

PROGRAMME & ABSTRACT BOOK

HELD IN BARCELONA, SPAIN & ONLINE | SEPTEMBER 19-23, 2023

BARCELONA

The 4th Barcelona Conference on Education

The 4th Barcelona Conference on Arts, Media & Culture

Organised by The International Academic Forum (IAFOR) in partnership with the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, Japan, and IAFOR's Global Partners

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Letter of Welcome



Dear Friends and Colleagues,

Welcome to Barcelona, and welcome to IAFOR's Barcelona Conferences on Education (BCE2023), and Arts, Media & Culture (BAMC2023).

This vibrant, diverse and wonderful city has long been an intellectual and cultural centre, and our conferences, held in different iterations here since 2016, contribute to this great history.

An IAFOR conference is about nurturing global collaborations, across and between borders of culture, nation and discipline, and we encourage your active, open and expansive engagement and participation. The conference is a place where great professional and personal relationships

are forged; a place where we can learn from and with each other, in a spirit of open collaboration, as well as intellectual rigour.

I would like to thank everyone for participating in this event, which continues to grow, and which has attracted 350 plus delegates from more than 60 countries.

This conference is a hybrid one, and you have access to live-stream and catch-up plenary sessions, as well as to pre-recorded and online livestream presentations. If you are an IAFOR Member, then remember that you have access throughout the year to the entirety of our live-streamed global conference sessions, and may participate as an audience member at no extra cost. If you're not already a member, please join us now!

I would like to thank everyone involved in all aspects of IAFOR, including the members of the Conference Programme and Review Committees. Particular recognition goes to my great friend and collaborator, Professor Emerita Sue Ballyn of the University of Barcelona. Her energy and drive first brought IAFOR to Barcelona, and has not waned since! Last, and certainly by no means least, I would like to thank each and every one of you for participating in this event. I look forward to meeting you all!

Warmest regards,

Dr Joseph Haldane

Chairman & C.E.O, The International Academic Forum (IAFOR)
Professor, European Center for Peace and Development (ECPD), United Nations University for Peace
Guest Professor, Osaka School of International Public Policy, Osaka University, Japan
Visiting Professor, Doshisha University, Japan
Visiting Professor, The University of Belgrade, Serbia
Honorary Professor, University College London (UCL), United Kingdom
Member, Expert Network, World Economic Forum

Inspiring Global Collaborations

One of the greatest strengths of IAFOR's international conferences is their international and intercultural diversity.

BCE/BAMC2023 has attracted 350+ delegates from 60+ countries

Total Attendees: 354

Total Onsite Presenters: 203

Total Online Presenters: 116

Total Audience: 35

Total Countries: 64

Attendee Registrations by Country

United States: 53
South Africa: 26
United Kingdom: 26
Portugal: 20
Brazil: 13
India: 13
Norway: 13
Japan: 12
Georgia: 11
Philippines: 11
Canada: 10
Croatia: 10
Ireland: 7
Poland: 7
Spain: 7
Thailand: 7
China: 6
Hong Kong: 6
Israel: 6
Italy: 5
Malaysia: 5
Slovakia: 5
United Arab Emirates: 5
Finland: 4

Mexico: 4
Oman: 4
Australia: 4
Chile: 3
France: 3
Germany: 3
Ghana: 3
Indonesia: 3
New Zealand: 3
Nigeria: 3
Algeria: 2
Colombia: 2
Greece: 2
Hungary: 2
Lebanon: 2
Lithuania: 2
Mauritius: 2
Netherlands: 2
Qatar: 2
Romania: 2
Saudi Arabia: 2
Singapore: 2
Taiwan: 2
Uruguay: 2
Albania: 1
Armenia: 1
Botswana: 1
Czech Republic: 1
Jordan: 1
Macedonia: 1
Nepal: 1
Paraguay: 1
Sweden: 1
Switzerland: 1
Tanzania: 1
Turkey: 1
Ukraine: 1
Vietnam: 1
Zimbabwe: 1

**international,
intercultural,
interdisciplinary,**

iafor



Become an IAFOR Member

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

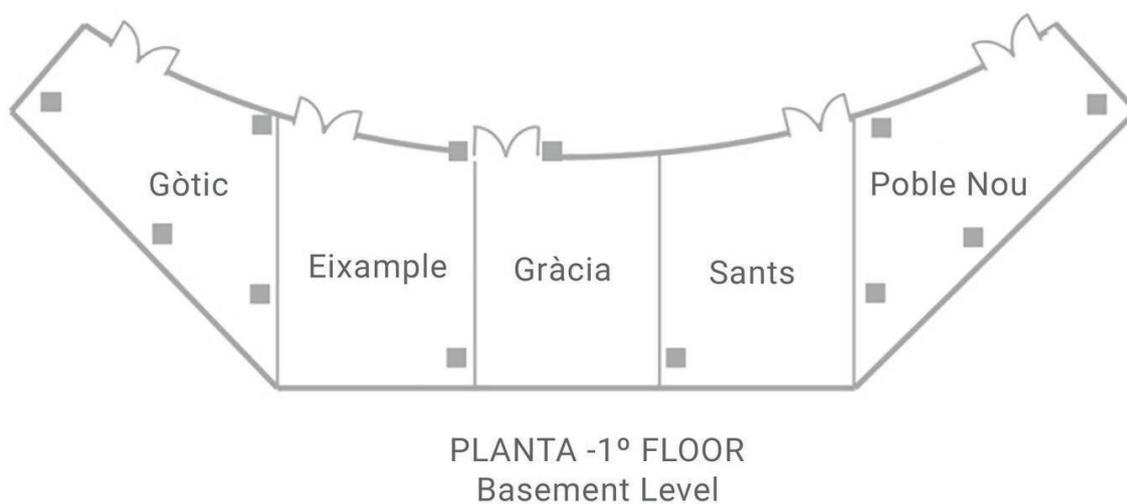
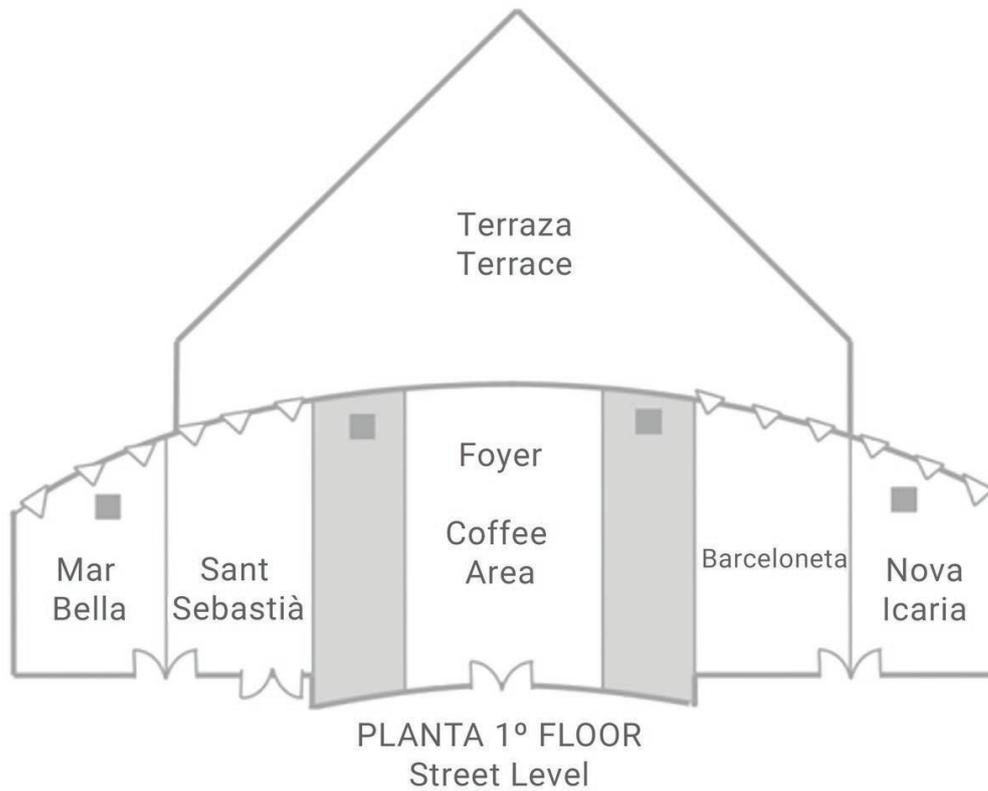
In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human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

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

To learn more about IAFOR membership, please visit:

www.iafor.org/membership

Conference Venue: Wednesday, September 20 to Friday, September 22
Hotel Barcelona Condal Mar Affiliated by Meliá
Address: Cristobal de Moura, 138, Barcelona





September 19 | All times are Central European Summer Time (UTC+2) Tuesday at a Glance



14:30-16:30 Conference Cultural Tour | Sagrada Familia
This is a ticketed event.

Delegates attending the conference are invited to explore this iconic site, which eloquently echoes the city's rich cultural history and demonstrates the pioneering architectural vision of Antoni Gaudí.

The Sagrada Família, Antoni Gaudí's unfinished masterpiece, represents the pinnacle of his innovative architectural design and religious devotion. Gaudí combined Gothic and curvilinear Art Nouveau forms in a way that was both revolutionary and reflective of his naturalistic style.

The basilica's intricate façades tell the story of Jesus Christ's life, while the astonishing interior, with its forest-like columns and beautifully-coloured stained glass windows, creates an atmosphere of transcendence. This harmony between structure, light, and colour makes the Sagrada Família a profound experience for every visitor.

The work on the Sagrada Família, ongoing for over a century, embodies the spirit of Barcelona: vibrant, artistic, and ever-evolving.



September 20 | All times are Central European Summer Time (UTC+2) Wednesday at a Glance

Conference Venue: Hotel Barcelona Condal Mar Affiliated by Meliá

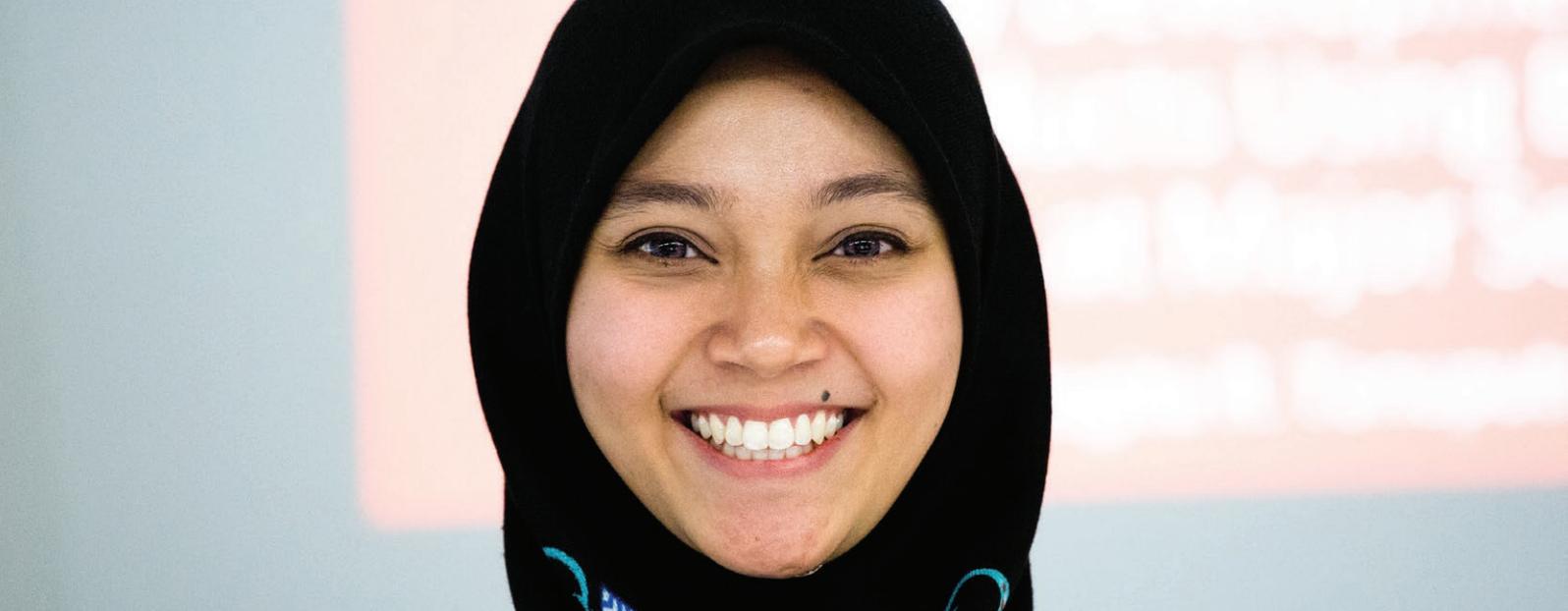
- 09:00-10:00 Conference Registration (coffee & light snacks provided)
| Basement Foyer Area
- 09:55-10:00 **Welcome Announcements | Sants, Gràcia & Eixample (Basement)**
- 10:00-10:30 **Welcome Address & Recognition of IAFOR Scholarship Winners**
Joseph Haldane, The International Academic Forum (IAFOR), Japan
Sue Ballyn, University of Barcelona, Spain
Anne Boddington, Middlesex University, United Kingdom
- 10:30-11:00 **Keynote Presentation | Sants, Gràcia & Eixample (Basement)**
There Is No New Normal
Donald E. Hall, Binghamton University, United States
- 11:00-11:30 **Keynote Presentation | Sants, Gràcia & Eixample (Basement)**
Digital Literacy and Digital Inclusion: Reading the Digital World
David Mallows, UCL Institute of Education, United Kingdom
- 11:30-11:45 Conference Photograph
- 11:45-13:15 **Lunch Break (lunch provided) | Mediterranean Restaurant**
- 13:15-13:45 **Keynote Presentation | Sants, Gràcia & Eixample (Basement)**
*Old Age in the Spotlight: Towards an Anti-ageist Theatre in the Times
of the 'New Normal'*
Núria Casado-Gual, University Lleida, Spain



September 20 | All times are Central European Summer Time (UTC+2) Wednesday at a Glance

Conference Venue: Hotel Barcelona Condal Mar Affiliated by Meliá

- | | |
|--------------------|---|
| 13:45-13:50 | Short Break |
| 13:50-14:35 | Panel Presentation Sants, Gràcia & Eixample (Basement)
<i>Contemporary Cultural Representations of Ageing: Deconstructing Ageism</i>
Raquel Medina, Aston University, United Kingdom
Inesa Shevchenko, University of Lleida, Spain
Kateřina Valentová, University of Lleida, Spain |
| 14:35-14:50 | Coffee Break (coffee provided) |
| 14:50-15:20 | Keynote Presentation Sants, Gràcia & Eixample (Basement)
<i>Want Happiness? Become an Artist</i>
Daniel Lutz, Purrple, Spain |
| 15:20-15:25 | Short Break |
| 15:25-15:55 | Keynote Presentation Sants, Gràcia & Eixample (Basement)
<i>I Shall Be Brief: Spare Thoughts on Literature and Care</i>
Isabel Alonso-Breto, University of Barcelona, Spain |
| 16:00-17:00 | Conference Poster Session & Welcome Reception
 1st Floor Presentation Rooms |
| 20:00-22:00 | Conference Dinner Pulpería Can Lampazas
<i>This is a ticketed event</i> |



September 21 | All times are Central European Summer Time (UTC+2) Thursday at a Glance

Conference Venue: Hotel Barcelona Condal Mar Affiliated by Meliá

09:00-09:30 Onsite Registration (coffee & light snacks provided) | 1F Foyer Area

09:30-11:10

Onsite Parallel Session 1

Room: Sant Sebastià | Concerns & Students Perceptions in Education

Room: Nova Icaria | Learning Experience, Student Learning & Learner Diversity

Room: Gòtic | Teaching Experiences, Pedagogy, Practice & Praxis

Room: Eixample | Arts & Performing Arts Practices

Room: Gràcia | Art, Design & Development in Education

Room: Sants | Workshop Session

11:10-11:25

Coffee Break (coffee provided)

11:25-12:40

Onsite Parallel Session 2

Room: Sant Sebastià | Development in Education

Room: Nova Icaria | Learning Experience, Student Learning & Learner Diversity

Room: Gòtic | Teaching Experiences, Pedagogy, Practice & Praxis

Room: Eixample | Film Studies

Room: Gràcia | Educational Policy, Leadership, Management & Administration

Room: Sants | Workshop Session

12:40-13:40

Lunch Break (lunch provided) | Mediterranean Restaurant



September 21 | All times are Central European Summer Time (UTC+2) Thursday at a Glance

Conference Venue: Hotel Barcelona Condal Mar Affiliated by Meliá

13:40-15:20

Onsite Parallel Session 3

Room: Sant Sebastià | Professional Development in Education

Room: Nova Icaria | Learning & Teaching Experiences

Room: Gòtic | Teaching Experiences, Pedagogy, Practice & Praxis

Room: Eixample | Media Studies

Room: Gràcia | Culture & Diversity in Education

Room: Sants | Workshop Session

15:20-15:35

Coffee Break (coffee provided)

15:35-17:15

Onsite Parallel Session 4

Room: Sant Sebastià | Professional Training, Development & Concerns in Education

Room: Nova Icaria | Learning Experience, Student Learning & Learner Diversity

Room: Gòtic | Teaching Experiences, Pedagogy, Practice & Praxis

Room: Eixample | Interdisciplinary Arts, Media & Culture

Room: Gràcia | Education, Sustainability & Society

Room: Sants | Workshop Session



September 22 | All times are Central European Summer Time (UTC+2) Friday at a Glance

Conference Venue: Hotel Barcelona Condal Mar Affiliated by Meliá

09:00-09:30 Onsite Registration (coffee & light snacks provided) | 1F Foyer Area

09:30-11:10

Onsite Parallel Session 1

Room: Sant Sebastià | Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

Room: Nova Icaria | Assessment Theories & Methodologies

Room: Gòtic | Development & Assessment using Technology in Education

Room: Eixample | International Education

Room: Gràcia | Communication

Room: Sants | Teaching Experiences, Pedagogy, Practice & Praxis

11:10-11:25

Coffee Break (coffee provided)

11:25-13:05

Onsite Parallel Session 2

Room: Sant Sebastià | Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability

Room: Nova Icaria | Curriculum Design & Development

Room: Gòtic | Foreign Languages Education & Applied Linguistics

Room: Eixample | Higher Education

Room: Gràcia | Literature, Literary Studies and Theory

Room: Sants | Workshop Session

13:05-14:05

Lunch Break (lunch provided) | Mediterranean Restaurant



September 22 | All times are Central European Summer Time (UTC+2) Friday at a Glance

Conference Venue: Hotel Barcelona Condal Mar Affiliated by Meliá

14:05-15:45

Onsite Parallel Session 3

Room: Sant Sebastià | Adult, Lifelong & Distance Learning

Room: Nova Icaria | Interdisciplinary, Multidisciplinary & Transdisciplinary Education

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

Room: Eixample | Foreign Languages Education & Applied Linguistics

Room: Gràcia | No Session

Room: Sants | Language Development & Literacy

15:45-16:00

Coffee Break (coffee provided)

16:00-17:15

Onsite Parallel Session 4

Room: Sant Sebastià | Learning Experiences, Student Learning & Learner Diversity

Room: Nova Icaria | Primary & Secondary Education

Room: Gòtic | Educational Research, Development & Publishing

Room: Eixample | Mind, Brain & Psychology

Room: Gràcia | Workshop Session

17:15-17:30

Closing Session | Sants



September 23 | All times are Central European Summer Time (UTC+2) Saturday at a Glance

Conference Venue: Online

09:00-09:05 Message from IAFOR

09:05-10:45 Online Parallel Session 1

Room A (Live Stream) | Arts Practices

Room B (Live Stream) | Media Studies

Room C (Live Stream) | Teaching Experiences, Pedagogy, Practice & Praxis

Room D (Live Stream) | Higher Education

10:45-11:00 Break

11:00-12:40 Online Parallel Session 2

Room A (Live Stream) | Education/Pedagogy

Room B (Live Stream) | Cultural Studies

Room C (Live Stream) | Educational Policy, Leadership, Management & Administration

Room D (Live Stream) | Curriculum Design & Development

12:40-12:55 Break

12:55-14:35 Online Parallel Session 3

Room A (Live Stream) | Cultural Studies

Room B (Live Stream) | Aesthetics and Design

Room C (Live Stream) | Language Development & Literacy

Room D (Live Stream) | Curriculum Design & Learning Experiences

14:35-14:40 Message from IAFOR



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



General Information

Registration Desk

You will be able to pick up your name badge at the Conference Registration Desk at the times listed below.

Wednesday, September 20 | 09:00-16:30 – Basement Foyer Area

Thursday, September 21 | 09:00-16:30 – 1F Foyer Area

Friday, September 22 | 09:00-16:00 – 1F Foyer Area

Saturday, September 23 | No in-person registration

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

Name Badges

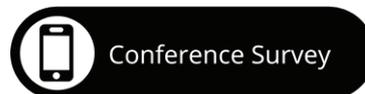
Wearing your badge is required for entrance to the sessions. You must wear your badge at all times.

Online Schedule

The full conference schedule (including abstracts) and conference programme are available on the conference website.

Conference Survey

Please take a few moments to fill out our conference survey at the end of the conference.





General Information

Refreshment Breaks

Coffee breaks are provided throughout the duration of the conference. General coffee breaks include artisan coffees with whole, skimmed, lactose-free, and soy milk. Other beverages include still and sparkling mineral water, flavoured water, and fresh orange juice.

During the morning registration periods, mini pastries and tea cakes will be served in addition to the coffee break beverages listed above.

Delegates are also welcome to partake in the onsite lunch, included in the conference registration fee.

Welcome Reception

There is a welcome reception following the plenary sessions on Wednesday, September 20 at 16:00-17:00. Running alongside the conference poster session, the welcome reception will take place in the 1st Floor Presentation Rooms, where delegates can enjoy stimulating conversation while enjoying a variety of food and beverages.

Connecting to WiFi

There is a free Wi-Fi internet connection at the conference venue. However, this can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation.

Photo/Recording Waiver

Human interaction through networking, and dissemination of this knowledge, is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy.

Read our full privacy policy – www.iafor.org/about/privacy-policy

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 **Tuesday, October 24, 2023**, through the online system. The proceedings will be published on **Tuesday, November 28, 2023**.

Conference Catch-up

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

Pre-Recorded Virtual Presentations & Virtual Poster Presentations

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



www.iafor.org/publications

IAFOR Journals

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

How are papers submitted?

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

How does IAFOR ensure academic integrity?

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

Where are the journals indexed?

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

What's the reach?

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

What's the cost?

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

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

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

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities

IAFOR Journal of Cultural Studies

IAFOR Journal of Education

IAFOR Journal of Literature & Librarianship

IAFOR Journal of Psychology & the Behavioral Sciences

If you would like more information about any of IAFOR's publications, please visit www.iafor.org/publications

Academic Grant & IAFOR Scholarship Recipients

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

Our warmest congratulations go to the following scholarship recipients who have been selected to receive grants and scholarships to present their research at the conference.

Manish Sharma (Virtual Presentation)

72197 | Relationships Between Virtual Universe, Innovative Business Models, Music Sales, and Music Piracy: Conceptual Case studies

Manish Sharma is a full-time PhD research Scholar at Lovely Professional University, Department of Performing Art Music, Faculty of Business and Arts.

Gulsah Dost (Virtual Presentation)

73101 | 'You Don't Have to Feel Trapped': Virtual Field Trips During School Shutdowns: A Systematic Review and SWOT Analysis

Gulsah Dost is currently a PhD student at University of Durham, United Kingdom.

Sanjukta Chakraborty (Virtual Presentation)

74058 | Globalisation of Third Culture Kids: An Analysis of the Subject vs the Other

Sanjukta Chakraborty is a PhD Scholar in the field of English Literature from Amity University in India.

Aruna Parandhama (Live-Stream Presentation)

73492 | Locating Lexical Richness Across Digital Multimodalities: A Statistical Inquiry and Educational Implications

Aruna Parandhama is a Research Scholar at Christ (Deemed to be University), Bangalore, India.

Aleksandra Orłowska (Oral Presentation)

71895 | Methodology of Scientific Research of People with Disabilities – Designing and Conducting Accessible and Diverse Research

Aleksandra Orłowska is a student of the Jagiellonian University, member of the Team for Equal Treatment, researcher of accessibility in cultural institutions.

Meera Gungea (Virtual Presentation)

69762 | Online Education and Adult Learners' Engagement – A Case Study at the Open University of Mauritius

Meera Gungea is an academic at the Open University of Mauritius.

Michele Puga Sarubbi (Virtual Presentation)

72574 | Racial Equity in Brazilian Education Policy: A Critical Analysis of the Afro-Brazilian and African History and Culture Teaching Law

Michele Puga Sarubbi is currently a Master's student in the Social Justice and Education course at University College London, United Kingdom, with a Chevening Scholarship for global leaders.

Laoise Sutton (Oral Presentation)

72139 | Reflective ePortfolio Practices To Facilitate Affective Self-Regulation in an English for Academic Purposes Module

Laoise Sutton is an Assistant Lecturer in Education, with expertise in English for Academic Purposes, in Marino Institute of Education, an associated college of Trinity College Dublin.

Lana F. Zeaiter (Virtual Presentation)

72337 | Revolutionizing Teacher Education: Preparing Language Teachers for the Plurilingual and Digital Age of Language Education

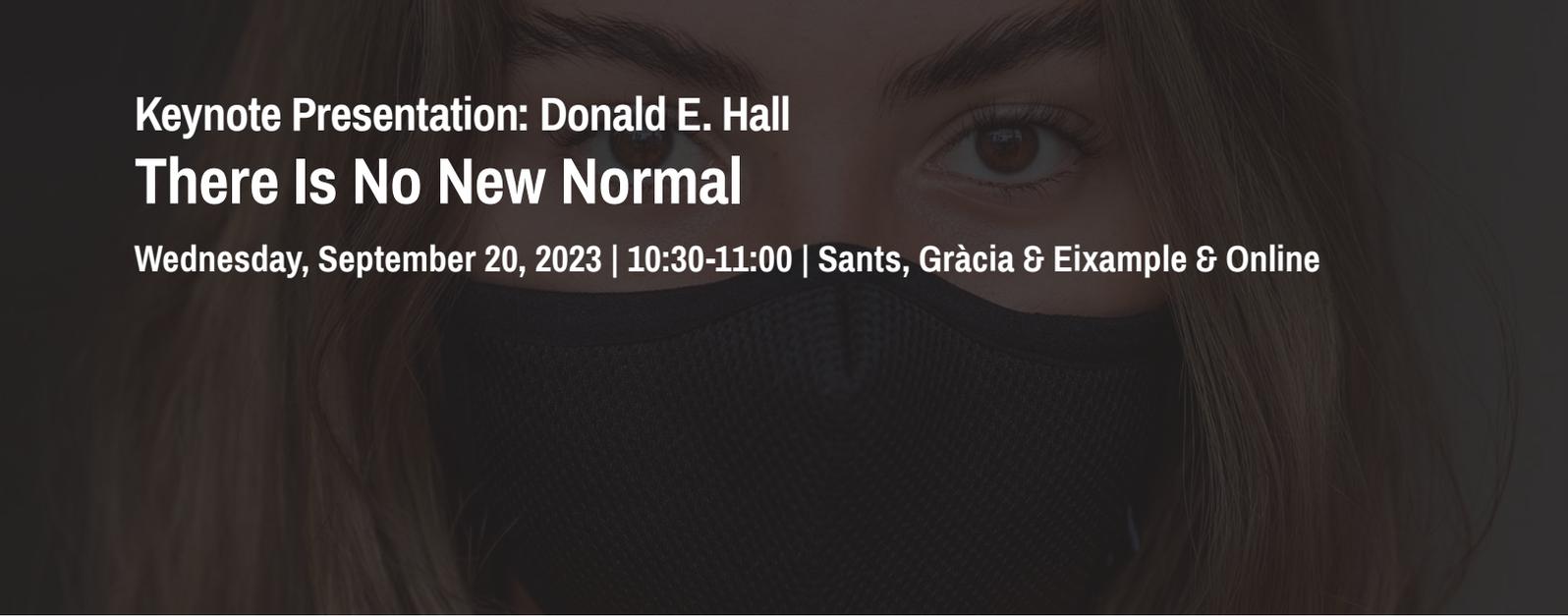
Lana Zeaiter is a PhD candidate in Educational Studies at the Department of Integrated Studies in Education (DISE) at McGill University.

Wednesday, September 20

Plenary Session

All times are Central European Summer Time (UTC+2)

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



Keynote Presentation: Donald E. Hall

There Is No New Normal

Wednesday, September 20, 2023 | 10:30-11:00 | Sants, Gràcia & Eixample & Online

As we emerge from COVID and the requirements we all endured for masking, distancing, and curtailed travel, we have heard regularly that we have now entered a post-COVID "new normal." That term begs the question, of course, of what "old normal" is being referred to and how precisely we have deviated from it. It further obscures the fact that the queer theorist Michael Warner, in *The Trouble with Normal* from a quarter-century ago, rejected the whole notion of "normality," arguing that as a term, it has been used primarily as a means to assert control by dominant powers - normalising their interests - rather than to capture a widely common or desirable way of being.

So, was there in the years immediately pre-COVID a static and definable "normal" that then evolved radically into a "new" state over just 24 months or so? To put it bluntly, "no." The U.S.-based Pew Research Center has joined others in addressing this topic directly, concluding that our supposed "new normal" is really only an intensification of trends already present well before the pandemic: worsening social inequality, deepening mistrust of authority, science, and fact, and a turn toward authoritarianism as populations reject diversity, inclusion, and demands for social justice. Yes, we may have seen an appreciable uptick in remote work and online delivery of education, but even those simply meant more isolation and less immediate interaction with those unlike ourselves, and therefore worsened all of the social threats just mentioned.

To proclaim a "new normal" is at best a form of wishful thinking that a definitive break has occurred with a past that is viewed most often with nostalgia but at other times with distaste or condescension. It absolves us from reckoning with long-standing injustice and our own culpability in entrenched patterns of violence against the disenfranchised. It allows us to see ourselves and our quotidian lives as having endured something cataclysmic, emerging then phoenix-like, changed irrevocably. If we are living in the "new," then we no longer have to reckon with the "old," including long-standing and continuing crimes against others' selfhoods. The concept of a "new normal," in effect, absolves us of responsibility.

Instead of wasting time by celebrating or reviling a "new normal," we should work instead to document the trends that the pandemic magnified and trace down the intensified threats to civil society and economic security that have arisen because of or in response to the pandemic. This does not hinge on the concept of anything radically "new," rather it posits an incrementalist model of deepening fears of difference and desperate reassertions of old ideologies—a toxic, continuing normalisation of intolerance and indifference. As U.S. politicians wage renewed war on transgender youth and what they deride as "critical race theory" and "woke" culture, the old norms seem very much alive and all too present.



Donald E. Hall

Donald E. Hall is Provost and Executive Vice President for Academic Affairs at Binghamton University (SUNY), United States. He was formerly Dean of the Faculty of Arts, Sciences, and Engineering at the University of Rochester, and held a previous position as Dean of Arts and Sciences at Lehigh University. Provost Hall has published widely in the fields of British Studies, Gender Theory, Cultural Studies, and Professional Studies. Over the course of his career, he served as Jackson Distinguished Professor of English and Chair of the Department of English (and previously Chair of the Department of Foreign Languages) at West Virginia University. Before that, he was Professor of English and

Chair of the Department of English at California State University, Northridge, where he taught for 13 years. He is a recipient of the University Distinguished Teaching Award at CSUN, was a visiting professor at the National University of Rwanda, was Lansdowne Distinguished Visiting Scholar at the University of Victoria (Canada), was Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, and was Fulbright Specialist at the University of Helsinki. He has also taught in Sweden, Romania, Hungary, and China. He served on numerous panels and committees for the Modern Language Association (MLA), including the Task Force on Evaluating Scholarship for Tenure and Promotion, and the Convention Program Committee. In 2012, he served as national President of the Association of Departments of English. From 2013-2017, he served on the Executive Council of the MLA.

His current and forthcoming work examines issues such as professional responsibility and academic community-building, the dialogics of social change and activist intellectualism, and the Victorian (and our continuing) interest in the deployment of instrumental agency over our social, vocational, and sexual selves. Among his many books and editions are the influential faculty development guides, *The Academic Self* and *The Academic Community*, both published by Ohio State University Press. *Subjectivities and Reading Sexualities: Hermeneutic Theory and the Future of Queer Studies* were both published by Routledge Press. Most recently he and Annamarie Jagose, of the University of Auckland, co-edited a volume titled *The Routledge Queer Studies Reader*. Though he is a full-time administrator, he continues to lecture worldwide on the value of a liberal arts education and the need for nurturing global competencies in students and interdisciplinary dialogue in and beyond the classroom.

Professor Donald E. Hall is a Vice-President of the IAFOR International Academic Board.

Keynote Presentation: David Mallows

Digital Literacy and Digital Inclusion: Reading the Digital World

Wednesday, September 20, 2023 | 11:00-11:30 | Sants, Gràcia & Eixample & Online

In his presentation, Dr David Mallows reflects on the notion of literacy in our contemporary digital world. The talk begins by discussing digital literacy as an extension of 'traditional' or 'pen and paper' literacy, underlining its importance but also its potential to increase already existing inequalities.

Professor Mallows draws on the work of the Brazilian educator Paulo Freire, in particular his concept of reading the world before reading the word, to suggest that acquiring digital literacy should be viewed as a potentially transformative act, and that becoming digitally literate is necessary in order for adults to interact with and impact on their surroundings.



David Mallows

Dr David Mallows is an Associate Professor at the UCL Institute of Education in the United Kingdom, where he also directs the IOE Academic Writing Centre. He has over 35 years of experience in adult education as a teacher, trainer, and researcher. His past roles include training future ESOL teachers and managing CELTA and other initial and continuing training programs.

Dr Mallows also held the position of Director of Research at the National Research and Development Centre for Adult Literacy and Numeracy (NRDC), directing a diverse range of research projects on adult literacy, language, and numeracy. He currently collaborates with colleagues in Spain, Brazil, and Portugal on adult education research.

In addition to his research activities, Dr Mallows currently contributes to the UCL Institute of Education's MA TESOL program, leading the English Language Teaching Classroom Practice module. He also supervises PhD students in the fields of adult education and academic writing.

Keynote Presentation: Núria Casado-Gual

Old Age in the Spotlight: Towards an Anti-ageist Theatre in the Times of the ‘New Normal’

Wednesday, September 20, 2023 | 13:15-13:45 | Sants, Gràcia & Eixample & Online

The disempowerment of older people and their stereotypification as extremely vulnerable or, even worse, expendable human beings, are probably among the most disturbing features of the global crisis experienced due to the COVID-19 pandemic. Especially in the Western world, characterised by highly individualistic, production-oriented and youth-obsessed societies, the need to re-construct intergenerational bonds and, in particular, the urgency to re-value old age as a rich stage of the life cycle, can be regarded as important consequences of the lessons learnt during the pandemic. As a collective artistic form with social impact, the theatre constitutes an inspiring cultural domain whereby these lessons can be addressed and even put into practice. Through a variety of genres and performance styles, plays and shows that revolve around the theme of ageing have the potential to both represent old age as a complex source of identity and to signify interdependence among different generations as a sign of progress and social justice.

Contemporary theatre (more significantly, the theatre written or produced around or in the aftermath of the COVID-19 pandemic) has clearly started to give old age a prominent space both in dramaturgical and production-related terms, hence paving the way for a more inclusive dramaturgy in the times of ‘the new normal’. The increasing number of plays on ageing, which has been evident in the last theatre seasons in Catalonia as well as in the international scene, has noticeably given more visibility to old age on the stage from a variety of discursive and theatrical angles. However, neither the presence of older actors in a show or the inclusion of the theme of old age in a play necessarily entail the promotion of alternative narratives of ageing whereby ageist stereotypes can be undermined. As amply proved by the interdisciplinary field of ageing studies, our societies still need to generate (or, in the best cases, strengthen) an age-based form of literacy and activism, in the same way that we have learnt to detect and counteract other forms of inequality or injustice based on other signs of identity.

Drawing from ageing studies as the main conceptual framework whereby an age-centred perspective can be developed from the humanities, and specifically building on theoretical and artistic developments derived from the combination of theatre and age studies, this lecture offers an age-critical overview of some of the recent shows and plays that signal the ‘anti-ageist turn’ of contemporary theatre, both in the Catalan scene and at an international level. By observing their dramatic features and styles of performance, these theatrical texts will be categorised according to the conceptualizations of old age and narratives of ageing they favour. Likewise, the ambivalences detected in some of their approaches will be analysed in an attempt to contribute to an age-critical discourse for (and through) the arts. Resorting to insights gained through the practice of playwriting and theatre-making, the presentation will also reflect on the challenges and possibilities of growth involved in the exploration of old age as dramaturgical material and as source of theatrical creativity, especially if we are to imagine a theatre for all ages that can help transform ‘the new normal’ into a truly anti-ageist era.



Núria Casado-Gual

Núria Casado-Gual is Associate Professor at the Department of Foreign Languages and Literatures of the University of Lleida (Catalonia, Spain), where she teaches literature and drama in English and directs a theatre workshop since 2013. As a member of the research group Grup Dedal-Lit, which has focused on ageing studies and literature for more than two decades, she has conducted research on theatrical, literary and cinematic representations of ageing. As the group's Principal Investigator between 2013 and 2022, she led three competitive projects in the field of cultural gerontology that examined the intersection

between age, gender and creativity, as well as narrative expressions of later life. She has co-edited three volumes of essays on literary representations of ageing and a special issue on age and performance for *Theatre Research in Canada*, and has published chapters and articles on cultural interpretations of old age in relevant volumes for the field as well as in international journals such as *Ageing & Society*, *The Gerontologist*, *New Theatre Quarterly*, and *Feminist Media Studies*. Núria Casado-Gual is also a theatre practitioner, and part of her creative work as a playwright is closely related to her research. Eight of her plays have been published to date in Catalan and English.

Panel Presentation: Raquel Medina, Inesa Shevchenko, Kateřina Valentová

Contemporary Cultural Representations of Ageing: Deconstructing Ageism

Wednesday, September 20, 2023 | 13:50-14:35 | Sants, Gràcia & Eixample & Online

In her work *Declining to Decline* (1997), Gullette argues that cultural and social conventions significantly shape the perception of the ageing body. Capitalist neoliberal hegemonic discourses play a role in constructing a negative view of ageing, associating visible signs of decay and decline with a sense of negativity that society seeks to conceal and eliminate. This societal context fosters the rise of various industries and practices like gyms, Viagra for sexual activity, tourism, leisure activities, cosmetics, and plastic surgery. These elements collectively support and promote both healthy ageing and the perception of old age as a space for consumerism.

By presenting older people through narratives that emphasise deterioration and by neglecting to represent their experiences in a positive light, culture has strengthened ageism. Ageism refers to a form of discrimination, prejudice, or stereotyping based on a person's age, typically directed towards older individuals. It involves holding negative attitudes, beliefs, or assumptions about older people solely because of their age. Thus, a third approach to ageing, that of Linn Sandberg (2013), proposes the concept of "affirmative ageing" as a theoretical space to challenge ageism as the binary perspective of ageing as either decline or success. This approach acknowledges and embraces the material realities and unique characteristics of the older body. By embracing affirmative ageing, one can move beyond simplistic categorisations and explore a more nuanced and positive understanding of the ageing process.

This panel focuses on non-hegemonic contemporary cultural representations of ageing that deconstruct ageism from an intersectional approach and through different media. With the intention of contributing to critical discussions of representations of old age and gender on the stage, while at the same time filling in the considerable gap between studies of (demo)dystopia and ageing from a theatrical angle, Inesa Shevchenko focuses on two contemporary plays that feature the topic of ageing at the heart of their chaotic, catastrophic worlds. Raquel Medina discusses female desire and sexuality in old age within and against patriarchal discourses that socially and culturally construct old age in its intersection with sexuality and gender. The films *La vida era eso* (David Martín de los Santos 2020) and *Destino bravío* (Ainhoa Rodríguez 2021) show how older women and sexuality or desire are not mutually exclusive terms and can be experienced through the haptic aspects of sexuality. Katerina Valentova's contribution focuses on representations of ageing in graphic novels which may all successfully contribute to avoiding cultural stereotypes related with ageing. These narratives have a high emotional impact on their readers, enhancing more positive representations of intergenerational relationships.



Raquel Medina

Raquel Medina is a visiting research fellow at Aston University and Dean of Area Studies at IES Abroad Barcelona. She is the author of *Cinematic Representations of Alzheimer's Disease* and *Surrealismo en la poesía española de posguerra*. She has served as co-editor of *Sexualidad y escritura Envejecimientos y cines ibéricos*, *Tecnologías de la edad* and *The Bloomsbury Handbook to Ageing in Contemporary Literature and Film*. She has published numerous articles, book chapters, and reviews on cultural representations of ageing and dementia, contemporary Spanish poetry, women writers, film, and cultural studies. She is

the director of the research network CinemAGender and co-director of the Dementia and Cultural Narrative Network.



Inesa Shevchenko

Inesa Shevchenko holds a master's degree in Secondary Education Teacher Training and Language Teaching from the University of Lleida (Catalonia, Spain). She is currently developing her doctoral thesis on the representations of female ageing in contemporary dramatic texts mainly by English-speaking playwrights, and which is supervised by Dr Núria Casado-Gual, with whom she has co-authored several articles and scientific communications presented at national and international conferences. Her research interests include cultural gerontology, theatre, gender, and LGBTQ+ studies. Member of the European Network of Ageing Studies (ENAS),

Spanish Association of Anglo-American Studies (AEDEAN), The Institute for Social and Territorial Development (INDEST), and the research groups CELCA and Dedal-Lit (UdL), she co-teaches as an adjunct lecturer at the Department of Foreign Languages and Literatures at the University of Lleida.



Kateřina Valentová

Kateřina Valentová holds a PhD in the Territory, Heritage and Culture program of the University de Lleida (2018). Her doctoral thesis focused on the value of nonverbal elements in naturalist texts of Spanish and French tradition. She works as an assistant lecturer at the University of Lleida, in the Department of Foreign Languages and Literatures where she teaches Comparative Literature, Autobiography, and Creative Writing. She is an active member of the European Network of Ageing Studies (ENAS) and her research focuses on comics studies, and life writing. Currently she is participating in a research project on ageing at the University of Lleida.

Keynote Presentation: Daniel Lutz

Want Happiness? Become an Artist

Wednesday, September 20, 2023 | 14:50-15:20 | Sants, Gràcia & Eixample & Online

We all know the stories (nay, warnings!) of the tortured artist, the struggling artist, the artist living constantly on the edge of collapse and ruin. So who in their right mind would suggest that the future of anyone's well-being lies in becoming an artist...? In this colourful talk, Daniel explores how in this shifting world we inhabit – in this “new normal” – becoming an artist is increasingly less of a risqué choice and more of a sensible path to happiness.



Daniel Lutz

Born in Canada, Daniel has lived in South America, the Netherlands, Switzerland and now Spain.

