

The 6th Asian Conference on Education & International Development



March 23-26, 2020 | Toshi Center Hotel, Tokyo, Japan

Programme & Abstract Book



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



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

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



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RESEARCH ARCHIVE

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

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

Letter of Welcome



Dear Delegates,

Welcome to Tokyo, and to the IAFOR Asian Spring Conference Series, where some 600 delegates from around the world are due to come to Japan, and this wonderful city over a ten-day period exchanging ideas, research and best practices across disciplines and professions.

This time of year is special in Japan; the cherry blossoms come into bloom and the old academic year ends in March to start afresh on April 1. Thus it is a time of endings and beginnings, and of reflection and hope. Yet while this conference is organised in the spirit of hope, it is also organised in a context of global

uncertainty in the wake of the coronavirus. Some of the things that we have come to take for granted over the past decades, such as cheap, easy and reliable travel between countries, has become questioned as different nations have responded to the global health crisis in different ways, each impacting local societies, economies, communities, and many individual lives.

Unfortunately, due to travel restrictions relating to the unfolding coronavirus situation, many of our colleagues, who had hoped to attend this conference and to present their research in person, are unable to join us. These people have been given the opportunity to present their work virtually by uploading pre-recorded presentation videos to IAFOR's Online Video Archive. I encourage you to watch their presentations and engage with them as though they were here with us.

Perhaps the most important thing that this crisis will have taught us is that the freedoms that we hold so close, such as those of expression and movement in a globalised world, bring to the fore questions of transparency and governance on an international level. This serves to remind us that questions of human security and public policy, as they relate to such issues as health, climate change, pollution, and individual rights and responsibilities, do not happen in sovereign vacuums, but instead impact other nation-states. If one country is not as transparent as it otherwise might be, then the repercussions are not only domestic, but frequently felt across borders. In a globalised world, our problems are increasingly global, and require concerted cooperative measures between countries in order to seek solutions.

Let us use this time together to meaningfully engage, to combat complacency, and ensure that these conferences, even in trying circumstances, are the best that they can be.

I look forward to meeting you all.

Dr Joseph Haldane

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

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

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

Member, Expert Network, World Economic Forum

Organising Committee



Steve Cornwell

IAFOR & Osaka Jogakuin University, Japan



Joseph Haldane

IAFOR



Barbara Lockee

Virginia Tech., USA



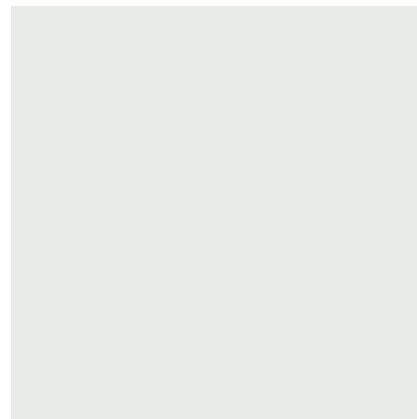
Justin Sanders

Temple University, Japan Campus



Haruko Satoh

Osaka University, Japan



The 6th Asian Conference on Education & International Development (ACEID2020)

Welcome to The 6th Asian Conference on Education & International Development (ACEID2020). This international conference encourages academics and scholars to meet and exchange ideas and views in a forum for stimulating and respectful dialogue.

The ACEID2019 conference saw more than 200 delegates, and plenary addresses by the former UN Special Rapporteur, and the Head of the Japanese Institute for Human Rights, Yozo Yokota, who sadly passed away last summer, as well as by representatives from JICA, and senior administrators from universities throughout the region. ACEID2020 will again afford an exceptional opportunity for renewing old acquaintances, making new contacts, networking, and facilitating partnerships across national and disciplinary borders.

In bringing together education and international development, past conferences have seen presentations on internationalising Japanese universities, education issues faced by refugees, cultural diversity in classrooms, and other interdisciplinary topics related to education and international development. In order to encourage the broadest range of submissions from diverse disciplines, the Organising Committee has decided to forego assigning a specific theme for ACEID2020, instead opting to consider anything that fits within the field of education and international development. There will be several streams, including Diversity in Global Contexts, Education & Socio-Economic Development, Education & Development: Local & Global, Public & Private Partnerships in Education, Economics & Management of Education, Literacy: Poverty & Sustainability, and Innovation & Value.

Held in partnership with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, ACEID2020 promises to be as exciting and informative as ever, continuing IAFOR's efforts to engage in interdisciplinary initiatives aimed at having an important impact on domestic and international public policy conversations. It is through conferences like these that we expand our network and partners, and we have no doubt that ACEID2020 will offer a remarkable opportunity for the sharing of research and best practice, and for the meeting of people and ideas.



March 23, 2020 | Online Schedule Monday at a Glance

15:30-17:00

Pre-Conference Workshop

Publishing Snakes and Ladders: Navigating a Path to Publication
Yvonne Masters, Editor-in-Chief of the *IAFOR Journal of Education*



March 24, 2020 | Online Schedule Tuesday at a Glance

- 10:00-10:15** **Welcome Address & Recognition of IAFOR Scholarship Winners**
Joseph Haldane, IAFOR, Japan
- 10:15-10:45** **Keynote Presentation (via live-stream)**
Ryoma Kayano, WHO Centre for Health Development
(WHO Kobe Centre), Japan
- 10:45-11:00 Break
- 11:00-11:45** **Keynote Presentation (via live-stream)**
Engage to Inspire: Education, Civic Engagement and Social Change
Sarajeen Rossitto, Temple University, Japan
- 11:45-12:00** **IAFOR Documentary Photography Award**
- 12:00-13:30 Break
- 13:30-14:30** **Featured Panel (via live-stream)**
Educating Children in Vulnerable Communities
Dexter Da Silva, Keisen University, Japan
Raz Shpeizer, Kaye Academic College of Education, Israel
Brian Aycock, IAFOR, Japan (moderator)
- 14:30-14:45 Break
- 14:45-15:45** **Featured Presentation (via live-stream)**
From South East Asian Classrooms to the Middle of the North Pacific!
Lowell Sheppard, HOPE International, Japan



March 25, 2020 | Online Schedule

Wednesday at a Glance

- | | |
|--------------------|---|
| 10:45-11:45 | Online Session I – Higher Education: Language Learning |
| 11:45-12:00 | Break |
| 12:00-13:00 | Online Session II – Primary & Secondary Education |
| 13:00-13:15 | Break |
| 13:15-14:15 | Online Session III – Leadership |



March 26, 2020 | Online Schedule

Thursday at a Glance

- | | |
|--------------------|---|
| 09:30-10:30 | Featured Workshop (via live-stream)
<i>Teaching Online through Podcasting</i>
Cynthia Northington Purdie, William Paterson University, USA |
| 10:30-10:45 | Break |
| 10:45-11:45 | Online Session II – Pedagogy |
| 11:45-12:00 | Break |
| 12:00-14:00 | Online Session III – Higher Education |
| 13:30-13:45 | Closing Session |



Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership



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 are 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.

Introduction

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

Conference Proceedings

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

IAFOR Journals

IAFOR publishes several editorially independent, Open Access journals across a variety of disciplines. They conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are papers submitted?

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

How does IAFOR ensure academic integrity?

Once appointed by IAFOR's Publications Committee, the Journal Editor is free to appoint his or her own editorial team and advisory members, who help to rework and revise papers as appropriate, according to internationally accepted standards. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work.

Where are the journals indexed?

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

What's the reach?

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

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

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

THINK

THINK, The Academic Platform, is IAFOR's online magazine, publishing the latest in interdisciplinary research and ideas from some of the world's foremost academics, many of whom have presented at IAFOR conferences. Content is varied in both subject and form, with everything from full research papers to shorter opinion pieces and interviews. *THINK* gives academics the opportunity to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global audience.

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

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

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Veronica Llanes, Aly Jafferani and Siti Nur Diyana Mahmud, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ACEID2020.

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

Find out more about IAFOR grants and scholarships: www.iafor.org/financial-support

Aly Jafferani | IAFOR Scholarship Recipient

55317 – Watch Online: <http://vimeo.com/iafor/55317>

Now You See Me, Now You Don't. A Small-Scale Blended Learning Study in a Rural RE setting in Sindh, Pakistan

Aly Jafferani, University College London, United Kingdom

Aly is a traveller, educator and a youth camp counsellor who has been involved in the domain of education for the past ten years. He likes exploring and working with people in diverse settings and has had the opportunity to serve in the communities of Pakistan, the United Kingdom and Kenya. He has also designed and executed an English Language and Support Program for the communities of Gilgit-Baltistan & Chitral. He is a graduate of the Secondary Teacher Education Programme and is currently teaching Religious Education to Ismaili Muslim adolescents of Pakistan at the National Ismaili Tariqah and Religious Education Board. He holds a MA in Education (Muslim Societies and Civilisations) and MTeach (Masters of Teaching) from the University College London, Institute of Education. He also holds a Bachelors in Engineering (Mechanical Engineering) from the National University of Science & Technology.

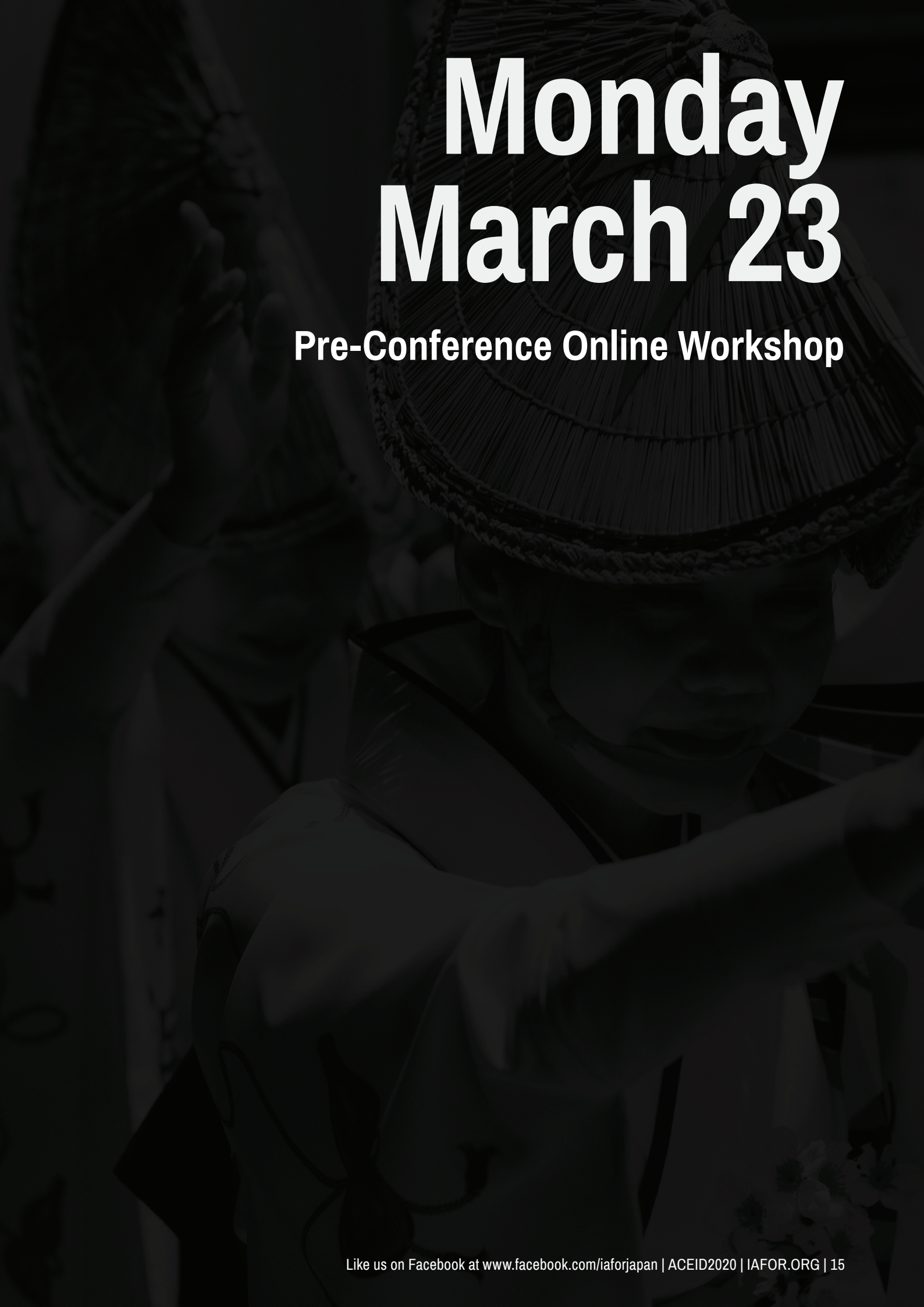
Siti Nur Diyana Mahmud | IAFOR Scholarship Recipient

56069 – Watch Online: <http://vimeo.com/iafor/56069>

Culturally Relevant Gamification Approach for Climate Change Education: Tackling the Climate Change Issues Through Food System Activities

Siti Nur Diyana Mahmud, Universiti Kebangsaan Malaysia, Malaysia

Dr Siti Nur Diyana Mahmud is a lecturer of science education and environmental education at the STEM Enculturation Centre, Faculty of Education, Universiti Kebangsaan Malaysia. Her research interest is concerned with issues of teaching and learning in science education and environmental education, with a focus on the non-formal learning, gamification, transformative learning and systems thinking approach in science and environmental education learning.



Monday March 23

Pre-Conference Online Workshop

Pre-Conference Workshop: Yvonne Masters (via live-stream)

Publishing Snakes and Ladders: Navigating a Path to Publication

Monday, March 23 | 15:30-17:00

Researchers, from postgraduate students to experienced academics, are generally expected to publish their findings, usually in an academic journal. However, getting published can be a stressful undertaking and anyone submitting to a journal needs to understand that rejection happens. Most journals have a process of editorial review, before a paper is even sent to peer reviewers, and many papers are rejected at the first gate. So how can you increase your chances of acceptance?

In this workshop, using the *IAFOR Journal of Education* as an example whilst also referring to journals more generally, you will be taken through a number of aspects of presenting your work for publication. You will be provided with examples of what to do (and not do), have the opportunity to discuss your own tips for success, and to ask questions that are puzzling you.

While the main focus of the workshop is about maximising your chances of acceptance, it will conclude with an examination of how to respond to reviewers if you are given the opportunity of re-submitting a paper.

The workshop is applicable for anyone interested in discovering more about how to improve the chances of acceptance of a paper. It is relevant to the early postgraduate student as well as to more established academics.



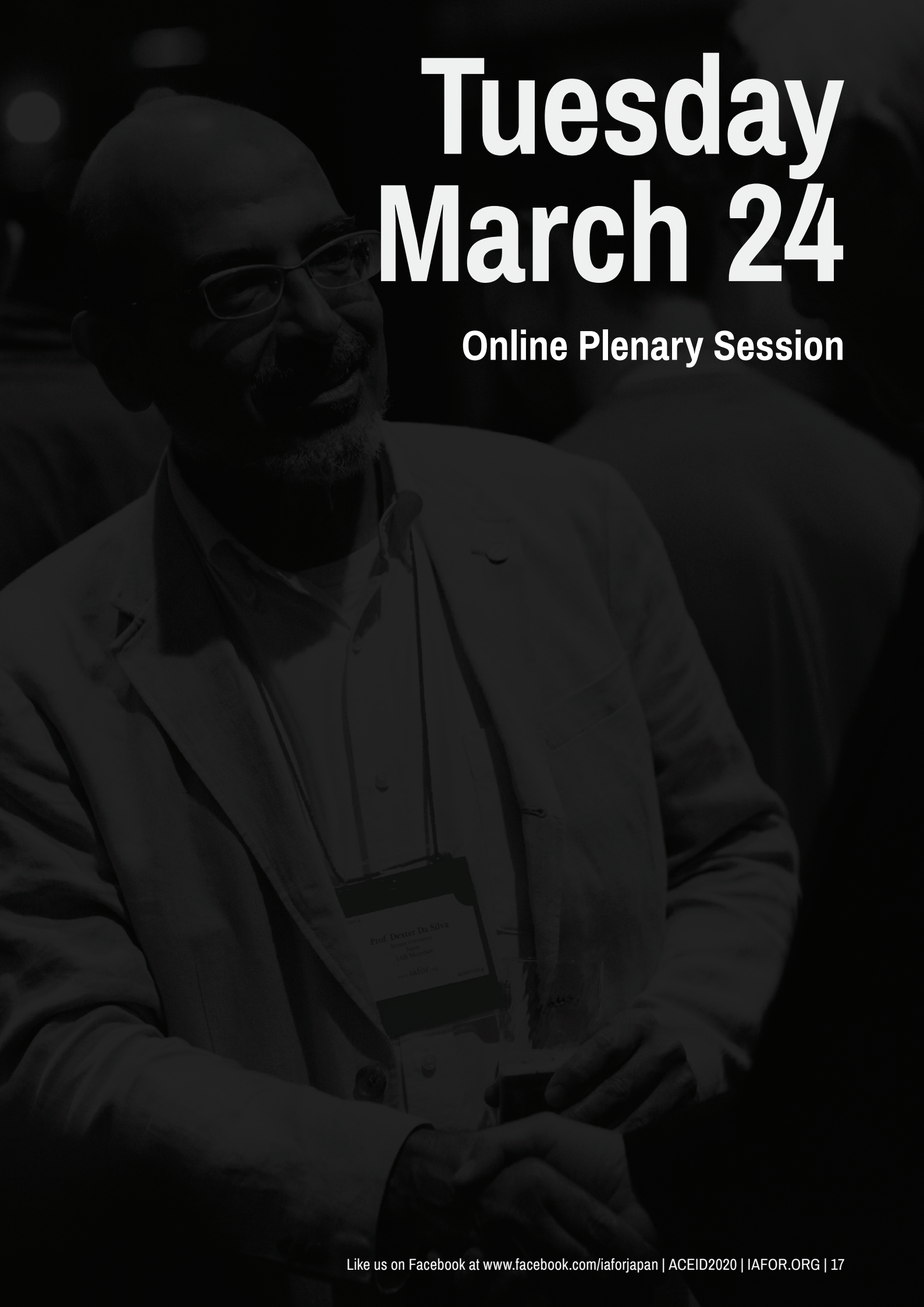
Yvonne Masters

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

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

She is an active researcher and gained, in collaboration with other researchers, 4 Internal UNE School of Education Research grants; was a partner in a \$200,000 ALTC (OLT) grant, VirtualPREX: Innovative assessment using a 3D virtual world with pre-service teachers; in 2014 achieved a UNE Seed Grant for a one year project to explore teacher quality; and in 2015 gained a \$50,000 OLT seed grant to develop resources to assist pre-service teachers to gain online teaching skills to assist them in teaching wholly online into virtual schools.

