in moving the teaching curriculum towards a relaxed, happy and welcoming environment. The production of a Chinese character interface combined with 3D printing technology enables a literacy interface that is simple to design, quick to shape, durable, has a wide choice of printing materials and is more inclusive. 3D printing technology makes it easier to move from two-dimensional static images to three-dimensional images, making it easier to learn to read Chinese characters and experience the joy of touching Chinese characters for reading. This study hopes to popularise art education for the visually impaired in China, it provides a replicable design education research model for the education of people with disabilities in China and globally.

12:10-12:35

64906 | *Three Voices: Lived Experiences of Indian School Children in Two Transformative Ecology Programs*

Aneesa Jamal, Universiti Teknologi Malaysia, Malaysia

Sanitah Yusof, Universiti Teknologi Malaysia, Malaysia

Naqeeb Sultana, Tamil Nadu Teachers Education University, India

India, as one of the fastest growing economies, faces an environmental crisis. Education, which is widely regarded as a strategic tool to influence people towards pro-environmental behavior, has failed to engender pro-environmental behavior. Place-based nature programs and arts-based environmental education programs have demonstrated positive results, however there is little research on their combined impact, especially in the Indian context. This qualitative research uses Interpretive Phenomenological Analysis to explain how the place-based, nature learning program fueled literary/ arts-based environmental activism through children's sense of caring, connectedness and co-identity with nature. Results reveal children's enjoyment, appreciation and burgeoning love for both the place and nature therein, alongside a negative indictment of human behavior. The research emphasizes the importance of designing environmental education programs which provide physical nature experiences, foreground affective learning and provide opportunities for eco-activism through artistic and literary expression.

12:35-13:00

66179 | *Experiencing Empathy Through LGBTQ+ Literature*

Shawnee McPhail, Capella University, Japan

LGBTQ+ students and teachers exist in our classrooms, and yet many schools struggle on how to, or even if they should support these individuals. As educators, we strive to support diversity in the classroom and in our schools. The English classroom is a way to do this, and yet many teachers do not teach texts that center on LGBTQ+ characters and themes. This current study was done to gain insight into the experience of empathy through narrative transportation when students read literature that is not part of the traditional literary canon; it may also help provide insight into how to use LGBTQ+ literature in a classroom. The purpose of this study was to explore how learners described their experience reading literature with LGBTQ+ characters and themes, as non-members of the LGBTQ+ community. In this present study, non-LGBTQ+ college students described their experiences of reading a novel with LGBTQ+ characters from the formers' perspectives. The target population for this study was cisgender, heterosexual, traditionally-aged college students, defined as 18-35 years of age.

13:10-14:25 | Room E

Friday Online Presentation Session 3

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Joselyn Sim

13:10-13:35

65583 | *Setting off the Dominoes: A Theory of Change for Scaling Interdisciplinarity at a Liberal Arts and Sciences University in China*

Huiyuan Ye, Duke Kunshan University, China

Despite a key feature of the Fourth Industrial Revolution and a core strength of liberal arts and sciences education, interdisciplinarity is also a noisy buzzword which does not always make sense. Traditional interdisciplinary fields take it for granted like fish in the water while, somewhere else, people keep a distance with questions. "Doing" interdisciplinarity faces additional boundary challenges due to strong gravitational forces that are national, historical, and increasingly from between college and workplace. For institutions like Duke Kunshan University (DKU) whose vision for robust interdisciplinarity is rooted across these boundaries, it is not enough to set up a curriculum, hoping that once and for all the train of interdisciplinarity will roar on. In reality, it may take a higher magnitude of interdisciplinarity and constant enabling mechanisms to balance out certain gravitational forces, such as the pro-STEM and pro-exam tendencies in Chinese higher education. This study surveyed the inaugural undergraduate class of DKU (Class of 2022) as well as its undergraduate faculty to propose a theory of change for scaled interdisciplinarity. The resulting theory of change elaborates on an actionable definition of interdisciplinarity using a vocabulary common to college and workplace, a mobility lens for measuring and leveraging different and especially higher magnitudes of interdisciplinarity, and a linchpin mechanism for energizing this mobility so that interdisciplinarity is more entwined with other institutional facets of teaching, learning, and research.

13:35-14:00

66398 | *Closing the Loop in Design Education: Surviving Disruption in a Digital World*

Joselyn Sim, LASALLE College of the Arts, Singapore

Nur Hidayah Abu Bakar, LASALLE College of the Arts, Singapore

Creative problem solving, agile and analytical thinking, collaboration and empathy have become key 21st century skills. The upheaval of a global pandemic has accelerated the need to adapt to the changes and disruptions society is facing. The role of future designers is not just to design for the world to be understood better but also to redesign tools and systems that are now obsolete and also to undesign and redesign these systems that no longer facilitate everyday life. Navigating through new paradigms and the 'new normal' today and to examine issues that are closer to us - it is critical to negotiate proximities from different angles. Through the proposed framework of 'design with' and 'design for' social innovation, healthcare, circularity and participatory, this study seeks to negotiate shifting proximities with collaborators, participants, artefacts, systems, communities and places. In this paper, increased proximity leads to agency and behaviour change in learning/design making. The case studies draw the complexities and varied social and environmental challenges tied into design learning and making. The insights presented will suggest how we can close the proximity as researchers, as designers and as citizens? The projects presented come from a multidisciplinary, multi-lens, hybrid modes, IT-enabled, post-covid world, and how patterns of design processes come together and the eventual design frameworks used can help determine what methods we engage with for future projects.

14:00-14:25

66504 | *A Systematic Review on Virtual Reality in Language Learning From 2012-2021: Implications for Practice and Research*

Umi Saidah, University of South Florida, United States

Sanghoon Park, University of South Florida, United States

The purpose of the presentation is to share the findings of a systematic review on the use of Virtual reality (VR) as an emerging technology in language learning. The systematic review examined 10-year publication of language learning using VR technology published in 2012-2021. The review was conducted by following three procedures. First, we used six high-impact databases including Academic Search Premier, EBSCOHost, ProQuest, SAGE, Scopus, and Web of Science to search for peer-reviewed articles. Second, we applied two sets of keywords related to VR and language learning to search in the articles' abstract field and generated 336 articles. Third, we used EndNote to remove 108 duplicates, then followed the inclusion and exclusion criteria to remove 196 articles thereby resulting in a total 32 final articles. After coding and analyzing, some implications for research and practice were drawn. Regarding practice, it can be concluded that implementing VR in language classrooms is viable through the use of desktops or HMDs. Also, providing training to learners on how to navigate the virtual world is critical prior to integrating VR in language learning. Besides, VR affordances of authenticity, interactivity, and immersion are facilitative to promote language learning skills such as vocabulary, speaking, and listening. Pertaining to research, as VR has been argued to have potential to promote target language culture and provide a low anxiety environment for language learning, there is a call to provide more evidence of VR effectiveness on intercultural competence and foreign language anxiety since research on those areas are underrepresented.

Keynote Presentation: Abdulnassir Al-Tamimi

The Future of Higher Education: Adapting to the New Normal Post-COVID

Friday, December 2, 2022 | 14:35-15:20 | Online

The disruption caused by COVID-19 created a global crisis in education. Higher education institutions were not prepared for this sudden and unexpected transition. Colleges and universities all over the world were forced to perform their day-to-day operations remotely from their homes, while teaching, learning and assessment shifted to hybrid or to fully online. Student engagement and extra-curricular activities were conducted through online portals which may have influenced student success. At the same time, access to equal and quality education was a challenge to most students and faculty around the world during the pandemic due to a lack of resources. Educators, administrators, and policymakers were compelled to adopt creative and innovative techniques as well as new policies to ensure they are maintaining their missions and educational objectives.

This talk will focus on the current and future of education post-COVID-19 pandemic. Dr Al-Tamimi will share the experiences of higher education institutions in Qatar during the pandemic, how they were able to successfully overcome their challenges and provide his insights on the future of higher education in Qatar.

Abdulnassir Al-Tamimi



Prior to joining Lusail University as the founding Dean for the College of Education and Arts in September 2020, Dr Abdulnassir Al-Tamimi served as the Vice President and Head of School for the Michael E. DeBakey High School for Health Professions-Qatar from August 2018 until August 2020. He has more than 20 years of experience working in schools, community colleges and universities in Texas and Qatar. In June 2010, he was selected by Houston Community College to serve on the founding leadership team that helped establish the Community College of Qatar (CCQ), the first community college in Qatar. At the Community College of Qatar, Dr Al-Tamimi served as the founding Associate Dean of Student Services as well as the founding Associate Dean of

Workforce Education and Community Development from June 2010 to August 2018.

Prior to his venture in Qatar, Dr Al-Tamimi held several leadership positions at Lone Star College System in Houston, Texas including Dean of Educational Programs and Organisational Development, Dean of Instructional and Organisational Development, Dean of New Program Development, Corporate Training and Continuing Education as well as Manager of Continuing Education.

Dr Al-Tamimi has conducted workshops and presented research in many local and international conferences. He has served as Secretary for the National Alliance for Community and Technical Colleges (NACTC) and Chair of the Houston Forum for Advisors to International Students. He was also an active member of the Texas Association of Continuing Education (TACE), National Association of Student Personnel Administrators (NASPA) and the Rotary Club of Cypress-Fairbanks in Texas. He earned a Bachelor of Science Degree in Health Care Administration from Texas Southern University, a Master of Arts Degree in Cross-Cultural Studies from The University of Houston–Clear Lake, and a Doctor of Education in Higher Education Administration from the University of Texas at Austin.

Panel Presentation: Kaberi Rajendra, Bernadette Solomon, Tino Taliaoa, Melanie Wong & Susie Kung (Moderator)

Surviving and Thriving in Times of Rapid Change: Multiple Tertiary Teaching Voices from Aotearoa

Friday, December 2, 2022 | 15:30-16:15 | Online



Kaberi Rajendra

Dr Kaberi Rajendra is Senior Academic Lecturer at Manukau Institute of Technology. Currently, she is the Academic Lead – Research and Programme Coordinator of the Level 4- Health and Wellbeing programme in the School of Health and Counselling at Manukau Institute of Technology. She received her PhD from Auckland University of Technology in 2019. After undertaking social work training in India, she migrated to New Zealand with her family in 1996. Her social work career of 25 years as a clinician in mental health kindled her research interest in culture and mental wellbeing.



Bernadette Solomon

Bernadette is passionate about recovery in mental health & addictions, improving health outcomes for individuals affected by mental health and eliminating health disparities. She graduated from the University of Bedfordshire, United Kingdom, as a Registered and Psychiatric Nurse. Bernadette is currently a senior lecturer in mental health & addictions, and also is an academic research lead in the School of Nursing at Manukau Institute of Technology in Auckland, New Zealand. Bernadette has extensive experience as a mental health nurse, academic and educator. Bernadette's specialty practice is criminology & forensic mental health nursing.

Bernadette's doctoral (DHSc) research focused on mental health recovery. The research explored the experience and meaning of recovery-oriented practice for nurses working in an acute inpatient mental health service, using a hermeneutic phenomenological methodology. She is particularly passionate about the empowering potential of embedding recovery-oriented practice into mental health services and in particular within nurse education. Her other research interests are in nursing education, mental health, and forensic mental health. Bernadette is currently involved in various research projects both within MIT and in collaboration with other educational nursing schools in NZ.



Tino Taliaoa

Fuatino Taliaoa Petelo Leafa was born in Samoa, and migrated to New Zealand with her family in 1986 for a better future and education. She has a bachelor's in Social Work from Manukau Institute of Technology, a postgraduate diploma in Social Work from Auckland University, and a Master's in Indigenous Studies from Te Wānanga o Aotearoa, New Zealand. She has been a community social work practitioner for over 20 years and is passionate about working for her community.

She joined the Manukau Institute of Technology in 2018 and is currently with the School of Social Work. She is a Senior Social Work Lecturer and is also the Fieldwork Placement Coordinator.

Fuatino's passion for social work and community development is reflected in her Master's research, Looking into community engagement space and how culture is embedded and valued in social work practice. She was also part of the Tala Talanoa mai; student matters, looking into the mental health impacts of COVID-19 on students' learning. She will present and talk about the psychological impact of COVID-19 on Pasifika student learning experiences research.



Melanie Wong

Dr Melanie Wong is a Senior Lecturer in the School of Social Work, Manukau Institute of Technology, New Zealand. Mel is also a Counsellor, Dream Therapist and Interactive Drawing Therapist who likes to work with those who connect with the world differently. Mel holds a PhD from the University of Canterbury, New Zealand; she has an extensive research interest in supporting individuals' mental and emotional needs using the lens of social constructionism and a holistic approach.



Susie Kung (Moderator)

Susie Kung has been in education since 1980 and in teacher education for over 26 years. She has been teaching on the Bachelor of Education programme at Manukau Institute of Technology (MIT) since 2006. She is a Senior Lecturer attached to the School of Education and is also the Academic Lead overseeing the provision of pastoral care and also the retention and success of four programmes in the School of Education. She has substantial experience in the field both in Malaysia and New Zealand.

Susie's passion for teacher education includes her research on effective tertiary teaching-learning spaces and, more recently, blended teaching-learning environments through COVID-19 times, teacher identity and teacher motivation, preparing student teachers for a fast-changing, diverse world and a reconsideration of teacher education as a holistic endeavour. Case study and narrative approaches to research are her methodologies of choice but she has a special interest in the Appreciative Inquiry approach to research and has used this methodology for a number of her research projects. She is currently investigating the role of teacher identity, teacher motivation and the teacher's perception of advocacy in the teaching role.