Having begun his professional career as a theatre and English teacher at an international school in Caracas, Venezuela, Daniel recognised early on the potential in computer-assisted learning and co-founded one of the first educational multimedia companies in Europe. His company, Human Shareware, was one of 16 companies invited by the Dutch Ministry of Trade and Economic Affairs to take part in a trade mission to Australia, on the theme of innovation. Bridging the worlds of interactive and broadcast media has been an ongoing theme in Daniel's work. For almost a decade, he was a mentor and curriculum designer for an EU-funded initiative enabling European broadcasters to transition successfully from analogue to digital programming and has been an award-winning copywriter and cross-media concept developer for many of the world's most prominent ad agencies. Trying a different kind of impact, Daniel moved to Switzerland and began working for the International Telecommunication Union (ITU), the UN organisation responsible for information and communication technologies. There he conceived and managed numerous campaigns on such themes as climate change and the Sustainable Development Goals (SDGs). He then worked for the Better Cotton Initiative, rebranding the organisation, developing their first suite of communication materials and setting them on the path for rapid expansion. Since 2015, Daniel has worked as an independent communication strategist, with a diverse client base comprising Fortune 500 companies, UN and NGOs, and start-ups. He brings a strong behavioural design understanding to all his communication and strategy work.

Keynote Presentation: Isabel Alonso-Breto

I Shall Be Brief: Spare Thoughts on Literature and Care

Wednesday, September 20, 2023 | 15:25-15:55 | Sants, Gràcia & Eixample & Online

In this presentation I intend to briefly share a few spare thoughts on literature and the ethics of care. I should approach these two concepts, constructs, realities, worlds, and medicines, both individually and in connection with each other. On the way, I should also be sharing some poetry pieces. By myself. And/or by others... Briefly. Perhaps.

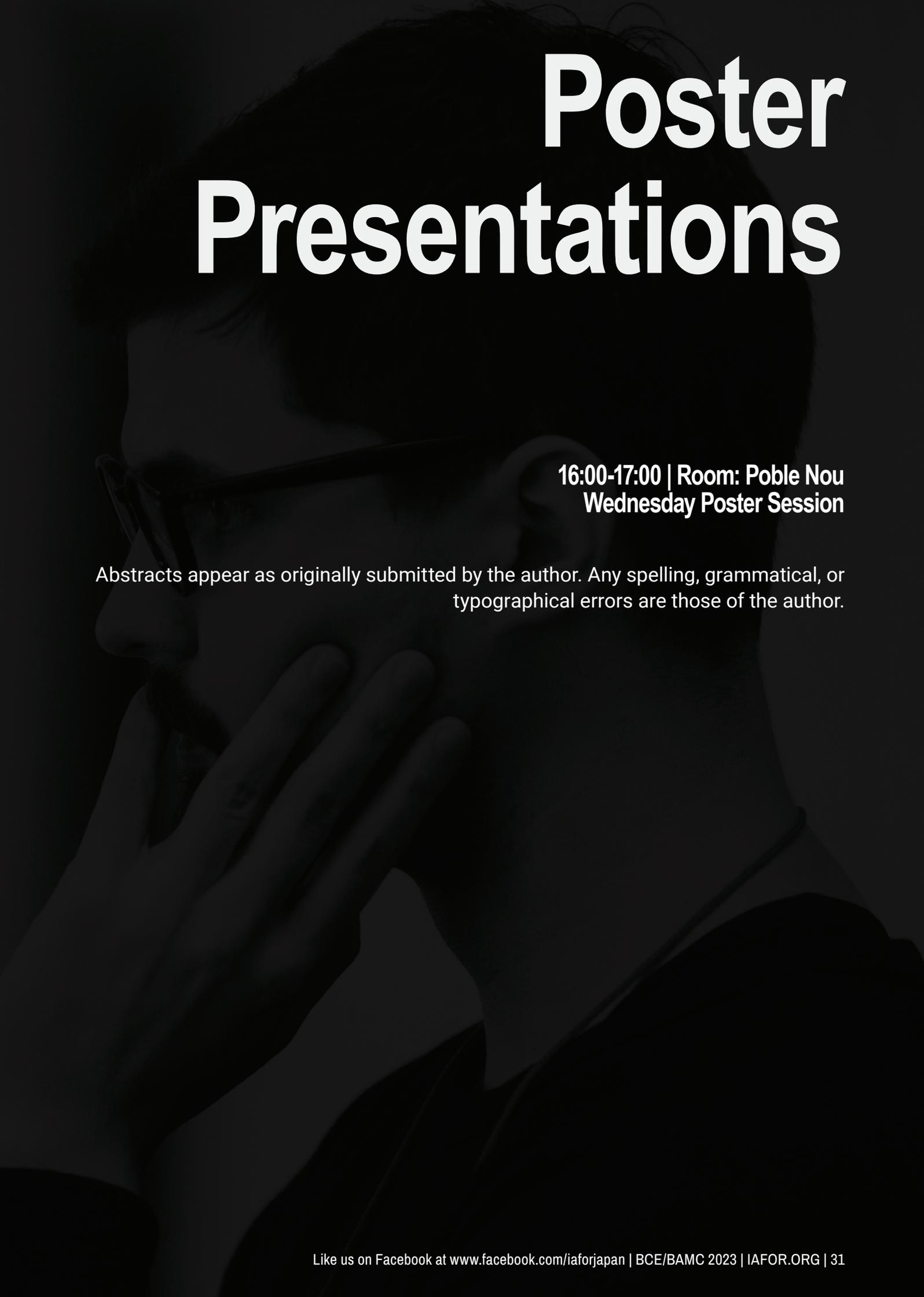


Isabel Alonso-Breto

Isabel Alonso-Breto is a senior lecturer in Postcolonial Literatures in English at the University of Barcelona in Spain. Her research interests have focused on Postcolonial literatures in English with an emphasis on cultural intersections, migration and diasporas. Her latest publications include *'The pain becomes the poem': An Interview with Jean Arasanayagam*; *Only Sow Words: Cheran's A Second Sunrise as Postcolonial Autobiography*; *"Don't be sorry. We didn't do this': Diaspora Choices in Vasugi Ganeshananthan's Love Marriage*; *The Ethics of Care in the No Fire Zone: Anuk Arudpragasam's The Story of a Brief Marriage*; and *Ocean as Heritage: An Interview with Cheran*.

She is a member of the research groups Ratnakara: Literatures and Cultures of the Indian Ocean and CELCA, Centre for the Study of English Literatures and Cultures, and of the UB Centre for Australian and Transnational Studies, in Spain, and of the Partnership Studies Group at the University of Udine in Italy.

Her most recent work focuses on the connections between literature and the ethics of care, where she is completing a monograph study. Besides the occasional translator, she is the author of the poetry collection *Elogio de la tabla de surf y otros poemas desde el cáncer de mama* (2021), translated into English as *The Red Sea: Poetry from Cancer and Beyond*.



Poster Presentations

**16:00-17:00 | Room: Poble Nou
Wednesday Poster Session**

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

16:00-17:00 | Room: Poble Nou

Wednesday Poster Session

Linguistics, Language and Cultural Studies

71836 | *Marked Lexis in Specific Religious Texts*

Zdenka Kumorová, University of Ss. Cyril and Methodius in Trnava, Slovakia

Sermons possess a thoughtful formal composition and detailed content argumentation. The study aims to interpret linguistic devices from selected rhetorical speeches that influence the addressee persuasively, didactically as well as aesthetically. Special-occasion rhetorical speeches have a more complex linguistic-compositional structure; a certain degree of subjectivity and expressiveness is applied in these speeches (cf. Aristotle, 2009; Findra 2004, 2013; Mistřík, 1997; Slančová, 1996). Through the research method of textual content analysis, we excerpted and subsequently analysed stylistically marked and emotionally expressive lexemes from selected sermon texts delivered during 19th-century weddings, which were used deliberately by the speaker to fulfil communicative, didactic, or aesthetic intentions. With these lexical devices, the speaker influenced the addressees and tried to reinforce as convincingly as possible the desired appealing moral-religious influence on the believers. Special-occasion wedding speeches were rich in figurative metaphorical and metonymic expressions, thus reinforcing the aestheticising intent of the sermon, while at the same time possessing a wide range of different kinds of sermonic expressions to fulfil the communication goals. The didactic dimension of the theme of marital union in marriage speeches is referred to by the analogies of biblical and evangelical scenes.

Sociology

72591 | *Trends in New Tourism After COVID-19 in Multiple Tourist Destinations in Japan*

Soji Lee, Tokai University, Japan

New tourism is becoming active in 2023 with the decrease in the number of people infected by Coronavirus. New tourism is aimed at sustainability, paying particular attention to the local culture and natural environment, while simultaneously being beneficial to the local areas. In Japan, over-tourism occurred in typical tourist destinations before the Coronavirus disease pandemic; new negative factors have emerged since. Masks are still routinely used and those who do not wear them are under pressure to do so. Additionally, labor force in tourist areas has not yet recovered. Under these circumstances, the new tourism movement to overcome existing difficulties is gaining traction. This study analyzes the trends in new tourism in Tokyo and Kyoto, which are representative tourist destinations in Japan. The difference between them with respect to new tourism is that Tokyo is developing as a place that represents modern Japanese culture, while Kyoto is developing as a place that represents the historical and traditional characteristics of Japanese culture. The similarity between the two destinations is that participatory projects that are considered co-creative activities between the tourists and the residents have been proposed for both. This study focuses on food culture and explores the characteristics of activities such as the historically developed experience of tea and the procedure of making sushi. This study examines expressions containing individual emotions on social media and proposes a novel perspective of new tourism in Japan.

Adult, Lifelong & Distance Learning

73381 | *The Impacts of Lifelong and Distance Education on Adult Learners' Lives and Reclaiming Lifelong Learning as a Human Development Process*

Mane Atikyan, Yerevan State University, Armenia

This article makes a focus on the importance of Adult, Lifelong & Distance Learning. Nowadays, in modern information and communication conditions, it is impossible to imagine education without distance and lifelong learning. The article explores the potentials of distance learning in the lives of adult learners. Distance education, for adult learners, is a scenario that not only strengthens the personal, social and professional development of individuals, but also the development of competencies applied not only to the digital world but also to each person's daily activities. The consequence of lifelong learning is fixed in our societies through documents and speeches published by national and supranational organizations worldwide such as the OECD (Organization for Economic Co-operation and Development) UNESCO (United Nations Educational, Scientific and Cultural Organization), the World Bank and the European Union (EU). Thus, educational reforms, particularly in the European Union' countries, since the 1990s have been guided by the recommendations of these international organizations that, through an abundant production of documents and the development of statistical projects, emphasize the centrality of education and its ability to guarantee employability, avoiding social exclusion, promoting citizenship and personal development. The desired scenarios for the evolution of societies in the official discourses and documents emphasize the importance of learning and access to skills, competencies, and knowledge, as determinants of an adaptation of societies to the globalization of economies and technological and social changes (UNESCO, 2016). At the heart of this vision is the idea of Lifelong Learning.

Assessment Theories & Methodologies

73449 | *Effect of Automated Conceptual Mindfacts on Understanding and Metacognitive Monitoring: An Experimental Study with Undergraduate Students*

Maria Paula Baquero, Universidad de Concepción, Chile

Claudia Paz Pérez Salas, Universidad de Concepción, Chile

Due to the massive preference for objective testing in online environments to formatively assess students' learning and the fact that most objective testing limits students to use thinking skills based mainly on memory, hence interfering with comprehension and self-regulated learning, the need to diversify and innovate in online assessment activities arises. The present study conducted a parallel-group design experiment to analyze the effect of automated conceptual mindfacts (objective, fixed, structural, and hierarchical graphical organizers) on conceptual understanding and metacognitive monitoring. To that end, fifty college students were randomly assigned to an experimental assessment activity (conceptual mindfacts) or a control assessment activity (matching) based on an academic text about "Granulocytes." A rubric was applied to rate students' conceptual comprehension after the assessment activity, and a judgment scale was used to rate students' confidence regarding their performance. An independent samples t-test was used to analyze the differences between the groups. Results demonstrate that students who solved the conceptual mindfact assessment activity obtained significantly better punctuations on conceptual understanding ($t(48) = 3.50, p = 0.0005, d = 1$) and metacognitive monitoring ($t(48) = 2.75, p = 0.0041, d = 0.77$) than those who solved the matching assessment activity. Findings suggest conceptual mindfacts are powerful automated assessment activities that can be used as formative tasks in online environments to enhance conceptual understanding of complex academic texts in higher education. Also, conceptual mindfacts proved to generate lower levels of overconfidence than matching activities, therefore providing better feedback for improvement.

16:00-17:00 | Room: Poble Nou

Wednesday Poster Session

73635 | *Measure of Entrepreneurial Competencies: Factorial Analysis of Entrepreneurship Qualities Questionnaire Scales*

Eric Yergeau, Université de Sherbrooke, Canada
Mathieu Busque-Carrier, Université de Sherbrooke, Canada
Marcelle Gingras, Université de Sherbrooke, Canada
Frederique Lepine, Université de Sherbrooke, Canada

Entrepreneurs are more than ever very important economic actors in all societies. In many countries such as Canada, governments are mobilizing school curricula to include activities aimed to develop entrepreneurship competencies in high school students. However, there is no clear data on the actual level of these competencies among high school students and adults as well (Yergeau & Gingras, 2023). Accordingly, there is also few instruments intended to evaluate dimensions of entrepreneurship. This study examines the factorial solution of an open online instrument aiming at measuring entrepreneurship qualities. The Entrepreneurship Qualities Questionnaire (EQQ, L'Heureux, 2000) contains 59 items grouped in 6 continuous scales (Commitment, Motivation, Result-oriented, Creativity, Self-competition, Leadership) and a Total score. A sample of 5527 high school students and n=5309 adults from the province of Québec have answered the EQQ between 2013 and 2023. An exploratory structural equation modeling within confirmatory factor analysis (EwC) was used to replicate the second-order factor structure used by the EQQ. EwC mostly replicated the expected six first-order and one second-order factor structure. However, factor loadings of several items were near-zero on every factor, which suggest that they did not contribute to the factor structure. Overall, these findings support the utility of the EQQ to assess entrepreneurship qualities, although some items could be removed from the scale.

74223 | *Indirect Effect of Socioeconomic Status on Mathematics Proficiency*

Daniel Matos, Federal University of Ouro Preto, Brazil
Erica Rodrigues, Galena, Brazil
Walter Leite, University of Florida, United States

As socioeconomic status (SES) has a strong association with student achievement, the objective of this study is to analyze the indirect effect of SES on mathematics proficiency, considering as mediating variable the type of school (public or private). The database was the survey Longitudinal Study of School Generation (Geres). The same schools and students were observed for four years. The study is a representative sample of primary education students conducted in five municipalities of Brazil: Belo Horizonte, Campinas, Campo Grande, Rio de Janeiro, and Salvador (18,000 students in 300 schools). We used the Structural Equation Modeling, along with cluster-robust standard errors method, because of the hierarchical structure of the data. The models' variables were socio-economic status, gender, race, mathematics proficiency (considering students' prior proficiency as control), and type of school. In four of the five models fitted, the indirect effect was significant at a level of 5% and all showed positive sign. In four models, a complete mediation occurred, where there was no direct effect, but only the indirect effect (the effect of socioeconomic status only manifested through the type of school). Despite the fact that socioeconomic status has a strong association with the achievement of the students, much of this relationship seems to happen through the type of school. Our results are in line with the Brazilian literature on the relationship between SES and school type. In this sense, it reinforces the findings of the literature on processes of selection, concentration, and segregation of the school population. Acknowledgments: This research was supported by Fapemig Foundation (Fundação de Amparo à Pesquisa do Estado de Minas Gerais), process number PPM-00583-18.

Curriculum Design & Development

73225 | *The Teaching and Learning Process and the Information and Communication Technologies from the Remote Perspective*

Rosiris Domingues, Senac São Paulo, Brazil
Juliana Rodriguez, Senac São Paulo, Brazil
Cibele Neves, Senac São Paulo, Brazil
Patricia Masmó, Senac São Paulo, Brazil

This article reports the experience of the pedagogical consultants responsible for the curriculum development of Senac São Paulo courses when facing the emergency need to maintain the pedagogical process in their schools in the face of the Covid 19 pandemic. The urgent adjustment to distance education resulted in the improvement of the process and the adoption of new teaching and learning strategies mediated by technologies. The processes for preparing and providing guidelines for professional education courses were also readjusted. Thus, a bank of teaching-learning strategies linked to digital resources was developed, categorized and identified by their didactic-pedagogical potential, having as intersection a didactic planning based on learning objectives based on Bloom's taxonomy (revised), given its convergence with the competency approach adopted by Senac. Methodologically, a relationship was established between connectivity and digital networks and digital evolution in school environments, culminating in new paradigms and processes of educational communication and new trends in teaching and learning. As a result, teachers adhered to the use of digital tools in their practices, transposing face-to-face classroom methodologies and practices to online media, whose criticism was the use of ICTs in an instrumental way, reducing methodologies and practices to teaching only transmissive. There was recognition of the insertion of technology as a facilitator of the educational process in a non-palliative way and the development of a web curriculum, now and fully, carried out in contexts of ubiquity.

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

72928 | *The View of Early Grade Teachers on Gifted Education in the Ashanti Region of Ghana*

Kwaku Boateng, AAMUSTED, Ghana

Gifted education in Ghana is not well developed due to unavailability of formal policy on it. Ghana is rapidly developing and hence the need to develop a vibrant economy based on innovation and technology. However giftedness and talent development is still a challenge so this study seeks to investigate the view held by early grade teachers on gifts and talents in children and also find support for a firm policy on it. The respondents were drawn from 10 junior high schools in the Ashanti Region of Ghana with a population size of 100 early grade teachers. A sample size of 20 teachers were selected from the population size based on how older the school is and low staff turnover ratio. The study employed the interview and questionnaire method of gathering data. The study was significant in that it will unveil the urgent need for mobilising support for encouraging and nurturing giftedness and talent development in Ghana. The data collected was analysed and it revealed the findings below. Firstly most respondents saw the need for development of giftedness but held the view that differentiated education was a form showing partiality. Mixed education will make gifted learners to support less able learners. Also, respondents training they acquired was devoid of the offering special service for the gifted. Respondents supported the idea that formal policy on giftedness and talent development education is long overdue since it can strongly develop an agrarian economy like Ghana into technological one.

16:00-17:00 | Room: Poble Nou

Wednesday Poster Session

Educational Policy, Leadership, Management & Administration

73658 | *Evolution of Early Childhood Education and Care (ECEC) Policy in Israel: Legislative Processes and Reforms for Children Ages 0–3*

Yaara Shilo, Bar Ilan University, Israel

Iris BenDavid-Hadar, Bar-Ilan University, Israel

The early childhood education and care (ECEC) for children aged 0-3 in Israel has witnessed substantial reform, leading to the implementation of quality standards within ECEC institutions. Transferring the responsibility for children aged 0-3 to the Ministry of Education, emphasized the focus on children's overall well-being rather than purely custodial care. Our research examined the evolutionary trajectory of ECEC policy in Israel from 1948 to 2021. The analysis draws upon official governmental documents, protocols, and legislation, utilizing a process tracing methodology to identify and trace the key policy developments over time. The findings reveal that the progression of ECEC policy in Israel has been driven by a diverse range of stakeholders, including voluntary women's organizations, practitioners, academics, citizen activists, and politicians. Notably, the significant reforms observed in the past decade have emerged from a gradual transition, shifting the focus from meeting the needs of working mothers to prioritizing the holistic developmental needs of children. Remarkably, the organizational structure that has emerged in Israel's ECEC system exhibits a unique combination of simultaneous fragmentation and integration, setting it apart from international practices. Our study provides a comprehensive description and analysis of the legislative processes and reforms undertaken in Israel to promote quality in the care and education of children aged 0-3. Similar trends have been documented globally. Thus, the Israeli processes will be examined within the broader international context. By shedding light on the Israeli experience, we aim to contribute to a deeper understanding of worldwide ECEC policy development and reform efforts.

Educational Research, Development & Publishing

72817 | *The Dark Triad in Relation to Teachers' Interaction Styles*

Andrea Juhászová, Constantine the Philosopher University in Nitra, Slovakia

Viktor Gatiaľ, Constantine the Philosopher University in Nitra, Slovakia

The dark triad is a set of three personality traits, namely narcissism, Machiavellianism, and psychopathy, which are associated with manipulative and exploitative behaviors in interpersonal relationships. This paper examines the relationship between the dark triad and teachers' interaction styles. Specifically, it explores how teachers with high levels of dark triad traits may interact with students in ways that are detrimental to the students' academic and social development. The paper reviews existing literature on the dark triad and its effects on teachers' behavior and interaction styles (Čopková, 2020; Jensen-Campbell et al., 2019; Okruszek, Ł., Karasiewicz, K., Kalinowski, K., & Talarowska, M. 2018; Jensen-Campbell et al., 2019; Okruszek, Ł., Karasiewicz, K., Kalinowski, K., & Talarowska, M. 2018, Furnham et al, 2013; Jonason, 2010; Paulhus – Williams, 2002). In the research, we used a statistical method, simple linear correlation, which measures the strength and direction of the linear relationship between two continuous variables, in our case the dark triad and teachers' interaction styles. The results show that leadership, helpful, understanding and student-teacher responsibility correlate negatively with the dark triad. On the contrary, uncertain, dissatisfied, objecting, strict correlate positively. It also discusses potential interventions that could help teachers recognize and manage these traits, and provides recommendations for future research in this area. Overall, this paper highlights the importance of understanding the dark triad and its impact on teachers' interactions with students, and underscores the need for further research to better inform educational practices and policies.

Higher Education

72402 | *The Precariousness of Teaching Work in Higher Education, in the Brazilian Reality: Some Reflections on the Last Years (2020–2021)*

Márcia Fragelli, Senac São Carlos, Brazil

The present work establishes a reflection on the precariousness of teaching work in higher education in the Brazilian reality and its relationship with some evidence cited by BOSI (2007). It consists of a bibliographic survey of this reality in view of the changes that occurred in the world scenario in the years (2020-2021), due to the health crisis triggered by COVID-19. As a result, we verified that teaching work was heavily impacted during this period, and that the precariousness of these professionals work in higher education presents a historical configuration being established in a scenario of privatization of the means of production of their work and in an environment marked by extreme competitiveness and productivity that contribute to a context of illness and the strengthening of Distance Education. This scenario is characterized by challenges, uncertainties and illness among professionals, including teachers, revealing the devaluation and depersonalization of the teaching identity and where academic productivism and the uberization and alienation of work are ratified, in the face of conditions of vulnerability that result in illness of professionals who are left to their own devices, impacting other consequences that can be analyzed in the short, medium and long term. We conclude that the pandemic is not directly responsible for all these issues, but it shows a fertile ground for the financialization of higher education, increasing precariousness, overexploitation, the impoverishment of education with a utilitarian bias, affecting peripheral and central capitalist countries differently.

16:00-17:00 | Room: Poble Nou

Wednesday Poster Session

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

74229 | *Environmental Sciences and the Development of STEM Skills: A Multidisciplinary Proposal*

Marta Vázquez, Universidade de Vigo, Spain

Rogert Sori, Universidade de Vigo, Spain

Milica Stojanovic, Universidade de Vigo, Spain

Luis Gimeno-Sotelo, Universidade de Vigo, Spain

Maria João Valente, Universidade de Vigo, Spain

Climate sciences should be considered an important topic in the better knowledge of our world. It is especially important in the climate change paradigm in which we are involved. Despite its importance, the climate is not a relevant topic in high education in Spain, and it is only considered in the curriculum as a secondary topic in some academic subjects. From a professional point of view, climate is a multidisciplinary topic highly connected with maths and technology. In this work, we present a proposal that tries to connect the climate sciences with STEM competencies in high education. The proposal is based on the use of Arduino boards to obtain climatic data and involved different subjects such as technology, maths, or sciences. The proposal is composed of several different activities which could be independently set up in different subjects. However, we highly the potentiality of the application of the complete proposal to obtain an integrated educational experience. The complete proposal tries to link different branches of knowledge in science and technology, which are generally not so close in high education, to obtain meaningful learning and to illustrate the multidisciplinary inherent in science.

Mind, Brain & Psychology

70930 | *Relationship of the Val158met COMT Genotype with the Regulation Disorders of Sensory Processing (RDSP)*

Bartosz Bagrowski, Poznan University of Medical Sciences, Poland

Oliwia Szymanowicz, Poznan University of Medical Sciences, Poland

Jolanta Dorszewska, Poznan University of Medical Sciences, Poland

Regulation Disorders of Sensory Processing (RDSP) are disorders of hypersensitivity or hyposensitivity to a specific modality (or modalities) of sensory stimuli. These disorders also affect motor skills as well as executive functions, which is important for the child's neurodevelopment. Patterns of sensory-motor integration may be genetically determined. Particular attention is paid to polymorphisms of the COMT gene. The study involved 15 children with neurodevelopmental disorder (aged 7 – 17) divided into two groups in terms of COMT genotype. Their RDSPs was examined and then a comparative analysis was made. It was shown that the Val/Val COMT genotype may predispose to increased risk of hypersensitivity RDSPs of vestibular system, proprioceptive system and visual system, as well as motor coordination. Met allele (Val/Met and Met/Met genotypes), on the other hand, showed a significant reduced tendency to these RDSPs. The results correlate with numerous studies on the relationship of the COMT genotype with sensory-motor integration functions. Thanks to the presented study, we know that this relationship may relate primarily to hypersensitivity disorders and may be associated primarily with the senses and functions related to postural control and motor control. Most likely, a study conducted on a larger sample would yield much more clinically significant findings, however, the presented results may direct further neurogenetic research both in the context of neurorehabilitation as well as developmental psychology and neurology. It may contribute to the better understanding of the neurogenetic conditions of human neurodevelopment.

70587 | *A Study of the Effects of Encouragement on Serious and Irreversible Admissions Failures*

Kumiko Yoshitake, Nagasaki Junshin Catholic University, Japan

Students experience various failures in their school life. Failure to pass an entrance examination is one of the most serious failures for students in Japan. Support from the people around them is indispensable in rebuilding their spirits and making a new start at another school. Since adolescence is a time when "significant others" shift from parents to peers, encouragement from close friends is considered effective. However, some students are unable to accept such encouragement. Therefore, we examined the four types of students (secure, preoccupied, dismissing and fearful) in the internal working model. Then we investigated what kind of encouragement from close friends they would accept in such a serious failure situation. Methods: Participants were 212 university students (53 male, 159 female). Internal Working Model scale (Nakao and Kato, 2004). Eight types of encouragement (Ogawa and Nakazawa, 2014 and Nakano and Masaho, 2011); B1. words of sympathy, B2. words of perspective shift, B3. words of advice, B4. words of encouragement, B5. words of offer of help respecting his or her pace, B6. different topics or jokes, B7. indirect encouragement, B8. physical contact. Results and Discussion: The preoccupied group was less likely to accept encouragement from friends compared to the secure group ($F=5.347$, $df=3/208$, $p<.001$). However, the only encouragement that they could accept were from B1, B2, and B5. Based on these results, we will discuss what kind of encouragement is effective for students who have difficulty accepting encouragement from close friends.

73207 | *Linking Students' Exposure to Emotional Neglect and Emotional Abuse in the Family with Their Academic Motivation and Internalizing Symptoms*

Xuying Xie, City University of Hong Kong, Hong Kong

Sylvia Kwok, City University of Hong Kong, Hong Kong

Objectives: Growth mindset, positive emotion, and character strengths have been recently addressed in positive education. The current study aimed to examine their roles in the relationships between children's exposure to emotional neglect and emotional abuse in the family and their academic motivation and internalizing symptoms. Method: 608 students from three primary schools in Hong Kong completed a set of questionnaires including the Childhood Trauma Questionnaire, Academic Motivation, Depression, Anxiety and Stress Scale (DASS-21), Incremental Self Belief Scale, Positive Emotion in PERMA-Profil, and Use of Character Strengths. PROCESS for SPSS was applied to examine the hypothesized mediation models. Results: In the domain of academic motivation, positive emotion and growth mindset mediated the relationship in tandem between emotional neglect and academic motivation ($b=-0.018$). Character strengths moderated the mediating effect of growth mindset in the relationship between emotional abuse and academic motivation (index= 0.039, $CI=[0.008, 0.070]$). In the domain of internalizing symptoms, growth mindset mediated the association between emotional abuse with depression ($b=0.012$). Furthermore, character strengths moderated this mediating model (index= -0.011, $CI=[-0.024, -0.001]$). Conclusion: Positive emotion could serve as an approach to fostering a growth mindset in promoting academic motivation for children who have experienced emotional neglect. Through growth mindset, knowledge of use of character strengths could buffer the negative effects of emotional abuse on children's academic motivation and depression. It implies that different approaches with elements of positive education should be adopted specifically for students who are vulnerable to differentiated family adversities.

16:00-17:00 | Room: Poble Nou

Wednesday Poster Session

Professional Training, Development & Concerns in Education

73543 | *Transitioning to Professional Status: St. Catharine's Teachers' College: Student Lives in the 1960s and 1970s*

Michael Owen, Brock University, Canada

Mateo Villegas Palacios, Brock University, Canada

Teacher Education in Canada underwent significant changes in the post-World War II era. Student numbers increased immensely due to government policy and a post war baby boom. Entrance requirements for teacher training changed (became more rigorous), the content and context of teacher preparation programs shifted as insights from new progressive education disciplines were integrated more fully, and as teacher training was integrated with university education. Teaching was feminized by the early 20th century, yet there remained significant challenges for women to be fully respected as professionals. In the mid-1960s, the demographic shift, increased educational and occupational opportunities, and a professionalized cohort altered who became teachers while maintaining gender divides. Drawing on research on student life and archival materials at Brock University, Teachers College yearbooks, student newspapers and local newspaper archives, we analysed who attended the St. Catharines' Teachers' College, student life during their professional training, and how they connected with Brock students. In this research, we sought to understand the dynamics of teacher education at a newly established teachers' college (1965) and new university (1964) in a small Ontario city. The outcomes of the research (to be completed in August 2023) are anticipated to show that those who attended the St. Catharines' Teachers College were, primarily, single women, aged 18-23, who lived in close proximity to the college. We anticipate that, drawing on visual archives, student life shifted from a rigid environment to one that was more informal and more align to student life at the university.

72428 | *Professional Competencies and Cognitive Abilities of Teacher*

Eva Ballová Mikušková, Constantine the Philosopher University in Nitra, Slovakia

Marcela Verešová, Constantine the Philosopher University in Nitra, Slovakia

The teaching profession depends on skills and professional competencies, which can be summarised under the term professional competence. Professional competencies entitle the teacher to perform skilled activities as teachers. In the present study, we investigated which cognitive skills support better development of professional competencies. The main aim of the study was to examine the relationship between teachers' professional competencies and their cognitive abilities. A total of 591 teachers aged 20 - 72 years ($M=43.56$, $SD =10.92$) participated in the study. Teachers' professional competencies were measured using the Teacher Interaction Questionnaire, the Slovak Teaching Style Questionnaire, and the Didactic Competencies Questionnaire. Cognitive abilities were measured as critical thinking disposition (using the Critical Thinking Disposition Scale), scientific trust (using the Credibility of Science Scale), and psychological misconceptions (using the Psychological Information Questionnaire). Results (controlled for age and practise) showed positive relationships between critical thinking disposition and the interaction styles of leadership, helpfulness, understanding, and student-teacher responsibility ($r= .382 - .502$), alongside with didactic competencies (planning and preparation, realisation, classroom climate, diagnosis and evaluation, and self-reflection; $r= .410 - .731$) and with managerial and supporting teaching styles ($r= .404 - .709$). There were no associations with scientific trust or psychological misconceptions. The findings suggest the importance of supporting the development of critical thinking during undergraduate teacher education to promote the development of professional competencies.

Teaching Experiences, Pedagogy, Practice & Praxis

72836 | *A New Didactic-Andragogical Tool to Consolidate Knowledge Applied to the Active Methodology PBL*

Luis Antonio Galhego Fernandes, Centro Paula Souza, Brazil

Daniel Soares E Marques, Centro Paula Souza, Brazil

Davison Cardoso Pinheiro, Centro Paula Souza, Brazil

Luana Soares Muzille, Centro Paula Souza, Brazil

Lucas Correia Meneguette, Centro Paula Souza, Brazil

Pedro Sergio Rosa, Centro Paula Souza, Brazil

Literature and teaching experience show the need to reflect upon teaching-learning strategies that take advantage of students' prior knowledge and that promote opportunities to develop autonomy, especially when teaching adults. This work aims to present the strategy named Circle of Knowledge (CK) and contextualizes it in the light of andragogy by demonstrating two practical applications in the Phonographic Production course at FATEC Tatuí, a Public Technology College in Brazil. The study comprises of a bibliographic review on teaching-learning theory, andragogy, and didactic tools. Furthermore, the dynamics of CKs involving two project-based learning (PBL) groups, the Plug-ins League and the Events League, are described and discussed. The CKs were carried out after the projects were accomplished in order to register the learning obtained as well as to deepen the discussions. Two behaviors were observed among the students - free speech and active participation (at a high level) in the discussion with the guests, and silence. Those who remained silent reported that they were able to follow and understand everything that was being discussed despite the high level of the discussion specially for a topic that had been far beyond their level of knowledge before their participation in the PBL which gave them a great sense of satisfaction. This promoted transdisciplinarity and was efficient in reinforcing learning by allowing more space for speech, active listening and time for students to lead the construction of knowledge both individually and collectively.

70221 | *Learning in the Digital Age: Towards Telagogy, a Web-based Learning Experience*

Teboho Pitso, Vaal university of Technology, South Africa

The advent of Society 5.0 that leverages advanced technologies such as artificial intelligence and internet of things has posed new challenges on the meanings and understandings of learning and teaching. This poster presents a study that was undertaken at one university using quasi-experiments to better understand how new digital techniques such as chat-GPT, avatars, cloud computing collaborations and meta-verse enhance learning and teaching at higher education and how these new ways of learning and teaching compel new understandings and meanings of learning and teaching under materially new societal conditions. Furthermore, the study probed the new mediation of learning in terms of human lecturers and artificial intelligence collaborations leading to a new approach to online learning tentatively called telagogy, a web-based learning that leverages human lecturers and artificial intelligence collaborations to effect learning that uses digital techniques such as chat-GPT, avatars, meta-verse and many other such techniques. Lecturers of advanced undergraduates formed part of this project and selected 15 students each ($N=15$) to participate in the experiments. Preliminary findings show that as learning goes online, the role of human lecturers would go on the background and shift towards materials development and new learning and assessment techniques that will be fed into the digital system to enhance telagogy.

Thursday, September 21

Parallel Sessions

All times are in Central European Summer Time (UTC+2)

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

09:30-11:10 | Sant Sebastia

Thursday Onsite Presentation Session 1

Concerns & Students Perceptions in Education

Session Chair: Maria Platsidou

09:30-09:55

72820 | *Rate of Perceived Vocal Exertion and Vocal Loading Tendencies in Group Fitness Professionals*

Justin John Moniz, NYU Steinhardt School of Culture, Education, and Human Development, United States

A lack of vocal health education combined with a rigorous teaching schedule has caused vocal health concerns among Group Fitness Professionals (GFIs). The long-term vocal health consequences of GFIs with compromised vocal function, however, are yet to be determined. While vocal fatigue and/or pathologies have impacted professional GFIs in several ways, there are significant concerns regarding a lack of vocal health education and an awareness of how the vocal apparatus functions. There is emerging evidence that supports considerable fatigue and pathologies among professional GFIs. For example, AF Rumbach (2013) concluded that GFIs "are susceptible to a number of voice disorders that impact their social and professional lives, and there is a need for more proactive training and advice on voice care for instructors, as well as those in management positions within the industry to address mixed approaches and opinions regarding the importance of voice care." This pilot study aimed to determine the rate of perceived vocal exertion experienced by group fitness instructors stratified by age and sex. The findings will lay the groundwork for future research examining the long-term effects of vocal loading in the group fitness setting. The significance of this study will determine the impact increased vocal loading has on GFIs, particularly as it relates to overall levels of vocal health and an individual's rate of perceived vocal exertion.

09:55-10:20

74133 | *Embedding Entrepreneurship Education Across Disciplines: Undergraduate Students' Views on How Entrepreneurship Should be Taught*

Paul Joseph-Richard, Ulster University, United Kingdom

Darryl Cummins, Ulster University, United Kingdom

Margaret Morgan, Ulster University, United Kingdom

Aodheen McCartan, Ulster University, United Kingdom

The aim of this survey study is to understand undergraduates' views on how entrepreneurship should be taught in universities. Scholarly interest in embedding entrepreneurship across the university curriculum is increasing, both within the UK and globally in the university sector. However, there remains an ongoing debate about what entrepreneurship is, and how should it be taught. In this qualitative descriptive survey design, we collected the views of a purposive sample of undergraduates (n=223) in a University in Northern Ireland. Besides identifying a range of teaching methods, our content analysis also reveals that (a) the respondents have a narrow view of identifying business owners, who are male and relatively well-known individuals from the USA, as entrepreneurs, and that (b) their way of conceptualising entrepreneurship shapes their expectations of how it should be taught. References to entrepreneurial context, sources and types of entrepreneurs is absent in the data. Importantly, differences in students' own start up experience and their varying learning needs are not considered as important for teaching and learning. We discuss the pedagogical implications of the findings and argue for the need to address definitional ambiguity, while emphasising the importance of entrepreneurial context and the need to acknowledge variations in students' own start-up experience and learning needs when teaching entrepreneurship.

10:20-10:45

73285 | *College Students' Perception of the Changemaker Attributes Through the CAPSTONE Activity in Art Appreciation Course*

Aileen Joy Saul, De La Salle Lipa, Philippines

This study investigated how students perceive the contributory role of the CAPSTONE activity in developing changemaker attributes in an Art Appreciation course. A total of 123 students completed pre-and post-surveys, rating the perceived value of the CAPSTONE activity in promoting innovation and creativity, critical thinking, communication, leadership, and collaboration. Results showed a significant improvement in all the changemaker attributes after completing the activity. Gender did not significantly affect perception, but there were significant differences among students grouped according to year level and academic program. Open-ended questions revealed that students believed the CAPSTONE activity could help develop their skills in problem-solving, creativity, advocacy, and social awareness, among others. Overall, the study highlights the potential of CAPSTONE activities in promoting changemaker attributes among students.

10:45-11:10

72601 | *An Integrated Scale for Measuring Teachers' Protective Factors of Resilience: Factorial Structure, Validity and Reliability Issues*

Maria Platsidou, University of Macedonia, Greece

Athena Daniilidou, University of Macedonia, Greece

Given that existing relevant scales exclude some critical protective resilience factors, a new, more comprehensive scale was designed and tested. To this end, two studies were carried out. In Study 1, 407 primary school teachers were tested with the new scale, the Teachers' Protective Factors of Resilience Scale (TPFRS). Similar scales, such as the Multidimensional Teachers' Resilience Scale (Mansfield & Wosnitza, 2015) and the Teachers' Resilience Scale (Daniilidou & Platsidou, 2018), were used to test the convergent validity, while the Maslach Burnout Inventory and the Teachers' Sense of Efficacy Scale (Tchannen-Moran & Woolfolk-Hoy, 2001) were used to assess the discriminant validity of the new scale. Confirmatory factor analysis and item response theory analysis revealed that the TPFRS assesses six personal and environmental protective resilience factors: values and beliefs (5 items, $\alpha=.88$), emotional and behavioral adequacy (6 items, $\alpha=.74$), physical well-being (3 items, $\alpha=.68$), relationships within the school environment, (6 items, $\alpha=.73$) relationships outside the school environment (5 items, $\alpha=.84$), and the legislative framework of education (4 items, $\alpha=.83$). Results show that it presents a satisfactory convergent and discriminant validity. Study 2, in which 964 primary and secondary school teachers were tested, confirmed the factorial structure of the TPFRS as well as its discriminant validity which was tested with the Schutte Emotional Intelligence Scale-Short Form. In conclusion, our results showed that the TPFRS is a new multi-dimensional instrument valid for assessing teachers' protective factors of resilience and it can be safely used in future research and interventions in the teaching profession.

11:25-12:40 | Sant Sebastia

Thursday Onsite Presentation Session 2

Development in Education

Session Chair: Itumeleng Setlhodi

11:25-11:50

70679 | *The Contribution of Educational Dynamic Processes to a Person's Narrative Change, Case Study: "Semel Program"*
Ronit kuriel, Kibbutzim College of Education, Israel

The objectives of the study presented is to explore innovative educational processes as part of the "Semel program" (Stories Lead to Success). The program is based on the principles of the narrative approach, which recognizes the power of the story humans tell about their life and its ability to shape and direct them, while translating this understanding into the educational-therapeutic act. Design: The current research is based on the qualitative research paradigm in a case-study scheme. Methods: The data was collected through a variety of qualitative and quantitative tools, among them: semi-structured, in-depth interviews, general observations, participant observations, field work and semi-structured summative feedback interviews. Life stories are used in this study as the subject of research and as one of the research's tools itself. Results: The findings suggest that in general, the belief in the other's ability to change starts with a process of self-belief, and specifically, they stress the circular connection between teachers' beliefs in themselves and their belief in their students. Furthermore, the findings show that by participating in the program, teachers can have a variety of experiences, which involve self-discovery and deep self-understanding, and later lead them to discover and understand the other. Conclusions: The study presents the implementation of innovative theoretical ideas, which lead to the creation of a new, proactive language within the education system. Moreover, the study describes an "in-action narrative" within an educational field, which may contribute to theoretical and practical understanding of implementing a narrative theory in the educational field.

11:50-12:15

71687 | *The F1 Model for Performance Assessment: Using AI to Assist the Educators of the Future*

Julián Nevárez Montes, Universidad de Monterrey, Mexico

Rafael Octavio Felix Verduzco, Universidad de Monterrey, Mexico

Isabel Alejandra González Caballero, Universidad de Monterrey, Mexico

Higher education institutions (HEI) have widely considered implementing pedagogies that provide academic excellence. In recent years, the role of future educators has attracted attention as the learning criteria of Gen Z and Gen Alpha students have raised questions regarding how HEI would provide timely and precise feedback to educators. This study sought to identify categories in which educators are subject to be assessed. Purposive sampling was implemented to acquire knowledge from individuals who are in the context of an educator's performance. 10 focus group sessions were students, department directors, professors and deans were carried out separately. Each session was analyzed using a text-mining software to determine critical categories to be considered in the assessment. These focal groups laid out categories such as the importance of verbal and direct feedback rather than the use of standardized surveys. The findings provide a robust structure to propose the F1 model for Performance Assessment (F1-MPA). This model runs on data-driven A.I. to visualize the current performance of educators on the go and delivers recommendations based on their scores on each category. The F1-MPA is also adaptable to other industries as it resembles a 360-degree feedback approach.

12:15-12:40

74088 | *Quality Assurance and Institutional Reviews in Open and Distance Education*

Itumeleng Setlhodi, University of South Africa, South Africa

There is a growing consideration for ensuring that quality assurance (QA) systems in higher education institutions (HEIs) are developed, managed and maintained, particularly those within open and distance education setting. Quality assurance is an essential index towards the development of envisaged quality open higher education provisioning. HEIs are a conduit to transforming society and are often thwart with interruptions, necessitated by unavoidable and mandatory requirements such as institutional reviews and audits commissioned nationally, to bring about deep change and transformation, whilst also complying with the national directive. Moreover, open distance e-learning institutions have even a bigger role to ensure that they offer quality education that is fit of purpose, fit for purpose, transformative, and provide value for money. To determine QA and reviews processes in a comprehensive open distance eLearning institution, South Africa, a qualitative poststructuralist approach was pursued. The study results show that QA institutional reviews and audits tend to cause some form of disruption in the academic project as institutions prepare for these processes to comply with the QA processes in line with the national prescripts. It is therefore recommended that HEIs should have such rapid and rigorous internal reviews and audits to normalise the practice of reviews so that there are less disruptions during the national processes, particularly in open and distance education institutions. Regular and accurate QA and reviews processes can further save costs and time taken preparing for external reviews.