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



Tuesday March 24

Online Plenary Session

Keynote Presentation: Ryoma Kayano (via live-stream) Coronavirus (Covid-19)

Tuesday, March 24 | 10:15-10:45



Ryoma Kayano

Dr Kayano joined WHO in 2015, having previously worked at Nagasaki University School of Medicine as Assistant Professor in charge of research promotion and international collaboration. He currently works as a focal point of health emergency and disaster risk management (Health-EDRM) and is responsible for the liaison for Japan local and national government. As the responsible officer for Health-EDRM research at WHO Kobe Centre (WKC), he coordinates the work of the secretariat of the WHO Thematic Platform for Health-EDRM Research Network, which facilitates global research collaboration for scientific

evidence improvement. Based on his background in psychiatry, he also coordinates WKC's research activities on mental health and dementia. After graduating from medical school, he served vulnerable populations through his early career as a general practitioner in a rural area and as a psychiatrist in training for people severely disabled.

Keynote Presentation: Sarajeana Rossitto (via live-stream) Engage to Inspire: Education, Civic Engagement and Social Change

Tuesday, March 24 | 11:00-11:45

Sarajeana will draw upon her civil society experience by sharing case studies from her work in Japan and neighboring nations that represent her commitment to inter-sector collaboration and experiential education that transform individuals' perceptions of the self, others and the world while simultaneously transferring knowledge and skills. Through stories of collaborative learning from university students, corporate leaders and grassroots organization leaders, Sarajeana will highlight specific cases of learning programs that represent her commitment to empowering people to take initiative, and developing future leaders to come up with new solutions. She will also share challenges, ideas about future directions and questions for the conference participants to consider moving forward.



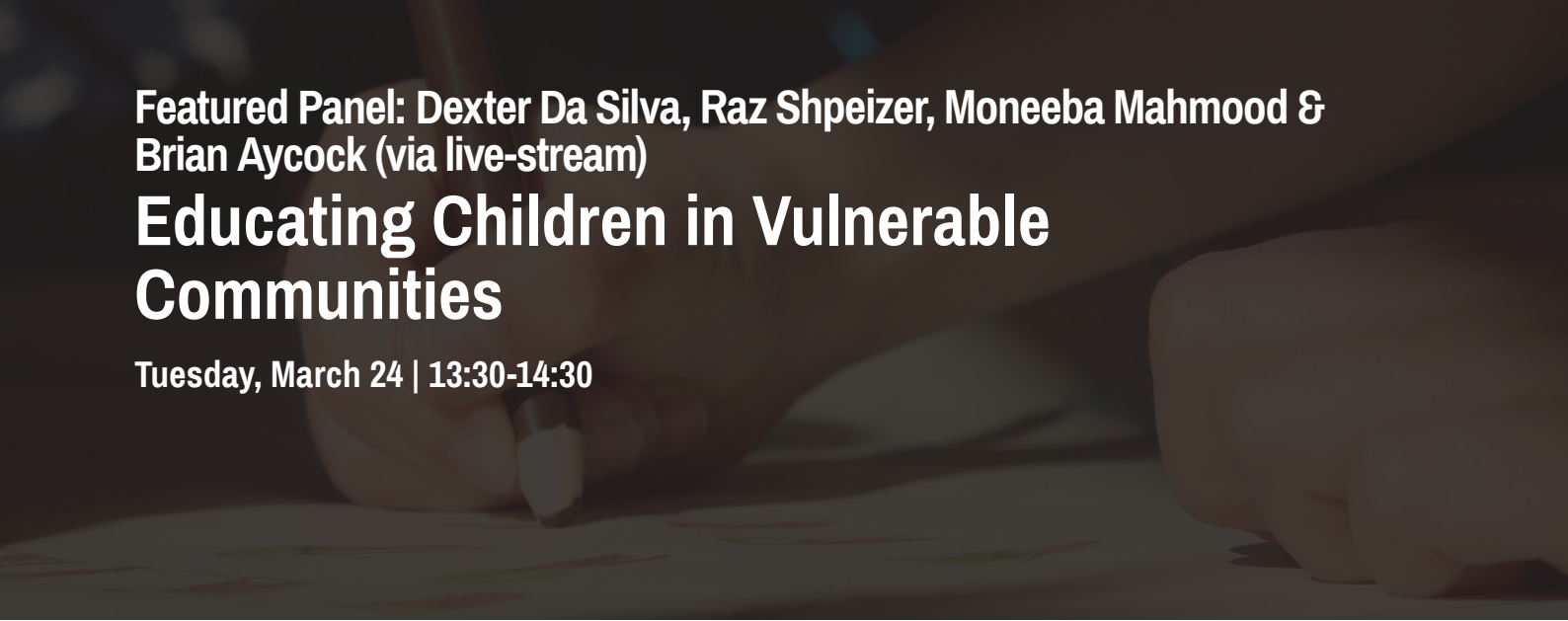
Sarajeana Rossitto

Except for brief stints in the theatre and fashion industries, Sarajeana has worked with nonprofit NGOs in Japan and the United States her entire career. She develops projects and training programmes aimed at developing skills, knowledge and effective partnerships between organisations and across borders. Sarajeana has coordinated programs targeting experts in community health, humanitarian response, persons with disabilities, and HIV/AIDS. She has assisted corporations to develop community engagement, CSR and philanthropy programs. At Temple University, Tsuda International Training

Center, Japan Campus, Meiji Gakuin and Sophia Universities she has taught courses on Japanese civil society, NGOs in a cross-cultural context, NGO management, the SDGs, Gender perspectives on the SDGs and Understanding Current Issues through Theater for people from a wide array of backgrounds. Sarajeana has served as the Tokyo representative for international organisations such as the San Francisco-based Give2Asia Foundation for whom she worked with close to 50 organisations through managing their Tohoku Recovery Fund 2011-2014.

Sarajeana has served on the Board of Directors and Councilors for a number of organisations including FEW, For Empowering Women Japan, Mirai no Mori, the Asian Rural Institute, and A Place to Grow and helped found the Japan Alliance of Conflict Mediators.

Before 2005, when she began working as an independent consultant, Sarajeana spent four years coordinating the bilateral exchange of nonprofit professionals between the United States and Japan for Japan-US Community Education & Exchange (JUCEE). She worked for six years with the Tokyo YMCA before completing her graduate studies in human rights in East Asia at Columbia University's School of International and Public Affairs. She also holds certificates in Disaster Management (UNU Tokyo), Humanitarian Response (Harvard online program) and Conflict Mediation (Hitotsubashi University / NY Peace Institute).



Featured Panel: Dexter Da Silva, Raz Shpeizer, Moneeba Mahmood & Brian Aycock (via live-stream)

Educating Children in Vulnerable Communities

Tuesday, March 24 | 13:30-14:30

Education is a fundamental human right owed to all people, especially children. The near-universal acceptance of this position is reflected in the numerous mechanisms of international law, including the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights. The importance of this right is of particular importance to children as it can significantly impact the rest of their lives, for better or worse. The Convention on the Rights of the Child and other more recent developments in international human rights law have emphasised the importance of educating children and insisted that denying them education is a gross violation of their rights. It is important that we recognise the large number of children currently denied education, the need to rectify the situation, and the challenges to providing educational opportunities to vulnerable populations.

According to UNICEF, approximately 50 million children are currently displaced by conflict and poverty, and Save the Children reports that approximately four million children are currently out of school due to displacement. In addition to the immediate need of finding basic safety, these children need access to educational opportunities. It is estimated that over 150 million children are working rather than going to school today, and an estimated 40 million are enslaved. Getting children out of slavery and labour and into classrooms is critical for their future. It is reported that 93% of women living in rural Afghanistan are unable to read or write. How do we reach them so that their rights as children, women, and humans are ensured?

Even if these are extreme examples of the challenges to providing education to vulnerable populations, they serve to raise issues relevant around the world. How do we overcome prejudice and bigotry in educational systems to ensure ALL children have access to opportunities? What impact does instability in the home or community have on education? How do migrants find education in host communities? And how can we ensure equitable, quality education for all children?

Further, it is not enough to simply provide nominal access to education. That education must be effective and equitable. How do we ensure that all children are receiving the same level of quality education, especially in situations of vulnerable students?



Dexter Da Silva

Dr Dexter Da Silva is currently Professor of Educational Psychology at Keisen University in Tokyo. He has taught EFL at junior high school, language schools, and universities in Sydney, Australia, and for more than two decades has been living, and teaching at the tertiary level, in Japan. Professor Da Silva was educated at the University of Sydney (BA, Dip. Ed., MA), and the University of Western Sydney (PhD). He has presented and co-presented at conferences in Asia, Australia, Europe and the United States, co-edited two books on Motivation in Foreign Language Learning, and written or co-written articles and book chapters on education-

related topics, such as trust, student motivation, autonomy, and content-based language teaching. He is a past editor of *On CUE Journal*, past president of the Asian Psychological Association, regular reviewer for conferences, proceedings, journal articles and book chapters, and regularly co-chairs and participates in the Organising Committee of conferences on Motivation, Language Learning and Teaching, and Psychology and the Behavioral Sciences.



Raz Shpeizer

Dr Raz Shpeizer is currently a lecturer and pedagogical instructor at Kaye Academic College of Education, in Beer-Sheva, Israel. Born in Tel-Aviv, he graduated with a BA in Art and Philosophy and an MA in Philosophy from Tel-Aviv University. He then moved to Beer-Sheva, in the south of Israel, to gain his PhD in Philosophy from Ben-Gurion University. He was appointed a lecturer at Kaye Academic College of Education in 2011, and since then has taught both undergraduate and postgraduate students as well as conducting research. His fields of interest encompass general Philosophy, Philosophy of education, critical thinking, project-

based learning, multiculturalism and qualitative methods of research.



Moneeba Mahmood

Moneeba Mahmood is a first-year PhD student at The Institute of Development Studies in the UK. Moneeba has previously worked exclusively in the development sector mainly on education, peace and conflict and women's rights with a focus in South Asia, and youth employment and healthcare in the UK. She has worked and lived in Japan, Pakistan, Rwanda and Uganda. She is currently working as a visiting scholar at Columbia University in New York City on her PhD research focused on labour force participation for female medical doctors in urban Pakistan and how education translates into labour.



Brian Aycock

Brian served in the US military during multiple overseas operations, then joined the Peace Corps to work on economic development in sub-Saharan Africa. Brian also managed the refugee employment department of a resettlement agency, assisting refugees as they arrive in the United States. He has published articles on economic development and underdevelopment, as well as refugee law in Japan, and most recently presented on issues of human security at the International Conference on Peace and Conflict, hosted by the University of Delhi (India). [Continued on the following page].

His undergraduate work was completed in the United States before beginning postgraduate studies in economics at the University of Glasgow. In 2017, Brian went back to school to study refugee law, earning his MA (Distinction) in Refugee Protection from the University of London. Brian is currently pursuing his doctorate at the International Christian University (ICU) in Japan, and serving as an adjunct lecturer at Keisen University and Oberlin University. His current research interests are in international law, particularly refugee and human rights law, and he is conducting research into legal protections for persons displaced by climate change.

Featured Presentation: Lowell Sheppard (via live-stream) From South East Asian Classrooms to the Middle of the North Pacific!

Tuesday, March 24 | 14:45-15:45



Lowell Sheppard has been active in education in a variety of ways over many years. Through the building of elementary and middle schools in Cambodia and enabling Indigenous Young People in the Philippines to receive a college education through the Pamulaan Center, Lowell has enabled thousands of young people to receive an education.

Lowell's latest Project, Pacific Solo, involves him taking the classroom from SE Asia to the North Pacific. In two years time, Lowell plans on sailing solo across the North Pacific through the Great Pacific Garbage Patch to a place he has identified as Nemo North, the place furthest from Land in any direction. Lowell is announcing the Pacific Solo Learning Project, and outlining at the conference ways that students and classrooms can engage by asking him to gather data and conduct collaborative experiments on their behalf while on his voyage.

Lowell has also served on the board Nagoya International School in Japan, and is currently on the IAFOR International Academic Advisory Board.



Lowell Sheppard

Lowell Sheppard is an author, speaker, a social entrepreneur, a fellow of the Royal Geographic Society, husband, father, a long-distance cyclist, and wanna-be Sailor.

Lowell has spent his entire adult life working with established Non-Government Organizations (also known as non-profit societies) and in several NGO start-ups. As Founder of HOPE International Development Agency Japan and Asia Pacific twenty years ago, Lowell has seen the growth of HOPE to be in the top 2 % of charitable organizations in Japan with the coveted "nentai" certified tax-deductible status.

Lowell has served for the last twenty years as an informal advisor to companies and boards in the area of ethical decision making and thought leadership with a focus on community legacy.

He has dedicated much of his life to social and environmental improvement projects.

Today, Lowell is often asked to speak on Ethics and Philosophy, Social Enterprise, CSR, Sustainability, and subjects related to his various books.

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Wednesday March 25

Online Sessions

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10:45-11:45 | Online Session

Wednesday Session I

Higher Education: Language Learning

Session Chair: Brian Aycock

56613 10:45-11:15

Bridging the Gap Between Teachers of General English (GE) and Teacher of English for Specific Purposes (ESP)

Duyen Can, Vietnam National University Hanoi, Vietnam

Under the increasing influence of globalization and internationalization, English for Specific Purposes (ESP) has gained its popularity. ESP is considered among the driving forces between graduates and industries to provide job opportunities in many disciplines. Accordingly, the urgent demand for ESP practitioners has become one of the key issues in ESP approach. Besides having Functional Academic Literacy, ESP teachers are supposed to be knowledgeable in content areas and ESP teaching methodology. However, most teachers of English in Vietnam are trained to teach linguistic knowledge rather than a content subject. Much as several teacher trainings have been conducted, the conventional focus on training GE teachers to ESP instructors on language and study skills cannot be seen adequate (Bell, 1996). This empirical study, adopting a mixed method, therefore, addresses challenges faced by teachers of GE (n=63) in ESP teaching and how they overcome. Survey questionnaires were delivered to teachers and students to explore their expectations and experiences in ESP teaching and learning. To be more specific, the questionnaire examined teacher and student familiarity with the problems of ESP teaching. In-depth interviews later uncovered their views on possible solutions to improving efficiency of teaching ESP.

56614 11:15-11:45

Applying "Design Thinking" Approach in English for Tourism Course

Duyen Can, Vietnam National University Hanoi, Vietnam

Thuy Nguyen, Vietnam National University, Hanoi, Vietnam

The project highlights English for Tourism Course. Not much in literature review about Design Thinking Model in an English course has been found. One of the limitations facing most Universities in Vietnam is the severe breach between the Industry expectations and Institution curriculum. It is explained by the absence of experience and effective soft skills. This project seeks to bridge the interpersonal skill gap through the implementation of Design Thinking Model in designing case studies to enhance effective skills set required by the industry such as communication skills, critical thinking skills, problem-solving skills, team work skills, leadership skills, negotiation skills, and self study skills. This empirical study, adopting a mixed method, therefore, investigates the use and effectiveness of case studies perceived by stakeholders (n=112). Accordingly, the study serves as a guide for course designers and teachers in integrating "learning by doing" activities into the course.

