



Online from Tokyo | March 21-23, 2022

PROGRAMME &
ABSTRACT BOOK

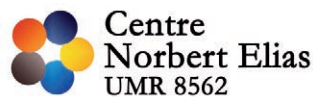
ACEID

The 8th Asian Conference on Education & International Development

Organised by IAFOR in
association with the IAFOR
Research Centre at Osaka
University and IAFOR's
Global University Partners

www.iafor.org/about/partners

IAFOR Global Partners



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



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The Association for Asian Studies (AAS)

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.

In January we held our first hybrid conference in Hawaii, the first that we were able to hold onsite since the onset of the pandemic, although the audience was mostly limited to those the United States and Canada. 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

ISSN: 2187-0594

Contact: publications@iafor.org

Aims & Scope

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 Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal.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

Indexed in: Scopus, SCIMAGO, DOAJ, ERIC, EBSCO Discovery Service, MIAR, TROVE, Scilit, SHERPA/RoMEO, WorldCat, Google Scholar, Mir@bel, LENS.ORG, ScienceGate, Dimensions, scite, and Ulrich's™. 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:

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

Scopus®



Conference Guide

Conference at a Glance

Conference Proceedings

IAFOR Membership

IAFOR Publications



March 21 | All times are Japan Standard Time (UTC+9) Monday at a Glance

- | | |
|-------------|---|
| 11:00-11:15 | Announcements, Recognition of IAFOR Scholarship Winners & Welcome Address
Joseph Haldane, IAFOR, Japan |
| 11:15-12:15 | Keynote Presentation
<i>Higher Education Across the Globe: A Time of Transformative Change</i>
Deane Neubauer, University of Hawai'i at Manoa, United States |
| 12:15-12:20 | Break |
| 12:20-13:20 | Panel Discussion
<i>Higher Education Across the Globe: A Time of Transformative Change</i>
Shingo Ashizawa, Toyo University, Japan
Deane Neubauer, University of Hawai'i at Manoa, United States
Haruko Satoh, Osaka University, Japan |
| 13:20-13:50 | Q&A and Discussion |



March 22 | All times are Japan Standard Time (UTC+9)

Tuesday at a Glance

11:30-12:20	Live-Stream Presentation Session 1 Room A: Educational Research, Development & Publishing Room B: Professional Training, Development & Concerns in Education
12:20-12:30	Break
12:30-14:10	Live-Stream Presentation Session 2 Room A: Learning Experiences, Student Learning & Learner Diversity Room B: Interdisciplinary
14:10-14:20	Break
14:20-15:35	Live-Stream Presentation Session 3 Room A: Interdisciplinary Room B: Educational Policy, Leadership, Management & Administration
15:35-15:45	Break
15:45-17:00	Live-Stream Presentation Session 4 Room A: Teaching Experiences, Pedagogy, Practice & Praxis Room B: Higher Education



March 23 | All times are Japan Standard Time (UTC+9)

Wednesday at a Glance

10:00-12:30

Critical Open Discussion Session

Higher Education Across the Globe

Deane Neubauer, University of Hawai'i at Manoa, United States

12:30-12:45

Conference Closing Address

Joseph Haldane, IAFOR, Japan

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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 25, 2022, through the online system. The proceedings will be published on May 25, 2022.

Conference Catch-up

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

Pre-Recorded Virtual Presentations & Virtual Poster Presentations

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



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.

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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.

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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

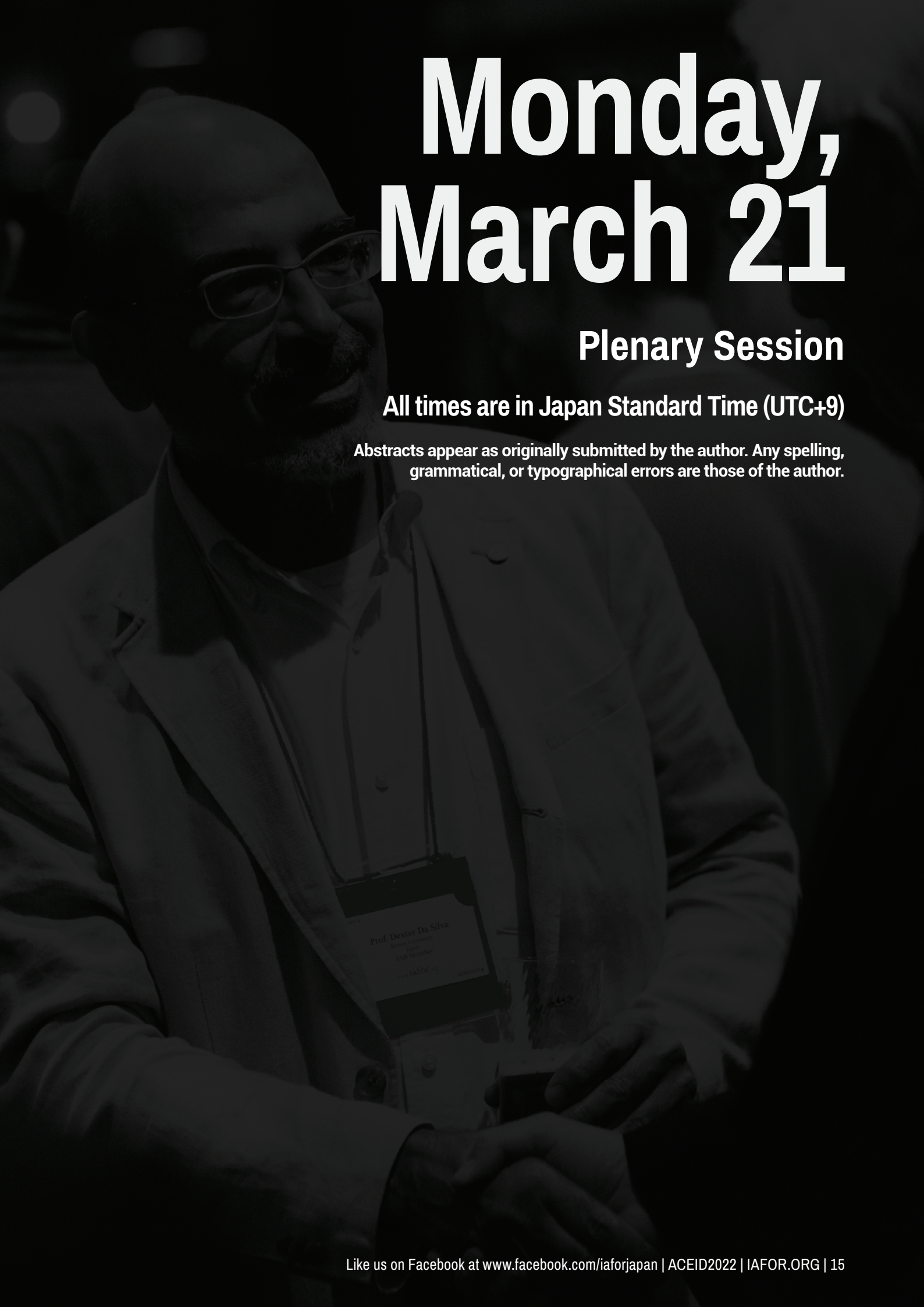
THINK, The Academic Platform, is IAFOR's online magazine, publishing the latest in interdisciplinary research and ideas from some of the world's foremost academics, many of whom have presented at IAFOR conferences. Content is varied in both subject and form, with everything from full research papers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

Notes

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Monday, March 21

Plenary Session

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

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

Keynote Presentation: Deane Neubauer

Higher Education Across the Globe: A Time of Transformative Change

Monday, March 21 | 11:15-12:15 | Japan Standard Time (UTC+9)

The varied impacts of the global COVID pandemic, stretching now into its third year, have and are affecting higher education throughout the world. In this session, we will examine some illustrative, albeit dramatic, changes that are impacting higher education throughout the world with a particular emphasis on the United States. Our goal is to initiate discourse on the extent and overall impact of these changes. The examples highlighted in this paper and presentation are meant to serve as “triggers” for subsequent wide-ranging discussions of the participants in this online meeting.

It is both trivial and vital to acknowledge that the past two years have been unlike any other in recent world history: trivial in the sense that the range and intensity of events are such that they have been experienced as essentially inescapable for us all, irrespective of one's location on the planet; vital in the sense that many of the changes brought into societies by the nature of the pandemic remain beyond “knowing” and will “play out” in years to come. As we seek to enumerate, acknowledge and analyze the pandemic's effects on higher education as a vital segment of society that has been dramatically impacted, it is important to “broaden the frame” of such an inquiry by acknowledging further that the pandemic “arrived” into a world of higher education that was already on the cusp of yet another major transformative force that was both “unleashed” and embodied within the complex dynamics of what we have come to accept as the 4th Industrial Revolution (4th IR) generated by the impacts of artificial intelligence on the world.

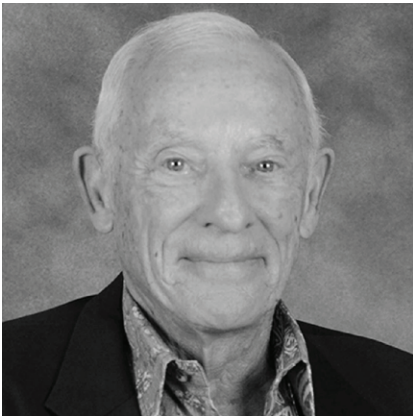
These sessions at ACEID2022 are an occasion to invite inquiry about how these two macro forces are confronting each other within higher education settings across the globe and to speculate on which changes that may emerge from this confluence of forces may prove to be enduring. However one constructs such analyses, it seems beyond question that important aspects of higher education as we knew and experienced it prior to the pandemic will be changed, and perhaps with sufficient cumulative effect that our intellectual task in the near future will be to conduct a continuous assessment of this changing environment and begin a disciplined set of speculations about the nature and impact of what we can identify as elements within these powerful change dynamics.

In the following our intention is to create some ‘discussion areas’ based around recent speculations about the various directions in which higher education in all its forms may take. Our particular focus is to gather together some recent speculations on transformations that may occur as a result of the pandemic and/or the rapid progressions of artificial intelligence within the environment that it has created. Having created a generalized context by doing so, our further intention is to conduct a critical open discussion of these continually emergent transformative dynamics which we hope will generate new insights into the overall phenomena and perhaps create new dimensions for further research.

Some Aspects for Reflection

Here I would like to offer for our collective consideration the following “elements of change” that have been variously pointed out as consequences of the Pandemic. My intention is to very briefly frame these observations within the context of American higher education and invite colleagues from other parts of the higher education environment to respond to the intent of the observation with information from their own higher education reference setting.

- The rapid decline of marginal institutions
- The continued decline of higher education enrollment
- Impacts on international students mobility including growing mobility
- Reconsiderations of and shift away from academic tenure
- Increased use of contract faculty
- Increase use of distance education
- Growing emphasis on non-degree education and training
- Increased student dependence on social media



Deane Neubauer

Deane Neubauer is Professor Emeritus of Political Science at the University of Hawai'i at Manoa. He currently also serves as the Associate Director of the Asia Pacific Higher Education Research Partnership (APHERP) which conducts a wide range of policy-focused research with a special focus on higher education. Deane holds a BA from the University of California, Riverside, and MA and PhD degrees from Yale University. Over the course of his career he has focused on a variety of political and policy areas including democratic theory, public policy, elections and various policy foci, including education, health,

agriculture and communication. He has held a wide variety of administrative positions at the University of Hawai'i at Manoa and the 10 campus University of Hawai'i system. He also has over twenty years' experience in US-oriented quality assurance.