13:40-15:20 | Sant Sebastia

Thursday Onsite Presentation Session 3

Professional Development in Education

Session Chair: Adérita Cristina Pereira Fernandes

13:40-14:05

69746 | *Teaching Care Relationship: A Strategic Alliance from Chilean State Regional Universities Point of View*

Paula Marchant, University of Beira Interior, Portugal

Mario Franco, University of Beira Interior, Portugal

The Chilean higher education model is based on Competence-Based Learning, and universities give general and specific essential competencies. However, in the case of health professions, specific skills must be acquired in a clinical context, so it is necessary establish a teaching care relationship. This means a strategic alliance among universities and health institutions acting as a clinical field for teaching. This study aims to analyze the teaching care relationship in regional Chilean State universities and establish the associated advantages, challenges, and difficulties. The results indicate that in State universities, teaching care relationships and clinical fields play an important role in the competency-based learning model and the strategic plan. Being a State university represents intangible advantages but economic disadvantages compared to private universities. Organizational and personal factors in universities and clinical fields are also involved, which could favor or hinder this relationship. Future research about this kind of strategic alliance is suggested.

14:05-14:30

74398 | *The Resilience of Teacher Education Institutions in a Post-pandemic Time: A Comprehensive Teacher Education Plan in Calabarzon*

Maryann Lanuza, Jose Rizal University of Calamba, Philippines

Ronald Gonzales, Jose Rizal University of Calamba, Philippines

Neil Aligam, Jose Rizal University of Calamba, Philippines

In the wake of the Covid-19 pandemic, the pandemic has disrupted the traditional education system and has necessitated new methods of teaching and learning in Hybrid-flexible learning. The paper focused on the five areas recommended for consideration by the study of UNICEF Europe and Central Asia (2022) in educational development in post-COVID times. First is by determining the extent of implementation in five areas namely access, learning, well-being, safe school, and, nutrition and school feeding, and by testing if these five areas are equally implemented across provinces in the entire region IVA CALABARZON (Cavite, Laguna, Batangas, Rizal, and Quezon). The 1378 respondents were from the different Teacher Education Institutions (TEIs) in the entire Region. Students, faculty, and administrators were the delegation in the Annual TEI convention that assessed the high implementation of resilience evaluation. However, the data was not normality distributed and hence used a Kruskal Wallis H-Test. Statistical differences were established when grouped according to age bracket ($p \leq 0.000$) from areas 3, 4, and 5 of resilience, area 4 was tested significantly differently by males and females ($p = 0.003$). Also, all areas of resilience were tested significantly by students, faculty, and administration ($p \leq 0.000$). Lastly, all areas were implemented differently across five provinces in the entire region ($p \leq 0.000$). Although assessments were in high regard, TEIs may have uncommon implementation, they may share best practices to attain equal ways and achieve a single outcome in all areas of resilience. TEIs may consider the proposed plan of resilience for achieving common aspirations.

14:30-14:55

72856 | *Development of Competences for the Fashion Designer: A Scope Review*

Letícia Cunico, Instituto Federal de Educação & Ciência e Tecnologia de Santa Catarina, Brazil

Neri Dos Santos, Universidade Federal de Santa Catarina, Brazil

Isabel Maria Pinto Ramos, Universidade do Minho, Portugal

Lucimar Antunes De Araújo, Instituto Federal de Educação & Ciência e Tecnologia de Santa Catarina, Brazil

Authenticity presents itself as the warp that interweaves the fashion system and other sectors of society. This dynamic finds in contemporary society the "era of lightness", a system of inconsistency, change, personalization, and seduction that is related to the fashion system. The transition from a production-oriented (industrial) society to a post-industrial society, where knowledge becomes the main factor of production, makes education even more relevant as a means for individuals to occupy their space in society and act on social and environmental issues. In this perspective, the objective of this work is to map the themes that permeate the competencies of Fashion Design professionals through a scope review. This strategy allows for an analysis of evidence on a particular research area, synthesizing the main concepts, theories and knowledge gaps. To support the process, the study makes use of the PRISMA-P (Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols), double-blind selection of works, and qualitative thematic analysis. This analysis is divided into five themes: employability; entrepreneurship and digital competencies; sustainability; research and development; production processes. The study's conclusion points to an interconnection of these themes in both the educational process and the professional life of the fashion designer, suggesting a trend toward interdisciplinarity or transdisciplinarity. Additionally, the study suggests a personalized education, with the development of curricula or others actions in coproduction between educational institutions and society sectors. This research was partially funded by the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - Brasil (CAPES) - Finance Code 001, by the Pró-reitoria de Extensão at the Universidade Federal de Santa Catarina (UFSC), and by the Instituto Federal de Educação, Ciência e Tecnologia de Santa Catarina (IFSC).

14:55-15:20

74410 | *Education 4.0: Colaboration to Engage, Include and Enhance – Edu4Col@b*

Adérita Fernandes, Direção Regional de Educação, Portugal

Elsa Freitas, Direção Regional de Educação, Portugal

The Continuous Training Division of the Regional Directorate for Education, fulfilling its mission of developing teaching professionalism, through continuous training, located in a metamorphic perspective with a view to improving the learning of all students and promoting the process of gradual transformation of the organizational and pedagogical dialectics of teachers' work, develops the project Education 4.0: Colaboration to Engage, Include and Enhance, acronym Edu4Col@b, within the framework of the Erasmus+ Programme of the European Commission. This project obtained a rating of 93% and integrates 4 of the 5 schools in the Autonomous Region of Madeira, which operate in "vertical grouping" (from childhood to secondary education), which opted to join the KA1 Consortium, constituted in application under Key Action 1 of the Erasmus+ programme. Edu4Col@b falls under three key areas: strengthening equity and inclusion in education; modernisation and innovation of pedagogical practices and tools; internationalisation of organisations. As part of the project, 92 mobilities of different types took place, including structured courses and training events, job shadowing activities and teaching missions. Edu4Col@b aims to contribute to schools being places for training and building knowledge in context, where collaboratively and cooperatively work in flexible and multifunctional spaces and time, so that the curriculum is accessible to all and to each one. It is also believed that the dissemination of learning represents an "oil stain" effect for other schools in this outermost region, representing a "cluster" for innovation.

15:35-17:15 | Sant Sebastia

Thursday Onsite Presentation Session 4

Professional Training, Development & Concerns in Education

Session Chair: Jessica Torro

15:35-16:00

70544 | *The Role of Mentorship Program to Develop Young Research Academics at Higher Education Institution in South Africa: Mentee Perspective*

Vuyokazi Mntuyedwa, Cape Peninsula University of Technology (CPUT), South Africa
Kathleen Naidoo, Cape Peninsula University of Technology (CPUT), South Africa

Previously, most of the opportunities were given to men in higher education while women were underrepresented, especially in terms of higher education leadership positions. While the barriers for women wishing to progress are manifold, encouraging research participation is essential, especially in the 21st century where everyone has equal rights. As part of the transformation agenda of the Higher Education of the mentees, opportunities to address the challenge of underrepresentation are provided. One such opportunity is the mentorship program where young academic researchers are mentored by senior experienced staff members in an endeavor to retain and support these academics. These young academic researchers need to develop and advance in their careers and increase their research output before they can serve in senior positions. The mentees for the program are randomly selected by the Research Directorate office. The mentor/mentee contract is for a duration of one year whereby there are regular check-in sessions and mentor guidance on research possible projects. With the aim of describing their experiences of being a mentee, two mentees have decided to collaborate, using an auto-ethnography approach. This approach allowed the researchers to reflect on and narrate their experiences of serving as part of the academic mentorship program. Both mentees expressed a positive experience during the mentorship program. Based on their experiences recommendations to offer a similar program in all academic institutions are recommended. A further recommendation for the coordinators of such programs is to increase the time duration to allow more time for relationship building between the mentor and mentee.

16:00-16:25

73335 | *Early Childhood Education and Care Professionals' Training in Portugal: Challenges and Needs*

Janete Silva Moreira, ProChild CoLAB, Portugal
Inês Gregório, ProChild CoLAB, Portugal
Ana Lúcia Aguiar, ProChild CoLAB, Portugal
Ana Teresa Brito, ProChild CoLAB, Portugal
Joana Cadima, ProChild CoLAB, Portugal
Luísa Barros, ProChild CoLAB, Portugal

Early childhood education and care (ECEC) has been considered an important context regarding children aged 0-3 developmental characteristics. Literature shows that ECEC professionals with specific training to work with children aged 0-3 have a more complex and multidimensional comprehension of their development and learning processes. Professionals' training can, therefore, influence daily practices and the quality of educational environments. ECEC specific training is diverse considering legislation, educational perspectives, and the students' preferences. Further investigation is needed, specifically in Portugal, to identify initial training key-elements (i.e., contents; practices) to potentiate ECEC quality. This research presents the ProFormação 0-3 project, aiming to characterize ECEC professionals' initial training, and their training needs. To attain those goals, the methodology included two phases: 1) A documental analysis to identify education and vocational programs available, and focus groups with higher education lecturers to understand their perceptions on how initial training prepares ECEC teachers to work with children aged 0-3. 2) A Delphi method with national and international experts to clarify essential contents and competencies to develop in initial training to work in ECEC, and focus groups with ECEC professionals to identify their training needs. Results showed that contents related to work with children aged 0-3 are rarely included in initial training programs, raising concerns regarding professionals' preparation to work with infants/toddlers. Participants reported a greater focus on children under 3 is needed and expressed their perceptions on the most relevant changes needed. Implications concerning practical, policy and research recommendations will be discussed.

16:25-16:50

73190 | *The Human Element Factor as an Education Experience for Training, Learning, and Development*

Jonathan Chiong, Jose Rizal University, Philippines

The Human Element is a holistic and comprehensive methodology for improving the way people work together, leading to better individual, team, and organizational performance and rate of goal achievement. By dealing with root causes rather than superficial behaviors, The Human Element helps individuals, teams, and organizations eliminate the behaviors that sabotage, undermine relationships, and lower motivation. For an organization to survive, they must face many challenges today from the growing pressures of the economy, society, and environment. It is no longer possible to manage organizations without considering global, environmental, and social sustainability impacts. To balance business growth, several things are needed: a sustainable environment; adaptable people, individuals, organizations, and society. The Student Development Office of Jose Rizal University is the training office of student leaders and members of the recognized student organizations. Soft skills are being conducted monthly, and this maximizes the potential of individuals, teams, and organizations, solves human-related issues to maximize workplace productivity, and works to increase aliveness and trust in the organization. The study identifies three basic needs that students' organization members share: the need to feel significant, competent, and likable. When people interact with each other, they seek the right amount of inclusion, control, and openness so that they can feel good about themselves. The study resulted to the application of FIRO (Fundamental Interpersonal Relations Orientation) theory, which creates an understanding of those needs that interact with one another. FIRO also clearly shows that self-concept drives feelings, that feelings drive behavior, and that behavior drives results in learner diversity.

16:50-17:15

71656 | *Impact of Department and Discipline-Specific Cultural Humility Trainings: Opportunities for Learning and Growth*

Melissa Masters, Metropolitan State University of Denver, United States
Rachel Sinley, Metropolitan State University of Denver, United States
Jessica Torro, Metropolitan State University of Denver, United States

Cultural humility is categorized as a lifelong commitment to self-evaluation and self-critique that begins with examining one's own beliefs and identities. Academic departments in higher education can provide discipline-specific cultural humility training and resources for faculty and staff to improve outcomes for students, reduce racial achievement gaps, and enhance a healthy diverse workplace. The Promoting Post-Baccalaureate Opportunities for Hispanic Americans grant team in the Department of Nutrition at Metropolitan State University of Denver developed and delivered quarterly discipline-specific cultural humility trainings beginning in spring 2020 for faculty and staff. The aim of this study was to examine impact of the trainings. Data was collected using an electronic survey during spring 2023. Trainings were reported as being extremely or very effective by the majority of faculty and staff (83.3%) and have impacted how faculty or staff teach (66.7%) or advise students (66.7%), content in courses (58.3%), and interactions with students (91.7%) or colleagues (58.3%). Increased awareness of the importance of diversity issues in higher education (75%) and nutrition and dietetics (83.3%) as well as development of inclusive pedagogies (75%) were reported. Qualitative data from the survey indicates that faculty and staff are more aware of the challenges faced by underrepresented students and that they have made significant course updates to be more inclusive. Data examining department and discipline-specific trainings indicates positive impacts for faculty and staff. Globally, departments in higher education settings can implement cultural humility trainings to enhance faculty and staff learning and growth, student outcomes, and workplace diversity.

09:30-11:10 | Nova Icaria

Thursday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Anna Catalan

09:30-09:55

72022 | *Work-Integrated Learning Excursions Underpinned by a Pedagogy of Play to Foster First-Year Students Agency to Cope as Novice Teachers*

Neal Petersen, North-West University, South Africa

Classroom teaching can be regarded as a complex and challenging activity. Many novice teachers quit the profession and educationists argue that educational institutions do not adequately equip student-teachers to handle all the complexities of the profession. The theory-practice divide is one of the reasons why novice teachers do not cope and consequently leave the profession. Teacher training institutions should train agentic future teachers to overcome the realities of a challenging classroom. In an initiative to narrowing the theory-practice divide, this paper reports the findings of the following research question: What are first-year student-teachers' experiences of a Work-Integrated Learning (WIL) excursion underpinned by a pedagogy of play and fostering their agency to cope as novice teachers? The WIL excursion programme, the intervention, was a two-day synchronous virtual event underpinned by a pedagogy of play and self-directed learning principles. Social constructivism, where the students were scaffolded across the zone of proximal development, was used as the theoretical framework. This qualitative research, within an interpretivist paradigm, used data collected by an open-ended questionnaire and in-time polling questions to gain insight into how students experienced the playful activities and their agency to cope as novice teachers. The qualitative data were analyzed using a thematic approach. The emerging themes will be discussed using rich, thick descriptions and interpreted through a Cultural Historical Activity theory lens. All requirements regarding ethical considerations were adhered to. Based on the findings student-teachers indicated that they had fun and experienced the excursion developing them as agentic future teachers.

09:55-10:20

72152 | *Deliberative and Persuasive Argumentation in University Debates*

Ingrid González-Palta, Universidad Alberto Hurtado, Chile

There is evidence developed in school settings that shows that argumentation between peers is a way of promoting learning (Larrain et al., 2018). This evidence indicates that not all argumentation has the same impact, being the deliberative argumentation (discuss collaboratively with others) the one that would have effects on learning (Felton et al., 2009). Unlike what happens in school settings, the evidence in universities is contradictory: some research indicates that deliberative argumentation would be the best way to learn, and others that persuasive argumentation in the framework of debate would be the best way to learn. The first step to clarify the above is to distinguish whether, through an instructional design, it is possible to promote a differential way of speaking (deliberate/persuade). We carried out a study of teaching-learning sequence, and we elaborated two designs of debate, one that promoted persuasion and another deliberation. We conducted a pilot implementation with 37 university students. We qualitatively analyze the argument from these data by adapting Felton's coding procedure (2018). The main findings show that there was greater partial agreement, anticipation, reflexivity, and a friendly atmosphere in the deliberative debates, there was also only a change of position in the deliberative debates, but not in the persuasive ones. Finally, we discussed the results, theorizing their relationship with learning.

10:20-10:45

72622 | *Contextualising Curriculum Themes for Culturally Diverse Learners Through Indigenous Knowledge Border Crossing*

Josef De Beer, University of the Western Cape, South Africa

Research shows that the integration of indigenous knowledge (IK) into the teaching of scientific concepts in the school curriculum greatly enhances the learners' understanding of science, as well as their affective experiences of science. In an era of the 'decolonizing of the curriculum' it has become important to contextualize science themes for culturally diverse learners. A reason that is often overlooked for the dismal performance of school learners in science, is the fact that the affective domain of human thinking and reasoning is marginalised in STEM education. By making science more interesting and more relevant for learners, we might see improved performance. This paper disseminates research findings spanning 10 years, highlighting the affordances of epistemological border-crossing in the STEM classroom, by utilising indigenous knowledge to contextualise western curriculum themes to culturally diverse learners. Recent research in neuroscience shows us that experiences with an emotional stamp become committed to long-term memory. Embodied, situated and distributed cognition is used as the theoretical framework in this work. The mixed-methods research also focused on how such border-crossing could enhance self-directed learning. The research findings indicate that such epistemological border-crossing holds affordances in enhancing conceptual understanding, self-directed learning and enhanced affective experiences. However, there are systemic barriers that often prevents such border-crossing. This will be highlighted using third generation Cultural-Historical Activity Theory as a research lens.

10:45-11:10

74115 | *Teaching Multi-Lingual Learners with Fairy Tales Challenges to Effectively Utilizing Diversity in Practice in the Classroom*

Anna Catalan, California State University, Bakersfield, United States

Tamarah Williams, California State University, Bakersfield, United States

Elaine Correa, California State University, Bakersfield, United States

At what cost should educators integrate traditional curriculum materials that support a Eurocentric view and perspective to increase English language learning competency for multi-lingual learners? Traditional fairy tales are accessible and translated through movies and television programs into different languages across the globe and thus become an easy way to connect and teach multi-lingual learners. However conventional fairy tales create other issues and challenges in terms of the hidden societal messages/agendas that are conveyed with the use of stereotypical representation and expectations, even within different cultural versions of the same fairy tale. The different perspectives shaped by the intersectionality of student identities are invaluable assets for learning. In policies related to improving diversity in practice educators open spaces for greater representation of diverse/minoritized groups by reinforcing the value and benefits of multiple contributions. The inherent complexities and multiplicities of identities within our community, must be reflected and valued. We will explore the educational/cultural impact of using fairy tales with multi-lingual learners, examining the way children may learn to view, internalize, and understand the world and their place. Tensions that exist with integrating diverse forms of representation to address diversity, equity, and inclusion in the curriculum along with the dynamics of power and privilege that impact how diverse groups are often represented are examined with emphasis on the problematic nature of how diversity in practice may reinforce traditional tropes or identity and representation. This presentation is sponsored by EEIC Foundation - Up Lift California Grant.

11:25-12:40 | Nova Icaria

Thursday Onsite Presentation Session 2

Learning Experience, Student Learning & Learner Diversity

Session Chair: Dora Regoczi

11:25-11:50

73170 | *Thai Learners' Motivation in Learning Different Foreign Languages*

Aphiwit Liang-Itsara, Mahidol University, Thailand

Luoling Yang, Mahidol University, Thailand

This study aimed to explore undergraduate learners' motivation in studying Chinese, French, Japanese, and Korean languages (LOTEs) in Thailand. Intended effort and Dörnyei's L2MSS theory (2005) were used as a conceptual framework. This study employed a mixed research approach. A total of 261 LOTE students participated in the questionnaires, and 18 participants voluntarily attended the interview session. The results demonstrated that all LOTE students were highly motivated. Ideal L2 self, L2 learning experience, instrumentality promotion, international posture, and cultural/community interest were the top five predictors in the profiles of all LOTEs learners. Additionally, it was discovered that learners' intended efforts were positively connected with their ideal L2 self, L2 learning experience, instrumentality promotion, and interest in culture/community, with L2 learning experience serving as the best predictor for all four LOTEs students. As the L2 learning experience was discovered to be the strongest predictor in this study, it is recommended that future research might increase the sample size of the study, stretch to other LOTEs (such as Less Commonly Taught Languages: LCTLs).

11:50-12:15

73732 | *Addressing the Attainment Gap – Investigating Gaps in Personal Tutoring Provision*

Chika Nweke, University College London, United Kingdom

Michael Sulu, University College London, United Kingdom

The department of Biochemical Engineering, UCL, is one of the smallest departments in the faculty of Engineering Sciences, with an average annual intake of approximately 40 undergraduate students on the BEng/MEng programmes. Of that intake, around a third tend to be home students and of that, 40% identify as BAME (black and ethnic minority). With such small numbers, the attainment gap has been seen to fluctuate largely, demonstrating inconsistencies year on year. With relatively high staff to BAME student ratios, it begs the question - can greater staff effort help close the attainment gap consistently? A number of reports have shown the link between inclusivity through personal tutoring and student performance so this project investigates departmental personal tutoring provision, specifically aiming to see if there are any gaps within it that can be bridged through mechanisms that include upskilling personal tutors and cohort building for peer support and finally, its link to academic performance. It uses a phased approach: Phase 1 – survey data collection reflecting student perceptions on personal tutoring. Phase 2 – focus groups/interviews with BAME students. Phase 3 – observations of external practices. Phase 4 – upskilling of personal tutors and observing academic performance. The project is currently coming to the end of phase 1 and so far results indicate that rapport building and reviewing of academic results with personal tutors are desired by the collective cohorts. Phase 2 will look more specifically into the needs of BAME students as a means to address the attainment gap.

12:15-12:40

73275 | *The Relationship Between Perfectionism, Mental Health and Learner Agency and Considerations for Educators*

Jane McKay, Glasgow Caledonian University, United Kingdom

Laura Blackburn, Glasgow Caledonian University, United Kingdom

Dora Regoczi, Glasgow Caledonian University, United Kingdom

Sivaramkumar Shanmugam, Glasgow Caledonian University, United Kingdom

Kim Williams, Glasgow Caledonian University, United Kingdom

Objectives: Perfectionism is a personality orientation associated with negative psychological outcomes (Smith et al., 2022). Recent evidence demonstrates that it is widespread and increasing among university students (Curran & Hill, 2019). Perfectionism likely influences learner agency, the ability of students to control their learning environments. However, no research exists measuring this relationship or the factors that foster student perfectionism. The objectives of this study were to a) identify relationships between perfectionism and learner agency and mental health (MH) and b) explore what personal and organisational factors foster perfectionism. Methods: An institution-wide online survey measuring perfectionism, MH and learner agency, with open questions to explore students' perceptions of the influence of perfectionism, was completed by 361 students. Descriptive data, correlations, and thematic analysis informed the relationship between the identified variables. A nominal group (NG) session generated ideas and consensus on perfectionism-fostering factors. Top ranked factors were identified from collated responses. Results: Perfectionism demonstrated strong relationships with MH measures ($p < 0.01$). Whilst behavioural engagement increased with perfectionism ($p < 0.001$), other learner agency indicators decreased (e.g., equal treatment, feeling able to ask for help; $p < 0.01$). Themes from open-ended data reflected challenges, such as procrastination and fear of failure. The top three ranked factors from NG data were uncertainty regarding feedback, being considered a 'good student' and '70% is not excellent.' Conclusion: This study highlights the harmful effects of perfectionism in academic settings and the need for awareness among educators. Strategies for buffering perfectionistic learning environments will be discussed.

14:05-15:20 | Nova Icaria

Thursday Onsite Presentation Session 3

Learning & Teaching Experiences

Session Chair: Angela Mary Nicol

14:05-14:55

71785 | *Experiential Learning: A Journey Through the Emotions of a Multicultural Working Integrated Learning Environment*

Marco De Sisto, Royal Melbourne Institute of Technology University, Australia

Ying Zhou, Royal Melbourne Institute of Technology University, Australia

Christopher Conroy, Royal Melbourne Institute of Technology University, Australia

Konrad Peszynski, Royal Melbourne Institute of Technology University, Australia

Drawn from Kolb's learning theory, experiential learning is anchored in the process of learner engagement through active learning techniques that promote interactions and foster deep learning. However, as students navigate the unfamiliar and complex learning environment, experiential learning can generate strong emotions that are difficult for students to process. Furthermore, emotions have an even more fundamental role to play in the case of a globalised and transcultural classroom. Although research on the role of transculturality and emotions through psychological, sociocultural and sociological lenses has grown steadily over recent years, how to formally embed emotions and transculturality into the experiential learning curriculum remains under-researched. The purpose of this study is to explore the role of emotion in experiential learning by combining the curriculum content of a management WIL subject with learner emotion and transculturality, and investigating students' outcomes in terms of engagement, performance, and satisfaction across geographically dispersed and culturally diverse campuses. Our study contributes to both existing literature and practice in experiential learning pedagogy. In terms of contribution to the higher education literature, to our best knowledge, the current study represents the first attempt to examine an innovative experiential learning approach that combines work-integrated learning, emotional and transcultural immersion experiences in a single and large undergraduate course in Business Education (with over a thousand students per year) offered in three different countries (Australia, Singapore, and Vietnam). Further, this research extends experiential learning literature by introducing innovative learning activities beyond the traditional classroom to enhance students' professional competency.

14:30-14:55

73032 | *Exploration of Spatial Environment in Classrooms of Young Children*

Tulika Borah, Assam Agricultural University, India

Spatial intelligence plays a great role in learning and thinking process. Research suggests that spatial thinking is an important predictor of achievement in STEM. Visual-spatial ability is becoming increasingly important with the spread of new technologies. It was believed earlier that spatial intelligence is in-born and cannot be enhanced. But research findings have created evidence that it is malleable and can be improved through proper interventions especially during the early years. Since, children spend substantial amount of time in school, teachers and the school environment can play an influential role in promotion of spatial intelligence. The present study was conducted to assess the existing spatial environment of elementary schools and to assess the awareness of teachers in regards to promotion of spatial intelligence in children. It was an exploratory research study wherein qualitative methods of data collection like observation and interview were used. Ten elementary schools were selected from Jorhat district of Assam through multi-stage random sampling technique. A total of 20 classrooms, two from each school were selected randomly. The spatial environment of classrooms was observed in terms of use of spatial displays, spatial activities and spatial languages in the classrooms. Hundred teachers who were teaching in the selected elementary schools were interviewed through a structured interview schedule. It was found that majority of spatial displays were either decorative items or display of student's work, although a few spatial activities were conducted and spatial languages were used in some cases. Most of the teachers were unaware of the concept.

14:55-15:20

71809 | *Teaching Mathematics as a Language*

Angela Mary Nicol, All Saints' College, Australia

Many students cope quite well with learning the concepts of Mathematics. However, as a teacher I have found many who struggle, especially among those who prefer the Humanities subjects and tend towards a humanities mindset (Melina, 2011). I have taught Languages, Humanities, and Mathematics for many years and see a crossover rather than a separation between methods used in these subjects. Lack of confidence with Mathematics is one of the biggest stumbling blocks experienced by students (Perdue, 2015). This may have been established in a classroom where the student wasn't achieving good results, didn't understand the concepts being taught, and because of the sequential nature of Mathematics, gaps formed in the knowledge acquired (Kiss and Vukovic, 2017). Fear of getting the wrong answer will often lead to the claim "I'm no good at Maths" or "I hate Maths!" (Beilock and Willingham, 2014). This can quickly develop into Maths anxiety, as a snowballing effect takes place. By going back through basic skills and building on them, like learning a language, I have had success with students. I show them that Mathematics is a language, a perfect language, with rules you can learn and apply. My research followed a sample of students over 6 years, mapping their progress through school. It is also based on empirical evidence gathered from trialling eclectic methods in the mathematics classroom, rather than using traditional methods for teaching this subject in Secondary School. This action research project enabled me to conduct research while approaching learning problems.

15:35-16:50 | Nova Icaria

Thursday Onsite Presentation Session 4

Learning Experience, Student Learning & Learner Diversity

Session Chair: Marius Dieperink

15:35-16:00

71047 | *Effects of Synchronous and Asynchronous Instruction on Learners' Reading Motivation During COVID-19 Pandemic*
Adelfa Silor, Mindanao State University-Iligan Institute of Technology, Philippines

Education suffered greatly from the COVID-19 pandemic, which necessitated the provision of distant, emergency instruction by teachers. While educational institutions work to reduce the possibility of community transmission, online learning has emerged as a vital lifeline. To reach students remotely and minimize disruptions to education brought on by the COVID-19 epidemic, the Department of Education in the Philippines has produced synchronous and asynchronous instruction for use at the elementary school level. When classes follow predetermined schedules and times, this is called synchronous learning. Students can finish their assignments at their own pace in asynchronous classrooms. This research study aimed to analyze the effects of synchronous and asynchronous instruction on learners' reading motivation during the Covid-19 pandemic. This study made use of the descriptive-correlational research design. Descriptive research used quantitative methods to describe the conditions during synchronous and asynchronous instruction implementation on learners' reading motivation. Purposive sampling was used in choosing the 110 participants from DepEd elementary schools. The findings reveal that learners were interested and motivated while attending the synchronous and asynchronous mode of instruction during the Covid-19 pandemic. Reading motivation was discovered to be a strong indicator of reading ability using synchronous and asynchronous instruction. It implies that reading motivation is a key element that supports the development of these flexible modalities as part of the new standard teaching for the kids in the Department of Education or DepEd in the Philippines. In conclusion, synchronous and asynchronous instruction on learners' reading motivation is effective during the Covid-19 pandemic.

16:00-16:25

71909 | *Investigating Students' Self-Perceived Affective Learning During Classroom Interaction Involvement at a South African University*

Marius Dieperink, Tshwane University of Technology, South Africa

Despite the importance of affective learning as a gateway to learning, it has been neglected in university curricula in many parts of the world. Subsequently, in formal classroom teaching, the bulk of the teachers' efforts typically go into the cognitive aspects of the teaching and learning and most of the classroom time is earmarked for cognitive outcomes. Research has shown that the affective domain develops well-rounded students with broad capabilities; many scholars advocate for the incorporation of the affective domain in university curricula. The aim of this paper was to understand the self-perceived affective learning of the university student, to match their emotions to the process of teaching and learning. The study was quantitative in nature and a survey design was followed. The Attribution theory was used to anchor the study. A randomly selected sample of 127 first-year students registered for Linguistics was used to collect data. A questionnaire was used to collect data, which was analysed with SPSS. With regards to students' self-perceived perceptiveness during classroom interaction involvement, the findings revealed that the majority of students were very perceptive to the meaning of others' behaviour in relation to themselves and the situation. Concerning the students' self-perceived attentiveness during classroom interaction involvement, the majority of students reported that they were very observant of others' reactions while speaking during classroom conversation. Finally, regarding students' self-perceived responsiveness during classroom interaction involvement, the students indicated that they felt confident during their conversation in class, and were sure of what to say and do.

16:25-16:50

72848 | *Coping Strategies of Thai Medical Students Learning in an English-Medium Instruction Context*

Thanatcha Ngamchatturat, Suranaree University of Technology, Thailand
Sirinthorn Seepho, Suranaree University of Technology, Thailand

Many universities have increasingly adopted English-Medium Instruction (EMI) to foster globalization and competitiveness. However, this change can pose challenges to students, particularly non-native English speakers. Thai medical students, for instance, may experience academic and personal stress. Therefore, identifying effective coping strategies is crucial for Thai medical students to succeed in an EMI environment. The study investigated medical students' learning strategies to deal with challenges while learning in an EMI context. The study adopted a qualitative research design through focus group interviews with 14 Thai third-year medical undergraduates. The participants were divided into groups based on their English proficiency (CEFR). They were asked about the challenges they faced and strategies they used while studying in the EMI pathology course. The results demonstrated that the students faced multiple challenges, especially linguistic and pedagogical issues. However, they employed various strategies to address these issues, such as enrolling in extra courses, reviewing the lessons, doing wider reading, and using online dictionaries. The implications of the study suggest that there should be pedagogical training for EMI lecturers. Furthermore, the lecturers should provide the appropriate support and resources in terms of content and language to help improve students' coping strategies.

09:30-11:10 | Gothic

Thursday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Guranda Khabeishvili

09:30-09:55

72821 | *How to Avoid Hearing Crickets in Class: Engagement Strategies for In-Person and Online Classes*

Perihan Fidan, Tennessee Tech University, United States
Queen Ogbomo, Tennessee Tech University, United States

Engaging students in the classroom has always attracted attention in academia. This is especially true with large college classes and online classes, where interaction between students and instructors is limited. Student engagement could be defined as the “degree of attention, interest, and passion students show in their learning.” For the purpose of this presentation, we define engagement as the interaction between instructors and students, as well as how students interact with their peers to communicate and engage with the course materials and topics. Research shows students are more likely to become interested in what is being taught when they are actively participating in the learning process. They learn to support, trust, and listen to each other. Students who are actively participating in the class also have higher exam performance and lower dropout rates. As instructors, we have experienced silence or just stares in the classroom when a question is posed. Therefore, we have looked for different ways or tools to increase students’ participation in classroom readings and discussions. In this presentation, we will share some of the strategies and techniques we have explored in our college courses to promote student engagement in person and online through classroom discussions and in-class participation. Presenters will share how to incorporate in-person and online strategies to promote accountability and student engagement within the courses and college students’ perspectives on the strategies we use in the classroom, such as combinations of four corners, think-pair-share, sticky charts, gallery walks, digital notebooks, conversation trackers, color-coding discussions, etc.

09:55-10:20

71974 | *Impact of Culture on Translanguaging Practices in Higher Education: A Case Study of a European and an Asian University*

Galyna Dubova, Tampere University, Finland
Daniela Coelho, University of Abu Dhabi, United Arab Emirates

Translanguaging is a dynamic approach to teaching and learning that involves the use of multiple languages in the classroom. It acknowledges the students’ linguistic and cultural backgrounds as important tools for learning in any field. While this approach has gained increasing attention in recent years, little research has been conducted on how cultural factors may impact receptiveness to translanguaging. Hence, a comparative study has been designed to investigate higher education (HE) students’ level of receptiveness to pedagogical translanguaging practices in their English as a Medium of Teaching and Learning (EMTL) contexts. The two contexts are the United Arab Emirates, an Asian country, where Arabic is the official language, but English is highly present as the lingua franca and as the language of instruction in HE; and Finland, a European/Western country where English is only present as a foreign language and in international degrees. To examine how these students feel about using their mother tongue and/or other languages in the classroom in their EMTL contexts, a survey was distributed among students at Tampere University in Finland and Abu Dhabi University in the UAE. The expected results are that in Finland, where English is a foreign language, students will be more open to the use of translanguaging than their UAE counterparts, who utilize English as a lingua franca daily. The preliminary results of the study will be presented, and it is expected that the study’s conclusions will emphasize the need for culturally responsive approaches to teaching and learning in EMTL contexts.

10:20-10:45

74118 | *Reducing Māori Student Disengagement in Education: Profiling the Critically Conscious, Culturally Responsive Educator*

Tania Cliffe-Tautari, The University of Auckland, New Zealand

Māori learners as minority students in New Zealand are over-represented in the negative disengagement indices in mainstream secondary education, despite Māori only representing 17.4% of the New Zealand population. Compared with non-Māori students, Māori are more likely to receive disciplinary action excluding them from education. The Treaty of Waitangi (New Zealand’s underpinning constitutional document), New Zealand legislation and educational policy stipulate that schools must be culturally responsive to the needs of Māori learners ‘as Māori’. Research has indicated that a secure cultural identity can positively impact Māori student inclusion and engagement in education. Drawing on research with Māori learners excluded from education, a critical theory lens provides a better understanding of how schools as microcosms of society can perpetuate inclusive or exclusive environments for Māori students. Findings suggest that a teacher is better equipped to be culturally responsive when critically conscious of the social, political, and historical impacts on Māori as minority students. These educators are aware of their own positionality, beliefs, and assumptions as they have prepared themselves with the necessary cultural tool kit to influence the student/teacher pedagogical relationship. Highlighting, culturally responsive pedagogies for Māori learners, this presentation illustrates through a practical example how pūrākau (traditional Māori story-telling) as a pedagogical strategy is used to enhance Māori cultural identities. Findings conclude that critically conscious, culturally responsive educators can confidently reflect on what systemic privilege looks like and address pedagogical practices to create a culturally safe environment where minority students can flourish.

10:45-11:10

72806 | *Rethinking Our Classrooms: How To Integrate Transferable Skills in the Classrooms for Creating an Active Learning Environment*

Guranda Khabeishvili, International Black Sea University, Georgia
Salome Gureshidze, Millennium School, Georgia

Despite many efforts to promote transferable skills development, it remains a challenge for Higher Education Institutions (HEIs). To improve education practices and meet the challenges of ever-changing environment, it is vital to introduce a paradigm shift in education. In light of this, it is significant to identify and implement the teaching strategies that facilitate the transferable skills development. There has long been a controversy over traditional pedagogical style of lecture delivery as opposed to an active learning environment in which learners are engaged in the learning process itself. The paper sheds lights on various ways of integrating transferable skills in the classrooms. It examines diverse methods, teaching/learning strategies and educational tools that aim at promoting a learner-centered learning environment, in order to ensure the development of transferable skills, such as critical thinking, teamwork, communication, collaboration, creativity, research skills, etc. Creating such learning environment stimulates students’ interests, engagement and motivation. Consequently, it overviews a practical application of some activities and strategies that can activate the skills as well as it reveals the results of findings that showed a positive impact of integrating these approaches to enhance transferable skills. This research is significant by identifying the indicators of an active learning environment, which encourage educators to reimagine their classrooms and implement innovative teaching practices.

11:25-12:40 | Gothic

Thursday Onsite Presentation Session 2

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Reena Aggarwal

11:25-11:50

73453 | *The Performance-Pedagogy Paradox and its Reconciliation: A Study of Choral Structured Teaching in Primary and Secondary Schools*

Yawei Peng, Hunan Normal University, China

Guan Xing Zhi, UCSI University, Malaysia

In choral education within primary and middle schools, a successful stage performance is often considered the standard to assess the effectiveness of choral teaching. However, this outcome-oriented evaluation method may lead teachers to gradually prioritise performance as the ultimate goal of choral education, while disregarding the true improvement of students' abilities and characters. Consequently, teachers may excessively emphasise repetitive and mechanical rehearsals in order to achieve the best performance, which creates a paradox between performance and education. Performance-oriented choral teaching has various drawbacks, which speaks to the necessity for a teaching approach that reconciles this paradox. In this article, a structured choral teaching model was developed through qualitative and quantitative methods, including longitudinal surveys, interviews, and the Delphi technique. This model takes a student-centred approach with the ultimate goal of enhancing student ability and character development, thereby balancing the relationship between performance and education.

11:50-12:15

72841 | *Revealing History Through Design: An Exploration of Pedagogy as a Tool to Address Issues of Reconciliation and Remembrance*

Laura Battaglia, Virginia Commonwealth University, United States

A broader historical narrative of the colonization of the southern United States is being told by historians such as Ric Murphy who in his book "The Arrival of the First Africans in Virginia", aims to recognize them and to "... ensure that their contributions and legacy no longer remain unknown in American History." At the geographical seam between the North and South, Virginia is currently reconciling its history through writing and research but also through design. Design projects at Virginia universities such as The Hearth at the College of William & Mary, and the Memorial to Enslaved Laborers at The University of Virginia have presented a vehicle for communities to discuss and reflect upon the uncovering and celebrating of hidden histories of people and place. Design students have been at the core of these initiatives. Through ongoing research, this sensitive but important issue is explored through the eyes of educators and design students who share a robust commitment to move beyond mere building into the realm of history and humanities. Reconciliation and remembrance may be both an emotionally laden theme for design students, but also a catalyst for moments of revelation, or a newly realized self-awareness that brings a sense of peace, or even perhaps – joy.

12:15-12:40

69259 | *A Study on Distribution and Consumption of Craft Education in Pandemic*

Reena Aggarwal, National Institute of Fashion Technology, India

Craft cluster initiative at National Institute of Fashion Technology, India is designed with an objective to sensitize students of undergraduate college to realities of the craft sector and to provide a systematic continuous regular exposure to unique crafts of India. The collaborative teaching pedagogy followed for this subject aims towards sensitizing the students to the rural aesthetics of the country. Under this exposure, students have a physical interaction and hands-on experience with the Solapur artisans every semester. Due to the pandemic, the faculty teaching this subject has faced an unprecedented situation wherein the subject is remotely taught to the students. The present study explores the adaptation in the teaching pedagogy for remote education for craft based subject and the process of defining and measuring the challenges and advantages of having different teaching pedagogy was achieved by using qualitative research methods. It was found that remote teaching opened a new arena of digital practices that were not previously utilised. Despite being bewildered by the new development induced by pandemic, a lot of modification and manipulation was adapted to teach the subject. This led to not only initiation of ideas amongst the students, faculty and artisans, but also gave rise to a learning environment where technology is intertwined with knowledge of craft. The result of which is an inception of a intervention program with an objective of helping the artisan to have a sustaining income. A collection of contemporary wall arts which were well accepted in the market were designed and developed.

13:40-15:20 | Gotic

Thursday Onsite Presentation Session 3

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Rajendran Govender

13:40-14:05

74219 | *The Future of Digital Pedagogical Practices in Higher Education*

Marcelle Harran, Nelson Mandela University, South Africa

As education institutions need to prepare students to meet digital age demands, research on mobile learning has been ongoing since 2002. Critical digital pedagogy perspectives have been emerging on when not to use digital tools as well as evaluating the impact of digital tools on teaching and learning practices. However, without reference to theoretical and pedagogical issues, studies of m-learning will not necessarily further understanding of how m-learning can contribute to successful learning outcomes globally. Laxman (2013) points out, "Gratuitous use of technology for the sake of technology will not necessarily improve teaching and learning processes". For the study, 115 higher education students completed an informal survey to assess their classroom device use during March and September 2018. The survey findings highlighted the impact of "looking at screen" tendencies and device use during class time. The study found that Google was used most often by 70% of the students. Although 28% found that the devices helped to complete tasks, 20% used their devices for sending WhatsApp messages. In a 50-minute lesson, 22% assessed they looked at their screens 20+ times. Although current teaching and learning practices need to be critically investigated to ensure that future graduates are equipped with required knowledge and social attributes, classroom m-learning pedagogies also need careful consideration. M-learning can only improve learner outcomes when it is matched by pedagogical practice application that takes into account m-learning practices as well as the differentiated educational and cultural contexts in which it will be used.

14:05-14:30

71888 | *Perspectives on the Implementation of the SDGs as an Innovative Strategy in Higher Education for English Language Teaching in Colombia*

Marisela Restrepo Ruiz, Corporación Universitaria del Caribe, Colombia

Ligia Martínez Bula, Corporación Universitaria del Caribe, Colombia

Monica Herazo Chamorro, Corporación Universitaria del Caribe, Colombia

Liliana Alvarez Ruiz, Corporación Universitaria del Caribe, Colombia

The purpose of this research project was to characterize innovative strategies to assess the pedagogical practices of teaching English as a foreign language in educational institutions at the national level in Colombia. The case study was developed with a mixed methodology, addressing methodological strategies implemented in educational institutions to assess their effectiveness and compliance in the teaching of English, framed in experimental, descriptive and longitudinal research over a period of one year. A content analysis was applied to the data obtained, detailing each phase of the study in order to know the expected results and impacts in thirteen institutions located in the Andean and Caribbean regions of Colombia. As results, it should be noted that the contextual diagnosis of the educational institutions under study was obtained, identifying the essential needs to take improvement actions. Finally, the successful pedagogical practices within each context were categorized, achieving an impact for continuous improvement, where it was demonstrated how the implementation of the SDGs achieved a positive impact in the educational context for the practitioners, the group advisors, the teachers of the intervened educational institutions and the community in general.