12:00-13:00 | Online Session

Wednesday Session II

Primary & Secondary Education

Session Chair: Brian Aycock

55802 12:00-12:30

Building Teacher Confidence and Student Engagement in Primary Science Through Fun and Experimentation
Sterling Cathman, Nayland College, New Zealand

Historically science in primary schools (yrs 1-8) has been deemed too difficult to fit into an already crowded curriculum. This presentation aims to show how teachers can bring science into their class through a cross curricular approach. Extensive consultation and research over 10 years in New Zealand has indicated what teachers need to inspire students in the fields of science and technology. Guidance, resources and hands-on materials make science come alive in the classroom and engages students who may be losing interest in school and or their education. Fun, excitement and the mysterious wonders of science engage and provide a foundation for learning which will enable students and teachers to be prepared for an uncertain future.

54790 12:30-13:00

Using an Embedded Blended Learning Pedagogy to Create the Outstanding School

Tony Yeigh, Southern Cross University, Australia

David Lynch, Southern Cross University, Australia

This presentation will use a case study approach to demonstrate how the concepts and principles for embedding blended learning into a whole-of-school improvement initiative can be applied to a particular school context, focusing on the need to contextualise blended learning as an improvement pedagogy and how the contextualising process works. Referencing an ongoing whole-of-school blended learning improvement initiative in Japan, this chapter will unpack the design approach to that initiative in a way that explains how to design, monitor and evaluate the use of blended learning in support of a whole-of-school improvement initiative from a data-driven decision making approach. Key content will include how to position blended learning within the local context of an individual school or school system, what types of data to collect and how to embed data collection within a whole-of-school improvement culture, the importance of having a systematic data collection and progress reporting regime, how to design a coaching, mentoring and feedback process to support teacher engagement, what school leaders need to do to successfully guide the change processes involved in school improvement, what teachers need to do to support one another and the change processes involved in school improvement, and the role of external expertise, that is, how to integrate critical guidance into a blended learning school improvement initiative to further support the change process.

13:15-14:15 | Online Session

Wednesday Session III

Leadership

Session Chair: Bryan Aycock

53706 13:15-13:45

Project Inclusive Education: People with Intellectual Disabilities work as University Lecturers

Fabian van Essen, IUBH University of Applied Sciences, Germany


The German project Inclusive Education tackles, worldwide unique, the social isolation of people with intellectual disabilities via qualifying them in full-time over three years to be fully paid lecturers at universities. Participants have been diagnosed with mild or moderate intellectual disabilities (ICD-10-CM, Code F70 and F 71). The group of currently 31 participants is diverse and includes e.g. further diagnoses such as autism, trisomy 21, speech and physical impairments. All worked in a sheltered workshop before (requirement to apply for participating). The qualification includes four theoretical modules (education system, participation, inclusion and techniques of educational work) and two practical modules (teaching experiences in universities) alongside a handbook. One qualification group consist of six participants. The specific methods of the qualification leader (pedagogical background) vary with respect to the participants. The participants teach on life realities of people with intellectual disabilities in all areas (e.g. education, work, housing) and inclusion in different formats (e.g. seminar, lecture, workshops). Currently target groups are mainly teacher training and social work students. Research results: Teacher training students change attitudes towards inclusion (Mau, Diehl & Groß 2017). Teacher training students' beliefs and motivations towards inclusion change positively (Krämer, Zimmermann 2018). At the transition from finishing the qualification and beginning to work on the regular labour market participants report that their social capital increased, their self-confidence improved, they developed educational skills, they have respect regarding the transition to the labour market, they expect an increase of self-determination (van Essen [in process]).

55956 13:45-14:15

Achieving Quality in Education Under SDG 4 – Financial Challenges and Gaps from an Indian Perspective

Shailla Draboo, Jamia Millia Islamia University, India

India has made significant progress in universalizing both primary and elementary education by showing holistic improvement in Gross Enrolment Ratio through implementation of education schemes and projects. The flagship programme of Sarva Shiksha Abhiyaan (SSA) coupled with the Right to Education Act (RTE) has accorded the highest priority for development of education. With a view to enhance enrolment, retention and attendance considerable efforts have been made so as to ensure that no child remains out of school. Even though India has come a long way in achieving equity and access to education, the goal of imparting quality education remains one of the major challenges. The objective of providing quality elementary education has been affected by a number of factors such as inadequate resources, lack of basic infrastructure, low teacher recruitments, unavailability of trained teachers, relevance of content and pedagogy et al. A draft New Education Policy, 2019 (NEP) has recently been published by the Government of India, which aims to achieve the Sustainable Development Goal (SDG) number 4 i.e. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This paper aims to study all these nuances along with India's efforts in achieving these goals. An analysis of the proposed NEP policy has been made to deep-dive into the Indian perspective with respect to SDG Goal 4. Further, it also analyses the financial challenges and gaps in the present system which need to be addressed.



Thursday March 26

Online Sessions

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Featured Workshop: Cynthia Northington Purdie (via live-stream) Teaching Online through Podcasting

Thursday, March 26 | 09:30-10:30

What is a podcast? In this age of social media, and interactive multi-platform software, the creation and use of podcasts as a teaching modality makes sense. Podcasts are free, international, available on a multitude of platforms, and easy to access. Lecture materials that would traditionally be delivered in a brick and mortar classroom can now be accessed at any time on virtually any device (cellphone, tablet, computer, smart-watch etc.). The presenter of the workshop is a podcaster in higher education with over 1000 weekly listeners. The purpose of this workshop is to highlight the benefits of podcasting in higher education. Participants in this workshop will discover the benefits of podcasting. The ease of creating one's own podcast will be demonstrated step by step. Participants will be encouraged to create podcasts as a means of showcasing research and pedagogies in higher education.



Cynthia Northington Purdie

Cynthia Northington Purdie is a psychologist and associate professor at William Paterson University of New Jersey. Her research interests are reflected in her publications as they surround current issues in educational psychology with a particular emphasis on classroom management philosophies. She is the author of three books on behavior management for teachers, paraprofessionals and school transportation personnel. She regularly presents her research internationally and serves as the International Chair of the Ireland International Conference on Education (IICE). She also serves on the Scientific Committee of the International Conference on

Education and New Developments (END) and on the steering committee of the World Conference on Education (WCE). Before joining the university faculty, she enjoyed a long career as a teacher of both regular and special education in The United States public, secondary schools.

10:45-11:45 | Online Session

Thursday Session II

Pedagogy

Session Chair: Brian Aycock

57291 10:45-11:15

Fourth Grade Slow Learners' Reading Error Analysis in Inclusive Elementary School in Indonesia

Gaby Arnez, Yogyakarta State University, Indonesia

Ishartiwi, Yogyakarta State University, Indonesia

This study aims to analyze 4th grade slow learners' reading errors in reading Indonesian text in an inclusive elementary school in Indonesia. This study involved four students who were diagnosed as slow learners. The investigation included planning, conducting, and analyzing the stages. The data were collected by recording the results of students' reading tests. The instrument employed was the adapted running records. This study used descriptive qualitative method. The results of the analysis revealed the most common error and the slow learners' reading accuracy. Based on the results of error analysis, there are two kinds of students' reading errors, namely, structure and visual information. The students' reading accuracy rate implied that two students were in difficult level, one student in the instructional level and another student in the independent level. The result of the study can be used by students to find out the location of reading difficulties encountered. In addition, teachers can use the result of this study as a consideration for providing further reading instruction.

56013 11:15-11:45

Ensuring Student-Centered, Constructivist and Project-Based Experiential Learning Applying the Exploration, Research, Interaction and Creation (ERIC) Learning Model

Eric Matriano, Columban College, Inc., Philippines

Experiential learning literally is making meaning from direct experience. It plays vital role in facilitating the process of creating knowledge, sense-making and knowledge transfer in teaching, training and development. This study assessed the effectiveness of Exploration, Research, Interaction and Creation (ERIC) Learning Model which is a framework adopted from various theories and philosophies such those of student-centered, constructivist-based, project-based, experiential, multisensory, reflective, participatory, interactive, cooperative, collaborative and active learning. Mixed method was used employing pre-experimental design and narrative analysis of learning experiences. Pre-test and posttest, survey, interview, observation and focus group discussion was made. There were 32 college students in the Tourism Management Program enrolled in NAS 106 (Environmental Science) and 28 enrolled in BST 323 (Ecotourism) for Academic Year 2018 - 2019 at Columban College, Inc. and were used as subjects. Quantitative data were treated using Mean, Weighted Mean and t-Test for Dependent Samples. Student's engagement and involvement were maximized by exploration, research, interaction and creation and they adapted the skills and strategies for them to become responsible learners and lifelong learners. There was a significant increase in the performance of students as well as develops more positive attitude towards the topics.

12:00-14:00 | Online Session

Thursday Session III

Higher Education

Session Chair: Brian Aycock

55820 12:00-12:30

Assessment of Academic Performance in Free to Select Anime Avatar Educational Video for Ray Tracing Programming Class

Rex Hsieh, Kanagawa Institute of Technology, Japan
Hisashi Sato, Kanagawa Institute of Technology, Japan
Satoshi Cho, Kanagawa Institute of Technology, Japan

This project is a 11-week anime avatar based eLearning programming program that took place from September 2019 to February 2020. It serves as the 2nd step of vTuber based eLearning programming program where researchers used the survey results and academic performances from the spring semester's eLearning program as basis and made refinement upon it in an effort to provide better avatar based eLearning contents to students. In the previous program, students are assigned to groups and assigned to 1 or 2 of 6 videos composed of 1 of 3 visuals: male styled avatar (A), female styled avatar (B), or original lecturer avatar (O) and 1 of 2 audios: original audio (O) or transformed audio (T). In this semester, transformed voice (T) is dropped after finding out they offered no benefits to students' motivation or grade performance. Furthermore, students are now free to choose from the 3 avatars offered instead of being assigned to specific videos for the entire semester. Lastly, weekly videos now encompass multiple subjects with clearly labelled titles to allow students watch the content most beneficial to them. The research team believed the increase in avatar type and subject choice will make students more motivated when viewing the contents. The program was concluded as of February 2020 and the research team has found that students enjoyed the audios much more compared to previous semester. Students are also observed to be selecting videos according to their needs.

56893 12:30-13:00

Field Trips in English Teaching in Vietnam

Doan Hoang Duc, FPT University, Vietnam

It's years since the dawn of field trips which have been widely used as an effective tool in foreign language teaching and learning. With their advantages, field trips perform the functions of improving the language skills for learners. To find out the positive effects of field trips, the paper focuses on giving an overview on field trips, analyzing the purposes of field trips in English teaching. Concurrently with the theoretical analysis of field trips, the research deals with the application of field trips in Tourism English and General English teaching in Vietnam. The research was conducted in 2 popular universities in Vietnam namely FPT University and Sao Do University for the purposes of analyzing and assessing the students' perception of field trips activities. Based on these results, the recommendations and suggestions to improving students' language skills are suggested. The research results shall be used not only in Tourism English teaching and learning but also in the process of teaching and learning of any foreign language.

55560 13:00-13:30

Intercultural Competence in Internationalization Context: Some Recommendations for Tertiary-level Foreign Language Teaching

Ngan Giang Dang, University of Ferrara, Italy

In the context of globalization, the internationalization of higher education is an unavoidable tendency. This endeavor, in one way or another, highlights the need for intercultural competence which plays an influential role in students' development and acquisition of socio-linguistic skills. To explain, native speakers of different cultures communicate and interpret a language behavior in various ways due to discrepancies in values and customs. As a result, many foreign language learners have encountered obstacles in real-life communicative situations with foreigners despite their in-depth study and rich linguistic knowledge. It is, thus, crucial for them to be trained with intercultural competence on a regular basis so as to facilitate successful interaction and avoid unexpected cultural misunderstandings. This paper aims to provide a theoretical overview of intercultural competence as well as suggest some recommendations to integrate it into foreign language teaching and learning at tertiary level.

55861 13:30-14:00

The Effectiveness of Qigong Education Course for Improving College Nursing Students with Premenstrual Symptoms

Shu-Han Lin, Chung Hwa University of Medical Technology, Taiwan
Huei-Mein Chen, Chung Hwa University of Medical Technology, Taiwan

The purpose of this study was to explore the effectiveness of qigong education course in improving college nursing students' premenstrual syndromes (PMS). A quasi-experimental research design was used, and the subjects were college nursing students who suffered from premenstrual symptoms. A total of 120 college nursing students, who had been experiencing PMS for longer than 3 months, were randomly assigned to an experimental group and a control group. The experimental group (n = 60) followed qigong education course therapy, whereas the control group (n = 60) was directed to perform regular activities for 50 minutes per time, five times a week. The subjects were asked to complete the Premenstrual Assessment Form (RAF) and were administered the Visual Analog Menstrual Distress Scale (VAMD). Data were collected at baseline, and at 16 weeks after the intervention. The SPSS package (Version 18.0) was used for the statistical analysis, which included calculating percentages, means, and standard deviations, and performing a chi-square test. The results showed that the experimental group had a significantly lower RAF score ($F = 5.17, p = 0.01$) and VAMD score ($F = 11.51, p < 0.001$) than did the control group at 16 weeks after the intervention compared to baseline. This study provides college nursing students with a self-care reference for managing premenstrual symptoms and reducing medical expenses during menstruation.

Virtual Presentations

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Virtual Presentations

Adult, Lifelong & Distance Learning

55317 – Watch Online: <http://vimeo.com/iafor/55317>

Now You See Me, Now You Don't. A Small-Scale Blended Learning Study in a Rural RE setting in Sindh, Pakistan
Aly Jafferani, University College London, United Kingdom

With the spread of internet connectivity in the past decade, blended learning, a hybrid teaching model, is receiving much attention as it is considered to be a bridge between the traditional form of classroom teaching and the world of e-learning. However, this model of learning has always been studied in regions which has internet availability. Therefore, this action research project was aimed at examining the challenges and opportunities which blended learning offers in teaching Religious Education in the rural villages of Sindh, Pakistan. The research was qualitative in nature; used non-probability purposive sampling methods and employed students' reflective journals, students' work and a teacher's reflective journal as the data collection tools. An analysis of the data revealed that even in the midst of internet connectivity constraints, blended learning proved to be a successful model of teaching and learning in those regions. This success was due to the flexible nature of the model itself which gives the opportunity to the teacher to experiment with the creative ways through which this mode can be applied in practice. The study also showcased that it is important to be mindful of the relevancy of content, routine development, skill development, appropriate support structures and contextualisation of the curriculum while designing blended learning for students in the rural regions of Pakistan. This small-scale study ends by highlighting the limitations and recommendations for RE as well as other content area teachers who aim to use blended learning in areas where there is limited internet connectivity.

57404 – Watch Online: <http://vimeo.com/iafor/57404>

Democratization of Education Through Massive Open Online Courses (MOOCs) in Asia
R. Pam Barger, Chiang Mai University, Thailand

This paper explores whether Massive Open Online Courses (MOOCs) are likely to have an empowering effect on access to education for women and the underserved in Asia. During the 2015 World Education Forum in Incheon, Korea, participants recommended increase funding for equitable access to basic and continuing education for all. MOOCs have been a recent phenomenon in providing large-scale interactive participation and open access to courses online. Depending upon internet availability in some countries in Asia and familiarity with digital learning practices, this alternative could provide education for many people. Using the empowerment theory as a comparative education framework, this paper reviews literature on the origins of MOOCs as well as the benefits and challenges of MOOCs in adult education. Using qualitative content analysis, this paper also examines literature (2010-2019) on recent research involving MOOCs and its implications in providing access to education for females and the underserved in Asia. This paper also provides recommendations for future research for education organizations to enable MOOCs to provide additional opportunities for life-long skills for people in the Majority World.

Virtual Presentations

Curriculum Design & Development

55139 – Watch Online: <http://vimeo.com/iafor/55139>

Usage of Devanagari Numbers in Primary School in Maharashtra, India

Pooja Jain, National University of Singapore, Singapore

Akanksha Arun Narode, National University of Singapore, Singapore

Section 29(2)(f) of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 provides that “the medium of instruction shall, as far as practicable, be in the child’s mother tongue.” Many research articles have emphasized the importance of teaching in the mother tongue but how important is teaching regional numbers in this converging global society? Maharashtra, a state in India, uses vernacular numerical system till class IV for mathematics only to completely shift to English numerals in class V while continuing the use of vernacular system for the rest of the subjects. This shift could be a major challenge for a child’s learning if not supported with expertise to ensure the shift smoothly. For the past 13 years the Annual Status of Education Report (ASER) has reported the flat learning trajectory and how children are not able to attain foundational literacy and numeracy. In such a scenario, the shift of numerals can further widen the learning gap. ASER Centre recently conducted a pilot asking children aged between 4 to 8 years to read vernacular (Marathi) numbers and English numbers from 1 to 99 – on an average children could identify 15% more English numbers than Marathi numbers. Children’s exposure to English numbers through currency, television, smartphones which are easily accessible to the lower economic strata of the population build a natural understanding of English number system outside of the academic ecosystem. Is it really necessary to make the children go through this shift is a question to ask.