Panel Discussion: Shingo Ashizawa, Deane Neubauer & Haruko Satoh

Higher Education Across the Globe: A Time of Transformative Change

Monday, March 21 | 12:20-13:20 | Japan Standard Time (UTC+9)

The following panel discussion will see panelists respond to the keynote presentation of Professor Neubauer, referencing the below aspects for reflection, and bringing in their own perspectives, experience and contexts. Delegates are encouraged to put questions to the panelists, but also to participate in the open critical discussion on Wednesday, March 23.

Some Aspects for Reflection

- The rapid decline of marginal institutions
- The continued decline of higher education enrollment
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- Increased use of contract faculty
- Increase use of distance education
- Growing emphasis on non-degree education and training
- Increased student dependence on social media



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.



Deane Neubauer

Deane Neubauer is Professor Emeritus of Political Science at the University of Hawai'i at Manoa. He currently also serves as the Associate Director of the Asia Pacific Higher Education Research Partnership (APHERP) which conducts a wide range of policy-focused research with a special focus on higher education. Deane holds a BA from the University of California, Riverside, and MA and PhD degrees from Yale University. Over the course of his career he has focused on a variety of political and policy areas including democratic theory, public policy, elections and various policy foci, including education, health, agriculture and communication. He

has held a wide variety of administrative positions at the University of Hawai'i at Manoa and the 10 campus University of Hawai'i system. He also has over twenty years' experience in US-oriented quality assurance.



Haruko Satoh

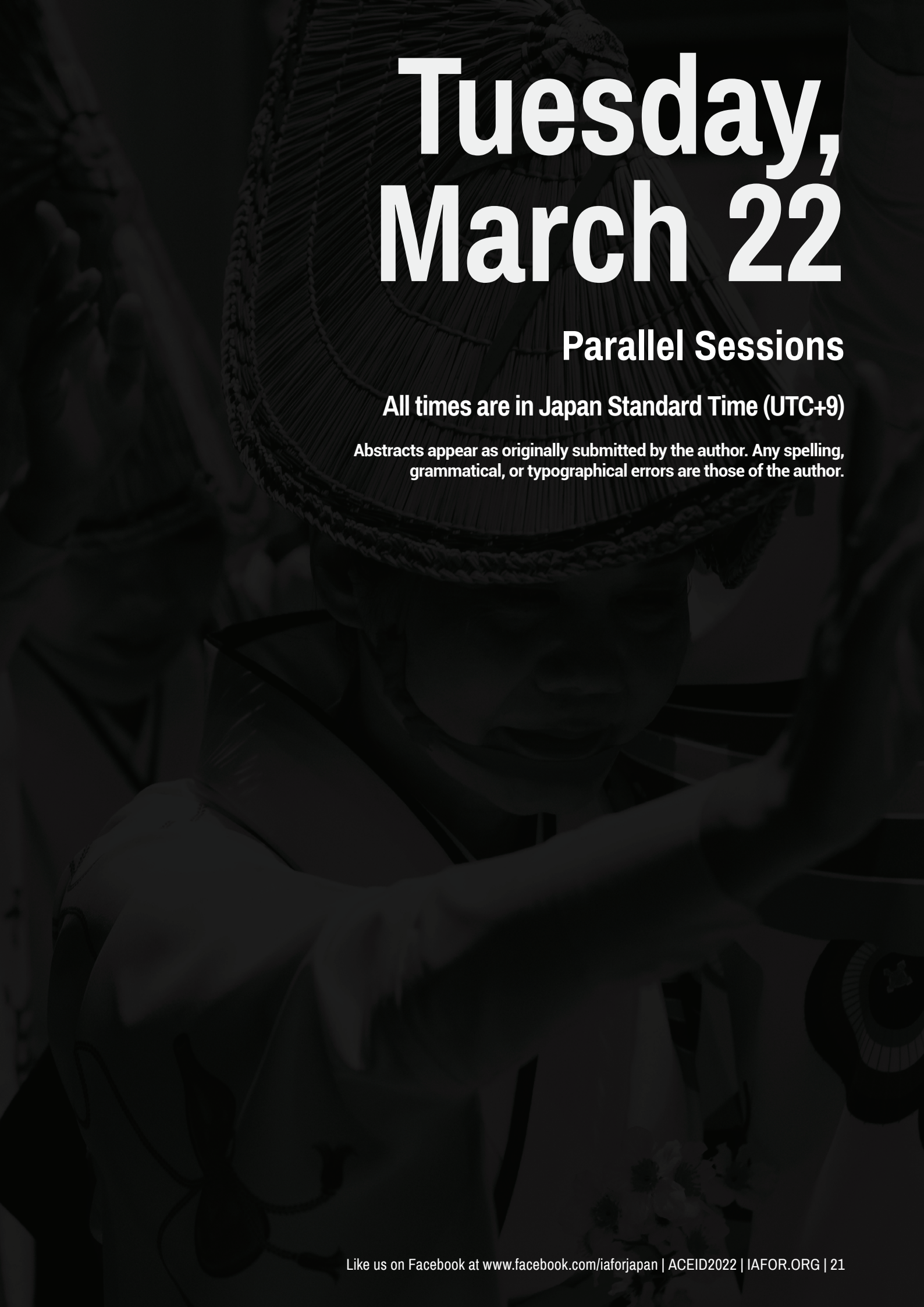
Haruko Satoh is Specially Appointed Professor at the Osaka School of International Public Policy (OSIPP), where she teaches Japan's relations with Asia and identity in international relations. She is also co-director of the OSIPP-IAFOR Research Centre and she was previously part of the MEXT Reinventing Japan project on "Peace and Human Security in Asia (PAHSA)" with six Southeast Asian and four Japanese universities.

In the past she has worked at the Japan Institute of International Affairs (JIIA), Chatham House, and Gaiko Forum. Her interests are primarily in state theory, Japanese nationalism and identity politics. Recent publications include: "China in Japan's Nation-state Identity" in James DJ Brown & Jeff Kingston (eds) *Japan's Foreign Relations in Asia* (Routledge, 2018); "Japan's 'Postmodern' Possibility with China: A View from Kansai" in Lam Peng Er (ed), *China-Japan Relations in the 21st Century* (Palgrave Macmillan, 2017); "Rethinking Security in Japan: In Search of a Post-'Postwar' Narrative" in Jain & Lam (Eds.), *Japan's Strategic Challenges in a Changing Regional Environment* (World Scientific, 2012); "Through the Looking-glass: China's Rise as Seen from Japan", (co-authored with Toshiya Hoshino), *Journal of Asian Public Policy*, 5(2), 181–198, (July 2012); "Post- 3.11 Japan: A Matter of Restoring Trust?", *ISPI Analysis No. 83* (December 2011); "Legitimacy Deficit in Japan: The Road to True Popular Sovereignty" in Kane, Loy & Patapan (Eds.), *Political Legitimacy in Asia: New Leadership Challenges* (Palgrave Macmillan, 2011), "Japan: Re-engaging with China Meaningfully" in Tang, Li & Acharya (eds), *Living with China: Regional States and China through Crises and Turning Points*, (Palgrave Macmillan, 2009).

Professor Satoh is a member of IAFOR's Academic Governing Board. She is Chair of the Politics, Law & International Relations section of the International Academic Advisory Board.

Notes

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Tuesday, March 22

Parallel Sessions

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

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

11:30-12:20 | Room A

Tuesday Live-Stream Presentation Session 1

Educational Research, Development & Publishing

Session Chair: Zoljargal Dembereldorj

62524 11:30-11:55

Determining Educational Quality in Mongolia: An Exploratory Factor Analysis

Zoljargal Dembereldorj, National University of Mongolia, Mongolia

Gompil Battur, National University of Mongolia, Mongolia

Davaadorj Tumenjargal, National University of Mongolia, Mongolia

Educational quality has been discussed extensively. Scholars state that the quality of education is relative to its context embedded in its culture, values, sociopolitical situation as well as economic situation (Mortimore & Stone, 1991; Hanushek, 2002; Scheerens, Luyten, & van Ravens, 2011). It has also been approached from different perspectives such as social justice and capabilities (Tikly & Barrett, 2011), school effectiveness (Cheng, 1999), and an integrated approach of economist and humanist perspectives to define educational quality (Barrett & others, 2006). This study attempts to examine and identify the factors indicating the quality of education in Mongolia using factor analysis. First, we identified major issues of educational quality by collecting and analyzing 66 online media sources. Then, we interviewed 5 specialists in the field to add more clarity in context analysis. Based on the interviews and context analysis, we developed a questionnaire consisting of 123 questions. Participants rated them in terms of their importance (1=least important through 6=most important) to consider the quality of education in Mongolia. The data collection was conducted online, which yielded a valid sample size of 338 participants. We employed exploratory factor analysis to explore important factors of perceived educational quality. The Kaiser-Meyer Olkin measure of sampling adequacy is marvellous (KMO=.904). The total variance explained is .71. Loadings less than .30 was excluded. The preliminary analysis yielded 28 factors such as student individual necessity, student awareness, teacher interaction with students, school interior design, school building outside environment, school administration free from politics and supportive learning atmosphere.

62903 11:55-12:20

Japan-Russia Agricultural Research in the Web of Science: A Bibliometric Study of Scientific Output and Collaboration

Anna Lyude, Niigata University, Japan

Boris Boiarskii, All-Russian Scientific Research Institute of Soybean, Russia

Hideo Hasegawa, Niigata University, Japan

International communication has sharply increased between educational and research institutions in the various sciences between Japan and Russia. However, literature comprehending the actual situation and issues of the bilateral joint research is insufficient. The present study analyzed publications indexed by the Web of Science Core Collection during 1993-2020. Results demonstrated that in most scientific fields, the number of publications that necessarily include both Russian and Japanese authors and co-authors from at least one other country has significantly increased compared to strictly bilateral publications. However, in agricultural sciences, bilateral co-authorship remains high, with no multilateral cooperation ever in Agricultural Engineering. Plant Sciences, Soil Science, Agronomy, and Environmental Sciences have been the most often co-authored research areas for both bilateral and multilateral cooperation. More than half of Russian organizations contributing to bilateral joint research in agriculture are affiliated with the Russian Academy of Sciences. At the same time, the most significant contributor from Japan is Hokkaido University. Overall results indicated that the collaborative output in agricultural sciences has been insignificant. There are distinguishing features of the joint research in agriculture that prevents it from expanding. Issues with genetic materials transfer, the high impact of local climatic conditions, and the necessity for longitudinal repetitive field experiments can be highlighted. The present study concluded that further profound qualitative and quantitative research on factors impeding and fostering collaborative research is needed.

11:30-12:20 | Room B

Tuesday Live-Stream Presentation Session 1

Professional Training, Development & Concerns in Education

Session Chair: Mengyao Chen

62762 11:30-11:55

Language Immersion in the USA: Characteristics, Challenges, and Recommendations Related to Teacher Education

Mengyao Chen, St. Cloud State University & Michigan State University, United States

Jiahang Li, Michigan State University, United States

Language immersion is a unique form of education as it combines content-based academic instruction, cross-cultural communication, and second language education. During language immersion education, students learn various subjects through the second language medium, thus are highly exposed to the second language and cultural environment. Compared with conventional second language education, language immersion has been proven to effectively improve students' language proficiency, academic performance, and cognitive development. As a result, the number of K-12 language immersion programs in the United States (U.S.) has been growing rapidly since the 21st century. However, language immersion programs in the U.S. are facing many challenges caused by the lack of specialized teacher education programs designed for language immersion teachers. This study focuses on investigating these challenges in the fields of teaching language and content, maintaining a target language environment, and developing cross-cultural communication skills. Such challenges during both pre-service teacher preparation and in-service teacher professional development are reviewed and discussed. The results lead to various recommendations for improving the effectiveness of language immersion teacher education, whose key aspects include curriculum and instruction, field practicum experience, and inter-school collaboration.