14:30-14:55

74254 | *Interreligious Awareness and Multiculturalism: Pedagogies and Practices in Indian Schools*

Anita Pauline Dey, William Henry Smith Memorial School, India

The presentation draws on my doctoral dissertation which discerned and analysed the convergent and divergent patterns and practices of Inter-Religious understanding in Schools of diverse backgrounds in India. The research survey based on personal interviews, questionnaires and classroom observations was undertaken in eight riot-prone cities in North, South, East and West of India in various types of schooling systems i.e. Madrasah (Only Muslim Students), Gurukul (Gurukul system), CISCE schools (Mixed background students including Christian Minority Group), C.B.S.E. schools (Central Board of Secondary Education), State Board Schools (Mixed background students). Varied streams and trajectories of imparting Value Education in the classroom have been examined corresponding to the concept of Peace Education or Inter-Religious Awareness. A special focus has been on curriculum, co-curricular and extra-curricular activities that impinge on inter-cultural and inter-religious awareness at the secondary education level (Age: 14-18 years). The diverse patterns existing in select schools in the North (Varanasi – Lucknow, Utter Pradesh), South (Telangna-Hyderabad, Karnataka-Bangalore), East (West Bengal, Kolkata – Odissa- Bhubaneshwar), West (Maharashtra, Mumbai – Gujrat, Ahmadabad) were visited, observed, studied and reported. This unravels imperatives of imparting aspects of inter-religious peace in a multi-cultural milieu. For instance, there is a strongly felt need to nurture positive thoughts, encourage constructive communication for religious awareness, educate about the basic differences between a religion, religious dogmas and selfless duty towards mankind which include people of all religions, and learn how to deal with the consequences of their choice.

14:55-15:20

72857 | *Exploring Innovative Pedagogical Practices Using ICTs Across Beginner Teacher Development Programmes*

Rajendran Govender, University of the Western Cape, South Africa

The study was aimed at exploring innovative pedagogical practices by firstly gaining insights in the current pedagogical and assessment practices in the Faculty of Education at the UWC. By working in a socio-constructivist paradigm, the study also aimed at conceptually unpacking "innovative pedagogical practices" in the light of expectancies for online and blended tuition in beginner teacher development programmes. An underpinning driver for the study was to inform suggestions towards appropriate pedagogies that link social justice/socially just pedagogy to the concept of culturally responsive pedagogy. This is to embed social justice issues within the knowledge, skills, and dispositions of teacher education programmes. Findings that emanated from the survey and semi-structured interviews, provided departmental specific pedagogical profiles and overviews of current assessment practices. The survey data offered scope for a gap analysis and the visual presentation of the findings. Pedagogical practice was mostly characterised by discussion, lecture and explanations, narration of concepts, whereas action-oriented activities, critical analysis, inquiry-based investigations, observation and problem-based strategies were not prominent. The study confirmed the need for a focus shift from technology per se, to technology as supporting tool for the enhancement of pedagogy and assessment practices. Prominent recommendations were made to inform a change strategy towards the enhancement of practices in beginner teacher development programmes.

15:35-17:15 | Gothic

Thursday Onsite Presentation Session 4

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Deus Shatta

15:35-16:00

72809 | *Using Screencast Video Feedback as a New Alternative to Written Corrective Feedback in the 21st Century EFL Writing Class*
Nato Pachuashvili, International Black Sea University & British University in Georgia, Georgia

Giving feedback has always been the backbone of English as a foreign language (EFL) writing class. Written corrective feedback focuses on responding to students' written work by extensively correcting their errors or offering constructive suggestions for improvements. The process of digitalization of education offered a new alternative to teachers' written feedback and opened up new opportunities to give video feedback to students. The latter has immensely improved feedback provision through video capture tools (i.e., screencasts). The purpose of the present paper was to investigate the effectiveness of using screencast video feedback on EFL writing and explore students' perceptions of receiving video feedback for their written assignments. The mixed-method research was carried out with a group of English language students in their academic writing class at a university in Georgia. To investigate students' perceptions, an online questionnaire was applied that focused on the benefits perceived by the students and technical issues faced during the process of video feedback. The qualitative data was obtained from semi-structured interviews in which the participants talked about the effectiveness of the technology and their overall experience of using it. The findings of the study revealed that video feedback appeared to have been very interactive and supportive in the learning-to-write process. The participants also perceived video feedback as supportive, engaging, multimodal and easily comprehensible.

16:00-16:25

74008 | *The Teachers' Role as Co-Constructor of an Online Course to Improve Teachers' Professional Wellbeing*

Patricia Pacheco, Instituto Superior de Ciências e Educação, Portugal
Ana Barqueira, Instituto Superior de Educação e Ciências, Portugal
José Reis-Jorge, Instituto Superior de Educação e Ciências, Portugal
Marco Ferreira, Instituto Superior de Educação e Ciências, Portugal
Isabel Baltazar, Instituto Superior de Educação e Ciências, Portugal

According to socio-constructivist approaches any learning only becomes meaningful and effective if learners take an active role in the construction of knowledge. Our communication aims to present an innovative practice that places teachers at the centre of discussion and reflection, and as partners in the construction of an online course for teacher well-being as part of an Erasmus KA3+ European project, Teaching To be. About 500 primary and secondary education teachers from the 8 partner countries (Austria, Slovenia, Spain, Estonia, Italy, Lithuania, Norway, and Portugal) participated in this project. The adoption of a participatory action-research methodology involved focus-group sessions with teachers to assess and develop the content of the online course. The online course includes some important topics for professional well-being such as: effective time management; the influence of beliefs on behaviour and emotions; the importance of support networks and social support; the identification of goals and strengths for professional development; and classroom management.

16:25-16:50

72780 | *Preservice Teacher Perceptions of Using 360° Cameras and Virtual Reality for Education Preparation*

Stephanie Wendt, Tennessee Tech University, United States
Jason Beach, Tennessee Tech University, United States
Jeremy Wendt, Tennessee Tech University, United States
Kinsey Simone, Tennessee Tech University, United States
Delanie Elrod, Tennessee Tech University, United States

Using XR technological tools such as 360° cameras and virtual reality in education preparation has been found to be a beneficial way for preservice teachers (PSTs) to reflect on their teaching styles and experience the virtual classroom (Ardisara & Fung, 2018; Coffey, 2014; Ferdig & Kosko, 2020; Feurstein, 2019). Additionally, utilization of XR in PST training has been associated with increases in teacher-student engagement (Kosko et al., 2021), self-efficacy and confidence (Walshe & Driver, 2019), and interpersonal teaching behavior and style (Theelen et al., 2019). The purpose of this qualitative case study was to understand how preservice teachers perceived the use of 360° cameras and virtual reality to video record, review, and critique their own teaching and explore immersive learning experiences. Participants included preservice teachers enrolled in a course whose lessons were collected by 360° cameras, and data were their written self-reflections on their experiences. Data analysis included inductive analysis, sentiment analysis, and word clouds. Results indicated overall positive perceptions of teacher candidates towards using XR, including its use as a self-reflection tool which provided them with different perspectives and a better overall view of the classroom, their teaching, and student behavior. Results indicate that using XR as a self-reflection and learning tool in teacher preparation programs is beneficial to teacher candidates; further research could examine the pre- and post-benefits of using XR for reflection through assessments of teacher candidate performance.

16:50-17:15

74399 | *The Influence of Behavioral Intention to Use e-Learning System on Academic Performance in Developing Countries: Tanzania Context*

Deus Shatta, National Institute of Transport, Tanzania

This study aimed at assessing the direct and indirect influence of behavioral intention on academic performance through use behavior of e-learning system of students in higher learning institutions in Tanzania. The study used an explanatory cross-sectional survey research design and a stratified sampling technique to select a sample of 312 respondents. A questionnaire with closed ended questions was used for data collection and Partial Least Squares Structural Equation Modeling with the help of SmartPLS 4 software for analysis. The findings reveal that behavioral intention has positive and indirect influence on academic performance (p value <0.05) through use behavior of e-learning system. The study concludes that academic performance of students in higher learning institutions depends indirectly on behavioral intention of students to use e-Learning System. Also, it depends directly on use behavior of e-Learning System. It is therefore recommended that in developing countries, Tanzania in particular should consider the behavioral intention and use behavior of students during and after implementation of the new e-Learning system.

09:30-11:10 | Eixample

Thursday Onsite Presentation Session 1

Arts & Performing Arts Practices

Session Chair: Matthew Brooks

09:30-09:55

74269 | *Dramaturgy in Indonesian Postdramatic Theater: Performing Arts Practice After Reformation Period*
Hadiansyah Aktsar, University of Groningen, Netherlands

Hans-Thies Lehmann's study of the post-dramatic on the development of European dramaturgical ideas and their influence on contemporary theater and performance practices played a vital role in articulating the relationship between drama and the 'no longer dramatic' forms of theater that emerged since the 1970s. Meanwhile, the birth of contemporary Indonesian theater developed rapidly in the same period, which was followed by the rising of art campuses as well as revolutionary artists or groups who opposed the Soeharto dictatorship as an attempt to avoid the strict censorship in artistic practice at that time. Post-dramatic theater opens up the widest possible opportunities as an aesthetic phenomenon that is influenced by the culture of any society, which is also part of the globalization of art that emerges as the foundation of contemporary art. This makes it possible, in the context of contemporary Indonesian theater, to be read as part of the celebration of diversity contained in the spirit of post-dramatic theater. The arrival of the reform period in 1998 marked an important milestone to re-examine the practices of creating performing arts in Indonesia as a celebration of theatrical aesthetic diversity, which is no longer monopolized within a standard methodological framework. This paper will discuss the important position of 'new dramaturgy' in the development of Indonesian theater practices and at the same time, attempt to follow the traces of experimental performing arts as a youth movement that occurs because of the political context that accompanies its appearance.

09:55-10:20

74289 | *Experiencing Déjà Vu and/or the Unheimlich Through an Installation Artwork – Phantom Project*
Lihong Liu, University of the Arts London, United Kingdom

The experience of déjà vu and/ or the unheimlich is closely related to something once very familiar to us, which can be perceived as a peculiar combination of feeling familiar and yet unfamiliar. In this presentation, I will discuss the experience of déjà vu and the unheimlich that aroused during a period of instability caused by periodic moves, and to further shed light on the experience of facing the issue of displacement according to my own experience. According to Freud (1995), the constant repetition of a similar situation or experienced 'something' considered identical by reason of looking alike can somehow increase an individual's psychological uncertainty, which thus, could lead to the uncanny. I shall argue the similarity of the configuration of similar objects or furniture in different places is an important means of building a sense of familiarity with the feeling of 'home'. Such a structural similarity is key to evoking an inexplicable impression of being in between. I will take my installation Phantom Project: Flat 506, Frobisher House, Dolphin Square, London, SW1V 3LL (2022), which as an example to further clarify my ideas related to déjà vu and the unheimlich that relate to the issue of displacement associated with being away from home, which demonstrates that structural similarity is an effective way to evoke a strong sense of familiarity. Besides, visual and psychological uncertainty can easily place individuals in situations where they could have uncertain feelings of being reality and fantasy, real and unreal, familiar and yet unfamiliar.

10:20-10:45

70949 | *The Impact of Digital Art on Traditional Arts*
Nadine Zahreddine, Antonine University, Lebanon

New technologies have affected all fields including the arts, especially contemporary arts that embrace modernity. The rapid development of digital technology had a great impact on all types of arts, including traditional arts. It also had a big influence on the artist himself. This development has led to an escalation in breaking the boundaries between fine arts, new media art, technology, and commerce, and creating a kind of tension. We find ourselves questioning does this type of art require basic artistic skills similar to the original art. What are the differences and how did they affect positively or negatively? Are traditional arts preserving their artistic identity, or have they merged with the latter? Can digital art exceed or replace traditional art? Due to the ease of consuming, publishing, and sharing this type of art, the artist felt the need to keep up with this phenomenon and found himself forced to follow the rapid development and keep pace with the requirements of the times. What leads to prompted the artist to want to change the content of the art media or perhaps create new media? This intersection between art and technology has led to new artistic innovations, as the process of creativity lies through constant renewal.

10:45-11:10

71886 | *Engagement, Joy, and Reward: Shifting Away From the Pursuit of Perfection in Community Music-Making*
Matthew Brooks, University of Nebraska at Omaha, United States

Community music ensembles often provide non-professional musicians a rich opportunity to engage in music-making yet they frequently exclude those who have not achieved a certain level of musical achievement as demonstrated by an audition. Community music ensembles designed to be more inclusive of diverse musical background and experience require a shift in approach based on the specific mission of the organization. Approaching these ensembles as one might approach a traditional, auditioned community ensemble could limit engagement and retention of the most novice and/or the most advanced musicians. Using the Nebraska Medical Orchestra (NMO) as a case study, this presentation will discuss many considerations one must take in building and leading a more inclusive community music ensemble without the traditional barriers meant to exclude. While musical growth and improvement remain vital to the rehearsal process, the shift away from the pursuit of perfection provides an opportunity to enhance engagement, joy, and reward for all who are involved. Vital to this presentation is also interview data of NMO musicians providing insight into their perspective on the approach of this orchestra. Founded in 2018, the NMO is comprised of musicians involved in healthcare (i.e. pre-professional students, health science faculty, hospital and laboratory staff, medical and allied health practitioners) who have a variety of musical background and experience—some with less than one year of musical experience and some with university/conservatory music training.

11:25-12:40 | Eixample

Thursday Onsite Presentation Session 2

Film Studies

Session Chair: Emmanuel Ufuophu-Biri

11:25-11:50

74268 | *The Biased Gaze: Leni Riefenstahl's Legacy in Political Filmmaking*

Werner Pellehn Blum, Northeastern University, United States

Leni Riefenstahl is the director of one of the most important political films, *Triumph of the Will* (1935). In the film, she relies on her acting experience on Bergfilms (or Mountain Films), which focus on spectacular elements and presentation rather than narrative requirements to position Adolf Hitler as a savior. She uses the gaze, accentuated by distinct camerawork and titles that guide the viewer, to appeal not to reason but to sentiment better explained by Siegfried Kracauer's mass ornament theory which create in the viewer an urge to participate or fear missing out. While some of her legacy is revolutionary, such as the introduction of a female gaze that sexualizes the male body in the form of war soldiers taking showers, the paper focuses on the dangerous legacy left by the filmmaker of the ultimate far-right. Analyzing political ads by Donald Trump which targeted the Latino Caravan in 2018 and some of the videos from the Jair Bolsonaro political campaign, we find similarities in techniques used by Riefenstahl and in these contemporary political ads in which the leaders take positions under low angels that exalt them, the use of incendiary titles, and images of large worshipping crowds to try to appeal to the irrational character structure of a possibly malleable mass audience.

11:50-12:15

73036 | *Action! An Ironic Look at the Hurdles of Film Location Shooting in Thailand and Its Potential as Creative Industry Sector*

Alongkorn Parivudhipongs, Chulalongkorn University, Thailand

Thailand has emerged as a popular destination for overseas filmmakers, with its diverse landscape, beautiful scenery, and unique culture offering a plethora of potential locations for film shoots. However, there are still numerous challenges that overseas filmmakers face when shooting in the country. This research explores the problems and opportunities for film location shooting in Thailand and provide insights into how these challenges can be addressed. The qualitative research employs an in-depth Interviews with a purposive sample of 30 key informants including filmmakers, location scouts, international distributors, government officials and film critics/experts, followed by a focus group. While location shooting is regarded as part of a media industrial sector to promote the country's creative economy, the findings suggest that lack of reliable database regarding creative labors and administration from the Thai governments are among major hurdles. Another irony is the scale of the location-shooting businesses is limited to only a handful of private companies, which makes it difficult to be developed as an outstanding industrial sector. Furthermore, many experts raise a big question whether location shooting should be regarded as a part of the ecology of film industry, as its main functions are to serve as laborious workforce for overseas filmmakers, and revenue return do not contribute to the growth of the local film industry. The results can be used to inform policies and regulations to improve the conditions for film location shooting in Thailand, and contribute to more strategic planning for creative economy and cultural promotion.

12:15-12:40

73716 | *The Relationship Between Nollywood's Themes of Diabolism and Crime and Africans' Perception of Nigeria's Image*

Emmanuel Ufuophu-Biri, Delta State Polytechnic, Otefe-Oghara & Delta State University, Nigeria

The Nigerian movie industry, known as Nollywood, is the second largest movie industry in the world, coming after Bollywood. In revenue generation, Nollywood is third after Hollywood and Bollywood. Nollywood produces an average of 2,800 movies annually, while Hollywood and Bollywood produce about 449 and 1,000 films yearly. A significant proportion of Nollywood's content portrays excessive diabolism and crime, which has continued to generate discontent. Some people regard the diabolism and crime themes as a true reflection of Nigeria's image and as being synonymous with Nigeria's image. The study thus explored the relationship between diabolism and crime themes and Africans' perception of the Nigerian image. The study used descriptive and correlation designs. It covered West Africa, East Africa and Southern African countries. We adopted a multi-stage sampling technique. We adopted the cultivation theory. The findings showed 89.5% and 86.6% of respondents believed Nigerian movies contained excessive diabolism and crime. The study found a significant relationship between diabolism, crime themes, and Africans' perception of Nigeria's image. Therefore, we recommend that the National Film and Census Board properly orient movie industry players on how to use movies to boost Nigeria rather than Nigeria negatively the nation's image.

13:40-15:20 | Eixample

Thursday Onsite Presentation Session 3

Media Studies

Session Chair: Nor Eeza Zainal Abidin

13:40-14:05

74090 | *Navigating Historical Social Disparity: Representations of Coffee Farmers in Dutch 'Sustainable' Coffee Marketing*
Renier Vriend, Utrecht University, Netherlands

In the light of the upcoming International Corporate Social Responsibility law (IMVO) and growing attention on Dutch colonial slavery, I examine the intricate dynamics between communicating sustainability in the context of historic social inequity within the coffee industry (Jaffee 2014), specifically when brands picture coffee farmers. Drawing on cultural studies and post-colonial critiques, this study scrutinizes the alignment between the narratives and the realities of coffee production, with a focus on the political implications of these representations. Thus, the central research question emerges: How do 'sustainable' coffee companies navigate the historical social inequities of the coffee trade in their communication imagining coffee farmers? Through two case studies – new fairchain coffee brand Moyee and 'big-brand sustainability' (Dauvergne & Lister 2013) giant Nespresso – it becomes evident that each brand adopts distinct strategies to navigate the challenge of marketing an inherently unjust product as sustainable. Nespresso's coffee farmers are usually just seen, not heard (Spivak 2010), inviting the 'fig leaf marketing' criticism (Idowu 2013). Moyee's strategy can be labeled as participatory storytelling, a tradition grown from as response to the humanitarianist crisis (Dogra 2012): involving marginalized communities in the co-creation of communication to represent their own perspectives. However, it is essential to recognize that despite its empowering appearance, Moyee's communication still operates within traditional historical hierarchies between the brand (global North) and the farmers (global South). This raises the critical question of the limitations of 'sustainable' coffee marketing as a tool for addressing social disparity and empowering historically marginalized communities.

14:05-14:30

72756 | *Challenges to Press Freedom in Pakistan*
Awais Ahmad, University of Passau, Germany

People of Khyber Pakhtunkhwa (KP) and Federally Administered Tribal Areas (FATA) remains underrepresented in Pakistan's mainstream media and their miseries and concerns are unheard and unnoticed. Rising the incidents of human rights violation in KP province of Pakistan, and its absence in the mainstream media has raised many questions on the clause of press freedom known as 19/A in the constitution of Pakistan, that has claimed freedom of speech to all Pakistani citizens. Using a 'think a loud' research technique, senior most journalists of KP have been interviewed to get to know reasons of why and how Pashtun's voices have been silenced in a democratic country where individual's opinion is considered more powerful and they can exercise freedom to protest and speak-up for their rights. The information collected from the journalists has been used to evaluate press freedom in KP and FATA by applying the institutional theory. The paper evaluates different recent cases where Pashtun journalists, media outlets and social activists were being punished for criticizing authorities and military establishment. This study also explores that the perception of local journalists regarding press freedom and what are the factors they consider it restrictions while they perform their duties.

14:30-14:55

73177 | *Virtual Facades: Exploring the Relationship Between Self-Presentation on Facebook and Social Anxiety Among Egyptian Generation Z Users*
Eslam Abdelraouf, Sultan Qaboos University, Oman

This study investigates the correlation between 'false-self' - the persona presented to the public that may not accurately reflect one's true identity - and social anxiety among Generation Z Facebook users in Egypt. An integrated methodology approach was executed to explore the connection between Facebook usage, false self-presentation, and social anxiety levels. The study collected data by administering a questionnaire to 420 Facebook users belonging to Egypt's Generation Z demographic. The findings demonstrate a strong positive correlation between higher Facebook usage intensity and false self-presentation. Furthermore, false self-presentation was found to be positively correlated to social anxiety. Significant gender differences in self-congruence on Facebook were revealed, supported by theories related to social norms and gender roles. These findings illustrate the potential influence of social media on gender identity and self-presentation, underscoring the need to take gender differences into account when studying its effects on mental health. Additionally, significant differences in Facebook intensity and attachment between genders were revealed. This study adds to our understanding of the intricate relationship between social media use, self-presentation and mental health outcomes among Generation Z by providing insight into the risks associated with false self-presentation and high Facebook usage intensity.

14:55-15:20

74569 | *Leveraging Sports Media: Maximizing Returns Through Advertising Investment*
Nor Eeza Zainal Abidin, University of Malaya, Malaysia
Lihong Wei, University of Malaya, Malaysia

Millions of people around the world engage with sports events through various media channels, making them lucrative platforms for advertising investment. The dynamic interaction between the advertising investment business and sports event platforms is examined in this article. Advertising expenditure is critical in marketing sporting events via many communication channels, including traditional media and new media platforms. This article delves into the concept, historical context, and present situation of sports advertising investment. It examines how sporting events serve as a platform for advertising investment, resulting in mutually beneficial outcomes. The article also highlights the economic benefits gained by companies through their investments in sporting event advertising. We'll go into detail on two case studies which will look closely into Advertising Investment in the Tokyo Olympic Games and the Winter Olympics in Beijing. The conclusion will discuss the Maximising Returns: Lessons from the Olympic Games in Tokyo and Beijing for Advertising Investors.

15:35-17:15 | Eixample

Thursday Onsite Presentation Session 4

Interdisciplinary Arts, Media & Culture

Session Chair: Bothepha Moseithi

15:35-16:00

72597 | *The Monolingual Problem of the Modern Nation-State: Debunking the Myth of Plurilingualism and Its Politico-Ideological Violence*

Jiayan Sheng, Luiss University, Italy

Language plays an indispensable role in the construction of national identities. The dominant national group historically used violence in asserting their cultural hegemony. After WWII, the modern nation-states found the former monolingual ideology incompatible with liberal values and adopted plurilingualism as their governing principle. The rhetoric of inclusion in current multinational democracies gives the impression that national and regional languages are now on equal footing, yet, beneath this new-found philosophy of diversity, violence against regional languages persists. In this project, I wish to reveal the unexpressed hierarchy between national and regional languages and bring to light the violent reality it reinforces with the case of linguistic conflict in Valencia. Drawing Young and Fraser's works on politics of difference and recognition as my theoretical framework, I conceptualize linguistic hierarchy not merely as the result of historical violence but as a case of relational injustice that has been consolidated via institutional linguistic practices in a well-intentioned liberal society. In a globalized economy that has grown increasingly information-based, regional languages become steadily more vulnerable when confronted by the linguistic domination from both the state and global languages. Given that language plays a complex role in both the cultural and economic domains of society, I argue that linguistic injustice must be tackled from both angles of recognition and redistribution. The revival project of regional languages must challenge the structured linguistic oppression in a plurilingual system via responsible language management and an alternative notion of citizenship based on mutual respect.

16:00-16:25

74168 | *Gender, Body, and Sexuality in Iran: Between Nationalism and Islamism*

Samir Ustiaşvili, The International Black Sea University, Georgia

This article examines the intricate interplay between gender, body, and sexuality in Iran, Turkey, and Afghanistan, where nationalist and Islamist political systems hold significant influence. By exploring these themes, the article provides insights into the utilization and manipulation of gender-related concepts in contemporary societies, contributing to a deeper understanding of the dynamics within nationalist and Islamist political ideologies. The article traces the historical trajectory of modern Iranian history, from the late Qajar dynasty to the Pahlavi era and the establishment of the Islamic Republic system. It investigates how gender, gender identity, and sexuality concepts have been employed throughout these periods, influenced by the dominant ideologies of nationalism and Islamism. The article provides valuable insights into the complex dynamics of gender, body, and sexuality within nationalist and Islamist political ideologies. It sheds light on their historical development and contemporary implications, highlighting the need to understand and challenge the manipulation of the gender and body system. The research methodology employed in this study is descriptive-analytical, utilizing content analysis through library resources.

16:25-16:50

74338 | *Davaki Square, Athens: Life Stories in a Multi-Ethnoregional Place*

Myrofora Efstathiadou, Democritus University of Thrace, Greece

Within a short distance from the center of Athens, one can find "Davaki Square." It is located in the center of the Municipality of Kallithea. In Kallithea there used to be residences of poets and writers. The famous neoclassical houses with gardens, which are still preserved, testify to the reasons why artists preferred this place. Even today there are literary associations based in Kallithea. The human geography of Kallithea changed with the arrival of refugees from Asia Minor and the Pontus (1923), from Romania (1952), from Istanbul (1955), and from the former Soviet Union (1965, 1990). All these ethnic and ethnoregional groups have created cultural associations around "Davaki Square." At the same time, four different statues feed the collective memory, highlighting the influence of multiple histories, shaping a different perception of public space, and emphasizing the cohesive elements of the community. Nowadays, "Davaki Square" is a place of cultural events, political gatherings, and meetings amongst elderly people, mainly because of the park around the square. So, the square takes the form of an open-air café and a place of debate. In this way, the urban landscape is transformed and, accordingly, the collective memory of the community is shaped, too. The square accepts the imprint of each group, which contributes to the creation of a strongly modern and common identity of the "Athenian of Kallithea." My paper explores the collective memory of "kallitheatan" community with qualitative research methods (participatory observation and life stories). In particular, I examine the identification or not of the inhabitants with the monuments, the representation of a multiethnic square and the reception of the special identity that the inhabitants have created in relation to the wider urban identity of Athens.

16:50-17:15

74372 | *Influence of Climate Change Vis-a-Vis Resource Management on Traditional Livelihoods in Southwestern Kalahari: Is Transitioning into Modern Economies and Dependency a Solution or Rather Is Adaptation?*

Bothepha Moseithi, University of Botswana, Botswana

Traditional livelihoods, which are in different societies embedded parts of their cultures, have over time been subjected to different forms of internal and external forces of influence, both human and natural, independently or combined. As culture is not static so are ways of earning a living which may become amendable and susceptible to the agents of change that they are exposed to. Based on this background and hinged on the ecological theory, this paper set out to harness local perspectives on the influence of climate change vis-à-vis resource management on traditional land-based livelihood activities hence resources and what is practiced or perceived as adaptive measures to the changed resource-base setting. The study data was obtained by means of an extensive household survey and key informants' interviews. The results reveal i) keen local awareness of climate variability and climate change as distinct phenomena; ii) widespread local attribution to climate change of the perceived declines in land-based natural resources, which form a significant part of their livelihoods; iii) widespread local recognition of the role of resource management in the perceived declines in livelihood resources and resource environment; and iv) heavy local dependency on government support. Further, as measures to adapt to climate change as well as to promote sustainability, there is local recognition of the need: i) to diversify livelihood sources, such as into community game ranching; and ii) the need for human capital development to empower people to venture, particularly into non-land based economic activities and lesson dependency on government handouts.

09:30-11:10 | Gracia

Thursday Onsite Presentation Session 1

Art, Design & Development in Education

Session Chair: Peter Toth

09:30-09:55

74110 | *Dispelling Illusory Correlations Between Great Suffering and Great Jazz*

Robert Foster, Augusta University, United States

Jazz history professors and book authors may be prejudicing their students' impressions of jazz by including negative biographical information about the major musicians. This author scrutinized biographical presentations that are unnecessarily disparaging of the musicians, including too much data that is musically inconsequential. The predominance of tragic stories in introductory jazz history books concerns me. I urged teachers to be mindful of the effects that musicians' medical histories could have on student perceptions of great musicians and the emotions that students perceived in jazz music in an article published by the College Music Society. In the ensuing years, I received feedback about my observations from colleagues who teach jazz history and jazz appreciation courses. As the responses raised serious issues and exemplified common oversights, I presented and summarized some trends in those responses and my reactions to them in a CMS follow-up article. Among the trends was the argument that revealing personal biographical information helps students understand an otherwise unfathomable creativity. Some teachers believe that creating art must involve suffering and, for that reason, details of sad lives must be presented in college jazz history texts and lectures. The question I will address is whether there is actually such a causal relationship. The trope of the "suffering artist" has long pervaded popular culture but has no place in educating students of jazz and other art forms. For this presentation, I intend to dispel the lingering, yet illusory, notion that there is a causal relationship between great suffering and great jazz.

09:55-10:20

74278 | *Ontology Definition for University Knowledge Graph*

Betiel Woldai, University of Applied Science Ansbach, Germany

Sudarshan Kamath Barkur, University of Applied Science Ansbach, Germany

Sophie Henne, University of Applied Science Ansbach, Germany

Sigurd Schacht, University of Applied Science Ansbach, Germany

Elena Schmid, University of Applied Science Ansbach, Germany

Finding the required information to succeed in the organisation of everyday study life is not always easy for a student. Ontologies are an instrument to define a domain by illustrating its concepts and thereby presenting knowledge in a structured way. In this paper, our aim is to design an ontology that is suitable for the higher education environment of a German university to build a Knowledge Graph for a conversational AI. As an application example, the Ansbach University of Applied Science is used. After a brief introduction, the paper is organised as follows. Section 2 reviews previous work of conducted ontologies within the higher education environment, whereas Section 3 outlines the methodology for developing the ontology and presents the final result. The development procedure is thereby partly based on the ontology framework provided by Stanford University (Noy & McGuinness, 2001). The presented ontology, which delivers possible classes for the development, and transferability to other universities will then be discussed in Section 4. Finally, the conclusion and approaches for future work with ensuring a constant up-to-dateness of the classes are given in Section 5.

10:20-10:45

72893 | *Education for Sustainable Development: The Role of Quintuple Helix Model of Innovation in Higher Education Institutions in Ghana*

Michael Hammond, University of Mines and Technology, Ghana

Jacob Tawiah, University of Mines and Technology, Ghana

Clement Ayitey, University of Mines and Technology, Ghana

Kate Hammon, University of Mines and Technology, Ghana

Issaka Yakubu, University of Mines and Technology, Ghana

In order to face the complexities of the contemporary world, lifelong learning, and in particular higher education, must contribute towards the acquisition of sustainability competencies. Over the past 15 years, the importance of developing such aptitudes from Higher Education Institutions (HEIs) has increased. As a result of the development and implementation of laws and public policy initiatives deemed necessary to protect the environment and advance socioeconomic development, Ghana is progressing along the path of sustainable development (SD). This paper identifies, based on a review of the pertinent literature, how HEIs in Ghana can encourage SD using the Quintuple Helix Model of Innovation. Within the context of the Quintuple Helix Innovation Model, the natural environments of society and the economy are seen as drivers for production and innovation, therefore defining opportunities for the knowledge economy. The study identified crucial points of action that, via the interaction of numerous actors, can promote value creation, knowledge convergence, and system interaction, thereby accelerating the sustainable development agenda through education. The analysis of practices and scientific literature on ESD demonstrates that emphasis should be given to the synergies of education, research, and training. This paper, therefore, highlights the need for a stronger role of HEIs to promote sustainable development paths, expand and disseminate knowledge, build capacity through training, and work with state actors and regulatory bodies to increase their intended impacts.

10:45-11:10

72811 | *The Development of Inductive Thinking of Pedagogue Candidates*

Peter Toth, Budapest University of Technology and Economics, Hungary

Kinga Horvath, J. Selye University, Slovakia

The international literature on the examination of inductive reasoning is rather rich. Approaching it from the direction of soft skills can be considered still novel. The main objectives were to draw a picture of the development level of first-grade teacher students' inductive thinking, to analyse the time used for the solution of tasks and task items and finally to explore the interconnection between solution time and the performance achieved in the inductive test. According to the results of 204 students attending teacher training at J. Selye University in Komarno (Slovakia), the abstract and analogue reasoning of these students is of medium development level, while their diagrammatic thinking is weaker. There is a connection between the time used for the items and the test results, both the task types and the students can be classified according to time consumption. The 10% having reached the best results are women, have parents with a degree, live in cities and took their secondary school leaving exams at Hungarian secondary grammar schools. Female and correspondence students spent more time on solving the tasks than male and full-time students.

11:25-12:40 | Gracia

Thursday Onsite Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: May Olaug Horverak

11:25-11:50

72302 | *Using an Error Classification Model to Target Remedial Interventions in Math*

Josée Nadeau, Université de Moncton, Canada

Manon LeBlanc, Université de Moncton, Canada

Using three case studies, this exploratory research verifies whether an error classification model used to target remedial intervention in mathematics is an effective method to improve the performance of students facing persistent mathematics difficulties. To verify the effectiveness of this new pedagogical method, its effect on the performance of two students in math, as well as the effect of the traditional method (non-use of the model) on the performance of one student in math was documented. This was done by using a standardized math test (pre and post intervention), an interview with the two resource-teachers using the new method and the observations during the standardised test. The results indicate improvements in performance, but also in execution speed, strategies used, work organization, and motivation for students for whom interventions were targeted based on the error classification model. Five months after the experiment, the resource teachers report still using the new method because it helps to target the appropriate intervention and seems to promote students' progress.

11:50-12:15

72540 | *Ways in Which Peer Mentoring Affects the Mentors Themselves – A Case Study of College Students*

Miri Krisi, Ashkelon Academic College, Israel

Revital Nagar, Bar Ilan University, Israel

The number of students with disabilities attending higher education has been soaring. Support centres in the institutions provide assistance in the form of assistive technologies, private tutoring, meetings with counsellors, and workshops. Still, many students express lack of confidence and low self-esteem that extend beyond the academic sphere into their personal and social life. Using qualitative methods, this study examines a peer mentoring program in which the mentors are students with special needs, who, based on their strengths, provide assistance and mentoring to other students. Semi-structured interviews were conducted with these mentors. The analysis of the interviews sheds light on the participants' narratives about the effect of mentoring on their academic success and their emotional and psychological well-being. Three central themes emerged from the interviews that describe the students' transformation and improvement: (1) self-esteem; (2) self-efficacy; and (3) empowerment. These themes correspond with the significance and impact that students attribute to peer-mentoring. Thus, the study indicates that mentoring could be used as an additional therapeutic tool when working with students with special needs.

12:15-12:40

71054 | *Art Therapy for Children – Developing Courses in Creativity to Deal with Difficult Emotions*

May Olaug Horverak, Birkenes Learning Centre, Norway

Darius Radkevičius, Post Traumatica Sanitatem, Lithuania

Øistein Kristiansen, Earthree Media AS, Norway

Migle Helmersen, University of Agder, Norway

The covid-19 pandemic has disrupted education systems globally, affecting the most vulnerable learners the hardest. For Ukrainian children, there has been a double shock, as the war disrupted their lives right after the pandemic, aggravating their stressful condition. The aim of the project being presented here was to develop a methodology based on the principles of art therapy, that could be implemented by persons without education in psychology or arts, to help children who have experienced trauma, at the same time as it is suitable for healthy children. A course of five holistic integrated sessions was developed, that systematically integrate and optimally alternate artistic, emotional, conversational and creative plots, to support children to realize negative emotions and turn them into creative energy. Art therapy is based on the idea that creative processes can be used to express and explore feelings, thoughts, and emotions, and this may help to reduce stress, anxiety, depression, and trauma, as well as to improve self-esteem and self-awareness. The course was piloted in Norway by The Children's Station in the voluntary organization Blue Cross Kristiansand. A group of six children participated in the course over a period of six weeks. They were aged seven to 13 years, and three of them had a refugee background from Ukraine. Evaluations showed that the six children appreciated the sessions, particularly some of the drawing exercises. Two of the girls also reflected that this may help children who have experienced trauma by giving them "a break from life".

13:40-15:20 | Gracia

Thursday Onsite Presentation Session 3

Culture & Diversity in Education

Session Chair: Joyce Mary Adam

13:40-14:05

71661 | *Use of the Intercultural Development Inventory in Higher Education: An Examination of Cultural Humility in a Globalized World*

Jessica Torro, Metropolitan State University of Denver, United States

Tanya Greathouse, Metropolitan State University of Denver, United States

With our diverse global society, higher education institutions are prime spaces of cross-cultural and cross-racial engagement for faculty, staff, and students. Through self-awareness and understanding of different cultures, faculty, and staff can help higher education institutions prepare students for a diverse global workforce. To create a sense of belonging among diverse students, higher education institutions need to prepare faculty and staff for the increasing need for intercultural humility. The Intercultural Development Inventory (IDI) is an assessment tool used to indirectly measure an individual's awareness of and sensitivity to cultural differences. IDI is the only theory-based tool that addresses the capability to shift one's cultural perspective and appropriately adapt behavior to cultural differences. Additionally, IDI can help bridge the gap between mindset and skillset and allow room for self-reflection. It is imperative for faculty and staff to have self-awareness to allow for successful student interactions and to provide appropriate and adequate education, as well as create a sense of belonging. Using case studies, this presentation will demonstrate how the IDI can be used as an informative tool when creating an inclusive, culturally responsive environment. Examples of how the IDI has been used will be provided to demonstrate how faculty and staff engage in intercultural humility and inform the development of culturally responsive programs. This process has aided in preparing students for a diverse global workforce and appreciation for different cultures.

14:05-14:30

73454 | *Transcending Boundaries: The Identity Transformation from Inheritors of Intangible Cultural Heritage to School Educators*

Li Ping Zi, Hunan Normal University, China

Yawei Peng, Hunan Normal University, China

Frameworks of postmodernism have challenged the dominancy of Western-centric perspectives on music, allowing Indigenous art production from the Third World to begin receiving closer attention. Postmodernism interrogates the notion of art as a separate and independent object, prompting art scholars and anthropologists to understand and analyze art within real-life contexts. In this fluid space, it is the Indigenous art world that transcends boundaries. This includes the integration of folk artists into school classrooms, the innovative exhibition of Indigenous artworks in museums, and the incorporation and adaptation of Indigenous music, dance, and rituals into contemporary stage performances. The crossing of contexts injects new meanings into Indigenous art itself while presenting new challenges to its contemporary transmission and development. This study adopts an interdisciplinary perspective, combining anthropology, ethnomusicology, and education to analyze the multiple contextual crossovers of Indigenous art and provide suggestions and reflections for its transmission. The research will involve ten participants from China who have transformed from artists to educators. The study will consist of two phases: life-story-centric individual interviews, to explore the participants' experiences and challenges, and a documentary analysis to examine obstacles and memorable experiences encountered during their careers. The narratives collected from the interviews will be interpreted and analyzed using narrative and critical discourse analysis. The main object of this research is addressing the teaching challenges faced by Indigenous artists turned school educators.

14:30-14:55

72822 | *Recruiting Underrepresented Students To Increase Diversity in Teacher Education at Tennessee Tech University*

Queen Ogbomo, Tennessee Technological University, United States

Stephanie Richards, Tennessee Tech University, United States

Perihan Fidan, Tennessee Tech University, United States

The shortage of teachers from underrepresented groups has been an ongoing problem in school districts nationwide, including Tennessee. Research shows that Tennessee teachers do not represent the students they serve. Studies also show students are more likely to succeed academically when exposed to teachers of diverse races. The underrepresentation of minoritized groups has been an ongoing challenge on most higher education campuses in the United States. Presenters' institutional data shows that admission of minority students has been consistently low in the past few years. This reveals the need for university leaders to address diversity issues as they consider their mission and vision to increase diversity on their campuses. To this end, Tech's institutional goal includes increasing minority enrollment to 22% by 2025. In this mixed-methods ongoing research, we are partnering with diverse secondary schools in middle Tennessee by bringing diverse students to campus and engaging them in meaningful activities to bring awareness to teacher licensure programs. The research question is, "Will bringing diverse middle and high school students to the Tennessee Tech campus influence their decision to consider education as a career and to apply to the College of Education?" A Qualtrics survey will be administered to collect data about perceptions, any barriers students see to becoming teachers, and choosing to come to Tech. Therefore, our research aims to take concrete action to foster diversity in the College of Education at Tennessee Tech and encourage students of underrepresented groups to consider teacher education and to find their place at Tech.

14:55-15:20

71887 | *Discursive Fragments on the Life Project of Young Indigenous Kayabi/Kawaiweté – Mato Grosso/Brasil*

Joyce Adam, São Paulo State University, Brazil

Aline Fernanda Ventura Sávio Leite, São Paulo State University, Brazil

The general objective of this article is to present a study on the life projects, the realities and the expectations of young indigenous high school students of the ethnic group Kawaiweté/Kayabi communities from Tatuí, Juara/Mato Grosso/Brazil. In order to answer the research questions, a qualitative approach was opted, alongside with bibliographic and ethnographic viewpoint in educational sciences. An interview was conducted with 8 young high school students from the communities of Juporijup State School. Such students took aim in leaving a legacy for the indigenous and non-indigenous societies based on experiences in the present and from the learning inherited from their ancestors. This research is justified by the need to give an active voice to indigenous youth who currently have the challenge of fighting for the preservation of their cultures and traditions in a scenario where indigenous lands are being suffocated by exploitation of natural resources, posing a great environmental impact specially for indigenous communities. Therefore, the data analysis categories were: a) indigenous representation of indigenous youth; b) how young indigenous people understand the concepts of time: past, present and future; c) and to investigate how young indigenous people understand the theme "life project". The present work concludes that the conceptions of time and bonds with the community are important elements in the life project of the young indigenous people who participated in this research. The conception of past, present and future is strongly related to the culture of the group to which they belong.

15:35-17:15 | Gracia

Thursday Onsite Presentation Session 4

Education, Sustainability & Society

Session Chair: Débora Cristina Fonseca

15:35-16:00

73711 | *Education for Democracy: Evidence in Latin America*
Igor Rodrigues, University of Brasilia, Brazil

Education is widely recognized as a catalyst for personal development, social progress and economic growth. However, the benefits of education extend far beyond the individual level. Such effects give rise to a series of positive externalities, which spread throughout society. The most significant factors of this effect have played a very important role in making democracy a viable system. This conception, which begins with Tocqueville in 1835, is received in the academic scenario with the work of Lipset (1959), who reports that education is fundamental for sustaining a democratic system. In this sense, the objective of this work is to analyze the causal relationship between education and democracy. Taking advantage of the similarity of the historical-political context referenced by Latin America, we seek to objectively measure whether education improves the recognition of democracy as a social, economic and cultural condition that allows the free and equal exercise of political self-determination. To identify the causal effects of education on political behavior, we must take into account the factors that jointly determine educational choice and political behavior. Therefore, we will employ the instrumental variable (IV) method, where an individual's educational level is instrumentalized by their exposure to compulsory education reform. Thus, the temporal dimension distinguishes the periods before and after the educational reforms. The results found in this work provide convincing evidence for the causal relationship between education and democracy.