Panel Presentation: Abdulqader Alyasin, William C. Frick, Hiba Harb & Murielle El Hajj Nahas (Moderator)

Mental Health in Action: Strategies to Build Teacher and Student Capacity

Friday, December 2, 2022 | 16:25-17:10 | Online

Mental health of teachers and students has been a growing concern in recent years even prior to the COVID-19 pandemic. One of the tangible side effects of the pandemic is its negative impact on teachers' and students' mental health. Teachers experienced difficulties in using technology for online classes and were unsatisfied with the administrative support for online education. In addition, the number of online lectures and the preparation time have increased, which resulted in a huge workload, stress, and anxiety. The stresses and restrictions associated with the pandemic have also put students at greater risk of developing mental health issues, which drastically decreased their academic success, their social interactions, as well as their future career and personal opportunities. Regardless of how long or short a time the current pandemic lasts, the normal in education is unlikely to return anytime soon. The pandemic led to a change in the educational system, ranging from delivery mode to shifting to a new paradigm moving to digital and hybrid solutions. This forum discussion will identify strategies to address mental health challenges and promote well-being among teachers and students. For all those who are struggling with mental health issues, the discussion will provide valuable insights into various ways of capacity building in the new normal of education.



Abdulqader Alyasin

Abdulqader Alyasin has been working in English language teaching and education in different countries, including Syria, the UK, and Qatar. He obtained his MA in English Language Teaching (ELT) and PhD in ELT and Applied Linguistics from the University of Warwick, United Kingdom, and to further enhance his practical teaching skills, he attended a training course and was awarded a Certificate in English Language Teaching to Adults (CELTA) from Cambridge University. Prior to taking up the role of Assistant Professor at Lusail University, Alyasin worked as Academic Writing Lecturer, Research Methods Tutor, English for Academic/Specific Purposes

Tutor, and Personal Tutor at the University of Warwick, United Kingdom. Throughout his career in these positions, he coordinated, developed and taught academic writing and research skills, data collection and analysis methods, phonetics and phonology, oral communication, grammar, syntax and semantics, linguistics, teaching methods, reading, composition, and comprehension. Alyasin also worked as a book proposals peer reviewer for Cambridge University Press. With a longstanding interest in theory and practice in language studies, he has mentored, supervised and examined MA students in TESOL, ELT, and Applied Linguistics. Alyasin's research interests revolve around teacher cognition, curriculum policy and practice, educational change, teacher training and development, (English) language teaching in difficult and crisis circumstances, and bilingual education.



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, United States. 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 the *IAFOR Journal of Education* and is currently the editor of *Values and Ethics in Educational*

Administration. Dr Frick has approximately 15 years of experience as a practitioner in public schools including building and district-level administration and 16 years as research university faculty. He is a former 2016-17 Core Fulbright U.S. Scholar to the Republic of Georgia and is currently a Fulbright Public Policy Fellow to Côte d'Ivoire this coming summer 2023. A doctoral graduate of Pennsylvania State University, his research interests include the philosophy of administrative leadership, school system reform within urban municipality revitalisation efforts, and broader cultural studies exploring the intersection of identity and schooling.



Hiba Harb

Dr Hiba Harb holds a PhD in Language Sciences and a Master's in Education and Training. She is currently Assistant Professor at Lusail University, Qatar, and the Head of the Training and Capacity-Building Department. She is also President of the Association of Teachers of French in Qatar. She has more than ten years of teaching experience at a university level, she teaches language courses and various subjects in the French and English languages. Dr Hiba has solid experience in designing new courses and training programs, she is an instructional designer and trainer. She has participated in international conferences and her research

interests focus on educational technologies, pedagogical approaches, language teaching, course design and development, teachers' training, and communication. She believes that creative and resourceful teachers should encourage creativity and higher-order thinking in a way that increases student performance, her career goal is to build teaching methods that increase students' autonomy through creativity.



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>)



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ACE2022 Virtual Poster Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

64930 | *A Remote Collaborative Decision-Making Training Game with a Real-Person Non-Player Character Mechanism*

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

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

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

Decision making is a very important skill, under the COVID-19 pandemic environment, remote work is likely to become a future trend, and remote collaborative decision-making will become an important workplace competency in the future. Therefore, remote decision-making training activities that combine game mechanics and realistic situations should be a potential research topic. In this study, we designed a remote collaborative decision-making training game, "The Case of the Missing Xiaozhu", and combined highly realistic real-person non-player characters (RNPC) as police officers and forensic teams to provide scaffolding for learners in their decision-making process. Through continuous exploration, investigation and forensics, and collaboration and division of labor among the team, learners form search teams to find the missing girl, and make decisions to successfully locate the possible suspects. This study conducted a preliminary empirical test with five participants who participated in the game experience. The study initially measured the learners' flow, game acceptance and perception of game design elements. According to the descriptive statistical analysis, the mean score of flow was 4, the overall game acceptance was above the median, and the game design element also received an average score of 4.4. Through the preliminary results, this study found that using the RNPC mechanism to enhance the game's realistic context and social interaction may help to improve the learners' flow and decision-making process. In addition, the game received positive feedback from the learners in terms of game design.

64937 | *Design and Evaluation of a Contextual Distance Management Training Game With Real-person Non-player Character Mechanism*

Chih-Chung Chien, National Taiwan University of Science and Technology, Taiwan

Szu-Ting Huang, National Taiwan University of Science and Technology, Taiwan

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

As the COVID-19 epidemic continues, teleconferencing has become an important mode of company operation, and many professional training courses are also taught online. However, in the absence of interactive mechanisms, learners may lack motivation and focus, which may reduce the effectiveness of learning. Game-based learning can enhance learners' motivation and concentration, and the combination of contextual design and games is expected to increase learners' engagement and alleviate excessive anxiety. In this study, we propose a highly realistic distance game-based learning approach by designing a multi-dimensional cognitive scaffolding game "Strategist's Challenge" with real-person NPC mechanism on the Gather platform, which is an online business management training game based on a real-world company environment to develop learners' knowledge and ability in strategic planning. The participants were 11 adults from Taiwan, and the objectives of the learning activity were to complete the SWOT analysis of the company in the game scenario and to propose the best strategic planning task. In this study, the flow and anxiety scales were measured. Based on the descriptive statistics, the learners scored above the median of 3 on all nine dimensions of flow, with the mean values of clear goals and sense of control being higher than 4.00. The learners' anxiety scores were close to the median of 3.00, indicating that the learners showed moderate anxiety during the game. The preliminary results of the study indicate that the mechanism designed in this study is effective in enhancing learners' flow and moderate anxiety in learning.

64938 | *An Analysis of the Acceptance and Anxiety of a Historical Strategic Planning Game by Combining Real Person Non-player Character Mechanism*

Hung-Yu Chan, National Taiwan University of Science and Technology, Taiwan

Shu-Wei Liu, National Taiwan University of Science and Technology, Taiwan

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

Under the influence of Covid-19, distance synchronous learning has gradually become popular. Online history courses are a major challenge for teachers, as the one-way lecture and assessment may make learners lack motivation and even cause learning anxiety. History educational games allow learners to take on the role of historical figures, have the opportunity to experience historical events in simulated situations. The highly realistic game situation is expected to provide learners with a good learning experience and further reduce learning anxiety. In this study, we designed a historical strategic planning game, "The Battle of Yiwei", which incorporates a real-person NPC mechanism. The instructor acted as a NPC, and the learners would play the role of historical figures in the game and explore and interact with the real-person NPC in a realistic historical scenario to complete historical strategic planning. The study also conducted a preliminary assessment with six participants. The objectives of the learning activities were to complete the experience of three historical events in the game and to conduct strategic planning. This study also initially measured the game acceptance and activity anxiety of the learners. Based on the descriptive statistics, all three dimensions of game acceptance were above the median, with the mean of the perceived usefulness and perceived ease of use dimensions exceeding 4. Activity anxiety was below the median. The preliminary results indicated that learners rated the game highly, both in terms of its usefulness for learning historical knowledge and its smoothness of operation and activity anxiety was low.

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ACE2022 Virtual Poster Presentations

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

64098 | *Satisfaction Survey of "Group Family Guidance Program": Explore Suitable Family Guidance Mode for Low-Income Family with Special Children*

Qingyi Chen, Education University of Hongkong, Hong Kong
Yan You, Ganzhou Tianlai Children's Early Intervention Center, China

Inspired by the parent-child guide mode in auditory-verbal therapy, the study carried out the "group family guidance program" in a pattern of the parent-child group class. It aims to explore a suitable family guidance mode for low-income families with special children in small-medium cities of China. The program provided parenting skills in an easy understanding way, thereby overcoming the pervasive limitation of parents' cultural literacy. More families with special children can thus learn to help generalize the skills their children have learned to daily life situations, which secure parents' deep participation in children's early intervention. The researcher sampled 63 parents of special children who were volunteered to attend the program at a children's early intervention centre in Jiangxi Province. The researcher adopted the satisfaction questionnaire to investigate parents' satisfaction with the group parent-child guide mode by the end of the program. Statistical analysis of the data was carried out by SPSS 23.0. To conclude, the mode has been affirmed by most parents, which has effectively increased parents' participation and deserves further research and practice. Family guidance for the family with special children can use the parent-child guide mode for reference to expand the way of thinking. Concentration is called for family guidance for families with special children receiving early intervention. Thorough research and teacher training for family guidance are urgent issues. Meanwhile, national finance is suggested to set up a special appropriation for family guidance in children's assistance services to support the promotion of family guidance for special children.

65909 | *Effects of Using a STEM Curriculum on Improving Science Achievement of Students with Mild Intellectual Disabilities*

Pen-Chiang Chao, Chung Yuan Christian University, Taiwan
Yu-Chi Chou, Chung Yuan Christian University, Taiwan
Wen-Ling Wang, Chung Yuan Christian University, Taiwan
Yen-Wei Chen, Chung Yuan Christian University, Taiwan

Research has showed that students with intellectual disabilities usually demonstrated significantly lower achievement in science compared to their counterparts without disabilities. Nevertheless, according to the 12-Year Basic Education Curriculum Guidelines proposed by Taiwan's Ministry of Education in 2014, students with disabilities, including those with intellectual disabilities, are required to develop knowledge and skills associated with science. Given the fact that students with disabilities could benefit from STEM education in which science plays a critical role, we aimed at developing a STEM curriculum and examined its effects on promoting students' science performance. A group of 15 students with mild intellectual disabilities participated in this study. They received special education services in resource room at a public junior high school located in northern Taiwan. Participants received a 12-week STEM curriculum intervention that was developed in line with the curriculum guidelines in science, technology, and math for 7th-9th graders. Multimedia resources and varied instructional strategies were used to carry out the intervention. Pre-post comparison on a curriculum-based assessment scores was employed to evaluate participants' progress by using repeated-measures analysis of variance (ANOVA). Findings showed that participants' post-test scores significantly outperformed their pre-test scores on the curriculum-based assessment. The result was consistent with previous research, indicating that students with intellectual disabilities are able to learn knowledge and skills related to science, technology, engineering, and math if appropriate intervention is provided. We suggested that special education teachers develop STEM curriculum that will help students with intellectual disabilities promote their science content knowledge. Implications were provided.

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

65399 | *Social Education Through Workshops: A Design Study of Collaborating a Resilient Community*

Jingwen Tian, Tongji University, China
Dingwei Zhang, Tongji University, China
Tanhao Gao, Tongji University, China
Hongtao Zhou, Tongji University, China

This paper examines the positive impact of synergy between government, designers, and community residents on community resilience and sustainability through current design practice. The project was conducted through a workshop where local government, residents, and designers could connect through a social engagement process. During the workshop process, design activities initiated by the government are connected to the community, designers effectively empower citizens and teach them how to design for the spaces they live in from a user's perspective, and bottom-up design thinking is developed for citizens who have never had a systematic design education. This enables residents to use the design methods they have learned to propose strategies for renewing their spaces when dealing with some of the problems in their community spaces. This approach not only better meets the residents' own needs for the environment but also dramatically improves the efficiency of community space renewal. This paper advocates the impact of community design empowerment in responding to urban development and social change design initiatives. Analyzes how to educate residents about design through workshops to better design interventions in community spaces. Through the concept of integrated resilient design, a new paradigm of micro-renewal of sustainable community public spaces is created, and the future direction of resilient and sustainable community development is considered. At the same time, exploring this educational model provides new ideas for adaptive design in older communities, helping social innovation and providing well-being for community residents.

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Higher Education

65396 | *The Effect of Vocational Training on Turnover Intention: The Mediation of Job Satisfaction*

Gana Bae, Pusan National University, South Korea

Sukwoo Kim, Pusan National University, South Korea

Youth employment is not just an individual problem, but a social issue that needs attention from companies, society, and the nation. Despite the fact that the college graduates' preparation period for job entrance is getting longer due to unemployment and the preference for large corporations, the average tenure at their first job after employment is only 18.2 months in Korea. Employee turnover is an urgent problem that needs to be addressed urgently, considering the company's cost of hiring and training new employees, personal resources invested in job preparation, and social costs invested to solve the youth unemployment problem. Therefore, the purpose of this study is to examine the effect of college graduates' degree of participation in job programs on their turnover intention through job satisfaction as a mediator. Analysis was conducted using SPSS Process Macro Model 4, and the result shows that the degree of participation in the job program had a significant effect on job satisfaction ($B = -.007, t = -2.046, p < .05$) and turnover intention ($B = .060, t = 5.927, p < .001$). It was found that higher participation in the career employment program had a negative effect on job satisfaction and a positive effect on turnover intention. In other words, it is interpreted that the higher the participation in the career employment program while attending university, the lower the job satisfaction and the higher the intention to leave the job. Job satisfaction was found to have a negative effect on turnover intention ($B = -.935, t = -34.561, p < .001$).

