

The 7th Asian Conference on Education & International Development

A C E I D₂₁

March 22–24, 2021 | Held online from 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 Global Partners



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

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



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Letter of Welcome



Dear Colleagues,

It has been a long and challenging winter for many of us who continue to be distanced from one another due to the ongoing pandemic. However, through a combination of science, innovation and education, there is a lot to give grounds for optimism. We must ensure that the lessons we are learning now encourage us to come back stronger, in a way that is more responsible, responsive, and that allows for international cooperation and collaboration to be strengthened.

These IAFOR spring conferences were held online at the same time last year, just a couple of weeks after travel advisories and restrictions were put into place across the world, with just a few days to decide how to go ahead, having never organised an online conference before. In this way, our inexperience met that of a large number of teachers and academics across the world, who were also grappling with new technologies as they engaged in emergency response teaching. Ours were emergency response conferences. A year on, and after some very steep learning curves, we are thrilled to be able to bring you our international, intercultural and interdisciplinary events.

Just last week we held our first hybrid event, the first that we were able to hold onsite since the onset of the pandemic, although the audience was limited to those in Japan as the country's borders are still closed. However, this event allowed us to operate the hybrid model that we have innovated in preparation for the eventual resumption of events.

We are hopeful that by the autumn we will once again be able to leave our homes and travel freely, meet our friends, family and colleagues face to face, and breathe new life into our International Academic Forum.

I look forward to seeing you all online!

Dr Joseph Haldane

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

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

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

Member, Expert Network, World Economic Forum

Submit your research to the IAFOR Journal of Education

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

Editor: Dr Yvonne Masters

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Contact: publications@iafor.org

Aims & Scope

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

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

IAFOR Commitment

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

For more information please visit:

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

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

Scopus®



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Conference at a Glance

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

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March 22, 2021 | All times are Japan Standard Time (UTC+9) Monday at a Glance

- | | |
|--------------------|---|
| 10:00-10:15 | Announcements, Recognition of IAFOR Scholarship Winners & Welcome Address
Joseph Haldane, IAFOR, Japan |
| 10:15-11:15 | Panel Presentation
<i>Transformation of Global Education under COVID-19:
A New Wave of Collaborative Online International Learning (COIL)</i>
Shingo Ashizawa, Toho University, Japan
Keiko Ikeda, Kansai University, Japan
Craig N. Shealy, Western Washington University, United States |
| 11:15-11:25 | Break |
| 11:25-12:25 | Panel Presentation
<i>Digital Transformation for Student Data Portability Through
Internet of Education (IoE)</i>
Anthony Manahan, University of Melbourne, Australia
Jay Segath, My eQuals, Australia
Joanne Duklas, Association of Registrars of the Universities
and Colleges of Canada (ARUCC), Canada
Koichi Nakasaki, The Institute of Future Engineering, Japan
Moderator: Hiroshi Ota, Hitotsubashi University, Japan |
| 12:25-12:35 | Break |
| 12:35-13:35 | Discussion and Networking |



March 23, 2021 | All times are Japan Standard Time (UTC+9)
Tuesday at a Glance

10:30-12:10	Live-Stream Session 1 <i>Knowledge Access</i>
12:10-12:25	Break
12:25-13:15	Live-Stream Session 2 <i>Curriculum Design & Development</i>
13:15-13:25	Break
13:25-14:40	Live-Stream Session 3 <i>Learning Experiences, Student Learning & Learner Diversity</i>
14:40-14:50	Break
14:50-16:05	Live-Stream Session 4 <i>Education Research, Development & Publishing</i>



March 24, 2021 | All times are Japan Standard Time (UTC+9)
Wednesday at a Glance

10:00-11:15	Live-Stream Session 1 <i>Teaching Experiences, Pedagogy, Practice & Praxis</i>
11:15-11:25	Break
11:25-12:40	Live-Stream Session 2 <i>Foreign Languages Education & Applied Linguistics</i>
12:40-12:50	Break
12:50-13:40	Live-Stream Session 3 <i>Educational Policy, Leadership, Management & Administration</i>
13:40-13:50	Break
13:50-15:30	Live-Stream Session 4 <i>Interdisciplinary Session on Education</i>
15:30-15:40	Conference Closing Address Joseph Haldane, IAFOR, Japan



Conference Proceedings

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

Full text submission is due by April 26, 2021, through the online system. The proceedings will be published on May 26, 2021.

Conference Catch-up

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

Pre-Recorded Virtual Presentations

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



Become an IAFOR Member

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

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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership



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 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 and Jasmine P. Sibayan, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ACEID2021.

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

Veronica Llanes | IAFOR Scholarship Recipient

54659

Comparative Compulsory Schooling Policy: The Cases of India and Ecuador

Veronica Llanes, National University of Singapore, Singapore

Devanshee Shukla, National University of Singapore, Singapore

Veronica Llanes is currently a candidate in the Master in Public Policy programme at the Lee Kuan Yew School of Public Policy, National University of Singapore (NUS). Veronica is both an academic and practitioner. Her latest endeavor includes a qualitative research paper on the effects of migration on Ecuadorian children, accepted for publication at Migration and Development. Before NUS, Veronica obtained a bachelor's degree in economics and international development from Clark University, Massachusetts (US). She has international work experience in the nonprofit and public sectors in development-related fields in Ecuador, Asia and the United States and has received multiple awards and recognitions throughout her entire academic and professional career, including Dean's Lists and recognitions for outstanding performance as a leader in the national implementation of OECD-led, large-scale, international student evaluations in Ecuador. She is also a member of the International Economics Honor Society, Omicron Delta Epsilon.

Jasmine P. Sibayan | IAFOR Scholarship Recipient

59304


Online Teaching Readiness of High School Teachers in Special Education

Jasmine Sibayan, Department of Education, Philippines

Joan Pucya, University of the Cordilleras, Philippines

Renaliza Juanbe, University of the Cordilleras, Philippines

At present Ms Jasmine P. Sibayan is a Special Education teacher at SFC SPED IS, Philippines. A former teacher at Berkeley School, Baguio. She was awarded a full scholarship from the Commission on Higher Education of the Philippines to pursue her Bachelor of Secondary Education (BSED) and was the recipient of the Best in Practice Teaching award. She also holds a Master of Arts in Education (Major in English, Minor in SPED). At 22, she is now pursuing her PhD. She believes that teaching and research are two of the most important things that are needed in life. With that said, she continues to upgrade her knowledge, skills, and capabilities through the conduct of seminars, speakerships, and research.



Monday March 22

Plenary Session

All times are Japan Standard Time (UTC+9)

Panel Presentation: Shingo Ashizawa, Keiko Ikeda & Craig N. Shealy

Transformation of Global Education under COVID-19: A New Wave of Collaborative Online International Learning (COIL)

Monday, March 22 | 10:15-11:15 | All times are Japan Standard Time (UTC+9)

In the current difficult situation caused by the Covid-19 global pandemic, international educators have been facing unprecedented challenges. Most physical student mobility has stopped and it is hard to predict when students can start to travel freely again. While we need to deal with the difficult situation caused by the pandemic, alternative programs that utilize online educational platforms are emerging. This session will introduce such new learning models, including COIL (Collaborative Online International Learning). The audience will engage in discussion about how educators can utilize these online platforms and collectively seek ways to redesign the goals, mission and curriculum of global learning.

Traditionally, studying abroad is believed to be an effective way to increase students' inter-cultural competency. In order to pursue their career choice within today's increasingly interdependent societies, students need to cultivate greater capacity by engaging with the global society. International educators have been developing study abroad programs and trying to integrate human complexity including cross-cultural issues more explicitly into the learning process. Another trend of study abroad during the last two decades has been the expansion of non-traditional study abroad programs including internship, service learning and field studies. Study abroad has a high impact on a student's life, but most students will never have this opportunity due to limitations of funding and time. Emerging new global learning programs that utilize digital platforms allow us to design low-risk and low-cost study abroad programs, and such programs will attract those students who have been traditionally unable to participate in study abroad.

The presenters will first introduce examples of good practices of COIL including one sponsored by UMAP. UMAP (University Mobility in Asia and the Pacific) is a multi-lateral consortia for study abroad. The UMAP-COIL program has been successfully conducted since 2019, even before COVID-19. In 2021, UMAP-COIL will expand to include new features, beyond the original college-level honor program for Advanced Placement (AP) programs in high school.



Shingo Ashizawa

Shingo Ashizawa is a professor at Toyo University in Tokyo. His research involves the comparative study of higher education management and quality analysis of the internationalisation review process. Currently, he is leading a joint-research project supported by the Japanese government agency, JSPS (Japan Society for Promotion of Science). The project is focusing on foreign credential evaluation and the comparative study of the National Qualification Framework.

His publications include *The impact of Tokyo Recognition Convention and Digital Student Portability* (2019), and *Student Mobility Trends and the Role of University Networks in the Asia Pacific Region – UMAP and Its New Initiatives* – (2019). He serves

as an advisor for MEXT on the UNESCO's Tokyo Recognition Convention Committee as well as a referee for a number of JSPS funding bodies related to internationalisation of Japanese universities. Shingo Ashizawa is also serving as Deputy Secretary General for UMAP (University Mobility in Asia and the Pacific) as of 2016. He teaches a number of courses including "Immigration and Cross-cultural issues", and "International Student Mobility". As an outgrowth of these activities, he has organised several online communities for global education, including "RYUGAKU NO SUSUME Dot JP (Invitation to Study Abroad)".

As a Fulbright scholarship grantee, Shingo Ashizawa studied at Harvard Graduate School of Education. His past professional experience includes positions at the Council on International Educational Exchange (CIEE), Keio University, Osaka University, and Meiji University.



Keiko Ikeda

Keiko Ikeda is a Professor in the Division of International Affairs, and KU-COIL Coordinator at Kansai University. Recently, she has taken the role as the principal project manager for the Inter-University Exchange Project funded by MEXT, 2018-2022 ("COIL Plus Program to Develop Global Career Mindset"). Keiko is Vice-Director for the newly established organization at Kansai University, Institute for Innovative Global Education (IIGE). She has a Ph.D. from the University of Hawai'i at Manoa, specializing in Japanese linguistics, foreign language education, and conversation

analysis. Her interests in the international education field are internationalization at home, constructing active learning programs collaborating with universities overseas. Keiko also plays a vital role in another line of the on-going government-funded project, SUCCESS-Osaka Project (2017-2021). It promotes the employability of international students who have studied in Japan.



Craig N. Shealy

Craig N. Shealy, PhD is Executive Director of the International Beliefs and Values Institute (IBAVI) and Professor of Psychology at Western Washington University. Craig Shealy leads a range of international activities including the Cultivating the Globally Sustainable Self Summit Series; various research and applied projects from the Summit Series will be published in a book that Craig is editing for Oxford University Press. Shealy, Merry Bullock, and Shagufa Kapadia also co-edit *Going Global: How Psychology and Psychologists Can Meet a World of Need*, a forthcoming volume from APA Books, which presents the work of leading

psychologists in the United States and internationally. Craig Shealy's research on the etiology, maintenance, and transformation of beliefs and values – explicated through Equilintegration (EI) Theory, the EI Self, and the Beliefs, Events, and Values Inventory (BEVI) – has been featured in multiple publications, including *Making Sense of Beliefs and Values: Theory, Research, and Practice*, a recent volume with Springer Publishing, and other scholarly forums. The BEVI is used in a wide array of settings and contexts (e.g., clinical, educational, forensic, leadership, organizational), both in the United States and internationally, and has been selected for several grant-based initiatives. A licensed clinical psychologist, Dr Shealy is a Fellow of the American Psychological Association, Past President of the APA's Division of International Psychology, a recipient of the Early Career Award from the APA's Society for the Advancement of Psychotherapy, a Nehru Chair at the Maharaja Sayajirao University of Baroda, India, and a National Register Legacy of Excellence Psychologist.