16:00-16:25

72818 | *The Role of Universities in Civic Engagement and Social Transformation*
Rajendra Chetty, University of the Western Cape, South Africa

The purpose of this paper is to examine the role of universities in community engagement, particularly with regard to the subaltern struggle against dehumanisation in postcolonial societies. I argue that redefining our role in social and community engagement creates more relevant universities and committed graduates that will be activists for social transformation and justice. The paper will draw from the South African experience of institutional and curriculum decolonisation. The reconfiguration of the university landscape across the world towards a market-driven paradigm that accentuates massification, competition and new managerialism, leans strongly on neoliberal conceptions of institutional reforms. The processes and policies of reform in the guise of transformation, is in reality largely an attempt at rationalisation, curbing government spending and capitalising on commercial opportunities in the global economy. The notion of the university as central to the knowledge project has been eroded and is geared towards individual economic investment by the student. The academic agenda has morphed into the neoliberal mission that foregrounds graduate attributes linked to entrepreneurship and economic development, and skills for the global economy. The increase in contract academic staff has resulted in precarious employment with serious implications for student achievement. There is strong emphasis on quality assurance, programme audits, performance management and benchmarking. The paper will critique the neoliberal agenda using a decolonial lens, re-examine the purpose of a university and advocate governance frameworks that value community engagement and promote values of social citizenship. The methodology used is reflective practice as I reflect on my role as an activist academic for the past three decades.

16:25-16:50

74220 | *Slam Poetry, Voice of Identity and Resistance: Possibilities in Socio-Education*
Débora Cristina Fonseca, Universidade Estadual Paulista "Julio de Mesquita Filho", Brazil
Sueli de Fátima Caetano Coppi, UNESP, Brazil
Joyce Adam, UNESP, Brazil

This paper presents part of the data collected in a survey that aimed to analyze the contribution of Slam poetry to the recognition and understanding of the theme of Human Rights. It also discusses the construction of Life Projects for adolescents and young people in compliance with socio-educational measures of internment. The investigation was carried out in a Socio-Educational Care Center for Adolescents in the interior of the State of São Paulo/Brazil. The analysis is based on historical and dialectical materialism. Action-research was used in the form of workshops as a research technique, in which there was an appropriation of Poetry Slam techniques. The action research had 17 workshops, structured in 04 phases. For data analysis, the methodological procedures of the Meaning Nuclei (AGUIAR; OZELLA 2006, 2013) were used. During the communication of this experience, it is intended to share the powerful movements unleashed in the fourth phase of the action research. At that moment, in possession of their authorial poems, the teenagers constructed their performances to be presented in a great poetic event, a poetry slam. This phase proved to be significant, as adolescents were able to reveal their existence through their bodies and words in a unique way. This fact contributed to break stigmas that demean, marginalize and segregate these social groups, opening spaces for emancipatory movements of the being.

16:50-17:15

73122 | *Social Education in Vocational Training With Minors Offenders Undergoing Socio-Educational Measures in Brazil: An Analysis of Senac's Teacher Training Program*
José Pablo Zatti, Senac - Serviço nacional de Aprendizagem Comercial, Brazil
Mário Augusto Costa Valle, Senac - Serviço nacional de Aprendizagem Comercial, Brazil

This article, generated from our participation in the Social Pedagogy Post-Graduate Course at São Paulo University (Brazil), aims to analyze the teachers' training program developed by Senac (a professional education institution present throughout Brazil) for its educators who, according to SINASE – Brazilian National Socio-Educational Assistance System, work in vocational education with minors offenders at Fundação Casa (São Paulo State institution for minors undergoing socio-educational measures). The educational action developed by Senac at Fundação Casa began in 2015 and continues today, having attended 81.270 students between 2015 and 2022. During this period, 359 Senac educators participated in the teacher training course called Socio-Educational Training, analyzed in this article. Based on the work of Paulo Freire, Roberto da Silva, Hans-Uwe Otto and Jorge Camors regarding the epistemological bases of social pedagogy and practices characterized as social education actions, we intend, through this investigation, to consolidate a critical view of the formative process, focusing on the following question: to what extent does the training promoted by Senac for these teachers subsidize their performance as social educators? Based on bibliographical research centered on the referenced authors' work, as well as through the analysis of documents generated in the development of the formative action and by participant observation, the referred course was studied with a focus on its formative objectives and on its learning situations, resulting in the identification of elements (educational visions, pedagogical practices) that enable the teaching performance from the perspective of social educators. Keywords: Social Education. Socio-Educational Measure. Teacher Training.

09:30-11:10 | Sants

Thursday Onsite Presentation Session 1

Workshop: Teaching Experiences, Pedagogy, Practice & Praxis

09:30-10:20

72852 | *Oracy in the Classroom: Adapted Strategies for ESL Students*

Saliha Yagoubi, Hudson County Community College, United States

Patrizia Yagoubi, Hudson County Community College, United States

This presentation will provide strategies for effectively using Oracy in an ELL classroom. Proficiency in oral expression is necessary in an academic context for effective communication and collaboration. In addition, the presentation will provide an overview of what Project Oracy is and the four Oracy Skills Framework. The project aimed to develop an Oracy Skills Framework that sets out: Physical, Linguistic, Cognitive, and Social-emotional. Using different grouping techniques, participants will learn how to implement them in an ELL classroom. These grouping methods are a vital component of teaching oral skills in a classroom. The Traverse Grouping technique will be utilized as an illustration to successfully perform a classroom talk activity. Participants will learn how to create activities to implement them in their own classrooms. They will also learn how to incorporate the Oracy Skills Framework as part of their teaching approach.

10:20-11:10

72802 | *Tools and Techniques for Basic Creativity Training for Postgraduate Students*

Bethlem Boronat, EAE Business School, Spain

This workshop is designed to provide comprehensive training in a range of activities, games, and challenges that effectively enhance students' creativity. Recognizing that all individuals possess creative abilities that may not have been fully nurtured or stimulated in formal education, this workshop examines the fundamental creative traits necessary for generating innovative ideas in the future. It is important to note that this workshop does not focus on specific creative tools and techniques such as SCAMPER, the six hats, or others. Instead, it aims to cultivate the underlying skills required to effectively utilize these creativity tools. By encouraging students to step out of their comfort zones, engaging them in playful activities, and providing ample practice opportunities, they can develop their innate capacities for creative thinking, including the abilities to connect ideas, associate concepts, and employ lateral thinking. Ultimately, the goal of this workshop is to equip professors and instructors with the tools to help students unleash their creative superpowers, while simultaneously reinforcing the idea that every individual has the potential for creativity.

11:25-12:15 | Sants

Thursday Onsite Presentation Session 2

Workshop: Education & Difference

11:25-12:15

72960 | *You Don't Look Like You Have a Disability: Putting a Spotlight on the Spectrum*

Kerry Magro, New Jersey City University, United States (fmr.)

In this workshop presentation from an autistic professional speaker you will hear case studies from self-advocates who are actually disabled about their stories, what helped them in school and what would help reduce biases for people like them. Time will be allotted to discuss invisible disabilities, the importance of not using functioning labels and more! Learning objectives include: 1. Participants will learn the importance of understanding invisible disabilities. 2. The significance of not using functioning-labels because of the harmful effects that can have on individuality will be discussed 3. Understanding 10 tips towards being more inclusive to our very special community. The speaker includes these self-advocate stories as part of his video series called 'A Special Community' who range from those with less significant challenges to very significant challenges. This will give educators a better understanding of ways they can include visuals to describe and normalize the human condition. Facts will be shared including giving educators a better understanding of the Individuals Disability Education Act and who qualifies versus those who are accommodated for Section 504. Of the 10 tips will include tips such as: 1. Considering special events at your school (abilities week, autism acceptance month) to bring more understanding to general education students. 2. Letting students self-identify (i.e a person with a disability or a disabled person) 3. How to start unified programs. Time will be left for Q & A.

13:40-15:20 | Sants

Thursday Onsite Presentation Session 3

Workshop: Learning Experiences & Pedagogy

13:40-14:30

71404 | *Throw Out Grades for More Effective Learning Experiences*

Starr Sackstein, Mastery Portfolio, United States

Students learn best in an asset-based, feedback environment. When we make learning memorable through project-based and problem-based learning, students have an opportunity to explore new content collaboratively, and we have a chance to offer targeted feedback that aligns with student goals and reflection. In this session, we will explore the power of creating learning experiences and how to assess those experiences in a way that honors the dignity of all students. This session will challenge each person's beliefs and offer tips, examples, and resources to support this important shift. We will explore student work samples and discover ways together that we can implement change right away. This interactive session will help educators make more student-centered decisions about how to run their classrooms and increase engagement by offering memorable learning experiences.

14:30-15:20

72602 | *Art Therapy-Based Health Improvement Lessons for Children: A New Teaching Methodology at the Intersection of Education and the Arts*

Darius Radkevicius, Post Traumatica Sanitatem, Public Organisation, Lithuania

Oistein Kristiansen, Earthtree Media, Norway

In today's world, the increasing exposure of children to negative and frightening information can cause them great anxiety. The COVID pandemic, possible ecological disasters, the war in Ukraine, and the discrepancies between virtual and real-world experiences are frightening millions of children worldwide. As a result, educators are exploring ways to create and implement health-improving lessons in schools. Our question is whether regular teachers can lead health improvement lessons. We believe the answer is yes. Art therapy, for instance, has been known to help children who have experienced psycho-trauma. Art therapy is an art that consciously uses psychological principles in its creation. The creative process can be used to express and explore feelings, thoughts, and it can help reduce stress, anxiety, fear, as well as improve self-esteem and self-awareness. At the same time, art therapy activities could improve the emotional intelligence of healthy children. Leonardo da Vinci claimed: "Art is the queen of all sciences, communicating knowledge to all the generations of the world." This is where the intersection of education and the arts can be most evident. We propose a new way of teaching that applies the principles of art therapy to create a methodology that can help children who have experienced psycho-trauma, while also being suitable for healthy children. By avoiding the stigmatization of mentally healthy versus not so well, the lessons based on art therapy principles could be taught by a person who has no psychological education or drawing skills. We will present this approach during the workshop.

15:35-17:15 | Sants

Thursday Onsite Presentation Session 4

Workshop: Higher Education & Language Learning

15:35-16:25

72767 | *Four Practical Strategies to Teach the Main Idea to ESL College Students*

Patrizia Barroero, Hudson County Community College, United States

Saliha Yagoubi, Hudson County Community College, United States

Current literature in literacy and reading comprehension indicates that international students struggle with identifying the main idea of an English academic text. English language learners from various backgrounds and levels of linguistic proficiency face this challenge throughout their college years. This missing link can become a significant barrier to their educational achievement, and can be addressed by effective pedagogical methodologies. Best practices in teaching how to find the main idea of a variety of texts will be presented as they were implemented in English as a Second Language classrooms at Hudson County Community College, New Jersey. The framework of these teaching techniques is based on understanding the use of explicit instruction of text structure and rhetorical modes, in addition to chunking, text mapping, and key-word identification. Participants' activities will include hands-on analysis of a short text and a discussion on how to apply the tailored academic strategies to identify the main idea.

16:25-17:15

72851 | *Teaching ELL Students LifeSkills for College and Beyond*

Saliha Yagoubi, Hudson County Community College, United States

Patrizia Barroero, Hudson County Community College, United States

ELL students face social, academic, and professional challenges and often lack the skills needed to succeed in college. As a result, the Skills for Success course was created to provide students with academic proficiency, employment readiness, and the skills needed to easily integrate into society. In conjunction with ELL classes, this course gives students a greater chance to succeed and be prepared for the workforce. Throughout the presentation, audience members will be asked to participate in small brainstorming sessions and large-group discussions answering various questions, such as "What skills do students need to succeed in college?" "What basic email etiquette do you wish your students knew?" "What study habits do students need in a college-level class?" and "How could job preparation be integrated into a pre-existing course?". Participants will learn how to apply the ideas acquired in this presentation to their own courses to prepare their students to effectively advance academically and professionally.



Friday, September 22

Parallel Sessions

All times are in Central European Summer Time (UTC+2)

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

09:30-11:10 | Sant Sebastia

Friday Onsite Presentation Session 1

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

Session Chair: Xiao Lei Wang

09:30-09:55

71464 | *An Exploratory Study on the Integration of Neurodiverse University Students into Mainstream Learning and Their Performance: Case of JLC*

George Kassas, Ascencia Business School, France

Phillip A. Cartwright, Ascencia Business School, France

This study explores the impact of inclusive classroom on neuro-diverse college students at Jones Learning Center (JLC) - University of the Ozarks, and their consequent academic performance having participated in an integrative process designed to support students who are intellectually capable of obtaining a college degree, but who require support for learning challenges owing to specific LDs, AD/HD, or ASD. The purpose of this study is to explore the overall processes and practices of (JLC) inclusive program, and to identify the effectiveness of this program in supporting the academic performance of enrolled students with learning disabilities following integration into mainstream university learning. The research process begins with testing the hypothesis (H1) directed toward determining the extent to which the academic performance of JLC students did improve after involvement with the program, then proceeds to the hypothesis (H2) directed toward determining the extent to which collective and applied knowledge at JLC is distinctive from typical practices in the field. This research uses a mixed methods approach. Data was collected at JLC in the form of 1) secondary data of Grade Point Average, 2) primary data obtained via structured questionnaire administered to students and alumni, and 3) primary data obtained throughout conversational interviews conducted with staff and educators. The significance of this study is, first, it validates the effectiveness of the special program at JLC for college-level students who learn differently, and second, it identifies the distinctiveness of their mix of techniques, methods, and practices, namely in their comprehensive individualized one-on-one approach.

09:55-10:20

73124 | *Research Methods and Data Analysis Techniques Used in Disability Based Studies in Nepal*

Kiran Chalise, Mid-West University, Nepal

The fundamentals of studies that focus on research methods and data analysis techniques in the disability field focuses on finding out the research gaps. The same research gaps could serve as the areas for the researchers in applying proper methods and data analysis techniques so that the depth and breadth of the subject matters related with a disability, especially children with disabilities and their education can be analyzed properly and effectively in the coming days. Unfortunately, this kind of research is still rare in Nepal. This study aimed to access the diversity of research approaches, designs, variables, data collection and analysis techniques, as well as research subjects in studies published/issued on the subject matter of disability, children with disabilities and inclusive education in Nepal from the year 2010 to 2020. Content analysis was used as the research tool in this study in which as many as 31 detailed studies were analyzed. The results revealed that the most widely used approach, design, variable, data collection and analysis techniques, as well as the subject which frequently used, were qualitative, document review and compilation, persons with disabilities (PWDs), document review, descriptive analysis and children with disabilities respectively. There were a variety of approaches, designs, data collection and analysis techniques, as considerable as research subjects that have been used in the studies carried out in Nepal. Moreover, there are findings where some studies with the same research design have applied different data collection and data analysis techniques. Thus, it is suggested to the next researchers to choose the most appropriate methods and consider the identified gaps areas in research in the coming days.

10:20-10:45

71895 | *Methodology of Scientific Research of People with Disabilities – Designing and Conducting Accessible and Diverse Research*

Aleksandra Orłowska, Jagiellonian University, Poland

Participatory accessibility is not common in Poland. Public institutions are obliged by law to ensure architectural, digital and information and communication accessibility, but the participatory aspect is still not properly addressed. People with disabilities encounter many difficulties while studying at universities, so it seems impossible for them to conduct scientific research and obtain further academic titles. The presence of a sign language interpreter is not a common occurrence during lectures. Ms Orłowska conducted scientific interviews with people with disabilities to investigate to what extent they are interested in conducting research at the university and what opportunities or obstacles they encounter when planning and conducting research. The author also analyzed the scientific literature in the field of methodology to find out whether the needs of people with disabilities are considered in such publications. The author is working on increasing the awareness of this phenomenon in the academic community and looking for places that can serve as benchmarks. The final goal of the author is to create a publication containing inclusive guidelines for various universities that include people with disabilities in the academic community, also educating about the importance of setting boundaries and assertiveness. Conducting research should be safe, comfortable, and as independent as possible for everyone, regardless of the level of physical fitness or health.

10:45-11:10

72335 | *Read My Hands: Efficacy of Hand Gestures in Facilitating Reading and Narrative Skills for Children with Cognitive Disabilities*

Xiao-Lei Wang, Adelphi University, United States

Hand gestures have been shown to be a useful tool for teaching and learning, particularly for children with learning disabilities. This study investigates the effectiveness of hand gestures as a means for teaching a group of 7-year-old students with cognitive disabilities how to read and retell texts. The study employed a semester-long one-on-one tutorial, during which the students were taught to read and retell texts using hand gestures. The study found that certain hand gestures, such as dietetic, iconic, beat, and metaphoric gestures, were particularly effective in helping the students learn to sound out words and comprehend their meanings. Additionally, deictic, iconic, beat, and metaphoric gestures were also found to be useful in helping the students remember words in retelling texts. The results indicate that hand gestures can be used as a valuable tool for helping children with cognitive disabilities develop their reading and narrative skills. Overall, this study highlights the potential of hand gestures to aid in the learning process and improve academic performance for children with learning disabilities.

11:25-12:40 | Sant Sebastia

Friday Onsite Presentation Session 2

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

Session Chair: Mariam Kuchava

11:25-11:50

72970 | *The Perceptions of Principals on Implementation of Transformative Leadership Strategy: A Case Study of South African Primary Schools*

Pertunia Machaisa, University of South Africa, South Africa

The changing context of school leadership has been accompanied by the roles of principals who need to adapt to the changes. This context and position of principals is rooted in the important role they play as transformational leaders who are typically seen visionaries and catalysts of organisational change. South African education system has been characterised by drastic changes such as policy restructuring, curriculum reform, changes in learner performance and achievement, school governance, funding that affect schools. These changes need a strong, focused, and visionary school principal who can adapt and carry the school even in challenging times. This will among other things, require a leader who have the best interest of the followers and give direction to ensure a successful school. This essay focuses on principals' perspectives on how they apply transformational leadership strategy to ensure successful and effective schools while considering significant changes in their specific schools. Exploratory narrative inquiry used semi-structured one-on-one interviews, document analysis, and participant observation as a qualitative research methodology. Only 6 high-performing schools were sampled for this small-scale study, therefore 6 principals and their deputies participated. Data gathered from the chosen participants were examined using thematic data analysis. The results revealed that principals require assistance in their duties of managing change and collaborating with many stakeholders in their respective context. Therefore, a management development program for the principals has been suggested to ensure effective leadership, which will ultimately have a good impact on the operation of the school.

11:50-12:15

72408 | *Critical Control Points Course Detection Methodology at University Education*

Martín Pratto Burgos, University of the Republic, Uruguay

The research presents an innovative study based on adding value to the university educational process. Currently, there is no clear definition to detect in which stage of a career students lag behind after failing a specific subject or activity. An educational innovation proposal, based on the extrapolation of the Hazard Analysis and Critical Control Point System coming from the industrial setting to the university education context, is presented: the Critical Control Point Detection System with reference to the curriculum and students' trajectories. The purpose of this work is to generalise a Critical Control Points Detection Methodology, at higher education, through the localization of courses that have greater incidence in the curriculum and identifying the negative result through student performance due to failure. For the curriculum analysis, indicators related to centrality measures were built with a directed network based on the curriculum subjects. Courses were classified as Critical-Control-Point candidates when the numerical values of measures exceed or equal to a minimum threshold value. For student performance, a measure of course failure was used. Those candidate courses exceeding a predefined failure threshold were classified as Critical Control Points. Critical-Control-Points courses implied at least a one semester of lagging for any student failing on it. The Critical Control Point Detection Methodology was validated for the Chemical Engineering's curriculum at the University of the Republic (Uruguay) using a $(55 \pm 5)\%$ threshold of failure in more than two years during a five-year period. The Critical-Control-Point courses match previous perceptions from university lecturers.

12:15-12:40

72320 | *Impact of Innovative Approaches of University Leadership on Administrative and Academic Staff Motivation*

Irina Bakhtadze, International Black Sea University, Georgia

Mariam Kuchava, International Black Sea University, Georgia

There is an increasing recognition that higher education institutions require highly motivated academic and administrative staff which is affected by efficient university leadership and, in its term, creates the basis for students' high performance and excellent outcomes. The most essential strategy in reaching the success of the university is motivating the staff and encouraging them to put more effort in teaching and scientific work in order to enhance individual and organizational performance. For this reason, the role of university leadership is crucially important to encourage the staff and support them to develop professionally. The problem of motivation is closely related to innovative approaches applied by leadership which ultimately determines university high performance. Considering some specificities of university personnel, and of academic staff in particular, the need for selecting different forms of motivation is essential and is a prerequisite for the university success in general. The present research which was conducted in Georgia and Poland, in state and private universities, applied quantitative and qualitative approaches, specifically survey and interview methods. The analysis of the study is based on the results of the responses obtained from 288 research participants which helps to understand how changes in motivational model based on leadership style and innovative approach could enhance academic and administrative staff motivation in Georgian and Polish universities, as well as demonstrate the positive correlation between the highly motivated staff and university leadership.

14:05-15:45 | Sant Sebastia

Friday Onsite Presentation Session 3

Adult, Lifelong & Distance Learning

Session Chair: May Olaug Horverak

14:05-14:30

73286 | *Enhancing Mathematical Skills for Vocational School Students Pursuing Undergraduate Studies*

Jarkko Hurme, Oulu University of Applied Sciences, Finland

Päivi Porras, LAB University of Applied Sciences, Finland

Henry Lähteenmäki, South-Eastern Finland University of Applied Sciences, Finland

Over two decades competence-based education has become a dominant trend in vocational and undergraduate education. As Bruijn and Leeman (2011) state, the term competence-based education covers various conceptual ideas and practices arising from technical thinking in which education is seen as training competency, emphasizing the development of full vocational competence promoting autonomous identity and its continuous improvement. It should have reflections to the way mathematics is being taught in all levels of vocational education. As the PISA-research has revealed gaps in skills in STEM-subjects we are developing a powerful learning online model to promote access to undergraduate studies and employment for the disadvantaged in Finland. Their mathematical and scientific skills are analyzed and trained online according to their self-regulation. This facilitates graduating on time and/or applying for further studies. The original model of powerful learning environment by Bruijn et. al attention is now focused on online adaptive guidance and supporting self-regulating skills. The starting point for improving mathematical competence and self-regulating skills is the formation of vocational identity obtained in previous education. The model is delineated by the idea of cognitive apprenticeship acquiring knowledge and skills to pursue further studies. The online reflection, constructive learning from authentic situations towards more abstract construction of knowledge is viewed from sociocultural theory and its perspective to cognition. Understanding the mathematics self-concept of online learners can inform strategies for improving online mathematics education.

14:30-14:55

72261 | *Developing an Online Knowledge Center Model to Enhance the Necessary Skills for Workers in Industrial Enterprises*

Duangbhorn Sapphayalak, Sukhothai Thammathirat Open University, Thailand

Supanita Sudsaward, Sukhothai Thammathirat Open University, Thailand

The objective of this research was to develop an online knowledge center model to enhance necessary skills for workers in industrial enterprises. The development process showed that 1) there were 8 major components of this kind of online knowledge center model: concept and goal, internal/external content and internal/external courses, technology, search/information retrieval system, community/sharing, knowledge center teams, knowledge center rules, and data analytics. 2) The skill development and enhancement process through an online knowledge center model can be looked at from both the perspective of the service providers and the perspective of the end users. For the service providers there are 5 steps: 1) setting the conceptual background and setting goals, 2) designing the online knowledge center, 3) developing and setting up the online knowledge center, 4) analyzing and reporting on the results, and 5) improving the online knowledge center based on evaluation. For the end users there are 6 steps: 1) preparation, 2) registration, 3) utilizing the online knowledge center as a member of an industrial community, 4) utilizing the content and courses in the online knowledge center, 5) applying the knowledge gained in work and life situations, and 6) sharing what one learned within the community.

14:55-15:20

71439 | *Competences to Deal with the Sustainable Development Goals*

Laureano Jiménez Esteller, Universitat Rovira i Virgili, Spain

Karsten Krüger, Universitat de Barcelona, Spain

Alba Molas Cardona, Universitat Rovira i Virgili, Spain

The sustainable development goals run the risk to be only present in the official discourses without an effective integration in practice. Responsible Research and Innovation (RRI) are strong fields to effectively promote sustainable behaviour. A core element of RRI is the public engagement not only in stakeholder organisations, but in overall citizens. Under this perspective, responsible innovation is conceived as open processes, but oriented to specific goals. The triple, quadruple, and quintuple helix illustrates these challenges. As such it is also a cooperative learning process between multiple actors. It requires steering of the competence development from part of the project responsible and, in consequence, the definition of competences for sustainable projects and competences. Bringing the results of two Erasmus+ projects (one on Responsible Sustainable Innovation and the other on sustainable competence for adult learners) we develop an approach to define sustainable competences in innovation processes based on citizens' participation. The competence schemes developed by Wiek et al. (2016), Brundijs et al. (2020), the Green Competence framework (JRC from EU, 2022) and Heyse & Erpenbeck (2007) were used. The results were contrasted with focus groups of practitioners in adult learning. The competence approach can be used for the development of a flexible framework to tailor learning innovation projects based on citizens' engagement oriented to sustainability. To response to the big societal challenges of climate change, sustainable innovation project should integrate a component of learning promoting understanding of the complex relation between human beings and their ecological and social environment.

15:20-15:45

68750 | *Career Guidance in the Introduction Programme for Refugees in Norway – Facilitating Mastering, Planning and Problem Solving in Adult Learning*

May Olaug Horverak, Birkenes Learning Centre, Norway

Marianne Fredrikke Spilling Henriksen, Birkenes Learning Centre, Norway

Immigrating to a new country with a foreign culture may be challenging in many ways. In Norway, one of the challenges immigrants face is the high requirements of education in most types of occupations. Hence, career guidance has become a central element in the introduction programme for refugees. This guidance includes supporting immigrants to identify their strengths, or career competencies, and to help them choose a career path. It may be difficult to work towards a goal, and there may be different obstacles on the way to taking an education or making a career and finding a job. To help immigrants work towards goals and solve problems that occur, a five-step method has been applied in adult learning, where they identify 1) what is important, 2) what they are good at, 3) what may hinder them, 4) what they need to focus on and 5) what they need to do. Evaluations show that of 39 respondents, 87 % report that the method helps them find out what is important, 79 % that the method gives them motivation to work, 79 % have managed to follow their own plans, and 77 % have become better at finding solutions to what is difficult. One of the respondents reports "I focus on what is difficult, try to work with it and think positively, be calm and not stress". The results shows a potential in applying a systematic approach to support adult immigrants to deal with a challenging new situation.

16:00-17:15 | Sant Sebastia

Friday Onsite Presentation Session 4

Learning Experiences, Student Learning & Learner Diversity

Session Chair: Tone Marie Galteland

16:00-16:25

72982 | *Application of First Principles of Instruction to Design Integrated Learning Activities: The Case of Handshakes to Promote Multicultural Sensitivity*

Nokwanda Mbusi, University of the Western Cape, South Africa

The view that culture, context and the interaction of individuals with each other are important for construction of knowledge and meaningful learning, has gained popularity over the years. Given the cultural diversity that characterises many classrooms, the challenge is to design meaningful learning experiences to address the diverse needs of learners, without promoting domination or subordination. This qualitative study used Merrill's First Principles of Instruction, as the overarching conceptual framework, to design contextualised, authentic learning experiences for primary school pre-service teachers. The learning tasks were developed from a sociocultural orientation in order to answer the question: How can we design learning activities that will stimulate pre-service teachers' existing knowledge and integrate new knowledge into their world while promoting sensitivity towards diverse cultures? Handshakes, a non-verbal form of communication that is commonly practised by different cultures, were used as a starting point to design a series of integrated tasks for the enactment of the South African primary school curriculum. Merrill's five instructional design principles, namely, problem-centred learning, activation, demonstration, application and integration were used to create teaching points and learning opportunities, covering various topics in the three subject areas of the primary school curriculum. The tasks provided opportunities for promoting the transformation approach to multicultural curriculum: instructions required students to address issues such as power dynamics, assumptions about gender, race, social class, languages, and to view problems from different cultural perspectives. As recommendation, educators are encouraged to design authentic instructional material that addresses issues of whose knowledge should count in a particular teaching and learning context.

16:25-16:50

73576 | *Teachers' Awareness and Practices of Evidence-Based Approaches Supporting the Use of Assistive Technologies in Teaching Children with Autism Spectrum Disorder*

Kholoud Al-Dababneh, The Hashemite University, Jordan

This study aimed to investigate teachers' awareness and practices of evidence-based practices (EBP) that support the use of assistive technologies in teaching children with ASD in early intervention settings in Jordan. Interviews were used to collect data from 20 teachers of children with ASD. The results indicated that the most EBP practiced in teaching these children are: Applied Behavior Analysis and task analysis with a practices rate of (76.9%), as 69% of teachers use reinforcement and extinguishing, in contrast, the least EBP practices by teachers of children with ASD are: self-management (SM) (15/4%), natural intervention (23.1), time delay (23.1), cognitive behavioral intervention and functional communication training (30.8%). With regard to teachers' knowledge and practice of assistive technology in teaching children with autism, the result showed that the most used tools are: social skills apps, video modeling apps, behavior tracking apps, educational games apps, time management apps with a practices rate of (61.5%), in contrast the least AT tools practices by of children with ASD are: 23% of teachers used Augmentative and Alternative Communication (AAC) Devices and Visual Schedule Apps, as 48.5% of teachers used sensory regulation apps, and adaptive equipment. The result showed also that 38.5% of teachers have high knowledge as 38.5% of teachers have medium knowledge of integrating AT into teaching practices. Directions for further research and recommendations for policy and practice are discussed.

16:50-17:15

72398 | *Helping Refugees in Norway to Finish Lower Secondary School – Self-Regulation, Motivation and Mastering of English in Adult Learning*

Arild Høie Henriksen, University of Agder, Norway

Tone Marie Galteland, Birkenes Learning Centre, Norway

Mariette Aanensen, University of Agder, Norway

May Olaug Horverak, University of Agder, Norway

Immigrants and refugees who aspire to live and work in Norway must often finish the equivalent of 10 years of primary and secondary school in one or two years of intensive studies. In the case of the English subject, students' levels vary enormously, from complete beginners to fluent users. To help students find motivation and self-regulate their own learning in class, a five-step method has been applied, where the students identified 1) What is important when learning English? 2) What do I master already? 3) What is challenging for me? 4) What should I focus on? and 5) How can I work with this? This case study presents findings from a class of immigrants (n=8) who worked with these five questions to self-regulate and define their own needs in the English subject. By building their own metaphorical staircase based on the answers to these five questions, the students made plans concerning what to work with and how and followed up on this for periods of one to two weeks. When evaluating, the students reported satisfaction with being able to choose activities, with feeling in control, and with seeing their own limitations. One student commented that "I get to practise everything I need (read, listen, write, speak)" and another wrote "I can see my goal. It's my own decision how much time I need to get there". The data shows that with this five-step method, all students can work at their own pace, allowing for individual adaptation, self-regulation and motivation.

09:30-11:10 | Nova Icaria

Friday Onsite Presentation Session 1

Assessment Theories & Methodologies

Session Chair: Ia Aptarashvili

09:30-09:55

73145 | *Dynamic Assessment Methodologies to Foster Self-regulated Learning in Preschool*

Janete Silva Moreira, University of Lisbon, Portugal

Paula Costa Ferreira, University of Lisbon, Portugal

Ana Margarida Veiga Simão, University of Lisbon, Portugal

Considering self-regulated learning as a transversal competency playing a central role in the acquisition of autonomy, this investigation aimed to contribute to literature regarding the scarce approaches to support and foster self-regulated learning in preschool. In line with a social-cognitive model, the approach considered self-regulated learning as a multidimensional concept that includes phases (i.e., forethought, performance, and self-reflection), processes, and strategies that can be explicitly taught to children. Within this research, we proposed to improve preschoolers' self-regulated learning strategies (i.e., forethought, performance, and self-reflection) through the educational intervention Pipo and Mia, the magic knights, hypothesizing different results when comparing levels of the program intervention (i.e., guided practice group and autonomous group). Participants included 115 preschoolers and their nine teachers. Teachers implemented the program for children and engaged in professional training Practices to promote self-regulated learning in preschool simultaneously. Moreover, aiming to validate the Dynamic Assessment of Self-regulation in Preschool (DASP) method socially, it was used as children's pre- and post-measure, and focus groups were conducted with teachers to assess its validity. Results showed improvements in children's use of strategies and some significant differences between intervention levels. Teachers highlighted the DASP method's potentialities and suggested some improvements so it can fit preschool daily practices. The study contributed with three new theoretically grounded dynamic methodologies to assess and promote young children's self-regulated learning and support professional preparation to work on the topic. Other contributions will be discussed considering implications for practice, research, theory, and policy.

09:55-10:20

72914 | *Deep Learning Through Formative Assessment*

Ia Aptarashvili, Ivane Javakhishvili Tbilisi State University, Georgia

Mzia Tsereteli, Ivane Javakhishvili Tbilisi State University, Georgia

The most sensitive part of the teaching-learning process is assessment. Assessment is critical to determining the purpose of learning and its effectiveness (OECD, 2005). As is assessment and its framework, so is the course of student learning (Biggs, 1999). However, inaccurate assessment can hinder student learning and development (Jimaa, 2011). The main goal of the conducted research was to investigate the role of implemented formative assessment on student learning. Specifically, it aimed to identify the main principles of implemented formative assessment and its predictive value for students' overall academic self-concept and learning strategies. 309 elementary school students and 106 teachers participated in the study. The results of the study show that the variable of formative assessment was divided into three factors: 1. A student-centered approach, which in turn included (a) supporting collaborative learning, (b) monitoring student progress, and (c) supporting student self-directed learning. 2. Diagnosing weaknesses and problems in learning and supporting them, and working on metacognition; 3. Classroom management and student involvement in the learning process. Students' academic self-concept was measured by students' general assumptions about their own academic abilities and opportunities, and the strategies they used in learning were also assessed. The results of the study show that formative assessment factors have significant predictive value for the student's academic self-concept ($F(6, 24) = 14.41, p < .000$; Wilk's $\Lambda = 0.217$, partial $\eta^2 = .78$) and for the learning strategies used by students and that academic self-concept is a mediator variable in this prediction.

10:20-10:45

74038 | *Student-Produced Videos as a Form of Assessment in Economics*

Cheng Cheng, King's College London, United Kingdom

Dimitrios Minos, King's College London, United Kingdom

Assessing technical modules has become a major challenge due to the rise of online exams and the increasing use of AI technologies. It is also uncertain whether traditional paper-based exams can accurately evaluate students' understanding and knowledge acquired throughout the course. This paper argues that student-produced videos are an effective means of tackling these issues. At King's Business School, first-year undergraduate students' knowledge of two large technical modules has been evaluated using a combination of video assessment and timed written exams for the past three years. The video component required students to record a 5-minute video demonstrating their problem-solving skills with detailed calculations and explanations. Clear instructions on completing the video assessment, along with marking criteria, example videos, and practice sessions, were provided to students. The data collected from 1490 students show a significant positive correlation between the two types of assessments. This means that students who did well in the written component also did well in the video assessment, suggesting that the video assessment does not disadvantage any students. The correlation coefficient is below 1, meaning the two assessment forms measure different aspects of knowledge. A survey was conducted to gather student feedback on video assessments. Results indicate that videos are an effective tool for evaluating understanding. This is especially valuable for technical subjects, as online exams and the increasing use of AI can make it challenging to assess problem-solving skills accurately. Additionally, video assessments allow students to improve their communication, time management, and planning abilities.

10:45-11:10

71627 | *An Alternative Approach to Working with Assessment in School – How to Make Students Profit from Teachers' Feedback*

Mariette Aanensen, University of Agder, Norway

Gerd Martina Langeland, Lillesand Upper Secondary School, Norway

May Olaug Horverak, Birkenes Learning Centre, Norway

There has been a programme on assessment for learning in Norwegian schools running for years, and this has resulted in teachers putting much effort into making criteria lists and giving thorough feedback to students. One element of the programme that may have been less prioritized is the involvement of students in the assessment work. This study reports on experiences from a psychology class in secondary school, where the students were engaged in assessment processes by applying the following questions: 1) Why is it important with assessments during the learning process? 2) What types of feedback do you profit most from and become motivated by? 3) When is it challenging to understand feedback? 4) What do you want to focus on when you receive feedback? 5) How will you follow up the feedback from the teacher so that you can learn from it? The students reported that they wanted more oral feedback, as written feedback was often difficult to understand, and that they needed time to work with improving what they planned to focus on. The teacher followed up on the students' preferences in the following assessment process, and evaluations from students showed that of 22 students, 18 agreed that participating in the assessment work helped them understand the teacher's feedback, find out what was important for them to work on and develop their skills in the subject. Furthermore, 17 agreed that it gave them motivation and 11 agreed that they managed to follow up on their plans.

11:25-12:15 | Nova Icaria

Friday Onsite Presentation Session 2

Curriculum Design & Development

Session Chair: Surendra Shrestha

11:25-11:50

72825 | *Sustainability Engineering Program – What's in It?*

Surendra Shrestha, Western Sydney University, Australia

Arumugam Sathasivan, Western Sydney University, Australia

Sustainability is one of the core requirements of all engineering programs in Australia. In addition, the emerging issues of climate change, environmental degradation, food security, renewable energy, water security, to name a few, have necessitated engineering education providers to take a closer look at their curricula and critically analyse whether the type of graduates they produce will have the necessary skills to tackle these challenges. The need to have successful resolution to these challenges have also been highlighted in the United Nations Sustainable Development Goals (USDGs) and the United States National Academy of Engineering (USNAE) Grand Challenges. Traditionally, Environmental Engineering is the closest program that have dealt with the above-mentioned challenges. Typically, environmental engineering programs build on traditional Civil Engineering or Chemical Engineering curricula. Such programs lack the wider spectrum of competencies required of an engineer to tackle the multitude of emerging issues in a holistic way. This recognition has led the School of Engineering, Design and Built Environment at Western Sydney University to design a program on Sustainability Engineering. The 4-year accredited (Provisional Accreditation has been granted by Engineers Australia) program is the result of the collaboration between various disciplines of Agricultural Engineering, Civil Engineering, Electrical Engineering, Environmental Engineering, Materials Engineering, Information Technology, and Social Science. Titled, Sustainability Engineering, it is anticipated that this program will produce engineering graduates who are future focussed and holistic thinkers able to analyse a problem from multiple perspectives.

11:50-12:15

74231 | *Bridging the Gap in Cybersecurity Education: A Review of Cybersecurity Material in Secondary School Curricula*

Maha Alotaibi, Cardiff University, United Kingdom

Yulia Cherdantseva, Cardiff University, United Kingdom

The increasing reliance on the digital environment along with the rapid evolution of technology have led to unprecedented cyber threats that pose risks to individuals, organisations and nations. Raising awareness of cybersecurity and providing education from an early age is crucial to mitigating these risks effectively. This paper examines how cybersecurity is covered in secondary school education and emphasizes the importance of developing a dedicated cybersecurity curriculum at this educational level. The study provides an in-depth, comprehensive comparison of eight cybersecurity curricula from various educational institutions in the United States, The United Kingdom, Australia, New Zealand, the Kingdom of Saudi Arabia and Kuwait. The selected curricula are in the field of national computer science, for example, the US K-12 Computer Science Framework. This method provides an organised approach to achieving a comparative analysis. Initially, the study identified key components and criteria for a successful cybersecurity curriculum through a detailed literature review. Following this, the eight selected curricula are examined and compared using these criteria to assess their theoretical knowledge and practical skills. The study findings not only reveal distinctive characteristics and possible shortcomings in the analysed curricula but also indicate a notable absence of a specific standardised cybersecurity framework within educational systems worldwide. However, some related cybersecurity topics are consistently addressed and embedded across the computer science curriculum, including the US and the UK. As a result, this study offers valuable insights into the current state of cybersecurity curriculum to bridge this significant educational gap.

14:05-15:45 | Nova Icaria

Friday Onsite Presentation Session 3

Interdisciplinary, Multidisciplinary & Transdisciplinary Education

Session Chair: Ekaterine Bakaradze

14:05-14:30

74312 | *The Becoming and Knowing of New Ways: A Feminist Phenomenology on the Lived Experience of Women's Post-marriage Education in India*

Shamma P, University of Hyderabad, India

Undoubtedly, the high rate of female dropouts from higher education in developing nations is one of the largest barriers to achieving gender equality and women's empowerment. Research has done little to investigate how marriage obstructs women's education, except for the few who argue that early marriage has an impact on women's education levels. This research aims to highlight the hitherto underrepresented lived experiences of women who continue higher education post marriage in India. What is your experience as a woman pursuing higher education in India after marriage? This is the question this research attempts to answer. Twenty women's phenomenological narrative analyses illustrate the perspectives on what it means to continue education after marriage, the effects of patrilocality, and how they affect attitudes towards women who marry into the family. The structure of their experience is investigated using feminist phenomenological analysis tools, and many significant themes are found that might be used to improve future interventions in a comparable context. The problems and difficulties that women face are made clear by the application of a feminist phenomenological approach to narratives. These results open up new avenues for investigating women's efforts to pursue higher education in a particular cultural and social setting. Specifically, because there are contradictions between prophecy and actual lived experience.

14:30-14:55

73233 | *Gender Inequality in STEM Education: Basis for Gender Sensitization Program*

Faith Stephanny Silor, Mindanao State University-Iligan Institute of Technology, Philippines

Adelfa Silor, Mindanao State University-Iligan Institute of Technology, Philippines

This study aimed to examine the factors contributing to gender inequality in STEM education, and the conclusions served as the foundation for policy recommendations. The findings of this study served as the foundation for a policy on integrating gender equality themes into STEM education. Gender disparity in STEM education is striking, claims New UNESCO (2017). Female students' learning experiences are compromised by gender stereotypes and discriminatory, prejudiced attitudes, which also restrict their options for higher education. This is the study's GAP, which the STEM Education policy has to address. This study used a content analysis-based qualitative methodology. Contextual analysis can be done in one of three ways: traditional, guided, or summative. These methods analyzed the data concepts tied to the paradigm's significance. Data analysis employed coding to identify common themes in the data. The study's conclusions showed that women have a role in science. One of the reasons some females are not interested in STEM is culture. As a result, gender sensitization training programs should be integrated into STEM Education to promote gender equality among students.

14:55-15:20

74327 | *Silk Roots – A Design Template for Interdisciplinary Learning Projects*

Nivedh Jayanth, Mallya Aditi International School, India

Mary Rita Paul, Mallya Aditi International School, India

Teachers have long understood how the compartmentalisation of knowledge into different subjects denies students the opportunity to holistically study complex, real-world systems. This approach limits the range of perspectives students construct about the world and their own learning, due to simplified inputs that lack richness and nuance. We identified design thinking as a suitable pathway to formulate an interdisciplinary project that would allow students to grapple with these complexities. The city of Bangalore, India, has positioned itself as a hub for global technology but the foundations of the city in agriculture and traditional craft are invisible to most. However, silk manufacture, originating in the 1800s, remains a thriving industry. We felt that the proximity of the industry to our school and the lack of awareness regarding this rich cultural heritage made it an excellent space for student exploration. This allowed us to design a template for interdisciplinary project-based learning that was then applied to this specific context. The principles of design thinking were used with the aim of collective sensemaking. The template for this project used design thinking not only in its formulation, but also seeks to inculcate design thinking in the participating students. We will be presenting this template that can be adapted to similar projects in local settings.