International Education

66215 | *Taiwan and EU Strategies Against Climate Change – Main Topics for International Education*

Huai-che Lu, Wenzao Ursuline University of Languages, Taiwan

Reinhard Zeitler, Independent Scholar, Taiwan

The 6th IPCC Assessment Report presents a huge amount of detailed knowledge about climate change. It calls for more immediate actions by all responsible institutions to reduce risk and increase resilience. We provide an overview of the climate adaptation and mitigation strategy of Taiwan and the European Union including the general policy framework, individual programs and initiatives, their achievements and concerns. This content will be of great help for teachers engaged in international education. In Taiwan, climate change causes a wide range of impacts regarding economy, environment and human well-being. Examples are shown for sea level rise, spreading of diseases and rice yield reduction. Taiwan founded the Climate Change Projection Information and adaptation Knowledge Platform as the leading institution in climate impact assessment. Starting with the new Commission in 2019 the European Union developed a massive wave of new initiatives for climate actions. One of these actions is the European Climate Law with a legally binding target of net zero greenhouse gas emissions by 2050. Climate action is at the heart of the European Green Deal which is an ambitious package of measures to drastically reduce emissions. After a lot of new scientific findings were presented to the world community, now all eyes are directed to COP 27 organized by Egypt. There are big challenges ahead to be discussed carefully. We ask: How are Taiwan and the EU dealing with this?

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ACE2022 Pre-Recorded Virtual Presentations

Adult, Lifelong & Distance Learning

65894 | *The Impact of Organisational Learning and Development for Employee Performance and Development: The Certis Group Case Study*

Kenneth Tan, Certis Corporate University, Singapore

Organizations that invest in their staff learning and development are more likely to see better staff engagement, retention and productivity (Huselid, 2017). However, there have been over 55 research articles on learning and development in the past 20 years, all of which identified limited evidence of benefits to organizations from leadership and management development and other training programmes. There were also no substantial, quantified evidence that such programmes have direct, tangible benefits for organizations in the form of ROI, reduced turnover or other potentially desired outcomes (Seidman, Pascal, McDonough, 2020). As such, Certis Group embarked on a Learning and Development impact study. This was to measure the impact of their Learning and Development program that supports their close to 900 management staff in Singapore with an Individual Development Plan (IDP), called Project Marvel. The initiative anchored on an Individual Development Plan, which included setting of an annual learning hour key performance indicator (KPI) of 24 hours for each staff. The impact study involved conducting a post program survey with 12 multiple choice and open ended questions, and the data was analyzed using quantitative and qualitative analysis methods. The results show positive application of knowledge and skill-sets, resulting in increased productivity, team performance and improved team skills. This were reported by a statistically significant population (95% Confidence Interval) of staff as well as their people managers.

65903 | *Relation between the Parents' Origin in the Academic Achievements of Children and the Role of Machine Translation Tools in the Access to Equitable Education*

Marie Trouvin, Keytrad SAS, France

Official studies of the French government amongst 30,000 families between 2007 and 2016 show the link between a child's academic achievements and the origin of the parents. In France, the children born to Turkish parents are more likely to repeat grades, already at the primary school (44 %, against 25 % for the whole primary school's pupils in France) and are 3.8 times more likely to drop off school without a diploma. Similar results are observed amongst children born to Algerian and Central African parents. A parallel study of the French National Institute of Statistics and Economic Studies (INSEE) emphasizes that 80 % of the children born to foreign parents speak the mother tongue of the parents at home at the age of 10 and half of the adults arriving in France after 25 declares having difficulties with the French language. Linked to academic performances of the children born to foreign parents, these findings suggest that there is an urgent need to revise the equitable access to education by enabling the involvement of the families. Whereas school aims to foster integration and promotes social elevation, the ability to create a supportive climate implies that enough academic and linguistic resources are available in the family environment. The use of machine translation tools, whose efficiency and financial affordability for schools and families constantly improve, in order for educational content to become available in the parent's mothertongue may enable families to provide the necessary support and involvement in the academic achievement of their children and may represent an answer in the access to equitable education.

66604 | *Creating Design Guideline; Online Platform to Encourage Lifelong Learning Among Thai Digital Natives*

Sirada Vaiyavatjamai, Rangsit University, Thailand

A National Scheme of Thailand Education for 2017-2039 according to the Office of the Education Council of Thailand, provides a framework to follow in the development of education. One of the important considerations is to support life-long learning for Thais with high quality and standardization of education at all levels. One of the challenges for the educational problem in Thailand in the 21st century is how to encourage Thai digital natives (14-25-year-old) to utilize technology for self-access, out-of-class learning style. Therefore, the purpose of this study is to identify an appropriate design guideline for an online platform that promotes lifelong learning among Thai digital natives. The study methodology covers the analysis of literature reviews including best practices in design and related fields and responses from the distributed questionnaire surveys, which leads to the creation of an appropriate design guideline for an online platform. As a result, the guideline addresses four important elements; 1) Responsive design, 2) Multiple Social Media, 3) Infographic and/or Infotainment, and 4) Modern and/or Up-to-Date Design. The identified design guideline can be applied creatively by designers and/or educators in a varied outside-classroom online learning resources, such as, online museums, art galleries, local communities, and other areas with different learning environments. Moreover, the design guideline is considered to enhance lifelong learning that motivates achievement in learning experiences among Thai digital natives.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

64909 | *Stories of Chinese-American Mixed-Heritage Learners: Their Mixed-Heritage Identities and Heritage Maintenance*

Ko-Yin Sung, Utah State University, United States

This study aims to provide a better understanding of how Chinese-American mixed-heritage college students form their mixed-heritage identities and identify life events and incidents which help shape the mixed-heritage participants' identity formation and heritage language and culture maintenance. This study involved eight Chinese-American mixed heritage college students in the United States. By analyzing the in-depth one-on-one interview data through the lens of the poststructuralist view of identity, this study found that the participants' heritage language use during childhood and their current heritage language level did not negatively influence their mixed-heritage identities and heritage maintenance; instead, it was minority culture-related events and incidents that occurred at different points of the participants' life times that helped transform their mixed-heritage identities. Nonetheless, other types of life incidents, such as stereotypical assumptions toward mixed-heritage individuals, negatively affected the participants' formation of their mixed-heritage identities, illustrating the dynamic and fluid nature of identity formation and transformation.

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ACE2022 Pre-Recorded Virtual Presentations

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

66363 | *Developing a National Identity in Young Children of Different Ethnic Backgrounds: Values and Practices of Kindergarten Educators in Hong Kong*

Jessie Ming Sin Wong, Hong Kong Metropolitan University, Hong Kong

Developing a national identity is one of the essential political tasks of nations, but the ability to develop this sentiment is not unproblematic. Indeed, Hong Kong people's declining sense of the Chinese national identity has long been viewed as an alarming problem. Recently, the Hong Kong Special Administrative Region (HKSAR) Government has vowed to reform education "from the bottom" to nurture a sense of Chinese national identity from kindergarten. Meanwhile, non-Chinese-speaking (NCS) families have been encouraged to send their children to study in kindergartens that adopt Chinese as the medium of instruction and have their quality assured by the HKSAR Government. As a part of a larger project sponsored by the Research Grants Council of Hong Kong (UGC/FDS16/H17/21), this study explored how Hong Kong kindergarten educators responded to the increasing demand of the authority in terms of developing the national identity in young children of different ethnic backgrounds. It involved in-depth interviews with 32 kindergarten practitioners (including principals and teachers) from eight purposively selected kindergartens. Four of them had a significant number of NCS students. The remaining four catered to essentially local ethnic Chinese students. The results revealed that, although the practitioners were positive about cultivating a national identity in young children, their practices varied across different types of kindergartens and levels of education. Those working with more NCS students, remarkably, were more likely to have implemented identity-building activities. Implications for teaching and learning are discussed.

66466 | *A Case Study of How Unanticipated Preservers Work on Preserving Local Culture Relating to Textiles in Northern Thailand*

Pathitta Nirunpornputta, Bangkok University, Thailand

This paper aims to present how unanticipated preservers have been part of preserving local culture, particularly in making textiles. The paper contributes to the understanding of the foundations of local cultural heritage practices relating to textiles, to contemporary practices of preserving local culture (LC), and to perspectives on 'preserving heritage skills' with different types of participants who have been involved with conserving LC. These participants also shared their perspectives and their challenges when preserving LC, especially through the COVID-19 pandemic. The research combined participant observation with practice-based auto-ethnography and gathered further data through in-depth interviews and a focus group. The research focuses on key actors who are involved with safeguarding LC in Northern Thailand through their contribution to textiles practices. In Northern Thailand (the Lanna Kingdom) where LC and Buddhist practices are heavily intertwined with heritage textiles. Moreover, local people still practise LC and they have been very proud about presenting their culture and calling themselves Lanna people and still use the local Lanna language. Therefore, local people have a strong mind-set for preserving their culture, as well as those unanticipated preservers who are monks, weavers, local business women and foreigners who live in the Lanna Kingdom. The research explores their various modes of involvement in safeguarding LC, identifies their common problems and considers their suggestions for designing a potential framework to model ways which will safeguard LC, particularly in heritage textiles. Lastly, the research shows the importance of 'flexibility' and 'adaptability' as crucial for preserving LC in today's world.

Counselling, Guidance & Adjustment in Education

65394 | *Effects of a Positive Psychology-based Group Intervention on Culturally Disadvantaged Children and Adolescents in Taiwan*

Ying-Fen Wang, National Taiwan Normal University, Taiwan

Yi-Hsuan Liu, National Taiwan Normal University, Taiwan

An-Chi Chen, Northwestern University, United States

Statement of the problem: Children and adolescents from a culturally disadvantaged group encounter many challenges. We developed a group counseling program based on positive psychology for them. The purpose of this study is to examine effects of the program. Method: Seventy-five participants attending an elementary school or a junior high school were recruited. A quasi-experimental design was adopted, and participants were assigned to either an experimental group ($n = 36$) or a control group ($n = 39$). All participants were administered tests before, after, and three weeks after the intervention. Post group individual interviews were conducted. The ANCOVA analysis was performed. Before running analysis, participants were divided into the child group ($n = 35$) and the adolescent group ($n = 40$). We also used qualitative content analysis to analyze the interviewing data. Results: An immediate effect was found on interpersonal satisfaction ($F = 7.38, p < .05$), and three-week effect was observed on life satisfaction ($F = 9.54, p .05$). Additionally, participants identified "receiving positive feedback from other members," "trying out new interpersonal behaviors in group," and "developing positive relationships with the group leader" were most salient experiences. They also reported improvements of interpersonal skills, emotion management abilities, and self-understanding. Conclusion: Based on results, providing positive-psychology based counseling groups was recommended for culturally disadvantaged children. However, more studies are necessary to explore suitable program for adolescents.

65739 | *Quality of Life, Perceived Stress and Self-efficacy Among Filipino Students During COVID-19 Enhanced Community Quarantine*

Liesel Abrea, Adamson University, Philippines

Coronavirus disease (COVID 19) is a pandemic infectious outbreak affecting the lives of people across the world. It is a newly discovered virus that disturbs not only the physical aspect but adversely impact the mental health status of a person even those at their homes. With only few literatures in this topic, the objective of this study is to examine the extent and relationship among the four domains of Quality of Life (QoL: physical, psychological, social relationships and environment), Perceived Stress and General Self-Efficacy among Filipino college students under Enhance Community Quarantine (ECQ) during the first wave of COVID outbreak. The results of descriptive statistics among undergraduate students showed that 41.8 % of the participants has an overall perception of good quality of life and 37% reported that they are satisfied with their health. Furthermore, students reported a moderate level of perceived stress and their general self-efficacy is within the norm compared with the results of other studies. Correlational analysis at 0.01 significance level showed that student's general self-efficacy has a significant positive correlation with all the four domains of QoL. Meanwhile, perceived stress at 0.01 p-value is negatively correlated with all the study variables except social domain of QoL which is significant at 0.05 level. Finally, the four domains of QoL implicates that there is a strong association between physical and psychological domain while others were all significantly correlated at 0.01 level. This study recommends further monitoring of the overall status of college students during pandemic period.

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Counselling, Guidance & Adjustment in Education

65864 | *The Vision and Preference of International Students Enrolled in a Japanese Language School Post-pandemic*
HoangNam Tran, Tokushima University, Japan

In 2022, Japan re-opened its border creating a new wave of students coming to Japan. In the summer of 2022, we investigated a group of 36 international students, coming from eight countries, who are currently enrolled in a Japanese language school in southern Japan. We conducted a rapid survey using a qualitative approach, asking the participants about the reason why they decided to come to Japan for studying Japanese, who were influencing the decision-making process, their priority goals while staying in Japan, their preferences for the place to live and study, as well as their intention for getting a job in Japan. The results showed that the students who came to Japan tend to have more long-term visions such as gaining a degree, specialty, job, or knowledge than short-term goals such as experiencing life in Japan. More students reported making the decision to come to Japan by themselves. Many of them reported a specific field or school that they want to enroll in after checking out from the Japanese language school. While a few of them wanted to enroll in higher education, more participants preferred to enter vocational school or just start job hunting. Most of the students showed a hope to find a long-term job in Japan, while over a half seemed to prefer a quiet locality to live in. These results imply that the new wave of international students in Japan may show diversified needs and preferences, and it may need further research for effective recruiting strategies.