56083 – Watch Online: <http://vimeo.com/iafor/56083>

The Study of Instructional Steps in STEM Education Curriculum to Enhance Creative Problem Solving Competency

Pranee Thinwiangthong, Khon Kaen University, Thailand

Phairoth Termtachatipongsa, Khon Kaen University, Thailand

This research aimed to study of instructional steps in STEM education curriculum to enhance creative problem solving competency. In-depth interview, content analysis and analytic description were used. Target group for in-depth interview were 42 stakeholders, including of school principals and vice principals, science teachers, mathematics teachers, vocational teachers and leader teachers of STEM education, in 7 schools within Khon Kaen STEM education network. Moreover, several literature involving STEM education and creative problem solving competency were analyzed and synthesized. Target group for analytic description was one of 9-grade STEM Education classroom, 1st semester of 2019 academic year. Research instruments are field notes of in-depth interviews, document synthesis form, VDO and photo camera. Data were analyzed by content analysis and analytic description. Research result show that there are 5 steps of instruction in STEM education curriculum to enhance creative problem solving competency, include 1) problem finding, 2) idea finding, 3) solution finding, 4) problem solving, and 5) knowledge creation. These steps according to creative problem solving competency, in which means that students able to conduct learning activities in 5 steps of instruction. Especially, they can create new knowledge, creative problem solving skillful, and positive attitude in solving complex real world problem.

Virtual Presentations

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

56016 – Watch Online: <http://vimeo.com/iafor/56016>

A Voice E-book Reading System Designed for the Visually Impaired People

Hsiao Ping Lee, Chung Shan Medical University, Taiwan

Tzu-Fang Sheu, Providence University, Taiwan

I-Wen Huang, Chung Shan Medical University, Taiwan

No matter in life, study, or at work, reading is one of the major sources to obtain information. However, traditional books are mostly printed on paper. The books are not suitable for visually impaired persons to read. Though such a situation can be improved by Optical Character Recognition (OCR) technology. However, the quantity or timeliness of such resources exhibits a big gap versus that of normal sources of information for the general public. While E-books have become increasingly popular, due to the lack of consideration of the special needs of the visually impaired, as well as appropriate reading systems, the visually impaired still face many difficulties in E-book reading. In this project, we proposed a voice reading system for the visually impaired. The system provides an accessible E-book reading environment with content parsing and speech synthesis technologies. Additionally, an accessible E-book reader App is also developed with friendly interface designs for visually impaired persons. This system supports the common-used E-book format, offers a better, faster, and more convenient E-book reading environment for the visually impaired, and improves the situations of insufficient amount and poor timeliness. This improved E-book reading system for the visually impaired people would help the visually impaired people in E-learning and information access.

56081 – Watch Online: <http://vimeo.com/iafor/56081>

Development of Interactive Multimedia to Support Reading for Students with Learning Disability

Piyaporn Techaraungrong, Chandrakasem Rajabhat University, Thailand

The present study aims to explore the extent to which multimedia teaching facilitates the learning of Thai language in learners with a learning disability (LD). This paper presents information based on reliable literature reviews about the multimedia design framework for learning disability. Multimedia reading materials and environments offer a variety of flexible supports. These supports can be especially beneficial for students with learning disability. This phase is to explore the application of a multimedia approach in teaching Thai language and focus on vocabulary in daily life for primary school such as vegetable, family, animals and body. The research procedure, adapted from ADDIE model, is consisted of conducting the needs analysis, designing multimedia, developing the interactive multimedia and evaluating. This study demonstrated research tools to examine student's learning and engagement with interactive multimedia, and suggested potential benefits of multimedia reading and how to develop multimedia.

Virtual Presentations

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

53684 – Watch Online: <http://vimeo.com/iafor/53684>

The Bilingual School Administrative Strategies: A Case Study of Huathalea Municipality School, Nakhon Ratchasima Province, Thailand

Raweewan Nanthapan, Nakhon Ratchasima Rajabhat University, Thailand

The purposes of this study were 1) to study the context and needs of the bilingual school. 2) to create and evaluate the bilingual school strategies of Huathalea municipality school. Mixed method researched into 2 phases. Phase 1, the study the context and needs of the bilingual school consists of 2 steps: step 1 document analysis and focus group discussion. Step 2 studying the best practice school process. Phase 2 creating and evaluating the strategies consists of 2 steps Step 1 making the bilingual school administrative strategies draft. Step 2 evaluating the strategies. The results found that: 1. The context and needs consisted of administrative structure, human potential development, bilingual curriculum preparation, learning management, learner development activities, Atmosphere and Networking of the bilingual school. 2. The administrative ways consisted of 1) Organizing personnel structure that is responsible for driving enough English teaching and learning 2) Development of teaching and learning systems for English language personnel. 3) Development of English courses. 4) Organizing English integration courses, allowing students to developing with foreign teachers 5) Organizing activities to enhance language courses, English camp activities 6) Organizing the atmosphere and creating a national innovation. 7) Memorandum between schools and language institutions. 3. There were 4 strategies on the bilingual school: 1) administrative structure and human resources development 2) curriculum and activities development 3) development of activities to enhance language courses 4) network connecting. 4. The evaluating of bilingual school strategies on propriety feasibility and utility overall was at the high level.

55919 – Watch Online: <http://vimeo.com/iafor/55919>

Teaching How to Give: Charitable Giving Education in Japan

Tomomi Naka, Tottori University, Japan

This presentation examines how the importance of charitable contribution is discussed and taught in Japan. In response to the financial crisis of the 2000s, many Japanese institutions, such as the Financial Service Agency, have started to re-emphasize the significance of financial education. Newly made financial educational resources became available, including textbooks, workshops, and seminars. Interestingly, some of them also include discussions of charitable giving along with more conventional topics of planned spending and saving. Through an examination of educational materials, workshops and classes on giving education, this paper suggests that financial educators and instructional materials encourage a new type of giving. Traditionally, Japanese giving are characterized by a sense of conventional obligation to the society and impromptu responses to the needs brought by unexpected circumstances. In contrast, current materials and workshops on charitable contribution emphasize giving as an expression of one's intentional civic commitment. With lectures and exercises, they provide information about charitable organizations' specific aims and encourage participants' informed decisions about where to give. Thus, current giving education proposes a new style of giving. At the same time, this analysis suggests that because there are few discussions on how to make a habit of giving and how to evaluate given money, it is not clear about the extent to which giving education can help to foster long-term commitments to this style of charitable giving.

56308 – Watch Online: <http://vimeo.com/iafor/56308>

Alternatives to SDGs-based Global Issues Pedagogy in ELT

Michael Brown, Kanda University of International Studies, Japan

The Sustainable Development Goals (SDGs) are frequently used as a frame of reference for the teaching and learning of Global Issues content in English Language Teaching (ELT). This presentation argues that the prevalence of SDGs-based Global Issues pedagogy in ELT is partially the result of a well-intended but uncritical acceptance of the validity of the SDGs as a framework for thinking about social, economic, and ecological well-being. This presentation will survey a number of critiques of the SDGs and highlight the necessity of complementing the use of the SDGs in Global Issues study with alternative conceptions and movements that promote social, economic, and ecological well-being, including: Buen Vivir from Latin America, Ecological Swaraj from India, Ubuntu from South Africa, and the de-growth/post-growth movement. In the course of comparing and contrasting these approaches to social, economic, and ecological well-being, this presentation shows, practically and flexibly, how teachers might introduce to their students alternatives that complement an SDGs-based pedagogy. The goal is to raise awareness of the need for more critical reflection on the use of the SDGs as a frame of reference when teaching and learning about Global Issues in ELT and demonstrate how classroom activities involving alternatives to the SDGs may be designed.

56554 – Watch Online: <http://vimeo.com/iafor/56554>

Pragmatic Business Education for Economic Security

Maia Chiabrishvili, American University of the Middle East, Kuwait

Ana Tvaliashvili, Georgian Technical University, Georgia

The education system's valuable outcome is the learner who can transform concepts to real knowledge, apply and reflect this knowledge to the real-life challenges and needs in order to achieve major economic security goals on personal and national levels. Those two levels generate reciprocal benefits: solid sense of individual security creates ground for well-functioning political, economic and social institutions, thus supporting largely the sustainable economic development and national security; in its turn, national-level security can safeguard sustainable individual security. Holistic approach to education can depress apathy caused by variety of shortcomings related to curricula, which are inconsistent to current challenges; low standards of teaching; inert students; inefficiently funded schools; erratic evaluation systems; etc. Increasing spending on education worldwide do not lead to the desired quality mix of fundamental (ideal) and pragmatic education. The paper will intend to research business-related curricula in the light of pragmatism. Educators can provide value to personal and career lives of learners only if they manage to teach concepts relevant to and useful for real life. Classrooms become pragmatic if they involve project-based learning, experimentation, and experiential learning instead of teaching and testing the non-representational concepts. Equipping learners with the skills of utilizing knowledge for solution of problems requires creativity, enthusiasm and dedication. Skills security ensures personal level of economic security. In this case, education system enables generations to take on the challenges and solve problems to national economic security.

Virtual Presentations

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

56720 – Watch Online: <http://vimeo.com/iafor/56720>

The Comparison of Industrial Behaviors of the Students of Rajamangala University of Technology Thanyaburi

Tongluck Boontham, Rajamangala University of Technology Thanyaburi, Thailand

Sukanya Boonsri, Rajamangala University of Technology Thanyaburi, Thailand

The objectives of the research were in comparison of industrial behaviors of students of Rajamangala University of Technology Thanyaburi classified by the experience of part-time job, faculty, and GPAX. The stratified random sampling method was governed so as to select 492 senior students of Rajamangala University of Technology Thanyaburi of the academic year 2018 as samples. Questionnaires of rating 5 scales were governed as the research tool. Descriptive statistic, and ANOVA were governed to analyze data. The findings were average of the levels of the students' industrial behaviors were generally at 3.76. The students with working experience and without working experience of part-time job possessed their average of industrial behaviors at .05 which was significantly statistically different. At least 1 couple of students in each faculty possessed different levels of the industrial characteristic at .05 which was significantly statistically different. And at least 1 couple of the students holding different GPAX possessed different levels of industrial behaviors at .05 which was significantly statistically different.

57195 – Watch Online: <http://vimeo.com/iafor/57195>

Teachers' Perceptions of Integrated STEM and Attitudes Towards Developmental Challenges in Vietnam

Thi Phuoc Lai Nguyen, Asian Institute of Technology, Thailand

Sakiko Tanaka, Asian Development Bank, Vietnam

Thi Yen Nhi Pham, Asian Institute of Technology, Thailand

Thi Huy Nguyen, Ministry of Education and Training, Vietnam

Thanh Khiet Tran, Ministry of Education and Training, Vietnam

Integrated STEM education provides students with science, technology, engineering, and mathematics foundational knowledge that linked to their real world. Paradoxically, the definition and application of integrated STEM have still remained elusive because the application of integrated STEM involves flexibility and contextualization. Integrated STEM requires the application of knowledge and practices from multiple S-T-E-M disciplines to learn about or solve problems in the real-world. This study explored how teachers perceived integrated STEM education and their willingness of integration of STEM disciplines in teaching students about developmental challenges in Vietnam. We interviewed 238 secondary school teachers who participated in the two STEM education trainings organized in Daknong (Central Highlands) and Danang city (Vietnam Central) by the Second Secondary Education Development program (SSEDPII) implemented by Vietnam Ministry of Education and Training funded by Asian Development Bank (ADB). The result revealed a total of 8 ways of defining integrated STEM education by secondary education practitioners after the three-day training. Although there were different understandings of teachers on STEM education, around half of them believed integrated STEM education cultivate problem solving skills for students in the real world, and more than 80% of teachers expressed their willingness in integrating several developmental issues into their STEM subject lessons such as pollution, recycle materials and renewable resources. Our findings provided meaningful insights on how secondary school teachers see and understand STEM integration and how they concern about the developmental problems. These findings indicate the views for educational innovation which in turn contributes to sustainable development in Vietnam.

Virtual Presentations

Educational Policy, Leadership, Management & Administration

53683 – Watch Online: <http://vimeo.com/iafor/53683>

The Construction of Team Paradigm: A Case Study of School Practical in Lopburi Province, Thailand

Nongluk Kaewnet, Nakhon Ratchasima Rajabhat University, Thailand

The objectives of this research were to: 1) study the characteristics of school teamwork 2) study the composition and practical of team building 3) Construct the process of team paradigm. The target group were school director, teachers, and school boards of the best practice school of teamwork in Lopburi province, Thailand (Bandanthailom School, Lopburi Educational Service Area Office 2) by used purposive selection method. The collecting data used snowball technique. Data analysis used the method of content analysis, interpreting data, and creating the paradigm. Research instruments was an interview form.

The results found that:

1. The characteristics of teamwork in school were assignment and working together for the best results in the practice to develop learning resources and learning of learners. The team building depends on maintaining the honor of school and responding to the mission as follow the policy of school director.
2. The factors and guideline of team building in school were creating and sharing a vision together, resolving together, working according to expertise and cooperative working, solving problems and eliminating conflicts, and good coordination.
3. The paradigm of school team building consists of creating awareness and ideology for working together, working together as friendship, using of leadership to conflict management, collaboration from stakeholders, creating an environment that conducive to working together, organizing projects and activities that focus on participation, and creating cooperation network.

53685 – Watch Online: <http://vimeo.com/iafor/53685>

A Construction of Special Education Center Management Paradigm in Thailand

Chaturong Thanaseelangkun, Nakhon Ratchasima Rajabhat University, Thailand

Special Education Center (S.E.C.) is under the Ministry of Education. The Objectives of this research was to study the management characteristics, paradigm process, related factors and consequences from the phenomenon of S.E.C. management. The target group was the successful S.E.C. in Thailand (Regional Special Education Center 11, Nakhon Ratchasima). The collecting data used snowball technique. Research instruments were in-depth interviewing form and focus group discussion form which collected and analyzed by grouping data, defining, and explaining issues.

The result revealed that: 1. The characteristics of S.E.C. Administration include management and promotion of education in the Initial Assistance Center, development and training the staff, promote and support the individual education, connection service for the rehabilitative efficiency, management of information systems for disable, co-educational support system for people with disabilities in the province, and other obligations as the legal limit. 2. The paradigm of S.E.C. management include administrative structure management of personnel division, mission driving, work result evaluation, work development, and coordinating. 3. The related factors with S.E.C. management include the political transformation, the leadership of educational resource administrator, the supporting and cooperating between connections, the professional of personal, and organizational culture. 4. The administrative consequences was the students with disabilities had opportunity to study and development according to "No child left behind" policy

From result, the S.E.C. must manage the administrative structure according to the policy as systematic and implement the paradigm for the benefits of disadvantaged people in education.

53690 – Watch Online: <http://vimeo.com/iafor/53690>

The Administration of Professional Director in the Best Practice School: Multi Cases Study in Nakhon Ratchasima Province, Thailand

Worawut Namussila, Nakhon Ratchasima Rajabhat University, Thailand

The objectives of this research were 1) to investigate the characteristics and factors of the professional school directors 2) to study the administration process of professional director in the best practice school, multi cases study of Nakhon Ratchasima Province, Thailand. The target population were 5 school directors in Nakhon Ratchasima province. That consist of school director under the Office of Primary Education Area, School Director under the Office of Secondary Education Area, Private school director, the director of Regional Special Education Center and the director of non-formal education by using a purposive selection method. Research instrument includes interview form and observe form. Data gathering and analyzing by qualitative content analysis. The results found that 1. Characteristics and factors of the professional director in the best practice school: Multi cases study of Nakhon Ratchasima Province were having knowledge in science and art for administration, having a good moral and leadership, having a good personality, posing, conducting, having skills for administration, problem-solving, development, and having creating network, cooperating between parents, community, organization, and related agencies. 2. The administrative process of the professional director were based on participatory system processes, planning together for mobilizing resources, working together, being a guide, supervision, evaluation and reflection together by using the school as a base, and working together as a friendship. From the result findings, the school director should develop the good characteristics in leadership, knowledge, leading skill, participatory working skill, human relationship, attitude, moral and ethical based on Thai school culture.

Virtual Presentations

Educational Policy, Leadership, Management & Administration

53702 – Watch Online: <http://vimeo.com/iafor/53702>

The Paradigm of Teacher Empowerment In Educational Institution: Multi-case Study In Nakhon Ratchasima Province, Thailand

Suriya Hungkhunthod, Nakhon Ratchasima Rajabhat University, Thailand

The purposes of this research were 1) to study the factors of teacher empowerment in educational institution 2) to study the guideline of teacher empowerment in educational institution 3) to suggest the paradigm of teacher empowerment in educational institution in multiple cases study of Nakhon Ratchasima Province, Thailand. The key information consisted of 5 experts in educational institution, There were the director of private school, school director of primary under the Educational Service Area Office, the school director of Secondary Educational Service Area Office, the director of Office of the Non-Formal and Informal Education, and the director of Bureau of Special Education Administration. All of samples were purposive selected. Interviewing form and behavior observation form were used to research instrument. The results of the research can be summarized as follows: 1) The factors of teacher empowerment were: leadership of director, interpersonal relationship, participation, working awareness, and organizational commitment. 2) The guideline of teacher empowerment were: using leadership to involve relationship, making friendship, teamwork, respect, working comprehension, developing skills for working, boosting morale, and work tracking. 3) The paradigm of teacher empowerment in educational institution were: P – Planning with participation, making awareness and satisfaction for working, developing skills for working, resource mobilization, work assignment. D - Accepts responsibility, keep boosting morale, making good interpersonal and coordination skills, and supporting a high degree of teamwork. C – Making supervision, knowledge sharing with participation, and advice for work developing. D – Participate in lesson learned processing; analyze results and data for improving achievement.