Panel Presentation: Anthony Manahan, Jay Segath, Joanne Duklas, Koichi Nakasaki & Hiroshi Ota (Moderator)

Digital Transformation for Student Data Portability Through Internet of Education (IoE)

Monday, March 22 | 10:15-11:15 | All times are Japan Standard Time (UTC+9)

As COVID-19 upends lives and livelihoods worldwide, flexible and diversified learning is becoming the new normal for university teaching and learning. As a result, the rapid growth of online learning is challenging the relevance of traditional higher education systems. Over the challenges, the Tokyo Convention enables individuals to have the right to have their studies and qualifications recognized and/or assessed fairly and transparently, including online and blended learning. Learning outcomes should therefore be the focus of attention across the traditional and the new normal of online education when it comes to ensuring fair recognition and facilitating mobility and employability.

This panel explores the development of viable Transpacific collaboration for executing the responsibilities of the Tokyo Convention through digitalising student data portability and evolving it through the Internet of Education (IoE), a vision where every human on earth has access to quality education and economic opportunities. In this context, the panel shares experiences, insights, and future roadmap of the three Transpacific regions' initiatives of digitising learning outcome, including online and blended learning:

- Australia and New Zealand (My eEquals and the Australian National Credential Platform)
- Canada (the ARUCC MyCreds.ca | MesCertif.ca Credential Wallet)
- Japan (Japan initiative led by RECSIE (Research Consortium for Sustainable International Education))

Throughout the three regions, the panel seeks international interoperability and convergence in technology, best practice, and governance through the Internet of Education (IoE) stage of digital transformation in higher education institutions.



Anthony Manahan

Anthony Manahan is Associate Director, Admissions, Fees and Scholarships at the University of Melbourne.

Anthony has been involved in My eEquals from the outset, leading the DSD Taskforce work that led to the establishment of the My eEquals Platform. Anthony also serves as the My eEquals business sponsor for My eEquals, is a long-standing member of the My eEquals Operations Committee and is the Australian representative on the Groningen Declaration Network Board.

Anthony provides a perspective on how My eEquals is serving university needs and offers insights on the potential for the My eEquals roadmap to deliver future benefits to the university and the sector.



Jay Segath

Jay Segath is the My eQuals Program Director. Jay has been involved in My eQuals since mid-2015, first as a Consultant advising to what was then called the Digital Student Data (DSD) taskforce and now as the My eQuals Program Director with Higher Ed Services the appointed managing organisation for My eQuals.

In these roles, Jay has led and supported initial cost/benefit modelling, the vendor/solution selection & evaluation process, the development of the business case, the implementation of My eQuals, operations management and the "My eQuals Future State" work.

Jay's focus is now on the Australian National Credentials Platform, a government supported initiative that seeks to evolve My eQuals to enable lifelong learning journey and ensuring the workforce of the future continues to evolve with the dynamic shifts in the labour market.



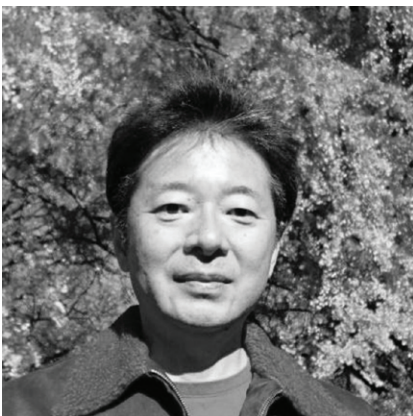
Joanne Duklas

Joanne Duklas, executive lead, ARUCC National Network; founder, Duklas Cornerstone Consulting Inc.; former president, Association of Registrars of the Universities and Colleges of Canada (ARUCC).

Joanne Duklas is an award-winning leader in higher education who serves as the executive lead for the ARUCC MyCreds™ | MesCertif™ National Network project and owner of a Canadian-based research and consulting firm, Duklas Cornerstone Consulting Inc. Joanne has been formally recognized in her field provincially, nationally, and more recently, internationally with the Distinguished Service Award (2020) by the American

Postsecondary Electronic Standards Council (PESC). She is an expert in the higher education field and has authored several publications, presentations, and keynote addresses to advance best practice, standards, transfer, and student mobility.

Joanne is a member of several national and international organizations including the Association of Registrars of the Universities and Colleges of Canada (ARUCC - Honorary Member), AACRAO, and PESC. Her firm is a signatory and participant in the Groningen Declaration Network, an international organization dedicated to student mobility through data mobility. Her career includes serving as the vice president and president of ARUCC (2010 - 2012), a member of the 2020/21 TAICEP Strategic Task Force, and as a former registrar and assistant vice president at one of Canada's largest post-secondary institutions.



Koichi Nakasaki

Koichi Nakasaki is the Chief Research Officer of the Institute for Future Engineering (IFENG), a Tokyo-based non-profit think tank, previously working as the Head of Business Development and Product Strategy at Thomson Reuters.

He is currently leading the national digital transformation program for higher education learning records within a voluntary team of researchers at the Research Consortium for Sustainable International Education (RECSIE) as well as collaboratively with the relevant voluntary research teams at UNESCO, IEEE and other international organisations.

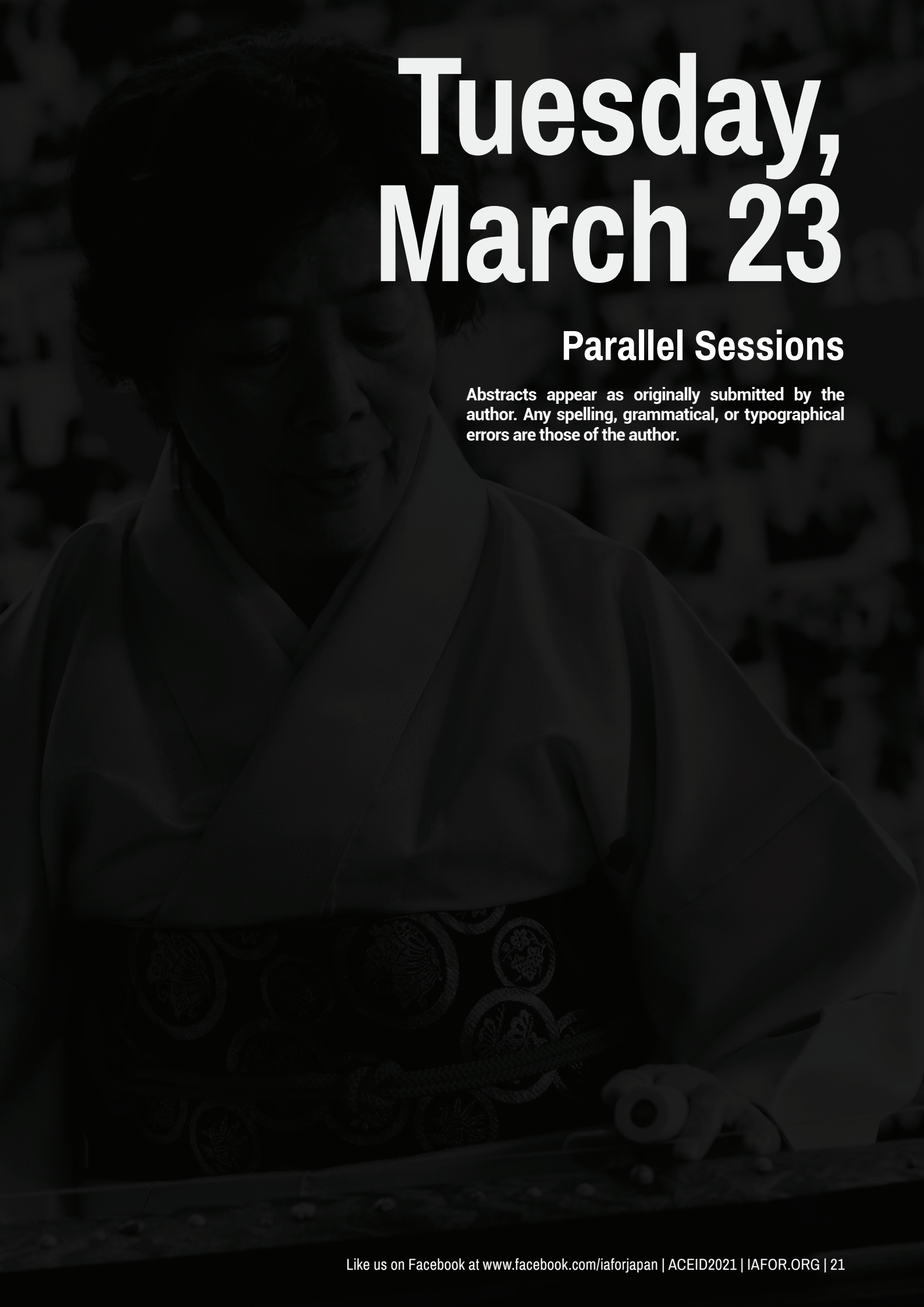
He has worked and lived in Singapore, Bangkok and Tokyo, and has a wealth of international experiences in strategic design, development and execution of information business and public policies. His research interest is evolutionary psychology, marketing and organisational behaviour.



Hiroshi Ota (Moderator)

Dr. Hiroshi Ota is a Professor at the Center for General Education at Hitotsubashi University, Tokyo, where he serves as Director of the Hitotsubashi University Global Education Program. Prior to his current position, he worked for the Office for the Promotion of International Relations at Hitotsubashi University, the School of Commerce and Management as International Student Advisor at Hitotsubashi University, the Office of International Education at the State University of New York at Buffalo, and Toyo University, Tokyo. His research primarily focuses on higher education policies and practices related to internationalization and international

student mobility from a comparative perspective. From the State University of New York at Buffalo, Ota received his Ed.M. in 2001 and Ph.D. in Social Foundations of Education with a dual title in Comparative and Global Studies in Education in 2008. He was awarded a Fulbright Scholarship to study international education administration in the U.S. in 1996.



Tuesday, March 23

Parallel Sessions

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

10:30-12:10 | Japan Standard Time (UTC+9) Tuesday Live Stream Session 1

Knowledge Access

Session Chair: Cynthia Northington-Purdie

59340 10:30-10:55

Awareness, Perception and Readiness of Faculty and Staff Towards Remote Educational and Operational Services During the COVID-19 Pandemic

Carlos Morales, TCC Connect Campus-Tarrant County College, United States

The sudden transition of face-to-face instruction to remote teaching in the early days of March 2020 created a new prototype for teaching, learning, and support for faculty and staff. The disruption brought to the surface the readiness of faculty and staff, the planning, and efficacy of professional development programs. Millions of faculty and students worldwide found themselves teaching and learning in a technology-mediated environment in a matter of days. Welcome videos at the half of the semester, synchronous lectures, multimedia elements, prompted faculty developers, instructional designers, and trainers suddenly in a new role; support 100 percent of their faculty at their institutions for Emergency Remote Teaching (ERT). While the goal was to provide faculty with the knowledge, skills, and tools required to be successful in a remote teaching environment, this new paradigm underscores the staff's importance and readiness of the faculty, academic and student affairs staff, systems, support structures, and technological infrastructure. Training to be always ready should be a perennial and increasing endeavor. This abrupt change also brought to daylight the pertinence of training, support systems, and academic continuity planning at an institution serving more than 100,000 students annually. An online campus's role in the transition of faculty to remote educational and operational services during the COVID-19 Pandemic is examined in this paper.

