

IAFOR Global Partners

www.iafor.org/about/partners

























































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

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



ACE2018 TOKYO, JAPAN

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

October 13-15, 2018 | Toshi Center Hotel, Tokyo, Japan

www.ace.iafor.org

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

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

Thriving: Education in Times of Change"

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

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

For more information please visit: www.ace.iafor.org

ACEID2018 Organising Committee













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

Welcome to ACEID2018

Dear Colleagues,

Welcome to The Asian Conference on Education & International Development 2018 (ACEID2018). Now in its fourth year, this event brings together academics and practitioners from all over the world for interdisciplinary discussion and interaction here in the beautiful port city of Kobe, maritime gateway to the Kansai region of Japan.

From the reopening of Kobe's port to international trade in the mid-nineteenth century after Japan's centuries of self-imposed isolation, to the city's settlement by European traders and subsequent rapid industrial development, to its more recent devastation and then spirited recovery after the Great Hanshin Earthquake of 1995, Kobe's history spans periods of change and upheaval that have shaped the city's present-day identity, transforming it into an economic, cultural and culinary centre with a lively, international atmosphere. It is in this place and country that has experienced great development and change that we welcome some 200 delegates from more than 26 different countries to a 2018 conference that explores the theme of "Surviving and Thriving" in an educational context.

Within Japan, the Asia-Pacific and throughout the world, many worrying trends can be witnessed, giving rise to the prospect of fearful futures in relation to human security, including increased persecutions, forced migrations and a rise in refugee numbers, as well as nationalist and religious extremism. We come together to discuss ideas, challenge paradigms, and consider practically in our own contexts how we can be agents for positive change.

I would like to extend our thanks to the members of the ACEID2018 Organising Committee for the time and expertise they have given to the preparation of this event, our plenary speakers, and our institutional partner universities for their support.

Since its launch last year IAFOR has provided grants and scholarships providing financial support for PhD students and early career academics to more than 50 recipients, and for this conference we are pleased to welcome Jenise Boland, Ngoc Nguyen, May Anne Joy de Lara-Romanes and Hillary Swanson, who, as recipients of IAFOR grants and scholarships, we are recognising for the quality of their academic achievements and their contribution to interdisciplinary research. We would like to congratulate all our recipients on their award.

Last but by no means least, I would like to thank you. Whether you are a first timer at an IAFOR event, or whether you are coming back, I wish you an exciting, challenging and fun three days of conferencing, and hoping that you thrive (and not just survive) the incredibly exciting and stimulating program.

I look forward to meeting you all.

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Warm regards,

Joseph Haldane

Chairman & CEO, The International Academic Forum (IAFOR)



Conference Theme Surviving and Thriving: Education in Times of Change

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

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

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

Conference Guide

Conference at a Glance

Directions & Access

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General Information

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IAFOR Journals

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

IAFOR Academic Grant & Scholarship Recipients

Lunch & Dinner



Monday at a Glance March 26, 2018 | Art Center Kobe

09:30-10:30	Conference Registration & Morning Coffee Prokofiev Hall (2F)
10:30-11:00	Announcements & Welcome Address Prokofiev Hall (2F) Kiyoshi Mana, Director of Events, IAFOR, Japan Joseph Haldane, IAFOR, Japan
11:00-12:00	Keynote Presentation Prokofiev Hall (2F) The Quest for World-Class University Status: The Role of Liberal Arts University Nurturing Leaders for Uncertain Futures Joshua Mok Ka-ho, Lingnan University, Hong Kong
12:00-12:05	Recognition of IAFOR Scholarship Winners Prokofiev Hall (2F)
12:05-12:20	IAFOR Documentary Photography Award Prokofiev Hall (2F)
12:20-12:30	Conference Photograph Atrium (2F)
12:30-14:00	Lunch Break Mame no Hatake
14:00-15:30	Featured Panel Prokofiev Hall (2F) The Challenge to Survive and Thrive in the 21st Global Learning Space/Community: Technology and Ethics Xu Di, University of Hawai'i at Manoa, USA Curtis Ho, University of Hawai'i at Manoa, USA
15:30-15:45	Opening Wrap Up Prokofiev Hall (2F)
15:45-16:45	Conference Poster Session & Coffee Break Open Studio (2F)
17:00-18:00 8 IAFOR.ORG ACEID20	Conference Welcome Reception Grand Salon (3F) 18 #IAFOR



Tuesday at a Glance March 27, 2018 | Art Center Kobe

08:30-09:00	Coffee, Tea and Pastries Room 504 (5F)
09:00-11:00	Parallel Session I
11:00-11:15	Coffee Break Room 504 (5F)
11:15-12:45	Parallel Session II
12:45-14:00	Lunch Break Mame no Hatake
12:45-13:30	Shodō Workshop (Japanese Calligraphy) Room 504 (5F)
14:00-15:30	Parallel Session III
15:30-15:45	Coffee Break Room 504 (5F)
15:45-17:45	Featured Symposium Presentation Room 504 (5F) Embodiment and Learning Dragan Trninic, ETH Zurich University, Switzerland Rachel Lam, ETH Zurich University, Switzerland Hillary Swanson, Northwestern University, USA Jimmy Menkhaus, Gannon University, USA
19:00-21:00	Official Conference Dinner (optional extra)



Wednesday at a Glance March 28, 2018 | Art Center Kobe

08:30-09:00	Coffee, Tea and Pastries Room 504 (5F)
09:00-11:00	Parallel Session I
11:00-11:15	Coffee Break Room 504 (5F)
11:15-12:45	Parallel Session II
12:45-14:00	Lunch Break Mame no Hatake
12:45-13:30	Japanese Tea Ceremony Room 504 (5F)
14:00-15:30	Parallel Session III
15:30-16:00	Closing Remarks Room 504 (5F)

THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

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

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

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

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

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

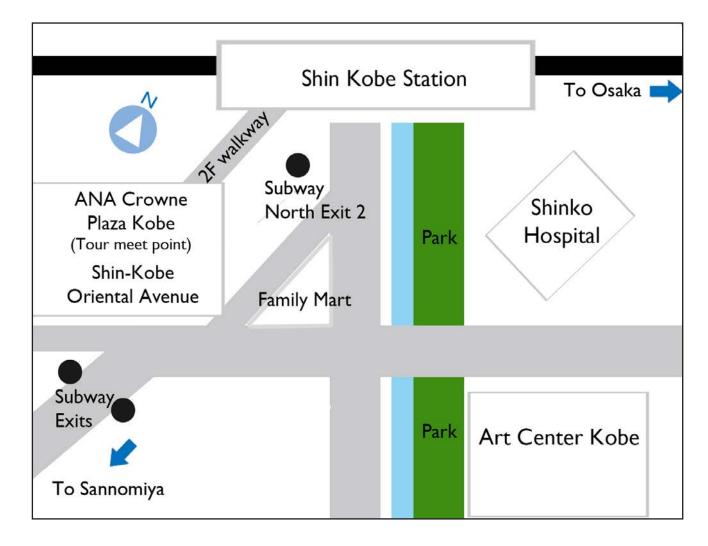
Get involved by visiting the website, following us on Facebook and Twitter and signing up to our e-newsletter.

facebook.com/ThinkIAFOR twitter.com/ThinkIAFOR

SUBMIT TO THINK

We are currently accepting submissions for publication in 2018. We welcome photographs to accompany articles, as well as topical photo-essays.

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



Directions & Access

From Kansai International Airport

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

By Bullet Train (Shinkansen)

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

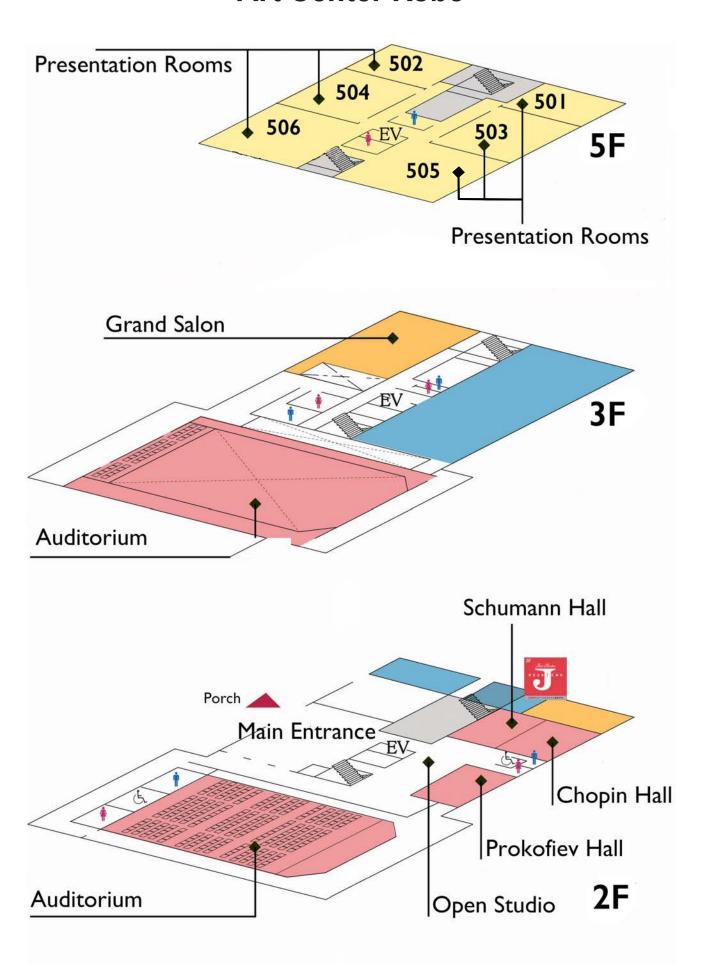
From Sannomiya Station (Kobe Downtown Area)

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

There are three options:

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

Floor Guide Art Center Kobe





General Information

Registration

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

Monday 09:30-16:30 Open Studio (2F) Tuesday 08:30-17:00 Room 504 (5F) Wednesday 08:30-15:30 Room 504 (5F)

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

Name Badges

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

Red: Presenters and Audience

Yellow: Keynote and Featured Speakers **Blue:** Conference Exhibitors and Affiliates

Black: IAFOR Staff

Internet Access

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

Wi-Fi Connection Name: kobe-art

Wi-Fi Password: art12345

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



General Information

Refreshment Breaks

Complimentary coffee, tea and water will be available during scheduled coffee breaks in Room 504 (5F) of the Art Center Kobe on Monday, Tuesday and Wednesday. Pastries and fresh fruit will be provided in the morning and light snacks in the afternoon.

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

Printing

For your convenience, there will be an iMac computer (with Microsoft Office installed) and a printer at the conference Registration Desk. We are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please be advised that printing may not be available at peak times. The Crowne Plaza operates a business centre for copying, printing and scanning. This business centre is staffed and open between 09:00 and 17:00 daily.

Smoking

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

What to Wear & Bring

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

Photo/Recording Waiver

During the course of a conference, attendees may have their voice, likeness and/or actions captured in photograph, video and/or audio recordings. By attending a conference, attendees agree to irrevocably grant IAFOR, its assigns, licensees and successors the right to video, photograph, publish, record, broadcast, exhibit, digitize, display, copyright, license, transfer, reproduce, translate, modify, edit or otherwise use perpetually throughout the world, in all media now and hereafter known or devised, in whole or in part, images, likeness, voice, name and actions in audio and video recordings, photographs and materials prepared by and/or disseminated by IAFOR.



Presentation Guide

Conference Abstracts

All conference abstracts are available online. Please visit **papers.iafor.org** for a searchable database of abstracts.

Oral & Workshop Presentations

Oral Presentation Sessions will run from 09:00 on Tuesday and Wednesday morning. They are generally organised into parallel sessions by streams. Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 90 minutes in total. In sessions with two Oral Presentations, the session will last 60 minutes, and in the case of four Oral Presentations, an extended session lasting 120 minutes will be scheduled.

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

Equipment

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

Session Chairs

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

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



Presentation Guide

Conference Poster Session

The Conference Poster Session is 60 minutes in length and takes place on Monday in the Open Studio (2F) in the Art Center Kobe from 15:45 to 16:45. The poster display boards are 1800 mm high x 900 mm wide. Tape will be provided for putting posters up. Please be aware that there are no onsite facilities for printing posters.

Presentation Certificates

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

Conference Proceedings

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

Full text submission is due by April 28, 2018 through the online system. The proceedings will be published on May 28, 2018. Authors will have PDF copies of their offprints emailed to them by June 28, 2018.

A Polite Request to All Participants

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

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

IAFOR Journals www.iafor.org/journals



























IAFOR Journals www.iafor.org/journals

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

How are journal editors appointed?

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

How do we ensure academic integrity?

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

How are papers selected?

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

How are IAFOR journals related to IAFOR conferences?

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

Journal Editors

IAFOR Journal of Arts & Humanities

Alfonso J. García Osuna, Hofstra University, USA

IAFOR Journal of Asian Studies

Dr Seiko Yasumoto, University of Sydney, Australia

IAFOR Journal of Business & Management

Dr Anshuman Khare, Athabasca University, Canada

IAFOR Journal of Cultural Studies

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

IAFOR Journal of Education

Dr Yvonne Masters, University of New England, Australia

IAFOR Journal of Ethics, Religion & Philosophy Professor Lystra Hagley-Dickinson, Plymouth Marjon University, UK

IAFOR Journal of Language Learning
New Journal Editor will be announced shortly

IAFOR Journal of Literature & Librarianship

Dr Richard Donovan, Kansai University, Japan

IAFOR Journal of Media, Communication & Film Dr Celia Lam, University of Nottingham

Ningbo, China

IAFOR Journal of Politics, Economics & Law

Dr Craig Mark, Kyoritsu Women's University, Japan

IAFOR Journal of Psychology & the Behavioral Sciences

Dr Shahrokh Shafaie, Southeast Missouri State University, USA

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

IAFOR Journal of the Social Sciences

Dr Tingting Ying, Ningbo University of Technology, China



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

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

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

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

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

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

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

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Jenise Boland, Ngoc Nguyen, May Anne Joy de Lara-Romanes and Hillary Swanson, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at The Asian Conference on Education & International Development 2018 (ACEID2018).

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: iafor.org/financial-support

Stuart D. B. Picken Grant & Scholarship Recipient

Jenise Boland, Simon Fraser University, Canada

Jenise Boland earned her Master of Education at Churchill College, Cambridge University, and is currently a doctoral student of Education, Curriculum Theory and Implementation at Simon Fraser University. Born in rural Canada, she graduated with a BA, English, from the University of British Columbia before embarking on an academic career focussed on global education. As a member of the International Teachers Education Module in Oaxaca, Mexico, she graduated with a BEd at Simon Fraser University, followed by three years as a classroom practitioner in Essex, England, UK. Miss Boland is a contributing author to numerous textbooks, journals and teacher guides on the subjects of Aboriginal Peoples, Canadian History, and Social Studies. Concurrent with her PhD studies, she teaches History, Law, and Global Studies at West Point Grey Academy and is affiliated with the Connected North program as a facilitator-instructor for Inuit students in the remote Arctic regions of Canada.

Tuesday Session II | 12:15-12:45 | Room 505 (5F)

Global Education for All (But the Teachers): Considering the Role of the Traditional Teacher in New Global Education Curriculum Jenise Boland, Simon Fraser University, Canada

In the 1960s, R.S. Peters outlined the qualities of "The Educated Man" in his paper by the same name. In 1981, Jane Roland Martin argued that this definition was no longer viable, opting instead for the "Educated Person." Today in the 21st century, the ideal has shifted again towards global citizen – defined as an educated student who is technologically savvy, media literate, and globally competent. This shift raises questions as to the limits of the traditionally trained teacher in the education of the new global citizen. This paper simultaneously argues in favour of global competency education, with supporting examples of international curricula, whilst contrasting its tenets against the current lack of diversity still present in both post-secondary teacher training programs and the profession as a whole. This means that learners identified as "other", such as students of color, low socioeconomic background, and/or non-heteronormative gender, rarely see themselves reflected in their educators, and often do not consider teaching as a viable career option. This in turn perpetuates the dominance of a teaching population that is ideologically, culturally, and physically heterogeneous with minimal exposure themselves to global competency education. The paper addresses the disconnect between what is being taught and by whom it is taught, and concludes with the call for additional research to be done in the area global competency education within national teacher training programs.

IAFOR Academic Grant & Scholarship Recipients

IAFOR Scholarship Recipient

Ngoc Nguyen, National Chung Cheng University, Taiwan

Ngoc Bao Nguyen is currently a Master student in Educational Leadership and Management Development, National Chung Cheng University, Taiwan. After obtaining her Bachelor degree in Business Administration, Hanoi University, Vietnam, Ngoc Bao Nguyen joined LCMS, an American NGO working in community development, as a Program Assistant. Her work has relentlessly embraced the asset-based or pride-based approach in working with marginalised communities, along with the strong focus on education as the transformation catalyst to sustainable and inclusive development.

Virtual Presentation

Perception of Ethnic Hmong University Students Regarding Their Community Development Ngoc Nguyen, National Chung Cheng University, Taiwan

As one of the most popular but vulnerable ethnic groups in the mountainous area in Vietnam, Hmong communities have experienced intensive discourse of inferiority regarding their socio-economic development. A number of studies reveals how these discourses have been adversely influencing the vision for ethnic minority development, typically the pressure to "civilise" their practices in all walks of life. While the development path will be significantly tailored by the youth generation, they have not been taken into account in these studies. Drawing specifically on Hmong youth generation, those who made their way to universities in the capital city of Vietnam and overtime experience certain acculturation along with the education system provided by the dominant group in the country, this study will seek to explore their perceptions regarding the development picture in their hometown and how their education experience could factor in better future for their communities. The mixed method is utilised through in-depth interviews, talk show video record, and continuous Facebook observance of members of Hmong youth-led activist group called Action for Hmong Development, combined with online survey conducted to 20 other Hmong university students studying in the capital city of Vietnam. Putting different perspectives of Hmong youth into a picture might render practical suggestions to education pursuit of Hmong students in relation with the destiny of their communities.

IAFOR Scholarship Recipient

May Anne Joy de Lara-Romanes, University of the Philippines/Department of Education, The Philippines

May Anne Joy de Lara-Romanes is currently working as a teacher in the Department of Education, Philippines. She studied in Cavite State University for her Bachelors degree, with the distinction of Magna cum Laude. At present, she is studying Master of Education major in Educational Administration at the University of the Philippines, Diliman. Aside from teaching, she is a consistent winner in various district and division contests. She is also into conducting researches about educational administration and public school system.

Tuesday Session I | 10:00-10:30 | Room 501 (5F)

Differences Among Generational Groups of Teachers in a Public School District in Their Practice of 21st Century Teaching-Learning Skills

May Anne Joy de Lara-Romanes, University of the Philippines/Department of Education, The Philippines Sofia Veniegas, University of the Philippines/Einstein School for Kids, The Philippines

This study explores the differences in the 21st century teaching and learning skills practices among generational groups of teachers in the District of Indang, Cavite. It was conducted to find out if there is any significant difference in the perceptions between and among generational groups of teachers in terms of their overall application of 21st century teaching and learning skills. Included in this study are eight key components commonly referred to by experts and practitioners in the field, namely:

IAFOR Academic Grant & Scholarship Recipients

critical thinking, collaboration, communication, creativity and innovation, self-direction, global connections, local connections, and the use of technology. Results revealed significant differences between the Boomers (1946-1964) and the Generation Y (1981-1995) teacher-respondents in terms of their overall 21st century teaching and learning skills, particularly in their 1) critical thinking skills, 2) creativity and innovation skills, and in 3) establishing global connections. Based on the results, Boomers used the 21st century teaching and learning skills more profoundly than the younger teachers. Findings also showed that Boomers perceived their practice of 21st century teaching skills vary to a very great extent. No significant differences among the generational groups of teachers were found among the rest of the skills under study, namely: 1) collaboration, 2) communication, 3) self-direction, 4) local connections, and 5) the use of technology.

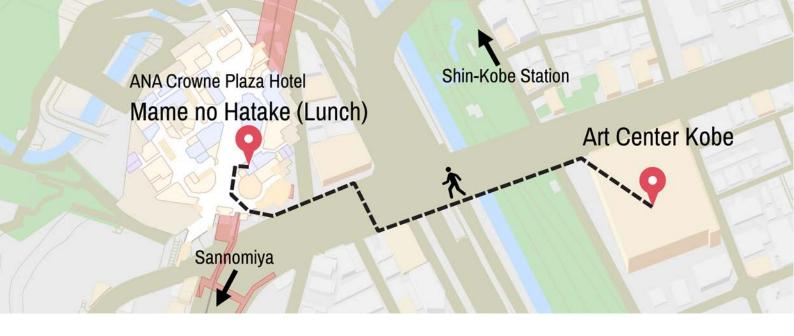
IAFOR Scholarship Recipient

Hillary Swanson, Northwestern University, USA

Hillary Swanson is a postdoctoral fellow at Northwestern University's School of Education and Social Policy. She conducts research in collaboration with both the Center for Connected Learning and Computer-Based Modeling (CCL) and the Tangible Interaction Design and Learning (TIDAL) Lab. Her research explores the productive role of prior knowledge in learning and how instruction can be designed to leverage students' everyday knowledge. Her current research focuses on the joint development of scientific knowledge and computational thinking through engagement in a computationally-rich science curriculum.

Tuesday, March 27 | 15:45-17:45 | Room 504 (5F) Embodied Learning and Physics Hillary Swanson, Northwestern University, USA

Einstein (1936) once said, "The whole of science is nothing more than a refinement of everyday thinking." Learning scientists have argued similarly, positing that the seeds of scientific reasoning lie in learners' intuitive sense of mechanism (Hammer, 1997). Numerous intuitions for explaining physical phenomena have been documented, for example, "more effort begets more result," and "force as a mover," and it is posited that these are drawn from learners' physical experience of the world (diSessa, 1993). This study extends this work by suggesting that there exist intuitions useful for explaining physical phenomena that are grounded in learners' social and emotional experience of the world. I present evidence from a classroom discussion during which 8th grade students work on a theoretical explanation for why cold liquid warms quickly at first, and then more slowly as it approaches room temperature. The students draw on intuitions grounded in not only physical but also social and emotional experience to make sense of the phenomenon. Under the guidance of the teacher, they refine their intuitions over the course of the discussion and ultimately produce a conceptual version of Newton's law of warming.



Lunch & Dinner

Lunch Vouchers & Location

Lunch on Monday, Tuesday and Wednesday is included in the conference registration fee. Your IAFOR lunch voucher can be exchanged for lunch at Mame no Hatake on those days.

If you have pre-ordered your meal, please collect your IAFOR lunch voucher from an IAFOR staff member on the Conference Registration Desk. Otherwise please collect your lunch voucher from the IAFOR staff member situated outside the restaurants at the ANA Crowne Plaza during the lunch period.

Located in the ANA Crowne Plaza, Mame no Hatake is a five-minute walk from the Art Center Kobe. This Japanese buffet-style restaurant has a great variety of Japanese dishes available, including vegetarian and vegan options. The restaurant specialises in tofu-based and traditional Japanese vegetable dishes. Lunch service includes an unlimited drinks bar, coffee station and dessert table.

Please remember to bring your conference name badge as you will need to show this in order to claim your voucher. Please show your voucher to restaurant staff as you enter. See the map above for directions to Mame no Hatake.

Restaurant name: Mame no Hatake (豆乃畑)

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

Lunch Times

Monday 12:30-14:00 Mame no Hatake Tuesday 12:15-13:45 Mame no Hatake Wednesday 12:15-13:45 Mame no Hatake

Conference Dinner

The official Conference Dinner is a ticketed optional event (5,000 JPY). Please remember to bring your name tag to the Conference Dinner. Conference Dinner attendees should meet in the Art Center Kobe Lobby (2F) at 18:15 on Monday, March 26, 2018. The group leaves for the restaurant at 18:30. It takes approximately 25 minutes to walk to the restaurant.

Restaurant name: Ganko (がんこ トアロード店)

Restaurant address: Kitanagasadori 3-1-17, Chuo-ku, Kobe

(〒650-0012 兵庫県神戸市中央区北長狭通3-1-17 がんこトアロード店)



Plenary Session

Speakers will provide a variety of perspectives from different academic and professional backgrounds on the ACEID2018 conference theme "Surviving and Thriving: Education in Times of Change". These presentations will be recorded so please ensure that mobile phones are switched off or set to silent mode.



Conference Welcome Reception

Monday, March 26 | 17:00-18:00 | Grand Salon (3F)

Join fellow delegates for a drink or two at the Conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. All registered presenters and audience members are welcome to attend. Admission is included in the conference registration fee.

Monday Plenary Session 09:30-17:00 | Art Center Kobe

09:30-10:30	Conference Registration & Morning Coffee Prokofiev Hall (2F)
10:30-11:00	Announcements & Welcome Address Prokofiev Hall (2F) Kiyoshi Mana, Director of Events, IAFOR, Japan Joseph Haldane, IAFOR, Japan
11:00-12:00	Keynote Presentation Prokofiev Hall (2F) The Quest for World-Class University Status: The Role of Liberal Arts University Nurturing Leaders for Uncertain Futures Joshua Mok Ka-ho, Lingnan University, Hong Kong
12:00-12:05	Recognition of IAFOR Scholarship Winners Prokofiev Hall (2F)
12:05-12:20	IAFOR Documentary Photography Award Prokofiev Hall (2F)
12:20-12:30	Conference Photograph Atrium (2F)
12:30-14:00	Lunch Break Mame no Hatake
14:00-15:30	Featured Panel Prokofiev Hall (2F) The Challenge to Survive and Thrive in the 21st Global Learning Space/Community: Technology and Ethics Xu Di, University of Hawai'i at Manoa, USA Curtis Ho, University of Hawai'i at Manoa, USA
15:30-15:45	Opening Wrap Up Prokofiev Hall (2F)
15:45-16:45	Conference Poster Session & Coffee Break Open Studio (2F)
17:00-18:00	Conference Welcome Reception Grand Salon (3F)

ACEID2018 Featured Speakers











Keynote Presentation: Joshua Mok Ka-ho

Monday, March 26 | 11:00-12:00 | Prokofiev Hall (2F)

The Quest for World-Class University Status: The Role of the Liberal Arts University Nurturing Leaders for Uncertain Futures

With a strong intention to rank higher in the global university leagues, governments in Asia have made serious efforts to concentrate resources to groom a few universities to become globally competitive. In addition, the massification of higher education in Asia has also created the growing concern of graduates confronting under and unemployment. This presentation sets out against the wider policy context outlined above to examine what major challenges face higher education in Asia, with particular reference to critically reflect upon the purpose of higher education. With a special focus on addressing a growing diversity of learning needs, this presentation critically examines the role of liberal arts education in Asia, especially exploring how important role differentiation and fit-for-purpose education for nurturing caring leaders with global vision for uncertain future.

Biography

Professor Joshua Mok Ka-ho is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, Hong Kong. Before joining Lingnan, he was the Vice President (Research and Development) and Chair Professor of Comparative Policy of The Hong Kong Institute of Education, and the Associate Dean and Professor of Social Policy, Faculty of Social Sciences of The University of Hong Kong. Prior to this, Professor Mok was appointed as the Founding Chair Professor in East Asian Studies and established the Centre for East Asian Studies at the University of Bristol, United Kingdom.

Professor Mok is no narrow disciplinary specialist but has worked creatively across the academic worlds of sociology, political science, and public and social policy while building up his wide knowledge of China and the region. Professor Mok completed his undergraduate studies in Public and Social Administration at the City University of Hong Kong in 1989, and received an MPhil and PhD in Sociology from The Chinese University of Hong Kong in 1991 and The London School of Economics and Political Science in 1994 respectively.

In addition, Professor Mok has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In particular, he has contributed to the field of social change and education policy in a variety of ways, not the least of which has been his leadership and entrepreneurial approach to the organisation of the field. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer.



Featured Panel Presentation: Xu Di & Curtis Ho

Monday, March 26 | 14:00-15:30 | Prokofiev Hall (2F)

The Challenge to Survive and Thrive in the 21st Century Global Learning Space/Community: Technology and Ethics

The challenges for education are paramount globally with the drastic educational development, diversity, and complexity, and they are systematic, interconnected, and intricate. In order to go beyond survival and truly thrive in a sustainable manner, this panel will examine seemingly unrelated fields of educational technology and philosophy to point out what is missing in our current system. It aims at seeking synergetic elements in education for profound, innovative, and effective teaching and learning globally. How has the learning space and community changed? What are the needs and importance to fully engage effective pedagogies and create new interrelated teaching and learning in education today? Why should humanity connect all space, community, fields, and purpose in this century? Both panelists are from graduate programs that face many of these challenges and they will share examples and practices they have experienced and observed.

Biographies

Dr Xu Di (许笛) is a professor in the department of Education Foundations, College of Education, University of Hawai'i-Mānoa. She is a member of the board of examiners for the National Council for Accreditation of Teacher Education (NCATE, now Council for Accreditation of Educator Preparation [CAEP]), which has provided national accreditation for teacher education programs in the United States since 2007. Her recent publications focus on bridging Eastern and Western philosophy for educational practices and include Chinese Philosophy on Teaching & Learning: Xueji (学记) in the Twenty-First Century (2016), The Wisdom from the East: A Holistic Theory and Practice of Health and Wellness (2013), Spiritual Heritage and Education Today (2013), Taoism: Origin, Essence, and Practice (2013), and A Reading of Lao Zi for Educational Philosophers Today (2012). In addition, she published A Comparison of the Educational Ideas and Practices of John Dewey and Mao Zedong in China (1992) and various chapters and articles on teacher education, educational foundations, multicultural education, international education, and ESL education. She worked as an international consultant in teacher education and educational reforms in Central Asia and Africa for the World Bank in 2002 and 2001. She served on the Hawai'i Teacher Standard Board (2005–2008) and as the president of the American Association of Colleges of Teacher Education (AACTE) Hawai'i Chapter as well as Hawai'i state representative (2006–2008). She was a visiting scholar and research associate at the Philosophy of Educational Research Center at Harvard University (1999-2000), a visiting professor in Peking University (2015, 2011, 2009, and 1997) and in Renmin University (2012, 2014, and 2016), and an exchange professor at National Kaohsiung University in Taiwan (1998). She served as manuscript editor as well as editorial board member for *Harvard Educational Review* during 1988–1990. She was honored in Who's Who among American Teachers in 1996, 1998, 2000, 2001. and 2008.

Dr Curtis Ho is Professor, Department Chair and Graduate Chair of the Learning Design and Technology department at the University of Hawai'i at Manoa. He has been a UH faculty member for over 30 years, teaching graduate and undergraduate courses in educational media research, interactive multimedia, web-based instruction, distance education, video technology, and computer-based education. He has taught courses in American and Western Samoa and Saipan, and was the first to offer a course statewide over the Hawai'i Interactive Television System.

Curtis Ho received his PhD in Educational Technology from Arizona State University where he served as instructional designer. He has consulted for public and private schools, financial institutions, and higher education. For several years he directed the Office of Faculty Development and Academic Support for the University of Hawaii's Manoa campus. He has presented extensively at national and international conferences at locations including Beijing, Copenhagen, Eskisehir, Hanoi, Ho Chi Minh City, Lugano, Rome, Kumamoto, Kyoto, Melbourne, Montreal, Osaka, Panang, Taipei, Takamatsu, Tokyo, Toronto, and Vancouver.

Professor Ho was a Principal Investigator, Co-Principal Investigator and Project Director for three US Department of Education grants totalling over 9.8 million US dollars. He is a co-organiser of TCC Worldwide Online Conference, an executive committee member of E-Learn, Association for the Advancement of Computers in Education, and is also past-President of the Pan Pacific Distance Learning Association, a chapter of the United States Distance Learning Association and of the Pacific Association for Communications and Technology, a chapter of the national Association for Educational Communications and Technology.

The IAFOR Silk Road Initiative

Nurturing interdisciplinary research in the global public interest

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In 2018, we are excited to launch a major new and ambitious international, intercultural and interdisciplinary research initiative that uses the silk road trade routes as a lens through which to study some of the world's largest historical and contemporary geopolitical trends, shifts and exchanges.

IAFOR is headquartered in Japan, and the 2018 inauguration of this project aligns with the 150th anniversary of the Meiji Restoration of 1868, when Japan opened its doors to the trade and ideas that would precipitate its rapid modernisation and its emergence as a global power. At a time when global trends can seem unpredictable, and futures fearful, this Silk Road Initiative gives the opportunity to revisit the question of the impact of international relations from a long-term perspective.

This ambitious initiative will encourage individuals and institutions working across the world to encourage research centring on the contact between countries and regions in Europe and Asia, from Gibraltar to Japan, and the maritime routes that went beyond into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative will concern all aspects of this contact, and will examine both material and intellectual traces, as well as consequences.

A series of round tables on the IAFOR Silk Road Initiative were held in Japan, the UK and Spain in 2017, and the initiative will become a central aspect of a series of conferences, meetings, seminars and workshops from 2018 in Asia, Europe and North America.

Rationale

The occidentalisation of history and the grand narrative of European and American progress has consigned the Silk Road instead to historical quaintness, exotic literary caricature in the adventures of Marco Polo, or the sort of esoteric academic investigations that receive little attention. This largely ignores its huge historical and present-day importance and relevance to the routes and paths that continue to connect humans through trade and exchange.

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign.