66451 | *Life Design Counseling's Significance to High School Students Vocational Development*
Najia Amini, Hassan II Casablanca University, Morocco
Youssef Sefri, Hassan II Casablanca University, Morocco
Mohammed Radid, Hassan II Casablanca University, Morocco

According to educational experts and career guidance, the market and global economic forces linked to a postmodern society have led to a crisis in career development models and practices. In such an uncertain changing context students face major challenges during their career development. The life design method was employed to assist students in mindfully planning their actions and making decisions that were relevant to their personal characteristics and context. This can support students' career development engagement. Life Career Design is a constructivist and narrative model-based approach that is mainly advised to empower people and inspire them to participate in a process that has personal significance for them. Our career interventions consist of face-to-face interviews with 30 high school students. This study uses qualitative methods to offer in-depth details on this particular practice. The narratives were analyzed afterward using the content analysis technique in order to better understand students' career development needs. The findings can help students improve their capacity to anticipate their career actions and design strategies appropriate for their goals and context. This study is a component of the efforts made by improving career interventions to better prepare future citizens for participation in a knowledge-based society.

66626 | *Factors Associated With Depressive Symptoms Among Students of a State University in the Philippines*
Agnes Montalbo, Rizal Technological University, Philippines

The passing of the Mental Health Act in the Philippines benefits all Filipinos, especially our students. Identifying students who have a mental health condition, particularly depression, is an appropriate strategy for assisting students with their mental health problems. This quantitative study aimed to ascertain the prevalence of depressive symptoms among 619 university students. The University Students Depression Inventory was used in this study to assess lethargy, cognition-emotion, and academic motivation. The findings indicated that individuals who smoked and consumed alcohol for more than ten days, those bullied as an adult, and those who were financially unhappy had mild depression symptoms. Age, gender, year level, course, usage of social media, and living with biological students were all associated with low depressive symptoms. When the results were compared by profile, it was discovered that lethargy and cognitive-emotional functioning were significantly different among students who did not live with their biological parents, students who were unsatisfied with their financial situation, and students who experienced bullying. Students who had consumed alcohol for more than ten days and those bullied exhibited procrastination and a lack of academic enthusiasm. The use of social media was not shown to be significantly different between the groups. It is recommended that the student enrolls in a mental health program that focuses on their immediate mental health issue.

66638 | *A Positive Psychology Based Counseling Support Group for Taiwanese Teachers: A Qualitative Analysis on Its Therapeutic Factors*
Ying-Fen Wang, National Taiwan Normal University, Taiwan
Hung Chiao, National Taiwan Normal University, Taiwan
Li-fei Wang, National Taiwan Normal University, Taiwan
Anxin Tan, National Taiwan Normal University, Taiwan
Pei-yun Li, National Taiwan Normal University, Taiwan

Introduction. Positive psychology based interventions have received evidences in increasing positive emotions, decreasing emotional labor, and improving mental health (Dreer, 2020). As overloaded work stress among Taiwanese teachers has become an important issue (Ho et al., 2017), the researchers aim to develop a counseling support group based on positive psychology approach for teachers. The purpose of this study is to explore teachers' experiences in the group Method. Nine Taiwanese teachers were recruited to participate in this group for five sessions of 2.5 hours each. The group includes positive psychology exercises such as three good things, gratitude visit, and using your strengths. Semi-structured individual interviews were conducted to learn participants' expectations of attending this group, overall group experiences, gains or changes, and what contributed to these changes. Content analysis was used to analyze the data. **Results.** It is found that the group benefited participants at their personal, interpersonal, and professional levels. Participants have increased levels of self-awareness and emotional stability, generated insights into their interaction pattern, and broadened philosophical views and knowledge in their work. Factors that contributed to these benefits are self-effort, members' contribution, designed activities, group leader's leading techniques, and group therapeutic factors. It is worth to note that therapeutic factors such as universality, interpersonal learning, imparting of information and group cohesiveness were reported by participants. **Conclusion.** Based on findings, it is recommended that providing the positive psychology based

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counseling support group to teachers to improve their wellbeing. Implications for teacher support practices and future research will be discussed.

Counselling, Guidance & Adjustment in Education

66140 | *Anti-Bullying Bibliotherapy Intervention (ABBI) Manual: Grounding Teachers and Counselors in the Use of Literature*

Razeale Resultay, Pangasinan State University, Philippines

Rudjane Tunac, Pangasinan State University, Philippines

Mary Joy Macaraeg, Pangasinan State University, Philippines

This study focuses on the development and validation of an Anti-Bullying Bibliotherapy Intervention (ABBI) Manual which espouses a form of Bibliotherapy that combines two types - developmental and prescriptive. The descriptive and research and development methods were used. The manual was developed based on the conducted online survey and comprehensive bibliographic review. There were three groups of participants/respondents. The first group is composed of the 1540 elementary teachers in the Philippines who answered the survey. The second group is composed of five experts who validated the content and the third group is composed of 10 teachers for the face validation. The study applied non-probability sampling particularly in determining the sample size of respondents who answered the survey. Using Cochran's formula, respondents were clustered into 4: Cluster 1 (Northern Luzon), Cluster 2 (Southern Luzon), Cluster 3 (Visayas), and Cluster 4 (Mindanao). Cochran's formula is considered appropriate in situations with large populations where a sample of any given size provides more information about a smaller population than a larger one. A measure of scale reliability using Cronbach's Alpha (Intraclass correlation average measures or reliability coefficient) and the level of internal consistency of the raters' score were used to measure of internal consistency. The ADDIE model was used as a framework in developing the manual and the Echer's (2005) validation steps were employed. The ABBI Manual was found valid after subjecting it to face and content validity using the Delphi technique hence, could be utilized by teachers and counselors in the Philippine Schools.

Design, Implementation & Assessment of Innovative Technologies in Education

65293 | *Adoption and Usability of Online Educational Apps (OEA) in Unforeseen Implementation of Online Distance Learning*

Nancy Santiago, Bulacan State University, Philippines

Joseline Santos, Bulacan State University, Philippines

Raquel Adriano, Bulacan State University, Philippines

Warlito Galita, Bulacan State University, Philippines

Oliver Mariano, Bulacan State University, Philippines

This study identifies the level of adoption and usability of the teachers in using the online educational applications (OEA) in the unforeseen implementation of online distance learning. A researcher-made questionnaire was deployed to identify the uniqueness of the use of the OEA in terms of the nature of the subject, availability of resources, modalities of learning, and technological advancement of the teacher. These variables were analyzed with the result of the evaluation of system usability to identify how different factors are affecting the usability of each application. A structured set of interview questions to record the experience of the respondents in the use of different OEAs. The study revealed that the teachers and schools have only fairly adequate possession of devices for teaching and learning. This circumstance is related to the result of the usability of the OEA as perceived by the teachers. The teachers described the usability of Kahoot, Quizizz, Padlet, and Mentimeter as marginally passive which did not meet the 68th percentile to become acceptable. The technology skills, availability of technological teaching resources, and the system usability of the applications have a significant relationship, proving that not being rated to the maximum score makes the three variables agree with each other. The use of online education applications will not be fully successful if there are some areas without full support such as continuous training for the teachers and the provision of teaching resources.

65492 | *Analysis of Big Data and Education Research Using Data Mining*

Catherine Joy Escuadra, Ewha Womans University, South Korea

Krizia Magallanes, Ewha Womans University, South Korea

Sunbok Lee, Ewha Womans University, South Korea

Jae Young Chung, Ewha Womans University, South Korea

Background: The interest in big data in education related to the continuous industrial revolutions affecting education and several industries has led to increased publications about it.

Objective: This study aims to identify prevalent big data in education research and describe the temporal trends of topics using data mining.

Methodology: Social sciences-related abstracts were systematically mined from Web of Science and Scopus using the keywords "big data" AND "education". Pre-processing, word frequency and co-occurrence analysis, topic modeling, and trend analysis were done to detect semantic patterns and explore the yearly development of research topics. R packages like `udpipe`, `stopwords`, `topicmodel` were utilized for all data mining processes.

Results: A total of 2290 research articles and reviews related to big data in education were found. Topics with most publications were related to "Data Privacy and Security", "Educational Networking", and "Altmetrics". While topics with the least publications were "Law and Policies", "Business Intelligence", and "Architecture". Overall, except for five, all topics showed an increasingly significant trend ($p < 0.05$) from 2010 to 2022.

Conclusion: The study revealed that there is a large amount of research with varying topic focus since the 2010s. Analyses revealed that although much has been published about this area, truly integrating big data in the process of education has still a long way to go due to limited specific frameworks, guidelines and policies. Results will be beneficial for policy-makers, administrators, educators and other stakeholders in development of guides and training for further integration of big data in education worldwide.

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Design, Implementation & Assessment of Innovative Technologies in Education

66110 | *Reframing the Perspective in Teaching Science Investigatory Project in the Philippines*

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Arnold Alguno, Mindanao State University - Iligan Institute of Technology, Philippines

Rosario Reserva, Mindanao State University - Iligan Institute of Technology, Philippines

Bernabe Linog, Department of Education, Philippines

Teaching research in the Philippines is compartmentalized based on strands such as capstone and science investigatory project. Despite the difference in nomenclature, the process of teaching and even the competencies are somewhat the same. The main discrepancy of teaching research is on asking for specific construct when students do not have the sufficient exposure. In this study, a radical move is proposed as entry skill to self-regulating practice that will scaffold the students in accomplishing science investigatory project. Unlike the prescribed sequence in the DepEd, a series of activities was designed to improve (1) science abstract dissection, and (2) science abstract writing. The entire set of activities was named immersive science investigatory project module and the exemplars used were the high school SIP that competed in the International Science and Engineering Fair. The results were extracted from experts and four-school sequential implementation for the successive improvements. Expert evaluation indicated the high acceptability of the module. Performance of respondents in four pilot schools showed improved abstract dissection accuracy and improving lexical index trend on written abstract. The respondents also displayed a very good intrinsic motivation in undertaking all the activities. It is recommended that the module be tried in several schools to further refine the implementing protocols and strategies that will eventually lead to policy recommendation on research.

66600 | *Media and Information Literacy Skills for Undergraduate Students in Hong Kong: Self Perception vs Actual Skills*

William Ko-Wai Tang, Hong Kong Metropolitan University, Hong Kong

This study examines the media and information literacy of undergraduate students in Hong Kong with reference to frameworks developed by UNESCO, Singapore, and Hong Kong. A new instrument is developed to measure students' self-perception and actual media and information literacy skills. Responses from 513 undergraduate students showed that most students reported adequate perceived media and information literacy levels. They show confidence in some statements that involve a single factor while showing less confidence in some statements concerning multiple factors or related to the later stage of information behavior that requires critical evaluation and judgment. On the other hand, less than half of the students could identify the correct response in over one-third of the skill test questions. It shows that students' performance in the skills test was inadequate and may overestimate their media and information literacy competence. Additionally, they cannot evaluate and compare different information sources using different criteria. The study contributes to the literature by providing a systematic instrument to measure students' media and information literacy and empirically highlighting the strengths and weaknesses of Hong Kong undergraduate students in terms of media and information literacy by comparing their own perceptions and actual ability.

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

65570 | *Choices Student-Athlete Made in Education & Future Career Aspiration: A Qualitative Study in Indonesia*

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Brendha Christie Tanujaya, Universitas Indonesia, Indonesia

Fadhi Qahharsyah Putra, Apshara Talent Development Center, Indonesia

Indonesia has a special education policy concerning gifted students in sport in which they are entitled for a special coaching for talent development. However, it applies only to youngsters with little attention on higher education students. As a result, these students face challenges which will be the main focus of this study. We aim to explore the factors facilitating or hindering these university student-athletes in making education and future career decisions. Interviews with 6 participants, an international award winning martial arts aged 20-24 years old, that are also academically successful, provided in-depth descriptions of participants' personal experiences through their life story and reflection. When making career choices, these student-athletes valued intrinsic motivation, opportunity for self development and expanding social networks, and also the support received from their close relatives in which all these factors support their talent in sport. However, this study portrays the challenges faced as sports itself is often socially discounted not suitable as the primary option for a future career. The lack of suitable education to pursue sport as a professional field of career, lack of opportunity for the field itself for a life-long career path, and the presence of other options for career choice were often mentioned as the hindering factors. Nevertheless, because of their unwillingness to give up the sport, these student-athletes adapted and transformed their choices. As education is for career preparation, these student-athletes experienced unalignment which draws the issues in Indonesia's sport talent development for gifted that needs to be resolved.

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

65313 | *Housewives' Resiliencies in the Post-pandemic Era: The Personal Competence, Social Competence, and Social Supports*

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Siswantari Siswantari, The National Research and Innovation Agency, Indonesia

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The COVID-19 that has hit the world left adverse effects in various areas of life. Some researchers and surveys concluded that it significantly affects the family economy and causes mental health. The housewife has an important role in the family's well-being. This research aims to describe; how housewives' resiliencies in facing challenges in the post-pandemic era are based on personal and social competencies and social support; and how education and income contribute to their resiliency. The research is qualitative in nature. Data was collected by the online survey which was participated by 2785 Indonesian housewives living in the cities and districts. Data were analyzed using descriptive statistics. Results found that most respondents (78.28%) were in high and very high resilience levels while less than (10%) were in the level of low and very low. The same pattern is shown in the personal competencies, social competencies, and social support in developing the resiliency levels. There were no different patterns in participants' perceptions among education levels, as well as income levels. Interestingly those who have a very low income have the same pattern of resilience as the highest income. This condition is influenced by the religion and culture of the Indonesian people. They surrender all their business to the Creator, and they always help each other whenever they face difficulties including providing food and facilities during and after pandemic COVID-19. It is better to maintain the values of religion and culture of the Indonesian people to improve their resiliency.