60014 10:55-11:20

Finding of the Assessment on Online Education Accessibility for Young People With Disabilities – The Example of Mongolia

Daariimaa Chuluunbaatar, Mongolian University of Science and Technology, Mongolia
Chuluunbandi Naimannaran, Mongolian University of Science and Technology, Mongolia

There is the possibility to improve the quality of life of people with disabilities by providing social and environmental conditions for their access to health services, and enrollment to education, employment, and social services. Today, e-learning is widely used in countries around the world to provide higher education to their citizens, lifelong learning, and cost-effective training for target users, regardless of geographical location or time. At a time when the rapid development of information and communication technology is the main impetus for the reform of teaching methods, the process of implementing e-learning in universities in Mongolia is in full swing. Therefore, young people with disabilities studying at universities and colleges should not be left out of the delivery of e-learning to every student. According to the National Statistics Office 2019 data, there are 107,075 people with disabilities in Mongolia, of which 21.2 percent are young people aged 19-34. Due to the lack of special education programs for young people with disabilities at our universities, 10.1 percent of young people aged 19-34 have completed tertiary education. The purpose of this study is the level of satisfaction with e-learning among young people with disabilities studying at universities, the strength of the correlation between the factors influencing it, and the level of response of dissatisfied students was determined. Further study was conducted to identify the ways in which e-learning is accessible to young people with disabilities and to design technology. The interviews with speech and hearing-impaired young people were conducted with the assistance.

59742 11:20-11:45

Librarians Supporting Online Distance Learning of Selected Schools in Metro Manila: An Assessment

Veronica Bolos, De La Salle University, Philippines

Online distance learning has many definitions such as e-learning, web-based learning, virtual learning, distance learning, and blended learning. The growth of online learning is supported and delivered through the use of computer networks such as internet and it shows challenges for library services. This study assessed the readiness of librarians in supporting online distance learning of selected libraries in Metro Manila. This study used descriptive survey method and data were gathered through a research-made questionnaire that were taken from several concepts and research literature reviewed by the researcher. From the findings of this study, it is concluded that librarians from selected libraries in Metro Manila were ready to support online library services to their patrons. However, it is recommended that they attend more training and/or seminars on how to deliver and enhance their online library services to their community.

59697 11:45-12:10

KOHA: Analyzing Filipino Public Librarians' Awareness on the Use of Open Source Integrated Library System

Rosendo Rama Jr., De La Salle University, Philippines

This study examined the Filipino public librarians' awareness and use of the open-source integrated library system (KOHA). The study was guided by research questions that focus on the main areas such as one (1) level of awareness of Filipino public librarians, two (2) issues and challenges they experienced in using the open-source integrated library system, and three (3) innovative recommendations for the improvement of the KOHA open-source integrated library system. The descriptive-quantitative design was adopted in this research, with a total population of twenty (20) public librarians as respondents all coming from different cities and provinces of the Philippines that use open-source integrated library system (KOHA). The instrument used to gather data is the use of a survey questionnaire (Google Forms) and the data generated were analyzed using frequency tables, percentages, and weighted mean. Furthermore, it aims to provide an overview on the use of the open-source integrated library system (KOHA) in the Philippine setting.

12:25-13:15 | Japan Standard Time (UTC+9)

Tuesday Live Stream Session 2

Curriculum Design & Development

Session Chair: Brian Aycock

59763 12:25-12:50

Comparative Analysis of Kid's Box, English in Mind and Course Books for National English Curriculum in China

Zhixin Zhang, International Education Group, Beijing Foreign Studies University, China

Yue Shi, International Education Group, Beijing Foreign Studies University, China

This presentation reports on a comparative analysis of English coursebooks in China. The study compares two western English coursebooks, Kid's Box (KB) and English in Mind (EiM) with the National English Curriculum Standards (2011) (the Standards) as embodied in the textbook, Yilin. As many students use KB, EiM and Yilin in their study of English, it is necessary to explore the extent to which the content and the themes from these books complement each other. Three aspects of the coursebooks were investigated: grammar, vocabulary and themes. All topics, grammar and vocabulary items from the Standards and each coursebook were collected and listed first. The comparative analyses of topics and grammar items were conducted using Excel whilst comparison of vocabulary was synthesized using BNC/COCA Word Family List and then a Python program was developed to generate the overlap rate. Findings suggest that there is a high percentage of overlap between the learning contents of the selected coursebooks and the Standards. Findings of the study may provide guidelines for headteachers to evaluate curriculum design and also enable teachers to make better informed classroom decisions, using language reference charts process as tools. Parents and learners may also have a better understanding of the relationship between what they learn in school as part of the National Curriculum, and what they learn from the western English coursebooks.

58607 12:50-13:15

Learning Management Guidelines of the General Education Curriculum that Promotes Citizenship Skills of the 21st Century in Thailand

Nanthon Bunjongparu, Ramkhamhaeng University, Thailand

This article introduces the guidelines for teaching and learning in the general education (GE) curriculum that corresponds to the 21st-century skills of global citizenship of Thailand and is being implemented in an open university. This curriculum focuses on enhancing and developing students' knowledge, skills, and competencies all of which are meant to be used as 'soft skills' in day-to-day lives in the era of post-globalization by designing the GE curriculum in accordance with the Thailand qualification framework for higher education (TQF:HEd). The principle behind this is that the GE curriculum is implemented in undergraduate programs. That is, 24 credits of GE courses are mandatory for all students, and in this regard, students will gain extensive knowledge in social science, science, mathematics, and humanities, as well as the 21st-century skills of global citizenship. The GE curriculum is designed to expand intellectual perspectives, promote cognitive skills and desirable attitudes towards life. In addition, this curriculum elevates the learning management standards in the GE department in line with the concept of educational management 4.0 and in order to integrate and put such concept into practice, leading to the highest benefits for the students' lives in the digital era.

13:25-14:40 | Japan Standard Time (UTC+9)

Tuesday Live Stream Session 3

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Monty Satiadarma

59672 13:25-13:50

An Intergenerational Online Communication Program to Promote College Students' Communication Skills and Elderly People's Social Involvement: Video Conferencing via Zoom

Kaoru Mita, Jissen Women's Junior College, Japan

Mika Shirao, Jissen Women's University, Japan

Japan has been suffering from a super-ageing society and declining birthrate. Specific measures should be taken to establish quality of life for the older generation and a special education program for the younger generation. According to a survey analyzing "abilities Japanese companies seek from college students" (Keidanren, 2018), the top-ranked one was "communication skills (82.4%)" for the last 16 consecutive years. Matsuoka (2016) comments that communication skills does not mean that your conversation is interesting. Rather, you are required to put yourself in your partner's shoes and discover what the partner really needs. Also, you are expected to make yourself understood, negotiate to reach an agreement, and build a good relationship with your partner. Students need a lot of experiences to talk with people of different generations to acquire these skills. To improve students' communication skills and give elderly people a purpose in life, the "Intergenerational Online Communication Program (IOCP)" has been developed, and 20-minute online sessions between students and elderly people have been conducted since July, 2019. In 2020, when all college students had to use the video conferencing system zoom to take online classes due to COVID-19, we used it for online communication between students and elderlies both in spring and autumn. Students of two junior colleges joined and the cumulative total number of students was 51, while that of different generations was 21. What has been found through the sessions is that 1) students improved their communication skills and confidence by speaking with people of different generations.

59872 13:50-14:15

Effectiveness of Inquiry-based Learning for Japanese High School Students: Analysis of a Survey Result of Learners' Attitudes

Rika Iwami, Hyogo Prefectural Hyogo Senior High School, Japan

Japan's next high school curriculum guidelines, which will be implemented in 2022, will require more exploratory and cross-curricular curriculum management, with inquiry-based educational methods and new subjects. In the midst of this national movement, interest in and expectations for the effects of exploratory learning activities are rising, but it has not been scientifically clear how the teaching methods used to introduce and implement inquiry learning are linked to the outcomes of learners' research activities. In this study, based on the results of a multiple-choice and free-description questionnaire survey of the third-year high school students (17-18 years old) at a secondary school in Hyogo Prefecture, the author analyzed whether learners generally perceive inquiry learning as a positive activity in which they conduct research on a topic of their own choosing, write a paper, and present it (hereafter inquiry learning), and what abilities they feel they acquire through inquiry learning and whether they actually acquire them. As a result of the analysis, it was found that inquiry learning is not only useful for acquiring educational and professional knowledge, but also for cultivating the ability to work independently and the ability to plan and prepare the processes necessary to achieve goals. In addition, the students felt that they acquired the ability to gather information, understand lectures and literature, interpret data, think logically and critically, and write papers in the process of summarizing and disseminating the results of their research.

59635 14:15-14:40

Investigate the Difficulties of Indonesian Learner During Electronic Portfolio

Rezsa Dewintha, Poltekkes Kemenkes Pontianak, Indonesia

Normal learning stopped, project delayed, school shut down. The universe seemed to have a halt because of the Novel Coronavirus. On the other hand, students have to continue their education through online learning which was currently the best alternative as keeping schools opened but safe for them. This learning method was the new one in Indonesia. It will be interesting to investigate the challenges arise during the implementation of this method. Since Indonesia did not have internet access which was evenly distributed in every region. This will certainly make students try harder to have good internet access, because they live in several areas of different internet quality. This study aimed to investigate how electronic portfolio as part of ICT tools could be used to facilitate English Teaching during Covid-19. It concerned with researcher's own teaching experiences due to the growing demand for teachers' competence to integrate technology for the purpose of facilitating students' learning. The implementation of the online portfolio over one semester was examined through classroom action research. Students' experiences in learning English for Academic Purposes (EAP) through Learning Management System (LMS) which both teacher and students can access easily. It was a stand-alone product on the company server which does not belong to the Polytechnic. This research drew on case study and ethnographic approaches. In generating data, the researcher will apply some methods, involved questionnaires, interviews, a teacher's teaching journal, and an analysis on online portfolio entries.

14:50-16:05 | Japan Standard Time (UTC+9)

Tuesday Live Stream Session 4

Educational Research, Development & Publishing

Session Chair: Grant Black

59497 14:50-15:15

Virtual Education Academy (VEA): Indonesia's TPACK Virtual Pilot First Model in Urban, Rural, and Frontier

Tessa Siswina, Poltekkes Kemenkes Pontianak, Indonesia
Rahmat Putra Yudha, Panca Bhakti University, Indonesia
Dikdik Kurnia, University of Padjadjaran, Indonesia
Fathmawati, Poltekkes Kemenkes Pontianak, Indonesia

Educators are highly required to be able to make, select, and use good learning media during the Covid-19 pandemic, even though the abilities in integrating technology in learning are still limited. The purposes are to increase the knowledge and skills in making new learning models by making teaching demos (videos) and lesson plans. This research uses quasi-experimental with pre and post-test design without control. The respondents were 3,462 respondents, purposive sampling, in September 2020. Treatment: the first stage was training with Streamyard apps, USA; Microsoft teams (office 365); and I-spring; the second is assistance to educators with the Discovery Learning, Project-Based Learning, problem-based learning, literature circle, and digital storytelling, the third is carried out with assistance through small groups under TPACK framework. The Kolmogorov-Smirnov normality test and analysis with the Wilcoxon Signed Ranks Test. The results are most of the ages of 30-50 years were 2,673 (77.21%), most recent education was a bachelor at 1,939 people (56.01%) and the majority as teachers were 2,082 people (60.14%); Knowledge: the average pretest value is 35.49 and posttest 70.14, with a p-value of 0.000 < 0.05, H_0 is accepted; Skills: The p-value is 0.000 < 0.05, H_0 is accepted. TPACK framework used in VEA is obtained by combining technology, pedagogy, content, and knowledge which emphasizes increasing the knowledge and skills of education personnel so that they can carry out distance learning using qualified technology. It can be seen that VEA training increases the knowledge and skills of educators in Indonesia in creating new learning models.