62484 11:55-12:20

Model for Effective Peer Mentoring Program in Mongolian University Context

Ganzul Gantuya, University of Finance and Economics, Mongolia

Tungalagtuya Myagmarjav, University of Finance and Economics, Mongolia

Mentoring is one of the primary programs schools are implementing in teacher development. Educators use mentoring skills and programs to support novice teachers, improve classroom management, and develop their teaching practice and skills. Numerous studies have been conducted to explain the importance and essentials of mentoring programs to the mentees. Researchers suggest that mentor training should enhance mentor teachers' skills, such as building the mentee's trust, improving classroom management, and developing instructional practice, followed by comprehensive program evaluation. Qualitative methods were used to collect the data and observe teachers' work experiences and skills. The purpose of the article focuses on how peer mentoring can enhance teachers' personal and professional skills to be successful in their roles and find out what constitutes the effectiveness of mentoring processes in academic settings and what improves university teaching and ongoing training for the mentors. The result is that peer mentoring is accepted as an efficient program in teacher development and benefits those engaged in this program. However, as our research result showed, peer-mentoring programs should be designed, developed, evaluated and renewed constantly. In addition, institutions and educators should define mentors' roles and responsibilities in mentoring programs and evaluate them regularly.

12:30-14:10 | Room A

Tuesday Live-Stream Presentation Session 2

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Susan Meiki

62271 12:30-12:55

Enhancing Students' Higher-Order Thinking Skills in a Differentiated Learning Environment

Mari Anne Gojar, Bicol University, Philippines

The scenario of having a diverse class has become the norm. The one-size-fits-all approach to instruction is stifling our learning environments. This underscores the need to utilize teaching approaches that are focused, engaging and scaffolded such as Differentiated Instruction (DI). This study developed and validated lessons in Grade 10 Chemistry using DI considering the students' learning style profile and proficiency levels, and investigated its effect on students' higher-order thinking skills (HOTS). Quasi-experimental design and mixed-methods determined pertinent data from two purposively selected intact Grade 10 classes (n= 96) in a government-supervised school in the Bicol region, Philippines. The seven developed lessons in Gas Laws and Chemical Reactions have features of inquiry learning, DI by proficiency level, development of HOTS, and caters to the visual, auditory, and kinesthetic learning styles. Results show that the differentiated lessons were rated excellent (4.77 out of 5) by the jurors. It also effectively and significantly improved students' HOTS in the experimental group compared to the comparison group. Data from students' journal logs, focus group discussion, and teachers' observation tool indicated the same trend in favor of the experimental participants. These findings suggest that learners must be immersed in appropriately challenging materials and equally engaging tasks to enhance their skills. Hence, educators are encouraged to utilize DI in classroom and home settings to promote the development of 21st century skills of students and to improve the quality of education.

62231 12:55-13:20

Enhancing 'How to Learn' Skills: Its Impacts on Academic Performance and Student's Motivation – A Case Study in Indonesia

Hana Sofiyana, HighScope School, Indonesia

Athifah Utami, Universidad de Córdoba, Spain

In the current situation of the Covid-19 pandemic, remote learning requires students to learn independently in finding information and understanding the concept being learned. However, distractions like scrolling on social media, have been a common issue faced by the students during remote learning. This challenge leads to procrastination and affects the quality of their learning. Students must have "learning how to learn" skills to help them enhance the quality of their learning (Oakley, 2014). This study aims to examine how "learning how to learn" skills promotes significant results on students' academic performance and motivation. Classroom Action Research (CAR) design (Sagor, 2004) is adopted in this study. Involves participants from multi-age classes (grade 8 and 9) as one age group; there will be a total of 3 classes with a total of 53 students. One class is assigned to be a control group and two other classes as an experimental group. The interventions will last for 2 months (10 sessions for each class). Both groups (control and experiment groups) get the same self-evaluation survey on students' knowledge about the concept of "how to learn" skills, students' motivations in learning social studies and math (as an integrated subject), and pre and post-test for the subject matter. This study will be conducted from November to December 2021 and is expected to see to what extent the implementation of the learning technique; Podomoro technique and chunking can help the learner to structure class learning experiences and information to gain a deeper understanding.

61824 13:20-13:45

Distance Learning: Its Challenges and Opportunities to Adolescents Relationship

Jane Fenequito, Urdaneta City University, Philippines

Pandemic became one of the most feared unseen enemy where people are forced to stay at home. The pandemic brought everybody home, from their work, school and other activities outside the house. Hence, the study focused on adolescents who are under the distance learning modality. The study delved on the perceived challenges and opportunities of distance learning to their family relationship. This study will add dearth to parent-child relationship in this time of pandemic specifically on adolescents as they are in the stage of storm and stress. The study utilized the use of qualitative research design using an online version of pen and paper type of interview through Google form. The qualitative research design explores the different effects of pandemic specifically in the education system and family relationship where majority of schools offered distance learning modality in the Philippines. Purposive sampling was employed to the 60 adolescents from senior high school to second-year college students under distance learning modality since they are at the stage where social interaction is vital. Content analysis was also utilized to interpret the result of the study. The result of the study showed a relationship shift in the adolescents' development where adolescents shift to closeness rather than conflict, dependence rather than independence and spending more time with their family than friends in social media. The distance learning became an avenue for adolescents to seek help from their parents and parents be closer to their children.

62894 13:45-14:10

Foreign Student Expectations in an English Undergraduate Curriculum in Japan

Susan Meiki, Okayama University, Japan

Stigler and Hiebert (2009, p xii) claim that "Teachers learn to teach in a particular culture by watching the methods their teachers used when they were students". They conclude that, "Much of what happens in the classroom is determined by a cultural code that functions like the DNA of teaching". The goal of this presentation is to show if the impact of the professor's teaching method is enhancing or hindering learning in the intercultural classroom. From the support of a Japan Scientific Research Grant, the goal of this research is to present data collected from year one in a four-year planned inquiry that will be based on the surveys of McCargar (1993), Praslova (2010) and the research of Meiki (2013, 2015, 2016). This ethnographic analysis will show if the effects of a professor and / or student's educational background influences their expectations of the classroom learning environment. The subjects surveyed and interviewed are the first year international students enrolled in an all English undergraduate program at Okayama University called the Global Discovery Program in Japan.

12:30-13:45 | Room B

Tuesday Live-Stream Presentation Session 2

Interdisciplinary

Session Chair: Melvin Angeles

62893 12:30-12:55

Understanding the Lived Experiences Towards Online Learning During the Pandemic

Audric Curtis Dy, Mataas Na Paaralan ni Neptali A. Gonzales, Philippines

Since COVID-19 outbreak has come leading the face-to-face classes to be suspended, online learning has started to become a learning modality for students to pursue their education. The research design used in this study is phenomenological design, which is a qualitative research method used to understand the lived experiences in online learning. The interview was done with ten participants who are currently studying at private and public schools in Metro Manila, to gather the lived experiences in online learning focusing on the benefits, challenges and lived experiences. Students were able to adjust their schedules, study lessons at their own pace and perform tasks online with the help of the internet. Aside from it, they were no longer needed to come to school to take assessments and submit requirements to the teacher in a face-to-face setting. However, the common challenge they had encountered consisted of internet connection problems. With the help of online learning, students were able to be more independent, flexible focused and organized. They were also able to spend more time with their families and at home since online learning could be done anywhere if they have gadgets needed. Moreover, they were able to learn more technological skills via various online platforms and applications. After the pandemic, hybrid learning can be implemented instead of pure online learning to mold the perspectives of students in learning modalities.

61829 12:55-13:20

Psychometric Properties of MRRF-Academic Resilience Scale (MRRF-ARS): A Multifaceted Measure of Resilience

Melvin Angeles, Camarines Norte State College, Philippines

Roda Mae Roadel, University of Nueva Caceres, Philippines

Raven Shea, Ateneo de Naga University, Philippines

Marie Pauline Faye Sales, Ateneo de Naga University, Philippines

Resilience views as a multifaceted construct anchored on the strength of the human being to withstand and bounce back despite adversity. MRRF- Academic Resilience Scale (MRRF-ARS) is a newly developed instrument that will help measure the academic resilience of Senior High School Students. Hence, this paper aims to establish the psychometric properties of the MRRF- Academic Resilience Scale in terms of factor structures, reliability, and validity. The sample consisted of senior high school students (N=340) from different educational institutions. Preliminaries in test construction were anchored on factors identified based on existing literature. Exploratory factor analysis was employed to evaluate the factor structure of the initial 108-items of MRRF-ARS. Using Varimax Extraction Method, the initial 108-item questionnaire was reduced to 68 items with only two factors, while other factors were excluded due to the low commonalities. The factors that emerged after the extraction are (1) Positive coping and regulation and; (2) Negative coping and Perception of academics. The result proved high internal reliability and constructed validity for the final 68 items inventory. It suggests that the MRRF-Academic Resilience Scale has a good implication in measuring academic resilience and the emerging identified factors represent standard features evident in existing research investigating resilience. Thus, this research can be used both academic and counseling intervention.

62288 13:20-13:45

Assessing Social Apathy Among Filipino Young Adults: Construction and Validation of the Social Apathy Test (SOCAP)

Dianne Ricafranca, Ateneo De Naga University, Philippines

Mel Christian Celedonio, Ateneo de Naga University, Philippines

Patricia Estrella, Ateneo de Naga University, Philippines

Filipino young adults are often observed to lack social consciousness or interest of their socio-political environment, thus, being regarded as socially apathetic. Social apathy refers to the disorientation of the processes of society. It is a cause of insecurity and powerlessness that lead to the incapacity to build and value social life. To date, there are many tools in the literature used to measure apathy in general, but not taking into account other specific aspects of it such as social apathy. Therefore, our objective is the construction and validation of a tool for assessing the social apathy of Filipino young adults. We carried out a content validation of the originally 40-item Likert scale with a panel of licensed psychologists and psychometrician and proceeded to a pilot testing to 320 respondents aged 17 to 26 years old. The tool was reduced into 38 items within two subscales (Political Apathy and Moral Apathy) and were further analyzed through exploratory factor analysis to test its construct validity, which was found to be statistically significant ($p < 0.001$). Moreover, all six components (Interest, Voter, Bystander, Influence, Moral Indifference and Moral Callousness) were found to have good to excellent reliability. Correlational analysis determined that all the components were found to have a significant relationship with the main construct which is Social Apathy. Social Apathy Test (SOCAP) has overall good psychometric qualities and can be used to devise a statistical data about the levels of social apathy.