54178 – Watch Online: <http://vimeo.com/iafor/54178>

Effective Strategies for Teaching Higher Education Faculty How to Teach Online

Kristin Palmer, University of Virginia, United States

In higher education, institutions want their faculty to have confidence going into a classroom to teach their subject, whether face to face classes, hybrid classes that are partially online, or fully online classes. How can institutions support their faculty to be effective and independent in the classroom teaching hybrid and online courses? This talk will walk through the suite of professional development opportunities available to faculty for teaching online at the University of Virginia (UVA). There is a range of options from self-service, just-in-time summary sheets to immersive cohort based residential workshops. I will illustrate the resources that have been developed which include: Screencasting 101, Accessibility 101, and Converting Your Course to be Online. I will also walk through the self-paced six-week online course that is available for teaching faculty best practices for teaching online. I will walk through the syllabus and materials for our face-to-face residential workshop called the Course Design Institute. Finally, I will discuss the idea of having a selective teaching fellows program which is based on available, free content but is delivered to a cohort over an academic year with high perceived value for faculty.

Virtual Presentations

Educational Research

53674 – Watch Online: <http://vimeo.com/iafor/53674>

The Management of Innovative School: A Case Study of Nakhon Ratchasima Province, Thailand

Ekkasit Sunprasit, Nakhon Ratchasima Rajabhat University, Thailand

The objectives of this research were to: 1) study the characteristics and factors of Innovative School 2) study the administrative process according to the factors of Innovative School 3) Study the development guidelines for innovative schools. The target group were school director, teachers, personnel, school boards, parents, students, organizations and related agencies of Innovative School (Ban Tha Ang School, Nakhon Ratchasima Primary Educational Service Area Office 2) by used purposive selection method. Research instruments were interview form and observation form. The results found that: 1) Characteristics of Innovative School were using processes, methods, projects, new information technology to drive various missions in the school. The factors of Innovative School include flexible structuring, creating innovative strategies, managing information technology, leadership of innovative administrator, team building and cooperation network 2) Administrative process according to the factors of Innovative School consists of 1) Planning include management structure, innovation strategy, resource mobilization, and organizing information technology that conducive to work. 2) Mission driving include by participation process of teamwork, driving school mission by process introduction, techniques, methods, projects and new activities, creating academic network, and coordinate cooperation with all sectors. 3) Supervision process include using information technology, PLC, and supervisory processes. 4) Culture creating of innovation include create a working system to a sustainable culture. 3) Guidelines for development of innovative school include innovative leadership development of administrator, development of innovation knowledge and skills, applying new management processes, curriculum development, information technology and measurement development, and creating an innovative network.

54980 – Watch Online: <http://vimeo.com/iafor/54980>

Critical Thinking Research in the Philippines: A Scoping Review on Research Gap

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Marcos Lopez, Centro Escolar University, Philippines

Erlina Mendoza, Centro Escolar University, Philippines

Maria Asuncion Lopez, Centro Escolar University, Philippines

This paper deals with scoping review of critical thinking studies done in the Philippines by Filipino scholars from 1971 to 2017. It examines the extent and nature of research activity to identify research gaps. The researchers utilized Arksey and O'Malley's (2005) five-stage methodological framework. Out of 142 documents gathered, 128 studies were included and classified into six major research areas, namely, curriculum and instruction, materials development, assessment, relationship of critical thinking to others, test development, and critical thinking and culture. Among those areas, critical thinking and culture is the least explored. For 47 years, studies focused on critical thinking ability with limited studies on critical thinking disposition. Immersion approach is the predominant approach in teaching critical thinking and in materials development. Majority of researches were designed for tertiary and secondary students with limited studies intended for elementary pupils. No study was conducted for pupils below grade 2. These findings suggest that research is needed in disposition aspect of critical thinking and for learners in kindergarten and elementary. Considering that immersion is the predominant approach used, Filipino scholars may explore other approaches to teaching critical thinking, namely, general, infusion, and mixed regarding enhancement of students' critical thinking and the application of infusion approach in embedding critical thinking into instructional materials in different academic disciplines. In conclusion, a vast majority of Filipino educators seem to have a narrow concept regarding critical thinking which they view predominantly as consisting of abilities alone to the neglect of an equally necessary component which is disposition.

55645 – Watch Online: <http://vimeo.com/iafor/55645>

A Study in Singapore: Perceptions about the Importance of Written English Language and Undergraduates' Competency Level

Lee Keng Ng, Singapore Institute of Technology, Singapore

Boon Tien Lim, Singapore Institute of Technology, Singapore

Radhika Jaidev, Singapore Institute of Technology, Singapore

Although there are four official languages in Singapore, English has been the language of the government and its international trade since the 1960s. The medium of instruction in the school system, from primary to secondary and post-secondary levels, has also been English. Despite indications that the standard of English in Singapore is higher than most countries in the region, there is a concern among the research team's faculty-colleagues that undergraduates are unable to express their content knowledge appropriately and expertly in English language. This exploratory study was thus conceptualised, with an aim to examine the perceived importance of written English language and the level of competency among undergraduates in a public university in Singapore. The study involved three targeted sample units; namely, the undergraduates, faculty and industry partners, who were invited to participate in Qualtrics online questionnaires that were customised for each group. The results suggested slight differences in how undergraduates, faculty and industry partners viewed the importance of written English in academic studies and professional work. There were more notable dissimilarities among opinions held by the three parties about undergraduates' written English competency levels, their keenness to improve, and the degree of optimism that improvement can be achieved during their university studies. The research outcomes are beneficial in providing a clearer understanding of the stakeholders' perceptions, and highlighting how the university's pedagogy for written English could be enhanced.

Virtual Presentations

Educational Research

55647 – Watch Online: <http://vimeo.com/iafor/55647>

Development of Science Academic Achievement by Using Inquiry Based Learning and Problem Based Learning of Grade 1st Students

Mintra Singhanak, Kasetsart University Laboratory School, Thailand

The aim of this research was 1) to develop the students' science academic achievement in order to pass the criteria of 70 percent of full score 2) to study the students' satisfaction toward the Inquiry-Based Learning and Problem-Based Learning activities. The research study was conducted on 38, 1st-grade students who were 6-7 years old in academic year 2018 from Kasetsart University Laboratory School Kampaeng-Saeng Campus Educational Research and Development Center, Nakorn Pathom province, Thailand. The research methodology is classroom action research. The research instruments were: 1) 5 lesson plans of the Inquiry-Based Learning and Problem-Based Learning activity, 2) the science academic achievement test, 3) the observation form, and 4) the satisfaction toward learning activity test. In the study, data were obtained via the one group pretest-posttest design; analyze the data by using mean, percentage, standard deviation and t-test dependent group. The results were 1. The students' science academic achievement mean scores in pretest and post-test were 54.5 and 82.5 percent respectively. It's visible that the students' mean score post-test higher than pretest, statistical significance at the level of 0.05 and passed the criteria in post-test. 2. The level of students' satisfaction toward Inquiry-Based Learning and Problem-Based Learning activities was in high level. The research found that activities were effect students to learning deeply, assertive, comment, enthusiastic, responsibility, and enjoy to study. Students also analytical and solve the problems under working together, searching information from a variety of learning sources and summarize what they have learned.

Virtual Presentations

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

55962 – Watch Online: <http://vimeo.com/iafor/55962>

Oral Discourse Analysis in a Master's Classroom: A Cross-Cultural Approach

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The purpose of this communication is to present the results of a study about some teaching experiences applying oral discourse analysis in a Language and Technology Master's Degree classroom in Spanish with Chinese students. We take into consideration the studies on oral specialized language and theories related to communication strategies. In conjunction with the invocation of a relevant context, the analysis of the real examples proposed focuses on the relation established between participants of the discourse act, the explicative and argumentative intention characterizing specialized discourse, the declarative marks and the prototypical organization of the content. But on the other hand, the non-verbal language including haptics, kinesics, vocalics and proxemics is studied as well, as an essential element to understand and transmit the message. In cross-cultural contexts, when interlocutors don't share linguistic and cultural backgrounds, non-verbal communication takes on a particularly important role. This is the reason why these strategies became indispensable for Chinese students' academic education in Spain. Thus, the main aim of the classroom activities proposed to the students is to develop discourse analysis competencies but also to emphasize the importance of all the elements involved in the oral communication, in order to identify them and also to produce their own effective cross-cultural interactions. The results of the study reveal that the students enhance their competencies of oral communication. The conclusions could be useful for teachers to develop activities to increase learner's awareness of oral communication in cross-cultural contexts.

55981 – Watch Online: <http://vimeo.com/iafor/55981>

Transferring Results of Intercultural Communication Research to Business English Classroom: Structure and Register Fluctuation in Business Emails from British, Polish, and Spanish Companies

Hanna Skorczynska, Universitat Politècnica de València, Spain

Emails are the most common communication means in the present business world. A broad range of email studies focused on cultural variations in business email writing, but very few approached intercultural business communication in Europe. In one of them, Gómez-Moreno and Skorczynska (2013) described variations concerning the prototypical move structure and register in a corpus of 100 emails of response to business requests written in English by employees from companies based in the UK, Spain and Poland. The study revealed that the move structure in this type of intercultural communication is more complex than current templates and existing published materials show, and that register variations detected should be transferred to the business English instruction in the European context, which typically uses native speaker writing samples. As the awareness and adaptation to different writing styles in the intercultural business communication within Europe is absent in the published textbooks and related materials, I will propose a number of activities, based on authentic email messages taken from the above mentioned corpus in order to use them in the business English classroom. Students will identify the prototypical move structure in examples of British, Spanish and Polish emails of the formal and informal types, and discuss the variations detected. The activities will also focus on the language features, which are characteristic for formal and informal business email writing, and on how the use of these features fluctuates across the three cultures. Business English students can certainly benefit from working with authentic texts, especially in case of both language and cultural awareness raising activities, which would greatly help improve their communication skills for today's globalized world.

56074 – Watch Online: <http://vimeo.com/iafor/56074>

Effects of the Speaking Instruction Using Differentiated-flipped Learning Approach on Willingness to Communicate of Thai EFL Undergraduates

Kanpajee Rattanasaeng, Chulalongkorn University, Thailand

This study aimed at investigating the willingness to communicate (WTC) before and after the implementation of the speaking instruction using differentiated-flipped learning approach on Thai EFL undergraduates. The participants were 30 undergraduates who were not an English major students and enrolled in English for Professional Communication course in public university in Bangkok, Thailand. During the twelve-week instruction, the class provided the instruction both online and face-to-face platforms. Alongside teaching, the content and the activities were differentiated based on the students' interest, readiness level, and learning profile as well as designed them regarding the affective factors that influenced the willingness to communicate. The data were collected by means of quantitative and qualitative methods before, during, and after the treatment. The questionnaire responses were then analyzed to compare the change in students' WTC before and after the experiment. In addition, the observations were provided to indicate the students' actual behaviors that showed their WTC during participating in the activities in the classroom. The findings revealed that students' WTC improved significantly at the end of the experiment. Moreover, the results from the observations demonstrated that teamwork and responsibility, motivation, doubtfulness, confusion, and feeling secure were the main variables that encouraged the students to show their WTC. Pedagogical implications for language teachers and material developers are also discussed.

Virtual Presentations

Higher Education

52936 – Watch Online: <http://vimeo.com/iafor/52936>

Where Do Digital Natives Start and Finish? Lecturers' Use of Technology in Three Thai Universities

Yuwanuch Gulatee, Nakhonphanom University, Thailand

Barbara Combes, Charles Sturt University, Australia

Prachyanun Nilsook, King Mongkut's University of Technology North Bangkok, Thailand

Siriluk Prasunpangsri, Kasetsart University, Thailand

Teachers' ownership of technology devices, their access to software and Web-based utilities, and their preferences when using technology are the subject of this ongoing research. The devices that instructors' use in the classroom, how teachers use online learning systems as provided by the university, and teachers' skill levels when using technology for learning are also examined. The major objective of this research is to provide a long-term comparative analysis across several universities to determine if teachers' use of technology for teaching-learning is developing or has changed to reflect how their students use technology in their daily lives. Such ongoing data collection and analysis will inform individual institutions about online learning and how to improve facilities for both staff and students for maximum educational success. The initial study was conducted in 2014 in one Thai university and expanded in 2018 to include responses from lecturers in three universities. This paper reports on the initial findings of the larger 2018 study and explores how lecturers use technology for teaching. Findings indicate that lecturers in these three universities were using social media channels such as Line and Facebook to stay in contact with their students and with each other. Email as a formal means of communication to staff and between staff and students was almost defunct, with use declining in all three universities. However, the findings also show that lecturers were unlikely to integrate and embed technology in their classroom programs and showed some resistance to trying new technology for teaching purposes. It was concluded that the university should continue to conduct ongoing monitoring and evaluation of students' and lecturers' information technology competencies.

54111 – Watch Online: <http://vimeo.com/iafor/54111>

Air Traffic Control English Proficiency Assessment in Vietnam

Thi My Linh Nguyen, University of Newcastle, Australia

Since 2004, English proficiency assessment has become a controversial topic in the Vietnamese aviation industry. International Civil Aviation Organization (ICAO) reported fatal air accidents were caused by misunderstanding and miscommunication between pilots and air traffic controllers (ATCs). ICAO then issued English Proficiency Requirements (EPRs) for pilots and ATCs. Until 2011, three ICAO member countries including only one Asian country, Korea, informed that all of ATCs in their countries have met ICAO LPRs (Alderson, 2012). ICAO established EPRs for pilots and ATCs, but not the tests. ICAO member countries have designed their own tests in their own contexts. Test-takers did not agree with the assessment policy because they thought the countries overlooked the ICAO policy. They might lose their job due to their English language impromiciency (Kim, 2012). Few studies on Aviation English have been conducted in Vietnamese aviation context. This mixed-method study utilised document and survey analysis to investigate the alignment of ICAO English proficiency assessment in Vietnam. The survey was conducted on Vietnamese ATCs working in three international and three domestic terminals. I examined data in three layers: International, National, and interpersonal (Kaplan, 2003). The results of this study highlighted match and mismatch in international and national ATC English assessment policy. It shed a light on ATCs' beliefs in the effectiveness of tests in the field. The study makes some recommendations and suggestions useful for educators, test- designers, and examiners.

55192 – Watch Online: <http://vimeo.com/iafor/55192>

Leveraging Massive Open Online Courses (MOOCs) for Increased Access and Quality Education in Nigeria

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Irfan Naufal Umar, Universiti Sains Malaysia, Malaysia

James Ussher, Universiti Sains Malaysia, Malaysia

The rising demand for higher education across the educational landscape at different contexts has made it increasingly necessary for research into innovative ideas that could transform the higher educational system for increased access and opportunities to acquire quality and affordable education. Massive Open Online Courses (MOOCs) are recent 'disruptive' additions in higher education, over the last few years researchers have propounded MOOCs potential to provide and increase access to quality education to an almost infinite number of people regardless of location, space and time. Although, MOOCs is not devoid of limitations, this paper argues that it's affordances and immense potentials for scalability and flexibility makes it the appropriate tool for the 21st-century transformation of the higher education system, especially in mitigating the challenges of enrollment into the Nigerian university education system.

56290 – Watch Online: <http://vimeo.com/iafor/56290>

Factors Affecting Industrial Behaviors of the Students of Rajamangala University of Technology Thanyaburi

Sukanya Boonsri, Rajamangala University of Technology Thanyaburi, Thailand

Tongluck Boontham, Rajamangala University of Technology Thanyaburi, Thailand

The objectives of the research were to study levels of industrial behaviors of the students of Rajamangala University of Technology Thanyaburi, and to develop and review causal model affecting industrial behaviors of students of Rajamangala University of Technology Thanyaburi. Stratified random sampling method was governed so as to select 492 senior students of Rajamangala University of Technology Thanyaburi of the academic year 2018 as samples. Questionnaires of rating 5 scales was governed as the research tool. Descriptive statistic, t-test, and ANOVA were governed to analyze data. LISREL Analysis was applied to revision of the consistency of the data. The results of consistency of the model revealed that the model was consistent with empirical data providing Chi-square ($\chi^2 = 45.664$, $df = 76$, $p = 0.998$) which presented probability at 0.05, GFI = 0.989, AGFI = 0.978, RMR = 0.009, and RMSEA = 0.000. The results showed that predicted variable or casual factor of the students presented variance of variables of industrial behaviors at 78.2 percent. Predicted variable or casual factor of the lecturers, together with organization presented variance of variables of students at 84.1 percent. Predicted variable or casual factor of organization presented variance of industrial behaviors at 73.3 percent.