59398 15:15-15:40

The Impact of Service Learning and Active-Citizenship Learning on Democratic and Civic Values

Ingrid Geier, Salzburg University of Teacher Education, Austria
Ulla Hasager, University of Hawai'i at Mānoa, United States

In order to establish civic thinking and a civic attitude, relevant ways of teaching and learning, such as service-learning or active citizenship learning are needed which impart relevant values and norms for social togetherness and social engagement. Most of all they sustainably support a culture of democracy and responsibility. This contribution shows the research project on the two teaching and learning pedagogies service learning at the University of Hawai'i at Mānoa and active-citizenship learning at the University of Education Salzburg. For the study a mixed method design with a quantitative survey (7 level likert scale) with 96 students was used to show the impact of these pedagogies on democratic awareness and students' attitudes. In addition, 23 focus group discussions focus on how students experience themselves when they take on social responsibility, e.g. when they participate in a solution to improve society. Our research shows that both pedagogies of service-learning and active-citizenship learning can contribute to the current understanding of how higher education can cultivate students' democratic and civic attitude. Learning through engagement and social responsibility, has an impact on students' democratic awareness and civic attitude. Students have knowledge about volunteering, and are interested in social equity politics and issues. Furthermore, it is important to them to contribute to society with their own competencies. They interact and collaborate with people from different backgrounds and have an awareness of other people and their impact regarding their own actions.

59414 15:40-16:05

Leading Without Controlling: Initial Access Points for Development of Entrepreneurial Communities in Frontier Markets

Daniel Dart, London School of Economics | DECCAP | DEC Projects, United Kingdom
Johan Bjurman Bergman, Georgetown University, United States
Michael Reeves, Georgetown University, United States
Imam Hithnawi, Birzeit University, Palestine

Sustainable economic development in an entrepreneurial ecosystem can only occur when a community is present; markets will not benefit by 'cutting' and 'pasting' individually successful enterprises. At the same time, a thriving entrepreneurial community with unique, bottom-up experimentation and learning has no recipe or rule book. Accordingly, this paper seeks to identify gaps in Frontier Market startup and small-medium enterprise (SME) communities, outline sustainable interventions to bridge these gaps, and showcase how Frontier Market governments can leverage their position to lead economic development without stifling innovation. To address gaps in entrepreneurial policy that are often overlooked, this research draws from qualitative data collected from both primary and secondary sources. The secondary sources include academic research and policy documents on entrepreneurship and economic development. The primary sources include 40 semi-structured interviews with venture capitalists, SME authorities, and entrepreneurs from across the globe. interviewees were selected for their knowledge of geographic expertise as well as their experience at the intersection of policy and entrepreneurship. Interviews were conducted individually and generally lasted 45-60 minutes. The semi-structured interview format provided diverse perspectives on the research topic to offer in-depth understandings of individual insights and motivations while also allowing for comparison and application of results in similar ecosystems. All sources were subject to thematic analysis, and the results are presented as recommendations in accordance with four actionable areas which are already part of frontier governments' agendas: policy, partnerships, training, and awareness.

Notes

[illegible]



Wednesday, March 24

Parallel Sessions

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

10:00-11:15 | Japan Standard Time (UTC+9)

Wednesday Live Stream Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: James Briganti

59242 10:00-10:25

Is a Picture Worth a Thousand Words in the Classroom? Rethinking and Innovating Educational Visuals to Optimize Learning Experience

Aaron Hahn, Columbia University, United States

Visual arts, such as drawing and painting, have been used to share information from the prehistoric times, and they have been an integral part of teaching - from explaining vocabulary to depicting chemical elements. However, the current body of research on this subject is limited in that its main objective is to evaluate the efficacy of the use of visuals for a particular type of learner or academic subject. Going one step further, this study aims to identify various types of educational visuals; the specific implications of learning and teaching with them; and effective methods for the teacher who utilizes them. First, it was necessary to redefine the scope of visuals for educational purposes as commonly used words to describe them, such as "illustrations" or "visuals," are too narrow or broad. This research, therefore, uses a new term "Conceptualized Visuals for Learning Objectives" (CVLO), which is divided into three different levels (types) depending on how much concept in the lesson is conveyed by the visual. Level 1 CVLO represents a simple direction or the definition of a word. Level 2 CVLO illustrates the narrative of the lesson point literally. Level 3 CVLO metaphorically captures the lesson point. To understand the implications of CVLO, a preliminary experimental lesson using CVLO was conducted online at a high school. After the week-long lesson, the students wrote an essay and completed a survey. It was discovered that each level of CVLO had different effects on the lesson.

59492 10:25-10:50

Student-Teacher Conflict Resolution Strategies in Singapore's Physical Education Classes

Xiao En Charissa Ong, Nanyang Technological University, Singapore

Ho Keat Leng, Nanyang Technological University, Singapore

Effective classroom management is important as it can affect teaching effectiveness and the level of job stress faced by teachers. Physical education being less formal than other subjects, are often faced with students being more boisterous, failing to follow instructions and engaging in dangerous behaviour. As such, student-teacher conflict is more likely to occur in physical education classes. The aim of this study was to examine the conflict resolution strategies used by physical education teachers teaching in lower primary classes with students generally between 7 to 9 years of age in Singapore. 6 physical education teachers were interviewed on their response to four different classroom scenarios involving conflicts in the classroom. This study adopts the theoretical framework on conflict resolution strategies based on two basic dimensions: concern for self and concern for others. From these two dimensions, five specific styles of resolving conflict are developed. It was found while the teachers preferred an Integrating style in resolving conflicts i.e. high concern for both self and students, their response depended on situational factors. The study suggests that there is a need for physical education teachers to be proficient in various conflict resolution strategies. As this study is limited to respondents teaching in lower primary classes with younger students, future research should examine whether the findings can be generalized to students at upper levels.

59047 10:50-11:15

What Do You Remember Most? Is It 'Text Book Content'? or 'Teacher Talk Around the Text'?

Nirma Jayawardena, Griffith University, Australia

Memory has many functions and has been classified in various ways by the researchers as sensory memory, working memory, long-term memory, visual memory, visual short-term memory, spatial short-term memory, iconic memory, photographic memory, episodic memory and semantic memory (Solso, MacLin, & MacLin, 2005; Terry, 2017). It is evident that students' working memory plays a significant role towards their academic achievements. The studies which applied a theory of social information processing by Wyer (2003) is relatively limited in education research as this theory is a social psychological theory. Therefore, the purpose of this paper is to present the application of this theory to current education research by comparing 'textbook content' and 'teacher talk around the text'. The theoretical assumptions of the 'workspace unit' in this theory will be used to explore the differential effects of student's working memory on 'textbook content' and 'teacher talk around the text'. To the best of the authors' knowledge, this study can be considered as the first theoretical paper to show the application of a theory of social information processing by Wyer (2003) which is a social psychology theory, in secondary school education context.

11:25-12:40 | Japan Standard Time (UTC+9)

Wednesday Live Stream Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: James Briganti

59857 11:25-11:50

Formulaic Sequence Acquisition in Argumentative Essays of Undergraduate TEFL Students in Japan: Preliminary Research Findings

Kristie Sage, Showa Women's University, Japan

This poster presentation will outline preliminary research findings of the researcher's doctoral studies of formulaic sequence acquisition in argumentative essays of undergraduate TEFL students in Japan. Within-subjects action research was conducted in the classroom, and the research design involves parallel teaching of two methodologies for different yet comparable formulaic sequence items. One treatment utilized a more implicit pedagogy to teach the first item set of formulaic sequences, while the treatment for the second set was informed by a focus on form method combined with a genre approach. Two instrumentations were utilised to gather quantifiable data to test the hypothesis that a focus on form-genre approach methodology is an effective teaching pedagogy for students to acquire the target language over decontextualized techniques. Simple data analysis of the results of the first instrumentation and second will be presented. Instrumentation one used more discrete forms of data collection, with items analysed by a one-way ANOVA. Instrumentation two used descriptive statistics to demonstrate results graphically. Statistically significant results will be reported for both instrumentations which support the researchers' hypothesis. The researcher acknowledges the difficulties and limitations of collecting and analysing formulaic sequence items for classroom writing research into the argumentative essay genre of EFL undergraduate students. However, this field remains largely underdeveloped in the literature. Therefore, this empirical study seeks to contribute to the research and development of classroom teaching pedagogy of argumentative essays in Japan and benefit EFL undergraduate teachers and students alike.

59500 11:50-12:15

Using Prosodic Notations to Improve Reading Fluency and Comprehension of ESL College Students

Gavin Lee, Singapore Institute of Management, Singapore

Prosody is essential for developing reading fluency (Grabe, 2010; Rasinski, 2012). The goal of this study is to examine whether pausing patterns in reading can be taught to adult ESL learners. Two sections of high-intermediate level college students from East Asia served as experimental and control groups. Pre and post-tests consisted of oral reading, listening and reading comprehension tasks. During the three-week treatment, the experimental group was exposed to 12 short passages with prosodic notations marked on the text to indicate where to pause. They practiced repeated reading for 10 to 15 minutes during every class. The control group read the same passages but without the prosodic notations. A customized Python computer-assisted application tool was used to analyze the student recordings for temporal variables and pausing patterns (Park, 2016). The pre and post-test results show a significant improvement on listening and reading comprehension for the experimental group. For oral reading, although control group's mean syllables per run was higher, participants in the experimental group were more deliberate with their pauses while reading.

59305 12:15-12:40

Using the Millennium Development Goals to Foster Interculturality and Encourage Critical Thinking in the Language Learning Classroom

Jody Çiçek, Aoyama Gakuin University, Japan

The questions of fostering interculturality and critical thinking in language classrooms have been widely discussed in the fields of applied linguistics and education, with scholars such as Gomes de Matos (1996) and Lin, Brantmeier & Bruhn (2008) arguing that peace linguistics can be a major educational paradigm. Even international organizations such as Save the Children have issued reports highlighting the need for curricula that promote human rights (2008). While these works have raised the need for language education that promotes peace, they have not adequately addressed proposed solutions nor linked the problem to specific classroom outcomes or objectives. My discussion addresses the issue of how to implement peace linguistics in a language classroom with special attention to the issues of interculturality and critical thinking. Specifically, in my talk, I will describe the effects of using the Millennium Development Goals in alignment with UNESCO's Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), in order to show how to cultivate interculturality and critical thinking in a development context. I will discuss the instructional activities and teaching strategies developed for the program, and juxtapose them against current learning theories and traditional classroom tasks, in order to reveal how this method resulted in positive development of views and attitudes toward The Other and challenged orthodoxies of nativism and monoculturalism among the students. In conclusion, this project devises a new methodology on the understudied issue of incubating interculturality and developing critical thinking in the language classroom using international development goals.