14:20-15:35 | Room A

Tuesday Live-Stream Presentation Session 3

Interdisciplinary

Session Chair: Jun Tsukada

62222 14:20-14:45

Parent-Child Dialogic Reading: A Conversation Analytic Case Study

Shin-Ying Huang, National Taiwan University, Taiwan

A large body of work has addressed the positive impact of parent-child interactive reading (also referred to as dialogic reading or shared reading) for children's language and literacy development. What has been lacking in research is how interaction takes place in a parent-child read-aloud. How interaction takes place is the domain of conversation analysis (CA), an approach which studies turn-taking in naturally-occurring conversations for the moment-by-moment organization of interaction as oriented to by the interlocutors. Analysis of how conversations take place on a turn-by-turn basis from a CA perspective has strong implications for the study of parent-child reading. Using a CA lens, this presentation centers on a focused analysis of a dialogic read-aloud of one picture book between a mother and her 7-year-old daughter, both of whom are speakers of English as a foreign language. In this particular stretch of dialogue, the discussion is about the title of the picture book and how it might relate to the cover picture, as the dynamics of the title and cover image eluded the child in the beginning of the discussion. The analysis highlights the sequential organization of the dialogue, and the findings reveal that knowledge is co-constructed through dialogue between the two interlocutors. The study argues for the detailed analysis of parent-child reading interaction in order to come to a better understanding of how dialogues can contribute to the construction of meaning (Fecho, 2013), particularly as children learn about image-text relations as a part of their expanding literacy practices.

62896 14:45-15:10

The Intersection of Citizenship Education and Media Literacy in Japanese Textbooks

Jun Tsukada, Kanagawa University, Japan

This study examines how media literacy is incorporated in citizenship education in the Japanese context. 13 citizenship education textbooks, and five media literacy textbooks were examined to address the reciprocity of the two curricula. While both subjects can be regarded as essential competencies that citizens of a democracy need to acquire in today's mediated environment, it was found that the overarching concept, namely democracy, that bridges and intertwines the two fields was almost entirely absent, leaving a theoretical "disconnect" between the two topics. The article concludes by addressing the importance of drawing a "connection" between the two subjects, especially in the light of the democratising potential of the internet that has yet to be harnessed by citizens of various democracies.

62216 15:10-15:35

How the Japanese Intelligentsia of the 19th Century Got Educated Based on Books in the Dutch Language (Rangaku)

Masako Nishikawa-Van Eester, Nishogakusha University, Japan

This study intends to rectify the perception that the Shogunate (the Japanese government of the 19th century) mainly received know-how about medical sciences through their information acquisition via the Dutch presence at Deshima (Nagasaki). Studies of that time, based on the information acquired from the Dutch are referred to 'Rangaku' or Dutch Studies. When discussing 'Rangaku', the advance of western medical sciences immediately come to mind as this is the field that is nowadays remembered best for its big advances at that time. Based on the inventory of a cache of more than 1,000 books (discovered in 1954) that were purchased by the Shogunate and following up on an earlier study by Nishikawa-Van Eester, this study reports on a simple statistical analysis project that intends to rectify the perception that medical sciences formed the majority of the transferred know-how. The presentation will discuss in more depth what the topics were that the Shogunate was interested in learning via the Dutch. We will show examples and descriptive statistics of the topics that were covered in this cache.

14:20-15:35 | Room B

Tuesday Live-Stream Presentation Session 3

Educational Policy, Leadership, Management & Administration

Session Chair: Ganzul Gantuya

62536 14:20-14:45

The Expression of the Deputy Principals' Leadership in Problem-solving and Decision-making

Monika Simkute, Vytautas Magnus University, Lithuania

School's principals' competencies, leadership and activities are widely researched topics while deputy principals remain in the shadow. However, deputy principals play a significant role in a school as they act as an intermediary between principals and other community members. Their part of the leadership at schools is unknown as well as responsibilities and tasks are unclear. Being accountable to principals, they solve problems and take decisions in line with the methods of managing schools applied by principals. The research aims to highlight the leadership expression of deputy school principals in the school, to reveal the possibilities of combining shared and distributed leadership and to analyze the application of shared and distributed leadership by deputy school principals building relationships with members of the school community. The grounded theory method, which was used in research, revealed that in between community members the most prevalent mode of communication is cooperative while business-like and directive are less frequent. Also, the decisions are taken by collegial decision-making method, voting or accepting an advantageous option, while opinions are based on facts and documents. The majority of school deputy principals are supporters of shared leadership, nevertheless when certain situations appear the distributed leadership is carried out. Finally, most of the time deputy principals have freedom of actions within the limits of their official functions and responsibilities and tend to create equivalent relationships with other community members. Keywords: Shared leadership, distributed leadership, deputy principals.

62992 14:45-15:10

Work Motivation and Job Satisfaction of School-Based Finance Staff in the Implementing Unit Schools of DepEd Division of Quezon

Joji Robedillo, DepEd - Division of Quezon, Philippines

Though the function of the Department of Education (DepEd) is to govern the Philippines' system of basic education, DepEd also has non-teaching employees aside from the school administrators who provide support services. Apparently, the attention is always on the teaching-related personnel, specifically on the programs on development interventions and relevant trainings. Moved by this contention, the researcher intended to investigate the level of motivation and job satisfaction of the school-based finance staff of Implementing Unit Schools (IUs) of DepEd Division of Quezon. Quantitative research method was used in the conduct of this study. The design employed was descriptive and comparative. In addition, a researcher-made questionnaire was used as the main data gathering tool. The study found out that the respondents are generally motivated and satisfied and concluded that there is significant difference both in the level of motivation and job satisfaction when the respondents are grouped according to demographics. The study also identified the looming challenges that the finance staff were facing in their everyday work. These findings can serve as a basis for solutions in the improvement of the finance staff through a proposed Human Resource Development Plan.

61358 15:10-15:35

Ready or Not? A Critical Policy Analysis on the Implementation of Flexible Learning Policy and Its Effect on High School Learners

Ester Onag, Adamson University, Philippines

April Suan, Adamson University, Philippines

The Corona Virus Pandemic creates a massive impact on the whole community, including education. So that several educational systems especially in the Philippines, guarantee that education will not be impeded during the health crisis throughout its region. Flexible learning, therefore, became a framework of the Philippine government to address the needs of students in education. According to Cassidy et. al (2016) Flexible learning is a pedagogical approach for the adaptability of time, place, and listeners including the utilization of technologies. Furthermore, it became the strategy of the state, to at least continue the educational term since the government implemented several days of lockdown to halt the spread of the virus. However, many students, private associations, and academic groups are calling for an academic freeze, they pointed out that most Filipino families have problems in terms of computer, internet, or gadget accessibility. On a news article provided by Sunstar last August 12, 2020, DepEd assumed that there will be an increasing number of out of school and perhaps would reach four million number of out of school youth for the year 2020 because of the Pandemic. Therefore, the purpose of this paper is to critically evaluate the existing policy for flexible education, the teaching strategy of the public school teachers to ensure the learning outcomes of the students, the procedure of the department of education in preparing the educators and school administrators upon the implementation of the policy and lastly, is the impact of the policy to the Learners.

15:45-17:00 | Room A

Tuesday Live-Stream Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Matthew Apple

62247 15:45-16:10

"Like a Hamster on a Spinning Wheel" – University Instructor Reactions to a Year of Teaching Online

Matthew Apple, Ritsumeikan University, Japan

Daniel Mills, Ritsumeikan University, Japan

This study presents interview results from the second part of a sequential exploratory mixed methods study, in which 90 university English teachers across Japan completed an online survey about technostress, teaching motivation, and online teaching satisfaction after one semester of Emergency Remote Teaching (Apple & Mills, 2020; in review). Six teachers self-selected for Zoom interviews at the start of March 2021. Both researchers were present, with one researcher asking seven pre-prepared questions and the other taking notes while also asking follow-up questions. Participants were encouraged to explain as much as possible about their particular teaching situation as well as to describe in detail the how and why of their teaching lifestyle while reflecting on how their online teaching approach and lesson content delivery had evolved during the course of the 2020-2021 academic year. The interviews were recorded to the cloud by Zoom for automatic transcription and each researcher wrote an analytic memo which they then compared to reduce individual bias as researcher-participants. Interview transcriptions were checked for accuracy during video playback and compared to the researcher notes and analytic memos before beginning further thematic coding analysis. Preliminary results indicate that despite living in different regions of Japan and coming from diverse backgrounds, participants agreed that universities were woefully underprepared for online teaching but expressed overall satisfaction in both staff and faculty response, while remaining apprehensive about the upcoming academic year. Suggestions and recommendations for improving university support for teachers of English in an online setting will be discussed.

62356 16:10-16:35

Outdoor Community Learning: Early Educators' Perceptions on Children's Reactions and Connection to the More-than-Humans in Urbanized Places

Siew Chin Ng, University of Melbourne, Australia

Nicola Yelland, University of Melbourne, Australia

Jeanne Marie Iorio, University of Melbourne, Australia

Differing opportunities for outdoor teaching and learning for educators and young children exist globally as urbanised countries do not have accessibility to extensive natural spaces and resources. A rich resource which urbanised landscapes might consider are the community facilities and settings which Chaudhury et al. (2015) described as public open spaces including parks and shopping malls. These spaces are easily accessible to the public and allow for varied uses for individuals and groups, which can foster the engagement of public and in turn support social connectedness within the community members (Lachowycz & Jones, 2013) including the more-than-humans (Common Worlds Research Collective, 2020) in order to learn to become with the world. These learning opportunities and connections in the outdoors could be influenced by aspects related to educators' perceptions (e.g., Ernst, 2014). With a focus on exploring urbanized landscapes, this qualitative study reports findings based on pedagogical conversations from six early educators of children in six Kindergarten (five- to six-year-olds) classrooms across four preschools in Singapore. Analyses reveal that educators perceived children in viewing animals and plants as objects at times. Content analysis is being conducted to illustrate educators' perceptions on children's interaction with plants and animals in everyday places, including how children reacted to and managed death of pets. The findings suggest that educator perceived children as viewing themselves as superior to plants and animals in everyday places, which demonstrate the need for educators to build children's connections to the more-than-humans.

62446 16:35-17:00

Shared Leadership Education: The Experiences of Music Teachers in a Music School

Agnė Daučianskaitė, Vytautas Magnus University, Lithuania

Vilma Žydžiūnaitė, Vytautas Magnus University, Lithuania

In all levels of professional music education – music school, conservatory / art gymnasium, music academy, shared leadership is a new and little researched concept. Most of what is known in music education is that a teacher is the leader of education, whom leads the education – prepares a program, writes down tablature, puts together dynamic symbols and cords of the piece, teaches posture and sitting while playing with an instrument, analyses the style and structure of a musical work as well as teaches music to the pupil. Amongst all else, consults, assists, listens and takes care of the general well-being of learning. However in professional music education of today while preparing musicians it is a bit different. The teacher is the main person from whom the pupil learns and is like an assistant, the conveyor of knowledge, supporter and leading person towards the end-goal, which is performed by musician in learning and advanced musician. During the process of learning, he allows the pupil to freely take part, be heard, feel safe, confident, express an opinion, submit personal proposals for performance in consultation with the teacher. This publication reviews the concept of shared leadership, its dissemination in the education, the experience of music teachers in shared leadership development. The purpose of this publication is to find out how shared leadership based education predominates in professional music education in the work and experience of music school teachers. The results of the qualitative research, conducted by the authors, revealed that the shared leadership in professional music education is comprised of good relationship between the teacher and the pupil, good and favourable learning environment and the teacher's comprehensive support for the student. The shared leadership education concept is applied in the preparation of professional musicians.