It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

Lead Institutions

- The International Academic Forum (IAFOR), Japan
- Osaka University, Japan
- The IAFOR Research Centre (IRC), Japan
- Belgrade University, Serbia
- École Normale Supérieure (ENS), France
- DAMIN, France
- MONETA, France

If you wish to be informed of the latest news and developments, please subscribe to the mailing list on the IAFOR Silk Road Initiative website: www.silkroad.iafor.org



Monday Poster Session 15:45-16:45 | Open Studio (2F)

39238 | Open Studio (2F)

Exploring the Process of Reading Science Text with Multiple Representations for Low-Achieving Elementary School Students

Hsiu-Hua Lin, Dengkong Elementary School, New Taipei City, Taiwan Shin-Ping Tsai, National Taipei University of Education, Taiwan

The purpose of this study is to explore how low-achieving students in elementary schools read science text with multiple representations. In this study, the participants' fixation duration, fixation count, observation duration, and observation count of eye movement, as well as the participants' preference toward science reading materials, were analyzed by utilizing eye tracking technology and semi-structured interviews. A quasi-experimental design was utilized by randomly assigning 54 fifth graders from an elementary school in Taiwan into two groups, where the experimental group read science text with multiple representations and the control group read the original science textbook. The results showed that there were no statistically significant differences in general between the two groups on fixation count and observation duration. However, significant differences were found on the fixation duration and observation count, which indicated a small positive effect of multiple representations on science reading of low achieving students. Depending on the participants' processes of reading both reading materials, three types were identified, including (1) reading mainly text and rarely images, (2) reading mainly text and some images, and (3) reading mainly images and some text. Regardless of the type of science materials, the highest proportion of the type of reading process was reading mainly text with some images. In other words, low-achieving fifth graders built up their knowledge mainly based on the text. Finally, the majority of the participants preferred reading the science textbook with multiple representations because the text with multiple representations was easier to understand.

39410 | Open Studio (2F)

Black Students in China: Identity, Environment, and Institutions in the Individual's Perception of Racial Encounters Nia Hamilton, Tufts University, USA

In recent years, study abroad and scholarship programs have profoundly targeted the black demographic, a group largely underrepresented amongst the study abroad community. Researchers have contributed a wealth of understanding about the personal and professional benefits of study abroad, and how to make these benefits more accessible to black students. However, a general lack of understanding of the black study abroad population's perceptions of racial encounters, and the specific variables that shape these perceptions, pose a problem both for administrators and recruitment efforts for study abroad. This study, focused on black students who have studied in China, identifies three lenses, identity, institution, and environment, that allow us to better describe the student's process of interpreting racial encounters while abroad. Results found that of these three factors, identity and environment were equally significant to the student's understanding of racial encounters in China, while institution held little to no significance. Students' lack of confidence in and connection to their study abroad institutions cause them to place larger weight on the self and the study abroad environment, while the institution remains a passive entity. This information raises a host of questions about the role of the study abroad institution in the minority student's unique experiences abroad, and to what extent they can adapt to better serve an increasingly diverse study abroad population. Further research is suggested to measure the effectiveness of study abroad programs in creating an optimal environment for diverse cohorts of students.

39563 | Open Studio (2F)

Enhancing Learning on the Interrelationship Among the Living Organism Using Pop-Up Books with Grade Six Pupils, Cawayan Integrated School

Analyn Ejercito, Cawayan Integrated School, Division of Northern Samar, The Philippines

This is a mixture of quasi-experimental single group design and qualitative research, with 82 respondents chosen through purposive sampling design. In data gathering, the researcher made use of triangulation technique with a questionnaire, school records and interview records as sources of data. The instrument used was pre-tested and validated by experts. To compare the result of the Pre-test and Posttest as well as the grades of the first grading with the second grading, mean and T-test were used. The findings of the study show that pop-up books can enhance the learning of the Grade Six (6) pupils on the topic, "Interrelationship Among Living Organisms". The results also show that pop-up books increase the attention span of the learners on the topics mentioned above. This is evidenced by comparing the number of minutes and seconds spent by pupils in going over the ordinary textbooks and with the pop-up books. The research further shows that pupils seldom lost interest in scanning the pop-up books. They look forward to turning each page, they investigate and manipulate it. Some would have difficulties finishing even one page of an ordinary textbook, whereas here they pause and process. The data shows that learners have a longer attention span with the pop-up books than when using ordinary text books. The study further revealed that pop-up books can enhance the academic performance of the grade six (6) pupils as evidenced by their grades in the first and second grading period.

39780 | Open Studio (2F)

A Survey of the Mathematics Problem Solving Ability of Grade 10 Students in Thailand Apisit Thngkingdang, Mahasarakham University, Thailand Montri Thongmoon, Mahasarakham University, Thailand

The purpose of this study was to survey the Mathematics Problem Solving ability of grade 10 students. The participants were 51 grade 10 students that were selected by purposive sampling at Sarakhampittayakhom school in Mahasarakham province, Thailand. The instrument was a Mathematics Problem Solving ability test. It was a multiple-choice test with 30 articles. The data was analyzed by using mean, percentage and standard deviation. It was found that the mean score of Mathematics Problem Solving test was 15.57 of 30. In addition, the percentage of Mathematics Problem Solving score can show the qualitative score as follows: More than 79 percent is excellent, 60–79 percent is good, 50–59 percent is medium, and less than 50 percent is weak. The results show that there were four excellent level students, six good level students, 17 medium level students, and 22 weak students.

39683 | Open Studio (2F)

The Implementation of Peer Instruction in Mathematics and Physics Lectures
Tomoshige Kudo, Kanazawa Institute of Technology, Japan
Hidetaka Yamaoka, Kanazawa Institute of Technology, Japan
Tetsuya Taniguchi, Kanazawa Institute of Technology, Japan
Makoto Nishi, Kanazawa Institute of Technology, Japan
Akiomi Mishima, Kanazawa Institute of Technology, Japan

Peer Instruction (PI) is getting much more attention as one of the interactive teaching-learning methods. There are many practical reports of PI in physics, but in mathematics, there are a few. Multiple-choice conceptual question, "concept test" is a key part of PI. As a trial, we made over one hundred concept tests of mathematics, and implemented PI lectures in mathematics as well as in physics at the university. The subjects were calculus I, calculus II, linear algebra I, linear algebra II, probability statistics, and introductory physics. From the first semester in fiscal 2016 to the first semester in fiscal 2017, the total number of PI lectures in mathematics was 29 and that in physics was 4. We conducted the quantitative survey for the students before and after PI lectures. For example, the favorable percentage of the students for physics increased from 49% to 69% and that for mathematics increased from 49% to 61% after PI lectures. Following the lecture, the unfavorable percentage of the students for physics decreased to 12% and that for mathematics decreased to 8%. Histogram of clickers' responses for concept tests helps the teacher to grasp the level of students' understanding. We collected the data of clickers before and after peer discussion. It is important to analyze which unit or concept the students are or are not good at, and the data give us the information to improve our lectures and the concept tests.

39695 | Open Studio (2F)

North Korean Defector Youth: Issues and Problems of Academic Literacy Wonki Lee, Seoul National University, South Korea Hojung Kim, Seoul National University, South Korea

North Korean Defector Youths, usually growing up amid native Mandarin-speakers, will likely be isolated in the Korean language education system because they were easily considered to speak Korean like parents. Few have investigated the change of socio-cultural context and its impact on North Korean defectors' literacy. When they were in North Korea, they had the Great Famine in the 1990s, and it had a real impact on school education. All these aspects together created a gap between North Korean Defector students and other students. According to a pilot test for this study, North Korean Defector Youths showed similar levels of Foreign Language Reading Anxiety Scale (FLRAS) with foreign student counterparts. Their anxiety level was slightly higher than heritage speaker counterparts. According to the interview, what makes them more anxious and uncomfortable is that reading materials are written in "South Korean Styles", as they perceive, including 1) Too much academic jargon in English loanwords; 2) Different ideological perspective; capitalism, democracy and historical interpretation. This study examines 1) The level of reading anxiety of North Korean Defector Youths; 2) What cultural context plays an important role when they are experiencing reading anxiety; and 3) What are the kinds of factors that North Korean Defectors' associate with the reading anxiety. 30 Participants of North Korean Defector Youths, Foreign students, Heritage speakers in university were firstly asked to answer the questionnaires based on modified FLRAS. Additional information was gathered in focus group interviews and in-depth interviews with 10 North Korean Defector Youths.

39740 | Open Studio (2F)

Development of Mathematical Connection Skills of Grade II Students by Using Problem-Based Learning with GeoGebra Program

Sornchai Prapngoolueam, Mahasarakham University, Thailand

The aims of this study were 1) To develop the students' mathematical connection skills in order to pass the criteria of 50 percent of full score; 2) To study the relationship between the students' learning achievement and mathematical connection skills; and 3) to study the students' satisfaction toward the problem-based learning with GeoGebra program learning activities. The target group was 38 students of Matthayom Soekasa 5/6 students in the 2017 academic year from Sarakhampittayakhom School, Muang, Mahasarakham. The research methodology is classroom action research which consists of three cycles. The research instruments were 1) 12 lesson plans of the problem-based learning with the GeoGebra program; 2) The mathematical connection skills test; 3) The learning achievement test; 4) The observation form; 5) The interview form; and 6) The satisfaction toward learning activity test. The data was analyzed by using mean, percentage, standard deviation and Pearson Product Moment Correlation Coefficient. The results were as follows: 1) The students' mathematical connection skills mean scores in the first, the second, and the third cycle were 45.43, 57.47 and 62.76 percent respectively, It is obvious to see that the students' mean score passed the criteria in the second cycle; 2) The relationship between students' learning achievement and mathematical connection skills in the first, the second and the third were 0.85, 0.87 and 0.81 respectively, It could be seen that there were highly positive relationships in each circle; 3) The level of students' satisfaction toward problem-based learning with GeoGebra program learning activities was at a high level.

39763 | Open Studio (2F)

A Survey of Scientific Concept of Grade 11 Students in Thailand Chanapong Khumtha, Mahasarakham University, Thailand

The purpose of this study was to survey scientific concepts understanding of grade 11 students. The sample was 116 students from the 2017 academic year from a school in Thailand that selected by purposive sampling. The instrument was an electricity conceptual understanding test consisting of 15 questions for pretest. Scientific concept understanding was divided into 5 levels, 1) Complete Understanding, CU; 2) Partial Understanding, PU; 3) Partial Understanding with Specific Alternative Conception, PS; 4) Alternative Conception, AC; and 5) No Understanding, NU. The results showed percentage of CU and PU were only 4.36 and 4.20 but the percentage of PU, PS and NU were 7.87, 12.47 and 71.10 respectively. The results indicated that for most grade 11 students, scientific understanding was at a low low level.

39782 | Open Studio (2F)

Transferring Receptive Knowledge to Productive Knowledge through Project Based Learning using Picturebooks for Intermediate Adult English Language Learners

Sunhwa Jeong, International Graduate School of English, South Korea

This study aims to develop ELT materials to help intermediate level adult learners in Korea to transfer their receptive knowledge to productive knowledge through Project Based Learning (PBL) using picturebooks. The proposed materials are targeted for intermediate level adult English learners in Korea who have lots of receptive knowledge of English but have limited productive knowledge respectively. To bridge the gap, learners need lots of production opportunities. To help the learners, this study will introduce the usage of picturebooks and PBL in the context learning English as a Foreign Language (EFL). Picturebooks can help EFL learners to talk and write in English as utilizing their critical and creative thinking because using picture books decreases learners' affective filter and increases human wants to express one's opinions. Likewise, PBL facilitates language learning by using language. Furthermore, PBL is action-oriented forward completing a project, so the outcome makes learners feel a sense of achievement and self-esteem. Therefore, PBL coupled with picturebooks as material for teaching and learning English will contribute to learners' production such as speaking and writing using their receptive knowledge. In developing the materials, the following process consists of: First, previous literature on Picturebooks usage and Project Based Learning has been thorough. Second, analyzing existing materials on domestic market is evaluated for filling the gap. Finally, the effect of the developed sample materials is supposed to be tested through piloting.

39783 | Open Studio (2F)

Developing an ELT Speaking Materials for One-To-One English Program for Korean Teenage Learners Through Skype Matthew Saunders, International Graduate School of English (IGSE), South Korea

This study introduces an ELT one-on-one program and materials for Korean teenage learners using various patterns in improving their Speaking skill through Skype. Teenage learners are busy studying in school and have no time to practice their speaking skills. They are focused on studying for their examination and attending English Institution late at night in order to compete in the future. Speaking has been a problem for teenagers since they do not have the chance to speak outside their classrooms. The purpose of this study was to explore if this one-to-one program through Skype will be effective in increasing teenage learners oral fluency with the help of native speakers without the stress of having to study more difficult materials. Need Analysis was used by having an semi-structured interview and Skype observation. Existing materials and reviewing of other materials were also included to understand the needs of the students so that it can be included in the syllabus design part of the materials development section. Then, sample chapters were shown and piloting was tested to get feedback on areas that needs to be changed. It was found that students were satisfied with the convenience and usefulness of Skype and felt more open and confident in speaking in English. Several implications pertaining the usage of speaking materials through Skype will be discussed during the presentation.

39861 | Open Studio (2F)

Development of Mathematics Problem Solving Ability by Using the Problem Solving Model of Metacognitive Process of Grade 11 Students

Wilawan Chantowat, Mahasarakham University, Thailand Montri Thongmoon, Mahasarakham University, Thailand

The proposes of this study were to develop the students' mathematics problem-solving ability in order to make the 70 percent pass score. The target group was 21 grade 11 students from the 2017 academic year from Sarakhampittayakhom School, Muang, Mahasarakham. The research methodology used was classroom action research which consisted of four cycles. The research instruments were 1) 11 lesson plans of the problem solving model of metacognitive process; 2) Mathematics problem solving ability test; and 3) an interview form. The data was analyzed by using mean, percentage, and standard deviation. The results were as follows. The students mathematics problem solving ability mean scores in the first, the second, the third and the fourth cycle were 55.23, 60.47, 71.76 and 78.89 percent respectively. The results showed that the students' mean score passed the criteria in the third cycle.

40369 | Open Studio (2F)

Impact on Attitudes of Junior High-School Students After a Short-Term Study-Abroad Program Hanayo Hirai, Iwate University, Japan Megumi Abe, National Institute of Technology, Hachinohe College, Japan Natsumi Onaka, Iwate University, Japan

It has been increasingly recognized that study abroad programs (including short-term programs) significantly impact students' intercultural and communication skills and self-awareness (Griffiths and Chieffo 2004, Gaia & College 2015). However, such studies are often limited to university students; younger students (e.g., junior high-school students) are rarely assessed and the impacts are hardly known (Hachinohe City Board of Education 2016, Morioka International Exchange Association 2017). This paper aims to 1) Examine whether such young students can acquire "global awareness" and personal growth and development, through short-term study-abroad programs; and 2) Whether a long-term effect is expected in their attitudes afterwards. A questionnaire survey was conducted among 94 such students in three Japanese cities, including semi-structured interviews with four university students who had similar experiences while in junior high-school, in order to observe any long-term effects. Applying SCAT (Ohtani 2011) for the interview analysis, the results first showed that such programs, regardless of the country visited, have a significant positive impact on fostering an intercultural friendship orientation, interest in foreign affairs, self-esteem, and a positive attitude toward new challenges. Second, a long-term positive impact was observed particularly in their willingness to communicate, as well as their self-confidence and motivation to take on new challenges. These findings suggest that study-abroad programs for junior high-school students not only positively impact the acquirement of global awareness but also likely foster long-lasting benefits of self-confidence and intrinsic motivation.

39864 | Open Studio (2F)

Correlations Between Premenstrual Syndrome, Premenstrual Distress, and Self-Care in Female Students Huei-Mein Chen, Chung Hwa University of Medical Technology, Taiwan Yi- Han Cai, Chung Hwa University of Medical Technology, Taiwan

The purpose of this study was to examine the key predictors for premenstrual syndrome (PMS) among young students by examining relevant factors. Adopting a cross-sectional design and using a convenience sampling method, we recruited female students with premenstrual syndrome from two universities of science and technology in Southern Taiwan. A total of 250 female students participated. Data were collected from September 2016 to May 2017 using a demographic characteristics information form, a visual analog scale for pain, the short-form McGill Pain Questionnaire, the Premenstrual Assessment Form, the Moos Menstrual Distress Questionnaire, and the Dysmenorrheic Self-Care Behavior Scale. The results showed that the three most severe premenstrual symptoms, whose scores were all greater than 3, were lower abdominal pain (134, 53.4%), breast swelling and pain (109, 43.6%), and backache (108, 43.2%). The scores on the Premenstrual Assessment Form were significantly and positively correlated with absence from classes, the use of analgesics, premenstrual distress, and the self-care behavior of women with menstrual pain; these four variables explained 48% of the variance in premenstrual syndrome among female students.

39940 | Open Studio (2F)

A Novel Acupuncture Simulation Module for the Training of Ultrasound-Detection Acupuncture
Mark Chun Cheng Hou, Changhua Christian Hospital Chinese Medicine, Taiwan
Jian-Gou Bao, Hungkuang University, Taiwan
Po-Hsu Chen, Changhua Christian Hospital Chinese Medicine, Taiwan
Yuan-Jun Luo, Yue-Yi-Yuanshin Chinese Medicine Clinic, Taiwan
Ying Ling Chen, Changhua Christian Hospital Chinese Medicine, Taiwan

Acupuncture is a unique treatment method in traditional Chinese medicine (TCM) and has been accepted worldwide. Ultrasound-detection acupuncture ensures safe needling depth and prevents severe adverse effects. To apply this novel technology to the human body, prior training is required on simulation modules. This study combined ultrasound-penetrable material and photosensors to construct the Acupuncture Simulation Module Gb21 (ASM21) specifically for the acupoint Gall Bladder 21 (GB21). ASM21 broadens TCM practitioners' clinical acupuncture training. The ultrasound image presentation facilitates identifying the pleura, fulfilling the necessity to identify the safe needling depth in the human body. The validity test on acupoint GB21 yielded a score of 0.8-1.0, indicating that ASM21 is a crucial assistive instrument for developing ultrasound-detection acupuncture.

40268 | Open Studio (2F)

Validation of the Measurement Model of Academic Self-Regulation Learning Strategies Among University Students Sittipong Wattananonsakul, Srinakharinwirot University, Thailand

The objectives of this research were to develop and to validate the measurement model of academic self-regulation learning strategies among university students in Bangkok. Reliability and factor analyses were employed to develop a measurement model of academic self-regulation learning strategies. The model was tested with 389 university students by using exploratory factor analysis. Additionally, The confirmatory factor was employed to test the measurement model. The model was tested with 410 university students through stratified sampling. The results showed that the 56-item pool had a very good internal consistency (Cronbach's alpha = 0.93). The results from the exploratory factor analysis indicated three domains of academic self-regulation learning strategies which is consisted of the three domains of cognition, motivation, and behavior. The details are as follows: 1) Strategies for the regulation of academic cognition consisted of four main components: rehearsal strategies, elaboration strategies, organization strategies, and metacognitive self-regulation. 2) Strategies for the regulation of achievement motivation consisted of six components: mastery self-talk, relevance enhancement, situational interest enhancement, performance/relative ability self-talk, performance/extrinsic self-talk, and self-consequating. 3) Strategies for the regulation of behavior consisted of three components: effort regulation, regulating time and study environment, and seeking help. Additionally, the measurement model of academic self-regulation learning strategies with three domains and thirteen components was a good fit with the empirical data indicated by the Chisquare, GFI, AGFI, RMR, and RMSEA criteria. (Chi-Square= 53.44, df=40, p = .076, GFI = .98, AGFI = .95, RMSEA .029)

40446 | Open Studio (2F)

Digitalization of Traditional Marking

Alex Q. Chen, Singapore Institute of Technology, Singapore Chu Yeong Lim, Singapore Institute of Technology, Singapore Liming Lu, Singapore Institute of Technology, Singapore Chi Ngai Christopher Lo, Singapore Institute of Technology, Singapore Desi Arisandi, Singapore Institute of Technology, Singapore

Educational institutions need to provide ever more timely feedback to students in times of change. Our project investigates possible automated assessment solutions to improve student-learning experience while lightening the administrative workload of tallying assessment marks. We propose a novel marking approach designed for structured and diagrammatic questions that can achieve more detailed and targeted feedback to students. The solution would support better analysis of student performance. Our approach uses a masked layer that will be superimposed on a digital marking booklet for marking on a touchscreen device like tablets. The markers are to mark the answers in the digital marking booklet as if the answers were written in a physical answer booklet. The system could analyse the superimposed layer to identify parts where the marker awards a "correct" or "wrong" indicator, the scores and provide comments in the answer booklet. The system would tabulate the scores for each question and section of the test automatically. This technique standardizes and systematizes the practice marking is conducted while facilitating the development of marking rubrics in a structured manner. Initial survey results indicate that a majority of the markers use "correct" or "wrong" indicators as proposed in our solution. This result provides early evidence on the viability of our proposal. Our approach is beneficial to a variety of learning pedagogies, particularly for national standardized tests, and tests of large scale. Faculty could also better spend their time on teaching students, instead of non-value adding activities of tally marks.

40553 | Open Studio (2F)
Applied Lab Learning
Bernard Loo, Singapore Institute of Technology, Singapore
Kok Hwa Lim, Singapore Institute of Technology, Singapore

The applied learning pedagogy for the SIT Pharm Eng labs will be shared in this poster using the biofermentation laboratory classes as an example. The biopharmaceutical industry has a need for competent chemical engineer with strong applied hands-on capability to handle specialized equipment such as stainless steel bioreactors and single-use bioreactors. To equip students such capabilities, lab sessions were designed to reinforce concepts in bioreactor reactor and design, incorporating hands-on experimentation tools that simulate industrial environments. Following industrial practices, students will first be trained to perform large scale cell culture media preparation using mechanical pumps, filtration, tube wielders and tube sealers. Next, cell inoculum for later stage bioreactor operation will be cultivated in a series of expansion procedures in tissue flask cultures and eventually transferred to large-scale bioreactors. Throughout the lab practical, students work in teams and peer teaching are encouraged, allowing them opportunities to simulate future working conditions in groups and practice mastery of the fundamental chemical engineering concepts.

40590 | Open Studio (2F)

The Impact of Professional Development Among Secondary School Music Teachers Christine Augustine, Sultan Idris Education University, Malaysia Huey Yi Colleen Wong, Sultan Idris Education University, Malaysia

Student learning priorities have been given emphasis in building a healthy and positive school culture that leads to student achievement. The teacher's work should demonstrate the importance and value for the individual and for the organization. The aims of professional development (PD) need to be proved in data to outline the important issues of teaching and learning within the context of the school or institution. Teachers learn to apply new knowledge, skills, ideas and attitudes in all situations to be implemented into their routines. In Malaysia, Standard Documents Curriculum and Assessment (DSKP) for secondary schools which was implemented last year integrates knowledge, skills and value, 21st century learning skills and Higher Order Thinking Skills (HOTS). The integration is done to produce balanced and harmonious human beings in terms of intellectual, spiritual, emotional and physical as stated in the National Education Philosophy. Many studies have shown the lack of skills and knowledge among music teachers in Malaysian secondary schools. This study sought to look into the impact of professional development as well as challenges faced among secondary school music teachers in the state of Perak, Malaysia. It includes the latest trends in the field of music education especially in new tools application, theory and practical skills, technology, and innovative teaching strategies and methods. A set of questionnaires will be used to acquire the details. At the end of the study, the data will be collected and analysed concerning the challenges faced by the music teachers in their respective secondary schools.

40601 | Open Studio (2F)

The Effects of Video Modeling on Shopping Skills of Students with Intellectual Disability in Elementary School in Taiwan Chulung Wu, National Taichung University of Education, Taiwan

This study was aimed to investigate the effects of video modeling on shopping skills for students with intellectual disability in an elementary school in Taiwan. This multiple-probe across subjects was used in this study. The independent variable was the video modeling teaching strategies. The dependent variable was the shopping skills. There were three participants recruited for the study that had been diagnosed with an intellectual disability and placed in the special regular classes in elementary school of Taichung. The program lasted for about twelve weeks, three times a week. The data collected through direct observation was analyzed by using visual analysis and the C statistic. Results of this study can be summarized as follows: 1) The video modeling instruction showed immediately effectivity on shopping skills; 2) The video modeling instruction maintained effectiveness even when the intervention terminated; and 3) The instructions received high social validity and was recommended by parents. According to the results, discussions and limitations of this study, as well as some suggestions for the teaching, further studies were made.

40606 | Open Studio (2F)

Parent's Involvement in Early Childhood Process of Migrant Families with Low Income Level in Surabaya Dinda Rizki Tiara, Yogyakarta State University, Indonesia Sugito, Yogyakarta State University, Indonesia

Surabaya is the capital city of East Java, a province which has population growth every year and has the largest number of poor people in Indonesia. Migrant families with low income levels are at risk with their children's education. The purpose of this study is to investigate parents' involvement in children's educational environment, the influencing factors and programs that parents want to allow increased involvement in their children's education. The finding are collected by interviews, observation, and documentation on five migrant families with low income levels taken from five different kindergartens and analyzed through a qualitative approach. The result suggest parental involvement can be shown through an infiltration of religious values. However, the study also suggests that parents were giving less attention to their children's food consumption, and parents with infants would usually pay more attention to their youngest children. Some parents are able to show attention to the development of the children's ability despite busy working lives. Parental involvement hinged on several factors, such as culture, time, parents' characteristics, number of children, school, family, and programs in school and community. Unfortunately, the investigation of parental interest in intervention programs suggested that only one-in-five parents desired health and academic programs to increase their involvement in children's education. This study also discussed the relevant implications of enhancing the parents' involvement in early childhood education to improve children's learning outcomes. These are implications which affect the parents' desired programs.

40618 | Open Studio (2F)

Integrating Local Potentialities for Developing TEFL Professionalism in Nepal Taranath Bhattarai, Tribhuvan University, Nepal

This poster presentation illustrates how the local potentialities and TEFL are linked together bound by local knowledge, skills and technologies based on locally available tourist spots. It will demonstrate the significant roles of TEFL for developing tourism, a potential area for economic growth in Nepal. It highlights the need for the local curriculum to develop TEFL professionalism in Nepal and developing countries in general. Nepal is supposed to be a storehouse of potentialities containing natural diversity and beauty. It is known as a dreamland for tourists, ecologists and researchers. The Nepal people possess varieties of indigenous knowledge, skills, and technologies. Tourism is supposed to be the largest industry in Nepal and the largest source of foreign exchange and revenue. The development of tourism primarily requires contextual English from the local manpower with practical skills as well as cultural and socio-geographic insights. It has been found in studies that Nepal lacks efficient manpower with communicative skills in English at tourist spots. Realizing this, the presenter highlights the importance of a local resource-based curriculum in order to develop the TEFL professionalism in Nepal. The purpose of this inductively structured presentation is to put emphasis on the English required in geographical pocket areas in regards to tourism, and provide some rationale on the strategies for the development of a contextual local curriculum.

40626 | Open Studio (2F)

Factors Influencing the Ability of Nurses Working in a Convalescent Rehabilitation Ward to Collaborate with Other Professionals

Yukari Yoshie, Fukui Health Science University, Japan Takae Yokoyama, Fukui Health Science University, Japan Mayumi Kato, Institute of Medical, Pharmaceutical and Health Sciences, Kanazawa University, Japan

Purpose: To identify factors influencing the ability of nurses working in a convalescent rehabilitation ward to collaborate with other professionals. Methods: An anonymous self-administered questionnaire was distributed by post to 245 nurses working in convalescent rehabilitation wards in the Hokuriku district of Japan. The questionnaire included items concerning personal attributes, team structure, team competency, and team approach, as well as items from the Chiba Interprofessional Competency Scale (CICS29). Multiple regression analysis was used to investigate factors influencing the ability of nurses to work with other professionals. The survey was carried out after being reviewed and approved by the Kanazawa University Medical Ethics Review Board (review number: 735-1). Results: Responses were obtained from 102 nurses (response rate: 41.6%). Of these, data from 98 respondents were included in the analysis (valid response rate: 96.1%). Two variables were extracted as the factors that influence the ability of nurses working in a convalescent rehabilitation ward to collaborate with other professionals, namely, "leadership skills" (β = 0.438) and "monitoring skills" (β = 0.319) (R2 = 0.455, ANOVA p < 0.001). Conclusion: The survey results suggest that education to improving the team competency skills (including "leadership skills" and "monitoring skills") of individual nurses is key to enhancing the ability of nurses working in a convalescent rehabilitation ward to collaborate with other professionals



Shodō Workshop (Japanese Calligraphy)

Tuesday, March 27 | 12:45-13:30 | Room 504 (5F)

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

Tuesday March 27

08:30-09:00 Coffee, Tea and Pastries | Room 504 (5F) Parallel Session I 09:00-11:00 Coffee Break | Room 504 (5F) 11:00-11:15 11:15-12:45 Parallel Session II 12:45-14:00 Lunch Break | Mame no Hatake 12:45-13:30 Shodō Workshop (Japanese Calligraphy) | Room 504 (5F) 14:00-15:30 Parallel Session III 15:30-15:45 Coffee Break | Room 504 (5F) 15:45-17:45 Featured Symposium Presentation | Room 504 (5F) **Embodiment and Learning** Dragan Trninic, ETH Zurich University, Switzerland Rachel Lam, ETH Zurich University, Switzerland Hillary Swanson, Northwestern University, USA

19:00-21:00

Jimmy Menkhaus, Gannon University, USA

Official Conference Dinner (optional extra)

Tuesday Session I 09:00-11:00 | Room 501 (5F)

Design, Implementation & Assessment of Innovative Technologies in Education Session Chair: Lauren Candemeres

40412 09:00-09:30 | Room 501 (5F)

Effects of Different Annotation Strategies on Flow Experience, Attention Distribution in Collaborative Concept Mapping Process: An Eye-Tracking Study

Jhih-Jie Jhuang, National Taiwan University of Science and Technology, Taiwan Gloria Yi-Ming Kao, National Taiwan University of Science and Technology, Taiwan

Collaborative concept maps were usually used to foster group discussion between students in social constructive learning activities compared to individual concept maps. However, concept maps were traditionally expressed with text only and were therefore in lack of emotional expression. The way people communicate with each other is not only through a cognitive level but also an emotional level. Without the clue of emotions in group discussion, students might spend more time to communicate with each other to finally figure out the others' preferences or dislikes. Consequently, the discussion on concept map will be disturbed. Thus, team members would have different interpretations and make a different conclusion about the meaning of the concepts. In this study, we applied emoticons annotation strategy to collaborative concept maps in order to help students to communicate both in cognitive and emotional levels. Group members could mark emoticons along with specified concepts and left textual comments at the same time. In order to analyze students' attention distribution behaviors during collaborative concept mapping, an eye-tracking technique was applied. The results showed that when students read comments from their group members, the average fixation duration on the concept map and the total fixation counts on the concept map were higher for emoticon group (EG) than for text group (TG), indicating that the students could easily realize what team member want to show and students. In addition, the EG group's concept map evaluation is higher than the TG group's, which showed that students in groups can put more focus on their main topic of story.

39283 09:30-10:00 | Room 501 (5F)

Non-Profit Organizations and Mobile Fundraising on Wechat in China

Lauren Candemeres, Concordia University, Irvine, USA

Philanthropy in China has an unprecedented opportunity to take advantage of continuing economic development, easing regulations on public fundraising and increasing exposure on social media. WeChat, a popular social media platform in China, has revolutionized public and online fundraising by providing a mobile donation service known as Tencent Charity. Available on any smartphone and as a web browser, Tencent Charity is a service on WeChat that allows users to donate to any organization registered on the platform. As this form of fundraising becomes more popular and accessible, it leads to the following questions: Have certain types of organizations raised more money or received more donations than others on Tencent Charity? How can fundraising networks between contacts on WeChat further the progress of a fundraising campaign on Tencent Charity? How do specific marketing tools lead to greater success in mobile fundraising? This study collected data from 300 organizations on Tencent in March 2017, and statistically analyzed the information using Statplus. This study found that education and schooling assistance organizations raised more money and received more donations than other types of organizations at the time of data collection. Fundraising networks may lead to more donations and funds raised, and organizations can list calls to action and publish reports to attract WeChat users to establish fundraising networks. These findings indicate that the ability to access and create networks can have a positive impact on the mobile fundraising process and that organizations can take advantage of certain marketing tools to facilitate fundraising success.

39198 10:00-10:30 | Room 501 (5F)

Differences Among Generational Groups of Teachers in a Public School District in Their Practice of 21st Century Teaching-Learning Skills

May Anne Joy Romanes, University of the Philippines & Department of Education, The Philippines Sofia Veniegas, University of the Philippines & Einstein School for Kids, The Philippines

This study explores the differences in 21st century teaching and learning skills practices among generational groups of teachers in the District of Indang, Cavite. It was conducted to find out if there is any significant difference in the perceptions between and among generational groups of teachers in terms of their overall application of 21st century teaching and learning skills. Included in this study are eight key components commonly referred to by experts and practitioners in the field, namely: critical thinking, collaboration, communication, creativity and innovation, self-direction, global connections, local connections, and the use of technology. Results revealed significant differences between the Boomers (1946–1964) and the Generation Y (1981–1995) teacher-respondents in terms of their overall 21st century teaching and learning skills, particularly in their 1) critical thinking skills, 2) creativity and innovation skills, and in 3) establishing global connections. Based on the results, Boomers used the 21st century teaching and learning skills more profoundly than the younger teachers. Findings also showed that Boomers perceived their practice of 21st century teaching skills to a very great extent. No significant differences among the generational groups of teachers were found among the rest of the skills under study, namely: 1) collaboration, 2) communication, 3) self-direction, 4) local connections, and 5) the use of technology.