65371 | *How Far Could Poor Rural Students Access Elite Universities in China? – A Discussion Based On The Cultural Reproduction Theory*

Wei Zheng, University College London, United Kingdom

The educational system seems to provide a level playing field and class leapfrogging pathway for lower-class students, because the evaluation criteria could be usually centered on academic performance. However, Bourdieu argued that lower-class children could have little access to cultural capital, so they tend to be at a competitive disadvantage including academic performance, and the social structure could be reproduced through the process of cultural reproduction. However, the cultural reproduction theory might not fully explain why there could still be some 'exceptions', the poor rural children who could enter elite schools in China. Recent studies explained the controversial situation through the perspective of the individual, family and government in China. Students from poor rural areas could take the initiative to approach cultural capital through various means, including schools and social media. Besides, families should value their children's education and activate the 'bottom cultural capital'. In addition, the educational policy which aims to interrupt the influence of the family on education could affect the transmission of the upper class's advantage between generations in China. Therefore, cultural reproduction theory could be partially applicable in China, but it could be more relevant if the elements of individual, family and government had been considered based on the Chinese context. Although poor rural students still face difficulties in entering elite universities, there could be chances for them to realize it by individual initiative, family support and policy protection.

65413 | *Promoting Social Inclusion and Sustainable Development for Vulnerable Groups Through Co-creative Workshop*

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Jingwen Tian, College of Design and Innovation, Tongji University, China

Xiaotong Zhang, College of Design and Innovation, Tongji University, China

Hongtao Zhou, College of Design and Innovation, Tongji University, China

The COVID-19 pandemic has significantly disrupted the world's operating system and inflicted a heavy psychological burden on inhabitants. At the same time, vulnerable groups such as the visually impaired are systematically ignored, whose daily lives and emotions are more severely affected by the pandemic. Sustainable and adaptive design is not limited to inanimate elements such as land, sea, transportation, or materials; living beings are valuable social resources that deserve revitalization by sustainable design thinking. The visually impaired groups have a more remarkable ability to hear and touch than general individuals. They can be the creators and truly engage in the decision-making process. Consequently, in the post-COVID-19 pandemic period, alleviating the alienation of vulnerable groups and letting them participate in social life with equality and dignity is not only a significant step forward for social inclusion but also nurtures the potential to foster further innovation in design and education. Through literature review, case study, and field research, this study identifies bottlenecks and potential directions for improvement in sustainable and inclusive design for disadvantaged groups. It also uncovers a series of design strategies to promote adaptive social participation and education of vulnerable groups. Finally, this paper shows a co-creation workshop that makes design decisions together with disadvantaged groups. Eliminating the prejudice between communities by accommodating different stakeholders to feel, discuss and create together, allowing vulnerable groups to participate in social life equally and dignity, and creating a sustainable and resilient society in the post-COVID-19 period.

66436 | *Karol Wojtyla's Personalist Philosophy of Education*

Blaise Ringor, University of Santo Tomas, Philippines

Karol Wojtyla and his philosophy is well known among scholars of philosophy for its rich contribution to ethics, anthropology, epistemology, and metaphysics. He is also acknowledged as a personalist philosopher because of the fundamental claims of his philosophy that enrich the movement. When Wojtyla got elected as Pope and took the name John Paul II, he continued writing about these well-known themes as manifested in his encyclicals *Redemptor Hominis*, *Veritatis Splendor*, and *Fides et Ratio*, to name a few. As such, it is unsurprising why scholars focus on these central themes of the thought of Karol Wojtyla. While it is also unfortunate that there are only a few studies about his philosophy of education despite writing an apostolic exhortation on Catholic Education namely, *Sapientia Christiana* and *Ex Corde Ecclesiae*. Although Wojtyla did not write a solely dedicated essay, scholarly journal, or book discussing particularly his thoughts on education, these two mature Apostolic Exhortations are fruits of his mature philosophical thoughts. This work primarily intends to prove that there exists a philosophy of education in Karol Wojtyla that is rooted in his personalist philosophy. Scholars of Wojtyla's philosophy seldom discuss this specific point in his philosophy. Yet, there is a clear threat to the person in the current state of education. Thus, there is an emergence to recover and retrieve the value of the person in education. This leads the present research to answer the problem: How

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can the philosophy of Karol Wojtyla become a personalist philosophy of education?

66639 | *Higher Education in India During Corona Pandemic*
Aneesah Nishaat, Soka University, Japan

In 2019, COVID-19 virus swept the globe and wreaked havoc around the world. Many aspects of life have been destroyed by this pandemic including the education sector. In India, after the government declared a countrywide lockdown, all educational activities came to halt, affecting teachers, students and their families as a consequence.

The purpose of this study is to find the effect of the Corona pandemic on higher education in India. In addition, researcher will suggest steps to be taken in the education sector to mitigate the effect of this pandemic.

This research is based on secondary data. The desk research was conducted utilizing the secondary data from various reports, news, research papers and official websites of government and international organizations.

During this research, researcher found that though the government and many higher education institutions wanted to adapt new technologies in effort to maintain academic continuity, already existing inequality in the society made it difficult. In addition, lack of farsightedness regarding plans for coming academic years made problems even worse. Furthermore, education sector may face the problem of less enrollments as the financial capacity of Indian families has shrunk due the pandemic.

To solve the issues of higher education created by the pandemic, efforts should be made to make education accessible to all the students, to make inclusive learning solutions keeping the vulnerable and marginalized people in mind, to reform existing system and create cost-effective academic programs. Furthermore, it is important to be prepared to deal with similar situations in future.

Educational Policy, Leadership, Management & Administration

65322 | *A Study of Taiwanese Teachers' Perceptions of ELTAs*
Szu-An Chen, Wenzao Ursuline University of Languages, Taiwan

Since March 29th, 2021, the Ministry of Education (MOE) launched the "U.S.-Taiwan Education Initiative: Center for Bilingual Instruction" in Kaohsiung so as to thoroughly implement 2030 National Bilingual Policy in primary and secondary education. Wenzao Ursuline University of Languages (Wenzao) plays an important role in this long-term scheme. By recruiting foreign students, both native (NS) and non-native speakers (NNS) of English and developing their pedagogical content knowledge, these foreign students will turn into English language teaching assistants (ELTAs hereafter) and be allocated in different schools in Kaohsiung to assist local Taiwanese teachers in teaching English and/or other subjects by using English. The current research study investigates how the Taiwanese teachers perceive the effectiveness of teaching and learning English and/or other content knowledge with ELTAs in elementary/middle schools. IRB-HS will be taken into account. With informed consent, the teacher interviewees will be aware of the topic of research, the purpose of the study and the use of the research results. All their identities will be untraceable to protect their privacy and rights. It is hoped that the research findings will present how Taiwanese teachers benefit from teaching English and/or other content knowledge with ELTAs and how the ELTAs make good use of their teaching knowledge and skills to help the local teachers and students, which are likely to shed light on the further improvements that Wenzao can make, such as the recruitment and selection of foreign students, the ELTAs training scheme, the correspondence between Wenzao and those participating local schools, and the cooperation of ELTAs and local teachers, so on. Pedagogical and administrative suggestions will be made accordingly.

65976 | *Development of Retention Program through Motivation-Hygiene Theory of Selected Private Teachers*
Lois Jamin Tambuyat, National University, Philippines

In recent years, school administrators have had a continuous concern about the retention of private school teachers. The Philippines is one of the countries that experience a constant turnover of teachers, especially in basic education. This mixed method study examined the factors that influence the private teachers to stay or leave private schools. To know the factors that most affect them, Herzberg's Motivation-Hygiene Theory was explored in this study. An adapted survey questionnaire was used in this study and it was accessed by 206 private teachers. Meanwhile, self-made interview questions were constructed by the researcher, and 18 private teachers were interviewed. The researcher observed a cluster sampling technique where the researcher divided the population into multiple clusters for research. The result of the survey and interview was used as a ground basis to derive a retention program for private teachers to alleviate turnover. The findings of this study were redounding to the benefit of the private school considering that a job retention program plays an important role in the private school. The greater demand for quality education in the private school justifies the need for more effective strategies to retain the teachers in the school. Therefore, private schools that apply the job retention program derived from the results of this study will be able to maintain the best and most qualified teachers in the private school.

66371 | *The Discursive Construction of a Nation: Identities and Ideologies in Taiwan's Bilingual Policy*
Yujung Chang, National Tsing Hua University, Taiwan

Though English is widely hailed as the global lingua franca, critical applied linguists (e.g. Blocks, 2018; Kubota 2011, 2013; Piller & Cho, 2015; Ricento 2015; Tollefson, 2013) have scrutinized the promised affordances of English and urged the examination of English language policies especially in non-English-dominant countries to parse out the links between policies and ideologies, historical-political contexts, and, ultimately, (national) identities. As an effort to explore such links, the present study examines the discursive construction of Taiwan's envisioned identity as a Mandarin-English bilingual nation, encapsulated in its recent Bilingual 2030 policy. Through the lens of imagined community (Anderson, 1991; Kanno & Norton, 2003; Norton & Pavlenko, 2019), this paper analyzes the blueprint for the policy to pinpoint the kinds of (international) ties the Taiwanese government is trying to forge for the nation and the role English plays in this top-down imagination. The findings highlight the dominance of English in the policy and show how these imagined national identities and bilingual strategies are constructed largely in relation to English as the language of the global economy. The analysis further identifies three prevalent discourses that help frame this top-down imagination, particularly the urgency for Taiwan to be English-proficient. Based on the findings, the paper warns against taking the value of English for granted, urges policy makers to take a critical and practical stance on the promotion of English, and provides directions for future research in language policies in Asian regions amidst the local and global flows of English.

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Educational Research, Development & Publishing

64189 | *Use of Storytelling to Advance Education Reform*

Megan Sweet, Your 3 Eyes, United States

COVID-19 has revealed the deep inequities in our education system, as well as new ways to educate our youth. Countries across the globe are grappling with how to meet the changing needs of students, and educators play a vital role in those reforms. Storytelling has long been a means for revealing universal truths about the world, and there is a growing body of research that shows how the use of storytelling can impact decision-making. This paper explores how empowering educators to tell their stories supports their ability to identify areas for growth and considers the implications of using real-life stories as a call to action for creating more equitable, inclusive, and empowering spaces for our youth. While policymakers develop theories for revamping our system, the nuanced experiences of our educators can get lost. As we consider whole-scale structural reforms, therefore, we need to explore how any changes we make will impact individuals. Now is the time to empower our educators to tell their stories and to advance their ideas for education reform. Through a meta-analysis of research into storytelling, this paper argues that by empowering those impacted by our educational system to share their stories, we can advance ideas for real, impactful changes to how we educate our youth.

66538 | *The Disaster Risk Reduction in the COPE Floods Storybook for Children's Awareness to COPE With Natural Disaster*

Masayu Dzainudin, Sultan Idris Education University, Malaysia

Ilyia Dayana Shamsudin, Sultan Idris Education University, Malaysia

Mazlina Che Mustafa, Sultan Idris Education University, Malaysia

Loy Chee Luen, Sultan Idris Education University, Malaysia

Geographically Malaysia is characterized by two monsoon regimes, the Southwest Monsoon and Northeast Monsoon. The Southwest Monsoon is relatively drier weather in most states, from the end of May to September. The Northeast Monsoon brings heavy rainfall mainly to the east coast of Peninsular Malaysia from November to March. However, in December 2021, continuous heavy rainfall for two days caused heavy floods that hit an unexpected area in Klang Valley. The flood victim has suffered loss and trauma, specifically young children, which is their first unexpected experience of natural disasters. The events make young children cope resilient in overcoming their saddened loss because of the flood. Thus, this study identifies children's Disaster Risk Reduction (DRR) on floods. The COPE Floods storybook is used to relay the DRR messages to children as the story's plotline is based on relatable stories, coping tools, and preparedness, which are easy to understand. The focus group discussion (FGD) was used to understand how children cope with the loss and trauma caused by floods. The FGD was done with children at the Floods Evacuation Centre by setting up a story session using the COPE Floods storybook while interacting with children about their experiences and understanding of the DRR messages in the storybook. The findings indicate that children show awareness after having experienced the floods and mentioned that they will be well prepared if the floods happen again by following the DRR messages in the COPE Floods.

Foreign Languages Education & Applied Linguistics

63848 | *Exploration of Native Speaker Teachers and Non-native Speaker Teachers Within the English Learning Communication Course*

Lidija Elliott, Nagoya University of Foreign Studies, Japan

The present research zeros down to the unending and much-debated topic of native speaker teachers (NST) and nonnative speaker teachers (NNS). Nonetheless, this critical debate has always revolved around English language teaching (ELT) and fails to look at the different attitudes and preferences between the two sets of teachers in the ETL frameworks and how that impacts students' understanding; an area this paper attempts to explore. The study administered questionnaires to extract a profound understanding of perceptions of the influence of NS/NNS teachers at Japanese universities. The population to whom the questionnaires were administered encompassed students enrolled in English communication courses. Quantitative and qualitative data analysis was done depending on the students' study year (first or second). The findings are enlightening; although a clearer student preference for NS teachers in language lessons was evident, students' attitude is ambiguous and not explicit. Instead, variant themes are seen, including conflicting expectations from teachers by students, optimistic attitudes towards a blend of NS/NNS teachers, and the connection between language learning goals and NS/NNS teacher combination. The results are that a blend of NS and NNS teachers' best suits students' learning needs.