15:45-16:35 | Room B

Tuesday Live-Stream Presentation Session 4

Higher Education

Session Chair: Chun-min Lin

62240 15:45-16:10

A Study on the Correlation between the Academic Performance of University Nursing Students and Their Learning Performance in High Schools

Chun-min Lin, Tzu Chi University of Science and Technology, Taiwan

Yuh-Jen Wu, Tzu Chi University, Taiwan

Bagas Pramana Putra Fadhila, Tzu Chi University of Science and Technology, Taiwan

Nursing departments across universities in Taiwan recruit students from various high school. These students have different learning performances for different disciplines in high school period. By finding out which type of students are apt to study nursing based on their high school academic performance, it may provide references for the student admission process. Academic results of 266 nursing students from a university of science and technology in eastern Taiwan have been obtained, along with their academic results during high school. The grades are first standardized to provide a uniform basis for comparison. All high school subjects are divided into seven categories which are Chinese, English, mathematics, natural science, social science, information technology (IT), and physical education. Then the scores are classified into each category and averaged to obtain standardized average scores. The high school academic result of each category is compared with current university academic results. Then, the 266 students are divided into a higher-performance group (GH) and a lower-performance group (GL) according to their university academic performance, with 133 students in each group. The paired sample t-test was used to analyze their differences. The results showed that those students who have higher scores in IT courses perform significantly better in the university. This may imply that the abilities related to the IT discipline facilitate students' learning in their nursing profession and hence have great importance to their study.

62119 16:10-16:35

Exploring Literacy Poverty and Sustainability in Higher Education Through Teaching and Learning

Parin Somani, Independent Scholar, United Kingdom

A vital contributing factor to sustainability is higher education institutions as they shape individuals into good citizens and future leaders of a nation. It is through educated initiatives that the United Nations (UN) Sustainable Development Goals (SDGs) can be achieved because higher education institutions facilitate the creation of focused approaches to execute SDG objectives. This paper aims to explore how higher education institutions impact sustainability and overcome challenges associated with literacy poverty. A framework is devised to facilitate sustainability through teaching and learning in higher education institutions. A systematic literature review of published and grey literature sources is used within this study. Result have identified that higher education institutions contribute immensely to SDGs one, three, five, eight, twelve, thirteen and sixteen. Individuals residing in developing countries and rural areas with limited or no internet connectivity, hardware or software are deprived of maximum educational opportunities creating an impact on literacy rates, future sustainability, employment opportunities and prosperity, affecting quality of life. For sustainable societal change to occur, specialized teaching pedagogies need to be devised to enhance communication between educators and learners breaking social stigmas. This will increase learning interest amongst students, relatable content focusing on SDGs, integrating cultures and promoting diversity will ensure a rise in literacy rates and sustainability. There is a need for educational institutions to collaborate with governing bodies, stakeholders, and communities to ensure success in this endeavor.

Notes

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



Wednesday, March 23

Parallel Sessions

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

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

Critical Open Discussion Session: Deane Neubauer

Higher Education Across the Globe

Wednesday, March 23 | 10:00-12:30 | Japan Standard Time (UTC+9)

The varied impacts of the global COVID pandemic, stretching now into its third year, have and are affecting higher education throughout the world. In this session, delegates will be invited to discuss these changes that are impacting higher education throughout the world, drawing from their own experience and contexts, with the goal of initiating discourse on the extent and overall impact of these changes.

Following the keynote and plenary panel (see page 16 for more details), this session at ACEID2022 is an occasion to invite delegates to participate in a critical discussion about how the main macro forces at play in today's world are confronting each other within higher education settings across the globe and to speculate on which changes that may emerge from this confluence of forces may prove to be enduring.

The plenary sessions brought together some recent speculations on transformations that may occur as a result of the pandemic and/or the rapid progressions of artificial intelligence within the environment that it has created. Having created a generalized context by doing so, our further intention through this critical open discussion of these continually emergent transformative dynamics in the hope of generating new insights into the overall phenomena, and create new dimensions for further research.

Some Aspects for Reflection

- The rapid decline of marginal institutions
- The continued decline of higher education enrollment
- Impacts on international students mobility including growing mobility
- Reconsiderations of and shift away from academic tenure
- Increased use of contract faculty
- Increase use of distance education
- Growing emphasis on non-degree education and training
- Increased student dependence on social media

Professor Neubauer's biography is provided on page 17.



Virtual Presentations (Posters)

Read Virtual Poster Presentations on the following webpage:

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Virtual Presentations (Poster)

62806

The Potential of Self-Assessment Rubrics as a Self-Assessment Tool: The Effects of Reflection by Employing an Individual Report

Misa Otsuka, Jissen Women's Junior College, Japan
Kaoru Mita, Jissen Women's Junior College, Japan

In recent years, the importance of developing students to become self-regulated learners has been highlighted. As part of a joint research project, the authors introduced a rubric-based self-assessment activity, which compares the level of achievement at the beginning and end of a semester, in an endeavor to enhance students and teachers' efforts. Although the results revealed that students' awareness of achievement targets at the beginning of a semester were effective, the following challenge involved improving learning effectiveness beyond individual differences in students' behavior. The purpose of this study was to improve the rubric's accuracy and develop an effective method of reflection that can enhance learning effectiveness, regardless of students' individual differences. In 2019, we devised an individual report portraying each individual's degree of growth and conducted self-evaluation activities at short intervals, including the beginning, middle, and end of the semester. Moreover, we deduced that detailed feedback from teachers was effective, which was evident from the open-ended statements and results of the students' questionnaire. These results revealed that reflection activities during short intervals are effective in providing students with concrete opportunities to develop and undertake steps toward becoming better self-regulated learners. Furthermore, the importance of reaffirming the teacher's role as a facilitator, not just a disseminator of knowledge, was demonstrated.

62382

Extramural Music and Athletic Activities: Impact on Scholastic Performance Trajectories

Yu-mei Huang, Texas A & M International University, United States

In this study, evidence-based scientific information is provided about the impact of extramural music (EMA; number of hours/week spent in music extramurally), and extramural sport activities (ESA; number of hours/week spent in sports extramurally) on 1st to 5th graders' scholastic performance in Math and Science. This was done by parametrically estimating the impact of EMA and ESA: [1] on six assessment periods, and [2] on performance trajectories over 36 weeks (1 assessment period = 6 weeks). On a per assessment period analysis, multiple linear regression analysis was employed; for the 36-week trend analysis, a multilevel level model of change was performed. On a per assessment period analysis, the impact of mothers' education (with vs. without graduate degree), and number of hours spent in music had the greatest impact on math and science grades. In terms of performance trajectories, mothers' education showed the most impact on initial performance.

62724

A Study of Electroencephalography (EEG) and Lego Wedo 2.0 on the Attention of First Grade Special Needs Students

Fu-Yuan Chiu, National Tsing Hua University, Taiwan
Szu-Min Chiu, National Tsing Hua University, Taiwan

The purpose of the study was to assess the attention of first-grade special needs students by using EEG and Lego Wedo 2.0. The research subjects are 3 special needs students of the first-grade resource class in an elementary school. There were ASD student, learning disability student, and ADHD student. The researcher used the EEG system to uniformly collect the data of attention when these 3 students were classified LEGO Wedo 2.0. The research results are shown as the followings:

1. These 3 students classified LEGO Wedo 2.0 have attention eSense index of 67, it is slightly higher than the normal level. According to their high score group of attention, they have no significant difference.
2. These 3 students classified LEGO Wedo 2.0 have mediation eSense index of 67, it is slightly higher than the normal level. According to their high score group of mediation, ADHD student with a high level of mediation ability accounted for up to 2 to 3 times that of students with ASD and learning disabilities.
3. Students of different obstacle types have different flow experience (high attention and mediation). ASD student have most times of flow experience during the intervention period, student with learning disabilities have most times of flow experience during the maintenance period, ADHD student have most times of flow experience during the baseline period.

62223

Student Loan Repayment in Japan

Shuai Wang, The University of Tokyo, Japan

Student loans are an important educational policy to promote higher education opportunities for students with financial difficulties, and the number of borrowers is increasing every year. In Japan, one in three students used student loans to attend university. However, it is not always clear how the student loans are repaid after students graduate from university and how they have contributed to the borrowers' careers and lives. This study aims to understand the actual student loan repayment situation and examines whether differences in awareness and information gathering about student loans at the time of application make a difference in the repayment. The analysis used data from the "Survey on the Attributes of Student Loan Recipients," which was responded to by people who repaid their student loans and delinquent borrowers. The results show that the higher the individual's motivation for using the student loan and involvement in the preparation of the application documents, the earlier the time of recognition of the student loan repayment. In addition, the higher the participation in preparing the application documents, the more smoothly the student loan is returned. For those who are delinquent, the student loan provides them with the opportunity to go on to higher education, but it does not enhance their learning expenses or reduce their need for a part-time job while in university.

aceid.iafor.org/aceid2022-virtual-presentations

Virtual Presentations (Poster)

62991

Improving English Communication Skills Through Tour-Guide Experience

Mikako Nobuhara, Tokyo Metropolitan College of Industrial Technology, Japan

The author held an event for Japanese junior high school students to foster English communication skill through tour-guide experience in English. Tokimeki Science financially supported the project, which was adapted for KAKENHI, i.e., Grants-in-Aid for Scientific Research. Fourteen junior high students participated for a day. The agenda included attending English class in the author's college, moving to Asakusa by subways, and serving as tour guides in Asakusa for assistant native and nonnative English-speaking graduate students from a national university in the Kantō area. They walked around Sensō-ji Temple together, and the junior high students introduced sightseeing spots and explained Japanese cultures. In addition, six Japanese college students accompanied as assistants and helped participants with the tour-guide task throughout the day. Results of a questionnaire conducted after the event showed clearly that the activity was challenging, and the junior high students learned a great deal through it. Moreover, the college student assistants also showed that they had a good time supporting younger students as seniors and English learners. In conclusion, it is necessary for EFL learners to have more chances for speaking English outside classrooms to nurture the English skills of future leaders.

62652

The Exploration of Primary School Teachers' Self-expectation Under the 5+2 Education Model – Take Nan'an City as an Example

Fang Chun Sung, Nanning Normal University, China

RuSong You, Nanning Normal University, China China is implementing a series of "Further Reduce the Burden of Homework and After-School Tutoring on Students in Compulsory Education" ("Double Reduction") policy, the aim of the double reduction policy is to ensure the quality of students' learning and to require schools to improve after-school services to reduce the burden on families. This research mainly uses the method of questionnaire surveys to explore the 5+2 education model of primary school teachers in Nan'an City, Quanzhou City, Eastern Fujian Province (5+2 education model, that is, after-school service is carried out 5 days a week, and the time of after-school service is not less than 2 hours a day). The results show that the work and rest adjustment of primary school teachers can affect their self-expectation under the 5+2 education model, which affects their coordination with policies. Through the survey results, this paper puts forward targeted solutions in order to improve teachers' cooperation with the new policy, guide teachers to focus on education and improve teaching quality.

62733

An Action Research on Gamified Content and Language Integrated Learning in Technological and Vocational Education in Taiwan

Chi-hua Wu, Southern Taiwan University of Science and Technology, Taiwan

Tzu-Han Kao, Southern Taiwan University of Science and Technology, Taiwan

Students' lack of learning motivation towards academic subjects has been a long-term issue in Technological and Vocational Education (TVE) in Taiwan, and English as a Foreign Language (EFL) is probably one of most affected subjects amongst which. Underlying reasons includes low economic and/or socio-cultural capital, over-emphasize on academics over practice in traditional value, and course arrangement that poorly respond to individual differences. Meanwhile, widely considered educational gamification provides potential remedy; particularly, tangible games, generally with lower development cost comparing to digital ones, is expectable. In this study, action research is adopted to investigate the potential of combining tangible game with learning activities under Taiwanese TVE context. Primarily, the popular boardgame of Citadels is chosen for its capacity of containing large quantity of vocabularies; with story and narrative replaced and adjusted to fit class context, it is applied to the "English in Design Profession" course conducted in 2020/21 and 2021/22. In the first round, students' participating motivation are surveyed (80 respondents, 25% effective response rate); as a result, 70% students remembered and is interested in participating in the gamified learning activity repeatedly, yet mostly not autonomously outside of class. In the second round, students voluntarily take pre- and post-test results regarding given vocabularies; their progress are assessed via comparison. After evicting the outlier (78 students, 55.1% effective response rate), 65.1% of student demonstrated a progress of 5% or more, and 46.5% of students demonstrated a progress of 20% or more. The result is potentially meaningful and further quantitative analysis is anticipated.