39710 10:30-11:00 | Room 501 (5F)

A Symbolic Interactionist Study on Blended Learning in Hong Kong

Shui Kau Chiu, The Hong Kong Polytechnic University, Hong Kong

Information and communication technology (ICT) has been widely adopted in teaching and learning activities as a way of supplementing with conventional one-way pedagogy. The mixture of lecturing and ICT-mediated activities is usually referred as blended learning. However, there are considerations on the rationale behind its adoption in enhancing students' learning desires. Some support using blended learning to meet students' learning needs. On the contrary, under competitive nature of knowledge society, others may cast doubt on its effectiveness when students put emphasis on acquiring qualifications and ignoring essence of education. In a sense, the discussion is about how and why students perceive blended learning in that manner. By understanding how the perception is mediated, educationalists can incorporate the mechanism when designing teaching and learning activities. As symbolic interactionism is one of the theories in understanding how one perceive surroundings, this paper borrows the theory and probes into how university students perceive blended learning and the way in shaping their perceptions. Through semi-structured interviews and observing undergraduate students in Hong Kong, this paper argues that some students may not perceive ICT as a medium to experience learning. Their perceptions towards blended learning can be mediated by the social desirable behaviours among people with whom they are interacting with. This paper calls forth educationists to take students' surrounding social environment into consideration before rationalizing and effectively enhancing an adoption of blended learning.

Tuesday Session I 09:00-11:00 | Room 503 (5F)

Social Justice and Social Change in Education Session Chair: Elizabeth Enverga

39860 09:00-09:30 | Room 503 (5F)

The Lived Experience of Educators Teaching Incarcerated Adults
Vina Rose Dahilig, Emilio Aguinaldo College & De La Salle University, The Philippines
Anne Marie R. Ramos, De La Salle University Manila, The Philippines

Studies have shown that a post-secondary correctional education (PSCE) contributes to decreased risks of recidivism and increased chances for post-release employment. Earlier studies on PSCE focused on the perspectives of policymakers, and the viewpoints of educators, who are the primary stakeholders, has not been given equal attention. The phenomenon of what it is like to be an educator for incarcerated adults needs to be investigated to foster understanding of the primary goal of education in transforming the lives of the learners in improving their opportunities for a better position in the society. This qualitative study delves into the lived experiences of college teachers educating incarcerated adults in Muntinlupa City, Philippines. The primary means of data collection will be through in-depth interviews with college teachers who are currently engaged in college prison education. The output of this study may offer education leaders a potential program offering as part of its organizational social responsibility.

40592 09:30-10:00 | Room 503 (5F)

Child Sexual Abuse Prevention Program: A Response to Emergency of Pedophiles for Preschool in Indonesia Dhian Gowinda Luh Safitri, Monash University, Indonesia

Child sexual abuse is a worldwide global issue which currently is threatening Indonesian children. The massive amount of child sexual abuse and the various models of cases such as intrafamilial sexual abuse, child prostitution, online sexual exploitation of children, and much more mean that Indonesia in the emergency stage of child sexual abuse. In this essay, I will propose child sexual abuse prevention in preschool as a viable solution to address Indonesian child sexual abuse and suggest the strategies of implementation which might suit the Indonesian context. This investigation is conducted by reviewing a range of literature which mainly discusses three core concepts:

1) The need for child sexual abuse prevention in Indonesian preschool; 2) The implementation of child sexual assault prevention in a global context; and 3) The strategies to implement child sexual abuse prevention which might suit Indonesia. The key finding of my investigation indicates that the taboo perception and lack of sexual education exposure share an essential premise that there is a reciprocal relationship between them. Furthermore, there is also a suggestion from evaluated studies that child sexual abuse prevention intervention programs are effective in enhancing self-protection of young children. Two elements that should be considered to implement child sexual abuse intervention programs in Indonesia are that prevention programs should be in multi-systemic intervention focused, and the sexual education content should be culturally/religiously relevant.

39703 10:00-10:30 | Room 503 (5F)

Teachers at the Forefront of Educational Change: A Mixed Methods Study of Senior High School Teachers in the Philippines

Elizabeth Enverga, International School for Better Beginnings, The Philippines Hans Steven Moran, De La Salle University, The Philippines

In 2013, the Philippine legislature passed the Republic Act 10533, a milestone in the country's educational institutions because it established what is commonly referred to as the K-12 system. In so doing, basic education was expanded from its previous ten-year form, to the thirteen years required at present. The law, which is commonly referred to as the "Enhanced Basic Education Act of 2013", was deemed necessary in order to maintain the global competitiveness of Philippine citizens who competed in a global labour market in which their counterparts had at least twelve years of basic education, two years more than they did. Among basic education institutions, the addition of two new levels in the curriculum entailed the delivery of new subjects, many of which formerly taught in the college level. Consequently, schools had to hire new faculty members. Some of these were recruited from the elementary and junior high school levels, while others included former college faculty members who were displaced by the curriculum change. To be a senior high school teacher in the Philippines at present is akin to being an explorer, having to navigate your way through a hitherto unexplored territory. Individuals in this situation have had to obtain new skills and knowledge and confidently conduct classes. Using a sequential exploratory research design, this paper examines teachers' experiences in transitioning to the senior high school level, and explores the challenges they face in implementing a major change in Philippine education.

40568 10:30-11:00 | Room 503 (5F)

Factors Influencing Teens to be Involved in Social Problems in a Protection Center Absha Atiah Abu Bakar, Universiti Kebangsaan Malaysia, Malaysia Nurfitrianti Misheila, Universiti Kebangsaan Malaysia, Malaysia

This study was conducted to identify factors that influence behavioral depravities among teens. Respondents in this study consist of trainees aged 13 to 19 years old and above. The methodology of this study is a survey using questionnaires as the instrument. Respondents were selected using a purposive sampling technique involving 70 teenage girls in a state protection center of Selangor. The findings of the pilot study on 30 teenage girls involved with social problems at the protection centre in Selangor showed that items had high reliability with alpha Cronbach values above 0.8. The data analysis of this study uses SPSS (Statistical Package for the Social Sciences) version 23.0 to analyze descriptive statistical data, mean and standard deviation. The results showed that the influence of self factor, parent factor, mass media factor and peer factor was moderate. Hence, this study can be used as a guide to finding solutions for relevant authorities by taking into account the factors that influence teen involvement in social issues. In conclusion, all parties should work hand in hand to address this increasingly worrisome social problems.

Tuesday Session I 09:00-11:00 | Room 505 (5F)

Professional Training, Development & Concerns in Education Session Chair: Rungkiat Siriwongsuwan

40646 09:00-09:30 | Room 505 (5F)

The Trend to Develop Learning and Teaching for Music Student to become Music Business Owners Yutakorn Sarikkaganon, Suansunandha Rajabhat University, Thailand

This research is qualitative research collecting data by in-depth interview with four entrepreneurs from a music store in Bangkok to study instrument types, musical equipment, as well as the individuality qualities or personality for a good music entrepreneur, and guidelines for curriculum in Suan Sunandha Rajabhat University for this to be a career focus for bachelor degree students. The research results trend to the development of learning and teaching materials for bachelor degree students at SSRU. To be a music entrepreneur, it was found that students should play various basic musical instruments and should be able to demonstrate sound knowledge to customers. In depth knowledge of each musical instrument is required, along with IT ability, and the skill to communicate effectively in English.

40647 09:30-10:00 | Room 505 (5F)

Pipat Ensemble Management for Music Teacher in Secondary School Prasan Briboonnanggoul, Suansunandha Rajabhat University, Thailand

The objective of this qualitative research was to study the skills and knowledge for the management of a Pipat ensemble by music teachers in secondary schools. The research tool was an in-depth interview with music teachers. For the study, the sample used was 17 secondary school music teachers in Bangkok. The results of the study reveal that the skills and knowledge important in the management of a Pipat ensemble are 1) Basic knowledge of each musical instrument in a Pipat ensemble such as the Ra-Nad Ake, Ra-Nad Tum, Kong-Wong Yai, Pee Nai, Ta Poon, and so on; 2) An understanding of the songs used in various festivals, for example, wedding ceremonies, ordination ceremonies, as well as house-warming ceremonies; and 3) An understanding how to control the Pipat ensemble especially in terms of the main melody and rhythm.

40629 10:00-10:30 | Room 505 (5F)

How to Play the Drum Set for Teachers in Private Schools Rungkiat Siriwongsuwan, Suansuanadha Rajabhat University, Thailand

The objective of this research is to study how to teach playing the drum set for teachers in private schools. This is qualitative research that collects data, in-depth information and interviews, with private music school teachers – with at least three years experience – in Bangkok. The study finds that the necessary skills needed for effective teaching are good techniques in teaching, communicative skills, the ability to motivate the learner, as well basic broad musical skills. Reading music for the basic drum kit is needed, as well as more higher-level techniques such as wood catching and snarling techniques. The technique for pedaling, and the ability to play in different styles is also important. Some of these skills are what could be expected as guiding principles for students in higher education.

40628 10:30-11:00 | Room 505 (5F)

Role of Teachers in Teaching Piano for Children Sirima Panapinun, Suansuanadha Rajabhat University, Thailand

The objective of this research was to study piano teaching skills for children. The research tool was an in-depth interview with a sample of 17 piano teachers. The main issues in interviews focused on the skills and knowledge required for piano teachers. The results of the study found that the skills necessary for piano teachers can be summarized into four main areas: 1) Piano skill; piano teachers must pass the piano examination from Trinity or ABRSM at the level of at least Grade 6; 2) Knowledge of music theory, such as music notation, scales and intervals, and so on; 3) Understanding about teaching techniques and pedagogy, for example, understanding how to use instructional media or how to best impart knowledge for piano students; and 4) Understanding the psychology of learning in each age range as well as music-learning behavior for maximum benefit for piano students.

Tuesday Session I 09:00-11:00 | Room 506 (5F)

Professional Training, Development & Concerns in Education Session Chair: Sansanee Jasuwan

39231 09:00-09:30 | Room 506 (5F)

Utilizing Life Orientations Method in Education to Develop Soft Skills and Organizational Development Among Graduating Students for Career Readiness

Jonathan Chiong, Jose Rizal University, The Philippines Ana Belen Cuyugan, Jose Rizal University, The Philippines

Values are the foundation of all our thinking and behavior. We grow up in a home that is characterized by values. No matter in what kind of traditional or modern form of family we grow up in, we are shaped by it. In addition, peer groups "determine" what we consider important and what we are to think and do, and play an important role in shaping our values. With these values came the Life Orientations Method (LIFO) where the leadership style of an individual is being applied in the workplace learning environment. LIFO Styles also describe behavioral preferences, not competencies. Participants are not labeled, judged, or limited by their survey results. Labeling someone with a personality type can become an excuse for substandard performance. In LIFO training, differences in behavior are described quantitatively, not qualitatively. There is no reference to good or bad, right or wrong, strong or weak. Qualitative or categorical judgments often lead to oppositional thinking "my way" vs. "your way" which can promote conflict, impede teamwork, and make people less willing to change their behavior. The leadership styles are Supporting Giving, Controlling Taking, Adapting Dealing and Conserving Holding. Students who are graduating are encouraged to undergo LIFO training. Ten soft skills are identified: team building, interpersonal communication, leadership development, problem solving, change management, strategic planning, performance appraisal, time management, diversity training, and executive coaching.

40645 09:30-10:00 | Room 506 (5F)

Roles of Administrators in Supporting Science Study for the Basic Education of the Secondary Educational Office, Bangkok

Sansanee Jasuwan, Suansunandha Rajabhat University, Thailand

The purposes of this research was to study the factors that affect the development of science study and the roles of administrators in supporting science study in basic education at the Secondary Educational Office, Bangkok. The sampling groups were school directors, heads of science departments, or science teachers at the Secondary Educational Office. In total, 400 questionnaires were returned and 15 people were interviewed. The research tools were interview forms and 5-level questionnaires. Statistical tools used in analysis were frequency, percentage, mean, standard deviation, factor analysis and content analysis. The results of the study were as follows: 1) Factors that influence the development of science study were the education institute, scientific skills, course management, and student factors; 2) The role of administrators in supporting science study are: (2.1) managing courses to efficiently improve scientific learning skills by focusing on learning activities and teaching innovation in accordance with scientific learning skills, the problem-solving skills and analytical skills of students; (2.2) to develop students' competencies along with science course management in relevance to measurement and evaluation; (2.3) to design courses by focusing on knowledge application skills so that students have scientific attitude and scientific learning skills to apply in daily life; and (2.4) to give importance to and continuously encourage science study.

40539 10:00-10:30 | Room 506 (5F)

Educators Shift Pedagogy and Policy for International Student Success in New Zealand: Examining One Tertiary Institute

Heather Vail, Toi Ohomai Institute of Technology, New Zealand

As "global classrooms" continue to direct business and learning platforms worldwide, educators are tasked to promote intercultural competence (Huber & Reynolds, 2014). Within New Zealand's tertiary sector international student populations have increased rapidly (Education New Zealand, 2017). At the polytechnic where I am a communications lecturer, a lack of resources for educators to address new student learning needs became apparent from my professional interactions with international students, as well as with similarly-positioned colleagues. In response to this gap, I used evaluation methodology (Davidson, 2005) to develop a framework of inquiry into current pedagogical practices relating to international students. Four Western educational values guided my inquiry: the educator leadership role, experiential learning, critical thinking and praxis. These values guided my analysis of mixed data collected from staff interviews and institutional documents. Based on the data collected, I discuss the tensions between educators' pedagogical aspirations and their established classroom practices. In response to these tensions, as part of the process of a shared reflective practice, strategies emerged to develop more effective student learning: i) wear a "dualistic mask" to accommodate both situational and educational needs of students; ii) appreciate the variation among learner norms; and iii) continually reflect on their own perceptions and struggles with teaching international students. I conclude that such reflective practice provides the connection between the promise and praxis of responding to the educational needs of international students, allowing educators and other stakeholders to survive and thrive with a much needed dialogue that addresses complex and emerging learning platforms.

39360 10:30-11:00 | Room 506 (5F)

The Influence of Culture on Teachers' Appropriation of Tools

Soon Koh Poh, National Institute of Education, Singapore

This presentation will share the findings of a qualitative study that seeks to investigate the appropriation of tools by two novice teachers of English language who have completed their teacher preparation programmes in Singapore and are in their first year of teaching in their school. In the initial years of their teaching, novice teachers draw on a variety of conceptual (e.g., learning theories) and pedagogical tools (e.g., classroom activities) for teaching. These tools include the subject-related knowledge learnt when they were a student in schools and when they were an undergraduate and a trainee teacher. They are also drawn from school's curriculum materials and the internet. Teachers appropriate these tools (with varying degree of appropriation, including a lack of appropriation) when they use and adapt the tools to suit their purpose. This study examines the cultural influences on the novice teachers' appropriation of tools. Scholars who recognise the influence of cultural activities on psychological phenomena see culture as ideational systems that people have in their mind which they draw on to perceive and interpret phenomena in the world. These ideational constructs or cultural models are shared meanings that have emerged through natural language encounters in interaction with the environment within cultural communities. They are largely tacit, unexamined assumptions highly resistant to change. This presentation will explain how the cultural models that novice language teachers hold are employed to guide action and judgements for the appropriation of tools.

Tuesday Session I 09:00-11:00 | Prokofiev Hall (2F)

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL) Session Chair: Feng-Lan Kuo

39512 09:00-09:30 | Prokofiev Hall (2F)

Learning Outside the Classroom: Internship and Its Impact on Students' Self-Efficacy and Employability Min-Hsun Su, Ming Chuan University, Taiwan Fan-Kai Syu, Ming Chuan University, Taiwan

With the growing focus on internship, this study describes an undergraduate summer internship program that provides students with real-life work experience in Taiwan and foreign countries. According to Cheers (2017), enterprises in Taiwan now emphasize new graduates' internship experience the most, among other elements, when considering whether they would hire a new college graduate as their staff. Internship experience was proved to influence students' self-efficacy and employability (Li, Pan, & Tsao, 2016). The study adapted the Questionnaire of Self-Efficacy Scale and Internship students' employability as the major research instrument. The participants were 21 English major internship students who participated in the 2016 summer internship program in a university in northern Taiwan. The quantitative data were analyzed with a statistical Package for the Social Science (SPSS) version 18.0, while the qualitative data were analyzed through NVivo. The findings indicated that after their summer internship, participants reported to have a high level of self-efficacy and a moderate level of employability. They demonstrated positive working attitude, great cooperative ability, and a medium level of career planning skill and knowledge management and application. This study offers a precise picture about the correlation among variables. Furthermore, several pedagogical and theoretical applications and suggestions are discussed and future research directions suggested.

39515 09:30-10:00 | Prokofiev Hall (2F)

Revisit English Speaking Anxiety and Self-Determination of EFL Learners Hsiang-I Chen, Ming Chuan University, Taiwan Jing-Yi Lin, Ming Chuan University, Taiwan

Numerous studies have indicated that EFL learners have difficulties and anxieties in improving English speaking skills, especially in Asian contexts. It is likely because learner's reflections are not encouraged in a language classroom and it results in their lack of confidence about their ability with speaking English. Recently, research has shown that learning confidence might be increased through the development of an autonomous learning environment. As a result, strategies regarding building an autonomous classroom will be beneficial for language teachers. However, the relationships between self-determination, speaking anxiety, and English achievement was little discussed in the Taiwanese context. Therefore, in addition to the investigations of the differences in self-determination and English speaking anxiety among students with different individual backgrounds, correlations between the research variables in the present study were explored as well. Nearly two hundred senior high school students participated in the data collection process. One of the important findings in this study is that significant negative correlation was found between English learning anxiety and the self-determination level of the participants. More relevant results are presented and discussed in this study. It is hoped that the findings will provide useful information for English teachers to create an autonomous learning environment for English learners and ultimately help them enhance their confidence and interest with English learning and improve their English proficiency.

39511 10:00-10:30 | Prokofiev Hall (2F)

Becoming a Global Citizen: A Study of University English Majors' Global Awareness and Attitudes Pey-Chewn Duo, Ming Chuan University, Taiwan Li-Jiuan Tsay, Ming Chuan University, Taiwan

Cultivating students' global awareness and their understandings for different cultures have became an important educational goal that has taken on increasing importance in today's world. Clarke (2004) believed that there is a need to develop an educational system that nurtures students with "global knowledge, skills, attitudes, and values". As part of the global community, we need to help our students to develop a sense of awareness and understanding for internationalism. Braskamp and Engberg (2011) stated that when students develop global perspectives, they would incorporate the notion of intercultural awareness into their belief systems, which would in a result help them to gain an understanding and compassion for differences. Based on these notions, the purpose of this study is to investigate university English majors' global awareness and attitudes. A total of 55 senior students enrolled in a required course, Special Topics Reports, participated in this study. One major learning objective set forth for the class was to develop students' knowledge and awareness of global issues before they set foot into the work fields. Results indicated that students showed an average sense of global awareness and positive attitudes toward international affairs. While most students reported to have paid attention to global news, they follow news related to entertainment and travel closely, and spent less time on news such as war and conflicts or economics. It is hoped that the results of this study may shed some light on the discussion regarding global perspectives and attract more attention for future studies.

40026 10:30-11:00 | Prokofiev Hall (2F)

An Investigation on Reading Rate and Reading Comprehension Performance of EFL Pre-Service English Teachers
Feng-Lan Kuo, National Changhua University of Education, Taiwan
Anthony Robins, Aichi University of Education, Japan
Heien-Kun Chiang, National Changhua University of Education, Taiwan
Szu-Yun Lai, National Changhua University of Education, Taiwan
Meng-Hua Li, National Changhua University of Education, Taiwan

Yamashita & Ichikawa (2010) found that phrasing affected reading fluency for participants of different proficiency levels. Since teachers' modeling can provide extensive input to facilitate learners' oral reading fluency, therefore, this study aims to examine EFL pre-service English teachers' performance in reading paragraphs with longer sentences. Participants are 53 freshman English majors with TOEIC scores ranged from 540 to 945. They were further divided into the advanced proficiency subgroup with mean scores of 839.2, and the intermediate proficiency level subgroup with mean scores of 646.48. The reading passage discussing the top three vacation spots to learn English was retrieved from the English.com. tw website and was modified to suit the research need. The finalized passage is 399 words in length. Further readability analysis revealed that the passage has an average of 28 words per sentence. The longer sentences allow the researchers to probe into the factors of pausing and phrasing on the participants' oral reading fluency. The readability of the passage was 13.1 determined using the Flesch-Kincaid Grade Level Test. The difficulty level of the passage was thus assumed to be appropriate for our participants. With a reading rate of 128.28 WCPM for the advanced group and 109.71 WCPM for the intermediate group, the independent samples t-test analyses showed that the advanced group outperformed the intermediate group in reading rate and reading comprehension are learnable. Pedagogical suggestions for improving intermediate learners' reading rate and reading comprehension will be provided.

Tuesday Session I 09:00-11:00 | Schumann Hall (2F)

Primary and Secondary Education Session Chair: Jesper Tinggaard Svendsen

40234 09:00-09:30 | Schumann Hall (2F)

Promoting Science Learning Achievement and Scientific Creativity Through STEAM Learning Activities Porntip Siripatharachai, Srinakharinwirot University, Thailand

Technology and the knowledge base are key factors in globalization. Content learning alone is not enough in this era. To encourage students to love and value the learning of science, STEAM learning activities are being used in Thailand and elsewhere. The purposes of this research is to develop and study the effects of STEAM learning activities for 2nd grade students. The research procedures consisted of four phases: Phase 1) Review of literature in regards to STEAM education and the Thai curriculum; Phase 2) The development of STEAM learning activities that are verified by experts; Phase 3) Try out the research design with an experimental group (one group/pretest-posttest design); Phase 4) Assess and evaluate STEAM Education learning activities. The experimental group consisted of 28 students of Srinakharinwirot University, Prasarnmit Demonstration School (Elementary). They were chosen by purposive sampling. The period of study was 30 hours. 5E's learning cycle model was used in the study which composed of 5 stages; engage, explore, explain, elaborate, and evaluate stage. The Engineering Design Process, Engineering is Elementary, developed by the Museum of Science, Boston, USA, was applied for this study. The Engineering Design Process composed of six stages; problem/ask, imagine, plan, create, test/improve, and present/reflect stage. The results reveal that the average score of science achievement of experimental group from pretest to posttest increased at .01 statistical differences level and higher than the criteria (60%) at .01 statistical differences level. The scientific creativity score of the experimental group was higher than the criteria (70%), as well.

39907 09:30-10:00 | Schumann Hall (2F) Communicating Science Through Exhibits

Subramaniam Ramanathan, National Institute of Education, Nanyang Technological University, Singapore

Primary school teachers in Singapore generally do not have a science degree. As part of their professional development, they regularly attend in-service courses to upgrade their competencies. The present study, part of a full-time in-service course conducted at the university, had an assignment that requires teachers (N=28) to work in groups and fabricate an exhibit that can be used to communicate scientific concepts in an interactive manner. They need to make use of commonly available materials and, where items need to be purchased, the cost should not exceed S\$10. Teachers were given about 4 weeks to work on this project not continuously but during breaks in the in-service course schedule and, where necessary, during their free time outside the course schedule. The activity affords teachers enormous scope to acquire better understanding of key scientific concepts when working in an applied context. Evaluation of the activity was done through a validated survey, teacher reflections, demonstration of the exhibit by teachers for communicating science and document analysis of the written reports. Results show that the activity produced significant gains in conceptual understanding of key concepts by the teachers, more confidence by them in communicating science to their peers, and high interest levels when learning by doing in an applied context. Images of selected exhibits will also be shared during the presentation. Some implications of the study are discussed.

40610 10:00-10:30 | Schumann Hall (2F)

Learning Environment, Metacognitive Awareness and Problem Solving Ability Among Form Four Students Nor Suhaila Abdul, Universiti Kebangsaan Malaysia, Malaysia Siti Mistima Maat, Universiti Kebangsaan Malaysia, Malaysia

A conducive learning environment can also help to create the comfort of teaching and learning while maintaining the focus and interest of students in mathematics. The classroom environment and psychosocial interactions of students can bring about changes towards achieving teaching and problem-solving goals. The aim of this study is to identify the level of the learning environment, metacognitive awareness and mathematical problem-solving skills among form four students. In addition, this study also aims to determine the relationship between learning environment, metacognitive awareness and problem-solving skills. A total of 420 form four students in Alor Gajah Melaka were randomly selected as respondents for the study. This study is a survey study using instruments consisting of two parts. Part A is a student demographic; part B is a questionnaire related to the learning environment (WIHIC), metacognitive awareness and problem-solving skills. The data were analyzed descriptively using frequency, percentage, min and inferential analysis involving Pearson's correlation. The findings showed that mathematical learning environment, metacognitive awareness and problem-solving skills were at moderate level. This study also shows that there is a moderate positive significant relationship between learning environment and metacognitive awareness and learning environment with problem-solving skills. While there is a strong positive relationship between metacognitive awareness and problem-solving skills. This study provides an important indicator as it demonstrates that the importance of the learning environment is noted by the teacher as it is capable of raising metacognitive awareness and improving students' mathematical problem-solving skills.

39364 10:30-11:00 | Schumann Hall (2F)

Challenges and Possibilities of Web Resources in Educational Contexts Jesper Tinggaard Svendsen, University of Southern Denmark, Denmark

In today's classrooms an infinite number of learning resources and tools are available through the Internet (Kiili et al, 2008; Blikstad-Balas, 2015). In that regard, several researchers have emphasized that using the Internet as an information source is a challenging educational task often out of the teachers control and that students need to be scaffolded to be able to find, select and use information from the Internet critically (ibid.). Furthermore, specific challenges arise when Internet-sites are explicitly recommended as learning resources in digital educational media or on official educational websites without being didacticized. Official recontextualization agents hereby function as critical selectors of websites and thus legitimate the recommended sites. Using the theoretical frameworks from Bernstein (2000) and Fairclough (2010) as a theoretical starting point this study shows how these sites legitimize knowledge that is not part of the official pedagogical discourse. It furthermore shows how the sites construct the pupils' identities in ways that are different to the purpose of the educational institution. Internet-sites recommended on a formal state-governed homepage (emu.dk) as learning resources for teaching PE in upper-secondary school in Denmark are analysed as a case-in-point to address the problems. Thus, the aim of this study is two-fold: (i) to contribute to the understanding of education in times of change with a specific focus on the challenges that arise when Internet-sites are officially legitimated as learning resources in school-settings, and (ii) to discuss how we can empower teachers as well as students to meet these challenges.

Tuesday Session II 11:15-12:45 | Room 501 (5F)

Design and Implementation of Technology-Mediated Teaching and Learning: The Conundrum Between Innovations and Challenges Session Chair: Wei Leng Neo

Discussant: Wei Ching Lee

Symposium Overview

Despite promises of technology-mediated teaching and learning, particularly in process-oriented pedagogy, teachers are often caught in a conundrum. On the one hand, existing schooling focuses on content mastery mainly through direct instruction. On the other hand, new technological innovations afford process-oriented learning in 21st century competencies such as critical thinking and creativity. In this symposium, we present three papers to illustrate this quandary. The first paper is a funded research proposal on promoting critical thinking by digital storytelling, where we will work with school teachers to create an agentive and participatory learning experience. The second paper documented the various challenges teachers faced in their science classrooms when they introduced computer simulations. Extending beyond classroom to cross-school setting, the third paper illustrated an attempt to tackle the aforementioned challenges in using computer simulations via a cross-school teacher professional learning community (PLC). We hope the presentations will ignite a vibrant discussion and collectively brainstorm possibilities for successful technology-mediated learning with the audience.

39769 11:15-11:45 | Room 501 (5F)

Promoting Critical Thinking by Digital Storytelling

Jing Wu, National Institute of Education, Nanyang Technological University, Singapore Wei Ching Lee, National Institute of Education, Nanyang Technological University, Singapore Der-Thang Chen, National Institute of Education, Nanyang Technological University, Singapore

Critical thinking, a key component of 21st century learning, refers to active and purposeful processing of information gathered from different sources of experience, reasoning, or reflection so as to guide beliefs or actions. It involves examining subtle and often implicit elements in reasoning. Promoting critical thinking in Character Education (CE) has the potential to contribute to the identity formation and relationship building, two big ideas in Singapore's CE curriculum. However, teachers find it is challenging to design and promote critical thinking in CE because it requires them to move away from direct instruction to a more apt process-oriented learning. This design-based study aims to explore the use of digital storytelling (DS), a multimodal self-authoring practice. We conjectured that the agentive and participatory learning design of DS may promote critical thinking in CE. In four cycles across 30 months, the research team will lead and facilitate the DS workshop in the first cycle in two Singapore primary five CE classrooms, using three initial design principles that are derived from the literature. The subsequent cycles are iterative processes of the first cycle, where participating teachers will co-facilitate. We posit the results of the four-cycle study shall delineate design principles of DS for CE and shed lights on DS design deliberations.

39771 11:45-12:15 | Room 501 (5F)

Technical, Pedagogical and Institutional Challenges in Adopting Computer Simulations for Inquiry-Based Pedagogy
Der-Thanq Chen, National Institute of Education, Nanyang Technological University, Singapore
Wei Leng Neo, National Institute of Education, Nanyang Technological University, Singapore
Wei Ching Lee, National Institute of Education, Nanyang Technological University, Singapore

This study investigated teachers' adoption, integration, and customization of open source computer simulations for inquiry-based pedagogy. Using case study, we interviewed 12 science teachers across Singapore to understand their experiences in adopting simulations in their classrooms, and collected the teachers' lesson plans and students' learning artefacts. Our findings revealed that teachers encountered technical, pedagogical and institutional challenges when integrating simulations for inquiry-based pedagogy. Technical challenges were mainly caused by the poorly designed user interface and rigidity for customization. Pedagogical challenges were related to (a) unfamiliarity with the affordances of simulations, (b) inexperienced in designing good lesson plans, and (c) unaccustomed to facilitating inquiry-based lessons. Specifically, technical challenges in using simulations impeded the potential for inquiry-based pedagogy, as teachers often settled for direct instruction rather than engaging students with underlying scientific procedures. Institutional challenges included (a) accessibility to resources, (b) availability of technical support, (c) student profiles, and (d) prevalent learning culture in school. With these findings, we propose a professional learning community (PLC) approach to address issues related to these challenges. Future research directions are discussed.

39773 12:15-12:45 | Room 501 (5F)

"Legitimizing" a Teacher Professional Learning Community?

Wei Leng Neo, National Institute of Education, Nanyang Technological University, Singapore Wei Ching Lee, National Institute of Education, Nanyang Technological University, Singapore Der-Thang Chen, National Institute of Education, Nanyang Technological University, Singapore

This case study was on a teacher professional learning community (PLC) at its inception stage. We held five hands-on workshops on teaching physics with computer simulations, recruited new PLC members, and encouraged the members to interact among themselves in face-to-face meetings and in a dedicated online platform. Interview data was analyzed to learn about the teachers' perceptions on the PLC, particularly the constraints they perceived in making the PLC vibrant. Our findings showed the teachers in PLC faced constraints in terms of (a) shared vision, and (b) endorsement. As the PLC was at its budding phase, participants brought in varying expectations, interests, and needs that required sufficient runway for negotiation and consensus. Participants also required endorsement from both school leaders and colleagues to "legitimize" their active participation in terms of sharing resources developed within school, spending time away from school and supporting the education fraternity beyond their respective schools. Hence, incepting a PLC is one that requires strong support from leadership, organizational structures and teacher voluntarism.

Tuesday Session II 11:15-12:45 | Room 503 (5F)

Educational Policy, Leadership, Management & Administration Session Chair: Yiran Li

40534 11:15-11:45 | Room 503 (5F)

Teacher Workplace Commitment: A Case Study of Government School in Al Ain City, UAE Fawzia Alineibi, United Arab Emirates University, UAE

Although the complexity of educational change and reform have been much researched and written about elsewhere, little systematic documentation is found concerning the educational reform movement in the United Arab Emirates (UAE), due to its constant-changing nature. Furthermore, teachers of the UAE are exerting great pressure for reform in schools due to the sense of urgency about the need for improving student achievement to compete on the worldwide scale. This change needs committed teachers to face these rapid alterations in teaching requirements as they play a significant role in increasing the achievement of students. Commitment of teachers becomes essential to consider particularly in times of change in the UAE. The case study focused on uncovering the mechanisms by which teacher commitment is formed and enhanced in the school of concern. A semi-structured interview was conducted with a conveniently-selected principal of a government school located in Al Ain, UAE, to understand the dynamics of teacher commitment in her school. The most important finding was that both the work and the workplace influence teacher commitment in the school. Five mechanisms were identified from this case study that help explain how teacher commitment can be affected by the work climate, and academic climate of a school. This case study was based on the mechanisms recognized by Kushman, 1992 in his research on inner-city elementary schools that provided education to disadvantaged students. The study draws implications for improving teacher commitment and reforming schools.