The aims of this paper are: 1. Exploring what makes a meaningful project 2. Applying design thinking to facilitate deep learning about the real world 3. Presenting the template for interdisciplinary project-based learning

15:20-15:45

74396 | *The Role of the "Law of Georgia on Higher Education" in Ensuring Academic Freedom in the Higher Education Space*

Ekaterine Bakaradze, New Vision University, Georgia

This paper examines the role of the "Law of Georgia on Higher Education" in ensuring academic freedom in the higher education space of Georgia. Academic freedom in Georgia is a relatively new institution, the paper analyzes the achievements that Georgia has in this short period and the prospects for the development of this notion. The study reviews the meaning of the term according to the law of Georgia, what the definition of academic freedom means for academic, scientific staff and students, when it is possible to limit academic freedom as a right and for what reason. The paper considers the main principles reflected in the law, which, according to the recommendations of international organizations, are essential for achieving the goals of higher education and in this process for higher educational institutions, academic staff and students to enjoy the values protected by academic freedom. Since the notion of academic freedom is new to the Georgian educational and legal reality, and judicial practice or any developmental recommendations in this regard are scarce, for the given stage, the research evaluates to what extent the conditions stipulated by the law are declared in the university regulatory documents. It is also important to determine the extent to which higher educational institutions realize the necessity of this concept to develop democratic processes of governance in universities, to form free members of society who will constantly have the desire to seek new ideas and truth.

16:00-17:15 | Nova Icaria

Friday Onsite Presentation Session 4

Primary & Secondary Education

Session Chair: Mapula Mabusela

16:00-16:25

73341 | *Migration in Context of Educational and Occupational Aspirations Among Senior Secondary School Students of Punjab*

Gagandeep Singh, Panjab University, Chandigarh, India

Kuldeep Kaur, Panjab University, Chandigarh, India

Educational and occupational aspirations are universal traits. The formation of aspirations is a central developmental task in adolescence. In the Indian context, these aspirations are linked to different social status positions and opportunity structures. Both types of aspirations are influenced by academic achievement, which varies according to social origin and by significant others (e.g., parents, peers, teachers). So far, a researcher needs a broad and flexible point of view to explain when/how and under what conditions young people develop aligned aspirations. To understand the complexity of the processes underlying young people's decision the present paper focused upon exploring educational and occupational aspirations in context of migration and study the patterns how this (migration) related to the achievement of these aspirations. The present research is descriptive in nature. We first describe and analyse the patterns of migration in relation to educational and occupational desires (i.e., highest educational degree they would like to obtain and their desired occupation they prefer / may choose) among senior secondary school students of Punjab. From the top three districts with higher number of student migrants the sample of 150 senior secondary school students is selected. The sample will be divided into 3 subsets A (Already migrated), B (Aspired & complete documentation) and C (yet to start documentation). Data collection done through the self-made questionnaire by the researcher that reflects two domains (i.e., pre migration desires and post migration aspired achievement of these desires) and then to explain the findings Sequential explanatory research design will be used.

16:25-16:50

70151 | *Leave No Child Behind Pilot Project: Game-Based Mathematics Learning*

Mehmet Demir, University of Birmingham, United Kingdom

The Leave No Child Behind (LNCB) game-based mathematics learning pilot project is designed to support Year 6 students' math's academic achievement, and school engagement in a disadvantaged school contexts using a game-based teaching approach. The study include 21 students and parents. Mixed-methods research method was used to reveal the added value and impact of the game-based math learning project. Baseline data was collected using pre-test and post-test for the pupils, pupil focus groups supported by parent surveys. The pupil focus groups were examined their pre-and post-club views of primary math's, and afterschool club participation, as well as views/ experiences of student behavior, and family engagement. Pupil pre- and post-achievement data was used to examine how the project adds value to their participation, using tests to create norm-referenced estimations of whether pupils are working at expected levels, below expectation, or at greater depth compared to their peers in the country. The parent survey was explored parents' perceptions of how the after-school program influenced their child's academic achievement and behavior. Statistical analyses focused on the data set from the online questionnaire for parents, and experimental test. The LNCB project revealed that game-based math learning approach increased academic attainment, and students

16:50-17:15

73165 | *When the Headmaster is a Woman: Challenges of Negotiating School Culture in South African Public Schools*

Mapula Mabusela, University of South Africa, South Africa

This study reports on the findings of a qualitative case study conducted in the Northwest province in South Africa. The purpose of the study was to understand how female principals negotiate school culture within schools. Cultures are characterised by aspects such as different behaviours, communication styles, norms, slogans and ceremonies. The argument in this study is that female principals have challenges in negotiating school culture. Women are marginalised due to their gender and have to overcome obstacles to lead the way where stakeholders need to be involved in decision-making processes. Studies demonstrate that the school culture domain is a male-dominated field locally and internationally. Due to the exclusion and underrepresentation of women prevalent in this arena, it is difficult for them to practise as core partners. Data collection employed the use of face-to-face semi-structured interviews, observation and document analysis. The sample consisted of three purposively selected women principals from different categories of schools in South Africa. Findings revealed that women still face various challenges in their endeavours to negotiating school culture. These are challenges such as resistance from stakeholders, gossip, cliques, disrespect and isolation, problem-saturated conversations, political realities, lack of resources and hectic schedules. The recommendation is that the Department of Education should provide constant and sustainable support to empower women with the necessary skills to survive in their role as leaders.

09:30-11:10 | Gotic

Friday Onsite Presentation Session 1

Development & Assessment using Technology in Education

Session Chair: Zilungile Sosibo

09:30-09:55

73239 | *Meaningful Concept Learning in a Virtual Environment Under Collaborative Work*

Efigenia Flores González, Benemérita Universidad Autónoma de Puebla, Mexico

Norma Flores González, Benemérita Universidad Autónoma de Puebla, Mexico

Working with a learning object (LO) encourages students to develop critical and reflexive thinking for long-term memory, and most importantly, it engages students in learning collaboratively. Indeed, this form of learning further develops interpersonal skills, social relationships between students, and a sense of community. This research pretends to describe the students' perceptions when working collaboratively with LOs to learn scientific concepts in a biology course. Regarding methodology, a cross-sectional quantitative study took place on a sample of 60 students during the spring of 2023. The results showed that students perceived collaborative work to help them grasp scientific concepts from common ones (based on their cultural beliefs). In addition, students considered this form of learning to increase their confidence and motivation to talk about biology with their peers and teachers virtually, an absent dynamic in onsite sessions. There were also higher task rates completion in exercises with outstanding scores where students showed apprehension of concepts, avoiding memorization and repetition. Last but not least, considering the collaborative learning process, the pedagogical and technical roles are presented in this learning model as fundamental elements. In conclusion, the binomial of collaborative work and learning objects are suitable to get meaningful learning through virtual interaction in oral or written discourses collaboratively.

09:55-10:20

74069 | *Developing Multimodal Learning in Singapore: Perspectives of Student and Lecturer in a Pilot Study for Hybrid and Hyflex Learning*

Laura Visser-Kaldenbach, Singapore Institute of Management, Singapore

Maylyn Tan, Singapore Institute of Management, Singapore

Now that Covid-19 restrictions have eased in most countries around the world, many universities have returned to full on-campus learning. Some, however, chose to further develop the online or hybrid teaching approaches and move towards new multimodal approaches like HyFlex, a portmanteau of Hybrid and Flexible learning. For this pilot study, a newly retrofitted Hybrid Plus Classroom was used to improve the quality of hybrid and multimodal teaching. With a mixed methods design, this study documented the experiences of lecturers and students in an international higher education institute, identified challenges, and offers suggestions for improvement moving forward in using the Hybrid Plus Classroom for hybrid and/or multimodal teaching. The sample for this study consisted of 2 courses offered in Diploma in Management Studies, comprised of 2 lecturers and approximately 100 students in total. Quantitative instruments included a survey for lecturers and a survey for students, as well as the student ratings given on quarterly course evaluations. Qualitative instruments included lesson observations, and interviews with the lecturers at the end of their course. Initial results showed lecturers and students have a positive attitude towards hybrid and HyFlex teaching as well as the potential need for more specialist support for lecturers in lesson delivery. Finally, this paper offers recommendations on roll-out and implementation of multimodal approaches in higher education.

10:20-10:45

73533 | *The Effects of Connectivist Learning Environment on Vietnamese Pre-service English Teachers' General Pedagogical Knowledge*

Sirinthorn Seepho, Suranaree University of Technology, Thailand

Thanh Van Nguyen, Ton Duc Thang University, Vietnam

Online learning has become increasingly popular in the Vietnamese educational context since the outbreak of the COVID-19 pandemic. However, constructing an effective online platform that facilitates learners to achieve positive outcomes seems to be a common concern among many educators. Thus, Connectivist Learning Environment (CLE) where learning activities were carefully designed based upon connectivism theory was proposed. This study aims to investigate the extent to which Vietnamese pre-service English teachers improved in terms of general pedagogical knowledge and their perceptions on the usefulness of the created CLE. This quasi-experimental research was conducted with 55 participants including 40 pre-service English teachers at a university in Ho Chi Minh city and 15 native and non-naive EFL teachers in Vietnam and overseas. Convenience sampling was utilized for selecting the participants. Pertinent data were obtained through multiple research instruments which were a website database, pretests, posttest, online reflective journals, and semi-structured interviews. The collected data were analyzed quantitatively by employing independent paired sample t-test and repeated measures ANOVA, and qualitatively by content analysis methods. The results indicated that pre-service English teachers' general pedagogical knowledge significantly increased after 9-week of participation in the study. Also, the CLE was perceived as a useful learning platform with numerous positive characteristics. This study provides both theoretical and pedagogical implications and discusses some recommendations for future studies.

10:45-11:10

70280 | *Constructivist Approaches to Students' Assessments During the Coronavirus-19 Pandemic: Lessons Learned*

Zilungile Lungi Sosibo, Cape Peninsula University of Technology, South Africa

When the Coronavirus-19 pandemic broke out in March 2020, teachers were compelled to switch to emergency remote teaching, learning, and assessments in order to observe social distancing, and to curb the spread of the virus. Consequently, teachers had to adapt to novel ways of teaching and learning so that students could cover the academic curriculum. This shift created a digital divide between those students who had access and those who did not have access to digital resources (laptops, iPads and smartphones) and Wi-Fi. Similarly, instructors who were accustomed to handling examinations/tests manually found themselves having to quickly adapt to online assessments, with little guidance on how to do so. Nevertheless, the Coronavirus-19 pandemic has opened our eyes to the integral role that constructivism plays in teaching, learning and assessments. This paper investigated how university lecturers at a South African university promoted constructivist approaches to assessments during the Coronavirus-19 pandemic. The paper investigated the nature of online assessment activities given to students, and assessment methods used in relation to how they promoted constructivism. Data were collected through online questionnaires sent to 35 purposely selected lecturers in a Faculty of Education. Results revealed that lecturers used a variety of sophisticated constructivist activities and approaches to assess students, and that they were well-experienced in handling students' challenges and anxieties about these novel assessment methods. The conclusion that can be drawn is that Coronavirus-19 precipitated constructivist approaches to assessments that are key to future teaching and learning when and if new pandemics break out.

11:25-12:40 | Gothic

Friday Onsite Presentation Session 2

Foreign Languages Education & Applied Linguistics

Session Chair: Catherine Hua Xiang

11:25-11:50

72895 | *A Conversation Analysis-based Study into How Transactivity in Student-to-student Online Spoken Interaction May Affect Knowledge Construction*

Janine McNair, University of Glasgow, United Kingdom

What happens when people are talking through puzzles together? This participative session presents a PhD study (University of Glasgow), which adopts a conversation analysis approach to examine recorded data of student-to-student spoken interaction in an English for Academic Purposes (EAP) setting at the University of Glasgow. One aim of the study is to explore how different levels of transactivity (Weinberger and Fischer, 2006) in peer talk, for example, quick-consensus building versus conflict-orientated consensus building, may affect collective knowledge construction (Borge & Rose, 2021; Stahl, 2002). The CA approach was selected due to its onus on sequencing (Sacks, Schegloff, Jefferson, 1974: 729), and for its strength in revealing how content is being discussed (Howley et al., 2013: 215). The theory of transactivity is congruous with the emphasis on critical thinking in contemporary higher education because it implies that interactants must closely operate on the reasoning of their peers (Kimmerle et al., 2021) as opposed to simply accepting peers' contributions. This session aims to make attendees reflect on their own experience of spoken interaction and discuss how effective collaborative speaking styles may be fostered in students, since they do not always emerge automatically (Curşeu & Pluut, 2013).

11:50-12:15

69742 | *Teaching Critical Thinking or Thinking Academically*

Evgeniya Kozlenko, Hudson County Community College, United States

Many language learners and native speakers in developmental English classes have trouble providing academically appropriate supporting information / examples in their writing; they often resort to personal stories and anecdotes. In this session, the presenter will share a technique on teaching an important critical thinking skill: providing details and adequate supporting information in body paragraphs / essay. The technique will be illustrated through an actual sample of student work. The presentation focuses on one specific topic: teaching critical thinking skills to students in developmental English and ESL classes. It falls directly under teaching and learning for student success. The presented strategy promotes engagement of students with the content in the classroom. It also indirectly connects their personal experiences with the course content. In addition to the presentation and explanation of the technique, the presenter will ask the audience to answer a specific question about their personal experiences in writing, 4-5 sentences. Then, she will ask them to turn their personal examples into academic ones.

12:15-12:40

72850 | *Beyond Classroom – Developing a YouTube Channel for Chinese Teaching and Learning*

Catherine Hua Xiang, London School of Economics and Political Science, United Kingdom

Due to the impact of Covid-19, new trends and ongoing development in the language education have emerged. The lockdown and pandemic forced many universities around the world to respond to how to provide good education and valuable experiences to students remotely. This paper aims to provide a narrative of the establishment and development of a YouTube channel for innovative teaching and learning beyond classroom settings. Much past research (Luo & Yang, 2016, Wang 2015, Vanderplank 2010) have looked at the impact of video teaching, both from a production perspective as well as application perspective. Terantino (2011) specifically examined how less commonly taught languages were taught in the platform of YouTube. However, limited research examines the experiences and developmental stages of launching a brand new Youtube channel from scratch. The paper will address several key areas for teaching Chinese via YouTube, including: 1) the technology and rationale of the branding; 2) the themes and choices of playlists; 3) the ongoing development process of the channel. Furthermore, the paper will discuss the ongoing reflection of the course/video producer and educator herself, providing real sights from a teacher's as well as viewers' perspective on teaching via social media. Finally, the paper will highlight the opportunities and challenges for teaching via social media, which is a growing trend due to Covid-19. It will offer suggestions on future integration of the learning experiences in and beyond the classroom. It argues for possibilities of both independence as well as integration of different teaching settings and contexts.

14:05-15:45 | Gotic

Friday Onsite Presentation Session 3

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Norma Flores González

14:05-14:30

72814 | *The Effect of the Use of the VR Device on the Study of the Solar System*

Lior Solomovich, Sapir College, Israel

Shai Yaccovi, Kaye College, Israel

Virtual reality technology is used in various learning areas. The study aims to investigate how the use of the VR device affects the study of the field of the solar system. There is a perceptual difficulty in understanding, such as the 'solar system'; this difficulty is reflected in understanding spatial perception, estimation of size, proportion, movement, and changes over time. This research was carried out in two phases. An experimental phase in which the students were asked, according to an 'instruction sheet,' to try out the device and explore freely the virtual space of the solar system. In the second stage, a 'clinical interview' was carried out in which the students were asked according to several pre-defined criteria and, in addition, open questions to understand and learn about the experience and the effect of the device on the quality of their learning. The research findings indicate that there is a great impact on the student's motivation and that it greatly enhances the learning experience. Encourages active multi-sensory learning and creates a high curiosity to explore. However, it must be integrated at the same time as formal-theoretical learning. This means that it should be used in addition and not as a replacement tool; it should be anchored in pedagogy. One must think about integrating technology into the curriculum rather than intuitively. otherwise, in-depth learning will not be possible. The recommendation is to continue to test the effect of the device in studying a small sub-topic.

14:30-14:55

73733 | *An Investigation into ChatGPT Generated Assessments: Can We Tell the Difference?*

Chika Nweke, University College London, United Kingdom

Matthew Banner, University College London, United Kingdom

The impact of ChatGPT has been revolutionary in many capacities however institutions are beginning to see the gradual increase in students passing off AI generated work as their own. This has negative impacts for student learning and academic integrity. One way to help combat this is to understand if we can tell the difference between AI generated assignments and original pieces of work. This will help those involved in assessing to distinguish between AI generated work compared to original work. In the initial phase of this study, we use ChatGPT to generate assessments for 3 modules in the department of Biochemical Engineering, UCL. These assignments capture the interdisciplinary nature of Biochemical Engineering as well as the diversity in assignment complexity and include mathematics, business and bioprocess quality control. We then convene academic leads and marking staff to assess scripts, compare them to previous cohorts and use peer-observation to find out what indicators there are of generated work. Results so far have shown that out of the 3 modules, 2 modules receive a pass mark with minimal prompts and only 1 module lead was able provide indicators to identify generated work. Results also show that ChatGPT was unable to provide solutions for complex mathematical problems, bioprocess piping and instrumentation technical drawings and critical analysis required for M-level bioprocess quality control. Subsequent phases of the study will expand the number of modules tested on ChatGPT, embed its use into the engineering curriculum and upskill academics on the use of AI tools.

15:20-15:45

73235 | *Interactive Apps to Learn a Foreign Language Autonomously in a Virtual Environment*

Norma Flores González, Benemérita Universidad Autónoma de Puebla, Mexico

The necessity of speaking a foreign language is increasing all over the World, and Mexico is no exception. Fortunately, thanks to technology, on-site classes are not the only way to do it. Indeed, the use of different interactive applications privileges such a process. The objective is to identify the possible association between the three interactive apps used by students when learning English autonomously and their proficiency level. Methodologically, it is a cross-sectional associative research with a quantitative approach accomplished during spring 2023 in the Teaching English Bachelor from Universidad Autonoma de Puebla on a sample of 150 students. The results showed that Bassu, Learn English, and uSpeak applications are suitable for learning English, indicating a high association between the students' strategies for learning English with each app and their English level results. Besides, two main contributions emerged from this study: the first identified strategies and apps to teach English in authentic autonomous contexts, considering intercultural, linguistic, and pragmatical features essential in a language. The second was methodological because most studies regarding the use of apps are for reading or speaking abilities with a qualitative approach. In conclusion, the study corroborated that these apps foster learning English in a short time with outstanding results.

16:00-17:15 | Gothic

Friday Onsite Presentation Session 4

Educational Research, Development & Publishing

Session Chair: Elisha Markus

16:00-16:25

72485 | *Use of Machine Learning in Engineering Students' Trajectories*

Martín Pratto Burgos, University of the Republic, Uruguay

Daniel Alessandrini, University of the Republic, Uruguay

Fernando Fernández, University of the Republic, Uruguay

Ximena Otegui, University of the Republic, Uruguay

Students' trajectories show the student path in the educational system from the beginning to the end of their studies. There are several statistical tools to achieve its understanding and subsequent decision making by the institution. Each stage of the student's trajectory can be described by educational, socio-economic, demographic and cultural variables. The purpose of the research is to apply the machine learning techniques Principal Component Analysis and k-means at the first interpretation of students' trajectories. It allows to set up clusters and prioritisation variables that organise the academic trajectory characterisation. Techniques were applied to a population with 92 Surveying students of the Engineering School in the University of the Republic (Uruguay), with admissions between 2018 and 2022. For the database processing, the statistical software R was used through RStudio, modelling five variables. In this population, data can be represented by combinations of the original variables after Principal-Component-Analysis application. The variables that hold the highest level of importance corresponded to: Engineering School admission age and progress level determined with the obtained credits and expected credits ratio. Both variables are describing the 57% of the population. On the other hand, k-means clustering has shown three groups of interest generated according to both importance variables obtained with the Principal-Component-Analysis tool. The application of machine learning techniques made it possible to plan and systematise the subsequent qualitative analysis, which included the surveys and interviews.

16:25-16:50

72607 | *Using Virtual Reality to Improve Students' Technical Skills*

David Vaněček, Czech Technical University in Prague (CTU), Czech Republic

Virtual reality represents unique instructional media, affording educators opportunities to create, customize and scale authentic, student-centered and interactive learning experiences. Research objectives: The aim of our study was to gain insights into v-learning from the perspective of teachers and students. Our paper sets out discursive issues surrounding student performance in welding skills. and opinions of participants - students and teachers - regarding pros and cons of VR. Research methodology: Our research followed a mixed method strategy combining qualitative approaches to data collection and the ensuing discussions. We used following methods: student essay analysis) and semi-structured interviews with teachers/trainers of the VR program. Research participants: 20 mature aged students-future teachers of technical subjects, aged 22-32, enrolled in the course Welding Skills Training. Research outcomes and conclusions: The pros and cons expressed in student essays: feeling like being in a real classroom and with real students, enjoyment, new experience, emotions, enthusiasm, fun, loss of fear, but fatigue and discomfort working with 3D glasses and loss of concentration after certain time. Opinions expressed in interviews by teachers regarded these factors: Plus - high motivation, visible progress, more confidence, better performance of students, Minus - cost of equipment, need to divide the students into small groups, need of technical support. Conclusions: Our study confirmed VR had the ability to engage pre-service teachers to train welding skills as VR learning environment tended to provide an effective supporter of traditional education. It was more likely to lead to certain benefits such as increased motivation of learners.

16:50-17:15

73615 | *The Bumpy Road to Postgraduate Supervision: Autoethnographies from Two Universities in South Africa*

Elisha Markus, Central University of Technology Free State, South Africa

Nereshnee Govender, Durban University of Technology, South Africa

The pressure to increase the number of post graduate students intensifies the need for quality supervision in universities in South Africa. Supervisors often engage with their students based on their own experiences as postgraduate students. This has the potential of enabling and validating postgraduate students' learning and success, or could constrain and subdue it. This study acknowledges the supervisor-student nexus in contributing to a new generation of academics as key agents in the development of a knowledge economy. The study begins by providing a background into postgraduate attrition rates in South African universities. It further unpacks power relations in the supervision process and the models and styles of supervision. Using an autoethnographic inquiry approach we reflect on our supervisory experiences at two universities of technology in South Africa. We use reflective narratives to unpack the complexities of the student-supervisor journey that can be dark, rough, and lonely. We provide an account of principles that have guided us in improving our practice. The principles of participatory learning environments and the tenets laid down by the Freirean notion of a Humanising Pedagogy is adopted as a framework underpinning this paper. The findings show that postgraduate supervision should be viewed as a facilitative process that provides supportive and inclusive spaces for student participation in academic practice. This research suggests that through providing supervisory practices that enhance student development supervisors can help navigate students towards the finish line with perseverance, tact, and grit. The study concludes by providing recommendations for a successful supervisor-student experience.

10:20-11:10 | Eixample

Friday Onsite Presentation Session 1

International Education

Session Chair: Noriel Navita

10:20-10:45

73003 | *The U.S Community College: A Springboard for an Attainable U.S. University Degree*
Jenny Elizabeth Bobea, Bunker Hill Community College, United States

Boston is well-known for being home to great institutions of higher education. Nationally, while international enrollment in graduate programs has increased sharply in the last three years, enrollment in undergraduate degree programs has been on a steady decline since prior to the COVID-19 pandemic when the numbers greatly surpassed graduate enrollment. One of the leading factors in this decline is the increasingly high cost of a U.S. education and its inaccessibility for international students. On average, a 4-year U.S. degree for international students can exceed US\$54,000 (50,000 euro) per year. A little-known option for students abroad is the U.S. community college 2 + 2 pathway, which presents a more accessible alternative for students to transition into 4-year universities for nearly half the cost. Students complete a two-year Associate's degree that will then apply towards a Bachelor's degree at a 4-year institution. Additionally, most community colleges hold partnerships with many of the larger public institutions in the same state that guarantee acceptance of all credits earned in the Associate's degree. This presentation will cover the community college pathway structure, timeline to completion, and a review of cost analysis/ comparison between traditional U.S. degree attainment and attainment through the pathway. Recent data on international enrollment and completion rates will also be discussed, as well as international student recruitment.

10:45-11:10

72503 | *Benchmarking the Best Instructional Practices: Input to a Proposed Graduate Level Teacher Education Program*
Noriel Navita, De La Salle Lipa, Philippines

The study was conducted to benchmark the best instructional practices of graduate-level teacher education programs in Region IV-A. Using the exploratory sequential design, this study employed the qualitative method and was followed by the quantitative method. Focus group discussion was employed in the qualitative part of the study. On the other hand, statistical treatments such as weighted mean and Pearson-r were used in the quantitative phase. Graduate School administrators, faculty, and Graduate School students from five Higher Education Institutions in Region IV-A, Philippines were the respondents and participants of the study. Using SPSS Text Analytics, the qualitative phase revealed the following emergent themes: development of skills such as research skills, leadership skills, and problem-solving skills with regard to purpose; research, community extension, knowledge sharing, and online activities with regard to student engagement; innovations in curriculum and subject offerings, research, and special classes and the use of technology with regard to graduate program innovation; authentic assessment, examinations, and research with regard to the assessment of student learning, and positive attitude of professors, academic and professional relationships among students and professors, and technology with regard to classroom environment and culture. These themes became the bases for the development of a survey questionnaire. The quantitative study revealed that all the five dimensions of instruction in graduate school are "observed to a great extent", with a grand mean of 3.72. An instructional framework as an input to a proposed graduate-level teacher education program was developed based on the results of the study.

11:25-13:05 | Eixample

Friday Onsite Presentation Session 2

Higher Education

Session Chair: Mzia Tsereteli

11:25-11:50

73086 | *Aspiring to a Sense of Belonging: Experiences of a Generation 1.5 Student in Higher Education*
Emma Groenewald, Sol Plaatje University, South Africa

The study focuses on the navigation and negotiation of a Generation 1.5 student in her aspiration to obtain of a sense of belonging on a diverse campus. A sense of belonging is associated with the extent to which students feel connected and accepted within the campus community. The study is guided by the central research question: How do the experiences of a Generation 1.5 student in higher education contribute to the aspiration for a sense of belonging? Reflective writing exercises and semi-structured interviews were used to collect data from one Generation 1.5 student. Using narrative methodology, the participant's experiences regarding her aspiration for a sense of belonging were explored. The data captured the participant's in-between identity between two continents (London and South Africa) within her community space and university context. Yuval-Davids' (2006) levels of belonging were employed as theoretical lens. An inductive thematic analysis highlighted the themes in the data. The data is presented under the following themes: the intersection of language and race in the aspiration for a sense of belonging; emotional experiences in the aspiration for belonging, and navigation of a sense of belonging through shared values. The analysis of the data reveals that a Generation 1.5 student's global and local knowledge contributes to multilingualism and multiculturalism. Generation 1.5's hybrid identity enables the aspiration of a sense of belonging on a diverse campus.

11:50-12:15

72180 | *Mental Representation of Digital Cultural Concept and Its Relation with the Educational Practicum 'Ethno-Educative Voices'*

Mónica Herazo Chamorro, Corporación Universitaria del Caribe CECAR, Colombia

Liliana Álvarez Ruiz, Corporación Universitaria del Caribe CECAR, Colombia

Ferdy Arguello Muñoz, Universidad Iberoamericana, Colombia

Marisela Restrepo Ruiz, Corporación Universitaria del Caribe CECAR, Colombia

The current research emphasizes on the understanding and the relation between mental representations of the concept of digital skills and its relation with the pre-service teachers' educational praxis from the ethno-educational program of a HEI in Bogotá, D.C. With a qualitative focus and an ethnographic approach, letting the collected data be interpreted, through the analysis, the open, selective and axial codification. Subsequently, study categories area constructing new concepts to generate new knowledge and research about the addressed topic, mental representations, digital-cultural competencies and tertiary students' practicum. As a result, it was evidenced that what pre-service teachers internalize in front of what they understand and inquire as digital-cultural competence and the transversalization of their pedagogical praxis in educative sceneries, such as the institutional and professors' commitment, precise, the formalization of the mixed-digital spaces of communication, this, imply that teachers dynamize curricular proposals in the construction of learning communities in global networks, in order to optimize knowledge and intercultural comprehension of the rising tendencies between cultures in the exchange and the interaction to break the dominant hegemony of a traditional education.

12:15-12:40

72915 | *Insights into Student's Happiness from Eurostudent 8 Georgia*

Mzia Tsereteli, Ivane Javakhishvili Tbilisi State University, Georgia

Ia Aptarashvili, Ivane Javakhishvili Tbilisi State University, Georgia

The study aimed to reveal the academic factors that determine students' feeling of happiness. Research was carried out on the secondary data of the Eurostudent 8 international survey. The study used the Georgian national database collected in 2021; 3207 BA university students (1743 female and 1464 male) from over the 40 Georgian universities were chosen as the participants of the study. To examine the predictors of students' feeling of happiness, the study used a multiple regression model. The model was built on the basis of the independent variables of academic factors created by the universities. The study identified the following predictors of student's happiness: positive and open educational environment, professors who support and motivate students, programs that offer rich libraries and care about students' social and cognitive skills' development, etc. The study also revealed that the happiness of students depends on their sense of belonging to the university and level of performance in study. The received model accounted for over 40% of the variance of the variable of the happiness and highlighted the importance of academic and study environmental factors in the student's academic wellbeing and happiness. The paper discusses the broad construct of student's happiness, and the findings are discussed in respect to the student's age, gender, special educational needs and experience of discrimination. Besides well-known social, health, and economic factors, the paper argues for the importance of academic and educational environmental factors in shaping students' happiness.

12:40-13:05

74281 | *Exploring the Key Determinants of Computer Science Identity Drivers in the Arab World*

Zubair Ahmad, Qatar University, Qatar

Nitha Siby, Qatar University, Qatar

Mohammad Ammar, Qatar University, Qatar

Noora Jabor Al-thani, Qatar University, Qatar

Abdellatif Sellami, Qatar University, Qatar

The role of Information communication and technology (ICT) has become undebatable in recent years with the increased integration of technology in every sector and industry. ICT and computer science (CS) are emerging disciplines that favor the youth in Qatar, as reflected through the enrollment expansion of students in computer science-based undergraduate courses at Qatar University. An average of 140 % increment in the enrollment of young students per annum, notably national students, in the CS or Computer engineering (CE) based undergraduate courses have been recorded in the past five years. This trend opposes the commonly observed notion, of "STEM fear" that is witnessed in the enrollment of students in other engineering disciplines at the public university in Qatar. Hence, a survey-based quantitative study was conducted on undergraduate students from CS/CE majors to explore and identify the key drivers that enhance the student's participation in CS courses. Diverse statistical tests were implemented to quantitatively gauge the predictors which affect students' CS interests and career-based interests. Findings indicated that students' individual interests do play a causal role in aspects like defining their careers, either planning for postgraduate courses or being employed. The survey results also offered insights into the role of high school education and family support as different predictors that determine their decision in university course enrollment. These inferences present principal implications for educational researchers and decision-makers to develop a computing identity framework that could be mirrored in other undergraduate disciplines that display lower student enrollment and persistence.

14:30-15:45 | Eixample

Friday Onsite Presentation Session 3

Foreign Languages Education & Applied Linguistics

Session Chair: Stephen Peridore

14:30-14:55

73264 | *The Guideline of Digital Literacy Promotion with VARK Learning Style for Elementary School Students*

Weerapong Polnigongit, Suranaree University of Technology, Thailand

Pheerawish Khamcharoen, Suranaree University of Technology, Thailand

The objectives were to (1) develop the digital literacy learning package with VARK learning styles, and (2) to examine the effectiveness of the digital learning package. A mixed method was employed. The results of the Visual Aural, Read/Write, and Kinesthetic (VARK) learning style featured cartoons, based on questionnaires answered by the children, found that Kinesthetic was chosen most (38%), Read/Write (24%), Aural (20%), and Visual (18%) respectively. They supported the kinesthetic approach to the package design, and the mixture of the others. The results of the survey on the seven specified digital literacy skills answered by the children's parents, were found that the analysis, access, evaluation, communication, and reflection skills were at the moderate level, while the taking action, and creative skills were at the low level, according to 1.00-5.00 means 5 range .50 from the lowest to highest level. The designed package contributed to the students' digital literacy skills evaluation at 6.1 mean score from pre-test. The findings implied that digital literacy learning design should cover all digital literacy skills which were considered equally vital. However, digital media ethics should be emphasized. Kinesthetic-based design for both online and offline interactive activities supported successful learning in students. Also, collaboration between teachers, students and parents contributed to the enhancement in digital literacy learning.

14:55-15:20

72824 | *Study Abroad Program Design from a Positive Psychology Perspective*

Joseph Ring, Osaka Seikei University, Japan

Yoshimi Kunieda, Osaka Seikei University, Japan

Sumiko Sakai, Osaka Seikei University, Japan

Empirical research within the past several decades has established study abroad (SA) as a high impact practice for university students' academic development, retention, and global education skills development (Redden, 2012; Tillman, 2005, 2014). Five major theoretical frameworks have been identified (Ogden, 2015). However, current research evidence from a positive psychology perspective in study abroad program design appears to be limited. Database and archive searches yield few research articles utilizing a positive psychology theoretical framework, SA program build, or research-based assessment or validation from a strengths-based approach. Our research focuses on study abroad program design referring to students' study patterns of strengths and weaknesses with an eye towards program betterment and individual strengths development. We collected one set of data one year before and two years of two data sets after the Covid-19 epidemic. We report the results of the analysis of the first-year data set ($n = 546$) which featured variables related to study abroad. The results show student liking for English, attitudes towards learning English and study abroad interest. We also report the results of patterns amongst general motivation as measured by the hope construct (Snyder, et al., 2002), academic self-efficacy (Zimmerman, Bandura, & Martinez-Pons, 1992) and their relations with important academic skills such as time management versus academic procrastination and outcomes such as TOEIC scores (ETS) from the second ($n = 110$) and third year of research ($n = 132$). Lastly, we will discuss the implications for future SA program development from a strengths based, positive psychology perspective.

15:20-15:45

71649 | *An Online Educational Framework for Innovative and Cutting-edge Second Language Teaching and Learning*

Stephen Peridore, College of Southern Nevada, United States

Bette Brickman, College of Southern Nevada, United States

Deborah Van Damme, College of Southern Nevada, United States

Veronica Mcvay, College of Southern Nevada, United States

At the outset of the COVID-19 Pandemic in 2020, lasting more than two years, education institutions moved their entire curriculum online virtually overnight, resulting in a myriad of problems for educators, many of whom lacked both the expertise and experience to develop, manage, and deliver instruction in an online learning environment, not to mention students, who were not accustomed to this learning mode. However, distance education has evolved across multiple stages of development as technology improved to its current form featuring Learning Management Systems (LMS) accessible anytime and anywhere from notebooks, tablets, and even smartphones. With COVID-19 in the rear-view mirror, educators have gotten ahead of their learning curve and now have innovated their online teaching practices bringing online education into the mainstream, and second and foreign language teaching is no exception. The authors will demonstrate the ways in which an online learning environment can be a very effective mode of instruction for the teaching of listening, speaking, reading and writing skills in American college-level English-as-a-second language (ESL) and Spanish courses, providing specific examples of multiple participation structures and opportunities for interactive practice through asynchronous and synchronous communications tools, Web 2.0 tools along with interactive PowerPoint presentations, assignment drop boxes, and online assessment tools. Finally, an analysis of the student learning outcomes (SLOs) across face-to-face and online sections of ESL and Spanish college courses at an American Community College reveals that students can perform just as well in online learning environment as they do in a face-to-face learning environment.

16:00-17:15 | Eixample

Friday Onsite Presentation Session 4

Mind, Brain & Psychology

Session Chair: Joanna Kruk-Lasocka

16:00-16:25

73193 | *Use of a Positive Psychology Intervention (PPI) to Promote the Psychological Well-Being and Academic Success of Children Living in Poverty*

Anh Nguyen, University of Pennsylvania, United States

Poverty has a detrimental influence on psychological well-being and academic success of children; yet positive developmental outcomes among youth living in poverty have rarely been studied, especially in the rural areas of Vietnam. A large body of studies indicates that young people who grew up in disadvantaged socio-economic conditions have an increased risk of poor physical and mental health, behavioral problems, and low academic achievements. The objectives of this study are threefold: (1) to review research and theory from positive psychology as it bears on poverty; (2) to examine the feasibility of implementing the PROSPER framework ("Positivity, Relationships, Outcomes, Strengths, Purpose, Engagement, and Resilience") to empower and foster academic success among Vietnamese children living in poverty; and (3) to describe the framework theory and implementation strategy and reflect on the challenges and lessons learned from applying this framework in the study context. Data were derived from semi-structured, in-depth interviews with 5 Catholic minority groups leaders, who play a prominent role in promoting the development of ethnic minority groups in the most rural parts of Vietnam. Results demonstrate the value and applicability of the PROSPER framework. The implications for further research and practices are discussed.

16:25-16:50

73503 | *The Effect of Stress, Emotional Competence, and Educational Environment in Resiliency: Preschool Educators' Case in Chile*

Joucelyn Rivadeneira-Valenzuela, Universidad Arturo Prat, Chile

Bessie Rodriguez, Universidad Arturo Prat, Chile

Ximena Suarez, Universidad Arturo Prat, Chile

Resilience in the field of education has emerged as an important area of research. High demands of the teaching job may affect levels of wellbeing, and health. The current study contributes to the research on resilience by examining the relationship between individual and contextual resources in preschool educators in Tarapacá, Chile. This cross-sectional study examined resiliency, stress, educational environment, and emotional competence among 154 preschool educators in Tarapacá, Chile. The study questionnaire consisted of five parts, including demographic data, Resiliency scale (SV-Res), Stress Perception Questionnaire, Early Childhood Environmental Rating Scale, and Emotional Competence Inventory for Adults (ICEA). Multiple regression analyses were performed to identify predictors of resiliency. Average age of participants was 37.97 (SD 8.496). Regression analyses indicated that emotional competencies contribute positively and to a greater degree in predicting resilience while stress does so negatively. These variables explain around 46% of the resilience in educators. This is the first study among preschool educators in Chile that examined the impact of individual and context variables in the resiliency levels. The present study provides useful and practical implications for promoting resilience in preschool educators. It is essential to focus on improving resilience levels through protective factors, and should be provided within the school context successful promotion of emotional competences.

16:50-17:15

72270 | *Asperger or "Geek" syndrome? The Social Consequencies of the Similarities and Differences Among These Two Syndromes*

Joanna Kruk-Lasocka, The Pomeranian Higher School in Starogard Gdanski, Poland

Tomasz Niemiec, DSW University of Lower Silesia, Poland

The purpose of the presentation is to try to answer the question: "What are the similarities and differences in the image of Asperger's syndrome according to the earlier terminology (now the mild extremity of ASD) and "geek syndrome" and what are the social consequences of the image currently created". In the view of the literature, we will show how a serious neurodevelopmental dysfunction became the banner of the character of the New Media Era. On the other hand, we will present the path from the pejorative perception of the geek to the same banner under which people with Asperger syndrome have found themselves. Then we will discuss the preliminary results of a study conducted with 10 adults with Asperger syndrome and 10 people with "geek syndrome". The study includes the following dimensions: empathy, self-esteem, narcissism, understanding ambiguous messages, "reading" emotions. For the study we used standardized tools and interpretation based on statistical testing of small groups. The results of the study will allow a preliminary rejection or confirmation of the thesis that Asperger syndrome is the equivalent of "geek syndrome". We will undertake a discussion of the social consequences of putting an equal sign between the two syndromes for people afflicted with one of the "labels".

09:30-11:10 | Gracia

Friday Onsite Presentation Session 1

Communication

Session Chair: Thomas Endres

09:30-09:55

70793 | *The Spread of Information about the Conflict Between Ukraine and Russia on Twitter: An Analysis of Spokesperson*

Xiaoxue Liu, Nagoya University, Japan

Tatsuhiko Yamamoto, Nagoya University, Japan

Over the past year, the conflict between Ukraine and Russia has generated serious fissures in political, economic, and security systems that represent growing threats to global stability and also raise further questions. Under such a circumstance, the spread of information about the conflict between Ukraine and Russia on SNS is having a significant impact on economic losses and social decision-making. What role do the media play in influencing public opinion on such matters? In this study, we investigated how the conflict between Ukraine and Russia has become a social topic in the world, and how it has been discussed. In order to determine what kind of impact it had on people, we collected and analyzed English tweets containing words related to the spokesperson of Russia, Ukraine, China, G7 and the UN, during the conflict between Ukraine and Russia on Twitter. First, we analyzed the bias of users who tweeted. As a result, it is clear that the bias of users are most interested in the spokesperson of the US government, and there is not much discussion about the spokespersons of other G7 countries. And we find the volume of data increased and decreased during the one year after the start of the conflict, before and after the main events. In addition, we analyzed the emotional words included in tweets to analyze how people feel about the conflict between Ukraine and Russia. The results show that the occurrence of a particular social event can change the emotions expressed on social media.

09:55-10:20

71625 | *Communication of Cultural Heritage Through Performing Art: Theatre and Memories of Former Mental Asylums*

Gozde Yildiz, University of Siena, Italy

Francesca Bianchi, University of Siena, Italy

Traditional theatre performances contain many other arts such as singing, acting, and dancing, comprising of diverse design processes including masks, costumes, people, stories, and place settings. They are perfect examples as synthesis of arts which create perfect dialogue between space and body helping people to feel, empathize and experience the culture, history and the place for themselves and for others. This paper aims to discuss the power of theatre as a 'total art' to communicate difficult memories, tangible and intangible cultural heritage. The former mental hospitals and mental illness in the history are problematic heritage contents in terms of valorisation and communication, and they become a challenge requiring new and creative strategies to share with citizens. Besides, most of these huge heritage complexes have become completely or partially abandoned and stigmatised. Accordingly, this paper argues the power of 'theatre' for cultural heritage communication which is one of the perfect ways to create a dialogue between place and body which help people to grasp the heritage. To do this, the paper focuses on research-based theatre as an artistic methodology in heritage communication and its appropriateness to be applied in marginal unspoken memories. 'Chille de la Balanza', Italian theatrical collective based in Florence, and their performances dedicated to Italian former lunatic hospitals as the places of human marginalisation and containment and mental illness as unsettling part of history with varied number of individual testimonies and unspoken difficult memories will be used as examples to show the success of theatre in heritage communication.

10:20-10:45

73814 | *Unveiling Mood Classifications in Malaysia: Analyzing Code-Mixed Twitter Data for Emotional Expression*

Latifah Abd Latib, Universiti Selangor, Malaysia

Hema Subramaniam, Universiti Malaya, Malaysia

Affezah Ali, Taylor's University, Malaysia

Siti Khadijah Ramli, Universiti Selangor, Malaysia

The rapid growth of social media platforms has provided researchers with unprecedented access to user-generated data, enabling the study of public sentiment and mood on a large scale. In a culturally diverse country like Malaysia, it is common to encounter tweets written in various languages, including Malay, Malaysian slang, and English. This linguistic diversity adds complexity to the task of emotion analysis, especially given the limited availability of labeled data necessary for supervised learning techniques. This research paper explores and classifies mood expression among Malaysians, particularly by leveraging code-mixing practices observed on Twitter. The study utilizes the Jupyter Notebook tool to effectively visualize and interpret a dataset comprising 2190 Twitter posts. Emotion classification is performed using the NRCLEx Affect dictionary for data analysis and emotion classification. The analysis reveals that approximately 48.3% of Twitter users were likely to express happiness, followed by 21.8% expressing trust, 11.8% expressing fear, 10.8% expressing sadness, 4.5% expressing anger, and 2.8% expressing surprise. The results are promising, as a relatively high accuracy was achieved even with a small initial labeled dataset. This outcome is significant in situations where labeled datasets for emotion analysis are limited. Additionally, the research provides real-time analysis of emotions. The successful classification of mood expression in code-mixed tweets provides insights into Malaysians' emotional states, contributing to a deeper understanding of public sentiment. Understanding the prevailing mood is valuable in gauging public opinion, assessing social trends, and informing decision-making processes at both individual and societal levels.