Notes

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



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Virtual Presentations (Pre-Recorded)

Counselling, Guidance & Adjustment in Education

62479

In-depth Inquiry on the Reasons of Students' Failures and Their Coping Mechanism

Sabrina Albarina Ramos, University of Baguio, Philippines

Shaira Jane Salingbay, University of Baguio, Philippines

Academic failure is dreadful but is a situation that is experienced by some students in the University. This study made use of qualitative method of research focusing on investigating the reasons why the participants experienced academic failures in 50% or more of their subjects, enough for them to be under Contract of Agreement (COA) and on how they cope with academic failures. Ten (10) participants under the Contract of Agreement (COA) Program of the University were interviewed personally and virtually. Attitudes (laziness), computer gaming addiction, work, people, and personal issues were the primary reasons of academic failures. All seven participants also had different coping mechanisms; namely, diversion, redirection, and inspiration. Among the reasons, external factors were evident while among the coping mechanisms, those that would bring positive results were apparent. The results show that when it comes to academic failures, students are more vulnerable to external factors and that despite their failure, they still would like to go back on track.

62175

Novel Approaches to Developing Student Resilience and Wellbeing in School Settings: Martial Arts and Cooperative Electronic Gaming

Brian Moore, Charles Sturt University, Australia

Psychological wellbeing and mental health are increasingly recognised as essential for individual health and community productivity (World Health Organisation [WHO], 2021). However, the costs associated with mental health are staggering. The WHO (2016) estimated the annual global economic cost of issues related to mental health is \$2.5 trillion (USD) and projects these costs to increase 240% from 2016 to 2030. In Australia, an estimated one in seven (or 560,000) Australian youth experience mental health disorders (Australian Medical Association, 2018). Given the importance of early intervention to minimise the effects of mental illness across the lifespan (Australian Government Department of Health, 2011), it is concerning that only 30% of Australian youth and adolescents report using mental health services (Islam et al., 2020). It has been proposed that this might be addressed using school systems, which provide a "natural and accessible" way to address the mental health issues of youth and adolescents (Werner-Seidler et al., 2017, p. 32). This presentation considers two novel approaches for increasing student engagement with mental health services in school: (1) a martial arts-based psychosocial intervention, and (2) the use of cooperative electronic gaming. The former approach was assessed using a randomised controlled trial of 283 secondary-school participants. Results indicated the experimental conditions' levels of resilience improved. The latter approach is currently being piloted as an intervention with primary-school participants. Novel approaches can improve psychological strengths, providing "real and compelling" (Sherif, 1956, p. 58) interventions that may facilitate student uptake of mental health services in schools.

62639

Odd Self-efficacy Test: Academic Self-efficacy Among College Students

Odette Esteve, Universid de Sta Isabel, Philippines

Deborah Relucio, Tanchuling College, Philippines

Dorothy Kay Clay, Independent Scholar, Philippines

It has long been considered that persons with a high level of self-efficacy can tackle even the most difficult tasks. As a result, the harder the activity, the more self-confidence and self-control they have, and the more successful they will be. The ODD Self-Efficacy Test is a 100-item survey designed to test college students' self-efficacy. With a 4-point Likert scale, this test has three subscales: time management, efficiency/productivity, and disposition. These subscales are concerned with how students respond to difficult academic settings, such as school pressures and the stresses of all study-related activities. Furthermore, this was pilot tested among 360 college students from chosen universities in Camarines Sur and Albay, and content validated by three psychology professionals. The test's factor structure was analyzed using confirmatory factor analysis, resulting in a questionnaire that was reduced from a 100-item to a 48-item questionnaire with nine components. When the final 48 items were tested for internal consistency using Cronbach's Alpha, it was established that components' Time Management, Efficiency, Drive, Consistency, Productivity, and Confidence had adequate to good reliability. While Optimism, Disposition, and Prudence, on the other hand, may have limited applicability, but they are not reasons to discard the test based solely on its size or reliability coefficient. Disposition has the lowest reliability ($N = 3; = .483$), whereas Time Management has the highest reliability ($N = 12; = .83$). This means that individual differences in test scores are due to "real" differences in the attributes under examination, with chance errors accounting for the remainder.

Virtual Presentations (Pre-Recorded)

Design, Implementation & Assessment of Innovative Technologies in Education

62901

Online Learning Design and Policies on Education in Indonesia During COVID-19 Pandemic

Lanasari Tan, National Chengchi University, Taiwan

The Covid-19 pandemic impacts each sector of life around the world, including the education sector, namely changes in the implementation of education. The impact is related to the nationwide implementation of learning carried out online/remotely. This study intends to describe Indonesia's online learning design, platform, and policies during the COVID-19 pandemic, especially for primary and secondary education. This study shows that the Covid-19 pandemic in Indonesia requires the Ministry of Education and Culture to implement policies in the form of Circular Letter and Joint Decree with other ministries so that the face-to-face teaching and learning process is transformed to online/distance learning models (Pembelajaran Daring). Since it's a nationwide education transformation, naturally, obstacles were emerging. Thus, educational policies and online learning design initiatives are implemented to facilitate the teaching and learning process amid the pandemic. In addition, the implemented policies and initiatives also bring out positive impacts on education in Indonesia.

Education and Development: Local & Global/Domestic & International

61851

Involvement of Related Populations in Tourism Community Development: DMOs in the World Heritage Horyuji District

Hiroki Tahara, Meisei University, Japan

Introduction: This paper aims to focus on related population, recently the object of expectation with regard to a new regional revitalization policy in Japan, and to elucidate its actual activities.

Related population, a concept newly established in 2016, does not yet have an organized definition or categorization. Therefore, this study begins by redefining and categorizing related population—currently subject to diverse interpretations—as a precondition to the research objective of clarifying its actual activities.

Methods: A case study is addressed in the form of Destination Marketing/Management Organizations (DMOs) promoting tourism community development in the World Heritage Horyuji district.

The data collected included results of interviews held via an online remote conference system in March 2021, as well as two semi-structured interviews conducted on site in July 2021. The analysis used Otani's [2021] framework, integrating the service ecosystem of Vargo and Lusch [2014] and the knowledge creation cycle of Nonaka et al. [1995, 1998].

Result: Through this case, the study elucidates the transformation of "related population in the region", conventionally lacking motivation for community development, into "active related population". Specifically, the analysis adopts three perspectives: motivation for participation in tourism community development, actual status of knowledge creation within the region, and transfer of knowledge acquired through activities.

Discussion: Japan's declining birth rate and aging society have led to a notable drop in population and its concentration in urban areas, the shift in population policy from the conventional "quantity" to "quality" represented by related population can help resolve the shortage of regional leaders in Japan. Related population within the region, as addressed in this study, may serve as a policy to propose new models for region-led practices, reversing the conventional concept of bringing people in from outside.

Foreign Languages Education & Applied Linguistics

61676

The Relationship Between Phonological Awareness in Japanese Language and English Learning Experience

Mika Igarashi, Toyo Eiwa University, Japan

Yuki Kitano, Satsuki Gakuen, Japan

Many previous studies have reported that experiences of learning a second language promote a learner's development of phonological awareness of the second language. However, there have been still few papers discussing the impact of second language learning on phonological awareness in the native language. Therefore, this paper attempts to examine whether there is a difference in phonological awareness of the native language between native speakers of Japanese who have studied English and those who have not. Participants were 80 Japanese third graders of an elementary school. The number of valid samples was 74. They had just started learning English in school in the year when the present survey was conducted. They responded to a questionnaire concerning whether or not they had ever studied English outside of school, and they also completed a Japanese phonological awareness test. The participants were divided into two groups according to their English learning experience. The results of the group comparison showed that there was no difference between the groups in the mean score of the Japanese phonological awareness test, but there was a significant difference between the groups in the variance of the test score. The findings suggest two things. First, the experience of learning a foreign language may transform the phonological awareness of the native language. Second, teaching a foreign language may help to diminish the gap in phonological awareness of the native language among students, that is, it can help to support the native language learning of poorly performing students.

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Virtual Presentations (Pre-Recorded)

Higher Education

62660

Interest and Awareness of Japanese University Students Regarding Computer Programming

Harumi Kashiwagi, Kobe University, Japan

Min Kang, Kobe University, Japan

Kazuhiro Ohtsuki, Kobe University, Japan

Developing personal computer programming skills is essential. However, the students' levels of readiness to learn programming are different. This study investigates the interest and awareness regarding computer programming among Japanese university students. A questionnaire study using a five-point Likert Scale was conducted for 90 students from three classes: one in science and two in humanities. The findings suggest the following: (1) Regarding the requirement for programming skills in their future career plans, the average scores for all three classes were four or higher out of five. There were no statistical differences between these classes. It is suggested that students in both humanities and science believe that programming skills are extremely valuable for their future careers. (2) Regarding interest in computer programming, the average scores for the three classes were approximately three. There were no statistical differences between students in science and humanities. Notably, only 52% in the science class showed positive responses to the interest in computer programming, which was lower than expected. These results suggest the importance of motivating both science and humanities students when considering a computer programming course. (3) Experience with computer software may slightly influence interest in computer programming. According to the preliminary indicators of this study, students are fully aware of the importance of programming skills, regardless of whether they study science or humanities. It is expected that focusing on designing a program that motivates students based on their majors will increase their willingness to learn programming.

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

62796

Interdisciplinary Skills Delivering Innovative Learning and Teaching Practices in Illnesses of Unknown Origin

Sonya Marshall-Gradisnik, Griffith University, Australia

Etienne Martini Sasso, Griffith University, Australia

Natalie Eaton-Fitch, Griffith University, Australia

Katsuhiko Muraki, Aichi-Gakuin University, Japan

Illnesses of unknown origin (IUO) receive little attention in medical education programmes and are therefore disadvantaged in research funding and lack of learning distorts perceptions of IUO in both society and medical communities. We aimed to acquire knowledge in order to teach methods to support the medical and patient communities to resolve these distorted perceptions. Using the example of Myalgic Encephalomyelitis/Chronic Fatigue Syndrome (ME/CFS), recent discoveries have demonstrated multiple components of aetiology and pathogenesis of illness. These discoveries were made possible through implementing innovative and novel approaches using magnetic resonance imaging (MRI), flow cytometry and electrophysiology. The resultant emerging role of immune dysregulation, ion channel dysfunction and changes in brain MRI provides data to communicate with medical communities and society. Through the approach of peer reviewed outputs in high impact factor journals, this provides an opportunity to increase learning and education. An integrative strategy of research, innovation and discovery implements a framework to guide national and international development strategies in education and learning in IUO. In turn, this approach may resolve negative attitudes, support growth of knowledge and education. By focusing efforts on education and learning of IUO, this will elucidate burden of illness, outline clinical and research priorities and lead to improved recognition and care for patients.