12:50-13:40 | Japan Standard Time (UTC+9)

Wednesday Live Stream Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Sarah Birchley

59478 12:50-13:15

Knowledge, Attitude and Practices of Stakeholder in One Integrated School in Cabuyao: An Input to Ecological Solid Waste Management Program

Nestor Pacuno, Pamantasan ng Lunsod ng Cabuyao, Philippines

Ofelia Maningas, Laguna State Polytechnic University, Philippines

Victoria Tamban, Laguna State Polytechnic University, Philippines

This study aims to determine the association of Knowledge, Attitude and Practices (KAP) of Stakeholder on Solid Waste Management (SWM) in the community of Southville 1 Integrated National High School and school's implementation as an input to ecological waste management program. This study employed a descriptive correlational research design. The respondents of the study were the selected 786 respondents consist of 350 students from Grade 7-10, 89 teachers, and 347 parents. Based on the findings, teachers were extremely aware than parents and students in terms of their knowledge in SWM. In terms of attitude teachers have positive outlook in proper waste management than of parents and students. The teachers always practice proper solid waste management while parents and students were sometimes. Most of the stakeholders assessed the school's level of implementation as to moderately extent. Based on the findings the following are the conclusions of this study, there is a significant association between the respondents' level of knowledge, attitude, and practices towards the level of the implementation of solid waste management in schools and household but there are some indicators shown non-significance therefore, the null hypothesis is partly upheld. The researchers recommended that the teachers needs to include to their classroom management or as part of daily class routine the importance of being aware, concern, and practice solid waste management, and schools may also collaborate with other LGUs' to conduct joined programs, projects, or activities that can improve the solid waste management in the community.

59628 13:15-13:40

The Effect of Tenure on Teaching Performance: The Cases of Selected Tenured Faculty Members of the University of the Philippines

Patrick De Leon, University of the Philippines Diliman, Philippines

This study was conducted to determine whether tenure influences the teaching performance of selected tenured faculty members of the University of the Philippines Diliman Extension Program in Pampanga. The result of the paired-samples t-test showed that there is no significant difference in the mean semesterly student evaluation of teaching (SET) scores before tenure ($M = 1.5408$, $SD = 0.11650$) and after tenure ($M = 1.5836$, $SD = 0.16516$) with $t(5) = -1.825$ and $p = 0.128$. This result suggests that tenure does not influence teaching performance as measured by the mean semesterly SET scores. This could be because tenure and job security are safety needs which once gained, will no longer motivate faculty members. They are also considered as hygiene factors which only keep faculty members from being dissatisfied with their teaching job. To keep faculty members motivated, they ought to have motivators such as achievement, recognition, responsibility, advancement, and growth.

13:50-15:30 | Japan Standard Time (UTC+9)

Wednesday Live Stream Session 4

Interdisciplinary Session on Education

Session Chair: Justin Sanders

59761 13:50-14:15

Remedial International Schools in China: Foundations, Paradoxes and Possibilities

Adam Poole, International Education Group, Beijing Foreign Studies University, China

Li Feng, International Education Group, Beijing Foreign Studies University, China

This presentation reports on a newly emerging type of International School, referred to as the Chinese Internationalised School. Whereas International Schools are typically depicted as 'premium' or 'elite', the school in this study was 'remedial' in nature, providing students who had been unable to achieve success in the local education system with a pathway to success via an international education. The study adopted a case study design, focusing on one school in the East of China. Interviews with teachers and school leaders revealed that the school's remote location made recruiting students and teachers problematic. Moreover, the effects of Covid-19 compounded this issue, with many prospective students abandoning their plans to study abroad and instead choosing to study in a local school offering the Chinese national curriculum. As a result, the school was forced to recruit students who did not possess the necessary English language ability to access the content of the Cambridge curriculum. This created a washback effect, which impacted on students' academic achievement, their motivation and the teaching strategies employed by the teachers. The teachers conceptualised this washback effect in terms of the metaphor of 'foundations', which was a recurring theme throughout the interviews. The presentation ends by proposing a number of interventions, rooted in professional development, that could help to establish the linguistic and pedagogical foundations needed for the school and its teachers not only to survive but also thrive.

59864 14:15-14:40

Indigenous Student's Sense of Place and Place-Based Education: Acknowledging Place Through Education

Murni Sianturi, The University of New South Wales, Australia

Chia-Ling Chiang, National Dong Hwa University, Taiwan

Identity and environmental degradation lead this study to investigate the impact of place-based education on Indigenous student's sense of place. The study applied a qualitative approach using observation, semi-structured interviews, and documentation. The study site was located in YPPGI Nokapaka Elementary School, Lanny Jaya District, Highland of Papua. Working with three rural Papuans Indigenous students, the study compared students' sense of place preceding and subsequent to implementation of place-based learning based on the three dimensions of sense of place chronologically such as place identity, place attachment, and place dependence. By creating a curriculum entitled "Who is Papuan" and framing the place-based learning practices, the students' sense of place improved. Initially, students recognized their black skin and curly hair and wanted to become someone else. Students preferred to stay longer at places outside rather than at their home-ground for students could not undergo everything in their places. However, learning through place-based education emphasizing the place characteristic, cultural values, and environment uniqueness enhanced students' self-esteem to acknowledge precious properties that students had and could do in their home ground. This study suggests schools to integrate student's place as learning to address the sense of belonging to their place.

58993 14:40-15:05

A Conceptual Framework to Measure Student Discipline of Secondary Schools in Cross Cultural Context

Nirma Jayawardena, Griffith University, Australia

The main aim of this study is to develop a conceptual framework to measure the student discipline levels in secondary schools in cross-cultural context. The author systematically reviewed several theoretical and empirical papers published in top management, education and psychology journals using several PRISMA guidelines in the area of culture and discipline of secondary schools published during the period of 2014 to 2015 across several databases including Google Scholar, Griffith Library, Emerald Full text, ProQuest, ScienceDirect and Scopus. The qualified final level 60 articles were reviewed, and the author identified five major factors which affect the student disciplinary levels in secondary schools as student counselling, bullying prevention, school climate, racial disparities and restorative practises. Therefore, based on the literature, the author developed five hypotheses considering the five major factors, which leads to the development of a conceptual framework which facilitates future researchers to measure student disciplinary levels in secondary school context.

13:50-15:30 | Japan Standard Time (UTC+9)

Wednesday Live Stream Session 4

Interdisciplinary Session on Education

Session Chair: Justin Sanders

56067 15:05-15:30

Independent State School Partnerships in England – Challenging Boundaries and Embracing Differences

Margaret Hunnaball, King's College London, United Kingdom

The UK Government's Department for Education provides state-maintained primary and secondary school places for young people in England. Some parents, however, choose private education, sending their children to fee-paying independent schools, which are not subject to the same government control. These typically have smaller classes and superior facilities to state schools (Green et al, 2011), and although they educate only 7% of all pupils (ISC, 2016), their alumni occupy a proportionally higher number of seats in government and places at Oxford and Cambridge Universities (Sutton Trust, 2017). Furthermore, many independent schools hold charitable status (Fairbairn, 2017), bringing them significant tax benefits, further extending their financial advantage. In 1997 the Labour government charged independent schools with sharing their facilities and their teachers with local state-maintained schools (DFEE, 1997). The first 'independent state school partnerships' (ISSPs) were centrally funded the following year, and by 2017 the Independent Schools Council reported that 88% of its schools were involved in some form of partnership with schools in the maintained sector (ISC, 2017). While private education divides the main UK political parties, ISSPs have received support from both Labour and Conservative governments since their introduction. There has, though, been little research into their nature or their worth. This paper considers the findings of my study of three English ISSPs, exploring the relationships between schools and the ways they are embracing differences between them. It explores the nature of joint working and what the headteachers, teachers and pupils involved in them understand by the term partnership.



Virtual Presentations (Pre-Recorded)

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

ACEID2021 Virtual Presentations (Pre-Recorded)

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

59400

Communities' Cultural Capital for Sustainable Community Tourism Development: A Case Study of Charoen Krung Road

Chada Triamvithaya, King Mongkut's Institute of Technology Ladkrabang, Thailand

Zheng Qiu li, King Mongkut's Institute of Technology Ladkrabang, Thailand

Sujinda Suksai, King Mongkut's Institute of Technology Ladkrabang, Thailand

Rattana Sangchan, King Mongkut's Institute of Technology Ladkrabang, Thailand

This research aims to study the knowledge factors and sustainable community tourism development in the area along the Chao Phraya River from Charoen Krung Road to Yaowarat Road, the charming old district and a multicultural society in Bangkok, Thailand. Primary data were collected from interviews of stakeholders or the people in the community in depth and within real-life context in a qualitative manner. The findings suggested that Thai, Thai Chinese, Thai-Muslim, and Vietnamese people are able to live together, relying on the social capital on two types of identities: 1) The multiculturalism society identity; and 2) The Chinese identity that has five similar dialect languages, such as the Hokkien, the Chaozhou, the Cantonese, the Hakka and the Hainan. They have grouped together, built their trust among the community members through cultural and traditional activities of the community. That is until it becomes an important concept to create a multicultural social mechanism through religious systems such as temples, shrines, and mosques to manage the members of the heritage community. Furthermore, they can create strong mechanisms of a multicultural society and will be able to develop into sustainable tourism. The results of the research contribute to a role of the ownership in management in order to provide learning to the tourists visiting the community and indicate an issue of retaining tradition from modernization with its seemingly inevitable erosion of traditional societies.

Curriculum Design & Development

59040

Curriculum Design and Development for Undergraduate Literacy Courses

Leslie Haas, Buena Vista University, United States

Jill Tussey, Buena Vista University, United States

The purpose of this virtual presentation is to provide participants with an overview of curriculum design and development as it relates to undergraduate literacy courses at one United States Midwest liberal arts university. Presenters will outline the purpose and process of curriculum alignment with state standards, national standards, and university course assessments. Major design and development components will be discussed related to master course templates, instructional lead supports, and course organization. Additional information will be provided around the design of engagement and differentiation strategies to support student learning. Furthermore, information on the pros and cons associated with web-based resources vs. traditional print text resources will be reviewed. The presenters will also offer participants information related to faculty professional development related to curriculum design.

Design, Implementation & Assessment of Innovative Technologies in Education

55616

Designing Mobile Application to Support Immigrants in Higher Education – A Practical User Experience Evaluation Case

Minna Virkkula, Oulu University of Applied Sciences, Finland

Heidi Ålander, Oulu University of Applied Sciences, Finland

In 2015, Finland received a record number of asylum seekers, generating subsequently prominent challenge for social integration of immigrants. Regarding 40 % of working-age immigrants in Finland to be higher educated, and smartphones widely used among immigrants, SIMHEapp project (Supporting Immigrants in Higher Education) was initiated. Existing applications are designed primarily to speed up successful immigrant integration but they lack of educational support.

In our project, the main goal is to design an application to guide immigrants to apply for higher education and find their career path. As a part of design process, we conducted a user experience evaluation using focus group method. School counselors of immigrants were our target group, since they have a wide work experience of cultural differences and language barriers. The study focused on gaining insights of user needs by utilizing early prototype of application. Additionally, an input of the content and the features for the next design phase was collected. Result from cultural diversity among the users, the application must be straightforward and simple, with visualizations e.g. Finnish education system. Also design implications encompass finding individual educational path, recognizing the previous competence and aiming to employment. The education search and creating user's own CV will make the application more personalized and allow to operate data efficiently later. However, adding one's own personal information may cause uncertainty among users. The case study provided knowledge of the main features needed for supporting immigrants in higher education. The next iteration phase will consider usability and UX-related cultural differences.