40109 11:45-12:15 | Room 503 (5F)

Strategies of Creating School Intellectual Capital by Technology Leadership Wei-Hsiu Chang, National Taiwan Normal University, Taiwan

Technology equipment can effectively capture, accumulate, spread and create knowledge, making knowledge management more convenient and helping to create intellectual capital. As a school leader, a principal might make good use of the advantages of technology tools to make the flow of knowledge more frequent. Technology leadership could increase the opportunity for "information access" and create an information environment conducive to the accumulation of intellectual capital. The purpose of this study is to explore how a principal can implement technology leadership to form a practical strategy in the process of developing their intellectual capital. This study adopted qualitative approach, and 6 middle school principals were interviewed, data analyzed by NVivo. Conclusions were made as follows: a) Data analysis and sharing findings might accelerate the acquisition of intellectual capital; b) Strategic partnership relationship might promote the accumulation of intellectual capital; c) Training courses on the use of technology tools might stimulate the diffusion of intellectual capital; and d) Innovation might occur through technology so as to facilitate the creation of intellectual capital. The suggestions of this research conclude: a) Establishing a communication mechanism in the professional learning community to create a platform for exchange and interaction; b) Setting up a virtual organization platform to encourage inter-school members to share knowledge across schools; c) Promoting members' technological literacy to increase the conversion and circulation of different forms of knowledge; and d) Making good use of electronic brainstorming to trigger creative thinking.

39892 12:15-12:45 | Room 503 (5F)

Basic Education Incorporated: University-Run Public-Private Partnership Projects in Rural China Yiran Li, University of New South Wales, Australia

With China's fast pace of urbanization, basic education in rural areas suffers from accelerated shrinkage and persistent inequity, despite drastic increase in government funding in the last decade. Responsive to these issues, local authorities are experimenting new approaches, which includes seeking partnerships with private enterprises in provision of education. My PhD project looks into a latest public-private partnership (PPP) model, which has been promulgated as a remarkable success and spreading rapidly across China. The private sector in this model is Basic Education Groups (BEGs), which are business entities owned by universities. Claiming that BEGs is an innovative solution to the inferior quality of rural education, more local governments purchase BEGs' education services to operate newly-built schools or to improve the quality of existing ones. However, the stunning expansion of BEGs has raised great concerns that a monopolistic education market is being formed to further marginalise rural communities with low socio-economic status and enlarge education disparity. Is incorporating rural schools under BEGs an effective means to improve school quality? To what extent has this incorporation alleviated or aggravated existing educational inequity? How has it impacted the landscape of rural education market? Apart from depicting the mechanism of BEGs, my paper discusses preliminary findings to these inquiries.

Tuesday Session II 11:15-12:45 | Room 505 (5F)

Perspectives in Learning and Teaching Session Chair: Jenise Boland

40895 11:15-11:45 | Room 505 (5F)
Research into Metaphor-type Art Teaching
Yuan-Lung Yu, National Yunlin University of Science and Technology, Taiwan
Ming-Chang Wu, National Yunlin University of Science and Technology, Taiwan

In the description of metaphor, the Western Metaphor Theory is applied to the word "the wicker swaying in the wind is the lithe and graceful dance" and its allusion is transformed into linguistic phenomenon in the idiom, but it implies the more meaningful mental phenomena (Wang, 2011). The means of metaphor is used as the art teaching mode and it is expected that the art has the function of conveying thematic meaning and artistic conception by virtue of "metaphor" in rhetoric. This research adopted the literature exploration method to discuss Metaphor Theory and rhetoric and applied a questionnaire survey to analyze the effect of students in an Art Department on metaphor-type creative teaching. The research objectives for the possibility to apply Conceptual Metaphor Theory to art teaching are: 1) To research Conceptual Metaphor Theory and analyze the possibility to apply Conceptual Metaphor theory to art teaching; 2) To set up the teaching method where visual elements are converted into creation contents; 3) To apply the figures of speech of metaphor to develop art teaching mode having the metaphor effect. The method where visual elements are converted into creation contents is sought from the metaphor and combination skills and the combination contains the creation methods of concept formation, material expression and symbolic implication to construct the metaphor art form constituted by tenor, vehicle and comparative word. This innovative teaching method integrating metaphor and combination should have the innovative significance to art teaching and creation.

39522 11:45-12:15 | Room 505 (5F)

How a Pluralistic Approach to Philosophy of Education Can Benefit Education Research and Practice Yann Wong, National Institute of Education, Nanyang Technological University, Singapore

This presentation proposes and discusses a pluralistic approach to the discipline of Philosophy of Education, and how this approach can benefit both education research and practice. The presentation consists of four sections: The first section describes the proposed approach – an exploration of key questions in education through different lenses of established philosophical schools of thought, for example, analytical philosophy, continental philosophy, critical rationalism, American pragmatism, Asian philosophy. The purpose of this approach is to present a clearly articulated and accessible "marketplace of paradigms". The second section explores examples of how this approach can benefit education research, the third section discusses how this approach can benefit education practitioners, and the final section discusses potential challenges and objections to this approach.

39550 12:15-12:45 | Room 505 (5F)

Global Education for All (But the Teachers): Considering the Role of the Traditional Teacher in New Global Education Curriculum

Jenise Boland, Simon Fraser University, Canada

In the 1960s, R. S. Peters outlined the qualities of "The Educated Man" in his paper by the same name. In 1981, Jane Roland Martin argued that this definition was no longer viable, opting instead for the "Educated Person." Today in the 21st century, the ideal has shifted again towards global citizen – defined as an educated student who is technologically savvy, media literate, and globally competent. This shift raises questions as to the limits of the traditionally trained teacher in the education of the new global citizen. This paper simultaneously argues in favour of global competency education, with supporting examples of international curricula, whilst contrasting its tenets against the current lack of diversity still present in both post-secondary teacher training programs and the profession as a whole. This means that learners identified as "other", such as students of color, low socioeconomic background, and/or non-heteronormative gender, rarely see themselves reflected in their educators, and often do not consider teaching as a viable career option. This in turn perpetuates the dominance of a teaching population that is ideologically, culturally, and physically heterogeneous with minimal exposure themselves to global competency education. The paper addresses the disconnect between what is being taught and by whom it is taught, and concludes with the call for additional research to be done in the area global competency education within national teacher training programs.

Tuesday Session II 11:15-12:45 | Room 506 (5F)

Learning Experiences, Student Learning & Learner Diversity Session Chair: Min-Yee Angeline Yam

40564 11:15-11:45 | Room 506 (5F)

English Camp as a Strategy to Enhance English Proficiency Level in Indonesian Junior High School Abdur Rosyid, Monash University, Australia

English teaching in the English as foreign language (EFL) context has focused on classroom learning while students only have limited access to develop their language skills out of the classroom with real situations. Providing students with the combination of classroom and out of classroom learning while giving them more opportunities to practice English in a real-world situation is the aim of English Camp. However, there are only a few studies related to English Camp and how to maximise its potential in supporting students' language learning. Therefore, first, this essay aims to provide discussion on English Camp in Indonesia context. Second, it also attempts to propose some recommendations on conducting English Camp namely the teaching and learning approaches which cover four English skills, the use of English during the camp and English camp as an edutainment site.

40251 11:45-12:15 | Room 506 (5F)

Team-Based Learning of the Mercato Project to Nurture Criticism, Creativity and Problem Solving During the Orientation Camp of ESC-KMUTT

Nion Vinarukwong, King Mongkut's University of Technology Thonburi, Thailand Jintana Wongta, King Mongkut's University of Technology Thonburi, Thailand Jutharat Sunprasert, King Mongkut's University of Technology Thonburi, Thailand Chanakan Chomngam, King Mongkut's University of Technology Thonburi, Thailand Sukanyapat Dokkhularb, King Mongkut's University of Technology Thonburi, Thailand

Team-based learning (TBL) is a learning practice supporting small group for powerful instructional effect. There are four essential elements of TBL including groups, accountability, feedback and assignment design (Michaelsen & Sweet, 2008). The objectives of this study were to use team-based learning for instructing "The Mercato Project" and nurture soft skills such as criticism, creativity and problem solving to freshman students during orientation camp. The project was organized to nurture 70 new students of Engineering Science Classroom, King Mongkut's University of Technology Thonburi (ESC-KMUTT). They were divided into two groups of different feedback teacher's team receiving the same team assignment. Data were collected from 34 questionnaires, 6 open-ended questions and model evaluation. The result showed the most of students agreed that working as a part of Mercato team to be a valuable experience (4.41±0.69) and working in teams helped to learn better than working alone (4.41±0.81). Quantitative analyses confirmed that although the construction of Mercato model was built differently, there was no significant difference of overall student TBL self-evaluation by using independent sample t-test (p<0.05). In addition, we also found that they used criticism, creativity and problem solving much more during working in Mercato team. In conclusion, the Mercato project was accomplished using TBL to expose students and help them improve their soft skills for applying course content during orientation camp.

39785 12:15-12:45 | Room 506 (5F)

Singapore Tertiary Students' Feedback and Learning Experiences of an Interactive Pedagogy for Typography in Visual Communication Classrooms

Min-Yee Angeline Yam, Nanyang Technological University, Singapore Ai-Girl Tan, National Institute of Education, Singapore

The 21st century learning framework highlights the need to continuously develop open-minded learners with the ability to work, respect, share and collaborate with others. This paper reports on a group of Singapore tertiary Art & Design Visual Communication learners' feedback and learning experiences in a thirteen-week typography course using a pedagogy of peer review, small group critiques, one-to-one instructor consultation and large group active learning. The participants enrolled into an intermediate course of typography that is structured to allow them to engage multiple rounds of providing and receiving feedback from their peers and instructor in group settings and individual consultations. The activities of the course were innovative. During lectures, experiential learning was incorporated. Interaction among group members were carefully facilitated by the instructor and aimed to enhance process of learning through sharing, providing and receiving verbal or written feedback. Materials were disseminated through a digital platform or email reminders regularly. Feedback of participants' learning experiences were gathered immediately after each assignment submission via innovative technology as part of the learners' reflective learning. The reflective feedback was analyzed and showed that an interactive pedagogy highlights the continuation of experiences of learning from group to individual and from self to the knowledgeable others and vice versa. The presentation highlights the strengths of an interactive pedagogy with ample structures that support engaged dialogues within the community of learner and how it enhances quality of designing and experiencing typography of the learners.

Tuesday Session II 11:15-12:15 | Prokofiev Hall (2F)

Higher Education Session Chair: Yaoko Matsuoka

39760 11:15-11:45 | Prokofiev Hall (2F)

Internationalization of Higher Education and English Medium Instruction in Mongolia: A Case of Two Private Higher Education Institutions

Sainbayar Gundsambuu, Osaka University, Japan

Since the 1990s, a large number of private higher education institutions (HEIs) have been founded when the government of Mongolia ceased its funds for the state-owned HEIs. Currently, 157,000 students are studying in 95 HEIs in Mongolia. The language instruction of the higher education system is Mongolian, but due to the internationalization of higher education (IoHE), there is an increasing emphasis on English language instruction (EMI). The impact of globalization requires HEIs to be internationalized to survive in the increasing competency in higher education. Plus, different global higher education rankings such as World University Rankings are speeding up the internationalization process in HEIs. Following the global trend of internationalization, Mongolian HEIs plan to increase EMI courses and programs to improve the quality of programs and their competitiveness, and ultimately to become internationally visible at least in Asia. This paper discusses the current process of IoHE in Mongolian HEIs with a special focus on private HEIs. The analysis explores how the top-down national-level policies to internationalize the higher education sector result in both public and private HEIs, and what drives the private HEIs run a policy to adopt EMI, a growing global phenomenon of IoHE. This paper intends to answer these questions through the case study of two private HEIs of Mongolian HEIs. This paper draws from the scholarly review, policy document analysis, and online survey as part of an ongoing doctoral dissertation.

40366 11:45-12:15 | Prokofiev Hall (2F)

Conversation Analysis of Japanese EFL Learners' Responses in Five Speech Act Situations Yaoko Matsuoka, Kokugakuin University, Japan

This paper analyzes Japanese EFL learners' responses in the five situations of different speech acts, aiming to examine their pragmatic competence in English. The research was conducted from late 2016 to the beginning of 2017 at a self-access English language learning center of a private university in Tokyo. Oral discourse completion test (DCT) was developed based on five speech acts: suggestion, request, apology, refusal, and agreement. The DCT was administered to 22 undergraduates in the form of a semi-structured oral interview with a research assistant, a native English speaker. The interaction of the assistant and each participant was audio-recorded and transcribed based on the conversation analytic approach. Results of the analysis suggest that request and apologies are the most familiar speech acts for students, while, suggestion is the least familiar one for them. Further, self-underestimation of English language competence, anxiety to utter longer sentences, tendency to use easy and short expressions, influence of social norms, and fear of threatening other's face may disturb the flaw of language production. The findings will shed light on the problems of Japanese EFL learners' improvement of oral English production, since pragmatic competence significantly affects the success of communication.

Tuesday Session II 11:15-12:45 | Schumann Hall (2F)

Primary and Secondary Education Session Chair: Chih-Hsuan Chang

39798 11:15-11:45 | Schumann Hall (2F)

The Effects of Physical and Mental Quality Promotion Program: An Action Research About "Mindsight" Chih-Hsuan Chang, National Taiwan Ocean University, Taiwan

Mental, neurological and substance use disorders contribute to a significant proportion of disease burden. In 2010, mental, neurological and substance use disorders accounted for 10.4% of global Disability-adjusted life years (DALYs). Mental disorders accounted for the largest proportion of DALYs (56.7%), followed by neurological disorders (28.6%) and substance use disorders (14.7%) Whiteford, Ferrari, Degenhardt, Feigin, & Vos, 2015). Give this, the school education system must respond by implementing evidence-based interventions to develop a better prevention and mental health program. The purpose of this program is to cultivate the important "mental and physical qualities" that our students needs for development. Based on the theory of "Mindsight" and interpersonal neurobiology (Siegel, 2010), we explored the theoretical transformation through the University & School Partnership mechanism and developing the strategies of action. To understand more objectively the effectiveness of the project, we conducted research and assessment as well as implement it as a reference for the program in the future. Participants (n = 30) were gifted students in elementary schools in Taiwan. Students' Emotional Styles were assessed via the administration of the Emotional Styles Questionnaire (https://goo.gl/HGXUbx). By rigorous action research design, we keep a reflective process of progressive problem-solving. We have preliminary evidence to prove that students can change their emotional styles through effortful training. We are committed to developing effective physical and mental quality promotion programs for the benefit of more students.

39913 11:45-12:15 | Schumann Hall (2F)

Examining Bidirectional Relations Between Parental Involvement and School Adjustment Eva Yi Hung Lau, The Education University of Hong Kong, Hong Kong Thomas Power, Washington State University, USA

This study utilized a two-wave longitudinal design with an 8-month interval to explore the bidirectional relations between parental involvement and school adjustment. The participants were children (mean age: 70.39 months at Time 1 and 76.98 months at Time 2), mothers, and kindergarten and primary school teachers from 324 and 247 Hong Kong families at Time 1 and Time 2, respectively. At both time points (Time 1: approximately three months before the children finished kindergarten; and Time 2: 3 months after they entered primary school), the mothers and teachers reported on parental involvement and the teachers rated the children's school adjustment, while children completed a child assessment session to test their cognitive skills. The results revealed that the mothers' involvement in language and cognitive activities during kindergarten predicted better school adjustment after school transition. The mothers were also more involved at their children's primary schools when their children demonstrated lower cognitive skills in kindergarten. The findings highlight the importance of examining the bidirectional relations between parental involvement and children's school adjustment. Implications for parent education will be discussed.

39148 12:15-12:45 | Schumann Hall (2F)

Back-To-School Each Day and On-Time: Connecting Missed School in Early Months to the Months That Follow Jacob Kirksey, University of California, Santa Barbara, USA

Educational researchers and advocacy organizations have increased attention and awareness placed on student attendance during the first months of school. Thus, numerous school interventions focus on reducing student absenteeism and tardies early in the year, with the hope that this will cut back on missing school in later months. However, little empirical research serves to support the notion that improved attendance in the early months of school predicts attendance later in the year. Further, no research has examined whether being late for school associates with later attendance. The purpose of this study was to fill this gap in the literature by examining whether absences, tardies, and truant tardies (being more than 20 minutes late to school) in the first quarter of the school year associated with attendance in the following quarter. This study used unique district data containing information on student demographics, classroom identifiers, and teacher characteristics, totaling 14,776 student observations over three academic years. The analytic approach of this study involved the use of the rich set of student, peer, and teacher covariates while also controlling for unobserved heterogeneity at the school, classroom, and student levels. The results indicate that first-quarter absences, tardies, and truant tardies each consistently predicted greater levels of absenteeism in the second quarter of the school year. This association was most pronounced for truant tardies. These findings support the existing dialogue promoting early year attendance. This study also draws additional attention to the consequences of truant tardies as potential precursors of absenteeism in later periods.

Tuesday Session II 11:15-12:45 | Chopin Hall (2F)

Economics of Higher Education Session Chair: Phoebe Wong

40171 11:15-11:45 | Chopin Hall (2F)

Conceptualizing Brand Preference of Higher Education Institutions in Hong Kong
Phoebe Wong, School of Professional Education and Executive Development, The Hong Kong Polytechnic University, Hong Kong
Peggy M. L. Ng, School of Professional Education and Executive Development, The Hong Kong Polytechnic University, Hong Kong

This study investigates factors that influence the brand preferences for self-financed higher education among Hong Kong secondary school students. To this end, it will conceptualize a model of education marketing in brand preference that will contribute to our understanding of the current literature. Due to the Hong Kong education reform in higher education system from elite to populist (Kember, 2010, Wan, 2011), the participation rate in higher education ascended from 33% in 2000 to 66% in 2005 (Education Bureau, 2008). Hence, the competition in attracting and recruiting students has increased among tertiary institutions including publicly-funded universities and self-financed higher institutions (Soutar and Turner, 2002, Maringe, 2006, Kusumawati, 2013). To remain competitive in this sector, management teams of self-financed higher education institutions (HEIs) must vie for prospective students in a more proactive manner by identifying and understanding potential secondary school students' preferences. While prior research mainly focused on students' perception and choice of institutions at the publicly-funded universities, surprisingly little attention has been paid to the influence of secondary school students' preferences with respect to self-financed higher education institutions (HEIs). Thus, this area is under-explored and under-theorized (Hemsley-Brown and Oplatka 2006, Ng et al 2013). Addressing this research gap, the contribution of this study is to provide insightful information of secondary school students' preferences in order to develop an education marketing model of brand preference, and enrich the existing literature on marketing in the education sector.

40644 11:45-12:15 | Chopin Hall (2F)

Key Performance Indicators for Higher Education. Lessons From Poland Katarzyna Joanna Błocka, SGH Warsaw School of Economics, Poland Tomasz Szapiro, SGH Warsaw School of Economics, Poland

It has been argued that quantitative KPIs for academics can create perverse incentives. By narrowing the attention of academia to measurable outcomes rather than its broader mission, they can be a distraction from maximizing universities' positive impact on society. Quantitative assessments are nonetheless required, among others by governments which finance or co-finance the higher education institutions in many countries. This work presents an analysis of past regulations concerning the evaluation of universities and their impact on the Polish higher education sector. Quantitative as well as qualitative aspects are discussed. The results illustrate the Goodhart's law stating: "When a measure becomes a target, it ceases to be a good measure." However in some aspects the case study of Poland also shows how the absence of quantitative assessments is likely to result in undesired outcomes.

40641 12:15-12:45 | Chopin Hall (2F)

On Funding Algorithm in Control of University System. The Case of Poland Ada Alicja Cierkowska, SGH Warsaw School of Economics, Poland Tomasz Szapiro, SGH Warsaw School of Economics, Poland

The research is inspired by the decades-long debate on the effectiveness of education and steering of educational systems in Europe and in particular – in Poland. Government funding serves to stabilize the functioning of public universities and to influence them to get compatibility with the educational raison d'etat. In the presentation an attempt to measure the effect that government funding has on the educational system and public universities is presented. The algorithms which describe the rules of the division of funds between universities serve as the instrument to impact universities' policies. Modifications of a real algorithm and their consequences are investigated both theoretically and practically. The data from Ministry of Science and Higher Education in Poland are used to perform simulations which aim at evaluation of results due to pro-quality elements introduced in the algorithm.

Tuesday Session III 14:00-15:30 | Room 501 (5F)

Education for Intercultural Communication Session Chair: Monty P. Satiadarma

40627 14:00-14:30 | Room 501 (5F)

Cultural Adaptation of Foreign Students at Belgrade Faculty of Philology Ljiljana Markovic, University of Belgrade, Serbia Biljana Djoric Francuski, University of Belgrade, Serbia

This Paper purports to analyze both the theoretical foundations of second language learning at an adult age (such as University students studying within a new linguistic and cultural environment), as well as a survey of actual difficulties experienced by foreign students learning Serbian as a second language at the Center for Serbian as a Foreign Language, at the the Faculty of Philology, University of Belgrade, for one academic year with a view to passing entrance examinations in order to study their chosen field at a BA level. We have compared the difficulties and specific learning stumbling blocks of students over the last decade together with the results of introducing elements of Serbian culture into their education. We have arrived at the conclusion that getting to understand the cultural environment of the society where the students are studying their target language markedly increases the correctness of their oral production as well as the quality of their written production and enables them to attain a better foundation for studying Serbian within the CLIL Language Program designed to prepare them for their intended University course study.

40734 14:30-15:00 | Room 501 (5F)

Xenophobic Racism and Puffed-Up Colonialism: The Classroom Scenario James Briganti, Nagasaki University, School of Medicine, Japan

Misunderstandings rooted in cultural differences in educational foundations can lead to poor classroom outcomes. This presentation will examine the root concepts behind the theory of Western-style education through an examination of principle education terminology. These concepts will be compared cross-culturally with root concepts of education in the Japanese context in order to understand any foundational congruences or conflicts between the two that may be hindering the establishment of learner-instructor discourse in a multicultural setting.

40498 15:00-15:30 | Room 501 (5F)
Social Identity, Cognitive Dissonance, and Tolerance
Monty P Satiadarma, Tarumanagara University, Indonesia

While a sense of belonging motivates people to achieve their needs (Maslow, 1954), social identity also creates conflicts in inter-group activity context (Tajfel & Turner, 1979). People in nature tend to categorize, identify, and compare. Such tendency motivates people to pursue their needs. However, once they identify themselves with a specific group, they tend to also seek for the negative aspect of the outgroup in order to enhance their self-image. Meanwhile, numbers of people are also experience dissonance (Festinger, 1957), a condition where one experiences mental discomfort for having or simultaneously holding two or more contradictory beliefs, ideals or values. Living in a multi-cultural society creates challenges for being tolerant in such conditions. However, tolerance also contains paradox (Popper, 1945) since people often must tolerate the intolerants. This paper discusses issues on social identity, cognitive dissonance and tolerance in a multi-cultural nation that needs more attention to survive in diversity.

Tuesday Session III 14:00-15:30 | Room 503 (5F)

Special Education, Learning Difficulties, Disability Session Chair: Hsiu-Lan Chin

39766 14:00-14:30 | Room 503 (5F)
The Research of Hand-Grip Strength for Adults with Intellectual Disability
Hsiu-Lan Chin, Toko University, Taiwan
Yu-Fen Hsiao, Toko University, Taiwan

Hua-Ying Chuang, Chi Mei Medical Center, Taiwan

Wei Lee, Graduate Institute of Life Sciences, National Defense Medical Center, Taiwan

The research is about the investigation on hand-grip strength of adults with intellectual disabilities. The participants are 197 male adults and 114 female ones. The aim of the study is figure out the performance of their hand-grip strength, and initiate the setting of training on hand-grip strength in their daily life which will decrease the weakening on their physical condition. Test items include weight, bone density, basal metabolic rate static body balance except hand-grip strength. Hand-grip strength was measured by a hand dynamometer and classified as normal group (30 kg for male and 20 kg for female) and weak group (<30 kg for male, <20 kg for female)The analysis indicates: (1) The correlation between hand-grip strength and degree of the intellectual disability, basal metabolic rate, and static body balance as well. Nevertheless, there is no significant correlation between grip strength and basal metabolic rate which had been having a significant correlation with hand-grip strength. (2) The difference between male and female subjects in hand-grip strength is significant, the hand-grip strength of male subjects is much higher than female ones. Compared to the female counterparts, male participants indicate greater individual differences. And the proportion of weakness between male and female subjects is also different. (3) The regression indicates the main factors related to grip strength performance include degree of the intellectual disability, height, static body balance, training and weight sequentially. (4) There is a significant difference on both hand-grip and static body balance between participants in facilities and workshops.

39601 14:30-15:00 | Room 503 (5F)

Vocational Curriculum for Learners with Special Educational Needs
Von Erick Dumagtoy, Montessori de San Juan, The Philippines
Camilla Cassandra Arellano, Montessori de San Juan, The Philippines
Candice Robyn Trilles, Montessori de San Juan, The Philippines
Myrna Nidea, Jose Rizal University, The Philippines
Gina Agus, Jose Rizal University, The Philippines

In the past three decades, children with special needs are considered invincible persons of the society (Burtner, 2017). One of the fears of parents of children with special needs is to leave their children behind helpless and dependent in all their needs. The thought of leaving behind a child who cannot take care of himself and cannot provide for himself financially are part of these fears. That is why schools that provide curriculum for children with special needs include transitional programs for these children. These transitional programs include vocational programs such as weaving, food tending which include pizza making. Transitional program or programs and activities given to children with special after high school such as vocational programs is mandated by the government to schools that offer educational curriculum to children with special needs in line with the implementation of K to 12 Curriculum in the Philippines. Children with special needs have limitations when it comes to performing tasks that unlike persons without special conditions. Children with special needs' ability to do organize items, perform motor skills and to work with pattern makes pizza making vocational skills a good choice of transitional activity for these students. This prompted the researcher to promote the identified activity program suited for learners with special needs based on their ability and interest as a vocational transitional program for children with Autism Spectrum Disorder.

39521 15:00-15:30 | Room 503 (5F)
Full Inclusion in a Pre-School Setting: A Singapore Case Study
Wen-Pin Leow, University of Aberdeen, UK

Although present-day societies are rapidly changing and evolving, educational paradigms for people with special needs have unfortunately often lagged behind. One such area this has happened in is preschool education. This is of serious concern, especially since scholarship has demonstrated the critical role that quality preschool education plays in promoting social equity. Therefore, there is a need to bring to bear new approaches towards special education in preschool settings, especially interdisciplinary approaches that bring together the best of scholarship in early childhood education, special education, and disability studies in a praxis-focused setting. This presentation provides a case study which uses such an approach. In 2014, Awwa (a Singapore-based voluntary welfare association with a history of innovation in the disability sector) was awarded a SGD \$3.6 million grant to pilot a new fully-inclusive model of preschool education. This presentation will discuss (i) the conditions that led to the creation of preschool, (ii) the planning process of the preschool, (iii) some observations of the preschool since its opening in 2016, and (iv) the impact that the preschool has created in Singapore. The presentation concludes with some reflections on how further change could be precipitated in the preschool and disability sectors in Singapore in order to allow people with disabilities to better thrive and flourish.

Tuesday Session III 14:00-15:30 | Room 505 (5F)

Education for Intercultural Communication Session Chair: Cynthia Wong

39792 14:00-14:30 | Room 505 (5F)

An Analysis of Cultural Influence on Speech Act Performance: A Comparison of Japanese Culture and Cultures of Western Countries

Chiaki Hiramatsu, Osaka university, Japan

Ease of travel to foreign countries can encourage us to interact through face-to-face communication with people from different cultures. The increase of opportunities to have online interactions with people from across the world can be seen due to the progress of technology and wide spread use of the Internet. When we meet people from dissimilar cultures, it may be significant for us to understand the differences and embrace them in order to avoid possible misunderstandings. Culture and communication seem to have a close connection and analyzing this reciprocal relationship would help us to become a better communicator. This study applied a qualitative methodology to analyze the possible influence of culture on our linguistic usage focusing specifically on, choice of expressions and degree of directness/indirectness in speech act performance when making requests. Key concepts employed were speech act strategy, positive and negative politeness, Face-Threatening Acts, Hofstede's theory of power distance and individualism, as well as high and low context culture. Participants were asked to complete the Discourse Completion Task (DCT). 10 Japanese participants and 10 participants from western counties were recruited in 2014. In addition, 3 Japanese participants were invited to be interviewed after completing the DCT. In conclusion, the results in my study suggest that culture seems to affect our linguistic use such as word choices or expressions and our level of directness or indirectness. However, culture cannot be the only factor and, for example, individual differences of personality can be considered as one of the other factors.

39787 14:30-15:00 | Room 505 (5F)

An Introduction to Intercultural Communication Using Scenes From the Film, Zootopia Mikako Nobuhara, Tokyo Metropolitan College of Industrial Technology, Japan Satomi Yoshimuta, International Christian University, Japan

This study reports on the utilization of the Disney film Zootopia in a college English class. The Ministry of Education, Culture, Sports, Science and Technology clearly prioritizes the advancement of international education, or education that opens the students' minds to the wider world, in Japan. To achieve this educational ideal, the authors believe that more activities promoting intercultural understanding should be performed in classes. Using materials from films is an effective way of motivating students and nurturing their understanding as such materials contain attractive visual scenes and interesting scripts with sound or songs. The classes in this study taught English as a foreign language (EFL) and also aimed at developing students' intercultural understanding in communication. Students were provided materials for pair work or group work and were asked to discuss and write their ideas on worksheets. These continuous activities were conducted for approximately half a year. The results of questionnaires administered before and after the classes revealed that students became more motivated and their intercultural competence improved after they used the materials. Screening certain scenes from Zootopia helped students improve their competence in understanding intercultural communication. In this study, the authors provide ideas for classes and propose class materials. These materials will be useful for teachers as examples of practical lessons that encourage students' intercultural understanding in EFL classes.

39649 15:00-15:30 | Room 505 (5F)

Nobel Authors in the Literature Classroom: 2017 Laureate Kazuo Ishiguro and the Case for Conscious Empathy Cynthia Wong, University of Colorado Denver, USA

Many years before the Swedish Academy honored Japanese-born, British-educated writer Kazuo Ishiguro with the Nobel Prize in Literature for his resilient works about the human spirit, the author said, "I feel I am part of that generation for whom making something good out of your life, morally good, was a very conscious thing." I have published on Ishiguro and his works for over 20 years, and I interviewed Ishiguro twice (2000 and 2006). I can attest to the "ethics of empathy" he creates in his fiction to broaden cultural understanding and communication. Critics note, "[Ishiguro is able to] make us care about the world, about other people, about ourselves." We may discover in literary fiction ways to explore our human condition, recognize suffering, and find ways to be allies to one another in times of change and instability. I advocate for the teaching of Nobel authors in the literature classroom — particularly focusing on Japanese-origin laureates such as Ishiguro, Oe Kenzaburo, and Kawabata Yasunari for this presentation. I will discuss how their books create wider communities of kinship and induct readers to bear witness to human experiences through literature. Indeed, these laureates fulfill Alfred Nobel's legacy that literature can bestow "the greatest benefit to mankind." In particular, I will interpret the Academy's accolade for Ishiguro, "who in novels of great emotional force, has uncovered the abyss beneath our illusory sense of connection with the world."

Tuesday Session III 14:00-15:30 | Room 506 (5F)

Education for Interdisciplinary Thinking Session Chair: Pei-Fen Chang

40258 14:00-14:30 | Room 506 (5F)

The Multidisciplinary Project to Promote Story-Based Learning and Soft Skills: Integrating Biology, Technology, Engineering and Mathematics Study

Jintana Wongta, King Mongkut's University of Technology Thonburi, Thailand Nion Vinarukwong, King Mongkut's University of Technology Thonburi, Thailand Ekapong Hirunsirisawat, King Mongkut's University of Technology Thonburi, Thailand Kitsada Doungjitjaroen, King Mongkut's University of Technology Thonburi, Thailand Sukanyapat Dokkhularb, King Mongkut's University of Technology Thonburi, Thailand

Story-based learning is part of the Engineering Science Classroom of King Mongkut's University of Technology Thonburi (ESC-KMUTT) curriculum promoting high school students to learn through "stories" by which all learning topics are interwoven and integrated. For applying knowledge, the multidisciplinary project called "Ecobox" was created by integrating ecosystem, computer programming, engineering drawing and mathematical modeling topics. Our previous research indicated that this project could enhance the student's soft skills. Therefore, the aim of this study was to find out how and why ecobox project could promote students' soft skills such as teamwork skills, problem-solving skills, criticism and creativity. Data was collected from 45 questionnaires, 12 open-ended questions and model evaluation. The participants were 10th grade students from 3 classrooms (n=70). The result found that 12 groups of student in 3 classrooms accomplished to create ecobox models during one month. In term of teamwork skills, the most of students had found that working in an ecobox team made them more respect and listen to friend's opinion (4.43±0.65) while mean value of team conflict was low (2.70±1.14). For problem-solving, work as part of a team helped students to solve problems better (4.25±0.77). For criticism, working in teams could increase the use of critical thinking (4.29±0.84). For creativity, the ecobox project helped students to know how to use creativity when constructed ecobox model and increase the creative problem solving (4.06±0.80). The finding of this study could bring more understanding on nurturing students' soft skills using multidisciplinary project.