10:45-11:10

72877 | *Costume, Culture, and Congruence: Identification and Representation of Self via Costume Play*

Thomas Endres, University of Northern Colorado, United States

Some assume that "putting on a costume" allows you to dress as someone you are not. In his new photo-ethnographic book *My Costume, Myself: Celebrating Stories of Cosplay and Beyond* (Kirk House, May 2023), Endres argues that putting on a costume allows you to explore existing facets of your personality that normally are muted. This presentation takes a closer look at that publication, beginning with its comprehensive literature review, and narrows the focus to ask, "In what ways can costumes be used to express and experiment with cultural factors like age, ethnicity, body size, religion, and, in particular, cultural identifiers such as gender/orientation and levels of ability/disability?" Highlighting extant research in the book, stories and photos will then be shared from select interviews throughout the publication which focus most on message displays of diversity and inclusion in self-identification. As a U.S. publication, the qualitative thick-description ethnography is western-focused, though a discussion of global participation will be included. Following this review, conclusions will address the efficacy of costume use in personal and cultural display, suggested behavioral protocols, and an examination of the balance between "appropriate and appropriation" in costume messages.

11:25-13:05 | Gracia

Friday Onsite Presentation Session 2

Literature, Literary Studies and Theory

Session Chair: Eiko Ohira

11:25-11:50

72626 | *Creating Connections in The Sentence* by Louise Erdrich
Candace Fertile, Camosun College, Canada

The Sentence (2021) by Louise Erdrich deals with several issues facing society today, especially those affecting members of minority groups, notably Indigenous Americans. The setting of the novel is Minneapolis, Minnesota, from November 2019 to November 2020. The pandemic is critical as is the murder of George Floyd on May 25, 2020, by the Minneapolis police. The fictional characters negotiate the trauma of discrimination in different ways, but at the heart of survival is a recognition of individual identity within the bonds of family, friends, and community. Survival also depends on food, often a marker of culture. And books can support survival. The main character is an Indigenous woman named Tookie who works in a bookstore. Tookie overcomes her troubled past including a lengthy prison term because of the relationships she develops. But she is haunted by the ghost of a former customer named Flora, a white woman identifying as Indigenous. Flora finds the truth of her ancestry in a handwritten book. Erdrich shows the importance of identity and how food and books can help to demonstrate or reveal it. Communication is effected through food for the body and mind positively and negatively, creating a space for bonding or possibly, as in the case of Flora, an eradication of the self.

11:50-12:15

72582 | *A Comparative Study of Cormac McCarthy's Border Trilogy and William Faulkner's Works*
Shinsuke Ohchi, Hiroshima University, Japan

Cormac McCarthy, a writer in the vein of Southern Gothic literature represented by William Faulkner, often describes the gruesome South. John Burt and Jonathan Yardley opine that McCarthy is perhaps the writer most influenced by Faulkner. However, in Fred Hobson and Barbara Ladd's *The Oxford Handbook of the Literature of the U.S. South* (2016), a book of nearly 600 pages, McCarthy is not mentioned: he is treated as if he were not a Southern writer. Burt argues that McCarthy began to move away from Faulkner's influence in his mid-period works. In addition, Martyn Bone states that the fact that McCarthy moved the setting of *Blood Meridian*, the *Border Trilogy*, and *No Country for Old Men* from Tennessee to Texas and Mexico shows his desire to free himself from Faulkner's influence; however, it is not that simple. Texas is often classified as a Southern state due to its geographic location and its membership in the Confederacy during the Civil War. The United States Census Bureau also classifies Texas as Southern. Therefore, McCarthy's shifting of the setting of his mid-period and later novels from Tennessee to Texas does not change his depiction of the South. This presentation argues that the *Border Trilogy*, unlike the prevailing theory espoused by Burt, Bone, and others, is significantly influenced by Faulkner and that the trilogy inherits Faulkner's themes and develops them brilliantly.

12:15-12:40

70552 | *Rabindranath Tagore's Narrative of a Woman with a Desiring Gaze: Chitra*
Eiko Ohira, Otusma University, Japan

Gender studies have clarified that many cultures see female sexual hunger as threatening. Rabindranath Tagore (1861-1941) was a pioneer in dealing with female sexuality at a time when an Indian society suppressed female sexuality. In no other writer's work in the late 19th and early 20th century can we find so many different kinds of women in love and rebellion. Here I would like to focus on *Chitra* (1892), a drama based on the Mahabharata, in which Tagore delineates how Chitra, the daughter of the King of Manipur is overwhelmed by her burning desire for Arjuna, and how she obtains his love. Chitra has been brought up like a son with no inferiority complex about her plainness. However, after she falls for Arjuna she feels herself "a woman" for the first time in her life, and experiences her first fear. She asks the Lord of Love to give her a body of perfect beauty. Chitra uses her body as a tool to allure Arjuna. Her beauty captures his heart. However, she suffers in her alienation from her true self. She asks the Lord of Love to give back her true body, and finally obtains his respect. The story focuses on Chitra's quest for her true self through passionate love. Tagore showed how a woman experiences the otherness within herself. He also constructed a new image of the female body with a desiring gaze, an eroticized body suppressed by patriarchal control.

12:40-13:05

72529 | *A Framework for Learning Languages Inspired by Special Needs Education – Combining a Whole Language Approach with Phonological Strategies*
Erik Brennsæter, Birkenes Learning Centre, Norway
May Olaug Horverak, Birkenes Learning Centre, Norway

An increasing number of adult immigrants who prepare for an education in Norway have little or no school background from their home country, and weak reading skills in both L1 and Norwegian is a huge obstacle for many. Students in adult learning are often aware of this obstacle, however, lack adequate strategies to improve their skills. To meet this challenge, reading courses with focus on language learning strategies combining a whole language approach with phonological strategies was applied, representing a balanced approach to learning how to read with focus on both parts of the language and whole texts. This approach, which was inspired by methodology developed in the special needs education field, provides practice in decoding, word recognition and comprehension, which are all necessary components to become a good reader. The study presents a mixed-method design, including 20 students from two groups at a small adult learning centre. The results show that most of the students improved considerably both on the wordchain test and the reading test applied before and after the intervention, meaning that they improved their decoding and comprehension skills. Five teachers were involved in giving the courses, and all of them agreed that this type of approach had a great potential in second language learning. The students also agreed that they profited from the course. 'This strategy has made me enjoy reading, because I notice that I master it', was a comment from one of the students.

16:00-17:15 | Gracia

Friday Onsite Presentation Session 4

Visual Culture

Session Chair: Heitor Alvelos

16:00-16:50

74337 | *Exploring Online Memes as Pedagogical Tools in Health Knowledge and Behaviour*

Heitor Alvelos, ID+ & University of Porto, Portugal

Jorge Pereira, ID+ & Polytechnic University of Cávado and Ave, Portugal

This workshop is a rapid, intuitive, exploratory session around the following briefing: create a meme that displays understandable health-related content. The workshop addresses current scientific mistrust - partly due to a chasm between hermetic authoritative discourse, and the allure of subjective skepticism. Online disinformation has been a main contributive factor in this phenomenon, particularly during the recent pandemic: often critical of scientific reliability, often using crude humour and irony - but always direct, impactful, accessible. We therefore argue that health experts and policy-makers may benefit from communicating beyond formal discourse, adopting online semantics and aesthetics as tools for a pedagogy with skeptical demographics. Participants will produce memes that explore the unlikely merging of reliable scientific information and delirious online semantics. We will access a range of visual content (sourced from online meme communities and meme generator apps) to be captioned with statements created on the spot. Images will be printed, and captions can be handwritten. Collage is encouraged. This revisitation of tangible, material processes goes against expectations that memes have an exclusively digital existence, thus opening new possibilities for hybrid discourse and outcomes. Lastly, the group will reflect on the pedagogical applicability of the outcomes in design classrooms, online communities, and public campaigns. The output will be a collection of large-size, low-resolution printed/handwritten memes. These may become source material for future exhibiting as part of ongoing archives on the employment of memes as humorous pedagogical tools, accessible infographics, and data visualisation devices.

16:50-17:15

73320 | *It's Always Been There: Online Memes as a Current Variation of Traditional Editorial Satire*

Marta Fernandes, Polytechnic Institute of Porto, Portugal

Heitor Alvelos, Faculty of Fine Arts - University of Oporto, Portugal

Pedro Paulo, Polytechnic Institute of Oporto, Portugal

This paper argues that, despite their novelty as an online, participatory phenomenon, memes can be regarded and understood in the tradition of satire. By identifying recurring components of satire – traditionally a key component of printed media, as caricature, cartoons and editorial narratives, a literature review analyses recurring approaches and developments, as media themselves evolve. Furthermore, a comparison of specimens, both printed and online, reveal similarities in communication strategies employed by both traditional satire and memes. In this way, we aim to unpick the prevailing narrative on social media as a brand new phenomenon, devoid of historical parallel in terms of aesthetics, semantics, and circulation. While acknowledging the speed of circulation and omnipresence of memes as an unprecedented phenomenon, we argue that their semiotic premises reveal a continuity, rather than a contrast, with prior editorial content. The core distinction, however, resides in the collapse of traditional editorial channels and agendas, whereby the prior model of content production versus consumption is now replaced with an ongoing, self-referential and self-perpetuating online dialogue.

09:30-11:10 | Sants

Friday Onsite Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Calvin Walton

09:30-09:55

72975 | *Teaching Experiences of Black Women Academics at an ODeL Institution in South Africa*
Khabonina Nkumane, Unisa, South Africa

This paper is based on a study that explored factors and challenges that Black women academics experienced at an ODeL institution in South Africa. Africana womanism theory propounded by Hudson Weems underpinned this study. Data was collected by using in-depth phenomenological interviews, narrative enquiry design and open-ended questions. The narratives from four Black academic women were analysed by using the qualitative inductive thematic analysis. The findings revealed that Black women academic lecturers faced challenges in the teaching and learning area. They had no ownership of modules that they taught because they were not primary lecturers. They experienced racism and alienation from both Black and White academics that have long been at this institution. White staff questioned their qualifications and, they received no orientation in the teaching of ODL modules. There were challenges concerning the supervision of postgraduate students and writing for publication. They received less support from senior colleagues and from their supervisors in their personal studies. Although they had general concerns about the previous mentorship programme, they commended the recent one. The study argued that Black academic women should be allocated as Primary lecturers of Modules and that academic support programmes that would cater for staff over the age of 50 be introduced because the current programmes mainly cater for those below 50 years of age.

09:55-10:20

74218 | *'This House Believes': Using Debate as a Teaching Approach to Healthcare Law & Ethics*
Marianne Fairley Murdoch, University of Stirling, United Kingdom

Healthcare law and ethics is a core theme within the BSc Nursing curriculum. This is a nuanced and highly complex topic, which can be challenging to teach (Dimond 2019). There was an opportunity to develop an assisted dying debate within a 3rd year complexities of adult care module to support the development of analytical and critical thinking skills, whilst also fostering professional teamwork and communication (NMC 2023). The students were divided into 2 teams and assigned 'for' or 'against' the motion: 'This house believes the law should be changed to allow competent adults who are terminally ill to request assistance to end their own lives'. We asked students to present a legal and ethical evidence-based argument using the supporting literature. Students worked collaboratively in teams to develop their argument. They then delivered an oral presentation to their peers. The facilitators also invited each side to present a rebuttal and encouraged them to professionally challenge each other. Students positively evaluated this debate, as they could apply this learning directly to their clinical practice, where they use evidence-based professional arguments to justify their clinical decisions. This reinforced the development of social intelligence and innovation as graduate attributes. This innovative pedagogy engaged students, prompting them to actively participate, suggesting this could be used in a variety of topic areas (Race 2020).

10:20-10:45

73794 | *Lecturers' Perspectives of Pedagogical Training Initiatives at a University of Technology in Kwazulu-Natal, South Africa*
Phiwayinkosi Richmond Gumede, Mangosuthu University of Technology, South Africa
Mashango Phillemon Sithole, Mangosuthu University of Technology, South Africa
Dumile Gumede, Durban University of Technology, South Africa

Professional development of academics in higher education in South Africa has been offered in an uncoordinated and unsustainable manner. Ever since the new dispensation, concerted efforts have been implemented to address this problem. As part of the solution, universities through their academic development units, have introduced various pedagogical training workshops to equip academics with teaching skills. This study investigates perceptions of academics pertaining to this training. A multi-method cross-sectional research design was adopted to understand lecturers' perspectives regarding professional development. A total of 45 participants were purposefully selected to participate in the study from the academics who attended the pedagogical training. A questionnaire (closed and open-ended) was used to collect data. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS), while thematic analysis was applied to analyze qualitative data. Results of the study revealed that the training was well-received and academic staff members felt motivated and confident to implement various instructional strategies acquired from the training. Participants expressed a need and willingness to learn and develop new instructional techniques and acquired a positive outlook on teaching and learning.

10:45-11:10

73783 | *Arts Education for African American Male K-12 Students: A Review of the Literature*
Calvin Walton, Georgia Southern University, Armstrong Campus, United States

In U.S. public schools, arts education classes and experiences are generally included in the curricula of most, if not all, school districts. Since the inception of the standards-based education movement of the 1980s, scholars, educators, and policy makers have argued about whether the arts should be an essential element of school curricula. Research demonstrates that school-based arts learning opportunities carry substantial academic, cognitive, and social emotional benefits for students. Studies have also shown that African American males, and students from other underserved groups, have less access to arts learning experiences than their peers. Thus far, much of the research on the impact of arts education has been conducted irrespective of race and gender, but some of the literature does address the access and impact of arts education among African American male students in PreK through 12 schools. This presentation provides a review of the research on arts education and African American male students.

11:25-13:05 | Sants

Friday Onsite Presentation Session 2

Workshop: Professional Training, Development & Concerns in Education

11:25-12:15

72637 | *Development of a DEI Training Curriculum to Sustain and Promote Cultural Consciousness and Adaptation in Institutions of Higher Education*

Tanya Greathouse, Metropolitan State University of Denver, United States

Julie Clockston, Metropolitan State University of Denver, United States

M. Marina Pereira, Metropolitan State University of Denver, United States

Words matter. Successful Diversity, Equity, and Inclusion (DEI) requires all members to agree on a common language. Common language provides a clear understanding of DEI concepts. Understanding others' positionalities, histories, and biases happens through courageous conversations where concepts like race, privilege, and inequality are discussed, defined, and agreed upon. This training will focus on the important elements to include when developing a DEI training curriculum for your department. These trainers believe cultivating a culture of diversity, equity, and inclusion is critical to departmental wellbeing. As trainers in DEI, "we view cultural consciousness as an ongoing and dynamic developmental process with no endpoint—one that requires active, critical, and purposeful engagement" (Azzopardi et al., 2016, p. 287). This process starts by engaging in self-assessment and introspective exercises. These exercises increase individuals' understanding of their intersectional selves, reflecting their privilege, marginalized status, and biases they hold. Creating and sharing positionality statements provides an opportunity to identify, understand, and challenge implicit biases (Gill, 2018; Zak, 2015). SWK Departments can utilize and support reciprocal two-way feedback design to support faculty and staff in working toward anti-racist and anti-oppressive goals and objectives for actionable change. Personal accountability (PA) in equity work is strengthened when faculty, staff, and students assume responsibility for their self-work in DEI Departments. It supports commitment to equity, intentional inclusivity, and proactive cultural responsiveness. Through calling in rather than reactive calling out DEI PA statements, ask faculty and staff to ponder what they will commit to? (Amin, 2022).

12:40-13:05

70765 | *Re-imagining Continuous Professional Development Strategies: A Peer Mentoring Model of Support for Newly Qualified Teachers*

Dorothy Esau, Cape Peninsula University of Technology, South Africa

The benefits of a peer mentoring model of support for novice teaching professionals far outweighs the disadvantages thereof, as it has the power to revolutionise schooling as we know it, considerably well. Not only are teachers expected to be facilitators of learning, creators of productive environments and part of a globally competitive workforce, but they are also work under tremendous pressure, especially those who serve under-resources, poverty-stricken communities, while at the same time, holding space for their learners and maintaining a healthy state of holistic wellbeing. To this end it is essential that education authorities continuously pursue and employ creative and effective continuous professional teacher development strategies. Traditional strategies of professional teacher development may prove effective and amidst the range of "one-shot workshops" to more intensive job-embedded professional development" initiatives, these initiatives add extra time to novice teachers' already hectic workload with overloaded classrooms, in often unsupported environments. To this effect this paper reports on a peer mentoring model of support for novice teachers which was successfully piloted at 10 public schools in public schools in the Western Cape of South Africa. The findings proof a multitude of benefits to both novice teachers, their managers and inadvertently, their learners. It is therefore hoped that this peer mentoring model of support will serve as best practice to ensure the realisation of Goal 4 of the United Nation's SDGs: "Quality Education for all".

14:30-16:10 | Sants

Friday Onsite Presentation Session 3

Language Development & Literacy

Session Chair: Richard Moloele

14:30-14:55

72671 | *Harnessing AI to Personalize and Better Language Learning*

Tal Levy, Ruppin Academic College, Israel

Michal Ben Noah, Ruppin Academic College, Israel

As language instructors, we constantly seek new and better ways to support the acquisition of target languages. We know that each student is different, as well as that intrinsic motivation alone is not enough. But today, due to technology, we can deliver a better learning and teaching experience. I was lucky to learn about an AI-powered tool for learning English as a foreign language, which provides a personalized and engaging experience for learners, Magni Learn. The tool utilizes an adaptive curriculum that adjusts to the individual needs and abilities of each student, ensuring that the material is always challenging but not overwhelming. One of its key features is its nano-learning approach, which breaks down the learning process into small, manageable chunks. This allows students to make rapid progress and see the results of their efforts in a short amount of time. The tool also uses data-driven insights to track the progress of each student and provide customized feedback and recommendations. This helps students identify areas where they need to focus their efforts and provides them with the support they need to succeed. In my presentation, I will demonstrate how ML is designed to provide a highly effective and engaging experience for learners of all levels. I will suggest how to combine it with existing course content and will show some of its features. My talk will also demonstrate students' insights as well as best practices.

14:55-15:20

73735 | *Student Teachers' Experiences of Teaching Mathematics in isiXhosa in Foundation Phase Classrooms During Teaching Practice*

Zintle Bangiso-Fihla, Nelson Mandela University, South Africa

This work-in-progress aims to explore student teachers' experiences of teaching mathematics in isiXhosa in Foundation Phase classrooms during teaching practice. The dire state of mathematics education in South Africa has led to this study. The focus is on the Foundation Phase where teaching is required to happen in a learner's home language. However, there is a shortage of teachers who are trained to teach mathematics in African home languages. Student teachers are trained to teach in English. This affects the teaching and learning of mathematics in African language classrooms negatively, as student teachers often struggle translating their mathematics content knowledge into African languages when they go for practice teaching. The participants in this project will be eight 4th year Bachelor of Education student teachers at a university in the Eastern Cape who do their practice teaching at schools where the home language is isiXhosa. The participants have been trained to teach mathematics using English. A qualitative research approach will be employed, with four classroom observation sessions for each participant and once-off face-to-face semi-structured individual interviews as data collection methods, to gain insights on how the participants mediate the teaching of mathematics in isiXhosa and the challenges they face. The goal is to highlight the centrality of language in teacher training and to identifying the language support needed by student teachers during their training for isiXhosa home language classrooms. The researcher hopes to assist the case study university to identify the language resources needed to support student teachers.

15:20-15:45

74397 | *The Discourse Analysis of Students' Perceptions of Setswana Teaching at a University*

Richard Moloele, Sol Plaatje University, South Africa

The abstract provides a discourse analysis study that explores students' perception of Setswana teaching at a university. Setswana is one of the Bantu languages spoken in some provinces of South Africa predominantly Botswana where it serves as the national language. The study aims to investigate how students perceive the teaching of Setswana in the university context shedding light on the attitude, beliefs, and expectations. The research employs qualitative methods, utilising semi structured interviews and focus groups discussions to collect data from Setswana language learners at a university. A purposive sampling technique is employed to ensure a diverse representation of students across different academic disciplines and language proficiency levels. The discussion analysis framework employed in this study examines the language used by students to describe their experiences in Setswana classes, focussing on the themes of language proficiency cultural relevance, pedagogical approaches, and personal motivation from learning Setswana. The results of the study have implications for curriculum development pedagogical practices and policy decisions related to Setswana teaching at university level. By understanding students' perceptions educators and administrators can tailor their approaches to effectively address diverse needs and expectations of Setswana language learners. Additionally, this research contributes to the broader discourse on indigenous language revitalisation fostering a deeper understanding of the role of Setswana within the Higher Education landscape.

15:45-16:10

72139 | *Reflective ePortfolio Practices To Facilitate Affective Self-Regulation in an English for Academic Purposes Module*

Laoise Sutton, Marino Institute of Education, Ireland

Fergus O'Dwyer, Marino Institute of Education, Ireland

Kathleen Mitchell, Marino Institute of Education, Ireland

This paper examines student reflective practices in the compilation of an ePortfolio on an English for Academic Purposes (EAP) module as part of a Foundation programme in an Irish tertiary institution. The aim of these digital teaching and learning strategies is to provide students with greater personal choice and ownership of their learning. Over 100 EAP students output various products in the year-long module including research essays, seminar discussions, presentations, reading, writing and listening exams. Learners are free to design and select their content which includes, but is not limited to, multimedia podcasts and videos prepared alone or with peers, evidence of the process and peer-reviewed writing drafts and final submissions, reactions to lecturer feedback, reflective journal entries, and personal blogs or vlogs. End-of-course questionnaires and reflective journal entries will be examined with data analysis focusing on the affective aspects of the process (e.g., how they contribute to future academic development). This will be followed up by focus group sessions with selected learners to review their portfolio content and their feelings about the process in general. Analysis will examine effective implementation of learning and time management strategies, appropriate response to academic expectations and requirements, and the goal of nurturing autonomous and strategic learners by enhancing levels of self-direction and self-awareness. Our conclusion will discuss implications about the effectiveness of reflective ePortfolio processes, and will look forward to how current practices can be modified and adapted to suit individual learner needs.



Saturday, September 23

Online Parallel Sessions

All times are in Central European Summer Time (UTC+2)

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

09:30-10:45 | Room A

Saturday Online Presentation Session 1

Arts Practices

Session Chair: Joana Braguez

09:30-09:55

74160 | *Digital Computer Technology on Traditional Architectural Decoration Design of GuangFu Windows*

Li Zi, City University Malaysia & Guangzhou City Construction College, Malaysia

Husaini Yaacob, City University Malaysia, Malaysia

Guangfu traditional architecture is one of the representatives of traditional architecture in Lingnan area of China, with a long history and unique architectural style on the buildings. The windows of traditional buildings in Guangfu make the interior space design of traditional buildings to appear rich in connotation and innovation in the regional culture of Guangfu. The architectural designers of Guangfu have always used the decoration of windows as the carrier of cultural symbols, euphemistically and implicitly conveying the beautiful meaning and enriching the culture of Guangfu. With the global development of digitalization and science, scholars and designers are constantly updating the cultural heritage research and practical application of traditional architecture in Guangfu. However, the cultural information and data demonstration about the window in the traditional architecture of Guangfu have not received special attention in the current design and research results, hence, part of the cultural heritage of Guangfu has gradually lost its inheritance. This paper attempts to analyze the cultural theory of traditional window of Guangfu and the current window design application cases, with the use of digital and scientific concepts, including computer visualization technology to establish a digital archive platform, to achieve the sustainable protection of the window cultural heritage of traditional buildings in Guangfu. This paper summarizes the methods of knowledge inheritance and knowledge sharing, inherits and develops Chinese traditional culture extensively, and provide new ideas for the protection and research of regional culture.

09:55-10:20

72325 | *Contextual Structures in Site-Specific Public Art*

Seda Ozen Tanyildizi, Izmir University of Economics, Turkey

The artists released sculpture from its pedestal, started to build works with ready-made objects and large scale structures, and produced site-specific public artworks from 1970s. This change has created a need to offer new categories, classifications, titles or definitions regarding art and site relationships. There have been many instances that attempt to define the context of the artwork and classify the relationship between art and site during the last forty years. In "Art-Architecture Complex", Foster (2011: 145) discusses this process in which Richard Serra and the artists of his period moved away from sculpture and turned towards site-specific installations and public artworks. The artist, Robert Irwin (1985: 217-218), categorises this relationship under the titles of 'Site-dominant', 'Site-adjusted', 'Site-specific', and 'Site-conditioned/determined', the art historian, Prof. Kaye (2000: 1), reviews it in 'semiology context'. As it is understood from these examples, it has been quite challenging to identify the context in which the work of art moves away from traditional approaches and begins to incorporate new strategies. Today, artists do not prefer to place their works in strict, precise and fixed contexts and mostly reflect the synthesis of different disciplines such as architecture, art and design in their approaches. They also attempt to create a communicational approach with practices aiming to reinterpret and revive the site or develop a new identity for it in line with various goals and objectives. Considering all these approaches, this study examines the recent contextual structures in site-specific public art.

10:20-10:45

72833 | *AI as a Creative Partner: Enhancing Artistic Creation and Acceptance*

Joana Braguez, Instituto Politécnico de Viseu, Portugal

AI tools have gained popularity in the art world, offering numerous advantages for artists in terms of creativity and innovation. However, concerns and limitations surrounding AI-generated art have also emerged, such as the potential lack of emotional depth and human touch compared to traditional art forms. This paper explores the use of AI tools in artistic creation and acceptance, focusing on two prominent tools: DALL-E and MidJourney. These tools provide artists with opportunities to experiment with novel ideas, break free from established conventions, and explore different styles and techniques. The acceptance of AI art among the public and the art community is a complex issue that requires careful consideration by artists. The advantages of AI tools include time efficiency, idea generation, personalization, and collaboration, empowering artists to enhance their creative processes and connect more deeply with their audience. However, criticisms and limitations such as lack of creativity and originality, technical skill requirements, potential homogenization, and ethical concerns also need to be addressed. The paper emphasizes the importance of understanding these limitations and drawbacks to make informed decisions about incorporating AI tools into the artistic process. Ultimately, AI can serve as a valuable tool for artists, either as a creative partner in the production of art or as an aid in the ideation phase, offering new possibilities and expanding the boundaries of artistic expression.

11:00-12:40 | Room A

Saturday Online Presentation Session 2

Education/Pedagogy

Session Chair: Andrea Wright

11:00-11:25

74369 | *Educational Recommender Systems, a Systematic Literature Review*

Margarita Aucancela, Universidad de Salamanca, Spain

Alfonso Briones, Universidad de Salamanca, Spain

Pablo Chamoso, Universidad de Salamanca, Spain

Recommender systems were implemented as a solution to reduce the time and effort required by a user to search for information. In their development, artificial intelligence algorithms and several recommendation approaches have been used, however, these systems in the educational context have a different connotation since their objective is focused on improving educational quality. In this scientific work we seek to determine what kind of recommender systems have been developed so far to contribute to the educational quality of different educational centers worldwide? To answer this question, the Cochrane methodology was used for the systematic review of educational recommender systems. As a result, the recommendation systems implemented within the educational context increase the results of several indicators of educational quality, among which are the students' graduation rate and the students' academic performance. Educational recommendation systems are those information systems that have been developed with the purpose of being used in any educational institution or organization to recommend to the different actors of the educational system: students, teachers, researchers or others, educational products such as: programs, subjects, exercises, educational resources, etc. that contribute to improve the quality of education.

11:25-11:50

72328 | *We Need to Talk About ChatGPT: Adapting Art and Design Pedagogy to Take Advantage of the 4th Industrial Revolution*

Anthony Roorcroft, University of Bolton, United Kingdom

Worst case predications suggest that 40% of employment could be replaced by AI over the next 20 years and already we are beginning to see the impact it could have in academia. The AIGI have asked the question "Will Automation make graphic design obsolete?" going on to point out that much that designers do is 'prescriptive', this could be said of many other subjects within the creative arts. That said I believe that rather than fearing Industry 4.0 we, in arts education, need to embrace it as most of the key skills needed for students to thrive in the future workforce are already central to our pedagogy namely, creativity, critical thinking and complex problem solving. In a study commissioned by the WEF entitled 'The Future of Jobs' these skills were named as the 3 top skills employers now look for in potential employees. Often in art and design education we have treated these skills as givens in our students, in this talk I will argue that we need a change of focus away from process and implementation to a pedagogy that promotes creativity as an assessable goal. I find it interesting that the word creative very rarely appears in any learning outcomes but now as we move into a world where ideation will be the last human dominated specialism, we as creative educators should be taking the lead in changing this.

11:50-12:15

74362 | *Internationalizing the Curriculum Through a Virtual Collaborative Experience*

Valentina Canese, Universidad Nacional de Asunción, Paraguay

Kate York, The University of Texas at Dallas, United States

Katherine Donaldson, The University of Texas at Dallas, United States

Since the COVID-19 pandemic, education in general and higher education in particular has undergone a revolution in the massive adoption of virtual tools as a means of carrying out many of the activities that were previously carried out exclusively in person. One of the areas where the greatest use of these tools has been observed is in remote communication between institutions to carry out academic activities such as webinars, conferences, congresses, among others. Thus, virtual mobility, through virtual exchanges and collaborative online international learning (COIL) projects, although already implemented by some pioneers before the pandemic, received an important boost as a result of the aforementioned circumstance. In this sense, this paper presents a case study of how the curriculum may be internationalized through a COIL project. The project was carried out between students in their final year at a public university in Paraguay and at a public university in Texas, U.S.A. Through a comparative education project, teacher education students from both universities were able to explore the curriculum taught in their local contexts and compare it with a third international context. According to the evaluations presented by the students participating in the project, this experience allowed them not only to learn more about their own curriculum context, but also to place it within a broader international context. This case has implications for teacher education in an increasingly globalized and technology-mediated world where critical thinking skills for sustainable development in transnational contexts are increasingly important and valued.

12:15-12:40

73180 | *Superintendents' Perceptions of the North Carolina Aspiring Superintendent Program*

Andrea Wright, Granville County Schools, United States

With the challenges of educational reforms, personnel management issues, budget approvals and maintaining working relationships with the school board, many superintendents do not have the skills and knowledge to lead a school district effectively (Hanover Research, 2014). The content, coursework, and structure of superintendent preparation programs should be aligned to effective leadership research (Pitkoff, 2010). Although national commissions and individual states have established the necessary academic degrees and professional career experiences, many superintendents are not well trained to handle the complexities of the job. The imperative need is to equip superintendents with continual learning methods and hands-on experiences, which would contribute to the continual knowledge that superintendents should reference to resolve various issues relating to students, staff and the community. The purpose of this research study will be to determine if the North Carolina Aspiring Superintendent Program (NCASP) effectively prepares North Carolina educators to successfully transition into the superintendent's role. North Carolina does not have any other superintendent preparation programs that would be offered through colleges, universities, professional or educational agencies. This research is based on the perceptions of the attendees of the program which began in 2016. The study will reveal how well business strategies, professional career development and leadership skills were explored and delivered in the curriculum design of the program. 1: In what ways do NC school superintendents believe the NCASP prepared them for the superintendent's role? 2: What aspects offered emphasized one or more of the of the seven NC Standards for Superintendents? 3: What aspects from the NCASP emphasized ongoing professional development? 4: What aspects or courses from the NCASP have attributed to the superintendent's professional relationships?

12:55-14:10 | Room A

Saturday Online Presentation Session 3

Cultural Studies

Session Chair: Amr Mansour

12:55-13:20

70699 | *Idea, Images, and Agency: The Yakshis in Textual Traditions and Iconographies*
Nairita Ghosh, Jamia Millia Islamia University, India

This paper intends to focus on the idea of Yakshis in both literary traditions and iconographies in the Indian subcontinent. The constant appearances of the Yakshis, in both benevolent and malevolent forms, are extant in the Brahmanical, as well as Buddhist and Jaina traditions. The Yakshis, initially understood as spirits of nature, such as lakes, rivers, trees, hills, and so on, existing in fluid forms, started to calcify in figurines adorning temples and Stupas, being worshipped as mother goddess to consorts of Gods and as enchantresses, from 3rd century BCE onwards, acting primarily as guardians of wealth, whether intellectual or physical. This paper raises questions as to how the depictions of Yakshis changed over time, their iconographic forms evolved, and whether their agencies and functions point to the processes of social changes being taken place, thereby transforming their initial identities. With a close examination of the sites of Chandraketurah in West Bengal, Sanchi and Bharhut in Madhya Pradesh, Karle and Ellora in Maharashtra, and Badami in Karnataka, as well as Puranic texts, the Mahabharata, the Buddhist and Jaina literatures, and a detective novel written in 1974, this paper attempts to study the many nuances of the elusive phenomenon of Yakshi in the subcontinent.

13:20-13:45

73352 | *Unpuzzling the Immigration Process for the Taiwanese and Chinese Community in Brazil*
Kelly Santana Leite, National ChengChi University, Taiwan

Immigration across nations and continent has had a great impact on how nations develop relationships, whether political, cultural, or economic. It is not possible to date when the first group of people who started immigrating, however history has shown an increase of population mobility crossing international borders over the centuries, and more drastically crossing continents in pursuit of improvement of life. The objective of this research is to assess the differences of overseas Chinese, of both Chinese and Taiwanese nationality, in Brazil as immigrants and as first generation of overseas Chinese born in Brazil, to understand the dynamic of the overseas Chinese and how they interact with the local culture, people, the sort of jobs they did when they arrive whereas the jobs they and their children do now and how it impacted the following generation born in a foreign land. It shall be considered the barriers they faced in Brazil, living in a country with a vast gap geographic and culturally speaking as well as the language. As an ongoing research work, a conclusion to this study is yet to be developed in a very near future.

13:45-14:10

73154 | *Cultural Diplomacy in UAE Foreign Policy Towards China Sheikh Zayed Center for Arabic Language as a Model*
Amr Mansour, Zhengzhou University, China

Sheikh Zayed bin Sultan Al Nahyan, the first president of the United Arab Emirates, adopted soft power as a pillar of the country's foreign policy, and laid the foundation for the use of cultural diplomacy, which the political leadership later committed to developing. This had a positive effect on its foreign relations, especially on its relationship with China. The relationship between the UAE and the People's Republic of China has developed over five decades to become one of the most successful and important international relations of the United Arab Emirates and also one of the most successful and important Chinese relations with the countries of the Middle East, so it is interesting to study this distinguished model of Emirati cultural diplomacy," Sheikh Zayed Center for Arabic Language and Islamic Studies - Beijing University of Foreign Studies, whose building was donated by Sheikh Zayed bin Sultan during his visit to China in May 1990, and the support and care the center received from the Emirati leadership over three decades, and the clarification of its scientific and cultural activities and its value in the Emirati cultural diplomacy towards China, And the nature of the constructive role it plays in the relations between the two countries, as many Chinese ambassadors and diplomats learned the Arabic language there, in addition to the work of the graduates of the center in many different activities. The center also plays an became as Arabic cultural salon in Beijing.
UAE -China -diplomacy- culture- soft power.

09:05-10:45 | Room B

Saturday Online Presentation Session 1

Media Studies

Session Chair: Rachel Marie Abreu

09:05-09:30

71525 | *Demand for and Use of Political News by Youth Groups: The Mediating and Moderating Role of Media Impressions*
Zhiye Li, Chang'an University, China

Extant studies have explored the influence of media content on political perceptions and behavior from a media effect perspective, which essentially treats individuals as homogenized atoms. In addition, individuals are proactive and dynamic in their choice of media. Therefore, this study examines the relationship between the political news needs of young people and their use of such news from the perspective of "how individual needs influence media use." It also investigates the mechanisms by which media impressions play a role in this process. Based on the uses and satisfactions theory, this study classifies political news needs into immediate needs and demand experiences and uses data from the "2019 Internet Users' Social Awareness Survey." The results show that the youth's demand for political news influences their use of such news, media impressions play a negative mediating role between the group's immediate demand and use of political news, and the impressions play both a positive mediating role and a negative moderating role between youth's demand experience and use of political news. Clarifying these relationships will help to increase the visibility and dissemination of political news among young people.

09:30-09:55

74367 | *A Transmedia Disco: An Examination of Political Theming Across Text and Genre*
David Carstens, Miami University, United States

2019's *Disco Elysium* garnered its fair share of plaudits – several narrative/writing awards among them – and, for a relatively recent game, much ink has been spilled (or, more appropriately, many pixels have been blackened?) analyzing, praising, and approaching an understanding of this tiny masterpiece. Less well known – or at least, less frequently read – is its predecessor: writer Robert Kurvitz's *Sacred and Terrible Air*, Estonian literary-speculative novel, which was quietly published around a decade ago in 2013. It was never officially translated into English, but, for the purposes of this paper, I will be citing an unofficial translation created by a group of anonymous fans using the literary nom de guerre Group Ibex. Both works are thematically interested in both the political and the ideological, and in the cultural complexities created by each – in particular, both works, this paper asserts, revolve around the idea that political ideology functions, more or less, to sublimate and redirect the energy of human kind's innate violent animal nature: "The part... you want to take home with you is this: you have to beat the other evil apes in the face, or you lose" (*Disco Elysium*). Through a close reading of both sources, this paper analyzes and comments on the ways the political and cultural themes present within these two works interact with and are enhanced by one another, and – ultimately – argue for the essential superiority of transmedia storytelling when addressing the messy, complex realities of the political realm.

09:55-10:20

73999 | *The Grudge (2020) and Ju-on: Origins Netflix TV series (2020) – Taxonomy, Remaking and Context*
Roman Kusaiko, Lingnan University, Hong Kong

The current presentation conducts case studies of the Japanese Netflix TV series *Ju-on: Origins (2020)* and the reboot of the franchise in the U.S., *The Grudge (2020)*. The presentation delivers a formal comparative analysis of two instalments with its main Japanese predecessors. Additionally, critical analysis will provide details of how cultural and social contexts changed to fit the local contemporary cultural environment. The case studies will also reveal whether TV series and the reboot can be used in building a culturally-based contextual remaking framework and if the remaking of horror films created a broader creative network. This presentation is part of broader research about transnational remaking practices in East Asia, mainly in China, Japan and South Korea, their cultural specifics and whether transnational remakes can be used to create contextually-grounded taxonomy. The paper also aims to understand whether transnational remakes contribute to building the filmic universe based on the particular trademark and how they affect contextual value and potential outcomes.

10:20-10:45

73998 | *Intense Curation: How Religious, Ethnic Minority Women Navigate Instagram's Beauty Standards*
Rachel Marie Abreu, University of Stirling, United Kingdom

Social media play a key role in women's negotiations of beauty and femininity. However, platforms like Instagram continue to disseminate normative, Eurocentric portrayals of beauty that can alienate those who fall outside these criteria. Functioning as a subset of a larger research project, this paper examines religious, ethnic minority women's perceived criteria for ideal beauty on Instagram and interrogates how their interactions with dominant beauty discourse subsequently shape performances of identity on the platform. Although there exists burgeoning research on Instagram's effects on body image, much of this research is concerned with solely White women's experiences; treats ethnic minority women as a homogenous group; and limits definitions of beauty to body size and shape. Through in-depth focus groups and individual interviews with Muslim, Jewish and Christian women located globally, the present research emphasises an intersectional approach to explore more nuanced understandings of beauty and their implications for oft-marginalised groups. The discussions reveal the women's conflicted relationship to Instagram and the tensions of navigating prescriptive beauty ideals while upholding religious and cultural values. The findings also demonstrate the influence of capitalist interests on self-presentations of beauty, which are shaped by an immense pressure to curate one's appearance and lifestyle in line with highly gendered and racist 'aesthetic' categories. The research ultimately concludes that religious, ethnic minority women are implicated in the increasing commodification of diversity within beauty discourse and highlights the significance of media literacy and religion as avenues for avoiding the most detrimental effects of Instagram's beauty standards.

11:00-12:40 | Room B

Saturday Online Presentation Session 2

Cultural Studies

Session Chair: Evelyn M. Malinowski

11:00-11:25

71636 | *Unraveling Young Chinese Addiction with the K-Pop Culture: Cultural Identity and Representation*

Zheng Guangjie, Wenzhou-Kean University, China

Liu Jiayi, Wenzhou-kean University, China

He Meixuan, Wenzhou-Kean University, China

With the rise of the "Second Korean Wave" driven by K-pop culture, it has become ubiquitous in the lives of Asian students, particularly in China. Notably, Chinese students have exhibited a strong addiction to this pop culture phenomenon. This study aims to investigate the reasons behind young Chinese students' addiction to K-pop culture, utilizing the Uses and Gratifications Theory and Parasocial Interaction Theory. Specifically, the researchers seek to explore the underlying factors contributing to their addiction from social, media promotion, and background perspectives. Additionally, the researchers will examine whether K-pop's popularity among Chinese students can be replaced by other cultures. A mixed methods approach will be utilized, surveying at least 400 students between the ages of 12-25 from different educational institutions to obtain primary data. The sampling method employed will be simple random sampling, with the use of a random internet questionnaire survey. Through this approach, the researchers aim to identify the various reasons for young Chinese students' addiction to K-pop culture. Ultimately, the results of this study will be beneficial in facilitating better communication of other pop cultures and cultural studies. By these means, the conclusion reveals that the 3 possible factors of social needs, media promotion, and background are all significantly correlated with the addiction to K-pop among young Chinese in their way.

11:25-11:50

74159 | *Resee the Beauty of the Temples: A Case Study on a Children's Theatre Workshop Combined an Oral History Story Theatre*

Kuo LingChun, University of Tainan, Taiwan

Religious buildings worldwide, including temples in Taiwan, have utilized religious legends, myths, and classical literature to teach people in an expression of art, culture, and humanity. With globalization, people have gradually forgotten the art, education, and entertainment contexts of temples. This study adopted that the temple as a museum and explored whether a teaching activity that involves public drama performance can facilitate people's understanding of diverse cultures in temples. Using a 3 days theatre workshop for children playing the stories from the painting on the walls in temple, and collecting the oral history stories from the community and making as a story theatre played by professional actors, and then combine these two types of performances as a program in front of the temple. The results indicated that incorporating the stories from the temple into the workshop as a drama performance can help children and the community gain a further understanding of temple decorations and arts. Moreover, professional actors playing with children can be as a model learning for children and enable the audience to experience the culture contexts and diverse values of temples, to resee the beauty of the temples with new vision.