ACEID2021 Virtual Presentations (Pre-Recorded)

Design, Implementation & Assessment of Innovative Technologies in Education

59792

Study on the Use of Speech Recognition Function to Practice Speaking English Using the Voice Translator "Pocketalk"

Harumi Kashiwagi, Kobe University, Japan

Min Kang, Kobe University, Japan

Kazuhiro Ohtsuki, Kobe University, Japan

Although some speech recognition software is highly developed, few studies have been performed on how we should adapt this technology to foreign language learners with various levels of proficiency, including Japanese students. This study explores the use of speech recognition to support the practice of English speaking by using the voice translator "Pocketalk". We conducted a study in which English sentences spoken by 95 Japanese university students were identified by the speech recognition function of this translation device. Afterward, a five-point Likert scale was administered measuring the usefulness of the activity with "Pocketalk" and the affective factors related to speaking English. The results indicated that students tended to not distinctly pronounce the difference between the /n/ sound and the /m/ sound. In addition, when the end of the words such as "terribly" and "stooped" were not pronounced distinctly, they tended to be recognized as "terrible" and "stupid". Results from the questionnaire showed that more than 70% of the students expressed a positive attitude toward their interaction with "Pocketalk", and more than 90% of them paid attention to their pronunciation. Using its recognition function, we could identify how the spoken sentences were actually recognized, which provided clues for correcting their pronunciation. Regarding the affective factors, no significant relationship was found between students' responses to the usefulness of their interaction with "Pocketalk" and their nervousness in speaking English or their negative feelings toward pronunciation. These results suggest a positive potential for the speech recognition function of "Pocketalk" regardless of their affective factors.

Social Justice, Development & Political Movements

59793

Bridging the Gap for Critical Eco-Literacy in the Philippines through Debating

Barry Anthony Parrenas, Liceo del Verbo Divino, Philippines

The Philippine Congress has finally declared climate emergency in the country on November 25, 2020. While long overdue, the declaration has nonetheless sparked anew the need for environmental awareness and education. Two weeks after the declaration, high school debaters from various academic institutions gathered for the 4th Ateneo Eco Debate (AED), the sole national debate tournament on local and global environmental issues in 2020. The urgency of the situation and the timeliness of the competition beg the re-examination of K-12 courses' environmental education in terms of its curriculum and pedagogy and explore how parliamentary debating can aid in nurturing critical environmental citizenship among senior high school learners in the Philippines. Affirming that the problem of climate crisis is also a problem of pedagogy (Kahn, 2014), this paper is designed as an action research consisting of a descriptive review and analysis of the Department of Education's curricular documents as well as a critical discourse analysis of the AED tournament. Framed using the critical lens of Eco-Pedagogy, this paper found that (1) environmental education in the country is focused on technical literacy but severely lacks key messages pertaining to eco-cultural and critical intersectional literacy; and (2) parliamentary debating is a valuable yet underutilized pedagogical tool to bridge this gap.

Educational Policy, Leadership, Management & Administration

59421

Why Does Choice Matter? The School and Course Preference of Select High School Students, SY 2007-2008 and SY 2018-2019

Juanito Cabanias, De La Salle Medical and Health Sciences Institute, Philippines

This study focused on the course and school preference of select high school students, SY 2007-2008 and SY 2018-2019 and answered the following questions: What are the schools and courses preferred by the select high school students from the two batches under study?; What are the possible reasons for choosing the school/s and the course/s? What are the factors affecting their decisions?; What is the status of the DLSMHSI in terms of the level of preference/choice of the respondents from the two batches?; and What is the status of the DLSMHSI in terms of its marketing /positioning / branding? This study involved 1,186 high school students from SY 2017-2018 and 954 senior high school students from SY 2018-2019. Data collected were treated using frequency count; relative frequency or percentage; and ranking. The study reveals that the High school students are indeed sure enough of the school and the course to take, on the whole, their choice of course to pursue depends on its perceived applicability to their chosen career, on the other hand, their choice of school where to complete college education depends on who makes the decision in the family, academic program presentations provided by schools, the features, general image and record of a higher education institution. Finally, DLSMHSI is an institution acceptable to the respondents in terms of pursuing health sciences-related courses.

ACEID2021 Virtual Presentations (Pre-Recorded)

Educational Policy, Leadership, Management & Administration

59588

The Influence of Internal Locus of Control on the Entrepreneurial Intentions of Vocational High School Students

Kris Yuan, State University of Surabaya, Indonesia

Eppy Yundra, State University of Surabaya, Indonesia

I G P Asto Buditjahjanto, State University of Surabaya, Indonesia

Internal locus of control is one of the factors that has contributed to the entrepreneurial intentions of vocational high school students. This study aims to test empirically the relationship between internal locus of control and entrepreneurial intentions of vocational high school students. The population in this study were all students of class XII Vocational High Schools in the field of technology and engineering expertise as many as 422 at Jombang city. The sample used was 180 students through random techniques. The data were collected using the entrepreneurial intention scale and the internal locus of control scale. The data analysis technique uses the product moment correlation analysis technique. The results showed a significant positive relationship between internal locus of control and entrepreneurial intention, with a significance level (p) of 0.032. Internal locus of control contributed 2.2 percent to entrepreneurial intention so that the remaining 97.8 percent was influenced by other variables. It can be concluded from this study that students' internal locus of control can predict the level of student entrepreneurial intention.

59835

REVAMP: Transforming Technology-enhanced Education to Cater for Learners' Dispositions

Pengiran Shaiffadzillah Pengiran Omarali, Educational Technology Centre, Brunei

The integration of technology into an education system is a precarious affair that prompts educators and policy-makers to refer to various technology implementation guidelines including but not limited to Technology Acceptance Models, Gilly Salmon's 5 Stage model, Puente's SAMR model, or Koehler's TPACK model; to name a few. The integration of technology involves the aspects of management systems, digital tools, the learners and the learning process – creating an intricate nexus of exponentially evolving components requiring 21st century skills. The increasingly rapid development of technology contributes to digital obsolescence; and the unquestioned belief (doxa) that learners are able to shift their use of technology for learning when predominantly their uses are for entertainment and social purposes predisposes them to selective technology types (hysteresis). One challenge of implementing new learning technologies is thus in identifying which tools or systematic collections of tools are applicable to the target learners and their dispositions to using technologies for learning. Concurrent to the body of literature focusing on online learning technologies, there is a prevalent trend in social science research that puts focus on the learner. This paper proposes a new model, called the REVAMP model, to identifying educational technologies that significantly contribute to transforming education to cater for learners' dispositions by providing systems and approaches that are (1) Realistic, (2) Engaging, (3) Virtual, (4) Adaptive, (5) Multimodal, and (6) Personalised.

54659

Comparative Compulsory Schooling Policy: The Cases of India and Ecuador

Veronica Llanes, National University of Singapore, Singapore

Devanshee Shukla, National University of Singapore, Singapore

Compulsory schooling laws have been at the center for countries that, as part of the MDGs, committed to ensuring access and increasing participation for all. However, the literature on compulsory schooling has focused mostly on developed economies for which this policy has been in place for a long period of time. The impact of such an exogenous shock on developing economies has not been studied. The present paper analyzes the cases of India and Ecuador which amended their Constitutions introducing compulsory schooling during the late 2008 and early 2009. We study the impact of such policy change one decade after through the following education variables: access, attendance, retention and completion, gender parity, and learning outcomes. We find that while compulsory schooling policy was intended to make improvements in both access and quality of education, progress remains concentrated around increasing access and much is left to be desired in terms of quality for both India and Ecuador. For instance, according to UNESCO's TERCE, Ecuador's performance in reading and mathematics has improved significantly from 2006 standards, nevertheless, labor market entrants continue to display important deficiencies in key cognitive skills. Similarly, in India, children move through the education system without even acquiring fundamental competencies like reading and arithmetic. We conclude that the effectiveness of this policy rests in its implementation and how learning progress has been tracked in both countries.

Educational Research, Development & Publishing

59666

The Influence of Soft & Hard Skills on the Graduates Competence Vocational High School Students

Kris Yuan, State University of Surabaya, Indonesia

H. Soeparno, Universitas Negeri Surabaya, Indonesia

Eppy Yundra, Universitas Negeri Surabaya, Indonesia

IG Putu Asto Buditjahjanto, Universitas Negeri Surabaya, Indonesia

Statistics Indonesia (BPS) released about unemployment in Indonesia in February 2020. The highest open unemployment rate (TPT) occurred in residents with Vocational High School (SMK) graduates, reaching 8.63%, followed by Diploma I/II/III and high school (SMA) levels, respectively 6.89% and 6.78%. This becomes very ironic because the aim of SMK is to produce competent graduates who are ready to work in the industrial world (DUDI). Therefore, SMK graduates are expected to have the competencies needed by DUDI. The purpose of this study was to determine soft skills competencies, including the ability to communicate, adapt and hard skills competencies, namely technical skills such as drawing, calculating costs and others required by the industry. This type of research is qualitative and the data collection technique is carried out by using questionnaires and focus group discussions with DUDI actors. Data analysis uses Affinity diagrams (K-J method), which makes it easier to analyze data from brainstorming. The results of this study can identify soft skill competencies: honest, thorough, able to solve, adaptable, able to work as a team, able to work under pressure while hard skill competencies: survey, mapping, drawing, structure and construction cost estimation, and project scheduling.

ACEID2021 Virtual Presentations (Pre-Recorded)

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

59402

Effect of Immersion Education on ESL Students' English Learning Motivation

Wan Qin, University of Aberdeen, United Kingdom

This study investigated the motivation of English learning among high school students in China. Half of the 40 participants received traditional English education and the other half received immersion education. The study compared the learning motivations of the two groups and analyzed the differences between the two sets of data. In addition, the research examined the participants' perceptions, attitudes and opinions on the two teaching methods. The study collected the data needed for quantitative analysis through questionnaires, and obtained the data needed for qualitative analysis through interviews. The questionnaires were quantitatively analyzed by SPSS, while the interviews were analyzed by identifying the key paragraphs or sentences through transcription. The result of quantitative data analysis showed that there was no significant difference in the motivation of students between two teaching methods, but the results of the interviews showed that students who received immersion education were more likely to have an interest in English learning, resulting in stronger internal motivation. The main reason for this situation is that immersion education has distinct selection criteria in terms of teachers, teaching activities and teaching materials, and these changes may have some positive effects on learners. The self-satisfaction and sense of accomplishment that learners gained in this process may provide continuous motivation for the future learning tasks.

59854

Measuring Articulatory Distance for Consonants Towards a Learner-language-sensitive Pronunciation Training Tool Development

Shunsuke Nakata, Akita International University, Japan

Florent Domenach, Akita International University, Japan

This study introduces the theoretical basis for the articulatory distance in foreign language learning context, which serves to find the efficient and optimal path to correctly pronounce the consonants of the target language in a learner-language-sensitive way, i.e. taking into account the operational difficulties for different learners who already have their own specific phonological system. As our previous studies have shown for vowel pronunciation, no difficulty can be language-universal in pronouncing consonants as well as vowels: uvular fricatives, for example, can be hard for many Japanese learners who use just one sound at this position - and not even fricative, but they are usually less hard for Russian learners who use fricatives at a close (velar) position from the uvula. Our articulatory distance value tries to quantify such differences in pronunciation difficulties, so that we can, in the first place, analyze the structure of such difficulties which can arise from various factors including the articulatory unfamiliarity (in manner or/and position of articulation) and the multiplicity of the task, and in the next step, find the right starting point as well as the optimal (that is, the less hard and the most efficient) path to reach the target consonant, even if they are counter-intuitive or counter-perceptual.