40786 14:30-15:00 | Room 506 (5F)

Public-Private Partnerships in Cross-Disciplinary Learning: A Case Study Richard Lachman, Ryerson University Canada

"Design Solutions" is a cross-disciplinary course that matches student-teams with external institutions to engage with real-world challenges. Companies, government ministries, and arts organizations identify challenge-areas for mentor-supported student teams to address, using a design-thinking methodology. Coursework focuses on solution methodologies, best practices in group dynamics, social ventures, and entrepreneurship. The trial-and-error approach to refining the coursework over five years of iterations are discussed, along with lessons for cross-disciplinary and industry collaboration in higher education.

40098 15:00-15:30 | Room 506 (5F)

How to Enhance Multi-Disciplinary Students' Courage to Think Creatively?

Pei-Fen Chang, National Central University, Taiwan Yen-Wen Chen, National Central University, Taiwan

The main goal of the "Creativity and Innovation" course is to teach students how to learn actively, as opposed to traditional methods of passive learning. In this course, the professor leads students from various backgrounds to think of how to start their own businesses, what processes they will have to go through, how to write a startup business plan, what kinds of contents a plan should compose of, and how to make their business plans attract venture capital and raise funds. Basically, this course was designed based on the CDIO (Create-Design-Implement-Operate) model. For the final report of this course, students have to collaborate with their group members from diverse backgrounds to create an innovative entrepreneur idea. Next, students have to design their own business plan regarding how to implement their entrepreneur business. This way, they can operate their business plans and adjust them if necessary. The sample for this study includes 76 students from the humanities, engineering, management, and science departments. According to the analysis results from the learning outcomes questionnaire survey, "the courage required to encounter challenges in starting up a business" is the competency that students learned the most from this course, while "knowing what kinds of skills I lack" is the ability that students felt they learned the least from this course. Finally, the implications and future directions of this study will be described.

Tuesday Session III 14:00-15:30 | Prokofiev Hall (2F)

Higher Education Session Chair: Annemari Munk Svendsen

39974 14:00-14:30 | Prokofiev Hall (2F)

Empowering the Disempowered: Leadership Development Strategies for Women in Higher Education Anju Giri, Tribhuvan University, Nepal

In Nepal, women are disempowered and marginalized as they have been facing social, economic, political and physical discrimination in terms of position, power, education, role and opportunity. As a result, women have held very low positions in the home, community, and educational institutions. In developed countries, women are indeed making progress personally and professionally. They have occupied higher positions in government offices and universities. Although women have made great advances there, very little is explored on their strategies and what they deem important for their success. The main objective of this study was to explore the experiences of women in their successful ascendancy and learn from those women who have broken the glass ceiling and obtained leadership positions in higher education. Adopting a qualitative approach, twelve female faculty members holding top level positions in five different UK universities were interviewed (in-depth). Fourteen questions were asked. The major themes emerged were categorized under: Motivations, Strategies, Obstacles and Advice. The sub-themes emerged under "Strategies" were: their preparation for leadership positions, the strategies they employed for their success. The major sub-themes under Obstacles in their career paths were: gender, ethnicity, social class, work- life balance, lack of confidence among women. This research revealed many eye-opening obstacles and challenges they faced on their pathways, and concluded with a list of important leadership strategies they used to overcome those obstacles, as well as a number of useful pieces of advice given by them for future female leaders.

39320 14:30-15:00 | Prokofiev Hall (2F)

Partnership for Student Success: Collaboration Between Librarians and Faculty Lili Luo, San Jose State University, USA

The way society produces, distributes and consumes information has undergone drastic changes in the past few decades, which has created an environment where librarians are well positioned to become an integral partner in education. Reinforcing librarians' role as facilitators, navigators and teachers in the educational landscape, prominent librarian scholars John Shank and Steven Bell state that "it is imperative and no exaggeration to claim that the future of academic librarianship depends on our collective ability to integrate services and practices into the teaching and learning process." Collaborating with the teaching faculty is an essential way for librarians to engage in the education process and contribute to student success. In this study, a comprehensive content analysis is conducted on publications about librarian-faculty collaboration in the three most important academic library journals (College & Research Libraries, Journal of Academic Librarianship and portal: Libraries and the Academy) in the past decade (2007-2017). The analysis seeks to identify 1) motivations for librarian-faculty collaboration; 2) types of collaboration; 3) procedures and outcome of collaboration; and 4) challenges in the process of collaboration. Findings of the study will help both librarians and teaching faculty gain insights on how to effectively and efficiently work with each other to optimize the teaching and learning experience for students, as well as develop better strategies to contribute to student success.

39366 15:00-15:30 | Prokofiev Hall (2F)

Perceived Barriers to Application of Research Literature by Teaching Staff in Danish Physical Education Teacher Education

Annemari Munk Svendsen, University of Southern Denmark, Denmark

To educate pre-service teachers to become life-long learners capable of following, changing and critically discussing new tendencies in society is extremely relevant in times of change. In that regard, teacher education should develop pre-service-teachers' competences to base their decisions on professional and up-to-date arguments and to critically reflect upon their choices (Toom et al., 2008). Training student teachers to become competent readers and users of research literature is in that regard a central element (Jyrhämä et al., 2008; Munthe & Rogne, 2015; Reis-Jorge, 2005). Among the main agents here are teacher educators who are supposed to have the competences to integrate research literature into teacher training and to teach teacher students to read and use research literature. This presentation will give first-hand accounts of barriers to using research literature as experienced by a group of Danish teacher educators teaching Physical Education Teacher Education (PETE). It is based on a case study of a course developed to qualify PETE teacher educators' competences in the use of research literature (Svendsen, 2017). The discussion addresses some general focus point for supporting the application of research in teacher education and to develop teacher education programmes that support preservice-teachers' competences to act in times of change.

Tuesday Session III 14:00-15:30 | Schumann Hall (2F)

Primary and Secondary Education Session Chair: Nilda Aggabao

40359 14:00-14:30 | Schumann Hall (2F)

Repetition in Myanmar's Primary Education by Analysing with Longitudinal Data Natsuho Yoshida, Kwansei Gakuin University, Japan

After the introduction of the "Continuous Assessment and Progression System" into primary education in Myanmar, the repetition rate improved remarkably from 17.7% (1990) to 0.3% (2012). Conversely, according to the Household Living Conditions Survey in Myanmar, it has been reported that repetition rate, especially in Grade 1, is much higher than the repetition rate calculated by cross-sectional data. Therefore, this study reveals the actual situation of repetition in Myanmar's primary education by analysing promotion to next grade and repetition(s) and so on, with longitudinal data drawn from school-records, including the information of individuals' enrolment situation. This paper examines 3,317 students who entered the three government schools (School 1 = upper class, School 2 = middle class, School 3 = lower class) in Myanmar, between 2001 and 2006. The highlighted findings were as follows: First, according to the longitudinal data, the repetition rate in School 1 and School 2 was extremely low (0.0% and 0.7% respectively) as reported by cross-sectional data, whereas the repetition rate in School 3 was much higher (18.1%). Second, more than half of the students who had repeated the same grade(s) repeated at Grade 1 in School 2 and School 3, but the frequent reasons for repetition in each school were quite different. Third, in School 3 the proportion of students who had repeated grades two or more times was more than 30% of all students who had repeated the same grade(s). Detailed reasons behind an individual's repetition(s) in the context of Myanmar will be discussed.

39796 14:30-15:00 | Schumann Hall (2F)

The Mother Tongue-Based Multilingual Education (MTB-MLE) Program in the Philippines: Teachers' Competencies and Pedagogical Practices in Teaching Mother Tongue

Eileen Bernardo, Isabela State University, The Philippines Nilda Aggabao, Isabela State University, The Philippines Jaine Tarun, Isabela State University, The Philippines

The K to 12 Program of the Department of Education in the Philippines was implemented in 2012. Some implications of the K to 12 Program include the following: graduates will be better prepared for higher education; graduates will have a better mastery of basics, and remedial courses will no longer be necessary, graduates will be better prepared for work, thus they have the option to go directly to work. One of the features of this program is the Teaching of Mother Tongue and Multilingual Education. The primary purpose of this study is to determine the competencies of teachers in the teaching of mother tongue and/or use of MTB-MLE as a medium of instruction. Secondly, it is also aimed to determine the pedagogical practices of teachers in the teaching of MTB-MLE. This paper focused on selected public elementary schools in three municipalities in Northern Isabela in the Cagayan Valley Region namely Cabagan, San Pablo and Santa Maria. The study utilized mixed methods, the quantitative and qualitative research designs. Triangulation of data was used both for method of gathering and sources. Document analysis, survey, interview/focus discussion and observation were used as method of gathering data and while sources of information are the administrators, teachers, and students. The results of this study showed that the teachers are satisfactory in their competencies in the teaching of mother tongue and/or in using MTB-MLE as a medium of instruction, and in their pedagogical practices.

39734 15:00-15:30 | Schumann Hall (2F)

The Implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE) Program in the Philippines: Reactions, Attitudes and Perceptions of Teachers

Eileen Bernardo, Isabela State University, The Philippines Nilda Aggabao, Isabela State University, The Philippines Jaine Tarun, Isabela State University, The Philippines

In June 2012, the K to 12 Curriculum was implemented in the Philippines. Basic education is now thirteen years instead of the usual ten years. In the K to 12 Curriculum, the elementary grades will focus on the core learning areas namely: languages, mathematics, science and social studies. One of the highlights of the K to 12 Curriculum is the use of the eight major Philippine languages to teach Kindergarten to Grade 3 students. The Department of Education adopted the "Mother Tongue-Based Multilingual Education (MTB-MLE)" after pilot tests showed students learn better when the language used at home is also used in the classroom. This study aimed to determine the reactions and attitudes of the teachers and the problems they encountered on the implementation of the Multilingual Education and the Teaching of Mother Tongue in the Philippines. The study utilized quantitative and qualitative research methods through document analysis, survey, interview and observation. Triangulation of data in terms of method of gathering and validation was undertaken. This paper focused in selected public elementary schools in three municipalities in Isabela namely Cabagan, San Pablo and Santa Maria. Survey questionnaire, interview guide and observation checklist were used to document the problems, attitudes and perceptions of K to 3 teachers in the implementation of MTB-MLE for the K to 12 program Results showed that the feelings, reactions and attitudes of teachers on the implementation of the MTB-MLE are generally favorable. However, the teachers encountered problems on the availability of instructional materials and facilities.

Tuesday Session III 14:00-15:00 | Chopin Hall (2F)

Higher Education Session Chair: Michelle Meiling Yeo

39478 14:00-14:30 | Chopin Hall (2F)

An Exploratory Study on the Change of Pre-Service Music Teachers' Pedagogical Content Knowledge (PCK) Through Reflective Practice in Learning Communities

Jihae Shin, Ewha Womans University, South Korea

Reflective practice has been an important issue in teacher education. Pre-service music teachers have an opportunity to learn practical knowledge through reflective practice in field and student-teaching experience. Also, in a teacher preparation program, they learn both content knowledge and pedagogy and develop pedagogical content knowledge (PCK) which integrates pedagogical with subject matter knowledge (Schulman, 1987). Reflective practice in field and student-teaching experience would help pre-service music teachers figure out their implicit knowledge on teaching and learning and find out a foundation to improve their teaching practice, which would further contribute to PCK development. Recently, many researchers emphasized that collaboration in communities promotes reflective thinking (Stanley, 2009). Teacher learning community is a group where teachers collaborate with each other and discuss specific issues to develop their professional expertise in education (Seo, 2009). Previous research studies found that music teacher learning communities helped teachers have critical thinking toward their classes (Chadwick, 2015) and contemplate their teaching practice (Conway & Jeffers, 2004). However, there is a lack of research on pre-service music teachers' PCK. Therefore, the purpose of this study was to explore the change of pre-service music teachers' pedagogical content knowledge (PCK) through reflective practice in learning communities. The study participants were seventeen pre-service music teachers enrolled in a course, "Practice in Music Education Professional Careers" at a graduate school located in Seoul, Korea. Through participant observation, reflective journals, the PCK survey, and interviews, pre-service music teachers' perceptions of their PCK development will be discussed.

40467 14:30-15:00 | Chopin Hall (2F)

From Information to Empowerment: Tertiary Students' Experiences with the Use of Social Media in Learning Michelle Meiling Yeo, University of Newcastle, Australia

The aim of this paper is to examine tertiary students' learning outcomes, experiences and perceptions of using social media; YouTube to enable a collaborative and participatory learning process. From a survey of literature on tertiary students' use of social media for experiential and participatory learning, there seems to be very little evidence of detailed examination to gather students' perceptions and experiences and to determine learning outcomes. Thus, this present study of participatory and collaborative learning supported by scaffolding provides an attractive glimpse of the use of social media, such as YouTube videos created by groups of tertiary students in class. Two groups of tertiary students, adult learners from the University of Arts and Social Sciences in Singapore, were the participants as case study of this study. This paper, with a discussion of social-constructivist learning theory, is to determine if the leveraging of social media is able to provide adult learners with a tool to implement a collaborative and participatory process in which students move from being informed to an active learner and self-directed learner of their own, hence an empowerment of learning from information to empowerment of information.



Featured Symposium: Rachel Lam (Session Chair), Dragan Trninic, Hillary Swanson & Jimmy Menkhaus

Tuesday, March 27 | 15:45-17:45 | Room 504 (5F)

Embodiment and Learning

Educating for change requires opportunities for learners to embody and experience the principles and concepts that help to make sense of the world around them. We propose a symposium from experts in various areas of educational research, each to present work showing the impact that learning-by-doing has on knowledge acquisition, understanding, and transfer. The collection of these works highlights the advantages of complementing traditional, typically lecture-based, forms of education with active and authentic learning driven by the student. Below we briefly describe the work from our experts, with expanded abstracts following.

- Work from embodied cognition suggests that even mathematical abstractions are ultimately grounded in sensorimotor experience; consequently, some aspects of mathematics may be better taught through embodied activities.
- When children engage in real-world problem-solving activities in the classroom, knowledge in maintaining and promoting a sustainable environment can transfer beyond school, directly impacting their behaviors in their own communities.
- Students draw rich intuitive knowledge from their lived experience of the world. With the support of instructional scaffolding, they can use their intuitions to make sense of physical phenomena and construct scientific knowledge.
- Student understanding of suffering is enhanced when they directly encounter the experiences of suffering peoples. Real encounters lead students to make new connections between concepts such as poverty and justice, and inspire discussion around taking action in the world.

We will first present these four works, and then provide a consolidation that integrates them under the theme of embodied learning towards positive action. In our consolidation, we will address how learning-by-doing can be channeled into learning-for-doing, for positive change we hope to see in the world. Afterwards, we will open up the floor for audience questions and discussion.

Presentation #1

Embodied Learning and Mathematics Dragan Trninic, ETH Zurich University, Switzerland

A pedagogical orientation shared by all the presenters in this symposium is that ideas must be experientially felt rather than merely talked about in order for learning to occur. This orientation is supported by the embodied cognition framework, which argues that an organism's cognition is grounded in its sensorimotor capacities (Kiefer & Barsalou, 2013). In this talk, I argue for why and how theories of embodied cognition can be leveraged in educational design. Specifically, I focus on the neuroanatomical argument that human cognitive processes utilize the same systems that support perception and action. This hypothesis is called neural reuse (Anderson, 2010) and explains, for instance, why thinking about a hammer activates the same neurons used when actually using a hammer (Martin, 2007). Furthermore, the cognitive processing of even abstract ideas, such as those in mathematics, contains elements of kinesthetic sensations, the "sensations and experiences that are

associated with . . . movement" (Vygotsky, 1997, p. 161). Consequently, mathematics education may benefit from providing students with opportunities to ground abstract ideas in felt "sensations and experiences." The overall argument is contextualized through a case of an educational design where students learn about the mathematical principle of proportion through initially engaging in overtly physical, bimanual movements.

Presentation #2

Embodied Learning and Sustainability
Rachel Lam, ETH Zurich University, Switzerland

"How would you convince your neighbor to recycle?" Singaporean children in the 4th year of primary school were posed this question during a lesson on the overproduction of waste in densely populated urban areas. After learning about low domestic recycling rates and being presented with various reasons why residents do not recycle, the students were then tasked to create the script for a YouTube show that would help encourage more people to recycle. Through peer collaboration and brainstorming, students "acted out" the YouTube show during the lesson, overall producing a wide variety of ideas in their scripts. Some children focused on practical solutions, for example, creating recycling chutes for all buildings, some addressed residents' lack of environmental awareness, and others described punishments by law for not recycling. In the embodied experience of creating and acting out their YouTube shows, the students displayed several complex problemsolving behaviors, without being explicitly instructed how to collaborate or problem-solve. Our prior work has shown that students are capable of engaging in effective collaboration in complex problem-solving, generating innovative and creative solutions, and learning new concepts in environmental science after experiencing peer collaboration lessons (Lam & Low, 2016; Lam, Low, & Li, in press). In addition, a fieldtrip to a beach cleanup showed evidence of knowledge transfer as students engaged in positive actions around recycling.

Presentation #3

Embodied Learning and Physics
Hillary Swanson, Northwestern University, USA

Einstein (1936) once said, "The whole of science is nothing more than a refinement of everyday thinking." Learning scientists have argued similarly, positing that the seeds of scientific reasoning lie in learners' intuitive sense of mechanism (Hammer, 1997). Numerous intuitions for explaining physical phenomena have been documented, for example, "more effort begets more result," and "force as a mover," and it is posited that these are drawn from learners' physical experience of the world (diSessa, 1993). This study extends this work by suggesting that there exist intuitions useful for explaining physical phenomena that are grounded in learners' social and emotional experience of the world. I present evidence from a classroom discussion during which 8th grade students work on a theoretical explanation for why cold liquid warms quickly at first, and then more slowly as it approaches room temperature. The students draw on intuitions grounded in not only physical but also social and emotional experience to make sense of the phenomenon. Under the guidance of the teacher, they refine their intuitions over the course of the discussion and ultimately produce a conceptual version of Newton's law of warming.

Presentation #4

Embodied Learning and Suffering Jimmy Menkhaus, Gannon University, USA

The former Jesuit Superior General Fr. Pedro Arrupe, S. J. and Pope Francis both centralize the importance of encountering the poor as a form of education. Such encounters exemplify the application of embodiment towards learning concepts in theology. For a student to understand concepts such as "human dignity" and "suffering," it is imperative that the students not merely hear about them, but genuinely encounter the experiences of them in the world. One way that students can engage in these experiences is through service learning and immersion trips. In this presentation, I share how students from a Catholic university in Pennsylvania, USA, travelled to Immakalee, Florida, and engaged with migrant farm workers in order to better understand how they live and how they suffer. These workers are denied basic dignity and human rights in their daily lives. As opposed to reading about migrant workers from a textbook, the encounters that the students experienced helped them to realize the interlinked notions of poverty and justice. They were able to reach new conclusions about the concept of suffering in ways that inspired further thought and consideration around taking action towards positive change for suffering peoples.

Session Chair Biography

Dr Rachel Lam is currently a Research Scientist in the Learning Sciences Lab at the National Institute of Education in Singapore. She earned a PhD in Educational Psychology with an emphasis in Learning and Cognition at Arizona State University in the United States. Dr Lam has conducted research in educational settings in a variety of subject areas (psychology, chemistry, social studies) that has focused on designing peer collaboration activities to support conceptual understanding and deep learning. She uses pre-posttest measures, discourse from student dialogues, and other student artifacts to assess student content knowledge, application of knowledge to real-world problems, and transfer to novel contexts. In addition, Dr Lam has taught classes at the Bachelor's and Master's level on a variety of topics in educational psychology, learning theories, and child development for seven years. Prior to an academic career, she worked in public libraries and community education organizations in the US.



Japanese Tea Ceremony

Wednesday, March 28 | 12:45-13:30 | Room 504 (5F)

A continuing feature of IAFOR's Kobe-based conferences is the showcasing of the arts and culture of Japan. This demonstration gives conference attendees the opportunity to gain knowledge and practical experience of the Japanese art of tea making through an informative workshop given by a local Japanese cultural group. As part of of this demonstration, delegates will have the opportunity to try some delicious green tea.

Wednesday March 28

08:30-09:00

09:00-11:00

11:00-11:15

11:15-12:45

12:45-14:00

12:45-13:30

14:00-15:30

15:30-16:00

Coffee, Tea and Pastries | Room 504 (5F)

Parallel Session I

Coffee Break | Room 504 (5F)

Parallel Session II

Lunch Break | Mame no Hatake

Japanese Tea Ceremony | Room 504 (5F)

Parallel Session III

Closing Remarks | Room 504 (5F)

Wednesday Session I 09:00-10:30 | Room 501 (5F)

Education for Sustainable Development Session Chair: Maddalena Taras

39562 09:00-09:30 | Room 501 (5F)

Internationalization Through Living and Learning in a Tropical Rainforest: A Phenomenological Case Study of Chinese Students in Macau

Nga Ian Tam, Macau Polytechnic Institute, Macao

The phenomenological case study covers the limited research on Chinese students' international experience in a sustainable community in Thailand and its impact on their lives a year after the experience. Chinese students in the School of Arts, Macau Polytechnic Institute never experience living and working in a tropical rainforest as learning always takes place in the classroom and in cities such as Hong Kong and China. This paper tends to cover the value of this experience in fostering Chinese students' awareness in environmental protection and in internationalizing their local norms and practice. Findings review the importance of living in a small, harsh and multicultural environment in enhancing Chinese students' awareness in environmental protection and in challenging traditional learning in a classroom as a step towards internationalization. Methodology: The phenomenological case study tends to examine how the experiential learning program in a tropical rainforest encourages internationalization on Chinese students a year upon their return to Macau. The research seeks to answer the following questions: 1) What are the vital elements of the experience that impact Chinese students' international thinking and behavior? 2) To what extent Chinese students' traditional value, norms and practice are being challenged through the rainforest experience? Instruments: Participants' 2015 journal and 2017 interview transcripts will be analyzed by using a five-step approach that involves reviewing, coding, categorizing, refining and themes generation.

40589 09:30-10:00 | Room 501 (5F)

Touring Malay Gamelan: Sustaining the Tradition Through Community Music Wong Huey Yi Colleen Wong Wong, Sultan Idris Education University, Malaysia Christine Augustine, Sultan Idris Education University, Malaysia

Music is a medium in connecting people regardless of age and culture. Empowering people through music has been an ultimate aims in many local music groups in Malaysia. Rhythm in Bronze (RiB) is a Malay gamelan ensemble in Malaysia that has been touring locally and internationally in promoting Malay gamelan music. The creativeness of RiB in representing their music to the public has become an inspiration for other groups in Malaysia to find their own root and identity in sharing their work. Malay Gamelan has not been highlighted as compared to Javanese and Balinese gamelans because it has been given minimal exposure among communities around the world. This research oversees the touring of with the Malay gamelan by RiB in sustaining the tradition through community performances. A qualitative approach was used where RIB activities were documented and analyzed through interviews and participation in their upcoming performances. Through this study, the researcher hopes to contribute to the promotion and sustainability of the Malay gamelan as well as documenting new learning experiences to the people whom are not able to have a "formal" education with the Malay gamelan.

39694 10:00-10:30 | Room 501 (5F)

Assessment Theories & Methodologies: How Do These Support Dialogic Learning? Maddalena Taras, University of Sunderland, UK

This paper examines and evaluates current assessment theories across the international Anglophone communities in order to ascertain commonalities and differences. Subsequently, these theories are evaluated according to how they may be translated into practice: the differences in theories will be scrutinised to understand how practices in assessment may be changed and/or limited. The most important aspect of this evaluation is how and whether practices can be optimised so as to maximise student involvement and choices in their own learning. Student development of their own assessment literacies and self-regulation is an integral and necessary aspect of becoming independent learners. An initial evaluation of assessment theories highlights that the principal definitions of assessment (including summative and formative assessment) have very different perspectives: one school of thought bases these on the processes of assessment while the other bases the definitions on functions of assessment. How these may be reconciled is also examined. In practice, these differences tend to be reflected in explicit procedures when definitions are linked to processes, and to implicit procedures when definitions are based on functions of assessment. Student involvement can be achieved in both scenarios, however, problems in sharing assessment literacies between tutors and students may arise if aspects of assessment remain implicit. Finally, work on how codeveloping student and tutor assessment literacies will be evaluated in order to ascertain how these might impact on how assessment is conceived and put into practice. Clarifying assessment issues has huge impact on both learning and teaching practices.

Wednesday Session I 09:00-11:00 | Room 503 (5F)

Educational Policy, Leadership, Management & Administration Session Chair: Darlene Machell Espena

40050 09:00-09:30 | Room 503 (5F)

Rethinking Content and Language Integration in Indonesia: A Case Study on International Standard School Project Mohammad Fajar Gintings, Monash University, Australia

Globalisation has massively impact countries around the world in many ways including education field. One of the most apparent influences of globalisation is the contribution to the rapid spread of English as the agreed lingua franca. The importance of English in global level leads to the raising awareness and commitment on the enhancement of English language mastery. In the context of Indonesia, the commitment in promoting English language mastery reached the peak with government's initiative to held international standardized schools project named Sekolah Berbasis International (SBI). The SBI project was popular for the requirement to conduct teaching and learning process through bilingual mode with English alongside Bahasa Indonesia. However, in 2013, the SBI project was cancelled by the constitutional court which was proposed through the petitions from several parents and teachers. The objection towards the SBI project was mainly focused on the fear of national identity disturbance from the use of English as medium of instruction. This case calls for a discussion related to the topic of content and language integration in Indonesia. Therefore, this paper would attempt to critically examine the case of the SBI project as a form of content and language integration program in Indonesia. The discussion will first unpack the issues that occurred with English as the medium of instruction in the implementation of the SBI project. Furthermore, the paper will also attempt to provide some resolutions through rethinking of some important factors in adopting content and language integration education in Indonesia.

40013 09:30-10:00 | Room 503 (5F)

Datafication as a Political Technology: US Federal Policy Discourses on International Standardized Tests and Rankings
Robert De Roock, National Institute of Education, Nanyang Technological University, Singapore
Darlene Machell Espena, National Institute of Education, Nanyang Technological University, Singapore

This paper examines the nexus of educational policy discourses and the growing datafication of education. We problematize widespread presuppositions surrounding the emerging hegemony of data-based international standardized testing systems in global educational governance by asking: How do policymakers respond to the datafication of global education in the form of international rankings such as PISA and TIMSS? We argue that US educational policy makers are neither predominantly nor deliberately driven by data. In fact, the most salient of these data practices have very little to do with robust leveraging of the data itself, as they are devoid of intensive research practices or analyses. We analyze US federal policymaker discourse on and data practices around international standardized assessments during the Obama Administration, especially around Singapore and other high performing systems. As discourse, we examine international educational benchmarks and data practices as an ensemble of texts that constitute knowledge and construct meaning. They operate as regimes of truth (Foucault, 1991), homogenizing information and obscuring robust research, data, and lived experiences. As technologies, understood within their total context (Hornborg, 2016), we regard educational policies and data practices as systems that are always embedded within broader social practices and political economies. We present how US federal policy discourses on PISA, education system "high-performance," and education reform remain in the realm of rhetoric steered by a neoliberal agenda, particularly the ongoing shift from a so-called welfare state to a competition state (Cerny, 1990).

39731 10:00-10:30 | Room 503 (5F)

Organizational Strategies for Internationalization: A Multiple Case Study Joana Dinoso, De La Salle University, The Philippines Br. Hans Steven Moran, De La Salle University, The Philippines

Internationalization is a vital development that is shaping the educational system of the 21st century. The international dimension is a key factor which is essential as well as challenging the Higher Education Institutions (HEI) all over the world. Suitable answers to these demands have created calls for strategic approaches to the leadership and management of international initiatives. For the educational institutions to maintain national competitiveness in the global marketplace, they should review their current status and strategies to be able to answer the globalization demand for the internationalization of education. It is therefore appropriate to examine and update the conceptual frameworks behind the notion of internationalization in light of today's changes and challenges. The purpose of this qualitative research is to study the organizational strategies for internationalization of HEIs using a multiple case study approach. This study is dedicated to describing individual institutional strategies, policies and activities of the international centres involved in internationalization effort of the HEI. It will be based on the institution's own organizational culture, context, human resources, support services, governance and operating systems that can provide insight into those approaches that were most appropriate and effective. In the process, the research can provide a rare insight into leadership and management employed in the internationalization efforts of the institutions. This study can also provide information on the various decisions included in implementing internationalization strategies and their implications in the organization.

39800 10:30-11:00 | Room 503 (5F) The Challenges of the Canadian Educational System Gilbert Héroux, Collège André-Grasset, Canada

We often refer to the "Canadian system" of post-secondary education as a model which is highly regarded by educators from around the world and sought after by students, local and international. But the reality in Canada is that there is no such thing as a "Canadian" system of education. What we have is a plethora of educational structures and offerings that vary with each provinces and territories in the country. While there are common elements between those provincial and territorial systems, and the presentation will outline some of them, what they essentially reflect is the cultural, social and economic specificities and priorities of each jurisdiction. They operate within different financial and public policy environments that can have little in common. They have different experiences and understanding of the social and cultural changes occurring in society. The question is, as a nation, how do we cope with it? How do we develop enough commonality to ensure shared values? To understand the "Canadian mode" and how responsive it is the changing needs of society, the presentation will focus on two aspects. The first is to provide a brief overview of how Canadian institutions manage change to respond to the evolving needs of learners and employers. The second is to take a more in-depth look at one specific provincial model, that of Québec, to understand the challenges of integrating into a national system practices and outcomes that are anchored in a different linguistic, cultural and social environment.

Wednesday Session I 09:00-11:00 | Room 505 (5F)

Professional Training, Development & Concerns in Education Session Chair: Chananart Meenanan

40653 09:00-09:30 | Room 505 (5F)

Guitar Profession in the Music Business

Kajohn Thumthong, Suansunandha Rajabhat University, Thailand

This research was qualitative research with the objective to study professions for guitarists. The research tool was an in-depth interview. The samples used in this study included guitar teachers and guitar musicians – a total of 15 people. All questions in the researcher interviews emphasized professions for guitarists. The results of the study revealed that there were two professions for guitar players, 1) guitar musicians and 2) guitar teachers. Guitar musicians can play as soloists or play with a band. For example, soloists can play in hotel lobbies and might play classical or easy listening songs. If a guitar musician plays with a band, the band has a variety of ways to ensemble – such as two persons or more, play popular songs, and so on. In other ways, guitar teachers can teach in a formal manner, for example: in secondary schools or universities, and so forth, and guitar teachers can teach in a non-formal educational settings as well.

40649 09:30-10:00 | Room 505 (5F)

Arrangers: Occupation for Music Students in Universities Chananart Meenanan, Suansunandha Rajabhat University, Thailand

This research "Arrangers: Occupation for Music Students in Universities" was undertaken with qualitative research. The purpose of this study was to examine the skills needed for music students to be arrangers. All information was gathered through the in-depth interviews with nine arrangers and interviews that emphasized the skill and knowledge needed for arrangers. The research found that skills and knowledge for arrangers can summarized in four areas, consisting of 1) Knowing the characteristics of music genres such as the classical style, the jazz style the instrumental style, and so on; 2) Understanding music theory: for instance, music notation, tempo, intervals and scales; 3) Understanding harmonization, for example, four-part melody, counterpoint and orchestration; 4) Understanding about the identity and characteristics of each musical instrument, such as the viola uses the C Alto Clef, the trumpet is a transpose instrument, and so on.

40648 10:00-10:30 | Room 505 (5F)
Technique of Thai Singing for Thai Musicians
Pansak Vandee, Suansunandha Rajabhat University, Thailand

The purpose of this research is to conduct a study of Thai singing techniques for musicians. The research tool was an interview by question which was created by the researcher. The questions in the interview sought information on their viewpoints concerning the importance of Thai singing technique for musicians. The samples of this research used were 15 Thai musicians. The results of the research revealed that the important technique were comprised of 1) Knowing pieces in the various type of music such as: Plang Ta Yoy, Plang Yai, Plang Tang Kep, Plang Tang Wan, and so on; 2) An understanding of Thai music rhythm, for example: Plang Ching and Na Tub, Plang Sarm Chan, Plang Song Chan and Plang Chan Deaw; 3) Knowing the skill for singing the "Auan" style (the Auan style is voicing in melody switch with lyrics); 4) An understanding of Thai singing skills, such as singing punctuation, breathing and falsetto, and so on.

40630 10:30-11:00 | Room 505 (5F)

Musicianship for Trombone Musician Profession in a Symphony Orchestra

Thassanai Phensit, Suansuanadha Rajabhat University, Thailand

The purpose of the study is to examine the skills and techniques needed for trombone musician professions in a symphony orchestra. This research is qualitative research. Data was gathered by interviews with musicians in a symphony orchestra and with music teachers in universities. There was a total 17 people interviewed and analyzed by content analysis. The research results show that the skills needed for trombone musicians were 1) The ability to play the songs from trombone method books at least from the basic to advanced; 2) the rudiments for trombone, breathing, major-minor chromatic scale, syncopation, ornaments, tonguing, double tonguing, triple tonguing, lips slur skill, sight reading and basic skills and methods to tackle new song sheets accurately and quickly. There were some special trombone techniques needed for the orchestral setting such as slur and glissando in the trombone manner. Trombone musicians have to be responsible for both practice and time managing, things very important for orchestral trombone musicians.