64071 | *English for Conference Interpreting Purposes: A Corpus-driven Study on Multiword Constructions*

Yinyin Wu, National Taiwan University, Taiwan

Interpreters sometimes work from their A language (their native language) into their B language (their non-native language of which they have a perfect command). This direction is called retour interpreting. Retour into English as a B language is now generally expected and even a norm in parts of Asia. The market demand has driven training need for English B language enhancement for conference interpreting purposes. On B language enhancement, interpreting trainers suggest memorising stock phrases and fixed expressions to enhance output accuracy, fluency, and idiomaticity. This study aims to identify these word sequences empirically. Corpus-driven approach was first adopted to identify 4-word lexical bundles from a 664,732-word corpus composed of transcribed speeches interpreted into or delivered in English during European Parliament Plenary Sessions. These word sequences were further combined as more pedagogically meaningful multiword constructions (MWCs). The MWCs were then categorised based on their extent of specificity, functions, and meaning for conference interpreting purposes. Two major groups of MWCs were distinguished: Specific and Less Specific. Specific MWCs, referring to concrete concepts, are EU-related or non-EU specific. Examples include "the heads of State and government", "in line with the", and "to put an end to". Less Specific MWCs are less substantial in meaning, yet they help interpreters frame ideas and deal with the time and cognitive constraints of simultaneous interpreting. Examples include "I'd like to take this opportunity to", "which will allow us to", and "on the question of". Excerpts from the corpus illustrate how MWCs help interpreters develop discourse.

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64866 | *'Ten Months Around the World' – Promoting English Language Acquisition in the Early Years of Childhood Education*
Éva Kruppa, Eötvös Loránd University Faculty of Primary and Pre-School Education, Hungary
Adrienn Gáspár, FBG - For a Bilingual Generation, Hungary

For a Bilingual Generation (FBG) is a new emerging enterprise promoting English language acquisition in the early years of childhood education. During their ten-month-long programmes, the teachers and children travel around the world and visit countries where they discover and learn about the local culture, flora and fauna. Studying different countries not only enriches and makes an ESL activity a more entertaining and better experience for the children, it also allows children to observe and marvel at the world's beauties. By the end of the ten months, it is expected that the programme participants will learn to respect other cultures and accept otherness. To this end, the programme encourages children to be curious and open to new experiences. Not only about foreign language acquisition, FBG also provides a complex approach to personality development that takes place in English. The English language learning app - one of the many tools - used in the programme mirror the programme's goals, contents, and activities in an online space, so children can practise their English home as well. It is also an easy-to-use, age-appropriate and stress-free, on-screen assessment that can be used in Early Childhood Settings for evaluating the language performance of young children. By discussing the good practices and research results the programme has reaped, it is the author's intention to add to the professional discourse surrounding modern pedagogical approaches and promote methodological culture in the field of early years' language acquisition.

65761 | *Politeness Principle in Business Correspondence and Language Teaching*
Yuyuan Zhang, University of Edinburgh, United Kingdom

One of the indispensable contributors for effective communication is politeness. It works as the lubricant to reduce frictions especially in business conversations. Politeness is also a compulsory lesson for language learners to take since it can bridge people from diverse backgrounds together. This essay firstly makes a brief review of the significant development of Politeness Theory. By shedding light on Brown and Levinson' Politeness Theory, the essay discusses its applicability in western context and eastern context since the understanding of face needs can be different for people from diverse cultural backgrounds. The essay then relates politeness to business correspondence to emphasize its importance for language learners. Based on Brown and Levinson's Politeness Theory, an analysis of Chinese and native speaker's writing style has been presented as an example. The importance of teaching politeness, one of the speech acts, to language learners is discussed in the end. It is suggested that language teachers should not only introduce politeness principles but also hold various kinds of awareness-raising activities for learners to be immersed in specific contexts.

66427 | *Linguistic Redundancy: Cases Studies by Evaluating Oral Performances for Chinese EFL Students in TEM-4 (Test for English Majors, Band 4)*
Yingfan Hou, University of Edinburgh, United Kingdom
Yu Zhu, Hong Kong Shue Yan University, Hong Kong

Oral proficiency of EFL students has been deeply investigated in bilingual studies. This research aims to investigate discourse features of repetition and redundancy of Chinese students in English oral tests. Research concerning repetition and redundancy in bilingualism tends to understand how do they serve as teaching methods in classroom settings. In addition, repetition and redundancy are considered as interpersonal strategy in communication. There is rare research discussing repetition and redundancy as lack of oral proficiency in EFL students. This research is conducted to fill such gap. Corpus-based discourse analysis is employed. The Spoken English Corpus of English Learners (abbr. SECCL) is chosen to analyze oral performances of Chinese students in TEM-4 (Test for English majors, Band 4). Analysis reveals that Chinese students are likely to cause repetition and redundancy in terms of word, sentence and text. We have developed four theoretical frameworks from the perspectives of coherence, meaning progression and communicative purposes to illustrate mechanisms of repetition and redundancy. We explain reasons why repetition and redundancy occur, including the processes of transferring linguistic features of parataxis in Chinese into hypotaxis in English, lack of language proficiency, purposeful language choice and educational power. In addition, we recommend strategies to avoid repetition and redundancy in oral English tests. In terms of significance, this research illustrates how transfer process in SLA occurs by analysing English oral performances of Chinese students, which is helpful to further understand bilingual transfer processes in oral circumstances.

66458 | *Bald on Record in Higher Education CAL (Chinese as an Additional Language)*
Leei Wong, Sheridan Institute of Higher Education, Australia

This study specifically examines Bald on record politeness strategies presented in current beginner TCAL textbooks used in Australian tertiary education through content-analysis. The investigation in this study involves the purposive sampling of commercial textbooks published in America and China followed by interpretive content analysis. The philosophical position of this study is therefore located within an interpretivist ontology, with a subjectivist epistemological perspective. It sets out with the aim to illuminate the characteristics of Chinese Bald on record strategies that are deemed significant in the present-world context through Chinese textbook writers and curriculum designers. The data reveals significant findings concerning politeness strategies in beginner stage curriculum, and also opens the way for further research on politeness strategies in intermediate and advanced level textbooks for additional language learners. This study will be useful for language teachers, and language teachers-in-training, by generating awareness and providing insights and advice into the teaching and learning of Bald on record politeness strategies. Authors of textbooks may also benefit from the findings of this study, as awareness is raised of the need to include reference to understanding politeness in language, and how this might be approached.

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Foreign Languages Education & Applied Linguistics

66554 | *A Study on the Effectiveness of Integrating Digital Media Audio-visual Materials Into Japanese Listening Courses: Taking the Japanese Listening Course of One University in Taiwan as an Example*

Yu-wen Chang, Shih Chien University, Taiwan

The purpose of this study is to find out whether the incorporation of "digital media materials" in Japanese listening courses has a positive impact on students. Non-Japanese learners of Japanese do not have a full Japanese environment after leaving the classroom, so it is important to continue to learn with willpower and self-discipline. In this study, the audio-visual materials of several digital media were introduced into the Japanese listening course as part of the course materials, and the vocabulary, grammar, and topics used in these "live materials" were organized, so as to promote students to concentrate more in class. More importantly, is to help students develop the habit of contacting such digital media materials and listening to Japanese on weekdays, and bring a positive impact. The research method is to conduct a questionnaire survey on students two months after the listening course to clarify whether Japanese audio and video materials can improve learners' concentration in listening courses, the types of materials that learners prefer, how they are helpful to learners, and Whether the learner continues to use digital media for self-disciplined learning after the course. By analyzing the results of the questionnaire, it was investigated whether the use of "digital media audio-visual materials" in the course had positive effects on students and what was the effect.

66637 | *How to Support ESL Learners' Writing through Mentor Texts*

Wangmei Zhou, University of San Diego, United States

To write effectively is extremely important as a means of communication in the 21st century, but it is also arguably the most demanding challenge for all school students (Kane, 2012). Language learners, especially ESL learners, experience writing anxiety which might result from their low self-confidence in English writing and gender and grade level (Cheng, 2002) and their lack of writing skills (Daud, Daud, & Kassim, 2016). Such anxiety discourages them from writing. Consequently, it is important for ESL writing instructors to emotionally support their students while improving their writing skills. In this article, I report on an action research where I utilized mentor texts and mini-lessons to teach writing to an English as a Second Language (ESL) learner who was experiencing writing anxiety because of his dislike of academic writing rules and the lack of the ability to write coherently. In order to minimize his writing anxiety and enhance his writing skills, I planned three phrases for action and implemented the first two phrase action plans. The findings suggest that through the use of mentor texts, ESL learners can better appreciate the beauty of coherence in mentor texts and are willing to write creatively but with strong coherence by imitating the structure, craft, and style in the mentor texts. Furthermore, mentor texts should be carefully chosen to meet ESL students' interests and needs. Last but not least, the writing intervention could start from the sentence level and then move to the paragraph level.

Higher Education

65510 | *Paradigm Shift to a Higher-quality Teacher Education Program: A Framework for Reforms (A Preliminary Study)*

Remedios Azarcon, Bulacan State University, Philippines

Cecilia Gascon, Bulacan State University, Philippines

Ruben Borja II, Bulacan State University, Philippines

Edgardo Santos, Bulacan State University, Philippines

Joseline Santos, Bulacan State University, Philippines

Bulacan State University (BulSU) as a premiere state university in the region offering a teacher education program caters to an average of three thousand students from first year to fourth year. The realization of the mission of the University, which is to produce highly competent, ethical, and service-oriented professionals is the top priority of the college. The BulSU College of Education is the major provider of teacher education graduates in Bulacan and nearby provinces, thus the need to be at par excellence and so the need for a review of its offerings. The main objective of the study is to make a systematic analysis of previous studies on teacher education reforms, professional preparations of BulSU teachers, SHS performance of entrants and graduate teachers' performance in the Licensure Examination towards a paradigm shift in Teacher Education. The study utilized a qualitative method of research specifically, systematic review of literature and content analysis techniques. The result of the Licensure Examination for Professional Teachers (LEPT) of the graduates shows that there is still much to be done. While, the result of the systematic literature review and content analysis showed the need for the development of an institutional culture for teacher education program – norms, practices, and standards with respect to various teacher education subjects, assessment of activities, as well as continuous monitoring and supervision of all activities and, it has been recommended to conduct necessary measures, if necessary, against the practices found violating the prescribed norms and standards.

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Interdisciplinary, Multidisciplinary & Transdisciplinary Education

66269 | *Knowledge Exchange for the Solar Decathlon Europe 2021-2022 Team Uniforms Design: Thai Local Craft Community, Fashion Design and Architecture Students*
Thanotai Mongkolsin, Bangkok University, Thailand

Functionable architecture students' uniforms are designed by teams of fashion design students as a representative team from Thailand to participate in the Solar Decathlon Europe 2021-2022 (SDE 21-22) competition aiming to build an energy-saving house in Wuppertal, Germany. Therefore, the focus of this study is for lecturers to structure an appropriate study plan, monitor the process and facilitate students including the collaboration of teaching and learning from multidisciplinary, architecture and fashion design, also to incorporate Thai identity through the integration of Thai local wisdom "Pha Khao Ma" (Thai loincloth) into the making of three sets of uniform prototypes; 1) workwear, 2) business casual attire, and 3) tailor suit. The study methodology is divided into four parts. First, the lecturers structure the study plan for the sixteen weeks class sessions. Next, architecture and fashion design students are working together under the lecturers' supervision and facilitation. Then, all parties visit and work together with the local community to create a uniform prototype through the use of "Pha Khao Ma". And finally, the prototype collection is completed by the fashion design students. As a result, in the studio classroom environment, students are not only learning to embrace different disciplines and aesthetics, but also creatively utilizing material from the local wisdom in a knowledge exchange process for a unique final design execution.

International Education

65727 | *Internationalization Strategies in "Double High" Schools*
Shenglong Ma, University of the Cordilleras, Philippines
Sheena Palaroan, University of the Cordilleras, Philippines

The internationalization strategy of dual-high schools refers to how higher education managers of a country, a region, or a school use different models and adopt different methods to achieve international educational goals, economic goals, and social goals. This study adopted the method of random stratified sampling and used the questionnaire survey method to select two universities from 56 double-high schools in the east, west, south, north, and central regions of China as the survey objects. Conduct a questionnaire survey on the strategic connotation, strategic construction, strategic measures, strategic concepts, and difficulties of strategic implementation of dual-high schools. Data analysis showed that the internationalization strategy of dual-high schools is still in the period of "institutional strategic planning". Although there was a definite international strategic plan and presentation, it only stayed on paper. To achieve this strategic goal of internationalization, the researchers concluded that dual-high schools need to have an awareness of international development, implementation of an international strategy, introduction of international courses, exchange mechanisms and supporting funds for international students, and an international vision at the principal level. The study provided a reference for internationalization strategies for managers of similar schools.

Language Development & Literacy

64895 | *Filipino for Beginners: Teaching Filipino Language to the Japanese Students of Kagoshima University, Japan*
Mary Joy Sawa-an, Polytechnic University of the Philippines, Philippines

The discourse on the study of Filipino has crossed into the global space that is being taught in different parts of the world. In 2011, Filipino for Beginners (FFB) began to be taught with the aim of teaching basic Filipino language learning to Japanese college students at Kagoshima University (K.U), Japan. The purpose of the study was to write the narrative of teaching Japanese students the Filipino language in K.U. towards the proposed development of its teaching. Using Fairclough's Textual Analysis, the reference book, presentation used by the teacher in class, the middle and final exams were analyzed along with the researcher's observation in the FFB class itself. From the data obtained, it appears that there are factors that need to be developed for the further development of teaching Filipino language students. One is to develop their ability to speak and communicate in Filipino and to deepen their learning in the rooted culture of the language being studied. On the whole, the teaching of Japanese students in the Filipino language will be further developed if the cultures of the two countries are balanced in the context of learning. Therefore, the identity and culture of the Japanese is preserved while learning a new language and culture that includes the Filipino language.