Higher Education

59236

Reading Comprehension Proficiency of English-Majored Students

Thapanee Khemanuwong, King Mongkut's Institute of Technology Ladkrabang, Thailand

Thanate Angsuwatanakul, Rangsit University, Thailand

Ekkapon Phairot, Songkhla Rajabhat University, Thailand

Piriyaporn Uampittaya, King Mongkut's Institute of Technology Ladkrabang, Thailand

Duangporn Jarititpaibul, King Mongkut's Institute of Technology Ladkrabang, Thailand

Pimjai Promsuwan, Songkhla Rajabhat University, Thailand

This study aims to investigate the reading comprehension ability of English majored students using the Thai Reading Evaluation and Decoding System (Thai READS), which has been developed based on the Malaysian READS by the researchers from Universiti Sains Malaysia (USM); the system contains three components: the Encoder, the Reading Matrix and the Decoder. The sample group consisted of 362 English majored students, Faculty of Liberal Arts from one public university in Bangkok, Thailand. The instrument employed in this study was the Thai version of READS adapted by Khemanuwong, Mohamed and Ismail (2018). The statistics used for data analysis were descriptive statistics (percentage, mean and standard deviation) and inferential statistics of one-way ANOVA. The results revealed that a majority (59.94%) of the students performed satisfactorily at Band 4 or Meet Standard with regards to their level of reading proficiency based on the Reading Matrix. The findings from one-way ANOVA showed that there were statistically significant differences in the Thai READS scores among the educational levels (Year 1 –Year 4), $F(3, 358) = 20.42, p = 0.00$. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for Year 2 ($M = 45.50, SD = 5.25$) did not differ significantly from Year 3. ($M = 44.31, SD = 5.96$), $p > 0.05$. Even though on average the students were reported to perform at a satisfactory and expected level of Band 4 in the Thai READS test, intervention support needs to be given to the underperformers to enhance their reading comprehension proficiency.

ACEID2021 Virtual Presentations (Pre-Recorded)

Higher Education

59890

Research Self-Efficacy of Adult Learners After Philippines' K to 12

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Agnes D Oclay, PHINMA University of Pangasinan, Philippines
Vemma Mae R Guinto, Pangasinan State University, Philippines
Terence M Lapenas, University of Sto Tomas, Philippines
Adrian R Manaois, Pangasinan State University, Philippines
John V Bernardo, Pangasinan State University, Philippines

Baseline data to describe the ability of adult learners in research is indispensable for a successful curriculum evaluation. The idea that research is indispensable in nation-building is an ideology that all nations would agree with. To build a nation is to build the next generation and identifying the strengths and weaknesses of the next generation is half the solution. This study aimed to identify the level of perceived ability of college students in the Philippines who are graduates of the K to 12 Basic Education Curriculum, where a 3-subject-enriched Senior High School has been implemented. The study utilized a descriptive-status research design which employed a validated survey questionnaire administered digitally all over the Philippines from October to November 2020. Participated in by 1,250 participants from 9 regions and 27 provinces in the Philippines, the study revealed weak and strong areas of research ability of the participants. The authors concluded that the level of perception of the participants on their self-efficacy in research, or ability-to-do-research is high ($M=3.58$; $sd=0.77$). There is a strong implication that this result is due to the advanced subjects in research taken as part of the curriculum implemented in the Senior High School. Similarly, the authors are convinced based on the findings that writing a research report remains a concern in the next generation, as well as in statistical literacy as applied in solving research problems. However, recommendations for a targeted research curriculum audit and the establishment of a skill-focused school research committee have been recommended.

International Education

59797

Content-Based Language Teaching in International Liberal Arts Education

Mirzosaid Sultonov, Tohoku University of Community Service and Science, Japan
Timothy Bunting, Tohoku University of Community Service and Science, Japan
Julia Arskaya, Irkutsk State University, Russia

This research tries to define the important points that should be considered for application of Content-based Language Teaching (CBLT) in International Liberal Arts (ILA) education. The research team members have long-term experience of teaching ILA courses in two and more countries in two and more languages. Based on their own experience of teaching and the analysing the arguments stated in the literature, the research team suggest how to conduct CBLT lectures effectively, how to make CBLT lectures active-learning style and how to keep the students involved even outside of the class. In particular, the important points related to the general context or environment where the actions take place, the part of the teaching, which is under full control of the teacher, the part which could be partially controlled or affected by the teacher and the part which is less controlled by the teacher (learning out of class) will be explained. The ideas for effectiveness improvement for each part will be proposed. The growing international interdependence has increased the importance of knowledge about and proactive reaction to the new global changes. When it comes to preparing students for an ever-evolving global future, approaches to language teaching that focus on aspects besides the language itself, such as CBLT, are becoming an ever more valuable tool. We hope our research and shared experience contributes to the development of teaching in ILA education.

Language Development & Literacy

59041

Supporting Literacy in High Poverty Areas

Jill Tussey, Buena Vista University, United States
Leslie Haas, Buena Vista University, United States

This virtual presentation will focus on the affects that poverty has on literacy and literacy instruction. Literacy development can be supported by print-rich homes; however, due to the effects of poverty, especially generational, many children are growing up with limited interactions of reading materials outside of school. While the effects of poverty will be shared, the main focus of the presentation will be on ways to get reading materials into student's homes and provide literacy support for families. Participants will learn about the importance of literature in homes but also numerous ways to support families with this task. Topics include how literacy packets and literacy bags can be developed at school and shared with students and parents starting during the school years as well as incorporating print and digital resources. In addition, the presenter will share information about how to support pre-service in their understanding over the effects of poverty and literacy. Pre-service teachers will benefit from developing a strong background knowledge over this topic to be prepared to support students in their future classrooms.

ACEID2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

59005

Embodied Learning of Dance by GenZ and the Alphas as a Shift in Traditional Dance Education

Maria Lucina Anonas De Santos, College of Saint Benilde, Philippines

The learning of a craft such as classical ballet, which requires mindful, cognitive, and physical coordination at the onset, runs contrary to the existing capabilities of GenZ (ages 10-24) and the Alphas (ages 0-9), who are now the current students in the studio. Impacted by technology, their inherent urge to constantly experiment and communicate at a frenetic pace pose challenges in lesson retention, especially in a conventional setting as a dance studio, where the mode of teaching is strictly transmissional. This paper investigated the efficacy of adapting a traditional instructional method in today's dance classroom. To develop an analytical understanding of movements, worksheets were tailor-made to reinforce the lessons of weekly ballet classes. Anchored on studies that support the skills of coloring, tracing, and writing as means to create neural pathways to the brain, worksheets were devised to visually simplify foundational movement concepts, as well as to enhance focus and concentration. Findings indicated that learning objectives were reached in a shorter amount of time, which allowed the dance teacher to seamlessly progress into more advanced lessons, quicker. The shift from disembodied learning to embodied learning changed the relationship between the dance teacher and the student. No longer did the learning of dance remain simply transmissional, or a form of mimicry, from a linear teacher to student stimulus response model. The learning of dance became not only a physical response to the student's propensities; but also an intellectual and sensorial answer to his development as a dancer and human being.

59745

Experiences of the COVID-19 Pandemic Among European Children and Young People

Tuuli Lähdesmäki, University of Jyväskylä, Finland

Scholars have perceived the COVID-19 pandemic as a generational experience that shapes children and young people's lives in individually experienced but collectively shared ways, and thus forms a Generation Corona, whose world views and future expectations are impacted by the pandemic. This paper emanates from the deep impact that COVID-19 has had and continues to have on children and young people. These impacts are diverse but many of them relate to school closures and moving to remote teaching. The paper starts with a literature review of recent survey results on Finnish children and young people's experiences from remote teaching in spring 2020. The results indicate how remote schooling caused polarization in children and young people's learning and wellbeing. After this review, the paper presents preliminary results from the DIALLS project in which a group of educational scholars and teachers created a special learning program on cultural literacy, implemented in schools in seven European countries in 2020. The lockdown of European societies, school closures, and moving to remote teaching impacted the implementation of the program. The program was revised in spring 2020 to include a COVID19-related lesson. The paper explores with a qualitative content analysis the student's multimodal artifacts in which they reflect how to be empathetic, tolerant, and inclusive in pandemic conditions. The analysis brings forth the emergence of Generation Corona and how the notions of empathy, care, and the fight against the pandemic are similar among children and young people in this generation.

59795

The Case Study on the Freshmen's Self-assessment on the Indicators of Character and Beliefs Cultivated by the Experiential Education

Pei Wen Liao, Hsiuping University of Science and Technology, Taiwan

This case of the University of Science and Technology mainly explores the 2020 cohort of freshmen' recognition of the importance indicators of character and beliefs and their self-assessment on the degree of enhancing character and beliefs after participating in the experiential learning activities. The objects of this study are the freshmen who enrolled in 2020, experienced the experiential education activities and received the questionnaires for the assessment. The questionnaires were actually distributed to them in the experiential fields for nine weeks from September to November 2020. A total of 296 valid questionnaires were collected. The freshman in 11 departments completed the experience activities. The results find that the top three indicators ranked in accordance with the freshmen' recognition importance of the six major indicators are: actively helping others, self-belief, communication, cooperation. The top three indicators that were enhanced after experiencing the experiential education activities are: actively helping others, communication and cooperation, achievement motivation. This study further explores the freshmen's participation in the experiential education activities organized by the University by employing the Importance Performance Analysis (IPA). The indicators that fall into Quadrant II represents that they are recognized by the students as very important, but the freshmen failed to enhance the following abilities by participating in the experiential education activities: I am willing to share what I have; I am willing to challenge the difficult things. This study can provide reference for the improvement of the freshmen's experiential education activities organized by the University of Science and Technology every year.

ACEID2021 Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

59367

Healthy Lifestyle Education in the CLIL Classroom

Marshall Smith, Obihiro University of Agriculture and Veterinary Medicine, Japan

Research has shown that poor health can be associated with lower academic achievement and poor class attendance. Teachers report improvements in attendance, attention, behavior, and levels of concentration in schools where healthy eating has become accepted practice. Research also shows that healthy lifestyle habits during adolescence/pre-adult can prevent many of the diseases and disabilities in adulthood and later. Health economists argue that better-educated people are more likely to choose healthier lifestyles. With this evidence in hand, it is strongly suggested that healthy lifestyle education be a mandatory subject for all students – the younger, the better. However, given time and curriculum constraints, this is not an easy goal to achieve. Accordingly, Obihiro University of Agriculture and Veterinary Medicine (OUAVM) has chosen to incorporate healthy lifestyle education as a content and language integrated learning (CLIL) course in the English program. CLIL, which has other definitions, is a teaching method that involves teaching students about a given subject in a foreign language. It has become the umbrella term for simultaneously learning a content-based subject, such as lifestyle health, through the medium of a foreign language, while concurrently improving one's ability in the foreign language by using it to study the given subject. This presentation shows how this integration can be done practically by incorporating the eight natural laws of health of the NEWSTART Lifestyle program into a health course also categorized as an English III CLIL course at OUAVM.

Nurturing Creativity & Innovation: New, Innovative & Radical Education

59503

Sparkling Creativity Through Digital Project Based Learning Activities in Rural Communities in India

Ayesha Selwyn, Pratham Education Foundation, India
Annapoorni Chandrashekar, Pratham Education Foundation, India
Nishant Baghel, Pratham Education Foundation, India

Project based learning has proven to be an effective technique used by highly skilled teachers in the controlled environment of the classroom. In this study, project-based learning activities are introduced to groups of children in rural communities of India through the access of an android tablet, offline content, facilitation by community members and support by a facilitator. The study documents the varied PBL activities organized with approximately 45,000 students across 800 villages in self organized learning groups. The learners took up projects covering a range of domains including Music, Science and Social consciousness. In each case, learners worked in groups, utilized the resources present in the tablet, reached out to the community members and participated actively in their learning process. In the process, students learned to be creative with ideas, collaborative in planning and were able to effectively to communicate their solutions leveraging tools of digital storytelling, presentation and theatre. A survey was conducted at the end of each activity to understand the process of participation and completion of the activities. Activity completion serves as a useful metric to measure student engagement in creative activities. The results indicate that more than 50% groups completed all steps of a given activity. Furthermore, the study also attempts to highlight the role of the community in a technology enabled self-organized learning environment.