Wednesday Session I 09:00-11:00 | Room 506 (5F)

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL) Session Chair: Shih-Chieh Chien

40163 09:00-09:30 | Room 506 (5F)

Explicit and Implicit Grammar Instruction in English Writing Shih-Chieh Chien, National Taipei University of Business, Taiwan

The present study aims to explore explicit and implicit grammar instruction in English writing. Specifically, it seeks to investigate whether grammar should be taught explicitly or implicitly in English composition classes in Taiwan, and which option can help students enhance their grammatical accuracy more effectively after a period of teaching. A quasi-experimental research design was carried out in comparing two treatment groups (i.e., an explicit grammar instruction group and an implicit grammar instruction group) who were 7th graders in two English classes in a junior high school. Results showed that students in the explicit teaching group improved more and received higher scores in a posttest and delayed posttest, as they made fewer grammatical errors in comparison with the group in which grammar was implicitly taught. Compared with students in the implicit teaching group, students in the explicit teaching group seemed to be more aware of the importance of correct grammar usage during writing. The finding supports the significance of metalinguistic awareness of grammar rules in English language learning. In addition, there was a discrepancy between students' and teachers' perceptions of explicit and implicit grammar instruction. The majority of students tended to favor explicit grammar instruction, which was contrary to teachers' perceptions. This incongruence between students' and teachers' perceptions suggests that when teachers make decisions in grammar instruction, they may need to take students' needs and concerns into consideration. Implications of this study are discussed and concluded.

39282 09:30-10:00 | Room 506 (5F)

Examining the Academic Writing Practices of Higher Education in Papua New Guinea Lawrence Kaiapo Gerry, University of New South Wales, Australia

The current global trend in education paves the way for new and improved means of academic writing practices in higher education, with which most of the higher education institutions in Papua New Guinea (PNG) are struggling to measure up. This comparative case study of a public and a privately (mission) run university in PNG examines the concerns and challenges that they encounter to support their academic writing practices. Multiple sources of data were obtained through semi-structured interviews, non-participatory observations and a documentation search. A total of twelve students, eight educators, and five academic administrators were engaged in the interviews through the process of stratified sampling. For the observations, four tutorial groups of which, two from each participating university were engaged. Data were also collected from some existing policy documents which relate to the academic writing practices of the two universities. The data were analysed using a combination of data analyses methods which include interactive model of data analysis, activity system of data analysis, thematic analysis and NVivo research tool as informed by an activity theory, which anticipates that for a system to produce a desired outcome, it needs inputs from all the players in the system. The findings suggest that the public university seems to struggle more to meet its academic needs compared to the private university. Academic writing practices of the two universities vary depending on the availability of their online educational resources like "Moodle", multimedia, databases, Wi-Fi and other supports such as expertise and infrastructure.

38947 10:00-10:30 | Room 506 (5F)
Using Web 2.0 And Corpus Technology to Enhance Vocabulary Acquisition
Lloyd Barclay Kirk Dowswell, Zayed University, UAE
Jennifer Eppard, Zayed University, UAE

Undergraduate students are exposed to discipline-specific lexis and concepts, particularly when studying in a second language. Current research suggests that most students find it difficult to fully comprehend academic reading material because they lack the requisite vocabulary. In order to enhance vocabulary acquisition and, ultimately, improve knowledge of complex discipline specific vocabulary, this study evaluated the use of the Memrise application as a self-directed learning tool. The study was conducted in an Arab higher education institution where undergraduate students studied IT in English. By using the Memrise application in conjunction with a discipline-specific key-word corpus, it was anticipated that this intervention would improve vocabulary acquisition with minimal use of classroom teaching time. Results indicated that when students engaged with the learning tool there was a noticeable improvement in vocabulary knowledge for those who used the application on a regular basis. Overall, the study has implications for teachers, as well as learners, as the Memrise application is an adaptable and freely available mobile learning tool for developing vocabulary knowledge.

39416 10:30-11:00 | Room 506 (5F)

The Arabic/English Partnership: An Observational Study of Read Alouds in Abu Dhabi Dual Language KG Classrooms Alecia Perkins, Zayed University, UAE
Hoda Al Kobtan, Zayed University, UAE

In order to support bilingualism and bi-literacy in public schools in Abu Dhabi, UAE, an Arabic and English teacher was placed in every kindergarten classroom in 2010. Both teachers work together to deliver instruction in both languages throughout the day. This dual language instructional approach creates a challenging yet dynamic learning environment. This study will provide a snapshot of the dual language environment in Abu Dhabi by assessing different aspects of literacy development and identify key issues that would influence a more extensive, long-term study of dual language instruction in the United Arab Emirates. The research draws on a short-term, qualitative study to observe KG-II children (five-year-olds) during normal, regularly scheduled read aloud literacy instruction sessions. Drawing on findings from the literature of the most effective dual language programs and practices, this research includes an assessment of literacy development and the classroom environment using an adaptation of the Early Childhood Language & Literacy Classroom Observation (ELLCO) K-3 Tool. Specifically, this study sought to address two questions: 1) Which best practice teaching methods are being implemented in classrooms; 2) Which literacy skills are being used by KG children. A total of four schools and eight dual language classrooms were observed. Findings revealed that the majority of teachers utilised many of the best practice methods recommended by the literature. In addition, most of the children were highly engaged and active participants during the read alouds.

Wednesday Session I 09:00-11:00 | Prokofiev Hall (2F)

Learning Experiences, Student Learning & Learner Diversity Session Chair: Mardi Frost

39883 09:00-09:30 | Prokofiev Hall (2F)

Enhancing Students' Confidence and Motivation in Science Report Writing: A Case of First-Year Science Diploma Students at UTS:INSEARCH

Justin Chu, UTS:INSEARCH, Australia Le Quan Ly, UTS:INSEARCH, Australia Maree Skillen, UTS:INSEARCH, Australia

This study looks at the implementation of a peer-reviewed exercise designed to enhance first-year students' confidence and motivation in science report writing at UTS:INSEARCH. Detailed marking criteria and rubrics were designed and discussed with students before the launch of the exercise. To ensure the peer feedback is diagnostic, constructive and informative, students were required to respond to both Likert-scale and open-ended questions on their peers' work. After the exercise, students had five additional days to polish their writing before a final submission for grading by their tutors. Students' perspectives on the new exercise and its impact on students' confidence and motivation were examined through surveys and interviews. Students' responses to the peer-reviewed exercise suggest that there is a confidence-building effect of motivating them to polish their writing and write about science. Performance, scores for contents, clarity and organization, especially among the mediocre students, were greatly enhanced by at least one grade. Meanwhile, the high-achieving students were challenged to reconsider their existing writing strategies, which had made them successful task-fulfillers rather than writers that take a stand, critique the research, and write to resonate with their readers. Writing is often referred to as an ability or skill. However, affective characteristics such as the writer's confidence and motivation to write should have an equally important impact on the success of an individual piece of writing. This study not only recaps both educators and students of this fact but also builds students these essential qualities to thrive in their future work and study.

40587 09:30-10:00 | Prokofiev Hall (2F)

Care: A Key Factor in Student Learning and Teaching Effectiveness

Isma Fadhil, Monash University, Australia

This study examines how care is a pivotal factor in contributing to student learning as well as teaching effectiveness. In this context, care can defined as emotions and actions to encourage students. The act of caring requires both teachers and students to interact, a relationship that acts as a foundation that holds both ends to produce meaningful pedagogical experience. However, care does not stand alone. It is supported by presence and emotions that prompts the caring act. Presence is an influential feature in caring as it maintains the intensity of the relationship. Emotions are important to control how the caring act will be executed. These aspects, care, emotions, and presence are interrelated, moreover, vital for the existence of the relationship. There are several constructive outcomes of caring on teachers and students. Caring allows teachers to become aware of their pupils as an individual and a learner. Thus, teachers can create and offer authentic pedagogical approaches to meet with their learning needs. In relation to that, care increases teacher efficacy. As teachers know and understand their pupils more closely, they have more confidence in constructing relevant instructional plans to implement for the students' learning development. Moreover, it will improve teachers to enhance their teaching skills. As a result, teacher effectiveness as well as classroom management is achievable. Developing a teaching a relationship through care will not only touch the surface of learning but equally important it will also impact pupils as individuals, bringing valuable connections into their lives.

40639 10:00-10:30 | Prokofiev Hall (2F)

Teaching Empathy Through Self-Experience and Diary Reflections

Chalalai Taesilapasathit, Thammasat University, Thailand

To prevent any repeated human wrongdoings in the future, many say that people need to learn from our past mistakes. However, the question remains, what kinds of learning do we need in order to encourage a peaceful society? History teaching about wars to the young may not be enough due to the fact that there are still wars going on in many regions in the world. Therefore, teachers must find other methods to bolster conscience within their students. In psychology, empathy is one of the most useful techniques that helps create and strengthen human relationship. In addition, it is employed as the fundamental step in the process of peacebuilding. In this study, the author used the WWII sites and a visiting to Sangkhla Buri District Office, at Kanchanaburi, Thailand, as the location for the project. Eighteen students in the psychology major who volunteered for the project were assigned to participate in a three-day university excursion, while the author acted as the facilitator for the students. At the end of each day, the students were required to reflect their thoughts and feelings in their diaries. The author analyzed the contents of the student's diaries and the results showed that almost all of the students (94%. n=16) can develop empathy towards war victims, and that they can relate themselves to the trauma caused by war. Moreover, the results also implied that self-experience through the WWII sites yield more effective result in teaching empathy for students, comparing to the lecture teaching style.

38989 10:30-11:00 | Prokofiev Hall (2F)

Pedagogical Approaches for Teaching Emotional Regulation and Encouraging a Growth Mindset in Students Attempting Problems Solving Tasks

Mardi Frost, St Andrews Lutheran College, Australia

This presentation outlines the key findings from two action research projects that have been conducted at St Andrews Lutheran College, Gold Coast, Australia. Pedagogical approaches to developing Growth Mindset in students from Prep to Year 6 were explored and a differentiated student-centred approach to teaching Growth Mindset was developed. In doing this, it was proposed that emotional regulation skills are a pivotal factor to this development. Therefore, the follow up research project focussed on strategies and tools that enabled diverse learners to identify, engage and reflect on emotions. This played a significant role in students attempting and engaging in higher order cognition required in problem solving tasks. The cognitive development and emotional awareness aids not just for academic activities but also for social emotional situations that require problem solving. The use of inquiry based learning, and visual cues such as coloured zones as an indicator of emotion were important tools when explicitly teaching emotional regulation skills. The successful development of a Professional Learning Team during each of the action research projects was also fundamental to the overall success of the interventions and in the continued expansion of teacher learning.

Wednesday Session I 09:00-11:00 | Schumann Hall (2F)

Design, Implementation & Assessment of Innovative Technologies in Education Session Chair: Peng Cheng Wang

39482 09:00-09:30 | Schumann Hall (2F)

Computer-Based Test and Paper-Based Test as English Language Assessment in Indonesian Junior High Schools 2017

Heny Solekhah, Flinders University, Australia

This paper explains and critiques the implementation of CBT (Computer-Based Test) and PBT (Paper-Based Test) as English language assessment in Indonesian Junior High Schools. The policy analysis was done by scrutinizing two regulations of Badan Nasional Standar Pendidikan (Indonesian Bureau of Standardised Education): BSNP. 0075/SDAR/BSNP/XII/2016 about the contents of National Examination, and BSNP. 0043/P/BSNP/2017 about the national examination procedures. The comparison to the validity and reliability of English language assessment was also done based on the implementation in 2017. There are some findings: 1) The regulation reduced the high-stakes of national examination; 2) 4,2 million examinees did two different administration procedures in the examination: 11,096 schools (1,349,744 students) used CBT, while 2,855,633 students in 45,092 schools used PBT; 3) Sixty percent of 11,096 schools could do CBT independently whereas the others should take test on other schools; 4) The content and construct validity of the English testing was challenged by the fact that the listening and speaking skills were not assessed in both CBT and PBT, the use of multiple choice could not accommodate students' higher-order thinking, and the educational gaps among Indonesian regions; 5) The reliability of this assessment was also reduced due to the different forms of administration, technological barriers, and test schedules causing different psychological impact on the test takers; and 6) Although there were limitations of these policies implementation, the Indonesian government was optimistic to increase the quality and quantity of CBT use in the national examination to improve the accountability of Indonesian education.

39297 09:30-10:00 | Schumann Hall (2F)

A Study on the Influence of Technology Hands-on Curriculum on the Technology Attitude and Programming Attitude in Senior High School

Yu-Te Wang, Taichung Municipal Taichung Girls' Senior High School, Taiwan Yuan-Tai Chen, Taichung Municipal Taichung Girls' Senior High School, Taiwan Pei-Chuan Lu, Taichung Municipal Taichung Girls' Senior High School, Taiwan

The study was aimed to explore the influence of technology hands-on curriculum on the technology attitude and programming attitude. The study sample consisted of forty two 16-year-old students from one K10 class in Taiwan. A 12-week (24-hours in total) pre- and post-test quasi-experimental study was designed. In the class we used the Arduino microcontroller, let students learn how to control the Arduino and design their final homework. All the course materials were placed in the school eclass network teaching platform (http://eclass.tcgs.tc.edu.tw). Students could log on to the network teaching platform at any time to view the materials and discuss with their partners. During the experimental period, we randomly selected students and undertook the semi-structured interview to record their learning experiences. The main statistic procedure employed for analyzing experimental data and testing the research hypotheses were the Paired T-Test. The result of this study are: 1) The technology hands-on curriculum has a positive effect on students' technology attitude and programming attitude; 2) In the technology hands-on curriculum, students' technology attitude has a positive effect on students' programming attitude; 3) Data of semi-structured interview by qualitative analysis indicate that Hands-on Curriculum can generate students' motivation and interest to learn technology.

39583 10:00-10:30 | Schumann Hall (2F)

Mobile Learning for Higher Education Institutions in Kuwait

Ahmad Sulaiman, Kuwait University, Kuwait

Ali Dashti, Gulf University for Science and Technology, Kuwait

Mobile learning (ML) technology and its services have provided a new platform for higher education institutions to enhance the learning process. Mobile learning provides learners with flexibility and ubiquity. However, students' satisfaction and factors of using ML in private and public universities remain academically unexplored. In this study, the constructivism learning theory was applied to investigate students' satisfaction and the factors that predict the use of ML among public and private university students in the learning process. A sample of 1,012 undergraduate students were randomly selected from three different universities in Kuwait. The results showed that females were more likely to be satisfied with smartphones for educational purposes than males and that Kuwaiti students tend to be more satisfied with smartphones for educational purposes than non-Kuwaiti students. Factors used to predict students' satisfaction with ML were Internet speed, smartphone portability, smartphone skills, screen size, gender, nationality, and college.

40158 10:30-11:00 | Schumann Hall (2F)

An Adaptive Online Learning System for University Preparatory Courses

Peng Cheng Wang, Singapore Institute of Technology, Singapore Wee Han Lim, Singapore Institute of Technology, Singapore Catherine Ong, Singapore Institute of Technology, Singapore Karin Avnit, Singapore Institute of Technology, Singapore

With students graduating from different pre-tertiary institutions, the different curriculum and requirements set by individual institutions results in an inherent problem – that is the different students' competency as they enter University. The varied profile of students coming in for undergraduate studies, especially in the freshmen year, posed a challenge for lecturers as they teach en masse to bridge the gap. An appropriate level of difficulty has to be ascertain, to maintain a balanced compromise that suits all students' learning capabilities. Using traditional teaching methods to bridge these gaps present certain limitations like scalability and logistics, but more importantly to keep good students constantly engaged whilst ensuring weaker students do not fall behind. To address these issues, an online adaptive learning system was developed to provide personalized learning pathway, catering to different learning needs, pace and capabilities of every learner before the commencement of their degree courses. With the adaptive algorithm, learners are directed to relevant resources (hints/e-resources) that provide appropriate guidance when roadblocks are met. Similar questions on similar concept will be asked again to ensure that the concept is indeed understood. The learner will then be "fast-tracked" to the next concept to stretch their knowledge. Traditional subjects such as Engineering Math/Physics can be implemented with this platform. The work reported here showed that the adaptive algorithm is able to reduce gaps among students' Physics competency. Students' feedback that their level of confidence in solving physics problems have increased significantly after completing the online adaptive learning platform.

Wednesday Session II 11:15-12:15 | Room 501 (5F)

Education for Interdisciplinary Thinking Workshop Presentation

39652 11:15-12:15 | Room 501 (5F)

Thinking with the Help of Formal Systems: On the Unification of Mathematics and Computer Programming in Education

Attila Egri-Nagy, Akita International University, Japan

The public perception of mathematics, also shared by most students, is not exactly favorable. It is often considered to be tedious and useless. Knowing that mathematical thinking is critical in sciences and in most professional activities, we need to explain how this could have happened. Did we teach it with bad philosophy? Due to its direct applicability, computer programming has a better standing. Consequently, there is a pressure to make programming compulsory in early education. But, do we have the right thinking in teaching programming? Is there a possibility of "coding anxiety" developing? The analysis of mathematical and programming activities reveals that they are fundamentally the same (at least from the perspective of education). We use a formal system to lighten the cognitive load or completely offload our thinking processes whenever possible. The only difference is that in programming, the formal system can do work on its own when executed on a computer. Is it possible to teach them in a unified way? This workshop will describe a possible answer to these questions by suggesting the unification of mathematics and computer programming in education. We will go through the design process of these novel courses and share the results of classroom experiments. This will include some puzzles and interactive problem solving. The examples are selected from university level introductory math courses, but knowing these is not a prerequisite, so anyone with an interest in math and computing could benefit from the workshop.

Wednesday Session II 11:15-12:45 | Room 503 (5F)

Educational Policy, Leadership, Management & Administration Session Chair: Eric Bordios

39929 11:15-11:45 | Room 503 (5F)

Measuring the Assessment Leadership Experience Level of School Principals: Toward the Development of an Assessment Leadership Standard in the Philippines

Alixander Haban Escote, De La Salle University & Tibagan High School, The Philippines Ferdinand Pitagan, De La Salle University, The Philippines

One of the concepts in education that has been existent but not frequently interrogated in educational research is assessment leadership. Although there are so many research about assessment, the role of school principals as assessment leaders has been largely ignored. In fact, there has been no study on the assessment leadership experience level of school principals to know their training and development needs in assessment. In the era of accountability for student learning, assessment leadership is the core function of instructional leadership. Also called leadership for learning, assessment leadership is the crucial role of school principals in developing and improving assessment literacy among teachers with the goal of improving student learning. Because student learning is the central goal of assessment leadership, there has been a shift from the supervision of teacher teaching to the supervision of student learning. This shift of supervision posits that effective school principals are not characterized on ensuring that teachers are teaching but rather on ensuring that students are learning. The study attempts to measure the assessment leadership experience level of school principals in relation to the strand of competences and performance indicators of assessment leadership. It employs a mixed methods research using content analyses of published research about assessment leadership, expert interviews of perceived assessment leaders, survey questionnaires to school principals, and focus group discussion of master teachers and public school district supervisors. The results of the study could be a basis for the development of an assessment leadership standard in the Philippines.

39455 11:45-12:15 | Room 503 (5F)

Empower Teachers Through the Practice of Professional Learning Communities: Implications From Taiwan and USA Nien-Ching Chuang, Graduate School of Administration and Evaluation, University of Taipei, Taiwan

Establishing Professional Learning Communities (PLCs) have been recognized as an effective way to enhance teaching quality and empower teachers in building a collaborative school culture. The goal of this paper was to compare and contrast the implementation of PLCs in Taiwan and USA contexts. The literature on PLCs was constructed with a critical realist laminated framework and was further elaborated from a local perspective (teachers' psychological willingness in running a PLC) to a global perspective (international research on PLC policies). A case study method as a qualitative design was employed to observe PLC meetings for a semester in two high schools in Taipei and Bloomington, Indiana. Setting up a pre-set agenda, the focus on student achievement and sharing instructional pedagogy, was observed in the USA setting, whereas teachers in Taiwan enjoyed a more flexible PLC structure which often lacked focus on student learning. However, the top-down mandates in PLC implementation and the meeting hours outside regular schedule may make teachers in the USA feel concerned. The comparison between American and Taiwan PLCs hoped to contribute to the international studies and shed light on the implementation of PLCs in Asian contexts.

39359 12:15-12:45 | Room 503 (5F)

Cushioning Teacher Bullying: An Exploratory Study Towards Establishing Support Mechanism Eric Bordios, The University of Southeastern Philippines and Angel Villarica Central School, The Philippines

Exploratory Sequential Mixed Methods was used in carrying out this research since Teacher Bullying (TB) is not yet thoroughly explored in the Philippines. In the first phase, a narrative inquiry was administered to extract significant experiences of teachers in terms of "bullying forms" and its "effects" on their teaching performance and well-being, as well as their perceived "interventions" that can address the issue. The data gathered were utilized in building an instrument for the second phase. Consequently, Exploratory Factor Analysis was employed to uncover "factors of TB", and Multiple Response Analysis to determine "common effects of TB" and "needed interventions on TB". There were twenty forms of teacher bullying identified and were grouped into four factors, namely, Work Performance – Related Bullying, Interpersonal Dimension – Related Bullying, Psychosocial Dimension – Related Bullying and Classroom Management – Related Bullying. The common effects of teacher bullying on performance are "lost focus", "demotivated" and "unachieved targets" while common effects on well-being include "low morale", "loss of confidence" and "sleeping disorder". Results further showed that interventions needed are "increase awareness", "engage stakeholders" and "develop personal habits". Ultimately, the "support mechanism" developed to address teacher bullying have the following components: prevention, intervention, and monitoring and evaluation (PRIME) wherein each component represents a set of actions. This study confirmed that there are dimensions of teacher bullying which are unique in each school, thus, the support mechanisms to be implemented must be school-based and managed by a created committee in school which would be responsible to perform relevant tasks.

Wednesday Session II 11:15-12:45 | Room 505 (5F)

Educational Challenges and Change Session Chair: Anupap Thupa-ang

41028 11:15-11:45 | Room 505 (5F)

Developing Statistical Reasoning and Thinking Assessment for Engineering Students: Challenges and New Direction
Aishah Mohd Noor, University Malaysia Perlis, Malaysia
Maz Jamilah Masnan, University Malaysia Perlis, Malaysia
Safwati Ibrahim, University Malaysia Perlis, Malaysia
Khatijahhusna Abd. Rani, University Malaysia Perlis, Malaysia

In this paper, an assessment of students' ability in critical thinking within statistics content which includes the statistical reasoning and thinking skills are discussed. Despite instructors' awareness of critical thinking as one of the essential 21st-century skills, it remains unclear about how to develop the instructional framework for teaching, learning and assessing critical thinking in statistics domain. Moreover, there is an urgency to reform statistics classroom include; the way instructor teach statistics, the way students learn statistics and how to assess statistics learning outcomes to support critical thinking. In order to identify and design the critical thinking framework, the objectives of this study are; 1) To highlights issues related to assessing statistical reasoning and thinking for educators instructional strategies; 2) To provide a framework for assessing statistical reasoning and thinking; 3) To develop instructional design for teaching thinking in statistics classroom. The implications for classroom teaching will be explored through final examination results. The challenges are identified and new directions for promoting critical thinking in statistics classroom are identified.

39311 11:45-12:15 | Room 505 (5F)

When the Alternative Fails: Exposing the Limits of Non-Formal Education in the Philippines Anne Katherine Cortez, Department of Education, Philippines

The failure of a person to remain in a system reflects the failure of that system to keep him or her in. While the Alternative Learning System (ALS) in the Philippines provides the out-of-school population an opportunity to continue studying outside the formal school, national data show that only 14.68% of the total ALS enrollees graduate successfully from the program. This study investigates this problem by identifying and analyzing the factors that contribute to the low success of ALS illustrated in low completion and test passing rates. Using primary data gathered from a sample of 380 ALS students, 11 teachers and 4 program managers from the government, this study found that the low program success in ALS is directly linked to a dropout problem that exists within the program itself. This exposes the issue that the alternative program designed to cater to formal school dropouts is actually facing the same dropout problem in its own system. Further, this study discovered that the dropout issue in ALS is rooted in two causes: program misfit and program mismanagement. At the individual level, the misfit between students' needs and resources and the program requirements pushes students to leave ALS. At the institutional level, the work of teachers and the government are mismanaged in the areas of time, finance and the learning environment. The interplay among these variables create the dropout problem within ALS thereby contributing to the low success of the program.

39636 12:15-12:45 | Room 505 (5F)

ASEAN Community: Development, Challenge and Change for the Thai Higher Education Sector Anupap Thupa-ang, Suan Dusit University, Thailand

The emergence of the ASEAN community has changed and inspired ideas and expectations for Southeast Asian countries in many ways. As small and developing countries, the members of ASEAN need to be together for strength in the global context. The collaboration and coordination between member countries are frequently mentioned in several aspects, including higher education (HE), in order for developing the region. An important concept announced by ASEAN concerns more attempts to promote higher degree of collaboration among HE sectors within the region. In Thailand, the HE sector was officially founded with the establishment of the first university in 1917. It could be considered as one of the very first HE sectors in the region. At present, there are approximately 160 higher education institutions (HEIs) across the country. Although the number of HEIs in Thailand has increased, the quality of them seems relatively questionable, especially at the international level. In comparison to HEIs from other countries in the region, for instance Singapore, Thai HEIs always receive lower ranks in world rankings. This difference could probably be a crucial challenge for Thai HE sector in order to successfully collaborate or coordinate tasks with the HEIs from those member countries. Therefore, in my perspective, it is necessary to increasingly pay more attention to Thai HE sector in some aspects, such as teaching and learning, research and international languages, in order to adapt to the rapid changes within the region these days.

Wednesday Session II 11:15-12:45 | Room 506 (5F)

Learning Experiences, Student Learning & Learner Diversity Session Chair: Tabora Johnson

39177 11:15-11:45 | Room 506 (5F)

Development of Program for Enhancing Academic Engagement for Undergraduate Students Pajaree Wangrungkij, Srinakharinwirot University, Thailand Sittipong Wattananonsakul, Srinakharinwirot University, Thailand Siriwan Sripahol, Srinakharinwirot University, Thailand

The purposes of this research were to develop a program for enhancing Academic Engagement for undergraduate students and to study the effects of the program on Academic Engagement as mediated by Personal Best Goal. The program was developed based on the need for supportive teaching and consisted of interteaching and an active learning approach implemented in 60-minutes weekly session (approximately) for 13 consecutive weeks, using content documents, media, learning activities and games. Academic Engagement is comprised of three indicators, namely Cognitive Engagement, Emotional Engagement and Behavioral Engagement. A pretest-posttest control group design was applied to this study and the enhancement program was tested with 200 undergraduate students divided into an experimental group and a control group. Data were collected using a set of Academic Engagement Questionnaires (α = .92) and Personal Best Goal Questionnaire (α = .87). Structural equation modeling was utilized to evaluate the predictive power of the variables pathway. The goodness of fit statistical analyses indicated that the causal model of Academic Engagement was best fit to the empirical data. Findings revealed that the program was associated with Academic Engagement directly and indirectly through the Personal Best Goal. The application of this program is consistent with the university context under investigation. Therefore, undergraduate learning management should be able to meet learners' basic needs in both the academic aspect and the positive relationship from all units involved which would in turn enhance their Academic Engagement.

39768 11:45-12:15 | Room 506 (5F)

Building Collaborative Curators, Developing Future-Ready Learners: Transformative Learning Through the Knowledge Building Approach

Melvin Chan, Teck Whye Secondary School, Ministry of Education, Singapore Chew Lee Teo, National Institute of Education Singapore, Singapore

The educational landscape has seen a significant pedagogical shift towards a greater emphasis on students' agency in preparing them for the VUCA (Volatile, Uncertain, Complex and Ambiguous) world. Educational institutions across Singapore responded in tandem through fostering a culture of active learning classroom environment for the students. Yet, does this necessarily lead to a rigorous, realistic and reflective form of communal learning expected of a 21st Century critical and inventive thinkers? In Teck Whye Secondary School, all the Lower Secondary students (ages 13–14) undergo the signature Heritage Curatorship Program designed primarily to promote and stretch their metacognitive reasoning within the context of collaborative, humanistic and cross-disciplinary instructional practices. From conceptualization of own learning processes and products to the leading of a local community trail, the Knowledge Building Pedagogy helps to facilitate, enhance and deepen students' epistemic agency in their pursuit of knowledge advancement via its carefully designed and well-thought scaffolds. Using both qualitative and quantitative analysis such as students' reflection, survey and the Knowledge Forum Analytical Tools, the findings indicate that this program (i) creates a 21st century environment where students collaborate rather than compete or compartmentalize learning, (ii) stretches students' conceptual and disciplinarity understanding while at the same time promotes making connections between the varied disciplines, and (iii) develops within them resilience, confidence and entrepreneurial dare in navigating their way through an ever-changing terrain of educational learning. This study recommends continuous professional development for educators in the areas of facilitation and cross-pollination of subject familiarization.

39553 12:15-12:45 | Room 506 (5F)

Keeping it Real: A Close Up of Pre-Service Teachers' Field-Based Experiences in Urban Classrooms Tabora Johnson, Medgar Evers College, CUNY, USA Salika Lawrence, Medgar Evers College, CUNY, USA

Thriving in rapidly changing educational times means understanding how to succeed in complex, multifaceted contexts. Preparing successful teachers means helping them develop effective skills, and knowledge. Teaching experience (Dewey, 1963) and practice allows pre-service teachers (PSTs) to make meaning of and enhance their teaching. Without adequate and rich practice novice teachers may feel ill-prepared to meet students' intricate needs. Our paper examines field-based courses in an urban teacher education program. The research questions are: 1) What pedagogical skills do PSTs develop during field experiences? 2) How do PSTs' early field knowledge influence their clinical practice teaching? 3) What student outcomes do PSTs report after working in the field. Fieldwork provides PSTs the opportunity to practice care (Goldstein et al., 2003) make errors, reflect, ask questions, work with diverse students (Lenski, et al., 2005) and grow in a safe yet real environment (Hixon & Hyo-Jeong; Kurz & Batarelo, 2009). Our field experiences provide PSTs with authentic context to apply and reflect on content knowledge, while working with large and small groups of students with varying learning needs and styles. As candidates progress through the program, instructors scaffold learning at the early stages, and PSTs are then able to use their culminating knowledge, skills and tools to conduct a capstone action research project their senior year. Overall, PSTs learn to plan, instruct and assess students using student data and evidence-based pedagogy. This study highlights the impact of field based experiences on the PSTs and classroom students.

Wednesday Session II 11:15-12:45 | Prokofiev Hall (2F)

Education for Critical Thinking Session Chair: Li-Jen Lester

40279 11:15-11:45 | Prokofiev Hall (2F)
Learning to Analyse Information in the "Post-Truth" Age
Mireille Carrere, Consultant, France

Fake news and real rumours have always proliferated but with social media the phenomenon does now seem to have developed to an unprecedented extent, against a background of crisis in the institutions. People do not hesitate to speak of an era of "post-truth" in which the emphasis is on "alternative facts" which also weakens the role of the media as a countervailing democratic force. While this development corresponds to a large extent to that of the media and the Net, with its uninterrupted flow of data in real time and its propensity for the news as infotainment rather than information, it is now associated with a quasi-industrial production of disinformation which is comparable to propaganda. International organisations like UNESCO have been alerted to this development. Of course, media information cannot be a pure transcription of reality because it is always manufactured and relative, but it now has more untruths which is not conducive to raising the general level of education. Given this situation, what should we do? All over the world, major press institutions or network directors have created decoding systems to distinguish the 'true from the false'. Now this does pose a fundamental problem: who can claim to be the arbitrator of neutrality? It is primarily school curricula and university courses which aim to develop a critical view of the media and the internet which are fundamental in developing what seems to us essential: that is, learning to evaluate the reliability and objectivity of news and information.

39135 11:45-12:15 | Prokofiev Hall (2F)
Deliberative Dialogue in Teaching Ethics in Information Technology
Li-Jen Lester, Sam Houston State University, USA
Yaprak Dalat-Ward, Fort Hays State University, USA

In this international cyberspace, our students are the primary majority of the cybercitizens. The lacking of cyber-ethics in information technology has raised a critical concern among countries across boundaries in the past decades. With the time of revolutionary approach, the globally recognized council, the Accreditation Board for Engineering and Technology (ABET), has been reinforcing the professionalism and ethics as one of main assessment criteria. In order to deliver the concept of cyber-ethics and increase the critical thinking skills for our undergraduate students, a Deliberative Dialogue teaching method has been implemented for this required Computer Science core course. The format of teaching pedagogy is designed in three phases: 1) Educate the students how to be a moderator who should be competent in directing the group discussion; 2) Select various appropriate case studies for each learning module which are led and rotated by one of the group members to engage a group discussion; and 3) Complete a critical thinking skill exam for each learning module which followed the guideline of Critical Thinking Assessment Test (CAT) program supported by the National Science Foundation. The findings showed that the students appreciated the Deliberative Dialogue format much more than a traditional lecturing method. Students showed a significant learning outcome in comprehending the ethic theories, exercising in using their critical thinking skills, and being more accepted in understanding diverse views and points. Moreover, this pedagogy increases the students' self-confident in public-speaking and self-esteem in their subject matters.