Virtual Presentations

Higher Education

56332 – Watch Online: <http://vimeo.com/iafor/56332>

Modeling the Development Paths of Startup Universities

Takako Mino, Ashesi University, Ghana

The 21st century has witnessed an explosion of new private universities across the globe in response to rising demands and increasing rates of secondary school completion. However, there is virtually no research on these startup universities and no existing model to explain their typical trajectories in terms of their development. This study examines the development paths of recently founded startup universities in Asia and Africa. The study selected 10 universities in these regions, based on their private status and founding after 2000. The method used was document analysis of case study university websites. A comparison of different development paths and their advantages and disadvantages are shared. In a world of steep competition in higher education and dwindling public funds, this study is significant in demonstrating effective ways of navigating the start of new institutions and their sustainability. This research will be useful for startup universities and higher education policymakers of higher education institutions.

57220 – Watch Online: <http://vimeo.com/iafor/57220>

Cyber Bullying Pattern of Indonesian High School Students in Instagram Through Text Mining

Hevi Loris, National Chung Hsing University, Taiwan

Jen Jang Sheu, National Chung Hsing University, Taiwan

The cases of bullying among high school students in Indonesia continue to increase every year. Now the case of bullying is not only happening in the real world but also happens in cyberspace. The ease of accessing the internet has led to widespread of cyberbullying cases that occur through social media. After Facebook and WhatsApp, Instagram is the third most social media used by students for cyberbullying. This study analyses Indonesian bullying words among high school students on Instagram. The total numbers of students' Instagram comments evaluated are around 1500 comments, which are thought to contain cyberbullying elements. The process of collecting data is done by using the Rcrawl technique, and the text analysis process is carried out using the "Bag of Words" approach through the R programming to identify various vocabularies that contain bullying elements and harassment terms on Instagram comments. The aim of this study is to identify the patterns of cyberbullying within the written content among high school students in Indonesia. This study has found that (1) the term "anjing" becomes a trend of Indonesian students in bullying on Instagram, (2) cyberbullying is more likely to occur in the same-class students. Further, the study needs to find out the merit and demerit of cyberbullying in the Indonesian high school students and to find a way to take precautions from spoiling the students from cyberbullying.

57290 – Watch Online: <http://vimeo.com/iafor/57290>

Just-in-Time-Teaching – A Solution to Meet the Current and Future Challenges Many African University Lecturers Face: Ethiopia as an Example

Margareth Gfrerer, Addis Ababa University, Ethiopia

Leon Cremonini, University of Twente, Netherlands

The future challenges for universities are fueling the current situation at many African universities. The main pressure is coming from the demographic situation. In Ethiopia for example, it is anticipated that by 2030 the age group 0-24 will amount to 62% of the total population. Moreover, Ethiopian universities lack of qualified lecturers, which might jeopardise the intellectual and economic development of the nation. This presentation tries to answer the question: "Could Just-in-Time-Teaching (JiTT) become state-of-the-art for universities to counter the demographic pressure and the lack of qualified lecturers?". In the Ethiopian context JiTT is understood as an integrated part of the teaching and learning process that takes place in the virtual classroom, where students will gain basic knowledge and skills of the respective subject prior the face-to-face meeting in the classroom. This research has been built around a course on innovation management for master students and intends to measure whether students have achieved the learning goals in the JiTT classroom session and are able to apply those in the flipped classroom. The presentation will provide (i) information about the current situation at Ethiopian universities; (ii) an introduction to JiTT; (iii) a presentation of the research design and the criteria to measure the achievement of the learning goals; (iv) the results and findings; (v) the comparison with findings from previous JiTT experiments conducted by one of the authors; (vi) Conclusion and recommendations to improve the teaching and learning situation at African universities.

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Virtual Presentations

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

56068 – Watch Online: <http://vimeo.com/iafor/56068>

Mapping the Convergence of Communication Disciplines: A Conceptual Study

Dorien Kartikawangi, Atma Jaya Catholic University of Indonesia, Indonesia

A positive reputation of an organization is needed in order to ensure the organization sustainability. Therefore, communication with internal and external stakeholders become important. The main objective of this paper is to visualize how the concept and practice of organization-communication, corporate-communication and public relations are combined in the process of organization reputation development. Focus group discussion were used to collect data. The participants of the focus group discussion were professionals in communications, upper and middle management, who are member of Indonesia Public Relations Association, and communication academics, who are member of Indonesia Communication Higher Education Association. Result of the study shows that those three concepts are applied together and complement each other in the process of organization reputation development. First step, in the development of internal reputation, the implementation of organization communication concept plays a significant role. Second step, in the external communication process, the concept of public relations played more dominant role. Third step, combining those two processes where communication strategy and its practical execution needed, corporate communication concept played more dominant role. Analyzing these steps, it can be understood that there is a convergence of the three concepts in the process of reputation development. Based on this result, academic in communication discipline should be aware and go beyond in order to prevent continuous misunderstanding across boundaries.

Virtual Presentations

International Education

54179 – Watch Online: <http://vimeo.com/iafor/54179>

Ineffective and Unsustainable Programs That Do Good: An Example of How to Transition These to Be Effective and Sustainable

Kristin Palmer, University of Virginia, United States

The University of Virginia (UVA) started the African Scholarship Cohort (ASC) program in 2015. This program was with a third-party vendor, Distance Education of Africa (DEAfrica), that provided marketing, enrollment, student and community support. Over the past four years over 4,500 scholarships were provided to recipients in 37 countries in Africa. Feedback on the program from learners was positive with studies conclusively showing that the program added value to both learners and employers. Unfortunately, a business model that was sustainable was not developed and partners assumed that content and administrative support would be provided for free forever. This has led a shift in focus from UVA to look at how international programs can be of value to residential students for study abroad, internships, and research projects. As part of this shift, the existing program with DEAfrica is shutting down. The program will now partner with higher education institutions in more formalized partnership agreements. These agreements will articulate who is doing what work, what content is being delivered for what cost, and what is the value to the student and society. This presentation will review what worked, what didn't work, and next steps.

56722 – Watch Online: <http://vimeo.com/iafor/56722>

Human Value Creating Global Citizenship: International Perspectives

Nantarat Charoenkul, Chulalongkorn University, Thailand

Hiroko Tomioka, Soka University, Japan

Sunee Banno, Chulalongkorn University, Thailand

This study mainly aimed to explore the suitable conceptual frameworks of Human Value Creating Global Citizenship and the related school administrative tasks to support development of students' characteristics to become human value creating global citizens. The population consisted of elementary and high schools under supervision of Soka (Value Creating) University in Japan. Respondents were 3 school leaders, 6 teachers and 12 student representatives from each level of education, plus 6 alumni volunteers, 27 in total. The research findings turned out that the most appropriate conceptual framework for School Management based on the Human Value Creating Global Citizenship concept covered the following key characteristics of a global citizen who: 1) respects human value of oneself and others; 2) holds sufficiency and sustainability; 3) roots the service mind and supports the social justice-oriented interaction; 4) proactively encourages critical and creative thinking; 5) leads a life based on both knowledge and wisdom. For school management, it seemed that the most related administrative tasks emphasized management of academic affairs focusing on morals-integrated curriculum, collaborative instructional activities and positive-oriented assessment, and management of student affairs highlighting teacher-student relations and student activities operated on a basis of the strong peer support, plus the school's alignment of goals and objectives.

57327 – Watch Online: <http://vimeo.com/iafor/57327>

Effects on Japanese Students Who Had No Overseas Experiences by Japanese Students Who Had Overseas Experiences in Intercultural Co-learning Classes

Yu Sengoku, Shinshu University, Japan

Hirokazu Nagata, Shinshu University, Japan

Recently the number of international students at Japanese universities has been increasing rapidly and many of Japanese universities have introduced intercultural co-learning classes, where Japanese students and international students learn from each other in the same curriculum. In this study, we examined and analyzed how Japanese students who had different overseas experiences interacted with each other in intercultural co-learning classes, whereas it is natural that Japanese students and international students interact with each other. After finishing group work of intercultural co-learning classes, we divided Japanese students who had no overseas experiences into two groups, one was the students with Japanese students who had experienced studying abroad (Group A), and the other the students with Japanese students who had not (Group B). According to the answers of questionnaires which consisted of skill and ability students could obtain through international co-learning classes, the students who had no overseas experiences in Group A obtained much sense of self-efficiency in the items of "You were able to have an open mind and behave", "You were able to join group work with good teamwork", and so on compared to the students who had no overseas experiences in Group B. In addition, we had interviews with the students who had no overseas experiences in Group A, and clarified the process of how they were influenced from leadership, personality, and behavior of the Japanese students who had overseas experiences, and of how they obtained the sense of self-efficiency mentioned above.

Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

56711 – Watch Online: <http://vimeo.com/iafor/56711>

The 2nd-year Student Teachers' Understanding of Means of Students' Mathematical Communication Using Pirie's Framework

Duangamnee Ya-Amphan, Khon Kaen University, Thailand

Sampan Thinwiangthong, Khon Kaen University, Thailand

The purpose of this research was to study the 2nd-year mathematics student teachers' understanding of means of mathematical communication employing the qualitative method. The target group was 32 2nd-year mathematics student teachers who enrolled in the 1st semester of 2019 academic year's subject called "Processes of Communication in School Mathematics" – in Mathematics Education Program, Faculty of Education, Khon Kaen University, THAILAND. The target group has learned the means of mathematical communication (Pirie, 1998) lectured by the researchers. They were assigned to observed 7th-grade mathematics class and to deliver their reflective writings which were analyzed by analytic description according to Pirie's framework. The findings reveal that 2nd-year mathematics student teachers could investigate 7th-grade students' means of mathematical communication. They are 1) ordinary language, 7th-grade students used natural language to communicate their understanding; 2) mathematical verbal language, 7th-grade students used written and spoken language to express mathematical ideas; 3) symbolic language, 7th-grade students used it to represent their understanding; 4) visual representation, 7th-grade students used it to communicate their ideas which difficult to using verbal language; 5) unspoken but shared assumption, 7th-grade students used it base on their common understanding with shorted communication and 6) quasi-mathematical language, 7th-grade students used it as their own language which understanding in their classroom context.

56712 – Watch Online: <http://vimeo.com/iafor/56712>

Early Childhoods' Cooperative Behaviors through HighScope Learning Activities at Kindergarten Demonstration School

Sudthiporn Chatathicoon, Khon Kaen University, Thailand

Sampan Thinwiangthong, Khon Kaen University, Thailand

Duangmanee Ya-amphan, Khon Kaen University, Thailand

Vanvisa Somumjan, Khon Kaen University, Thailand

Khosrow Jahanian, Khon Kaen University, Thailand

The objectives of this research were to study the trend of early childhood's cooperative behaviors through HighScope learning activities which includes plan, do, review activities. The target group consist of 42 children, male and female, 5 - 6 years of age, in Kindergarten 2, the first semester of the 2019 academic year at Khon Kaen University Demonstration School. The research instruments consisted of lesson plans according to units of experience activities with plan, do, and review of children's group works, and fieldnote for recording of behavior observation. Data of cooperative behaviors were analyses by framework of Holz (2013). The research results show that the children who participated in HighScope learning activities in group working with plan, do, and review for 1 semester have a post-cooperative behavior better than a pre-cooperative behavior. They have a tendency of cooperative behaviors at the end of the semester higher than at the beginning of the semester. They have social skills, can express ideas, can make choices and make decisions in cooperation. The responsibility as assigned, cooperating with each other within the group, can explore the feelings of friends and resolve conflicts in the group.

56848 – Watch Online: <http://vimeo.com/iafor/56848>

First Grade Students' Mathematical Ideas on Addition in Classroom Using Lesson Study and Open Approach

Naphaporn Woranetsudathip, Khon Kaen University, Thailand

Students' mathematical idea is very important in learning mathematics. Many studies had proposed learning activities to promote learning performance focusing on mathematical ideas of the addition topic. However, those studies lake of innovation to improve students' learning of addition. This study applied lesson study and open approach as innovations to improve students' learning of addition by focusing on mathematical ideas. This study aimed to analyze first-grade students' mathematical ideas of addition in the classroom using lesson study and open approach. This study employed a qualitative research method. The target group was 76 first grade students, the demonstration school of Khon Kaen University, Thailand. Data were collected by fieldnote taking and photo recording of students' written works. Data were analyzed by content analysis according to Isoda and Murata (2011). The results of this study found that first-grade students' mathematical ideas include 1) count all 2) count on 3) make ten as a unit of counting and addition 4) decompose of addend for addition 5) decompose of augend for addition and 6) decompose both of addend and augend for addition.

57150 – Watch Online: <http://vimeo.com/iafor/57150>

Mathematical Concept Connection to Folding Paper and the Equivalent Ratio of 7th Grade Students

Samruan Chinjunthuk, Khon Kaen University, Thailand

This research aimed to study the concept connection of 7th Grade students in folding paper and its equivalent ratios. The target group is 145 7th Grade students at the Demonstration School of Khon Kaen University (Modindaeng). This research used mixed methodology. Quantitative and qualitative data were analyzed by percentage and analytic description respectively. Results found that students connected concepts from using the area of folding papers and its equivalent ratio by multiplying or dividing any number to the ratio of all area of the paper to the colored part of the paper, resulting in the equivalent ratio, as follows; 1. A total of 116 students (80%) connected the area from folding paper to an equivalent ratio by multiplying the ratio of all the area to the colored area with 2, resulting in the equivalent ratio (all area: colored area = 2:1. When the paper is fold once, the ratio of all area to colored area is 4:2. Students multiplied it by 2, thus 2:1 becomes 4:2. Further folding leads to a ratio of 8:4. Students were able to multiply 4:2 by 2 and multiple 2:1 by 4, resulting in the equivalent ratio). 2. A total of 102 students (70.34%) reversed their thinking by dividing 8:4 by 2, resulting in 4:2 and dividing 8:4 by 4, resulting in 2:1, leading to mathematical concept of equivalent ratio.

Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

57240 – Watch Online: <http://vimeo.com/iafor/57240>

Living With Invisible Disabilities in a School Setting

Rhodaviv Avila, Camarines Norte State College, Philippines

Inclusive Education advocates for the integration of students with special needs in an educative environment with non-special needs students. It operates under the notion that social interaction in a mixed classroom better prepares the students for challenges and successes in real life situations. In recent years, many academic institutions have implemented inclusive policies in hopes of empowering the differently abled community through education. Yet according to UNICEF, 93 million children live with disabilities and 50% of these children do not attend school. Problems also arise from the range of disabilities and providing for the subsequent needs of these students. Those whose disabilities are invisible, also known as non-apparent disabilities, are complicated to identify and accommodate. This paper examined the lived experiences in Higher Education Institutions of eight (8) non-apparent persons with disabilities using the phenomenological method. Each elaborated how they were diagnosed with the disability, its academic and social effects, and their proposed policies in the implementation for inclusive education. The results show recurring themes of struggling with acceptance of the diagnosis; academic difficulties including fulfilling course requirements due to episodes and social conflicts such as having to convince teachers and other persons of authority of their disability, discrimination in using PWD facilities, etc. They agree that in implementing inclusive education policies, non-apparent disabilities are overlooked and that there should be an efficient and non-invasive system to identify, acknowledge and accommodate non-apparent PWDs.

57281 – Watch Online: <http://vimeo.com/iafor/57281>

Mathematical Representation of Students During Mathematical Problem Solving by Method of Lesson Study and Open Approach

Aukkarawut Kanhapong, Khon Kaen University, Thailand

Aree Pawattana, Khon Kaen University, Thailand

Suphanat Setthaphongsakorn, Khon Kaen University, Thailand

Rittigrai Kotnara, Khon Kaen University, Thailand

The purpose of this research is to study the characteristics of mathematical representation of students during mathematical problems solving on sequence & series in classroom using lesson study and open approach. The target group is 25 students in grade 11 of Demonstration School, Khon Kaen University during first semester of academic year 2019. There are 2 types of research instruments: 1) instruments for data collection consist of 8 lesson plans using lesson study and open approach, instructional materials, audio recorder, and video recorder and 2) instrument for data analysis include protocol, written works, and photos of participant students in learning activities. This research used qualitative method as research methodology. Data were analyzed by protocol analysis and analytic description conform to Lesh (1979)'s framework. The result of the study show that there are 5 mathematical representations of students as follows: 1) Representation by real situations by using the students' understanding of the numeral series management 2) Representation by using media with showing images management of one-on-one situation through Power point program 3) Speaking by choosing mathematical language to describe or answer questions. 4) Representation by writing, from students are able to write in variety of formats, such as drawing pictures instead of symbols and emphasizing key words 5) representation with mathematical symbols, students is able to summarize the formulas and definitions of the arithmetic sequence, geometry sequence, Arithmetic series, and geometric series.