Primary & Secondary Education

59479

Plan-Do-Review-Share-Happy (Plandoresh) as a Development Strategy for Critical Thinking of Vocational School Students

Aftoni Toni, UNESA, Indonesia
Eppy Yundra, UNESA, Indonesia
I Gusti Putu Asto Buditjahjanto, UNESA, Indonesia

The learning process and traditional teaching materials include activities that require memory and memorization. Most students are trained to follow this low-level thinking pattern in schools including vocational schools. When computers take over the routine tasks at work, a number of employees will be involved in tasks that require them to be more flexible and creative in solving problems. For this reason, the vocational school learning system must encourage students to become critical thinkers, through appropriate learning strategies. The purpose of this study was to test the validity of the Plan-Do-Review-Share-Happy (Plandoresh) strategy stages in the development for critical thinking of vocational students. This study used a descriptive method with the aim of obtaining the validity of the Plandoresh strategy stages from vocational school teachers with a random sample of 62 respondents. The results showed that: 1) Plan stage is valid with $r_{count} > r_{table}$ of $0.845 > 0.254$, 2) Do stage is valid with $r_{count} > r_{table}$ of 0.889 , 3) Review stage is valid with $r_{count} > r_{table}$ of 0.866 , 4) Share stage is valid with $r_{count} > r_{table}$ of 0.880 , 5) Happy stage is valid with $r_{count} > r_{table}$ of 0.920 . Based on these results, it can be concluded that the stages of the Plandoresh strategy are valid to be applied as a learning strategy for vocational students.

ACEID2021 Virtual Presentations (Pre-Recorded)

Primary & Secondary Education

59494

The Challenges of COVID-19 School Closures on Teaching and Learning in Primary and Secondary Schools in India

Josephine Desouza, Ball State University, United States

With the emergence of the COVID-19 pandemic, governments around the world have sought to protect the most vulnerable of its citizens from being infected with the virus. They have rushed to put in place policies that included school closures. This presentation elucidates a timeline of events such as school closures had on the teaching and learning in primary and secondary schools in the UNICEF, regions of India. The data was obtained from the Oxford COVID-19 Government Response Tracker (OxCGRT) and analyzed for measures that involved closures and containment, economic and health measures that were put in place to combat the spread of the virus. Through the use of visualizations this presentation will also discuss what factors enabled the continuation of education to take place in this time period. The results of this study have implications on curriculum design, teaching strategies and teacher training in the use of technology for the future.

Professional Training, Development & Concerns in Education

59530

Universities of Applied Sciences in Ethiopia as Engines of Regional Economic Development

Margareth Gfrerer, Ethiopian Institute for Higher Education, Ethiopia

The Ethiopian Ministry of Science and Higher Education presented the strategy for differentiation of the higher education sector. This differentiation should contribute to the regional economic development of the country. It foresees that 15 comprehensive universities from around the country will be transferred to universities of applied sciences. Currently, the leaders of these 15 universities are in a limbo and don't know, what does this mean for their universities. This research is focusing on the main parties involved in this venture: (1) university management, (2) students, (3) lecturers and (4) regional companies. The university management and the students on one side are comparable with those from comprehensive universities. On the other side there are new requirements referring to lecturers' company experiences and companies' involvement in the education process. However, in the Ethiopian situation there are neither lecturers with company experience nor in most regions there are companies big enough to collaborate with universities of applied sciences on research and development issues. Similar situation could have been found in Europe - in countries such as Finland and Portugal, when universities of applied sciences have been introduced there. Over the course of time, in both countries, universities of applied sciences have become engines of regional economic development. The answer to the research question will explore "How the roles of the four parties have developed in Finland and Portugal that their universities of applied sciences are considered as engines of regional economic development".

59643

Towards an Extended Mobile Social Network Acceptance Model for the Social Entrepreneurs' Skill Enhancement

Karishma Zaman Katha, Japan Advanced Institute of Science and Technology, Japan

Eunyoung Kim, Japan Advanced Institute of Science and Technology, Japan

Since Davis (1989) developed the theory of technology acceptance model (TAM) and explained the factors influence users to accept and use technologies based on perceived usefulness and perceived ease of use. Many scholars modified TAM (Reychav, Ndicu, and We, 2016; Chaka and Govender, 2020; Ali et al., 2018; Park et al., 2014). But to what extent social entrepreneurs use and accept mobile social network (MSN) for enhancing their skills need to be investigated. So, the main purpose of this research is to investigate the factors influence social entrepreneurs to use and accept MSN for enhancing their skills. A qualitative research consisting of telephone interview was conducted. A total of 30 interviews was conducted with the social entrepreneurs from Yunus Center Social Business Design Lab in Bangladesh. The data was analyzed thematically. The result shows that ease of use, usefulness, diversity, sociability, and enjoyment—are the main factors influencing social entrepreneurs to accept MSN for enhancing their skills. The two factors: usefulness and ease of use have supported by TAM (Davis, 1989). The other three factors: diversity, sociability, and enjoyment were found to be added to the technology acceptance model in this study. Therefore, we suggested the extended mobile social network acceptance model (EMSNAM) for understanding the perceptions of social entrepreneurs on using MSN for enhancing their skills. The EMSNAM was developed based the results from interview data analysis. So future research should be carried out to more quantitatively validate and verify the EMSNAM for enhancing the skills of social entrepreneurs.

ACEID2021 Virtual Presentations (Pre-Recorded)

Teaching Experiences, Pedagogy, Practice & Praxis

55673

Transformative Interventions in Cell Biology: Motivating Cell and Molecular Biology Majors Using Instructor/Student-Interactive Demonstrations of Key Concepts

Meera Nanjundan, University of South Florida, United States

Prashanth Rao, University of South Florida, United States

Ashok Upadhyaya, University of South Florida, United States

Our overall educational goal is to individualize student learning by creating an environment that values each student. Improved high-quality instruction in core STEM courses will be provided to accelerate and deepen student learning by addressing more individually students' needs in an effort to decrease achievement gaps (i.e., such as those in under-represented groups). This project will also promote student accessibility to teaching excellence by promoting the spread of the evidence-based teaching methods across multiple key STEM courses. Specifically, our first aim is to improve students' learning of challenging key cell biology concepts using props: (1) Replication, (2) Translation, (3) Protein Trafficking and Orientation in Membranes, and (4) Cell Signaling Pathways. The prop development and their initial implementation (in Fall 2018) were derived and modified from key publications. Our second aim is to improve the students' ability to analyze research articles (integrating strong understanding of Cell Biology concepts, basic Cell and Molecular Biology Methods, identifying gaps in knowledge, interpretation of research data, identifying future directions) in our Advanced Cell Biology course using a Jigsaw Workgroup Strategy. Additional student educational goals include (1) improving student entry and retention in the Cell and Molecular Biology Major (a key STEM degree program) and (2) student success in post-graduate goals (i.e., MCAT (Medical School Admission Test) and research) which entails development of appropriate critical thinking skills and communication skills. This project is supported by NSF Grant #1525574 Systemic Transformation of Education Through Evidence-Based Reforms (STEER).

59217

Using the Community of Inquiry (CoI) Framework to Help Instructors Teach Effectively Online

Kristin Palmer, University of Virginia, United States

With COVID-19, many instructors need to teach online. How can we quickly help these instructors to be effective teaching online? This presentation will highlight how one university used the Community of Inquiry (CoI) framework to develop a series of resources for including self-serve templates, YouTube playlists, self-paced courses, workshops, individual consultations, and community of practice (CoP). Many individual consultations and resources highlighted social presence, cognitive presence, and teaching presence and how to balance them. This presentation will review what resources were made available to faculty at our institution, what resources are available to anyone interested in developing skills for teaching online, and the cost of delivery and return on investment (ROI) for these resources.

59624

Recalibrating Service-Learning Program into Pure Online Activity

Jimi Caldea, De la Salle University, Philippines

COVID19 pandemic has forced Higher Educational Institutions to recalibrate its syllabus into online learning. As De la Salle University (DLSU) prepares for online education, the Center for Social Concern and Action-Service Learning Program (COSCA-SLP) also must recalibrate its processes. To continuously remain relevant to society and its partner communities' needs, it pursues its Lasallian Mission and, at the same time, effectively carries out its educational work. Relative to this challenge, service-learning, regarded to have effectively brought social awareness and empathy to students that substantially develop the Lasallian core values of faith, service, and communion, deepening their resolve to contribute a life-changing action to the plight of the poor and marginalized, must be conducted online, as well. While apprehensions to E-Service-Learning or "electronic" or "online" service-learning were due to its being new to COSCA-SLP, however, literature shows that it can be successfully done and can still deliver the set objectives of traditional service-learning. This paper presents the recalibrated service-learning processes to match the pure online education setup of the Corporate Social Responsibility and Governance course of the Management and Organization Department of the Ramon V. del Rosario College of Business of DLSU. It employs L.T. Burns' modules of the service-learning program (preparation, action, reflection, and evaluation). I will detail the ESL process flow and all its corresponding work instructions for both students and faculty that carefully embed the Lasallian Reflection Framework. ESL successfully emerged in its consistency to deliver student learning, project effectiveness, efficiency, Lasallian values, and program management.

59304

Online Teaching Readiness of High School Teachers in Special Education

Jasmine Sibayan, Department of Education, Philippines

Joan Pucya, University of the Cordilleras, Philippines

Renaliza Juanbe, University of the Cordilleras, Philippines

The advent of technology in the 21st century transformed the educational landscape initiating a shift from traditional face-to-face teaching to online teaching. Moving the classroom experience to digital platform poses a challenge on the online teaching readiness of teachers, more so in special education where the teachers' intensive guidance and specialized skills are matched to the specific needs of learners with special needs. Hence, this study aimed to determine the online teaching readiness of high school teachers in special education along course design, course communication, time management, and technical competence. With this, quantitative research design was employed and a questionnaire on faculty readiness to teach online was adapted and used. The results revealed that the level of online teaching readiness of high school teachers in special education is moderate in all the four areas of online teaching competencies. In this regard, emphasis on the employment of strategies to fully prepare high school teachers in special education for online teaching must be done. The findings served as a basis in the development of a seminar toolkit. It was also used as a basis in understanding their reading comprehension state that recommend help to lessen students' reading comprehension difficulties. This study will help educators develop curriculum teaching strategies and techniques that can cater to the specific needs of online teaching for the 21st century learning.

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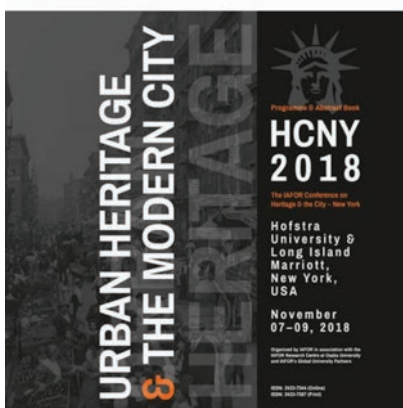
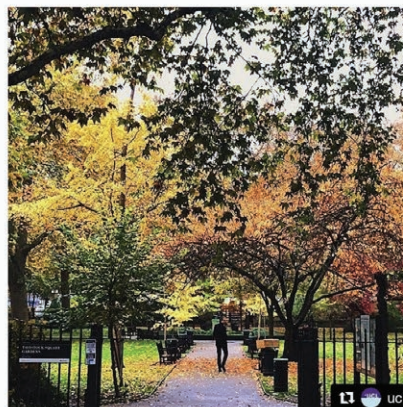
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A woman with dark hair, wearing a dark blazer and a lanyard with a badge, is shown from the chest up. She is looking slightly to her left and gesturing with her right hand, palm facing forward. The background is dark and out of focus.

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Singapore, 2021

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The Southeast Asian Conference on Education
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