International Education

61773

Examining Chinese Students' Motivations for Overseas Education and the Implications of the Study Abroad Experiences on Their Transitions to Adulthood

Chang Liu, University of Cambridge, United Kingdom

Studying overseas is a popular option for many young individuals to undertake as part of their educational journey. Since China has emerged as the world's largest source of international students, Chinese students' motives of pursuing foreign education have gained remarkable scholarly attention. As the cross-border sojourn often occurs in the youthful period of one's life course, the implications of this journey on Chinese youths' transitions to adulthood have also been of interest to recent research. Situated in international education and youth studies, this paper discusses the motivations behind Chinese students' decisions to study abroad and how this international sojourn shapes their transitions to adulthood. Through literature review, this paper found that the target group's study-abroad decision making is influenced by various macro-level drivers, including globalisation, neoliberalism, and China's domestic conditions. From a micro-level perspective, this paper identified that studying overseas is not only a sought-after route to overcome individual academic failures and systemic deficits, but also to accrue valuable resources and satisfy the desires to explore the world. Moreover, this paper noticed that regarding their transitions to adulthood, Chinese youths' study-abroad experiences are fraught with struggles, tensions, and complexities. Specifically, the overseas journeys can both accelerate and delay their adolescence-adulthood pathways in the aspects of physical freedom, self-responsibility, economic independence, as well as marriage. Broadly, this paper offers practical implications on international student recruitment in higher education. It also serves as a basis for future research on international education and youth studies to explore diverse study-abroad destinations and experiences.

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Virtual Presentations (Pre-Recorded)

62562

I (Eye) to I (Eye): Canada's 21's, Reconciling International Student Migration and Indigenous Peoples

Sabreena MacElheron, Lakehead University, Canada

The Canadian higher education institutional landscape has assumed a primary pathway for international student economic migration and now finds itself at the nexus of reconciliation between international students and Indigenous peoples. This session unpacks a literature review that reveals gaps that exist in the examination of Canadian higher education's role including the international education department's role in building bridges of understanding and respectful relationships between international and Indigenous students within Canadian higher education. As this literature review will reveal, there has been no evidenced examination into how international students come to learn about Indigenous peoples pre-and-post arrival to Canada and builds the case for research to be undertaken on whether pre-and-post arrival discriminatory or hidden bias exists as part of international cultural transitioning in relations to Indigenous Peoples. Community engagement with Mentimeter for audience polling and discussion with a virtual fire stick. With 2.1 million international students studying in Canada in 2020, and 1.3 million domestic students (most Indigenous), we have reached a tipping point in higher education that has serious ramifications moving forward for Indigenous Peoples. This session will focus on the research that is needed and pivotal to the realization of the Truth and Reconciliation (2015) Calls to Action #94, which has changed the Canadian citizenship oath for new immigrants to "recognize and affirm the Aboriginal and treaty rights of First Nations, Inuit, and Metis Peoples [to] fulfill [their] duties as a Canadian citizen" (IRCC 2020).

Language Development & Literacy

61512

A Child's Meaning-Making during COVID-19

Laura Brass, University of British Columbia, Canada

Situated in a bounded socio-geographical context (i.e., Vancouver, Canada), this ethnographic individual case study provides an in-depth analysis of a bilingual young girl's home literacy practices of meaning-making established across semiotic modes (i.e., linguistic, visual, audio, spatial, embodied, kinesthetic) during the COVID-19 pandemic. Framed within multimodality as its main theoretical perspective and drawing and play as semiotic modes, this study aligns with research that integrates child literacy within semiotics and ethnography. The participant—an 8-year-old grade four Canadian-Haitian girl—identifies English as her first and French as her second language. The project unfolded over a two-month period (between February and March 2021) and consisted of 13 open-ended informal interviews and three sessions of imaginative play. Inductive coding and In Vivo codes were used for the thematic analysis of the 16 participant-generated artifacts (e.g., written texts, drawings, cartoons, books, toys, objects, art, photographs). The findings revealed two interrelated themes: drawing as collective meaning-making and play as embodied anthropomorphic meaning-making. Through drawing, the child made meaning collectively by establishing a zone of proximal development that allowed for situated learning as a means of communication. The participant displayed an anthropomorphic stance by talking with her toys as if they were animated beings. Her doll and stuffed animal acted as avatars for herself, pets, and siblings, as well as resources used to mediate interactions with the mother. The findings show how the child's interactions with humans and non-/other-than-humans contributed to her multimodal meaning-making during COVID-19, which might be beneficial for children in different contexts.

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Virtual Presentations (Pre-Recorded)

Learning Experiences, Student Learning & Learner Diversity

61293

Do Psychology Students Enjoy Lectures in Class? Relationship with Basic Psychological Needs Satisfaction (Competence, Relatedness, and Autonomy)

Hermin Nurbaiti Asri, Universitas Airlangga, Indonesia

Iwan Wahyu Widayat, Universitas Airlangga, Indonesia

This study aims to determine the relationship between basic psychological needs satisfaction with flow in the academic in college students. Basic psychological needs consist of 3 basic needs, competence, relatedness, and autonomy. Data was conducted on active students of the Faculty of Psychology, Universitas Airlangga in the class of 2015 until 2018 (n=292) by purposive sampling technique. Data analysis was using Spearman's rho correlation technique with SPSS 22 for Windows. Significance value of the relationship between satisfaction of competence with flow in the academic was 0,000 ($p < 0.05$) with a correlation coefficient of 0.480. Significance value of the relationship between satisfaction of relatedness with flow in the academic is 0,000 ($p < 0.05$) with a correlation coefficient of 0.310. Significance value of the relationship between satisfaction of autonomy and flow in the academic is 0,000 ($p < 0.05$) with a correlation coefficient of 0.416. This result shows significant relationship between satisfactions of the three basic psychological needs with flow in the academic on college students. The relationship between variables are positive, meaning that higher satisfaction of the three basic psychological needs in the class, will be followed by the higher flow experienced on college students in the class.

62476

Exploration of Students' Learning Experiences in a Course Developed With TPACK and Design Thinking

Meng-Fang Tsai, National Pingtung University of Science and Technology, Taiwan

Yang-Hsueh Chen, National Chengchi University, Taiwan

In recent years, scholars have placed more emphasis on teachers' technological pedagogical and content knowledge (TPACK) and Design Thinking (DT) abilities in order to promote students' learning experiences. Accordingly, this mix-method research aims to: (1) develop the Integration of Technology into Design Thinking Questionnaire (ITDQTQ) and (2) explore the instructor's TPACK and students' learning experiences in the "Group Dynamics" course (N=41) developed with TPACK and five-stages of DT. Quantitative data included ITDQTQ and Design Thinking Questionnaire (DTQ) developed from a prior study. Qualitative data contained students' interviews and self-reflections and the instructor's teaching logs and interview. The factor and item analyses concluded the final 10-item ITDQTQ with two factors: "Use of Technology for Evaluation and Application" (UTEA, four items, $\alpha = .85$) and "Integrative Learning Experience of Using Technology" (ILEUT, six items, $\alpha = .90$). The four factors of DTQ (i.e., interactive communication, higher-order thinking, goal evaluation and application, and integrative learning experience) and two factors of ITDQTQ showed significant positive correlations. The qualitative results indicated that the instructor needed further development in practicing content knowledge (CK), pedagogical content knowledge (PCK), and technological content knowledge (TCK) in leading Design Thinking activities. Students were able to apply the content learned from the course when doing activities in their group. The students demonstrated that 3D printing was an effective technology tool to practice Ideate and Prototype of Design Thinking; however, the use of 3D printing to concretize their creative solutions was challenging. Implications will be discussed upon conference presentation.

62220

Parental Support, Cooperative Learning, and Peer Awareness in Students' Exposure to School Bullying: Predicting Bullying in China

Yiying Teng, Chapman University, United States

Ying Zhu, Chapman University, United States

School bullying negatively affects adolescents at both cognitive and psychological levels. In China, a relatively high prevalence of school bullying has been observed with researchers and educators beginning to identify bullying-related factors in order to foster a healthy school environment. However, parental support, cooperative learning, and peer awareness as forms of intervention support, are still under-researched predictors when portrayed holistically for bullying prevention and control. This study aims to explore how the three forementioned forms of intervention support affect Chinese students' indirect, psychological, and physical exposure to and their overall experience with school bullying using data from the 2018 Program for International Student Assessment (PISA). Utilizing binary logistic regression analyses while controlling for demographics and ability, this research confirms previous literature that boys are nearly twice more likely to be exposed to bullying than girls while students repeating grades experience bullying at a relatively high rate. The study also indicates that both parental support and cooperative learning are effective intervention factors for lowering bullying frequency. Simultaneously, peer awareness augments students' reporting of bullying involvement. The integration of different mediating factors in this study depicts a clear picture for Chinese educational practitioners to take action to minimize bullying involvement in the pre-pandemic era, providing patterns of intervention measures to achieve equity and inclusivity for all schoolchildren during and after COVID-19.

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Virtual Presentations (Pre-Recorded)

Mind, Brain & Psychology

62503

What It Means to Be a Great Teacher? The Life Experience of University Students in Thailand

Pataraporn Sangkapreecha, Bangkok University, Thailand

Educational research on teacher-student relationships recognizes their impact on students. However, it typically emphasizes on physical outcomes, such as students' learning achievement, with less attention to psychological ones, such as students' feelings. While everyone acknowledges the significance of the professional teacher, little acknowledgment of caring and loving teacher as an issue exists in the meaning of a great teacher. Employing a qualitative-interpretative analysis with university students in Thailand, this research paper presents the student narratives and stories which describe the meaning of a great teacher in practice and argues for recognition of what it means to be a great teacher from the perspective of Thai culture. Furthermore, the student's narratives describe what they relational experience from teaching, caring, loving, and being in a relationship with their teacher and how this meaningful relationship affects and alters their own lives.

Primary & Secondary Education

61123

Supporting Out-of-School Literacy Experiences

Jill Tussey, Buena Vista University, United States

Leslie Haas, Xavier University of Louisiana, United States

Educators are aware of the importance of extending the learning environment beyond the classroom. When parents, guardians, and families are involved in the learning process, students have additional support and can make greater academic gains. Learning Liftoff (2015) states "recent research on the best practices in education suggests that parental involvement, not income or social status, is the most accurate predictor of scholastic achievement" (para. 1). However, many adults are unaware of how to engage children in learning activities. Games and activities that allow the whole family to participate provide a structure to support learning. Readers Theaters can be performed and recorded, then shared with the teacher. In addition to the academic benefits, family learning activities naturally provide opportunities for meaningful discussions and cooperative learning. Opportunities to strengthen the family bond can benefit from the out-of-school activities. As the world experienced a global pandemic, families were faced with many new and unusual challenges. Literacy activities and games can be tied to social-emotional themes and books for the whole family. Participants will gain additional information about the importance of out-of-school literacy, sample activities to share with families, and methods to increase pieces of literature in the home. Multiple books with accompanying activities will be provided during the presentation. Games that can be played at home will be outlined as well. Presenters will also share personal experiences on how to increase out-of-school learning opportunities.

62194

The Mediating Role of Primary School Environmental Education in Promoting Children's Pro-environmental Behavior: A Game Format Experiment

Peggy Ng, The Hong Kong Polytechnic University, Hong Kong

Cherry Cheung, The Hong Kong Polytechnic University, Hong Kong

Enhancing children's pro-environmental behavior (PEB) is crucial for a more sustainable future. To overcome environmental problems, the most effective and direct approach is designing an adequate environmental education system, pinpointing pro-environmental awareness, intention, and behaviors. Many research studies have discussed to raise environmental awareness and knowledge of primary school students, but little research consider the direct impact of the environmental attitude on pro-environmental behavior. The present study aims to apply the Theory of Planned Behavior (TPB) to examine the mediating role of school environmental education in encouraging children's pro-environmental intention and behavior. Primary school students (n=103) were recruited from a local government-funded primary school in Hong Kong. The present study adapted a game format with set of tools and data was analyzed using SmartPLS3.0. The present study provided empirical support that environmental education in primary school mediates the relationship between pro-environmental attitude and pro-environmental intention. Thus, the importance of the mediator role of school environmental education is important in increasing pro-environmental intention. Theoretically, the results contributed to TPB application by highlighting primary students with pro-environmental attitude were more likely to induce pro-environmental intention with environmental education and vice versa. Practically, primary school teachers should teach more contents about environmental knowledge (e.g., diversity of life, ecology, and habitats) in General Studies. To conclude, school environmental education is crucial in promoting children's pro-environmental behavior.