40545 12:15-12:45 | Prokofiev Hall (2F)

Research, Innovation and Discovery in Illnesses of Unknown Origin: How to Learn, How to Educate

Donald Staines, Griffith University, Australia

William Andrew, National Centre for Neuroimmunology and Emerging Diseases, Australia
Helene Cabanas, National Centre for Neuroimmunology and Emerging Diseases, Australia
Cassandra Balinas, National Centre for Neuroimmunology and Emerging Diseases, Australia
Natalie Eaton, National Centre for Neuroimmunology and Emerging Diseases, Australia
Leighton Barnden, National Centre for Neuroimmunology and Emerging Diseases, Australia
Sonya Marshall-Gradisnik, National Centre for Neuroimmunology and Emerging Diseases, Australia

Illnesses of unknown origin (IUO) disempower patients who have them, and research into these illnesses suffers from deprived funding and reduced community awareness. Preparing health students for dealing with IUO poses unique challenges for educational systems for robust health development internationally. Research requires a dedicated approach, not only to innovation and scientific discovery, but also to education and learning imperatives often impacted adversely through distortions of perceptions of these illnesses imposed by different societies. Courses in medical sciences usually have little time allocated in their curriculums for these illnesses. The social sciences may contribute more by research into the discovery process, learning and cognition in preparing medical science disciplines for solving these illnesses. Students and staff may become more aware and involved by cognitive challenge and planned research frameworks which may be applied across a number of IUOs. A research, innovation and discovery (RID) framework is discussed which maps possible scientific pathways for research, innovation and discovery in illnesses of unknown origin using case examples including multiple sclerosis and myalgic encephalomyelitis in education and learning.

Wednesday Session II 11:15-12:45 | Schumann Hall (2F)

Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL) Session Chair: Deron Walker

40636 11:15-11:45 | Schumann Hall (2F)

Japanese Contributions Toward Surviving and Thriving as Contrastive Becomes Intercultural Rhetoric in East-Asia Deron Walker, California Baptist University, USA

From the inception of contrastive rhetoric with Kaplan's (1966) famous doodles, arguably, no country, language, culture or people have contributed more significantly toward the development of the field of intercultural rhetoric in East-Asia (China, Japan, or Korea) than the Japanese. This paper will trace the historical development of the aforementioned field with special emphasis on contributions from Japanese scholars alongside international peers. Starting with the "Golden Age" of Contrastive Rhetoric (Walker, 2017), we will examine the contributions of Hinds (1983) contrasting the Japanese preference for the ki-shoo-ten-ket-su rhetorical paradigm and writer-based typology with the western proclivity for a more direct rhetorical style and reader-based typology for expository essay writing. During the Age of Criticism (1990s), we will explore the contributions made by Japanese scholars (Kubota, 1999; Matsuda, 1997) who problematized the contrastive discussion and called for a "more dynamic" theoretical model that helped to refine and enable the field to thrive. The post-2000 Resurgence of the Centrality of Culture in TESOL (Walker, 2017) has been greatly facilitated with important contributions from Japanese scholars such as Yoshimura (2002) regarding pedagogical benefits for teaching rhetoric interculturally in Japanese EFL writing classes. Meanwhile, Matsuda (2006) further helped the field thrive by calling for a more heterogeneous model of writing instruction. These profound changes have enabled today's intercultural rhetoric to increasingly seek more translingual models that respect the voice and heritage of the writer (Honan, 2013; Walker, 2014) while empowering them to more successfully communicate with diverse audiences.

40071 11:45-12:15 | Schumann Hall (2F)

A Basic Study on the Conformity of Japanese University Students in Language Communication Activities
Harumi Kashiwagi, Institute for Promotion of Higher Education, Kobe University, Japan
Min Kang, Graduate School of Intercultural Studies, Kobe University, Japan
Kazuhiro Ohtsuki, Graduate School of Intercultural Studies, Kobe University, Japan

As a basic study for communication activities with our developing system, we investigate what factors are related to students' nervousness in communication, by conducting a correlational study. The results of a prior study showed a weak relationship between students' nervousness in English communication and the item, "I tend to conform my opinion to someone's opinion." This item belongs to a different category from the items on taciturnity and shyness. In this study, we aim to address the following research questions by conducting a questionnaire to the Japanese university students in two classes: 1) Is students' conformity to someone's opinion related to their nervousness in English communication or their negative attitudes towards English? 2) What factors cause students' conformity to someone's opinion and their nervousness in English communication, while there was no significant relationship between students' conformity and their negative attitudes towards English in one class; and (2) There existed a moderate relationship between students' conformity and their feelings of apprehension that their opinions might be denied, as well as their moderate way of expressing themselves. Therefore, the results in this study suggest that students' conformity to someone's opinion and their nervousness in English communication are different factors. These results and our discussion stress the importance of practicing listening to someone's opinion logically and expressing themselves without fear for students who tend to conform their opinions to someone's opinion in communication activities.

39660 12:15-12:45 | Schumann Hall (2F)

A Study on the Mutual Similarity Between Japanese and Chinese for Simultaneous Learning Yuji Obataya, University of Geneva, Switzerland

The number of candidates appearing for Japanese-Language Proficiency Test (JLPT) and Chinese Proficiency Test (HSK) has increased in this time of accelerated change. Moreover, since Geneva University requires two majors for the bachelor's degree, students' interest in East Asian languages has encouraged them to take two Asian languages as their primary subjects. However, the result of a survey conducted in 2013 elucidated that learners from non-kanji background experienced difficulties in learning Japanese and Chinese simultaneously. To help these students, the present study investigated the graphic resemblance between Japanese and Chinese by creating a list of 1078 kanji included at different JLPT and HSK levels that appear in the two volumes of the Japanese grammar textbook (2e edition, 2013) used in our department. According to the list, the textbook covers not only 100% of the kanji in JLPT5 and 4 but also 70% of the Chinese characters in HSK1 and HSK2 as well as 60% in HSK3. In addition, the analysis of the degree of mutual similarity in the list indicated that 76% of the Chinese characters are identical (or with a slight difference) between the two languages. The high rate of graphic resemblance highlighted in this study will not only reduce learners' fear of interference between the two languages but also provide an elaborated list of Chinese ideograms that are most used in Japanese and Chinese, simultaneously. However, for the completion of this study, an analysis of phonetic and semantic resemblance (particularly, false friends) is required.

Wednesday Session III 14:00-15:30 | Room 501 (5F)

Education: Social Justice and Social Change Session Chair: Thithimadee Arphattananon

40652 14:00-14:30 | Room 501 (5F)

Education Attainment as a Determinant of Economic Growth in African Countries Katarzyna Joanna Błocka, SGH Warsaw School of Economics, Poland

In the light of educational policies in developing countries being strongly influenced by the Millenium Development Goals and foreign aid programmes, the role of education and human capital accumulation in the economic development of African countries is examined. The Solow model and the augmented Solow model including human capital were estimated using recent data on African countries (from the International Monetary Fund and the World Bank). The shares of the working population with three different levels of education attainment were used as alternative proxy variables for human capital. The results confirm the validity of the two models for African countries, however they also reveal some interesting discrepancies with the purely theoretical models. Firstly, the negative effect of natural growth on GDP per capita seems to be largely underestimated in theoretical considerations in the case of African countries. Secondly, the best proxy variable of human capital in African countries turns out to be the fraction of tertiary education attainment in the working population. Potential educational policy implications of the results are discussed.

39328 14:30-15:00 | Room 501 (5F)

Multicultural Competence of Teachers and Students in Thailand

Thithimadee Arphattananon, Research Institute for Languages and Cultures of Asia, Mahidol University, Thailand

Thailand is a home for people from many cultures. Data from Princess Maha Chakri Sirindhorn Anthropology Centre (2017) indicate that there are 62 ethnic groups in Thailand. The migration of people from different cultures into Thailand has exacerbated since Thailand joined the ASEAN Economic Community in 2015. A recently published World Bank Report (2017) revealed that, along with Singapore and Malaysia, Thailand is among the three most accepting countries of labor migration in ASEAN. Within such current cultural, political and economic context, "multicultural competence" which is defined as the knowledge, skills and attitudes of individuals to live and work with people from different culture, is necessary. School is the place that can cultivate multicultural competence to students. The researcher assessed multicultural competence of teachers and students in three primary schools in Thailand where students from diverse cultural backgrounds are enrolled. The researcher developed two sets of questionnaires and administered them to 25 teachers and 58 students from the three schools. The questionnaire consists of self-assessed Likert-type scales questions, which incorporates the three components of multicultural competence, namely knowledge, skills and attitudes. Results show that teachers demonstrate "high" level of knowledge and attitudes but "moderate" level of skills in multicultural competence. A detailed analysis of average score in each question shows that teachers and students answered that they strongly agreed that Thai culture is superior to other cultures. This shows that ethnocentrism still prevails.

40099 15:00-15:30 | Room 501 (5F)

"Tell Us Your Story": Documenting the Nalik Culture Through an Educational Project in Papua New Guinea Cláudio da Silva, University of Coimbra, Portugal

Papua New Guinea has more languages than any other country, about 840 (Simons & Fenning, 2017), accounting for 12% of all languages spoken in the world (Volker, 2014). It also has 5% of all biodiversity (WWF, 2016). These data suggest a great biocultural diversity, and a subsequent wealth of traditional knowledge of numerous ethnic groups. Much of this is related to plants and animals and is knowledge that has evolved over generations in a long process of human interaction and relationship with nature (Maffi, 2007). This work aimed to record and document the lifestyle, stories and folk tales about birds present in the cultural imagination of one of the numerous Papua New Guinean ethnic groups, the Nalik people. This research was conducted at Madina and Luaupul villages in New Ireland Province during the months between September to November 2016. Among the intended objectives were enhancing an awareness of cultural biodiversity and contributing to the empowerment of the community through renewed interest in its cultural heritage. The participants were six and seventh grade students and members of the local community. Research was conducted through three steps: 1) Recordings of oral narratives in the community, and subsequent interpretation of their symbols in the local context; 2) Exploration of these recordings through interdisciplinary activities with the students and developing the transposition of oral narratives into drawings and written forms; and 3) Validation and correction of the students' text by the community. The material resulting from this process was subsequently edited and the final output was the short jointly authored book "A Maani: Birds and Nalik Culture" created through the eyes and experiences of the participants of the project.

Wednesday Session III 14:00-15:00 | Room 503 (5F)

Higher Education Session Chair: Elenita Soriano

39076 14:00-14:30 | Room 503 (5F)

A Case Study of How Content-Based Instruction Course in English Changed Perspectives and Attitudes of University Students in Japan

Aemee Chung, Osaka University, Japan

In Japan as well as many other foreign countries, English is the most common foreign language and most commonly taught as a second language in Language-based instruction (LBI) at collegiate level. Nonetheless, it is known to be an effective language teaching method to teach subject matters and contents as Content-based Instruction (CBI) in English to further deepen the understanding of hands-on vocabulary and contextual expressions by expert lecturers of the contents. This research focuses on a CBI course with international students, which was taught at Kyoto University in 2015, and shows qualitative data of how four freshmen took their first CBI course and changed their perspectives toward studying English. The analysis and conclusion show that, in the beginning, students had their own motivation and perceptions toward CBI course and later on they changed their perspective of which, from high school day's "Learning English" to updated university style of "Learning in English", and in practice, they studied and reviewed for the course more frequently after class than before class. Aspiring ambitions and passions for future career goals were also followed by taking a CBI course and studying with international peers together in the same class. Furthermore, they admitted they gained linguistic and academic self-confidence through learning contents in English. Although the international learning setting is in the process of making nationwide, it is highly demanded by students that universities should implement institutional support such as academic English writing center and academic presentation practice courses in English.

39679 14:30-15:00 | Room 503 (5F)

Quality Catholic Higher Education in the Philippines: A Grounded Theory Study Elenita Soriano, De La Salle University Manila, Concordia College, The Philippines Hans Steven Moran, De La Salle University, The Philippines

The call for Catholic higher educational institutions to focus its attention on the nature and its distinctive characteristics to present itself as Catholic is a pressing challenge for Catholic educational leaders and educators. The shift in the educational landscape of the 21st century challenges educational leaders to engage in continuing reflection to foster a clear understanding of the essence and meaning of quality Catholic higher education. The dearth of empirical studies on the concept of quality Catholic higher education in the Philippines is the primordial stimulus for this study designed to develop a theory on quality Catholic higher education. The theory will be developed by adopting a qualitative research design anchored on Glaser's grounded theory. Key concepts will be abstracted from the corpus of data through an inductive process. Through systematic data coding, the dimensions and attributes of quality Catholic higher education will be identified. The emergent theory is deemed relevant for Catholic higher education institution leaders to facilitate the delivery of their vital mission to provide quality education to students.

Wednesday Session III 14:00-15:30 | Room 505 (5F)

Education for Sustainable Development Session Chair: Ruth Carlos

39107 14:00-14:30 | Room 505 (5F)

In-Service Teacher Education for Sustainability: Transformative Approaches to Teachers' Self Kazutoshi Yoshino, University of Manitoba, Canada

This paper attempts to develop in-service teacher education for sustainability that can guide teacher educators in revealing the inner capacity as sustainable self to promote sustainability attaining and to then be a model for students. The primary goal of this research is to find the significant factors of in-service teacher education in promoting teacher's sustainable self. To achieve this goal, there are three research questions of the study provided as short term goals. 1) What are the elements of sustainable self that can be transformed through the process of in-service teacher education for sustainability? 2) What approaches of in-service teacher education for sustainability are effective in realizing teacher transformation toward sustainable self? 3) What aspects of teacher sustainable self are considered necessary for achieving the goal of K-12 education for sustainability? The theoretical framework of the research draws the ideas of Falkenberg (2007) who argue that teacher education needs to be rooted in human conditions that are shaped through dynamic interaction with the sociocultural context. Raus and Falkenberg (2014) also suggest that the ecological self, as described by Naess (1987/1995), makes an impact on teaching, as teacher education for sustainability can be based on the development of teacher's self. In this approach, teachers can acknowledge their own transformation as a way to facilitate learners' transformation, thus revealing the inner capacity of sustainable self.

39770 14:30-15:00 | Room 505 (5F)

Internal Audit in Philippine Provincial Government Office
Ruth Carlos, Polytechnic University of the Philippines, The Philippines
Sylvia Alcala Sarmiento, Polytechnic University of the Philippines, The Philippines
Lilian Dela Merced-Litonjua, Polytechnic University of the Philippines, The Philippines

The study evaluates the internal audit of Provincial Government Office (PGO) in terms of the organizational attributes and functions to identify the demographic profile of respondents, its organizational perspective and the internal audit activities performed by the office. Results show that most of respondents have taken Accountancy course with professional licensure of Certified Public Accountants with the designation positions as Internal Auditor on a hold over the capacity of their permanent plantilla position such as Accountant IV, Management and Audit Analyst and Provincial Government Division Head. On the position level in the organization, a majority are internal audit supervisors. On the aspects of organizational perspective, most of the units are created by an Executive Order and established within one to three years or newly created with one to three personnel complement. For the internal audit activities performed by the unit, the highest frequency is "Audit of compliance with regulatory requirements." The significant difference in demographic profile of the respondents are the college course taken which reveals that there are Nursing and Biology graduates were assigned and on organizational perspective, their creation was thru office order with insufficient staff. Thus, the researcher then recommends for the oversight bodies of the PGO to necessitate the institutionalization of the Internal Audit Unit in compliance with existing provisions and for the academic institutions to infuse more topics on government accountability and public financial management in the general education system.

40597 15:00-15:30 | Room 505 (5F)

Delegation Matters: Understanding a "Character Education" Goal and Implications for Learning in Indonesia's Decentralised Education System

Heni Kurniasih, SMERU Research Institute, Indonesia Valentina Utari, SMERU Research Institute, Indonesia Akhmadi Akhmadi, SMERU Research Institute, Indonesia

Various large scale education reforms in Indonesia include changes in curriculum, school management, and teacher reforms. These reforms have drawn significant amount of limited resources for education, however failed to achieve the intended level of learning achievement: Indonesia ranks low in PISA, an international assessment. We undertook a diagnostic study by analyzing policy documents and interviews with key stakeholders to understand key issues in the education system in Indonesia. One of the main issues we have identified is the problems of alignment related to the defined goal of education which is then delegated to education stakeholders at national, local, and school levels. We found an indication that a defined agenda exists – interestingly surrounding "character education"—which could be a support for any education reforms to thrive. However, there is limited evidence that this agenda leads to a common vision about what to achieve from education. Instead, it is apparent that there is a misalignment in the ways actors define and interpret the goal of education. This misalignment potentially affects the incoherence in the relationships of accountability in Indonesia's decentralized education system. We identify a source of this incoherence is the lack of clarity in the delegation element of accountability. In an education system whereas a functioning system is guided by the central government, this problem with delegation element prevents other elements of this system to be coherent. Eventually, it creates a domino effect leading to low learning achievement.

Wednesday Session III 14:00-15:30 | Room 506 (5F)

Learning Experiences, Student Learning & Learner Diversity Session Chair: Adelfa Silor

38447 14:00-14:30 | Room 506 (5F)

Enhancing Cultural Competence via Online Micro-Learning Modules Yvonne Loong, The Chinese University of Hong Kong, Hong Kong

In view of the global higher education trend of internationalisation, and aiming specifically to support our students at the Chinese University of Hong Kong on their overseas exchange programmes, the Independent Learning Centre (ILC) has developed a series of online micro-learning modules titled "Interacting Across Cultures" (IAC). One of the features of the IAC is that it caters to the specific needs of students from places of high-context cultures, such as Hong Kong and China, while developing their cultural competence at the academic, linguistic, personal and cultural levels to enable them to maximise the possible benefits from their exchange experience which usually takes place in countries of low-context cultures, such as the United States and Europe. Much of the emphasis is placed on the preparation students have to do before departure. The IAC series is divided into five micro modules, each requiring around 30 minutes' completion time. The content can be accessed via interactive web pages on both desktops and mobile devices. With appealing visuals, animation graphics, interactive exercises, reflection activities as well as further independent learning resources at the end, the modules aim at engaging students from before their departure until after they have returned to Hong Kong. The presentation will introduce the IAC micro-learning modules and report results from a pilot study which focussed on how the IAC series was used by various units in their specific contexts on campus. Students' feedback on the IAC as well as their written submissions will be discussed.

38357 14:30-15:00 | Room 506 (5F)

The Impact of Interactive Elearning Pedagogy in the Core Content of Cultural Dimensions Across Curriculum Adelfa Silor, Mindanao State University-Iligan Institute of Technology, The Philippines

This study aims to analyze the impact of interactive e-learning pedagogy in understanding the relevance of cultural dimensions across curriculum in the Higher Education Institutions. This interactive e-learning pedagogy refers to the different cultural dimension videos, images, and other interactive elements included in the core content of the lessons particularly in the professional education subjects. The research method used in this study is theoretical and empirical design because theories from literature reviews and the students' reaction as well as reflection have been analyzed as the basis of the findings and results of this study. Then content and thematic analysis is being used in analyzing the data gathered. The participants of this study are the fifty pre-service students from the College of Education, Mindanao State University-Iligan Institute of Technology, Philippines during the school year 2015-2016. Based from the findings of the study learners are fully engaged and motivated to learn once it has high quality and meaningful content, integrate visual components it means the topic is more eye-catching that encourages learners, reality-based eLearning scenarios it means Integrating real life examples and problems into their eLearning activities which give them chance to draw how knowledge acquired can be applied outside of the learning environment. Another findings emphasize the boost knowledge retention rates which offer learners the opportunity to gauge their progress and summarize the content they have learned, emotional responses can also help learners to better acquire and retain new information or skills. Including videos that may elicit an emotional response or images that may allow them to personally relate to the subject are keys to interactive experiences. Encourage group collaboration which develops learners to communicate with one another entered around asynchronous learning. Finally, an interactive eLearning pedagogy includes a variety of different multimedia elements and is aesthetically appealing to be more interactive than one that relies upon solely text content. In conclusion, interactive eLearning pedagogy has great impact in the core content of cultural dimensions across curriculum.

40370 15:00-15:30 | Room 506 (5F)

Fostering "Glocal" Awareness Through Content-Based Study Abroad Programs: Case of a Program on Poverty and Sustainable Society in the Philippines

Hanayo Hirai, Iwate University, Japan Natsumi Onaka, Iwate University, Japan

Study abroad programs have become increasingly popular in Japanese tertiary education in response to the nationwide campaigns and movements for fostering "global human resources" (Yonezawa 2014). In the current discourse of development of human resources with a global perspective, students' acquirement of global awareness and intercultural skills is often emphasized. Given that Japan's regional communities are in an urgent need of revitalization, considering various local issues such as declining birth rate, depopulation, and declining provincial industries, we advocate a new perspective about study abroad programs that cultivate understanding and awareness of both global and local issues ("glocal") as well as their interconnectedness. This paper aims 1) To foster glocal awareness among students through short-term, content-based study abroad programs related to poverty and sustainable society issues in the Philippines; and 2) To examine whether participants acquire glocal awareness and a sense of ownership by thinking through both global and local issues. Glocal awareness is examined under the following three categories – (a) awareness of the interconnectedness of global and local issues, (b) personal growth and development, and (c) motivation to take an action to positively influence global and local issues. Such programs are found to have a significant self-perceived impact on participants' glocal awareness with respect to poverty and becoming motivated to take action on global, local, and personal levels.

Wednesday Session III 14:00-15:00 | Prokofiev Hall (2F)

Higher Education Session Chair: Masae Nakazawa

39937 14:00-14:30 | Prokofiev Hall (2F)

The Importance of Student-Centered Learning (SCL) in Indonesian Higher Education Hidayatullah Yunus, Monash University, Australia

The issue investigated in this paper is about the roles and the importance of Student-centered Learning (SCL) in Indonesian higher education. In some Indonesian universities, the policy to implement SCL has been instructed, but some lecturers seem to teach passively and simply leave the class after finishing their lecture. There are also some arguments from education experts opposing the existence of SCL. Hence, this paper aims to elaborate the benefits of SCL in Indonesian Higher Educations by considering its challenges. As what Angele Attard upholds in her research, Student-centred Learning is generally defined as an approach to concentrate more on students rather than teachers and to substitute traditional teaching method with active learning, comprehensive self-paced learning activities and/or teamwork development which fundamentally lead the students take responsibility for their own learning. The methodology used in conducting this research is the literature review. Selecting a review topic assisted by some kinds of literature from peer-reviewed journal articles through Monash University database, Google Scholar and some websites containing Indonesian higher education data and evidence. As the findings, there are three main benefits of SCL; it provides an opportunity for students to have Independent learning, actively involves students in critical thinking activity, and encourage them to collaboratively work in a group which enhances their teamwork skill. In summary, this paper shows that the implementation of SCL in Indonesian higher education will play important roles and help provide opportunities for students to actively study and think out of the box.

40596 14:30-15:00 | Prokofiev Hall (2F)

A Method of Creating Rubrics Based on Concept Mapping and Ontology Engineering From Lecturers' Interview Data Masae Nakazawa, Kyoto Sangyo University, Japan

Recently, many rubrics for assessment of generic skills are actively developed in higher education. Rubrics for lecturers work as criteria on the educational programs to evaluate of the grade of student performances and learning outcomes that are primarily qualitative. Many of these rubrics are designed by using methodologies of some sort of theoretical frameworks or by customizing existing rubrics. Currently, educational assessment concepts and educational objectives in Kyoto Sangyo University's PBL (Problem Based Learning/ Project Based Learning) programs have been formed by the individual lecturers who have the extensive practical backgrounds. Therefore, if we develop rubrics employing methodology of any existing theoretical framework, it will be difficult to allow lecturers to utilize their original educational assessment concepts being used so far. In this research, the author developed a method of creating rubrics, based on interview data from lecturers, for PBL programs. The method consists of five procedures: 1) Interviewing with lecturers; 2) Extracting keywords from interview data; 3) Creating a concept map, based on ontology engineering, from the keywords and existing theories; 4) Evaluating the concept map by lecturers; 5) Adjusting the concept map between lecturers and the rubric developer. The author also built a rubric using the method, which works in the actual PBL programs.

Wednesday Session III 14:00-15:30 | Schumann Hall (2F)

Design, Implementation & Assessment of Innovative Technologies in Education Session Chair: Yiu-Chi Lai

38986 14:00-14:30 | Schumann Hall (2F)

Using an Informatics Course to Support an Herbal Medicine Course for Learning Herbs with Volatile Oil Bunyapa Wangwattana, Silpakorn University, Thailand Verayuth Lertnattee, Silpakorn University, Thailand

Phytochemistry is the one of subjects for pharmacy students. The subject is linking about herbs and its chemical compounds which contain pharmacological activities. The contents of phytochemistry are describing the structures of the large number of secondary metabolites found in plants, the functions of these compounds in human, plant biology and environment, and the biosynthesis of these compounds. In the academic year 2016, the third year pharmacy students, who planned to learn phytochemistry on the topic of volatile oil, were assigned to search and gather herbal information about 29 herbs containing volatile oil. This assignment was a part of an informatics course, namely, Health Informatics. The objectives of the assignment were to prepare the students' informatics skills and review their basic knowledge about aromatic herbs for the phytochemistry lesson. To accomplish the goals, the Knowledge Initiator for Herbal Information (a version for pharmacy students, KUIHerbRx) was used as a tool for collecting the students' opinions. Furthermore, we analyzed the input opinions given by the students. The results of analysis showed the students' interests, responsibility and ability in collecting reliable herbal information. The completed students' assignments exceeded the teachers' expectation in term of the number of contributed opinions. The most interesting herb was Dill (Anethum graveolens L.). The highest number of opinions given by one student was 33 opinions. The most interested topic was medicinal indication. This work offers the method of using an informatics course for improving informatics skills and preparing for phytochemistry lessons in the future.

38987 14:30-15:00 | Schumann Hall (2F)

Integration of Teaching and Learning ICT Literacy and Herbal Information in the 21st Century Verayuth Lertnattee, Silpakorn University, Thailand Bunyapa Wangwattana, Silpakorn University, Thailand

In the 21st Century, Information and Communication Technology (ICT) acts as an important role to support learning of the core content. In the Doctor of Pharmacy curriculum at Silpakorn University, ICT literacy and core content about herbal information were integrated to support learning herbal medicine. Several tools were introduced to collect and applied herbal information. To design and implement an herb database, the Relational Database Management System (RDBMS) was taught. Microsoft Office Access was used as a tool to create a herb database. The concept of normalization, tables, relationship, queries, forms and reports were educated. In Knowledge Management (KM), the process of transfer tacit knowledge to explicit knowledge and the reverse process were introduced. Students could find herbal information from reliable sources and put it into the Knowledge Unifying Initiator for Herbal Information (a version for pharmacy students, KUIHerbRx). The concept of an electronic book (e-book) was introduced to students. A set of tools were suggested to use for creating an e-book and publishing it to the e-book library. Herbal information was used as a sample to construct an e-book. The concept of Infographic could be applied for disseminating of herbal information. The graphic representation was successful to make audience easy to understand herbal monographs. These tools were used in practice classes in both informatics and herbal medicine courses. Students gained twofold from the integration, that is, the knowledge including skills in ICT literacy and herbal information.

40651 15:00-15:30 | Schumann Hall (2F) Coding Education and Computational Thinking for Children Yiu-Chi Lai, The Education University of Hong Kong, Hong Kong

Coding has become one of the major focuses in education recently. Some countries have started to integrate coding in their formal curriculum. Meanwhile, computational thinking is the thought process involved in formulating problems and their solutions, and it can be considered as a new literacy of the 21st Century. By engaging in construction-based robotics activities, children will be able to develop their computational thinking and problem-solving skills and also enrich knowledge in robotics and coding. Under these circumstances, we conducted a case study in a primary school on using Robotics kits for teaching young children how to code and developing their computational thinking. In the first stage, the teachers in the project school collaborated with the research team to design the coding activities for their pupils. In the second stage, the project teachers conducted a coding lesson for all classes in the same form. Upon completion of the first lesson, a group of pupils were invited to join a focus group to share their learning experience in the coding activities. Besides, the project teachers and the research team also evaluated the design of learning activities and decided the changes for the next coding lesson. The whole process has been repeated for the next cycle. In this regard, the study adopted design-based research approach. The findings show that it is feasible to introduce coding concepts and computational thinking skills to young children.



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39750

Teaching Information Visualization in Library and Information Science Programs: A Content Analysis on Course Syllabi

Tien-I Tsai, National Taiwan University, Taiwan Yu-Tzu Liang, National Taiwan University, Taiwan Chu-Ting Fan, University of Texas at Austin, USA

Data literacy has been essential to everyone in this data-driven world, especially to those who study "information." Information Visualization (IV) courses are designed to help students acquire knowledge regarding data literacy as well as the capability to utilize appropriate tools and methods to analyze data. However, most IV courses were offered in computer science programs. This paper aims to investigate the current state of how IV courses have been offered in library and information science (LIS) programs. The ultimate goal is to provide LIS educators insights into course planning and to better equip students with proper data literacy. A content analysis was used to examine IV courses offered by iSchools. Thirty-two institutions from seven countries offered 39 different IV courses. Courses without detailed syllabi or offered by the same instructor were excluded. Twelve courses were in the final list. Three coders with expertise in LIS developed, tested, revised, and finalized a 39-item codebook. Results showed that most courses emphasized principles of visualization and introduced one or more tools in class. Half of the courses were coding-light courses; others were coding-heavy. While exam requirements differed from course to course, almost all courses required students to do assignments other than group term projects. However, the forms of term projects also varied widely. Overall, the current IV course design seemed to be quite diverse. Future research can examine the core competencies of data literacy and provide more concrete suggestions for planning effective IV courses for LIS students.

39989

Assessment Practices and Students' Approaches to Learning: A Systematic Review Jihan Rabah, Concordia University, Canada Robert Cassidy, Concordia University, Canada Manasvini Narayana, Concordia University, Canada

Student Approaches to Learning (SAL) differentiates between student learning objectives/behaviors that are focused on the memorization of course content (surface approach) or the construction of meaning and comprehension (deep approach). For nearly five decades, researchers have explored Student Approaches to Learning (SAL) as an important framework for understanding, evaluating and guiding learning and instruction. An evidently robust and generally relevant construct, SAL has spawned numerous instruments to capture its Deep and Surface approaches, most notably the Study Process Questionnaire (SPQ) and its successor the Revised Two-Factor SPQ (R-SPQ-2F). Despite its history, there are few comprehensive reviews of its utility. Here we present the results of a systematic review of the literature describing how deep and surface approaches to learning are associated with different assessment practices. This paper uses vote counting to investigate the relationship between assessment practices and students' approaches to learning. After a systematic search of the literature over 1,482 abstracts were reviewed, from which 21 articles were selected and 53 voting scores were extracted. Several assessment types were grouped and analyzed to help explain the voting results. Pedagogical implications and suggestions for further research are discussed.

39104

Perception of Ethnic Hmong University Students Regarding Their Community Development Ngoc Nguyen, National Chung Cheng University, Taiwan

As one of the most popular but vulnerable ethnic groups in the mountainous area in Vietnam, Hmong communities have experienced intensive discourse of inferiority regarding their socio-economic development. A good deal of research reveals how these discourses have been adversely influencing the vision for ethnic minority development, typically the pressure to "civilize" their practices in all walks of life. While the development path will be significantly tailored by the youth generation, they have not been taken into account in these studies. Drawing specifically on the Hmong youth generation, those who made their way to universities in the capital city of Vietnam and overtime experience certain acculturation along with the education system provided by the dominant group in the country, this study will seek to explore their perceptions regarding the development picture in their hometown and how their education experience could factor in a better future for their communities. The mixed method is utilized through in-depth interviews, talk show video record, and continuous Facebook observance of members of an Hmong youth-led activist group called Action for Hmong Development, combined with an online survey conducted with 20 other Hmong university students studying in the capital city of Vietnam. Putting the different perspectives of Hmong youth into the picture might render practical suggestions for the educational pursuits of Hmong students in relation with the destiny of their communities.

39739

Sustainable Local Development Through Experiential Education: Case Studies From the Field Jing Irene Wu, JUMP! Foundation, China

There is a trend in development that utilizes youth as the main agent for social innovations. So far, they have attracted solutions "being founded in high-income regions like Western Europe and North America . . . with a specific emphasis on developing countries." (UNDP Youth Solutions Report, 2017) This paper seeks to offer an alternative model that empowers youths originating from underdeveloped communities as creators for these solutions. The JUMP! Foundation has been delivering youth social innovation programs in underserved communities since 2016. Program participants undergo training on problem analysis, needs assessment and design thinking followed by conducting stakeholder interviews and designing impact projects for their communities, all facilitated through an interactive, experiential learning approach. Selected projects are supported with seed funding and mentorship for implementation. In addition to utilizing local youths as changemakers, every program is co-created with a local NGO partner with ties to the target community, with its staff being trained on the curriculum and facilitating the program in the indigenous language. With maximum localization and the train-the-trainer model approach, the program increases community ownership, sustainability and scalability. Although the program's long-term impact is still unknown, preliminary qualitative field evidence has shown positive short- and mid-term impact. Interviews and post-program communications with NGO partners have indicated that the winning projects have successfully been or are in the process of being implemented in the participants' own communities, and our partners and local facilitators have indicated in increased level of confidence in leading community initiatives.

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Aims & Scope

The IAFOR Journal of Education is an Open Access, peer-reviewed, international and intercultural journal. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Papers submitted by academic researchers, theorists, practising teachers, policy-makers and educational administrators are welcomed. Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. We also accept reworked versions of previously published, related IAFOR Conference Proceedings if the version submitted to the journal is revised and differs from the previously published article by at least 30 percent. These articles are submitted through the submission portal and must conform to the journal submission guidelines and undergo the usual standard double blind peer review processes.

The journal at times publishes special issues on a single topic. A call for papers is made for these special issues which can be found on the journal home page when applicable.