57282 – Watch Online: <http://vimeo.com/iafor/57282>

Using Geogebra Program to Develop Mathematical Problem-solving Skills

Rittigrai Kotnara, Khon Kaen University, Thailand

Suphanat Setthaphongsakorn, Khon Kaen University, Thailand

Aukkarawut Kanhapong, Khon Kaen University, Thailand

The purpose of this study was to study mathematical problem-solving skills which were developed by Geogebra Program. The target group is 49 tenth-grade students, Demonstration School of Khon Kaen University, Thailand in the first semester of academic year 2019. This research used mixed method as research methodology. Research instruments are 1) 4 mathematics lesson plans according to Polya's idea of problem solving, on the topic of analytic geometry, 2) supplementary exercises involving analytic geometry and 3) measurement test for problem solving skills. Qualitative data was analyzed by the analytic framework of mathematical problem-solving skills (Polya, 1973) consisting of 1) Understanding problem 2) Devising a plan 3) Carrying out the plan 4) Looking back. Additionally, quantitative data was analyzed by the statistics of mean, percentage and standard deviation within the one group post-test design which comparing with the criteria 70/70. The research result found that Geogebra Program could be used to develop the students' mathematical problem-solving skills on the topic of analytic geometry. The students had drawn the figure to express the solution and used Geogebra Program to examine their solution. Moreover, the students' average score is 27.41 (full score is 36) or 76.13%, standard deviation is 3.73 met the examined criteria.

57292 – Watch Online: <http://vimeo.com/iafor/57292>

Using Edmodo to Develop Mathematical Problem-solving Skills

Suphanat Setthaphongsakorn, Khon Kaen University, Thailand

Aukkarawut Kanhapong, Khon Kaen University, Thailand

Rittigrai Kotnara, Khon Kaen University, Thailand

There are a lot of learning tools now a day to develop student's learning. Teacher must be good at finding the most appropriate tools to apply in classroom. Edmodo application is the most benefit one tool to develop learning society between teacher and student. This research aims to design learning unit to develop mathematical problem-solving skills. The target group is 49 eleventh-grade students, Demonstration School of Khon Kaen University, Thailand in second semester of academic year 2019. This research used mixed method. Research instruments are online learning unit on Edmodo website to encourage mathematical problem-solving skills under Polya (1973)'s Model. There are four steps of problem solving consists of 1) Understanding problem 2) Devising a plan 3) Carrying out the plan 4) Looking back. Rating scale was used to evaluate mathematical problem-solving ability of students. Result of the research shown that online learning unit could improve mathematical problem-solving skills of students in four steps above. That is student used their previous knowledge and online information searching to understand the mathematics problem. Student can make the plan for problem solving step by step, it can be noticed from picture shown student divide the problem under four steps and student used a lot of technique and tools to solve the problem and to check their answer. Moreover, student and student as well as student and teacher could communicate their ideas via Edmodo chat and wall.

Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

56013 – Watch Online: <http://vimeo.com/iafor/56013>

Ensuring Student-Centered, Constructivist and Project-Based Experiential Learning Applying the Exploration, Research, Interaction and Creation (ERIC) Learning Model

Eric Matriano, Columban College, Inc., Philippines

Experiential learning literally is making meaning from direct experience. It plays vital role in facilitating the process of creating knowledge, sense-making and knowledge transfer in teaching, training and development. This study assessed the effectiveness of Exploration, Research, Interaction and Creation (ERIC) Learning Model which is a framework adopted from various theories and philosophies such those of student-centered, constructivist-based, project-based, experiential, multisensory, reflective, participatory, interactive, cooperative, collaborative and active learning. Mixed method was used employing pre-experimental design and narrative analysis of learning experiences. Pre-test and posttest, survey, interview, observation and focus group discussion was made. There were 32 college students in the Tourism Management Program enrolled in NAS 106 (Environmental Science) and 28 enrolled in BST 323 (Ecotourism) for Academic Year 2018 - 2019 at Columban College, Inc. and were used as subjects. Quantitative data were treated using Mean, Weighted Mean and t-Test for Dependent Samples. Student's engagement and involvement were maximized by exploration, research, interaction and creation and they adapted the skills and strategies for them to become responsible learners and lifelong learners. There was a significant increase in the performance of students as well as develops more positive attitude towards the topics.

Virtual Presentations

Nurturing Creativity & Innovation: New, Innovative & Radical Education

56069 – Watch Online: <http://vimeo.com/iafor/56069>

Culturally Relevant Gamification Approach for Climate Change Education: Tackling the Climate Change Issues Through Food System Activities

Siti Nur Diyana Mahmud, Universiti Kebangsaan Malaysia, Malaysia

Climate change education require an educational approach that able to engage, motivate, and empowering children to take an action. Gamification approach in education has potential to increase the students' motivation, and engagement during learning. In climate change education context, to empower students to take an action, educational approach that able to create sense of relatedness is needed. Culturally relevant pedagogy has potential to create sense of relatedness and increase students' motivation in learning and encourage behavioural change. Less attention is being given to the culturally relevant element in gamification approach and in climate change education. Thus, this study is trying to bridge the gap by integrating culturally relevant element in gamification approach for climate change education. This article presents the study of the intervention program that implement culturally relevant gamification approach for sustainable food system based on Self-Determination Theory. The intervention program focused on the elementary school students in urban area. The research design is quasi experimental one group design. 159 primary school students age 12 years old were involved as participants in this study. The participants were given a pre-test through set of questionnaires before joining the intervention program. And they were given a delayed post-test through set of questionnaires after a week they participated in the intervention program. In addition, 10 students were interviewed after a week they participated in the program. The result from the delayed post-test and interviews showed significant improvement in term of their knowledge, attitudes, and behaviour towards climate change and sustainable food system.

Virtual Presentations

Primary & Secondary Education

54727 – Watch Online: <http://vimeo.com/iafor/54727>

An Assessment on the Level of Research Competencies of Grade 12-Senior High School Students in a Parochial School
Gregorio Sismondo, The National Teachers College and Holy Trinity Academy, Philippines

Research is one of the important academic endeavors included in the new K-12 curriculum for the senior high school. Possessing certain level of competency in this academic endeavor will help an individual to take part in the initiative of any institution to create knowledge and contribute significantly in the progress of the nation. The researcher wanted to find out the level of competencies of his students in research. He utilized quantitative research specifically descriptive survey. The participants were the 63 students of the researcher. Validated survey instrument and interview were used to gather the necessary data in this study. Weighted mean and standard deviation were used to treat the data. The over-all total weighted mean of the students' competencies in research was 3.24 or satisfactory. Hence, the competencies of the grade 12-students in research were described satisfactory. Considering this finding, the researcher concluded that the competencies in research of the Grade 12 students need to be improved. The researcher hereby recommended that the teachers in research should really focus on teaching the students how to create the hypothesis of certain research, how to properly present their citations in review of related literature and studies. They should also train the students on how to analyze their data, how to properly present findings of the study and come up with sound and correct conclusions and recommendations. This study must be replicated in the future involving larger number of participants in other setting to verify its results.

54927 – Watch Online: <http://vimeo.com/iafor/54927>

Professional Development, Instructional Practices and Academic Performance of Mathematics Students, Muang District Elementary Schools, Suratthani, Thailand
Diosdado Catamco, Oonrak International Bilingual School, Thailand

This study purported to investigate the professional development (PD), instructional practices (IP) of the teachers and their relationships to the academic performance of grades five and six students in Mathematics of Muang District Elementary Schools, Suratthani, Thailand. Descriptive statistical analysis such as mean, standard deviation and inferential statistics such as correlation, t-test and analysis of variance (ANOVA) had been carried out to answer the research questions. The respondents of the study were the thirty-six Mathematics teachers and the fourteen administrators of the different public and private schools in the city. Variables were measured through the use of the two sets of questionnaire. The questionnaire for the teacher professional development was adapted/modified from Teaching and Learning International Survey while the other was adapted/modified from the Survey of Instructional Practices of Mathematics Teachers. The areas of PD included induction/mentoring participation, PD type participation, impact/extent of PD, participation costs, teachers' needs, and participation barriers. The areas of instructional practice included homework, Maths instructional activities, assessments, instructional influences, classroom preparations, and teachers' opinions. The results showed that there was significant difference between the degree of professional development of administrators and teachers and the different areas, respondents or schools. Also, there was significant difference between the extent of instructional practice of teachers and the different areas, respondents or schools. It was also found that there was significant difference between the level of academic performance of students in Mathematics and the grade levels and schools. However, this study showed that there was no significant relationship between the professional development and the academic performance of students in Mathematics. Similarly, there was no significant relationship between the instructional practice and the academic performance of students in Mathematics. Finally, this study revealed that there was significant relationship between the professional development and the instructional practice.

56254 – Watch Online: <http://vimeo.com/iafor/56254>

Comparing Indigenous and Non Indigenous Drawings: A Lesson Learnt
Miguel Angel Saritama Valarezo, Autonomous University of Barcelona, Spain
Isabel Alvarez, Autonomous University of Barcelona, Spain

The study explores the use of language in elementary indigenous students from bilingual communities through the systematic analysis of their drawings. The article aims to observe whether bilingual students when asked to draw certain culture-key elements determine or not the use of a specific language spontaneously. Two hundred twenty-five indigenous girls and boys from five to seven years old participated in this study. Several elementary indigenous schools agreed to collaborate. The objective is to see if there is a relationship between the kind and characteristics of the elements of the drawing with the language, they use to assign key concepts. Qualitative methodology was used, and the graphic analysis followed the proposal of Castellano and Roselli (2014) obtaining twelve final categories. The results show how the choice and features of the elements used in the drawings composition are intertwined with the use of a specific language. In conclusion, it can be stated that, with this sample and the design of applied methodology, largely use of the Spanish language is shown in these indigenous elementary students when they have to illustrate their notion of environment and life within the indigenous communities. Instead, those students who prioritize the indigenous language tend to project precise elements and use larger dimensions of the analyzed categories and also they strongly related to the Saraguro culture; In spite of this, it can be argued that the determination of language does not represent the absence of values, organization, or of the cultural elements of indigenous communities.

57322 – Watch Online: <http://vimeo.com/iafor/57322>

Embedding Education for Sustainable Development (ESD) in Design and Technology Subject Through Value-based Approach
Rabbatul Natrah Rosman, University Putra Malaysia, Malaysia
Muhd Khaizer Omar, University Putra Malaysia, Malaysia
Arnida Abdullah, University Putra Malaysia, Malaysia
Mohd Amiruddin Ag. Damit, University Putra Malaysia, Malaysia

As the world evolves in technology and rapid development, education remains the optimal mechanism to instill moral values and virtues amongst society, specifically in early education. This paper explores from Malaysian Education perspectives, particularly on teacher's pedagogical approaches in embedding Education for Sustainable Development (ESD), the element comprises of environment, social, and economy as the keys for introducing ESD in primary school. The study focuses on teacher's perception in the extent of teacher's strategies; thus, their readiness to impart value-based education in Design and Technology (DNT) subject. Therefore, we conducted a phenomenological study to dive into teacher's understanding as well as how they perceive ESD as added components in the subject through qualitative research, which deliberately illustrates the teacher's experience in the classroom context. The informants are among six DNT panel teachers, selected according to their experience teaching DNT as a major subject. The study employed a range of secondary data obtained from semi-structured interviews, field notes, and teacher's lesson plans. Through comparative analysis and triangulated data interpreted using Nvivo Software, the findings indicated that pedagogy readiness among teachers is essential to disseminate ESD elements. Hence, teachers are required to possess more on content knowledge, proficiency, and creativity in order to impart ESD effectively in their teaching approach.

Virtual Presentations

Professional Training, Development & Concerns in Education

55827 – Watch Online: <http://vimeo.com/iafor/55827>

Inclusive Organizing in the Stratified Indian Business School Placement Market

Ganesh N Prabhu, Indian Institute of Management Bangalore, India

The business school placement market in India is highly stratified - graduates from the top three business schools receive twice the salary of counterparts in double digit ranked schools. The top three business schools in India are government owned with mandated inclusive admissions, reserving half their seats for the disabled and disadvantaged communities. Fees are waived for the very poor, while others take large educational loans. It is critical that every graduate in a top school cohort, including the disadvantaged students (who are not identified within their cohort), receive good jobs offering adequate salary to repay their educational loans. However, recruiters prefer only the top half of their graduating cohorts – many prefer the top quartile of lower ranked schools over the lower half in the top three ranked schools. To counter this, the top three business schools have evolved a unique and inclusive campus placement process with policies governing both recruiters and students to ensure jobs for their entire cohort at good salaries. These policies are efficient and create effective outcomes for recruiters (across the acceptable salary spectrum) and recruited students (across the entire performance profile spectrum). Through detailed case analysis of the campus placement process in the top three business schools in India, we identify the unique inclusive policies crafted by these top business schools as well as map methods adopted to implement them on graduating students and their prospective recruiters. Our research offers valuable lessons for creating inclusive policies for positive career outcomes in top business schools.

56015 – Watch Online: <http://vimeo.com/iafor/56015>

Study of English Training Model Based on Backward Design Technique: IAESTE Thailand as a Case Study

Tongdee Cheevapruk, King Mongkut's University of Technology North Bangkok, Thailand

Supitcha Cheevapruk, King Mongkut's University of Technology North Bangkok, Thailand

The university students need to prepare themselves to be ready as the competent workforce for industry. On-the-job plays an important role in a student's development as it applies the theoretical learning of a student to day-to-day practices in the industry. To enhance students' skills to be stronger and ready as competent workforce for borderless world, communication especially languages is important and it is undeniable that students' development has to do during their stay in university. The International Association for Exchange of Students for Technical Experience (IAESTE) offers international internship which covers 90 countries around the world. English language skills present the most critical barrier for Thai students who would like to join IAESTE's on-the-job training program for technical experience over the last 40 years. Therefore, this research was aimed to study the relationship between the personal data and English testing scores of the student applicants who had joined IAESTE Thailand in 2009 – 2011 and to synthesize and find out an English training model suitable for IAESTE Thailand 's student applicants by using backward design technique. Based on 1,477 student applicants in 2009 - 2011 it was found out that most undergraduate students studying engineering, science and technology who got low GPA also failed in English Competency Test. The English teaching experts both Thais and foreigners rated teaching listening skill most important and then speaking skill, reading skill and writing skill but for teaching vocabulary and grammar structures was rated least important. Hence, 36 – 72 hours training model was purposed to prepare the students which include language, multicultural and adaptability competency.

56533 – Watch Online: <http://vimeo.com/iafor/56533>

Teacher Professional Development Program in an Indonesian Disadvantaged Region

Ria Asih, University of New South Wales, Australia

This quantitative study examines the effects of a mandatory teacher professional development (PD) program on the sources of teacher self-efficacy beliefs, and Indonesian teacher self-efficacy beliefs. Instruments used in this study were the Teacher Professional Development Scale (Main & Pendergast, 2017), Sources of Efficacy Information in Professional Learning Environments (Dellinger, 2001), and Teacher Efficacy Beliefs System-Self (Dellinger, et. al., 2008). Samples of this study were 356 public primary school teachers (M = 45.65 year-old) in Bima, Indonesia. Bima was chosen as the study site based on its characteristics as an educationally disadvantaged region with limited teaching and learning sources, making its education quality lags behind the national standard. Three closely-related studies were implemented to validate the used instruments, examine the role of participants' demography, and analyse the relationship among variables. Results from the Confirmatory Factor Analysis (CFA) show that the globally-used instruments were adjusted to the contextual bounds of the study site. Results from the t-test and ANOVA analyses show that the participants' demography mostly correlated to their self-efficacy beliefs. Results from the Structural Equation Modelling (SEM) analysis show that sources were a critical mediator between mandatory teacher PD program and Indonesian teacher self-efficacy beliefs. This study demonstrates that teacher self-efficacy beliefs have relevance for practice in the Indonesian public education where its enhancement partly depends on government support. In this case, the gap between a high-quality PD program and teacher quality improvement can be linked through meaningful support during the program application.

57179 – Watch Online: <http://vimeo.com/iafor/57179>

The Influences of Teacher Professional Standards on Indonesian Novice Teachers' Learning Experiences

Tatik Tatik, University of New South Wales, Australia

Teacher professional standards were introduced in Indonesia as part of an agenda for national educational reform to improve teacher quality. The standards define the competencies that need to be achieved in the various stages of teacher professional development and appraisal. Novice teachers who participate in a one-year probationary and induction program also need to demonstrate the competencies expected by the standards. In this context, the standards are used as the framework for novice teacher professional development and as the criteria against which they are assessed. Novice teachers are in the process of adapting to the school context and many experience problems in this initial period. Little is known, however, about the effect of the standards-based supports and assessments on their learning experiences. This presentation discusses novice teachers' experiences of achieving the standards in different school contexts. It identifies the opportunities and potential barriers that the standards create for their learning as well as the implications for further development.

Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

54577 – Watch Online: <http://vimeo.com/iafor/54577>

Developing Teachers into Teacher Leaders Through PDS

Stephanie Furuta, University of Hawaii at Manoa, United States

Stacy George, University of Hawaii, United States

Vail Matsumoto, University of Hawaii, United States

Teacher preparation necessitates extensive collaboration to develop effective, caring, and knowledgeable professionals. Positive collaboration between Professional Development School (PDS) liaisons, mentor teachers, administrators, and teacher candidates, have resulted in effective preparation of University of Hawaii at Manoa's Master of Education in Teaching (MEdT) teacher candidates. In 2019, the COE and MEdT program offered an innovative iteration of its standard MEdT program to in-service teachers, from one specific PDS complex area of schools wishing to earn their Master's degrees. It was the PDS partnership's vision to "give back," and provide a Master's program specifically tailored to the unique needs of this community, its teachers and students. The in-service teacher cohort of 13 veteran, mid-career, and beginning K-12 teachers, and one district resource teacher, began the four semester MEdT graduate program in June 2019. Learning focused on their schools and communities, analysis of their teacher identities, engagement in meaningful community and school-based work, and exploration of ways to improve their pedagogy. Among other concepts, Design Thinking, teacher identity, social justice, service learning, educational leadership, and place-based education were emphasized. It is the hope that the teachers come away with a renewed connection to, and understanding of, the students and community in which they work, and use their skills and knowledge to take an active role as educational leaders in their schools and community. The successes and challenges of this unique, inaugural PDS Master's degree program will be shared. Areas discussed will include recruitment, communication, development of coursework, and teacher retention.