Learning Experiences, Student Learning & Learner Diversity

65959 | *Effectiveness of Marine Education Promotion Activities Integrated into SDGs Goal 14*
Chang-Yu Hsieh, National Kaohsiung University of Science and Technology, Taiwan
Han-Chung Yang, National Kaohsiung University of Science and Technology, Taiwan

The ocean is a very important part of our living environment. Avoiding pollution of the oceans so that they can be used sustainably is an important topic in many countries. How to understand our ocean through education is also an issue. In this study, we have designed and developed an ocean education campaign based on learning interests and attitudes, using teaching strategies that generate contextual interest and incorporating Goal 14 of the Sustainable Development Goals (SDGs). Through the implementation of the marine education promotion activities, we explore and analyze the participants' understanding of marine knowledge, their interest in marine education learning and their learning attitudes. Goal 14 of the SDGs was integrated into the educational programs and activities under the themes of 'Marine Environmental Sustainability' and 'Fish Eating Education'. A total of 38 students participated in this study and completed the "Marine Knowledge Questionnaire", "Marine Education Learning Interest Scale" and "Marine Education Learning Attitude Scale" before and after participating in the activities. The results of the t-test analysis showed that the post-test questionnaires were significantly higher than those of the pre-test questionnaires. In other words, the marine education promotion activities integrated into SDGs Goal 14 can effectively enhance participants' understanding of marine knowledge, interest in marine

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education and learning, and learning attitudes. In this study, the content of the courses is not easily accessible to the general public. Therefore, it is recommended to develop curriculum activities for different educational levels in order to promote marine education in the future.

Learning Experiences, Student Learning & Learner Diversity

65460 | *Developing Saudi Master Students' Awareness of Global Englishes*
Areej Alruwaili, Jouf University, Saudi Arabia

English has rapidly spread throughout the world and acquired the status of an international language. As a consequence of this increased usage, diverse varieties of English have emerged in several parts of the world and these variations are referred to as Global Englishes (GE). Although research on GE has demonstrated the potential for a new perspective on English Language Teaching (ELT), studies of GE in the context of the Gulf countries are relatively rare. Furthermore, since the current mainstream ELT practice in Saudi Arabia still largely emphasizes an ideology of native-speakerism, university courses related to GE are scarce. This paper aims to unpack the influence of a course delivered on English as a World Language to Saudi university students, assessing how it shaped students' awareness of their own English and GE. Adopting a qualitative approach, this research investigated the perceptions of Saudi students taking the optional course as part of their Master's English degree at Jouf University in Saudi Arabia. Data collection methods included semi-structured interviews and reflective journals. The findings revealed positive attitudes towards integrating GE into English learning and teaching, and also an improved understanding of linguistic diversity after taking the course. After reporting the findings, the paper discusses the pedagogical implications of integrating GE into English learning and teaching. It also argues for raising students' GE awareness and applying critical pedagogy in ELT to enable GE-oriented instruction.

66362 | *Superheroes by Design: Soundtrack-driven Content for Students' Creation of Motion Graphics used in Live Orchestra Performance*
Dynaya Bhutipunthu, Mahidol University International College, Thailand
Dale Konstanz, Mahidol University International College, Thailand

The focus of this study is on the collaboration between multi-disciplines; music, design, time-based media and orchestra performance. This is a case study involving a series of motion graphics created by design students for the Superman comics-inspired "Metropolis Symphony" composed by Michael Daugherty (1988-93) and performed by the Thailand Philharmonic Orchestra on June 17-18, 2022. In studio class teaching and learning experiences, the soundtrack of the Superman film series is not only used as a tool to make the music movements relatable and interesting for students and the audience, but also to drive the content of the storytelling and create links between the story and the design elements in the executions. This study covers ten weeks of studio class sessions beginning with the investigation through research of the symphony's five-movements; "Lex," "Krypton," "MXYZPTLK," "Oh, Lois!," and "Red Cape Tango". In the project, forty-five students were separated into five groups, each group responsible for each movement. Linking soundtrack and visual elements from comics, students then generated storyboard sketches using their own interpretations of visual elements. Meetings involved a series of site visits to the concert hall for the planning of projection mapping. Rehearsals with the orchestra led to the refinement of the final clips and the testing of the clips displayed in the actual environment. As a result, the use of soundtrack-driven content supports students' creation process. The collaboration effort creates a positive working environment in academia and encourages knowledge exchange among various disciplines in young design students.

Mind, Brain & Psychology

65203 | *Pathways of Influence: Parental Academic Expectation, Depression, Educational Aspiration, and Cognitive Development of Chinese Rural Adolescents*
Jia Zhuang, The Hong Kong Polytechnic University, Hong Kong

Parental expectation is characterized as the realistic belief held by parents about their children's educational attainment. Empirical studies suggest that parental expectation defines adolescents' cognitive development to a varying degree. However, little scholarly effort has been paid to investigating the mechanism of this relationship. Based on the national representative China Family Panel Studies (CFPS) survey data (2018 wave), this paper applies structural equation modelling to examine the nexus of parental expectation, educational aspiration, depression, and cognitive performance of Chinese rural adolescents (N=1308). It is found that when age, gender, and school type (public/private) are controlled, parental expectation positively affects Chinese rural adolescents' cognitive ability by enhancing their educational aspirations and decreasing depression ($R^2 = .407$). On the one hand, as suggested by social cognitive theory and status attainment theory, high expectations from parents internalized by adolescents build up their positive value of education. Rural adolescents who aspire to achieve high are likely to have strong learning motivation and put effort into their learning. On the other hand, parents with high academic expectations tend to actively participate in their cognitive skills acquisition and interpersonal development, which are essential to adolescents' effective social relationship building and emotional regulation. Rural adolescents with a more positive mental status generally perform better in their knowledge consolidation and cognitive functioning. These findings suggest that educational officials and stakeholders should take into consideration of parental expectations in designing intervention programs enhancing Chinese rural adolescents' cognitive capacity through promoting their educational aspirations and alleviating their depression.

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Nurturing Creativity & Innovation: New, Innovative & Radical Education

65567 | *Hyperspace of Interaction: Creative Storytelling in Art and Design*

Wenchang Lin, Fujian Jiangxia University, China & University of Wales Trinity Saint David, United Kingdom

In the practices of art and design, the creativity is the most vital ingredient as its appearance is unpredictable just like quantum leaps. Referring to the hyperspace theory, the 11 dimensions of space-time might show similar patterns with information exchanges. Therefore, I compare the "quantum entanglement" to the information loop of interaction. The relationships between arts and audience, people and environments, physical feelings and mental cognition are key purposes when designing and producing arts. By designing interaction, it is intended to help analyze storytelling and offer interactive information for further oriented design.

Since the storytelling behind arts and design is the meanings of the work and why it matters, I am trying to propose a model of 11 dimensions (11D) of interaction and use "Interaction Hyperspace" as my early working definition. The 11D are Location, Action, State, Time, Interaction, Entangled Results, Time of Interaction, Possibilities, Intensity, Result to the outside and Memory.

Hypothetically, by reconstructing the 11D of interaction, new story combinations might provide various possibilities on creative solutions. The research is trying to be engaged on practical applications, including academic teachings, industrial designs and trans-disciplinary communications. As the method itself to be a creative stimulation, it might show people even those from not-classical-creative area with a brand new idea of an out-of-the-box thinking. Through redesigning the design thinking, this research is ultimately exploring the humanistic phenomena and psychological perspectives towards arts and design trainings.

Primary & Secondary Education

63634 | *Unveiling Educators' Digital Media Skills in Teaching: A Case of South Africa*

Godfrey Muyambi, University of South Africa, South Africa

Mmankoko Ramorola, University of South Africa, South Africa

The South African education system is under a revolutionary transformation of digital media tools adoption and use in the teaching and learning. This has been exasperated by the eruption of Covid-19 pandemic worldwide in 2019 which demands educators to teach at distance. These developments among others call for the need to unpack educators' pedagogical, technological, and content skills in teaching through digital media tools. There is ample evidence of the education systems facing daunting challenges of equipping schools, training, and upskilling educators in this stormy weather of digital media adoption in the pandemic of Covid-19. A survey of schools in South Africa not only unveils the general state but provides an insight into the skills and readiness of educators who are in the process of adopting digital media tools in teaching and learning. This article presents educators' digital media instructional skills in teaching and learning with a view to close the practical knowledge gap through the training and upskilling of educators in South Africa. The study adopts a blended theoretical framework of Bloom's taxonomy, TPACK and UNESCO ICT Competency Framework for Teachers (ICT-CFT) version 3 as proposed by Meyer and Gent (2016) to address the practical knowledge gap of educators. A quantitative survey using questionnaires was undertaken to uncover ways in which educators interact with digital media tools in teaching and learning in South Africa. The findings show that educators lack of proper digital media integration, lack of instructional skills amongst educators, lack of in-service training and a huge shortage.

64234 | *Strategies and Activities to Promote Active Engagement in the Classroom*

Jill Tussey, Buena Vista University, United States

Leslie Haas, Xavier University of Louisiana, United States

Educators understand the importance of active engagement in the classroom setting to promote higher order thinking. According to Hurst (2021), "research shows that students whose teachers spend too much time talking are less likely to be engaged during classroom instruction. Luckily, reading instruction can be so much more than lecture, reading practice, memorization, or decoding drills" (para. 1). As school systems are navigating these uncertain times, students may struggle with focus and engagement. The need for active engagement in the classroom setting has never been higher. However, due to the increasing demands on educators, it can be challenging to locate strategies and activities to promote active engagement. In the lens of the literacy classroom, educators can embed discussions, movement, quick writes, quick draws, or 3-2-1 for quick and engaging activities. Participants will gain background information about the importance and benefits of active engagement in their classrooms. In addition, sample activities and strategies will be shared during the presentation. The main focus will be in literacy; however, strategies and activities can be adapted to all areas of instruction and focus. The presenter will provide specific books that can be utilized in the literacy classroom with active engagement activities as well as additional resources for the participants to explore.

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Primary & Secondary Education

65754 | *Classroom Education Management Discipline in Mathematics*

Ying Yin, University of the Cordilleras, Philippines

Jonas Depaynos, University of the Cordilleras, Philippines

Norma Maria Rutab, University of the Cordilleras, Philippines

In order to ensure the smooth implementation of middle school mathematics classroom education management, this study is based on the analysis of problems and influencing factors in middle school mathematics classroom education management, aiming at finding effective measures of classroom education management. This study takes Junior middle school teachers and students as the research objects, and adopts the research methods of observation, interview and questionnaire survey. It Conducts investigation and research on the behavior of teachers and students and explores the specific reasons that lead to the effective management of middle school mathematics classroom education. Through the research methods of questionnaire and interview inquiry, this paper analyses the existing problems of teachers and students in the management of mathematics classroom education in Junior middle school: first, teachers cannot effectively guide the classroom teaching effect; second, the comprehensive ability of professional teachers is insufficient; 3rd, the polarization of students performance in class is serious; fourthly, students excessively rely on teachers for self-management. The main conclusions of this study are as follows: only by constructing a good teacher-student relationship, updating the concepts of education management, optimizing the methods of education management, innovating the mode of education management and improving the professional quality of teachers, can the quality of mathematics classroom education management in middle schools be improved. This study provides a research direction and management method of middle school classroom education managers, promotes the smooth implementation of classroom education management, and provides a theoretical basis for exploring and developing classroom management programs.

66038 | *The Relationships among Assessment Content, Learning Outcome, and Self-confidence of the Taiwanese Elementary Students about Astrology Concepts*

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

The study aimed to investigate the relationships among assessment content, learning outcomes, and self-confidence performed by elementary students in Taiwan. Over three hundred fifth graders from seven different schools participated in this study. A measurement tool was developed by the researchers based on the revised Bloom's taxonomy of educational objectives related to astrology concepts. At first, the measurement of science concepts including the test item, reliability, item difficulty, and item discrimination was examined from the pilot study and validated by ten experts in science education. Secondly, several statistical methods were applied to analyze the factors stated above, such as descriptive statistics, one-way analysis of variance test, and chi-square test for independence. The findings indicated that the students' cognitive levels of the science test had a more significant impact than the knowledge types between self-confidence level and the student learning outcome. The lower the cognitive level of the test was, the higher level of student performance and self-confidence was. Meanwhile, there was less probability of the condition of lack of confidence or overconfidence under the lower cognitive level. The relationships between the students' confidence levels under the knowledge of high-order-thinking level and the application level were not significant. In conclusion, it is highly recommended that teachers raise the students' cognitive levels of science learning gradually by implementing different types of assessment design. It is suggested to analyze the relationship among the meta-cognitive knowledge, learning outcome, and self-confidence exhibited by the higher graders than elementary students.

66376 | *Education for European Citizenship – Reviewing EDC/HRE by Using Habermas's Theory*

Momiji Ujii, Sophia University, Japan

The purpose of this presentation is to reveal the necessary education to cultivate European Citizenship qualities by focusing on Jürgen Habermas's opinions on Europe as an integrated body and the theory of Communicative Action. In addition, since 1997, the Council of Europe has been running a citizenship education project throughout Europe called Education for Democratic Citizenship/Human Rights Education. EDC/HRE materials are created based on European principles, democracy, human rights, and rule of law, and include other European elements. Thus, the presenter analyzes whether the project can cultivate European Citizenship qualities that are necessary to prevent further social fragmentation in Europe by reviewing Human Rights and Democracy Start with Us - Charter for All and Educating for Democracy, teachers' manuals for EDC/HRE. Regarding the current crisis of democracy backsliding and social fragmentation, Habermas is concerned about the current "lack of a European-scale public sphere." This current situation is problematic for addressing decisions and issues on a European scale. And as a solution, Habermas presents the transnationalization of the already existing national public sphere. He states that to solve the problem, the knowledge of the controversies and political responses in other member states must be expanded, so that appropriate discussion can be held in the public sphere. However, EDC/HRE materials lack those elements. Therefore, EDC/HRE cannot cultivate European Citizenship qualities enough, and it needs to include education that fosters the ability to think about the problems of the member countries as Europe and to engage in communicative action.