IAFOR Commitment

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

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Dubai's Festival City again hosted The IAFOR International Conferences on Education and Language Learning (IICEDubai and IICLLDubai), and attracted delegates from across the region as well as further afield as research and presentations focussed on the conference theme of Surviving and Thriving: Education in Times of Change. Both research focussed and more practical presentations and workshops were organised over the three days of the conference, and included presentations by representatives of the UAE Ministry of Education.

Above left: Dr Christine Coombe of Dubai Men's College, UAE, responds to questions following her Keynote Address entitled Classroom Management: Empirical and Practical Perspectives. Dr Coombe is a widely published academic, a past president of TESOL International and sits on the IAFOR International Academic Advisory Board. Above right: Dr Deena Boraie delivers a Keynote Address, "Exploring English Language Education in the MENA Region Now and in the Future", in which she drew on her experiences in Egypt. Dr Boraie is dean and professor of practice at the School of Continuing Education at The American University in Cairo.

Below left: Dr Martin Spraggon of the Mohammed Bin Rashid School of Government expands on the local context, giving an overview of educational policy, in his Featured Presentation on "Key Trends, Challenges and Opportunities in the Field of Higher Education in the UAE".Below right: Dr Sufian Abu-Rmaileh of the UAE University listens to delegates giving feedback after his engaging presentation entitled "Using Critical Thinking Techniques in the Classroom". Dr Abu-Rmaileh is a past president of TESOL Arabia.

Bottom left: Professor Mustafa Hashim Taha of the American University of Sharjah, UAE, examined entertainment education with an emphasis on the role of theatre in promoting political reconciliation in post-apartheid South Africa in his thought-provoking and wide ranging Keynote Presentation. **Bottom right:** Dr Virginia Bodolica of the American University of Sharjah, UAE delivers a Featured Presentation that addressed the wider conference theme of Surviving and Thriving in Times of Change with her featured address on "In the Era of Disruptive Transformations: Embracing the Imperative of Dynamic Adaptation to the Evolving World of Work".















Some 250 scholars and educators from more than 40 countries came together for the IAFOR International Conferences on Education (IICEHawaii2018), and Sustainability, Energy and the Environment (IICSEEHawaii2018) at the Hawaii International Convention Center in Honolulu, Hawaii for an event held in partnership with the University of Hawaii at Manoa, and with the support of the East West Center, Brigham Young University, and the World Bank.

Above left: Dr Joseph Haldane, Chairman and CEO of IAFOR chaired a plenary panel entitled "Educational Policy: Does the Democratisation of Education in Educational Systems Fuel Economic and Social Inequality?". **Above right:** Professor Xu Di and David P. Ericson, both renowned educational philosophers based at the University of Hawai'i at Manoa, delivered addresses first, giving both the local context and then drawing on examples from other countries, before Dr Haldane then opened the floor to questions and then a more general discussion of the topic.

Below left: Dr Xiaoyan Liang is a Lead Education Specialist in the World Bank, with a focus on educational development in Africa and East Asia. Her wide ranging keynote, "Education in a Changing World: New Partnership and Changing Paradigm for Education Development", was sponsored by the World Bank. **Below right:** Dr Andy Curtis of Anaheim University, USA, a language educator with an international reputation, and past president of TESOL International, delivered a funny but stinging keynote entitled "Ignorance is Bliss': The New Anti-Education Movement", that looked at educators navigating a world in which political leaders often boast of their ignorance, rather than education.











Above left: Dr Failautusi 'Tusi' Avegalio is the director of the Pacific Business Center Program and the executive director of the Honolulu Minority Business Enterprise Center at the University of Hawai'i at Mānoa's Shidler College of Business. Descended from a long line of Samoan chiefs, Dr Tusi was raised in the coastal village of Leone in American Samoa before receiving university education in the United States, and becoming a professor. Here he delivers a keynote address that looks at the importance of respecting indigenous knowledge and wisdom in the context of modern educational systems. Above centre: Dr Sela V. Panapasa of the University of Michigan, USA, addresses the "Surviving and Thriving in Times of Change" theme of the conference in her excellent keynote address entitled, "Anticipating Educational Needs That Ensure a Diverse, Equitable, and Inclusive Workforce for a Changing U.S. Population". Dr Panapasa is a sociologist who was born in Fiji, and who has worked extensively throughout the Pacific Islands. Above right: Dr Sheri-Ann Daniels is the executive director of Papa Ola Lōkahi, the Native Hawaiian health board, and chair of Nā Limahana o Lonopūhā, the Native Hawaiian Health Consortium. Here she delivers a keynote presentation entitled "Native Hawaiian Health: Opportunities to Develop A Healthy Leadership and Workforce".

Below left: Dr Richard R. Vuylsteke is President of the East-West Center, a renowned and unique institution that promotes better relations and understanding among the people and nations of the United States, Asia, and the Pacific through cooperative study, research, and dialogue. His wide ranging keynote address introduced some particular East-West Center approaches to education, including "place utility," "cross-cubed" programs, and social media umbrellas, and he asked delegates of the ways in which they might be able to implement such approaches in their home institutions. **Below right:** Dr Hiagi M. Wesley, responds to questions following his keynote entitled "Pacific Indigenous Perspectives vs Global Ways of Learning", which dovetailed perfectly with Dr Avegalio's address, and looked at the value of indigenous ways of learning. A Rotuman by birth, Dr Wesley is Director of the Center for Hawaiian and Pacific Island Studies and Associate Dean in the College of Arts and Humanities at Brigham Young University, Hawaii.









The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held in Kobe, Japan, with the conference theme of "History, Story and Narrative".

Above left: Multi-Emmy Award winning filmmaker, and former NBC television producer, Gary Swanson, opens the MediAsia 2017 conference with a hard-hitting keynote on "Fake News and the Attack on America's Freedom of the Press", in which he outlined the hostility of Donald Trump and his administration toward the press, arguing that "the press is the enemy; nothing it says should be believed; and there is no role or need for the press in American democracy". Above right: Professor Virgil Hawkins of Osaka University's School of International Public Policy (OSIPP) describes the Global News View (GNV) research centre, dedicated to working towards the realisation of an information environment in which people can comprehensively and objectively view the world and the issues it faces, in the context of little or no information about certain issues or geographic areas of the world, leading to a lack of care and attention about events in these places.

Below left: Professor Yoneo Ota of Osaka University of Arts, and founding director of Kyoto's Toy Film Museum talks about the project to collect and restore privately held toy films to reconstitute a historical record and archive, and reappraisal of their value in documenting Japanese society. Below right: William Lyndesay OBE is a renowned geographer, author and film-maker, celebrate inside and outside China for his long and steady commitment to the study and preservation of the Great Wall(s) of China, despite his earliest efforts falling repeatedly foul of the Chinese authorities. His keynote showed how diverse, personal, unconventional and "foreign" approaches have made significant contributions to the surprisingly narrow, Sino-centric and limited corpus of Great Wall knowledge, as well as popular understanding.









Above left: Professor Richard Roth of Northwestern's Medill School of Journalism delivered a very personal keynote address on the year of his retirement, looking at how he has tried throughout his career as a journalist and educator to mentor and nurture young talent in an industry where it is said that there is no apprenticeship. His presentation talked about his own experience as a rookie reporter coming of age in a foreboding American prison called Attica, one part of an American system that holds more than 2 million people captive, more than in any other nation. Roth was one of two newspaper reporters inside the prison yard at Attica during the September 9-13 riots in 1971, serving on the Select Observers Committee, and his subsequent writing about Attica earned him a 1972 nomination for the Pulitzer Prize. Above right: Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art (the conference venue), is one of Japan's most sought after museum directors, and among the country's most prominent supporters of the public and educational role of art. In this keynote address he describes how an art museum can strategically write (or paint) itself into the history, story and narrative of a city, or else consign itself to irrelevance.

Below: The Asian Conference on Media, Communication and Film (MediAsia) 2017 was held at the Hyogo Prefectural Museum of Art and attracted 125 delegates from 25 countries. Here delegates pose outside the Tadao Ando designed building, and in front of Kenji Yanobe's Sun Sister.

For more information about The Asian Conference on Media, Communication and Film (MediAsia) please visit www.mediasia.iafor.org.







The Asian Conference on Education 2017 (ACE2017) saw more than 250 scholars from 38 countries come together in Kobe, Japan to look at the theme of "Educating for Change" from a variety of interdisciplinary perspectives, cultural backgrounds, and national contexts.

Above left: Dr Charles Allen Brown of Hokkaido University, Japan, in a lighter moment following his featured presentation at ACE2017, which looked at, and questioned the hitherto unassailable position of the native speaker in language learning. **Above right:** Dr Paul Lai of Nagoya University's academic writing center delivers a featured address on how his pioneering center has helped research students and faculty develop clear and convincing ideas in their research writing, thus improving publication chances and impact.

Below left: Dr Connie Guberman of the The University of Toronto, listens to questions following her featured address on an initiative using oral history as a means of educating for change by challenging traditional institutional structures of knowledge creation. **Below middle:** Dr Jack Frawley of the University of Sydney's National Centre for Cultural Competence delivers a plenary address on leadership and intercultural studies. **Below right:** Dr Tzu-Bin Lin of the National Taiwan Normal University explains how professional development and leadership programs are developing on Taiwan to raise standards in secondary schools.













Opposite Bottom: After an amazing taiko drum performance and interactive music workshop, delegates from around the world mix with local students from AIE International High School's drum club.

Above left: Dr Joseph McClanahan of Creighton University (USA), and co-convenor of the Asian Undergraduate Research Symposium (AURS) delivered a wide ranging featured address on how mentoring undergraduate students provides tools for student success after graduation, and concentrating on the importance that educators continue to adapt and develop new approaches that create equal opportunities for productive educational experiences for all students. **Above right:** Dr Yvonne Masters of Newcastle University, Australia, and AURS co-convenor, asks the conference to consider two simple but fundamental questions when we talk about change in Education, "By Whom?" and "For Whom?".

Below: A group shot of delegates, taken in the Kobe Art Center venue, reflecting the diversity of attendees at The Asian Conference on Education. The next ACE event will be held in Tokyo, Japan, from Saturday, October 13, 2018 to Monday, October 15, 2018. For more information please visit www.ace.iafor.org.







Above left: Dr Simon Sleight, Senior Lecturer in Australian History at King's College London delivers a Keynote Speech at The IAFOR International Conference on the City 2017 (City2017) in Barcelona, addressing delegates on the topic of memory and the modern city. Dr Sleight's work explores the history of urban place-making, the evolution of youth cultures and the Australian presence in Britain. Above right: Internationally renowned constitutional lawyer and jurist Professor Adrien Katherine Wing gives a Keynote Presentation at The IAFOR International Conference on Global Studies 2017 (Global2017) on the legal status of women of colour around the world under national and international law. Professor Wing is the Associate Dean of International & Comparative Law Programs at the University of Iowa College of Law, USA, and was involved in the drafting of the South Africa and Kosovo constitutions.

Below left: Multiple Academy Award winning documentary filmmaker, Mark Jonathan Harris, director of Breaking Point: The War for Democracy in Ukraine, an Official Selection of the IAFOR Documentary Film Award 2016, responds to questions following his Featured Presentation entitled "Breaking Point – Ukraine in the Era of Trump" at Global2017. Professor Harris is Distinguished Professor in the School of Cinematic Arts at the University of Southern California, USA, where he heads the documentary program. Below right: Mark Jonathan Harris's award-winning documentary, Breaking Point: The War for Democracy in Ukraine, was screened at City/Global2017 and was followed by a Q&A with the Director.











Above left: In a City2017 Featured Presentation, Gloria Montero, celebrated Spanish novelist, playwright and poet, offers her own insights into the city of Barcelona, where she has made her home and where City2017 was held. **Above center:** Professor Georges Depeyrot, monetary historian at the ENS (Paris) and Member of the Board of Trustees of the French National Center for Scientific Research (CNRS), France, introduces the IAFOR Silk Road Initiative in an information session at Global2017. **Above right:** In a Keynote Presentation entitled "Refuge: Refugee: Moonlight and Precarious Love" at Global2017, Professor Baden Offord of the Centre for Human Rights Education, Curtin University, Australia, discusses the human condition in relation to people's suffering around their sexuality with reference to the Academy Award winning film, *Moonlight*.

Below: An image from the series Single Mothers of Afghanistan by Canadian/Iranian photojournalist Kiana Hayeri, Grand Prize Winner of the 2017 IAFOR Documentary Photography Award. Winners were announced at The European Conference on Media, Communication & Film 2017 (EuroMedia2017) in Brighton, UK. As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practice and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter. For more information about the award, please visit: www.iaforphotoaward.org.







Above left: Dr Paul Lowe, Founding Judge of the IAFOR Documentary Photography Award, gives a Keynote Presentation on "Testimonies of light: Photography, Witnessing and History" at The European Conference on Media, Communication & Film 2017 (EuroMedia2017). Dr Lowe is an award-winning photojournalist who has covered breaking news around the world, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia and the destruction of Grozny. Above right: In a Featured Panel Presentation at The European Conference on Arts & Humanities 2017 (ECAH2017) Professor Donald Hall, Dr Linda Schwarz and Professor Amanda Bright discuss the challenges of doing research and creative activity in the arts and humanities today. Donald E. Hall is a Vice-President of IAFOR and Dean of the College of Arts and Sciences at Lehigh University; USA. Linda Schwarz is Dean of the Faculty of Arts & Science and Professor of Interdisciplinary Studies at Ambrose University, Canada, and. Amanda Bright has been Head of the School of Art at the University of Brighton, UK.

Below left: At EuroMedia2017, Dr Rodney Hill of the Lawrence Herbert School of Communication at Hofstra University, USA, and Francis Ford Coppola Archivist presents on the topic of "Mythologizing One's Own History Through Narrative" by referencing Coppola's *Tetro*". **Below right:** Dr Alfonso García Osuna, Editor of the *IAFOR Journal of Arts & Humanities*, delivered a Spotlight Presentation entitled "Re-Creating the Past: Fascist Comics and the Rehabilitation of History", at ECAH2017. Dr Osuna has taught at Hofstra University in New York, USA, for over thirty years.

Bottom: The Conference Welcome Reception provides a great opportunity for delegates to network and get to know each other.











Above left: Keynote Speaker at The European Conference on the Social Sciences 2017 (ECSS2017) Dr Anke Schwittay discusses inclusive innovation in international development. Dr Schwittay is Head of International Development at the University of Sussex in the UK, and Senior Lecturer in Anthropology and International Development at the School of Global Studies. Above right: Dr Georgios Tsakos, Reader in the Department of Epidemiology and Public Health at University College London, UK, gives a Keynote Presentation on the topic of "Links Between Oral and General Health: Putting the Mouth Back in the Body" at ECSS2017.

Below: In a Plenary Panel Presentation on sustaining the city at The European Conference on Sustainability, Energy & the Environment 2017 (ECSEE2017), Professor Anne Boddington, Duncan Baker-Brown and Cat Fletcher examine the rationale behind The Brighton Waste House – Europe's first permanent public building made almost entirely from material thrown away or not wanted (shown bottom left). Anne Boddington is Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, Duncan Baker-Brown is an expert in contemporary methods of ecology-friendly building design, an architect and an academic, and Cat Fletcher is Founding Member, Elected National Representative and Head of Media for Freegle UK.

Bottom right: ECSS2017 Featured Speaker Professor Grant Black of the Faculty of Humanities and Social Sciences, University of Tsukuba, Japan, addresses conference delegates on the subject of "East Meets West: Innovation and Discovery in Education Reform at an Elite Japanese University". Professor Black is Vice-President (at large) of IAFOR.











Above left: At The European Conference on Psychology & the Behavioral Sciences 2017 (ECP2017), Professor Geoff Beattie of Edge Hill University, UK, delivers a Keynote Presentation entitled "Hidden Thoughts: Do Your Hand Gestures Reveal More About You Than You Think?" Professor Beattie is a world renowned expert on non-verbal communication and a noted author, broadcaster and public intellectual, who was the resident on-screen psychologist for *Big Brother* for eleven series on Channel 4. Above right: Dr Katie Woodward discusses public attitudes towards counter-terrorism in a Featured Presentation at ECP2017. Dr Woodward is currently a Principal Psychologist working in the Human and Social Sciences Group at the Defence Science and Technology Laboratory in Hampshire, UK.

Below left: Dr Stephen E. Gregg, Senior Lecturer in Religious Studies at the University of Wolverhampton and Keynote Speaker at The European Conference on Ethics, Religion & Philosophy 2017 (ECERP2017), enjoying a lighter moment, after a wide-ranging address examining the topic of complicating religious identity in the twenty-first century. Below right: Professor Thomas Brian Mooney gives a Featured Presentation entitled "The Virtue of Politeness As a Part of the Virtue of Justice" at ECERP2017. Thomas Brian Mooney is a philosopher with an international reputation and Head of the School of Creative Arts and Humanities, Charles Darwin University, Australia.

Bottom left & right: IAFOR's European Conference Series is held in Brighton, UK, and features an optional tour of Bateman's, the Jacobean home of *The Jungle Book* author Rudyard Kipling, and the spectacular Hever Castle and gardens, once home to Anne Boleyn, Henry VIII's second wife.















Above left: At The European Conference on Education 2017 (ECE2017), Professor Kwame Akyeampong of the Centre for International Education (CIE), University of Sussex, UK, gives a Keynote Presentation on transforming the educational experience of African children through emancipatory research. Professor Akyeampong has been a senior policy analyst at UNESCO, and also consulted for the Ghanaian Ministry of Education. Above right: ECE2017 Keynote Speaker Matthew Taylor, Chief Executive of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, UK, delivers an address entitled "Think Like a System, Act Like an Entrepreneur" as part of the conference Plenary Panel. Prior to becoming Chief Executive of the RSA, Matthew Taylor was Chief Adviser to Prime Minister Tony Blair, as head of the Number 10 Policy Unit, and is the author of the 2017 Taylor Review of Modern Working Practices, commissioned by the incumbent UK government.

Below left: Professor Svetlana Ter-Minasova engages the audience at The European Conference on Language Learning 2017 (ECLL2017) with a Keynote Presentation on how to shatter the linguistic, cultural and psychological barriers to international communication. Professor Ter-Minasova is founding President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia and a public intellectual in Russia. **Below right:** Professor Anne Boddington, Professor of Design Innovation and Dean of the College of Arts and Humanities, University of Brighton, UK, moderates the Plenary Panel "Think Like a System, Act Like an Entrepreneur" at ECE2017.

Bottom left: ECE2017 Featured Speaker Professor David Hicks of Virginia Tech, USA, addresses delegates on the topic of "Teaching Difficult Histories Through Film: Examples and Perspectives from the Field", highlighting the pedagogical challenges that emerge when film is used to teach about the complex business of the representations of "the other". **Bottom right:** Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, UK, moderates a Plenary Panel entitled "Education for Change: Addressing the Challenges of UN Sustainable Development Goal 4" at ECE2017.















The Asian Conference on Social Sciences 2017 (ACSS2017), The Asian Conference on Sustainability, Energy & the Environment 2017 (ACSEE2017) and The Asian Conference on Aging & Gerontology (AGen2017), were held in Kobe, Japan, June 8–11, 2017. **Above left:** His Excellency Dr Toshiya Hoshino gives an incisive Keynote Presentation as part of an ACSS2017 Plenary Panel entitled "East Meets West", giving a historical overview of recent trends in International Relations. Dr Hoshino is now Japanese Ambassador to the United Nations in New York, having been seconded from Osaka University, where he is Professor at the Osaka School of International Public Policy (OSIPP). A former Vice-President of the university, he is also a member of IAFOR's Board of Directors. **Above center.** Professor Haruko Satoh of Osaka School of International Public Policy (OSIPP), Osaka University, Japan, addresses delegates as part of the same ACSS2017 Plenary Panel. Professor Haruko Satoh is a member of IAFOR's Academic Governing Board. **Above right:** Political Philosopher, Professor Michael Anthony C. Vasco, Dean of the Faculty of Arts and Letters at the University of Santo Tomas in the Philippines, sits on the same Plenary Panel at ACSS2017.

Below left: Director of the NACDA Program on Aging and Vice-President of IAFOR Dr James W. McNally gives a Featured Presentation on methodologies for the collection of comparative community-level public health data at AGen2017. **Below right:** Dr Hiroshi Ishida, Professor of Sociology at the Institute of Social Sciences, University of Tokyo, Japan, sits on an AGen2017 Plenary Panel entitled "Easts Meets West – Healthy, Active and Beautiful Aging in Asia".

Bottom left: ACSS2017 Featured Speaker Dr Philip Sugai of Doshisha Business School, Japan, examines the concept of value in marketing. Bottom right: ACSEE2017 Spotlight Speaker Dr Maxime Jaffré, Assistant Professor in Sociology of Culture at the Ecole des Hautes Etudes en Sciences Sociales and a member of IAFOR's International Academic Advisory Board, questions whether data science can do without the field survey.











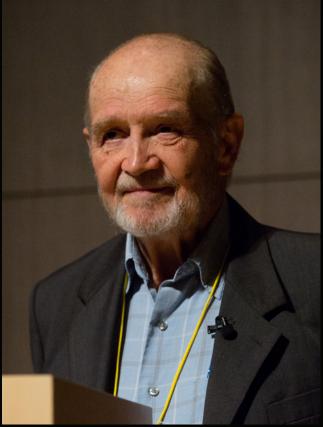


The Asian Conference on Cultural Studies 2017 (ACCS2017), The Asian Conference on Asian Studies 2017 (ACAS2017) and The International Conference on Japan & Japan Studies (IICJ2017), held June 1–4, 2017, brought together delegates from all over the world to explore the theme of "Global Realities: Precarious Survival and Belonging".

Above left: Professor Gaurav Desai of the University of Michigan, Ann Arbor, USA, examines the figure of the migrant in recent Anglophone fiction from Africa and South Asia in his ACCS2017 Keynote Presentation entitled "Precarious Futures, Precarious Pasts: Migritude and Planetarity". Above right: In a Featured Panel Presentation at ACCS2017, Professor Donald E. Hall, Professor Emerita Sue Ballyn and Professor Emeritus Yasue Arimitsu discuss the challenges of doing Cultural Studies today, exploring the emerging geo-political constraints on their work, as well as their respective national and institutional contexts, and interact with the audience on the topic of strategies for individual and collective response to the challenges that we face.

Below left: The University of Barcelona's Professor Emerita Sue Ballyn gives a Spotlight Presentation at ACCS2017 on the subject of surgeons on eighteenth-and-nineteenth-century female convict transports, often the unsung heroes of hazardous passages to the Antipodes, discussing the importance of their power at sea and on land, their care of their charges and how medical improvisation very often saved a patient's life. Below right: In his ACAS2017 Featured Presentation entitled "Buddhist Terrorism?", Dr Brian Victoria of the Oxford Center for Buddhist Studies examines the long history of those calling themselves Buddhists who engaged in warfare, despite Buddhism's long-standing reputation in the West as a religion of peace.





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Above: To ensure that delegates have an especially memorable experience, IAFOR conferences include tours to places of historic and cultural interest, led by experienced tour guides.

Fushimi Inari Grand Shrine in Kyoto, Japan, features an iconic pathway lined with orange torii, each donated by a Japanese business, that creates a 4 km tunnel leading up a mountain behind the shrine.

Below left: Professor Ted O'Neill of Gakushuin University, Tokyo, Vice-President (at large) of IAFOR, gives a Keynote Presentation entitled "Change in Japanese Tertiary Education: Implementing Content and Language Integrated Learning (CLIL) in Japan" at The Asian Conference on Language Learning 2017 (ACLL2017). Below center. Featured Speaker Professor Mark Pegrum presents on moving beyond web 2.0 when designing authentic mobile learning for everyday contexts in Asia at The Asian Conference on Technology in the Classroom 2017 (ACTC2017). Mark Pegrum is an associate professor in the Graduate School of Education at The University of Western Australia, where he specialises in mobile learning and, more broadly, e-learning. Below right: Professor Barbara Lockee, Associate Director of the School of Education and Associate Director of Educational Research and Outreach at Virginia Tech, USA, explores the changing landscape for instructional design professionals in educational contexts and their potential to serve as change agents in the adoption of learning innovations at ACTC2017. Dr Lockee is Vice-President of IAFOR's Education Division.











Above left: During the annual haiku workshop at The Asian Conference on Literature 2017 (LibrAsia2017), Hana Fujimoto of the Haiku International Association, Japan, gives a background and history to haiku and invites participants to write their own poems. Above right: Also at the LibrAsia2017 haiku workshop, Emiko Miyashita, a prominent haiku poet who is also a councillor for the Haiku International Association, and a board member of the JAL Foundation, reads world-famous haiku before inviting audience members to compose haiku of their own. In addition to the yearly haiku workshop, LibrAsia2017 features the IAFOR Vladimir Devidé Haiku Award Ceremony, at which all award-winning entries are read out. The IAFOR Vladimir Devidé Haiku Award is an open competition for previously unpublished haiku written in the English language. The award is for haiku regardless of whether in the traditional or modern style; it transcends haiku divisions and is based only on literary merit.

Below left: Celebrated international pianist and former Fulbright scholar Marusya Nainggolan of the University of Indonesia, Indonesia, gives a resounding performance at The Asian Conference on Arts & Humanities 2017 (ACAH2017). Marusya Nainggolan performs music nationally and internationally, as well as teaching European Studies at the University of Indonesia and serving as a music counsellor for studies on music and health in the Indonesian National Health Department. Below right: At The Asian Conference on Arts & Humanities 2017 (ACAH2017) Dr Yutaka Mino, Director of the Hyogo Prefectural Museum of Art and the Yokoo Tadanori Museum of Contemporary Art, and Honorary Director of the Abeno Harukas Museum of Art, Japan, speaks on "Art and Narrative in the Public Sphere", examining art as a medium for telling stories and creating narrative, and how curation can be used to contextualise and situate works of art.

Bottom left: Professor Georges Depeyrot is a monetary historian at the French National Center for Scientific Research (CNRS) in Paris. As part of a Featured Panel Presentation on "Constructing History" at The Asian Conference on Literature 2017 (LibrAsia2017), he discusses the importance of the construction of national history in the creation of personal and national identity. Bottom right: In the same Featured Panel Presentation at The Asian Conference on Literature 2017 (LibrAsia2017), Professor Myles Chilton, a member of the Department of English Language and Literature at Japan's Nihon University, explores how history shapes our political decisions today, and how we go about building, revising and deconstructing history.









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Award Judges



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

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



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

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



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

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

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



IAFOR Documentary Photography Award 2017

Monday, March 26 | 12:05-12:20 | Prokofiev Hall (2F)

Award Winners Screening

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

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

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

Supporters

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

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



Sponsorship Opportunities

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

Reviewers & Presenters

IAFOR depends on the assistance of a large number of international academics and practitioners who contribute in a variety of ways to our shared mission of promoting international exchange, facilitating intercultural awareness, encouraging interdisciplinary discussion and generating and sharing new knowledge. Our academic events would not be what they are without a commitment to ensuring that international norms of peer review are observed for our presentation abstracts. With thousands of abstracts submitted each year for presentation at our conferences, IAFOR relies on academics around the world to ensure a fair and timely peer review process in keeping with established international norms of double-blind peer review.

We are grateful for the time, effort and expertise donated by all our contributors.

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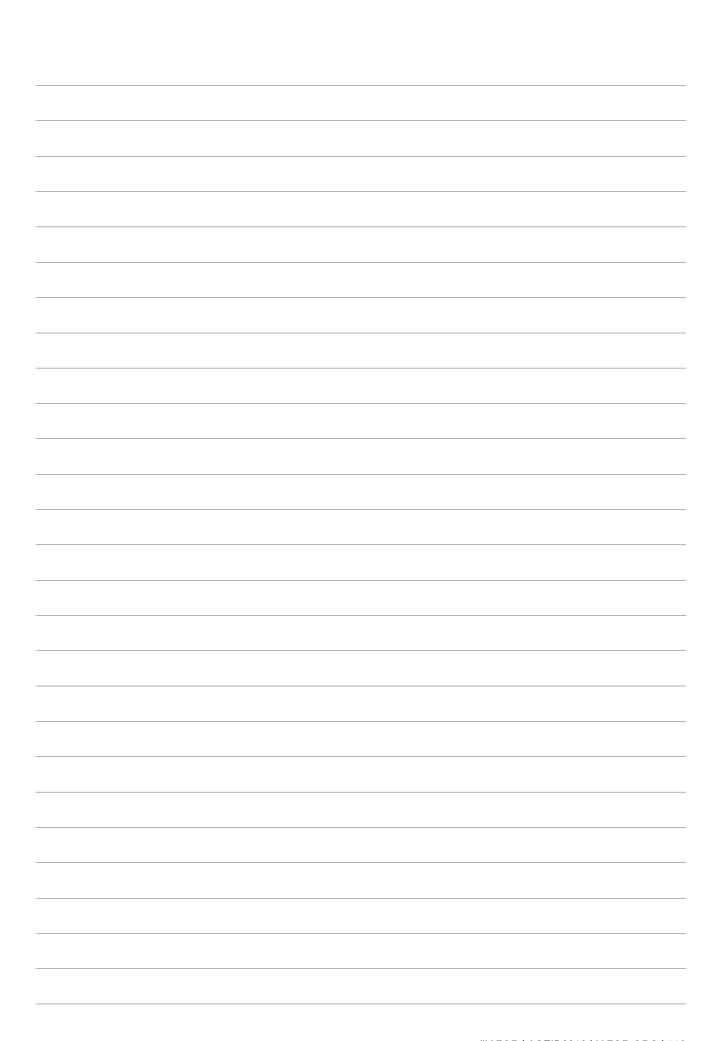
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The European Conference on Education 2018
The European Conference on Language Learning 2018

ECE/ECLL2018 BRIGHTON, UK

www.ece.iafor.org | www.ecll.iafor.org

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ECE/ECLL2018 Conference Theme

"Surviving and Thriving: Education in Times of Change"

Venue & Location: The Jurys Inn Brighton Waterfront, Brighton, UK Dates: Friday, June 29, 2018 to Sunday, July 01, 2018

Final Abstract Submission Deadline: April 16, 2018
Advance Registration Deadline for Presenters: April 16, 2018
Final Registration Deadline for Presenters: May 16, 2018

For the fifth consecutive year, The European Conference on Education (ECE) will be held alongside The European Conference on Language Learning (ECLL) bringing together delegates from many different national, cultural and linguistic backgrounds to Brighton, UK, to present new research and exchange ideas. This exceptional platform welcomes speakers and delegates for challenging debate and stimulating discussions around the latest concepts and approaches in Education and Language Learning.

These two events are scheduled simultaneously to maximise opportunities for interdisciplinary discussion and interaction. Registration for either conference allows participants to attend sessions in the other.

In conjunction with our Global Partners, including the University of Sussex (UK) and Birkbeck, University of London (UK), we look forward to extending you a warm welcome in 2018.

For more information and to submit an abstract visit:

www.ece.iafor.org or www.ecll.iafor.org

Image | The Royal Pavilion, Brighton, UK

Upcoming Events www.iafor.org/conferences

Kobe, Japan, 2018

March 30 - April 1

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

April 27–29

The Asian Conference on Language Learning (acll.iafor.org)

June 1–3

The Asian Conference on Cultural Studies (accs.iafor.org)

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

June 8-10

The Asian Conference on the Social Sciences (acss.iafor.org)

The Asian Conference on Sustainability, Energy & the Environment (acsee.iafor.org)

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

Tokyo, Japan, 2018

October 5-7

The IAFOR Global Innovation & Value Summit (givs-tokyo.iafor.org)

October 9–11

The Asian Conference on Media, Communication & Film (mediasia.iafor.org)

October 13–15

The Asian Conference on Education (ace.iafor.org)

The Asian Undergraduate Research Symposium (AURS) (aurs.iafor.org)

Upcoming Events www.iafor.org/conferences

Brighton, UK, 2018

June 29 - July 1

The European Conference on Education (ece.iafor.org)

The European Conference on Language Learning (ecll.iafor.org)

July 3-4

The European Conference on Psychology & the Behavioral Sciences (ecp.iafor.org)

The European Conference on Ethics, Religion & Philosophy (ecerp.iafor.org)

July 6-7

The European Conference on the Social Sciences (ecss.iafor.org)

The European Conference on Sustainability, Energy & the Environment (ecsee.iafor.org)

July 9–10

The European Conference on Arts & Humanities (ecah.iafor.org)

The European Conference on Media, Communication & Film (euromedia.iafor.org)

Barcelona, Spain, 2018

July 13-15

The IAFOR International Conference on the City (city.iafor.org)

The IAFOR International Conference on Global Studies (global.iafor.org)

New York, USA, 2018

November 7-9

The IAFOR Conference on Heritage & the City – New York (hcny.iafor.org)

Hong Kong, 2018

December 5-7

The IAFOR Conference on Heritage – Hong Kong (heritage-hongkong.iafor.org)

Honolulu, USA, 2019

January 3-5

The IAFOR International Conference on Education – Hawaii (iicehawaii.iafor.org)

The IAFOR International Conference on Sustainability, Energy & the Environment – Hawaii (iicseehawaii.iafor.org)



Learn more about the IAFOR Research Centre at Osaka University



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大阪大学大学院国際公共政策研究科OSIPP IAFOR研究センター

The IAFOR Research Centre (IRC) is a politically independent international interdisciplinary think tank based at Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

For more information about the IAFOR Research Centre visit: www.osipp.osaka-u.ac.jp/iaforresearchcentre/