55494 – Watch Online: <http://vimeo.com/iafor/55494>

Effectiveness of a Nonlinear Pedagogy Approach to Teaching Movement Skills and Physical Literacy

Jia-Yi Chow, National Institute of Education, Nanyang Technological University, Singapore

The focus on the student is seen as a cornerstone underpinning teaching and learning. In the context of Physical Education and sports, practitioners should take into account individual differences and nonlinearity present in learning movement skills. Nonlinear Pedagogy, underpinned by theoretical concepts in Ecological Dynamics, is a pedagogical approach that encourages exploratory learning with a strong emphasis on encouraging learner to develop individualized movement solutions in representative learning contexts. The use of Nonlinear Pedagogy can support educators in understanding how best to assess performance, structure practice tasks, and design informational constraints to guide learning. Specifically, Nonlinear Pedagogy highlights the following key pedagogical principles relating to i) meaningful constraints manipulation; ii) designing learning contexts that are representative of how movements are performed; iii) focusing on task simplification that strengthens information-movement coupling; iv) attuning to effects of informational constraints that could be more movement-outcome or movement-form focused and v) the need to incorporate variability in practice to encourage exploratory learning. These pedagogical principles can provide insights to practitioners in considering how best to support acquisition of movement skills and physical literacy. In this presentation, key pedagogical principles of Nonlinear Pedagogy will be discussed with special emphasis on how it translates to practice. Empirical findings will also be shared to provide evidence on its effectiveness in enhancing teaching and learning.

55543 – Watch Online: <http://vimeo.com/iafor/55543>

Integrating Multimodal Texts Into the 21st Century Literacy Curriculum

Alexius Chia, Nanyang Technological University, Singapore

The first 19 years of the 21st century have been challenging ones for literacy teaching. Teachers and learners have had to deal with a proliferation of multimodal texts both inside and outside of the classroom – in part due to the inclusion of Viewing and Representing as core language skills to be taught alongside the more traditional ones of Listening, Speaking, Reading and Writing in English literacy syllabuses; but largely due to the mass media and widespread availability of social media applications. Given that our learners are constantly engaged with a plethora of images and sounds on a daily basis, integrating multimodal texts as part of a literacy curriculum is tantamount. While a growing number of teachers appreciate the significance of such texts, many still grapple with the notion of including it into the literacy curriculum as key resources for teaching and learning. In many instances, these rich multimodal texts get relegated to the pre-activity stage of lesson plans used only as 'springboards' for other activities; rather than 'bridges' (Graham & Benson, 2010) for the overall literacy development of learners. This presentation proposes a set of guidelines for teachers and course designers committed to infusing multimodal texts into their literacy curriculum. Vignettes from the findings of two research projects conducted in Singapore will also shed light on how these might be actualised. This re-imagined literacy curriculum is key in ensuring that our generation of learners are prepared for the uncertainties of the 21st century.

Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

55996 – Watch Online: <http://vimeo.com/iafor/55996>

Blackboard Use to Support Mathematical Communication in Classroom Using Lesson Study and Open Approach
Sampan Thinwiangthong, Khon Kaen University, Thailand

This research aimed to 1) study model of blackboard use to support mathematical communication (MC) in the classroom using lesson study (LS) and open approach (OA), and 2) study and compare the internships' pre- and post- knowledge scores on MC and blackboard use. The target group was 10 internships, 2018 academic year. Research instruments include document synthesis form, pre- and post-tests, field note, VDO camera, and photo camera. Data were collected by document gathering, testing, VDO and photo recordings. Data were analyzed by document analysis, analytic description, statistics of mean and t-value. The results show as the following, 1) model of blackboard use includes diagram specifying a task, problem, symbolic expression, students' ideas, expansion of students' ideas, the flow of the lesson, summary of lesson. In OA, (1) Posing open-ended problem, blackboard was used to support rigorousness and economy (2) Students' learning by themselves, no use of blackboard (3) Whole class discussion and comparison, blackboard was used to support rigorousness and freedom (4) Summarization by connecting students' ideas, blackboard was used to support rigorousness and economy. 2) Internships have a post-test average score (mean = 4.20) on knowledge of MC higher than a pre-test average score (mean = 1.90) by statistical significance at the level of .01, t-value is 8.83. Moreover, they have a post-test average score (mean = 3.90) on knowledge of blackboard use to support MC higher than a pre-test average score (mean = 2.20) by statistical significance at the level of .01, t-value is 7.96.

56319 – Watch Online: <http://vimeo.com/iafor/56319>

Integration of Mobile Application in Flipped Classroom for Language Learning

Fazilawati Harun, National University of Malaysia, Malaysia
Supyan Hussin, National University of Malaysia, Malaysia

The goal of the integration mobile learning into a flipped classroom is to offer a new way of language learning for students and reduce the teacher's role in the classroom. This new transformation from a conventional teaching and learning approach to heutagogy and paralogy approaches is to meet the criteria for student-centered approach and embracing the differences. This will also promote teachers' creativity in creating teaching and learning materials. "My Speaking App" is designed to match the purpose for a personal use for the speaking skill practices in learning the second language (English) in a non-face-to-face environment. My Speaking App offers a variety of supports to enhance the success for Malaysian language learners in their English communication skills. My Speaking App delivers a personal mentoring from the tutor and intervention strategies related to non-cognitive behavioral practices to ensure language learners are motivated. Embedded within the research is a mix mode approaches, which allows researchers to gather data qualitatively and quantitatively. Language learners responded to a survey after experiencing the flipped classroom learning with the use of the mobile app before they entered the language class for 6 months duration. Analysis of results demonstrated that mobile application was effective in the flipped classroom in supporting students' lifelong learning especially in language learning.

57216 – Watch Online: <http://vimeo.com/iafor/57216>

Improving University Teachers' Professional Ethics in Teaching Practice in China

Cheng Tan, Hebei Polytechnic Institute, China
Ramir Austria, University of the Cordilleras, Philippines
Thelma Palaoag, University of the Cordilleras, Philippines

Teacher's professional ethics, short for teacher ethics, refers to the relatively stable moral concepts, moral qualities and codes of conduct formed by teachers in the process of educational work. From this definition, we can know that teacher's professional ethics is an excellent quality of internalizing morality through teaching practice. Therefore, this kind of quality is not born and achieved overnight. In order to study how to improve teacher's professional ethics in the practice of education and teaching, this essay uses the methods of questionnaire and statistics to conduct targeted random questionnaire survey on several teachers, students and their parents in two local universities in Hebei Province of China, and makes statistical analysis on the results of the questionnaire. It is found that some teachers have some problems in their professional ethics in teaching practice, especially in classroom teaching. The gap between teachers' teaching ability, attitude, work engagement and expectations for them is obvious. Therefore, in view of the existing problems, colleges and universities should establish a construction system of teachers' ethics that is in line with the school situation, teachers themselves should learn the theoretical knowledge of teachers' professional ethics, and gradually improve their professional ethics in combination with teaching practice.

57280 – Watch Online: <http://vimeo.com/iafor/57280>

Designing and Developing Humanized Conditions for Teaching and Learning

Taija Townsend, Hanken School of Economics, Finland
Alona Chmielewsky, University of Cambridge, United Kingdom

This workshop is based on HULC (i.e. Humanization of Learning and Communication) which is an innovative educational and research programme promoting the interdependent connection between human growth and professional development. The workshop sets out to introduce the practical concept of 'humanization' defined in accordance with the intended impact of HULC. More specifically, the aim is to draw attention to 'humanization' as an educational direction, an evolving pedagogical approach and (situated) interactional model. Additionally, it is suggested that, by means of 'humanization', it is possible to unearth life missions, human potential and/or collective commitment, which not only cultivates enriching learning experiences, but which can also (potentially) lead to more fulfilling working and life experiences. The practical part of this workshop concentrates on the influence that educators have on the learning experience. More particularly, the workshop looks at how the educator's actions and decision-making (e.g. communication practices, course design) shape the way in which learners receive, internalize and implement (new) knowledge. By the end of the workshop, participants will have a deeper awareness of the educator's responsibility in setting up the humanized condition(s) for teaching and learning.

Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

56930 – Watch Online: <http://vimeo.com/iafor/56930>

From Andragogy to Heutagogy in Advancing the 5C's for 21st Century Foreign Language Competency

Robert McClung, Kyoto University of Foreign Studies, Japan

Yi-Hung Liao, Wenzao Ursuline University of Languages, Taiwan

Michael Barr, Kyoto University of Foreign Studies, Japan

Andragogy was an essential first step for teachers at Kyoto University of Foreign Studies and Wenzao Ursuline University in equipping students in both Japan and Taiwan with a tandem learning framework to become more active learners. The model worked on the assumption that students would take more responsibility for their learning which would subsequently promote more student-centered classrooms (Knowles, 1980). Consequently, with an influx of new technologies and digital information readily available, e-learning provided numerous advantages shifting student learning away from the traditional teacher centered environment. It is suggested in this study that students became more self-determined learners and followed a heutagogical path in their acquisition of new language learning skills. Students had more control over their language learning by taking on a collaborative role with their instructors and their fellow students in both countries. Heutagogy provided students the opportunity to negotiate their learning experience by using the resources assigned by the instructor. Furthermore, it offered a foundation for teachers to develop students' capabilities rather than simply embedding assessment skills and broad-based knowledge into the course.

57706 – Watch Online: <http://vimeo.com/iafor/57706>

International Tandem Learning: Technological Challenges of Inter-Institutional Projects

Michael Barr, Kyoto University of Foreign Studies, Japan

It is difficult to dispute that most significant changes in education over the past hundred years have resulted from the ubiquity, use, and availability of technology. This generation of university students is the first wave of participants in higher education for whom the entire knowledge-base of humanity throughout history is available in real time, in their pockets, at their desks. These students' ability to interact with and adapt to a changing occupational and cultural landscape will determine their ability to succeed. The aim of 2019 collaborations between Wenzao University of Languages and Kyoto University of Foreign Studies has been to take advantage of current technological applications and platforms which enable us to exchange content on an international scale with an immediacy that was previously impossible. Experimentation between our institutions resulted in clear and poignant lessons concerning best practices when utilizing digital communication technologies in the classroom. We have tested and developed the use of shared documents, networking systems, and a range of applications. Lessons learned through this process should be of great interest to any educators interested in expanding the reach - and horizons - of their classes and students. Our clear results were simply this: when a project is well constructed and manageable for the participants, there is a high degree of motivation, engagement, and satisfaction. The considerable efforts necessary to achieve this have produced a repeatable framework which can be used with fine-tuning well into the future, for the benefit of students, educators, and institutions.

56072 – Watch Online: <http://vimeo.com/iafor/56072>

Advancing 5C's for 21st Century Foreign Language Competency

Yi-Hung Liao, Wenzao Ursuline University of Languages, Taiwan

Michael Barr, Kyoto University of Foreign Studies, Japan

Robert McClung, Kyoto University of Foreign Studies, Japan

Given the dynamic nature of globalization, the curriculum design and instruction of foreign language education are constantly being discussed and redefined. While print literacy continues to be the primary instructional medium in the physical classroom settings, the growing and mushrooming access to internet resources, social networks, learning through technology, and multi-modal communication require educators to delve into how students can be successfully in formulating, negotiating, and reconstructing meanings in our changing world. This paper describes an international and inter-institutional tandem learning project in higher education settings, between a group of English language learners in Taiwan and in Japan. Following the philosophy of tandem methodology, the goal of this project was to promote autonomous learning and communicative skills in all domains (reading, listening, writing and speaking), intercultural exchange and international collaboration by using the shared online software programs, such as G-suites, Flipgrid, and Trello. This tandem project will also present a pedagogical framework of foreign language approach for advancing 21st-century foreign language competency (Connect, Communicate, Construct, Compose, and Create) in order to promote active and cooperative participation, process and sustainable inquiry, multi-modal meaning-making, and intercultural sensitivity and understanding in higher education.

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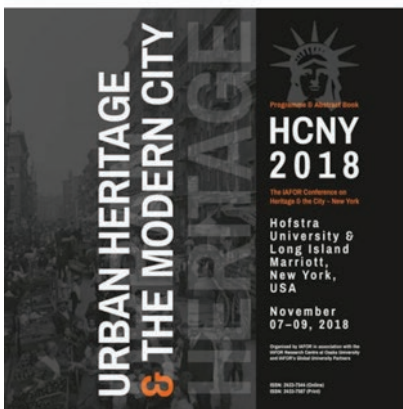
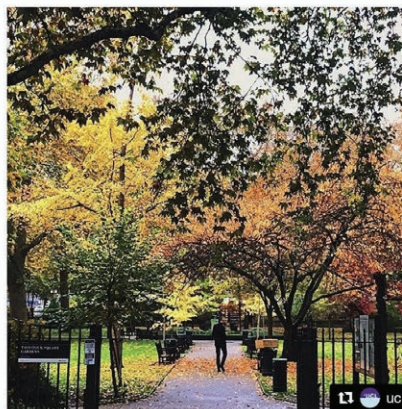
Hanken School of Economics, Finland

Dr Shuai Wang

The University of Tokyo, Japan

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National Taipei University of Technology, Taiwan



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A-Z List of Presenters

A woman with dark hair, wearing a dark blazer and a lanyard with a badge, is shown from the chest up. She is looking slightly to her left and gesturing with her right hand as if speaking. The background is dark and out of focus.

A-Z List of Presenters

Alander, Heidi

Oulu University of Applied Sciences, Finland

Alsali, Dina

Volonte HC, United States

Alvarez, Isabel

Autonomous University of Barcelona, Spain

Anastacio, Marilet

Miriam College Lower School, Philippines

Arnez, Gaby

Yogyakarta State University, Indonesia

Asih, Ria

University of New South Wales, Australia

Avila, Rhodaviv

Camarines Norte State College, Philippines

Barger, R. Pam

Chiang Mai University, Thailand

Barr, Michael

Kyoto University of Foreign Studies, Japan

Beeman, Mark

Northern Arizona University, United States

Bendal, Levenia

Commonwealth High School, Philippines

Bender, Anastasia

University of Tsukuba, Japan

Bin Zahari, Zulhazmi

University of Putra Malaysia (UPM), Malaysia

Binti Hamzah, Nor Sahayu

Universiti Putra Malaysia, Malaysia

Boonsri, Sukanya

Rajamangala University of Technology

Thanyaburi, Thailand

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Kanda University of International Studies,

Japan

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Vietnam National University, Hanoi, Vietnam

Can, Duyen

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Carson, James

Griffith University, Australia

Catamco, Diosdado

Oonrak International Bilingual School,

Thailand

Cathman, Sterling

Nayland College, New Zealand

Charoenkul, Nantarat

Chulalongkorn University, Thailand

Chatathicoon, Sudthiporn

Khon Kaen University, Thailand

Cheevapruk, Supitcha

King Mongkut's University of Technology

North Bangkok, Thailand

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Chung Hwa University of Medical

Technology, Taiwan

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Chia, Alexius

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Chinjunthuk, Samruan

Khon Kaen University, Thailand

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Cross, Mackinley

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Dang, Giang

University of Ferrara, Italy

Deveci, Tanju

Khalifa University, United Arab Emirates

Draboo, Shailla

Jamia Millia Islamia University, India

Dube, France

Université du Québec à Montréal, Canada

Fourie, Elsa

North-West University, South Africa

Furuta, Stephanie

University of Hawaii at Manoa, United States

Gfrerer, Margareth

Addis Ababa University, Ethiopia

Gulatee, Yuwanuch

Nakhonphanom University, Thailand

Guo, Lina

University of Waikato, New Zealand

Harun, Fazilawati

National University of Malaysia, Malaysia

Hasan Basyori, Tatik

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Hoang Duc, Doan

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Hsieh, Rex

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Agder University, Norway

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A-Z List of Presenters

Llanes, Veronica
National University of Singapore, Lee Kuan
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Providence University, Taiwan

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Providence University, Taiwan

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Thinwiangthong, Sampan
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Ya-Amphan, Duangamnee
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Southern Cross University, Australia

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Barcelona, Spain, 2020

September 17–20, 2020

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

The Kyoto Conference on Arts, Media & Culture
(kamc.iafor.org)

Hawaii, USA, 2021

January 07-11, 2021

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

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

Introducing the IAFOR Research Centre at Osaka University, Japan

The IAFOR Research Centre (IRC) is a politically independent, international and interdisciplinary think tank based at the 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/



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