Virtual Presentations (Pre-Recorded)

Teaching Experiences, Pedagogy, Practice & Praxis

62010

An Explanatory Case Study on the Incorporation of Education for Sustainable Development Into Formal Education in Japan

Aric Denfield, Nichidai Sakuragaoka High School, Japan

Education for Sustainable Development (ESD) is vital to create sustainable societies. Successive Japanese governments have advocated the incorporation of ESD into its education system. This paper investigates teachers' understandings of Sustainable Development (SD) and ESD and the extent to which ESD has been incorporated into lessons. To address this question, an explanatory case study in a private senior high school was conducted. Data collection involved a literature review, looking at international iterations of ESD and its interpretation by relevant Japanese ministries; an interview with the school's curriculum coordinator; and the collection of quantitative data. The instrument was designed by the author. The results indicate teachers view SD primarily through an environmental lens. They consider it of vital importance; however, the majority of respondents find ESD difficult to understand. ESD-related themes are integrated into lessons, although this varies by department and its inclusion is determined by the content of textbooks. Inter-disciplinary learning is largely absent. Respondents supported the development of ESD's core competences and values; however, many of the pedagogies used do not aid that development, even though greater use is being made of Active Learning. Finally, while respondents understood the affective dimension of transformative learning (TL), they did not feel it was within the remit of education. To implement ESD more effectively, the school needs to adopt a holistic approach. Teachers must be better acquainted with ESD literature and greater use must be made of active learning methods.

62442

Chat-Based Learning Management Assistant Hybrid Learning

Teo Hui Teo, Singapore University of Technology and Design (SUTD), Singapore

The communication channel for distance learning has been evolved from physical mail, teleconferencing, and email. However, the current trend of the most common communication channel has shifted to online chat. It has replaced the email for most of the communication, and it is almost real-time as well as easily accessible. The work introduces a new chat-based learning management assistant (LMA) which has been implemented to support the online learning since early 2019. The chat-based LMA opens up a new teaching and learning approach that is suitable not only for online learning but also to enhance physical face-to-face learning. It is more interactive, real-time and efficient than email, conventional learning management system (LMS), as well as online lesson such as Zoom. The current work is to setup the relevant policy, management and also the administration of the LMA for accreditation and review in general. A study over three years show more than 70% of the participants prefer chat-based course communication. The written consultation through chat was also increased more than 10 times in comparison to email. At the same time, the online real-time consultation was also increased by 5 times in comparison to face-to-face consultation.

62614

Crisis as Opportunity to Try Something New: Student-centered Pedagogy During the Onset of COVID-19

David Nurenberg, Lesley University, United States

Liana Tuller, Northeastern University Brudnick Center on Violence and Conflict, United States

The onset of the COVID-19 pandemic in the Spring of 2020 forced a sudden and unexpected disruption of the usual modes of schooling around the world. In the United States, lack of federal, state and district leadership left most teachers to negotiate the chaotic early months of the pandemic on their own. This study examined to what extent some US teachers used this crisis as an opportunity to jettison traditional teaching methods in favor of more student-centered teaching methods (SCMs), and examined whether teacher self-efficacy (TSE) and facility with technology were related to that decision. Analysis of survey data from PK-12 teachers (n=178) found near-universal reduction in use of SCMs during the onset of COVID-19, especially among teachers who reported higher self-efficacy before the crisis. On average, greater self-confidence before COVID-19 was associated with a greater decrease in the use of SCMs during the crisis. While TSE during the crisis was positively correlated with use of student-centered methods, the direction of the influence between those two variables could not be determined. In our analysis, the data seem to better support the theory that use of SCMs builds a sense of efficacy, rather than the traditional understanding that it is high TSE that empowers a teacher to use innovative pedagogy. Technology versatility was correlated weakly with TSE during this period, but we found no evidence of any correlation between technology versatility and SCM usage. Further exploration through surveying a wider population and adding data sources beyond teacher self-reports is recommended.

62669

Cultivating Kindness among Preschoolers: Student-Centered Instructional Modules for Teachers

Kristine Japitana, Miriam College, Philippines

The preschool period is a significant stage of self-construction in a child's life. This is the time when they make sense of the world and things around them. Hence, it is essential that at this point, prosocial character traits and behaviors must be instilled in them. Kindness is one of the most important human attributes which plays a significant role in how a person thrives and interacts with others in a society. However, schools nowadays tend to focus more on academics. Less emphasis is given on teaching children what equally matters – their socio-emotional skills. With this in mind, this capstone project produced a set of instructional modules recommended to be facilitated by teachers with the goal to develop kindness among children, particularly in the preschool years. Given this, it will be highly beneficial to teachers as it will provide them with a variety of effective teaching strategies and activities such as storytelling, role-play, music and movement, arts and crafts, learning games, and cooking activities that they can use, implement, and execute in their own classrooms to teach kindness to their students. The primary objective is to give emphasis on students' character formation and to help enhance and develop their positive prosocial skills. The instructional modules also aim to raise awareness that in as much as schools intend to produce academically competent learners, it is still of equal importance to teach children kindness, compassion, and empathy. This project may be incorporated in the preschool curriculum as part of character and values formation.

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Virtual Presentations (Pre-Recorded)

62459

Empowering Learners: Online Radio Broadcasts to Enhance the Students' Speaking Skills

Mayra Avila, University of Cuenca, Ecuador

The speaking skill is one of the most challenging skills to develop in the Content and Language Integrated Learning Classroom (CLIL) since it requires the student to have enough confidence and language proficiency to communicate their ideas and opinions about a topic effectively. Noticeably, students lack opportunities to talk in the classroom and use the language. As a result, the student doesn't experience the language nor improve their oral skills. Therefore, it is imperative that schools take into consideration the use of ITC resources, such as online radio sources, because they might be useful tools wherein students can participate actively and enhance their speaking skills vastly. A quasi-experimental study was carried out in an Ecuadorian High school. The objective of this study was to measure the influence of critical thinking interviews during an online radio broadcast transmission on the students' oral skills. 10th graders studying Social Studies were assigned to this study. From this group, 10 students were part of the treatment group and 10 in the control group. Treatment participants were interviewed in pairs four (4) hours per week for two months on questions related to social studies topics such as culture, gender, human rights, ethnicity, and others during the radio broadcast transmission in the English language. Data was collected by means of a speaking pre-test and post-test based on a rubric measuring four parameters: Grammar, Vocabulary, Pronunciation, and Fluency. Findings demonstrated that there was a significant and positive impact on the treatment participants' speaking skills.

62121

Enhanced MELCs-based Curriculum in Reading and Writing Skills in a Blended Pedagogy

Mary Geraldine Gunaban, University of the Cordilleras; Benguet State University, Philippines

Kara Panolong, Benguet State University, Philippines

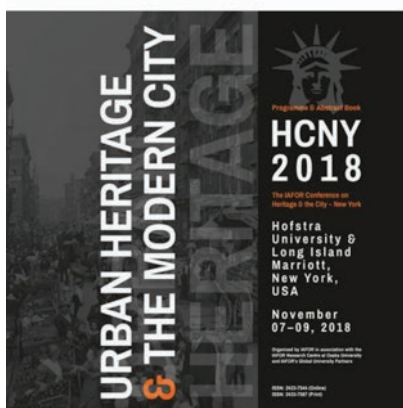
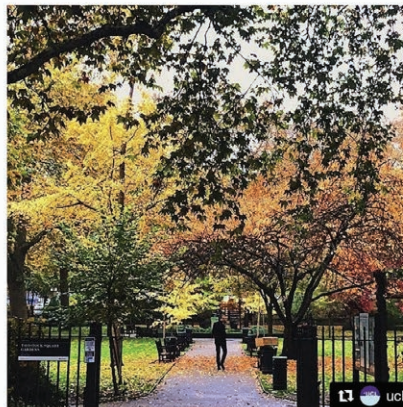
Due to COVID-19's exponential spread, the world has coined the term "New Normal" as it continues to battle this pandemic. The realm of education has not also escaped from this change, so it adopted the "new normal" educational schemes. Blended learning is one of the modalities that schools adopt during this pandemic. Thus, this study paves way to a more in-depth analysis of the mélange of these variables: blended pedagogy, reading and writing skills, SHS and MELCs. It aims to determine the reflection of MELCs in the teachers' instructional materials and delivery and the attainment of MELCs by the students in Reading and Writing Skills (RW) in a blended pedagogy. It also aims to produce an enhanced curriculum in the said course. With this, it used developmental research design since it aims to evaluate the RW instructional materials and blended pedagogy and eventually came up with an enhanced curriculum of the said course. After careful analysis, it revealed that some MELCs were not fully covered; some of the assessment activities did not fully and clearly cover MELCs and need to be enhanced to ensure the reflection and attainment of these MELCs by the students. Thus, an enhancement on the curriculum is advised to guarantee the reflection and attainment of MELCs in the said course.

62691

Remote Experiment for Electrical Engineering

Tee Hui Teo, Singapore University of Technology and Design, Singapore

Handson experience is mandatory for engineering courses such as electrical power system, and power electronics. However, the laboratory is not accessible during lock-down period. In such case, remote experiment setup is required. This work shares a laboratory setup is assisting the remote experiment for electrical engineering instructors and students. The setup involves electrical training equipment, data acquisition hardware, control software, remote desktop, and etc. Online exercise platform that mimic the electrical training equipment is also available for practices. With the help of the online exercise and remote experiment platform, the in-person/hybrid/remote experiment lesson is reduced from 120 minutes to 60 minutes or lesser. The setup is effective and efficient for different mode of lessons. The experiment is pre-setup and instructors or at least one member are in the laboratory to assist the setup due to high safety requirement for the electrical equipment. It is worth to mention that the remote experiment setup is not to replace the in-person experiment but to provide handson experience and not to compromise the lesson plan during lock-down period.



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The Asian Conference on Aging & Gerontology
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June 06–09, 2022

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Virginia, 2022

May 05–07, 2022

The IAFOR Conference on Educational Research
& Innovation
(eri.iafor.org)

Paris, 2022

June 16–19, 2022

The Paris Conference on Education
(pce.iafor.org)

The Paris Conference on Arts & Humanities
(pcah.iafor.org)

Porto, 2022

July 07–10, 2022

The European Conference on Arts, Design &
Education
(ecade.iafor.org)

London, 2022

July 14–17, 2022

The European Conference on Aging & Gerontology
(egen.iafor.org)

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

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

July 21–24, 2022

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

The 10th European Conference on Arts &
Humanities
(ecah.iafor.org)



Barcelona, 2022

September 20–23, 2022

The Barcelona Conference on Education
(bce.iafor.org)

The Barcelona Conference on Arts, Media
& Culture
(barcelona-amc.iafor.org)

Kyoto, 2022

October 17–20, 2022

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

Tokyo, 2022 (cont'd)

November 28 – December 02, 2022

The Asian Conference on Education
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Hawaii, 2023

January 05–08, 2023

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