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Professional Training, Development & Concerns in Education

65111 | *Strategic Human Resource Management (SHRM) Practices and Quality of Early Childhood Care and Education (ECCE) in Delhi*

Mansi Pandey, National Institute of Educational Planning and Administration, India

The stage of Early Childhood Care and Education (ECCE) is globally acknowledged as crucial in the life of a child as the brain develops rapidly during this period. Thus, an enabling and stimulating environment in these foundation stages makes a positive impact in the child's long-term development and learning. When the workforce in the education systems is adequately recruited, selected, supervised, and adequately rewarded, then they remain committed to the job and improve the quality of the teaching-learning process.

The study examined the current status, best practices and challenges of SHRM such as Staffing, Professional Development, Teacher Evaluation and Teacher Rewards as well as the quality of early childhood care and education (ECCE) including Accessibility, Diversity, Inclusivity, Infrastructure Facilities, Availability of Resources, Play-Based Pedagogy and Holistic Development of children in three ECCE government-managed agencies (Schools of Municipal Corporation of Delhi, Sarvodaya Schools under Directorate and Anganwadis) in South Delhi District. The concurrent triangulation mixed method design was adopted for this research.

The findings revealed that the quality standards of ECCE and strategic human resource management (SHRM) practices in Sarvodaya schools under the Directorate of Education were better as compared to the Schools of Municipal Corporation of Delhi and Anganwadis. The major challenges however observed were high teacher-pupil ratio, lack of tables, chairs and outdoor space, lack of pre-primary teachers, vacant positions, lack of assistants, additional administrative and survey/election related workload and lack of reward and recognition for their efforts.

Teaching Experiences, Pedagogy, Practice & Praxis

64918 | *Teaching Undergraduate Research Writing: A Systematic Literature Review*

Dina Amdos, Cordillera Career Development College, Philippines

Kara Panolong, Benguet State University, Philippines

In the Philippines, finishing a thesis is one of the prerequisites before graduating. Due to its significance, the teaching of research writing is a concern among teachers. They need to implement effective strategies and processes for students to write a good research paper. With numerous research articles on teaching research writing, there is a need to highlight the practices of teachers around the world especially on the tertiary level thus this systematic literature review is conducted. This study aimed to determine the research teaching strategies and processes found in 23 published research articles which met the provided inclusion and exclusion criteria. These researches were read and examined using thematic analysis. Results revealed four prominent strategies named as PLAN (Priming, Launching, Advising, Networking), accompanied with four processes termed as AIDE (Activate, Instruct and Incorporate, Delegate, Evaluate). These results express that it is necessary for teachers to prepare students (priming) through stimulating their knowledge and interest (activate). In addition, they need to optimize the research writing course and curriculum (launching) through addressing the research needs of students and using authentic materials in teaching (instruct and incorporate). Further, they need to guide the students' writing process to writing output (advising) through allowing them to write research papers on their own (delegate). Lastly, teachers need to collaborate with their co-teachers, experts, and even students (networking) through seeking their help in assessing the progress and product of the student researchers (evaluate). These results imply that when teaching research, effective strategies and concrete processes are necessary.

65214 | *Fish Out of Water: An Analysis of the Practicum Experiences of Student Teachers*

Aurora Llige, University of the Philippines (Diliman Campus), Philippines

Florenda Gabriel, University of the Philippines (Diliman Campus), Philippines

Mary Justine Clarise Trinidad, University of the Philippines (Diliman Campus), Philippines

Teaching practicum is an important aspect of any teacher education program. This qualitative study sought to analyze student teachers' (STs) experiences during their teaching practicum. Specifically, it aimed to describe their triumphs and struggles concerning the different aspects of an ST's life. Purposive sampling was used in selecting 12 batches of STs from a teacher education program from Academic Year 2002-2003 to 2018-2019. In total, 117 STs participated in the study. The written narratives and reflections included in the STs' practicum portfolio were used for the study. Data were then reviewed and thematically analyzed. Results show more triumphs than struggles concerning the different aspects of the STs' practicum experiences. Triumphs or perceived successful outcomes did not come only from positive but also from negative and neutral practicum experiences. The STs drew from their personal and professional characteristics and skills to address competently whatever situation came their way. Their teaching skills and competencies were evident in how the STs adapted to the real world of teaching, handled student misbehaviors, handled multiple roles and unexpected situations, and elicited student engagement. They applied what they learned from their preparation courses, which partly speaks of the good training they got from their teacher education program. This study provides insights that could help improve the teaching curriculum. It is necessary for teacher education institutions to conduct a systematic, well-planned, and coordinated teaching practicum for their STs in order for practice teaching to become successful.

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Teaching Experiences, Pedagogy, Practice & Praxis

65312 | *The Effects of Form-Focused Instructions in Second Language Vocabulary Learning*
Minqing Liu, Nanjing Longdu Primary School, China

In spite of some arguments that language learning may even become incidental to learning about the content, immersion and naturalistic acquisition studies have indicated that some linguistic features could not be learned ultimately if second language teaching was entirely meaning-focused. In other words, form-focused teaching needed to be considered and underlined. Many studies investigated the role of meaning and form in second language teaching, especially on grammar and feedback, while few studies have explicitly compared the two approaches for vocabulary acquisition. This study explores the effects of different types of form-focused instruction and input only on learners' second language vocabulary learning. A quasi-experiment were conducted on a class of grade one students with beginner-level proficiency from a secondary school in China to collect data. There were totally three reading sessions, designed for incidental learning treatment, isolated FFI treatment, and integrated FFI treatment respectively. The gains and retention of target words were measured through vocabulary tests, which were conducted as a pretest, posttest, and delayed-posttest. Through the data analysis on test results of three types of teaching approaches, it was found that form-focused instruction promoted higher vocabulary learning and retention than incidental learning significantly. This study also found that isolated form-focused instruction led to more vocabulary learning than integrated form-focused instruction, while integrated form-focused instruction performed better on vocabulary retention. The study suggests that teachers could choose different types of vocabulary instructions according to different teaching needs and learners' individual differences.

65464 | *Learning Analytics Through Video Analytics and Wearable Sensors*
Tee Hui Teo, Singapore University of Technology & Design (SUTD), Singapore

It is important to monitor the students' attention level during lesson to encourage their engagement in participating the learning activities. The main purpose of this study it to carry out action research for real-time learning analytics aiming to improve the teaching and learning for on-site lessons. The methodology includes the learning activities, collecting only the attention level data, analysis and feedback to both students and instructor to improve the learning activities and learning behaviour. The learning activities here include presenting the content through lectures, concept questions, problem solving as well as hands-on. To achieve this, video taking, and wearable sensors have been setup in the classroom for this study. The monitoring process must be automated and provide instant feedback to the instructor for intervention. There is only one instructor to take are 50 students in a typical lesson, thus automation is essential. The video analytics detect automatically if there is good attention to the lecture, good interaction between the students and instructor, while the wearable sensor senses tracks if the students are active during lesson. The feedback through the dashboard helps the instructor to adjust the lesson delivery such as when to have quiz, or when to take a break, as well as intervention to support the students. The feedback is carried out automatically through learning analytics. It is worth mentioning that it is a group analytics rather than individual. This action research helps to improve the attention level from average 50% to 70% in a series of lessons.

65500 | *Taking Risks: Learning to Teach Musical Instruments During the Pandemic and Beyond*
Xiao Dong, Western University, Canada

The pandemic crisis has had a significant impact on musical education worldwide. Although virtual instrumental education has existed for quite a while, it was generally considered a substitute for in-person instruction pre-pandemic. Many teachers, students and parents regarded in-person instrumental instruction as the optimal format for transferring performance techniques and cultivating musicality given that much non-verbal communication such as demonstration, deictic gestures and interventions create positive interpersonal dynamics. However, private instrument lessons, used to relying on face-to-face interaction, had to swiftly move to virtual contexts. And virtual instruction has been the first option for most instrumental teachers during these three years. The purpose of this study is to examine instructors' perspectives on the effect the COVID-19 pandemic is having on private instrumental education. For this purpose, the discussion topics will include how instructors have had to make a shift to a virtual setting, what changes they have made regarding pedagogy and educational philosophy and how they reflect on those changes, and what their insights are into virtual instrumental learning during and after the pandemic. Three to five piano and violin instructors who have virtual private teaching experience during the pandemic will be samples of this study. Data will be collected through questionnaires and interviews (individual interviews and group interviews). A communicative space will be created in this study, enabling instrumental instructors to recount their experiences and verbalize their thoughts on virtual instruction. Meanwhile, they will reflect on how the experience influences their teaching practice during and after the pandemic.

65702 | *A Structural Equation Model of Technological Pedagogical Content Knowledge (TPACK), School Culture and ICT Literacy on the Technostress of Science*
Mae Galorport, Bukidnon State University, Philippines
Estela Itaas, Bukidnon State University, Philippines

Teachers' Information and Communication Technology (ICT) literacy skills in employing teaching-learning modalities opened new avenues for making the teaching and learning process more dynamic and engaging. This study developed a model of TPACK, School Culture, and ICT Literacy Skills on Technostress of Science Teachers in secondary schools of Bukidnon Divisions in the School Year 2021-2022. The study examined teachers' best predictors of technostress, resulting in the development of a structural equation model (SEM). Descriptive, correlational, and causal-comparative designs were utilized, employing adapted survey questionnaires as instruments to obtain information from the 320 participants. Mean, Pearson Product Moment Correlation, Multiple Regression, and SEM were the statistical tools used. The results show that the level of science teachers' technostress, TPACK, and school culture was high and moderate in ICT literacy skills. Moreover, there was a positive and significant relationship

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between the science teachers' TPACK, school culture, and ICT skills with their technostress. The ICT skills and school culture were predictors of science teachers' technostress. Finally, the best fit model of science teachers' technostress is best predicted by ICT skills and TPACK. Hence, the model suggests the following: ICT Skills and TPACK influence teachers' technostress; the collaborative influence of teachers on ICT Literacy Skills and TPACK leads to less technostress; teachers' high level in TPACK with their basic level in ICT are influential factors in their technostress, and less technostress when there is basic ICT Skills and high TPACK levels with regards to doing the new modality of teaching and learning.

65775 | *Technology in Education: Toward a New Student-Centered Approach*

Murielle El Hajj, Lusail University, Qatar

Hiba Harb, Lusail University, Qatar

Technology has a powerful influence on a variety of disciplines, including education. It is affecting our everyday lives at an increasing rate; thus, educators have been attempting to modernize the teaching and learning process using contemporary technology tools. Since learners need to demonstrate knowledge and skills in their disciplines in an Artificial Intelligence (AI) world, the traditional teacher-student relationship shifted to be more collaborative and student-led. Therefore, innovative teaching styles and proactive measures in education are essential to empower students and encourage them to develop an explorer mindset. The purpose of this paper is to highlight how technology is a critical component of a student-centered classroom and to uncover the innovative technological tools that create an engaging learning environment. The paper rethinks the teaching delivery techniques and strategies and proposes teaching styles and proactive methods that empower students and encourage them to become lifelong learners. It also discusses the significance to re-imagine the role of teachers to provide the students with the opportunity to develop their potential and autonomy. Furthermore, this study recommends investing in technology to reconceptualize the educational curriculum toward learning that targets not only the acquisition of knowledge, but also the students' creativity and reflective practices.

65970 | *Every Teacher Is Special: Stories of Heroism*

Czarina Joy Garrucha, Department of Education, Philippines

Teachers are modern-day heroes contributing to the development of every child. This study primarily aimed to recognize and value the heroism of SPED teachers through real-life success stories of individuals with developmental delays who underwent the Community-based Early Intervention Program (CBEIP). The study followed a descriptive research design that targeted five participants who were purposively selected by two of their retired SPED teachers in an elementary school in Legazpi City Division SPED Center. Interviews were conducted to gather the needed data and a documentary film was crafted to preserve the veracity of the collected information. Findings revealed that the teachers contribute a great part to the achievement of the five participants. Results also showed the struggles SPED teachers have encountered during their community days and how they were able to deal with them. Using cross-case analysis the study emphasizes that every teacher's story is a story of heroism. The study recommends documentation of teachers' stories in every field which may serve as inspiration to everyone.

66555 | *Catch Them in Situ: Exploring Pre-service Science Teachers' Understanding of Indigenous Knowledge Integration in a South African University*

Webster Kwangwari, Southern Institute of Technology, New Zealand

Kudakwashe Mamutse, Stadio School of Education, South Africa

Higher education institutions in South Africa are in the midst of a student-driven revolution of curriculum decolonisation through the introduction of indigenous knowledge (IK) in higher education. This design-based qualitative study used individual and group interviews to explore the understandings and experience of pre-service Life Science teachers regarding IK integration during their training and their teaching of Life Sciences. The long-term goal is to find ways to integrate IK during teacher training in order for these pre-service Life Science teachers to integrate IK into their teaching when they qualify as teachers. The findings revealed that the curriculum does not include IK and that they get the impression that the institution considers IK as inferior and not worthy of inclusion in the curriculum. The study concluded that IK should be integrated into the curriculum as a subject at primary and secondary school level, and as a module at higher education level.

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The Asian Conference on Education
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The Asian Conference on the Social Sciences
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May 26–29, 2023

The Asian Conference on Cultural Studies
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The Asian Conference on Asian Studies
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London, 2023

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The European Conference on Language Learning
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Tokyo, 2023 (cont'd)

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