11:50-12:15

74003 | *Leisure, Pleasure, and the Principle of Excess: The Subversive Practice of Reading Popular Romance Fiction in the Neoliberal Era*

Aswathi Prakash, Indian Institute of Technology, Ropar, India

This study explores the interplay between leisure, excess, and the subversive nature of popular romance fiction within the context of neoliberalism and postfeminism. It investigates how reading romance fiction can be viewed as an activity of excess, indulging fantasies and influencing the self-expression, mental constitution, and well-being of gendered female readers striving to balance the personal and the professional. Drawing on Georges Bataille's concept of the "expenditure of loss" as a pleasure-seeking instinct, this research analyses the emotional labor, affective dimensions, and power dynamics within neoliberalism and postfeminism. Neoliberal ideals of personal determination and individualistic balance often acutely inhibit excesses of emotional and temporal engagement in female subjects. By exploring the subversiveness of reading the heavily gendered popular romance fiction genre, this research argues that the furtive nature and practice of romance fiction reading reflects the neoliberal problematization of leisure as a luxury and excessive indulgence. At the same time, it highlights how engaging in this activity can be seen as a form of resistance, providing a space for self-expression, exploration of desires and pleasure, and a temporary escape from the constraints of the neoliberal paradigm. By shedding light on the subversive potential of popular romance, this study aims to contribute to the understanding of how leisure practices interact with neoliberalism and postfeminism, addressing the complexities and tensions in the pursuit of pleasure and fulfillment within their ambit.

12:15-12:40

72772 | *Panning Out: Anxiety, Visuality & Panorama*

Evelyn Malinowski, European Graduate School, Switzerland

The definition of "panorama" typically yields to that of a medium or geophysical destination. It is a quaintly profound vista upon a mountaintop, an immersive representation of a past event, a warped, full-circle capture of a sought-after topic or innocuous moment in time. These compressed big pictures are made possible through actual or symbolic expansion of the given frame; by adjusting a frame line even slightly, a perceived abundance of content or landscape is produced, a perspectival hack which challenges neural intake processes and endeavors to grant visuality at any cost. Though they are culturally cherished, panoramas and overviews deliver a stormy succession of dysregulatory symptoms, from disorientation and fatigue, to cognitive overload and latent anxiety. The paradox of panorama – that is, the unexpected strain symptomatic of prolonged exposure to an overview – festers throughout the human population today. As it is widely understood that screen proliferation and communication continuities have contributed to such a condition, the presence of anxiety in panorama predates portable LED screens, making the inquiry into panorama a matter of expanding the boundary of its own definition. This paper explores the cultural history and metaphysical properties of panorama and interprets its indivisible interrelation to anxiety. In gaining an overview of an otherwise encapsulating way of seeing, it can be observed that unchecked panoramic practices exacerbate general feelings of anxiety and panic on both individual and collective levels, creating a planetary climate of unaddressed sickness, grief, and too-much-ness.

12:55-14:10 | Room B

Saturday Online Presentation Session 3

Aesthetics and Design

Session Chair: Claudia Pedro Santos

12:55-13:20

74373 | *Comparative Study of Tea Packaging on Xinyang Mao Jian Tea, Domestic and Foreign Tea*

Wenjie Hou, City University, Malaysia

Yaacob Husaini, City University, Malaysia

Xinyang tea is a special product of Henan Province, bearing the deep cultural heritage of the Central Plains region. Its packaging design plays an important role in conveying product information and benefits to attract consumers' tea desire. The purpose of this paper is to explore the cultural differences and design characteristics between Xinyang Mao Jian tea packaging design with domestic and foreign tea packaging design, which analyzed the current situation and problems of Xinyang tea packaging design. Through the study, it is found that Xinyang Mao Jian tea packaging has unique advantages in the use of traditional cultural elements and the display of product quality, but it has deficiency in differentiation of packaging design, resulting in a mismatch with the needs of modern consumers. Compared with foreign tea packaging, Xinyang Mao Jian tea packaging has gaps in the design style and selection of its packaging materials, lacking in its innovation and internationalization strategies of the design. The outcome of this study provide useful references to improve Xinyang Mao Jian tea packaging design. Some improvement suggestions are proposed, to focus on the innovation and differentiation of packaging design, emphasizing on the packaging design quality and cultural connotations of the product, including the market challenges. By improving the packaging design, Xinyang Mao Jian tea can efficiently convey its unique cultural values and product benefits to the people around the world in its own attractive ways besides to enhance the brand's competitiveness and sustaining the inheritance of traditional cultural innovation.

13:20-13:45

73059 | *The Traders of Bastak*

Chadi El Tabbah, American University in Dubai, United Arab Emirates

Dubai's historical Bastakiya quarter gets its name from Bastak, Iran; the origin of many textile and pearl traders who first plied their trades in what would become the UAE. The architectural contribution from Bastak are wind towers, court yards, and wooden carved doors. Those elements are constructed to become places, they are designed to add value to the purpose an area serves for human engagement and needs. Al Bastakiya is also home of the only Islamic geometric pattern found in the UAE, it is believed that it is originated from Irahestan, a historical region consisting of southern Fars province and western Hormozgan province in Iran. Yet de-coding the geometric patterns' construction and their profound philosophical role is knowledge that is less well known than the origins. Geometric patterns encourage observation on creation, beauty, and, most importantly, on the infinite. Patterns adorn our surroundings to support the spiritual life, to instill a way of perceiving the world and to engage the viewers in a visual and universal language. Geometry helps the believer to reflect on the greatness of creation, patterns are believed to be the bridge to the mystical realm, and the instrument to purify the soul. The work will analyze, decompose, and uncover the mystery of the only geometric pattern of Al Bastakiya historical district, and perhaps modernize it, in order to engage the viewers in a visual deliberation and graphical debate.

13:45-14:10

72861 | *Contemporary Glass Design in Portugal: From 2000 to Now – The 4th Cycle*

Cláudia Pedro Santos, University of Beira Interior, Portugal

Glass has been an interesting material and a challenge to experiment within both art and design fields worldwide. In Portugal, we have a tradition in the glassmaking industry that dates back almost 300 years. After the earthquake of 1755, the Marquis of Pombal ordered the relocation of the glass industry from the south of the Tejo River to near Marinha Grande, over the D. Dinis King pine forests, due to the availability of wood for fuel in the furnaces of the Real Fábrica de Vidros that began operating in 1769 (Barros, 1969). This article discusses the history and evolution of glass design in Portugal, tracing its roots back to the 18th century and highlighting notable events and designers throughout the 20th century. The work presented here is part of the development of a PhD thesis in design (Santos, 2021), which aimed to map the authorship of glass designers in Portugal from 1950 to 2000, with a particular emphasis on identifying three distinct cycles of glass designers and their contributions. This work proposes to present the extension of this study based on the work of a new generation of glass designers, a fourth cycle of glass design in Portugal, from 2000 until now. After the celebration of International Glass Year in 2022, we continue to see the continuous relevance of this versatile material of invention, considering (Manzini, 1993) and (Ashby; Johnson, 2014) in technology, science and arts contexts.

09:05-10:45 | Room C

Saturday Online Presentation Session 1

Teaching Experiences, Pedagogy, Practice & Praxis

Session Chair: Cristina M.R. Caridade

09:05-09:30

74141 | *Using Local and Global Phenomena in Teaching Global Citizenship Education in English at the Elementary Level*
Rebecca Rosario Bercasio, Bicol University, Philippines

This study aimed to enrich Grade 6 English lessons with GCED using local and global issues in the GCED integration in the lessons. Conducted in a public school in the Philippines during the school year 2019-2020, the study used the descriptive method and triangulation method and data sources triangulation. The specific objectives of the study are: (1) Identify phenomena suggested for GCED-enriched Grade 6 English lessons; (2) Develop GCED-enriched lessons in Grade 6 English using a phenomenon-based learning approach; (3) Identify the teaching strategies used in the GCED integration; and (4) Identify the teacher's insights based on his experiences in implementing the lessons. Methods for data collection were documentary analysis of the phenomenon-based GCED-enriched Grade 6 lessons, focus group discussion, workshop, in-depth individual interviews (IDI), analysis of teacher's reflection notes, and class observations. The suggested phenomena consisted of local and global issues focusing on environmental and climate change, gender and development, identity and diversity, government and politics, and peace and conflict. The grade 6 English lessons can be easily integrated with GCED using local and global phenomena. Varied strategies aligned with phenomenon-based learning and active learning can be used for teaching English enriched with GCED. The teacher's insights on the teaching of GCED in Grade 6 English lessons using local and global phenomena can serve as a useful and practical guide in designing and implementing GCED-enriched lessons. Implementing a whole-school approach to embracing GCED and action options to promote GCED in instructional practices are recommended.

09:30-09:55

74153 | *Advancing the Understanding of Personalized Learning, Self-Regulation, and Technology through Bibliometric Analysis*

Debolina Halder, University of Dubai, United Arab Emirates
Eesa Bastaki, University of Dubai, United Arab Emirates
Sara Suleymanova, University of Dubai, United Arab Emirates
Nasiruddeen Muhammad, University of Dubai, United Arab Emirates

The paradigm of learning is changing, necessitating research into pedagogical strategies that emphasize learners. A blend that brings together personalized learning, self-regulation, and technology is a way to respond to the current needs within higher education. A key aspect of this approach is the flexibility of the design of pedagogies, learning sequences, and the typology of assessments; generating student-focused teaching strategies and promoting participation, collaboration, and self-regulated learning. The purpose of this paper is to (a) review research on technology-enabled personalized learning and self-regulation in higher education, (b) conceptualize how personalized learning facilitates self-regulation among the learners, and (c) provide a pedagogical framework for utilizing technology toward personalized learning that supports self-regulation, manages cognitive strategies to learn, retain, and comprehend the content, and maximizes learners' learning outcomes. This study undertook a bibliometric analysis of research papers on personalized learning, self-regulation, and technology in the Scopus database from 2006 to 2023 to outline the research trends and compare the existing research to identify gaps and opportunities for future research. The analysis highlighted that the majority of the research focused on scaffolding to learn in a virtual environment and the design of adaptive learning software and digital tools, suggesting a need for more research on innovative pedagogical approaches to develop learners' autonomy over their learning experience. The findings also suggested that future research needs to focus on technology to tailor more targeted and effective learning experiences, which could potentially lead to more personalized and efficient instruction.

09:55-10:20

73161 | *Engaging University Students in Designing an E-magazine*

Dorela Kaçani, Fas S. Noli University, Albania

Student learning outcomes rely on the depth and quality of their engagement in language learning. It is defined as a complex construct that consists of behavioral, cognitive, and emotional components. In addition, students' engagement is very important in the class as it functions as a facilitator of their learning. It leads to meaningful outcomes and prevents students from dropping out. The aim of this paper is to present how university students are engaged in designing an e-magazine. The participants in this project are 14 students who are studying in the Bachelor study program "English Language" at the Faculty of Education and Philology at "Fan S. Noli" University, in Korça, Albania, in their first year. This project is part of their final continuous assessment in the subject of "Text Analysis 2" in the second term of the academic year 2022-2023. Students are divided into groups and each member of the group has a specific task. They develop their own ideas and perspectives on a range of topics that are important to young people nowadays. Students work collaboratively and individually online and onsite to plan and compose a variety of content. Later, they turn their ideas into digital texts for the e-magazine. The digital tool: www.canva.com is used to design it. In the end, students download the Pdf version of the e-magazine. The results of this project are really satisfying for the students as they are involved in online research, analysis, discussion, writing, and designing an e-magazine in the English language.

10:20-10:45

72927 | *Project-based learning in a Collaborative Environment: A Math Case Study*

Cristina Caridade, Politechnic Institute of Coimbra, Portugal
Corália Pimenta, Polytechnic Institute of Coimbra, Portugal

One of the concerns of higher education institutions is to provide students with a wide range of skills. Whether hard skills, cognitive knowledge skills and professional skills, whether soft skills, problem-solving skills, and teamwork. Project-Based Learning (PBL) is a teaching methodology that involves students designing, developing, and building practical solutions to a problem. And, if it is associated with a collaborative environment (CE), which promotes group work, the student is actively involved in an enriched learning process, allowing him to acquire hard and soft skills. This paper describes a case study on PBL in a CE presented to 26 Mathematical Analysis students of Electrical and Computer Engineering on numerical integration. The project consists of the story "An adventure on treasure island" where each group is inserted and is invited to participate according to a set of tasks described in a small script. Students were encouraged to use different technologies, both computational and geometric (GeoGebra) in the construction of their answers. At the end of the project, 26 students indicate that their contributions were valuable and that they were a fundamental element for the group. That cooperation (80.0%), responsibility (69.2%) and commitment (61.5%) define their performance in the project and that they were confident in what they learned (88.5%). All students liked the use of PBL-CE and 92.5% stated that it contributed to the development of skills inherent to the engineering course and professionals. With this experience in PBL-CE, it seems possible to develop a broad set of skills in students.

11:00-12:40 | Room C

Saturday Online Presentation Session 2

Educational Policy, Leadership, Management & Administration

Session Chair: Gabriella Pusztai

11:00-11:25

74258 | *Strategies for Improving Education Quality*

Simon Sili Sabon, National Research and Innovation Agency, Indonesia

Nur Listiawati, National Research and Innovation Agency, Indonesia

Siswantari Siswantari, National Research and Innovation Agency, Indonesia

Yendri Wirda, National Research and Innovation Agency, Indonesia

Many factors influence the quality of education, but teachers are the most dominant factor. The problem in education development in Indonesia is that teachers' competencies have not reached the expected competency standards. This has an impact on the low quality of education in Indonesia as seen from the low achievements of Indonesian children at the global level. The low quality of teachers is strongly suspected to be due to the low quality of prospective students admitted to Teacher's Colleges. In addition, Teacher's Colleges do not meet the standards set to produce quality graduates. This study aims to (i) analyze the quality of prospective students admitted to Teacher's Colleges, and (ii) evaluate the fulfillment of national standards for teacher education by Teacher's Colleges. The method used in this study was mixed quantitative and qualitative. Data collection was conducted through Focus Group Discussions with the heads of Primary School Teacher Education and Professional Teacher Education study programs. Data collection from students was carried out by distributing questionnaires in the form of google forms that were filled in online. In addition, secondary data on the accreditation of Teacher's Colleges was also collected. Data were analyzed using descriptive statistics. The results showed that most of the student teachers were not aspiring teachers, nor were they students who excelled in high school. Another finding of the study is that most Teacher's Colleges do not meet the national standards set for conducting teacher education.

11:25-11:50

74310 | *Participation in Early Childhood Education Towards Global Targets of Sustainable Development*

Nur Listiawati, The National Research and Innovation Agency, Indonesia

Etty Sofyatiningrum, The National Research and Innovation Agency, Indonesia

Simon Sili Sabon, The National Research and Innovation Agency, Indonesia

Siswantari Siswantari, The National Research and Innovation Agency, Indonesia

Yendri Wirda, The National Research and Innovation Agency, Indonesia

The United Nations Sustainable Development Goals ensure that all girls and boys have access to early childhood development, care, and quality pre-primary education by 2030, enabling them to be prepared for primary education. The Indonesian government has implemented policies to attain these targets in line with these objectives. However, the national Gross Enrollment Rate in early childhood education and School Readiness Rate have not met the expectation. The COVID-19 pandemic has further exacerbated early childhood student enrollment decline, posing additional challenges to pre-primary early childhood education participation. This study endeavors to analyze the factors influencing early childhood education participation and examine the efforts made to increase it. Adopting a mixed-method approach, the research was conducted in five districts/cities on the island of Java, which have regional policies on one-year pre-elementary early childhood education. The study involved early childhood education institutions and teachers and parents as respondents. The findings revealed several factors affecting the level of participation, including inadequate socialization of local regulations regarding one-year pre-primary early childhood education, children attending supplementary courses, more than fifty percent of parents with low income, suboptimal implementation of early childhood minimum educational standard assistance policy, and limited access to early childhood education in certain villages due to isolation and a lack of qualified teachers. Although early childhood education institutions have made serious efforts to encourage public enrollment, significant obstacles, and challenges remain that need to be addressed and resolved.

11:50-12:15

71780 | *Role and Structure as Mediators of the Culture of Mid-Level Academic Leadership*

George Mavunga, University of Johannesburg, South Africa

Lia Magda Hewitt, University of Johannesburg, South Africa

Using Critical Realism, this study sought to establish the extent to which role and structure mediate the culture of mid-level academic leadership at a merged comprehensive South African university. This was necessitated by the dearth of studies on the culture of leadership at mid-level at universities globally, and at merged comprehensive universities in South Africa, in particular. Seven mid-level academic leaders who were either Heads of Departments or Deputy Heads of Departments within one of the selected university's faculties constituted the sample of participants. An interpretive research design using the qualitative approach was adopted. Data were gathered using semi-structured interviews which were carried out on MS Teams. Despite significant positivity, the results showed tensions and cleavages as salient features of the culture of mid-level academic leadership at the selected university. This was mainly due to the multiple roles played by the mid-level academic leaders in structural arrangements which result in them being overwhelmed by responsibilities. Amongst other recommendations is the reconfiguration of some structural arrangements and role expectations to enhance the mid-level academic leaders' ability to effectively contribute to the realisation of institutional and departmental strategic goals, on one hand, and their professional development aspirations and wellbeing, on the other.

12:15-12:40

73001 | *Effects of Family-School-Community Partnership Policies on Parental Involvement in Three Central and Eastern European Countries*

Gabriella Pusztai, University of Debrecen, Hungary

The impact of the socioeconomic status of a family on parenting activities has been thoroughly researched. Parenting that supports school achievement is called Parental Involvement (PI), and several findings suggest that a more favorable SES (Socioeconomic status) results in more active and effective PI. Epstein argues that the school policies that support Family-School-Community Partnership (FSCP) can reduce the disadvantageous impact of unfavorable family socioeconomic status on PI. The aim of our research is to reveal which policies are successful in involving low-status parents. We hypothesized that schools have difficulties with the involvement of low-status parents, who are characterized by poor PI due to their strong cultural distance from school and their negative school experiences. Our study was conducted among the parents of primary and middle school students in Hungary, Romania, and Ukraine (N=570). According to our results, there are different types of schools in terms of FSC policy. In some schools, PI in management affairs and decision-making appears to be an important factor. In the other model, parents are not involved in decision-making, but school staff focuses on organizing non-formal programs for the whole community in order to build a strong parent community based on mutual trust. These "low-threshold" programs, which make minimal demands on the parents and offer services to them, result in the involvement of low-SES parents.

12:55-14:35 | Room C

Saturday Online Presentation Session 3

Language Development & Literacy

Session Chair: Carla Cristina Fernandes Monteiro

12:55-13:20

73492 | *Locating Lexical Richness Across Digital Multimodalities: A Statistical Inquiry and Educational Implications*
Aruna Parandhama, Christ (Deemed to be University), India

This study is at the intersection of theories in second language acquisition and multimodal semiotics that emphasise the agentive position of multimodal texts in educational spaces. While shedding light on the importance and relevance of multimodality in contemporary education, this study aims to explore the lexical richness of adolescents' oral task performances to quantitatively posit the usefulness of multimodal texts. To this extent, the main aim of this study is to compare the lexical richness measures of adolescents across three multimodal texts: (i) visual-only (digital comic), (ii) audio-only (audio note), and (iii) audio-visual (hand puppetry performance). The same genre (fable) and similar lexical variables have been used in the chosen fables in order to prevent the effect of psycholinguistic confound of bias towards the text. Two hundred and seventy students across three types of schools were examined, out of whom one hundred willingly participated in all assessments. The variance in lexical richness is computed by using the moving-average type-to-token ratio (MATTR). TextElixir software was used to derive this measure. The results imply that audio-visual multimodality is most effective in a classroom. The paper ends with educational implications in the form of best practises for educators.

13:20-13:45

74040 | *Roles of Translanguaging in Both Processes and Performance of Second Language Argumentative Writing*
Sheng Tan, The University of Hong Kong, Hong Kong

Argumentative writing is a key medium for demonstrating critical thinking (CT) performance. Writing second language (L2) argumentative essays requires both first language (L1) CT abilities and L2 linguistic knowledge, so L2 writers may rely on their available linguistic, semiotic, and cultural resources during L2 argumentative writing processes. Since many studies explored how translanguaging, defined as multimodal cross-linguistic practices entailing use of one's entire linguistic, semiotic, and cultural repertoire, influenced L2 pedagogical practices positively, more research needs to explore roles of translanguaging in both processes and performance of L2 argumentative writing. To fill the research gap, the study collected data from 45 L2 writers through an L2 argumentative writing task under think-aloud conditions as well as semi-structured stimulated recall interviews. Analyses of think-aloud protocols, L2 argumentative essays, and interview responses generated three major findings: (1) each participant performed translanguaging for writing this argumentative essay, and translanguaging occurred frequently during most of the participants' L2 argumentative writing processes; (2) translanguaging was performed more for lower-order (meta)cognitive functions (i.e., Repetition; Planning; Idea generation) than for higher-order (meta)cognitive ones (i.e., Reasoning; Evaluation; Monitoring); and (3) no significant correlation existed between translanguaging frequencies and L2 CT performance. The findings not only challenge monolingualism-oriented L2 education, but also motivate students to facilitate their demonstration of L2 CT by performing translanguaging more for higher-order (meta)cognitive functions.

13:45-14:10

74224 | *The Problem of Bilingual Mathematical Preparation of Ukrainian University Students*
Alina Legeyda, VN Karazin Kharkiv National University, Ukraine
Tetiana Yarkho, Kharkiv National Automobile and Highway University, Ukraine
Tatyana Emelyanova, Kharkiv National Automobile and Highway University, Ukraine
Dmytro Legeyda, Kharkiv National University of Construction and Architecture, Ukraine

The integration of Ukraine into the world educational and scientific space makes it urgent to grant English the status of the language of teaching disciplines of preparation programs for domestic university students. Ukrainian students of technical universities often express their desire to receive full or partial education in English. In the case of the choice of mathematics as a part of a separate set of disciplines for studying in English, due to the need to use the mathematical apparatus in the Ukrainian-language presentation of a number of general technical and professional courses, the problem of bilingual mathematical preparation of students arises. The article is devoted to the solution of this problem on the basis of the communicative approach. The well-known interpretations of the concepts of linguistic interference, bilingualism are analyzed. The author's definition of bilingual education is introduced. Based on the results of known studies of bilingual learning in the context of modern concepts of education, the presented models are analyzed from the standpoint of compliance with three consecutive stages of formation of artificial bilingualism. Based on the analysis, the formation of English mathematical thinking is proposed as a linguodidactic basis for the transition to the highest stage of bilingual mathematical preparation of students - balanced bilingualism. The implementation of the process of forming English-language mathematical thinking is provided on the basis of generalized English-language standards of definitions, formulations and proofs of theorems and statements, as well as generalized schemes for solving practical problems.

14:10-14:35

73487 | *Oral Communicative Competence: Explicit Teaching and Systematic Practice in Portuguese L1 Classes: Impact of a Program Implemented in Middle School*
Carla Monteiro, Escola Superior de Educação Paula Frassinetti, Portugal

Oral language skills support not only the oral communicative competence itself but also reading skills. However, the development of oral communicative competence has not received, from research, the same attention as reading, or even writing, did. The main goal of this study was to examine the effect of the oral skills training program "Communication and Oral Expression: speaking, listening, and reading in middle school" on 7th-grade students' oral communicative competence (verbal, paraverbal, and non-verbal sub-skills). Possible effects on students' vocabulary knowledge were also considered. This quasi-experimental study design, involving an experimental and a control group, comprises a sample of 122 students from two public middle schools located in the North of Portugal, with ages ranging between 11 and 16. Verbal, paraverbal, and nonverbal skills were taught and practiced for seven months. These skills were assessed four times (pre-test, two intermediate measures, and post-test). A vocabulary test was administered as a pre-test to check students' vocabulary knowledge, being also assessed at the end of the intervention program (post-test). Multivariate and univariate analyses of covariance tests showed a significant and large effect of the group on students' oral communicative performances at the end of the intervention, after controlling for the effect of the pre-test results. The results of a Mixed ANOVA showed that there was a significant improvement in the experimental group concerning vocabulary knowledge. These results highlight the importance of speaking skills practice within educative settings for the development of children's oral communicative competence and vocabulary knowledge.

09:05-10:45 | Room D

Saturday Online Presentation Session 1

Higher Education

Session Chair: Joanie Crandall

09:05-09:30

73560 | *Investigating Remote Teaching Through Cultural-Historical Activity Theory: A Case Study in Lebanon*
Lamya Sabbah, Saint-Joseph University of Beirut, Lebanon

This case study investigates remote teaching in a higher education institution in Lebanon using Cultural-Historical Activity Theory (CHAT). It addresses the lack of cultural-historical studies examining remote teaching, while illustrating and enhancing the fourth generation of CHAT. The choice of Lebanon stems from the country's concurrent financial, banking, and political collapse. This tumultuous situation, which disrupts regular functioning, can elucidate the interplay of activities that are often overlooked but play a vital role in the success of teaching. Following a sequential explanatory design, data was collected through a survey completed by 74 instructors of a private university in Beirut, 9 of whom were subsequently interviewed for more in-depth information. Drawing upon Engeström and Sannino's framework (2011), the study analyzed the contradictions/tensions experienced by instructors in online teaching, while also exploring how subjects resolved these contradictions. The most reported contradictions pertained to social interactions, internet connectivity, and demotivation. The most prevalent contradictions took place across activities, with 55 out of 92 contradictions remaining unresolved. The resolution of contradictions primarily relied on adjusting the tools employed in remote teaching. Instructors who went a step further by adjusting the rules governing social interactions or actively engaging with the community were able to overcome additional contradictions. Subjects did not mobilize the division of labor and coalitions of activities to address conflicts. The study also proposes cues to enhance an AI analysis based on CHAT.

09:30-09:55

73765 | *Self-Directed Multimodal Assessment Within an Online Cooperative Learning Environment: Guidelines for Implementation*
Anitia Lubbe, North-West University, South Africa

Implementing assessment instruments for group work that supports student learning and provide valid and reliable results based on individual efforts, can be challenging. Within an online environment, the challenge is even more complex. Implementing electronic posters within cooperative learning elements has been proven to be an effective instrument for scaffolding collaborative assessment that enhances self-directed learning skills development during virtual excursions. Furthermore, using electronic posters as multimodal assessment instruments contributes to students taking ownership of their learning, hence developing student agency. However, for electronic posters to be successful in promoting self-directed learning skills, as well as student agency, explicit and holistic planning, and implementation are not negotiable. Rooted in social constructivism and social interdependence theory, and drawing from qualitative data, this presentation presents guidelines for the success of electronic posters as a multimodal and self-directed assessment instrument.

09:55-10:20

72819 | *Navigating the Early Stages of Research – Practice Partnerships: Affordances and Challenges of a New University – School Project*
Daniela Bacova, University of Bolton, United Kingdom
Lucy Caton, University of Bolton, United Kingdom
Georgia McCrone, University of Bolton, United Kingdom

Research-practice partnerships (RPP) are long-term collaborations between researchers and practitioners, organised to investigate current problems, engage in collaborative cycles of inquiry, generate findings, and communicate outcomes to key stakeholders (Coburn, Peniel, & Geil, 2013). They are mutually beneficial, and intentional and aim to produce original analyses (Sjolund et al., 2022). Advocates also claim the approach addresses the research-practice gap and challenges the roles of consumer and producer through sustainable and collaborative infrastructures. Ambiguity around the roles and responsibilities of everyone involved can arise and little is known regarding how roles are negotiated and with what consequence for the project outcomes. In addition, very little is known about how post-covid contexts impact the whole partnership project (Farrell et al. 2019). In our presentation, we, therefore, focus on a post-covid context that adds to the complexities of creating socially conscious models of working together. The paper addresses the research-practice gap and adds to a growing body of knowledge, outlining under what conditions different partnership strategies bear fruit and the relative strengths and weaknesses of those strategies, for addressing common challenges. We reflect on what processes facilitated or constrained the co-construction within the early stages of the RPP. What came to light, was the importance of carving out time, to share our individual research values, expectations, and concerns, whilst identifying where they converged. We present our experiences navigating the tricky terrain of roles and responsibility negotiations, where professional accountability and whose and what knowledge was shared, became central to the success of the partnership.

10:20-10:45

74154 | *Facilitating Brave Space through Transformative Virtual Learning in Post-Secondary Academic Settings*
Joanie Crandall, Yorkville University, Canada
Raj Verma, Independent Scholar, United States
Audrey Simard, Independent Scholar, Canada
Hanna Ha, Independent Scholar, Canada
Peter Arcand, Independent Scholar, Canada

Virtual learning has seen unprecedented levels of significance in the recent past, creating a need to foster the concept of brave space (Brown, 2022) within academic environments. This paper will focus on the importance of flattening hierarchical constructs and respecting individuals' lived experiences to cultivate truly transformative learning. It further focuses on creating an inclusive and collaborative setting where educators and learners can freely contribute their perspectives, driven by their own axiology and motivated by a deeper purpose in learning. By recognizing and challenging the conventional hierarchy prevalent in academia, a more egalitarian learning environment can be promoted that values equity, diversity, inclusion, and decolonization with the incorporation of lived experiences. Virtual platforms sometimes render personal connections more arduous to achieve. Through acknowledging diverse backgrounds, identities, and personal narratives, the learning community can create a richer, more transformative learning environment. Transformative learning experiences promote personal growth, self-reflexivity, and the development of inclusive mindsets. Fostering transformative learning and a deeper engagement with knowledge encourages learners to connect their learning to real-world contexts. Through reflective inquiry (Cunliffe, 2003) we examine the role of inclusive pedagogical approaches, the promotion of dialogue and active listening, and the integration of diverse perspectives into approaches fostering brave spaces. Implementing these strategies allows the creation of a learning environment that values and nurtures a diverse range of experiences, ideologies, and transformative learning journeys of learners, ultimately fostering a true brave space for personal and collective growth.

11:00-12:40 | Room D

Saturday Online Presentation Session 2

Curriculum Design & Development

Session Chair: Eva Gorgievska

11:00-11:25

73378 | *Enhancing English Reading Comprehension of Underachievers by Fostering Metacognitive Strategies: A Case Study in Saudi Arabia*

Loussine Momdjian, TIS Schools, Saudi Arabia

This case study investigates the effectiveness of implementing metacognitive reading strategies in English lessons to enhance the reading comprehension of underachieving second language learners (ESL) in an Arab context, addressing a gap in the existing research. The study confronts two challenges: the difficulties faced by underperforming students in developing metacognitive skills (Manula & Wirza, 2020) and the substantial constraints present in classrooms in Arab countries (AlKhateeb, 2016). Following a training session on a specifically designed lesson, three teachers applied it in three sixth-grade classrooms of a girls' school in Saudi Arabia. Three other classrooms utilizing the standard curriculum and taught by various teachers formed the control group. Data were collected from 54 of the 154 students using pre- and post-reading comprehension tests, interviews, and classroom observations. A mixed-methods analysis involved comparing test scores and metacognitive strategies used during interviews and lessons. For the qualitative analysis, a 5-point scale coding framework evaluated the effectiveness of eight metacognitive strategies with two coders, reaching an agreement rate of 80-90%. The results demonstrated that the implemented lesson significantly improved the metacognitive skills of underperforming students, enhancing their reading comprehension. Specifically, the underachievers, in the experimental group, exhibited notable improvement in reading test scores compared to the control group. Furthermore, the gap identified in the pre-interviews between low and high performers regarding the utilization of four metacognitive strategies was eliminated in post-interviews.

11:25-11:50

74061 | *Integrating the Gender Dimension into Teaching and Learning in Initial Teacher Education in Ireland*

Patricia Kennon, Maynooth University, Ireland

Suzanne O'Keeffe, Maynooth University, Ireland

Maeve Liston, University of Limerick, Ireland

Máire Hanniffy, Atlantic Technological University, Ireland

Edel Foster, University of Limerick, Ireland

Niamh Fortune, Maynooth University, Ireland

This inter-institutional project, the first of its kind in initial teacher education (ITE) in Ireland, supported teacher educators to integrate the gender dimension into teaching, learning and educational outreach in ITE Departments across Ireland. In general, teacher educators in Ireland have not received any formal training and as a result do not have a strong background and expertise in the area of gender equality. The new Irish Primary Curriculum Framework, launched by the National Council for Curriculum and Assessment (NCCA) in 2023, places a strong emphasis on inclusive education, diversity, active citizenship, and wellbeing. Therefore, ITE now more than ever needs to examine how the gender dimension is being implemented into undergraduate and postgraduate curricula. The project was funded by a Higher Education Authority Gender Equality Enhancement Funding and involved qualitative and quantitative methods which centred student and teacher educator voices. Phase one involved questionnaires and focus-groups with student teachers and teacher educators across early childhood and primary education, exploring their knowledge and understanding around gender and gender equality and their experiences of integrating gender equality into their own teaching. Phase two comprised capacity-building activities, online seminars, and workshops on incorporating gender and gender equality in third-level curricula for academics in teacher education and those who deliver educational outreach in schools. This presentation will discuss key findings from the project and recommendations for how gender equality might be embedded in ITE in Irish higher-education institutions.

11:50-12:15

74216 | *Implementing a Role-Based Enterprise Scenario to Improve the Quality of Laboratory Experiments and Student Experiences in Engineering Education*

Cristian Andriesei, Technical University of Iasi, Romania

The continuous digitalization that our society has experienced over the last two decades and the explosion of software applications (culminating in AI) have negatively impacted Electronics engineering education, with hardware disciplines (including microwaves) being particularly affected. This global environment, which has changed significantly and is very different from the previous environment of the industrial age, has changed the mindset of the children of the newer generations, i.e., the Z and Alpha generations, and has shaped a mentality that makes the task of technical educators even more difficult. With this in mind, this article reports on the positive results obtained from a pedagogical point of view by applying a role-based enterprise scenario in the laboratory teaching, which, to the author's knowledge, is the first experiment of its kind in the literature. The experiment, which spanned three semesters, essentially consisted of implementing a teamwork environment in which each student is responsible for a single experimental task and a single student plays the role of team leader, responsible for collecting the experimental data provided by other colleagues, checking the accuracy and correctness of the data, performing calculations where necessary, and monitoring the experimental steps performed by the team. The experiment has shown that the practical experiments are performed faster, the learning process is improved, and the students take more responsibility for the tasks set. In addition, teamwork is encouraged thanks to intrinsic interactivity.

12:15-12:40

73376 | *Semiotic Theory in Literature Classes*

Eva Gjorgievaska, Goce Delcev University, Macedonia

The aim of the paper is to analyse the benefit of interpreting literary works in class, on the one hand through an approach of free interpretation and hermeneutics, and on the other hand with semiotics as a theory that directs the further interpreting of the literary works. The corpus of research is based on the works of Umberto Eco, as an author of theoretical works, but also as author of novels on which the semiotics can be applied. The research was done with the students in order to observe how they perceive the literary works without having an interpretive matrix at hand, and how the meanings are changed after they are being offered a theoretical apparatus. In the second case, it is shown that many of the meanings are easier to grasp when there is a system of theory to predict them, and the classes are easier to organize and more effective in the end. The solutions that are ultimately obtained are more productive, and the meanings are more precise and richer. Another question that remains to be asked is whether the use of such interpretive models limits interpretation in other respects? We will dwell on several works by Umberto Eco, such as *Six Walks in the Fictional Woods*, *The Open Work* and *The Limits of Interpretation*, etc. and from the literary works we will use the novel *The Prague Cemetery*.

12:55-15:00 | Room D

Saturday Online Presentation Session 3

Curriculum Design & Learning Experiences

Session Chair: Alexander Reid

12:55-13:20

74259 | *Innovative Technologies for Multidisciplinary Design Teaching and Learning in Higher Education*

Maslisa Zainuddin, Sunway University, Malaysia

Mohd Firdaus Mohd Anuar, Sunway University, Malaysia

In this study, researchers explored the inventive application of Miro and Padlet, two cutting-edge online collaborative platforms, in the context of higher education at Sunway University in Malaysia. It focuses on two groups of students: a Design Enterprise class of over 73 students using Miro, pursuing BA (Hons) in Design Communication and BA (Hons) in Interior Architecture, and a Design and Typography class of 38 Design Communication students using Padlet. The researchers examined Miro activities like group brainstorming, idea mapping, virtual presentations, and Padlet tasks that encourage student interaction, all through the lens of social constructivist teaching. These activities highlight the core tenets of social constructivism: collaborative learning, open dialogue, and the appreciation of diverse viewpoints. Data was gathered through student feedback surveys, interviews, and observational studies. The results indicated that the use of these tools enhanced student engagement and promoted meaningful peer interactions, which in turn helped students develop a range of multidisciplinary skills. According to the survey, students found Padlet relatively easy to grasp. However, students' initial encounters with Miro were seen as daunting. These experiences emphasized the need for structured training or activities to ensure the effective use of these tools in future courses. The findings of this study have far-reaching implications not just for future curriculum design at Sunway University, but also provide valuable insights for educators worldwide. Essentially, the integration of these platforms could revolutionize the higher education landscape, particularly in the fields of design and entrepreneurship, thereby pushing the boundaries of teaching practices.

13:20-13:45

72860 | *Fostering English Learner (EL) Equity Through Collaborative Opinion Writing*

Rebecca Hixon, University of Georgia, United States

Paula Mellom, University of Georgia, United States

Jodi Weber, University of Georgia, United States

Kevin Raczynski, Kevin Raczynski & Associates, United States

Tish Spindola, Jackson County School System, United States

Shannon Rodríguez, University of Georgia, United States

English Learners (ELs), one of the fastest-growing and most educationally-marginalized student groups in the U.S. (NEA, 2020), lag behind their peers in writing achievement (NCES, 2012). Yet, there is a dearth of evidence-based practices available to teachers who work with ELs, and little to no literature on the impacts of small-group collaboration on individual EL writing. The central goal of this study is to examine the impacts of collaborative writing activities on students' writing achievement. Specifically, we used a pre-/post-test design to examine the impact of opinion-writing instruction using Instructional Conversations (ICs)—a collaborative, conversation-based small group instructional approach found to support EL achievement (Mellom, Hixon & Weber, 2019; Saunders and Goldenberg, 1999; Portes et al., 2018)—on 5th grade students' individual opinion writing. Participants were 67 5th grade students from three classrooms whose teachers had been previously trained in the IC Model. Teachers were given training in the 360Writing framework and provided with IC lessons to implement. Paired-samples t-tests were used to evaluate change in achievement using pre/post constructed response assessments. Preliminary results show that students improved at statistically-significant levels from pre- post in all elements of opinion writing. The effect sizes for most elements were over 0.6, which suggests a large instructional effect (Cohen, 1988). This study adds to the body of evidence that small-group, collaborative writing tasks grounded in effective writing instruction (Graham et al., 2015) promote EL writing development and could impact instructional practice and foster equity by opening educational opportunities for ELs.

13:45-14:10

74215 | *Increasing Teacher Capacity in Trauma-Informed Practices for Multilingual Learners: Implications for Professional Learning and Development*

Jordan Gonzalez, St. John's University, United States

The contemporary era is marked by significant mass migration of people worldwide, leading to profound demographic shifts. These changes have had a notable impact on K-12 schools, as educators strive to teach culturally and linguistically diverse communities, as well as children who have experienced trauma. Throughout the stages of migration, including pre-migration, transit, and resettlement, individuals are exposed to traumatogenic experiences. In recent years, New York has witnessed an influx of diverse students, including Afghan evacuees, Ukrainian refugees, asylum seekers from South American, and unaccompanied minors crossing the U.S.-Mexican border. In order to effectively support teachers in New York City in their work with Multilingual Learners, this oral presentation will examine a professional learning initiative aimed at increasing teacher capacity in trauma-informed practices. The session will delve into a comprehensive review of the collected data, analyzing the reflections provided by participating teachers in the workshops. Moreover, the presentation will highlight the implications derived from this analysis, shedding light on potential avenues for further professional development workshops. By addressing the critical intersection between trauma-informed practices and the needs of Multilingual Learners in the context of increasing migration, this research seeks to empower educators with the knowledge and skills required to create inclusive and supportive learning environments. The insights shared in this presentation have the potential to inform policy, practice, and teacher preparation programs, fostering enhanced educational experiences for all students in diverse and evolving classroom settings.

12:55-15:00 | Room D

Saturday Online Presentation Session 3

Curriculum Design & Learning Experiences

Session Chair: Alexander Reid

14:10-14:35

74230 | *Will Talk Meet Action? Open Educational Resources and Pedagogies with Diversity, Equity, and Inclusion*

Elaine Correa, California State University, United States

Alexander Reid, California State University, United States

Access to course materials on or before the first day of classes ensures equity in the distribution of educational resources to all students. During the Global pandemic, disproportionately, several vulnerable populations were and remain affected by the switch and reliance on virtual content and/or digital learning environments. For students' academic quality, affordability, and high degree completion rates are of utmost concern (Colvard et al. (2018). While research on OER/OEP has demonstrated that performance gaps have narrowed, and failure/withdrawal rates have been reduced (Winitzky-Stephens et.al., 2017), more attention is needed to ensure that culturally relevant content and pedagogy (Ladson-Billings, 1995) as well as digital inclusion and equity (Sturm et.al, 2021) are integrals parts of OER/OEP adoption. The Remixing of OER Textbooks using an Equity Lens (ROTEL) invites students to contribute to their own learning in scholarly conversations by using their own voices and experiences. Within this presentation, we highlight the impact of OER/OEP on learner retention and success, with a focus on low-income and underrepresented minority student populations. The implications of limited digital access, stable Wi-Fi connections or connectivity, broadband availability, and digital literacy skills contribute to different levels of digital distress when navigating learning on-line (Reid & Correa, 2021). Institutional survey data is examined with a focus on improving how faculty seek, curate, expand, and promote OER/OEP adoption of free, culturally relevant, digitally inclusive affordable instructional materials and pedagogies. We ask, "Will talk meet Action?"

14:35-15:00

74572 | *The Use of Games in the Language Classroom*

Orit Yeret, Yale University, United States

Learning another language is an intentional and thoughtful process. It can also be quite challenging, especially when a student's valid goal is to reach a certain level of proficiency. The multiliteracies framework explains that in today's world meaning is constructed in ways that are increasingly multimodal (Cope and Kalantzis, 2015). One example from the language classroom is when students play a game, and in the process make use of different learning experiences – visual, auditory, verbal. A pedagogical approach that involves games in language teaching can be beneficial for the development of additional skills – problem solving, risk taking and creative thinking (Emerson et al., 2020). Simultaneously, it promotes more language use and production. An important aspect of a good game is its originality and character, because it provides depth and richness to a player's experience (Moriarity and Kay, 2019; Figueroa Flores, 2015). A good game leaves the student with the ability to discuss and evaluate the overall happening. My presentation will focus on two games that can be modified in multiple ways – Bingo and Trivia. These games are perhaps the most long-standing in many language classrooms, for practicing numbers, vocabulary and more (Colgan, 1988; Crawford, 2002). I find that the competitive atmosphere of the game raises students' motivation and participation levels, improves their focus and helps them interact more in the target language.

Virtual Presentations

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Communication

72823 | *Why Do Feminists Also Embrace Negative Body Image and Edit Their Selfies?*
Dongdong Yang, University of Connecticut, United States

As patriarchy places a stronger emphasis on female physical attractiveness, women constantly suffer from body image concerns (e.g., Bordo 1993) and engage in appearance-enhancing practices, including picture editing. Conventional wisdom suggests that feminism can help women deconstruct prevailing cultural standards about beauty (Murnen & Smolak, 2009). However, Yang et al. (2021) observed that feminist beliefs did not reduce body image self-discrepancy among college females. This is because, cultural ideals regarding female physical appearance are ingrained (Cash et al., 1997) and cannot be counteracted by merely understanding feminist theory (Donaghue & Clemitshaw, 2012). Peterson et al. (2008) found that empowerment can more effectively reduce self-objectification than a feminist identity. To further investigate why feminists also embrace negative body image and edit their selfies in order to present their ideal selves consistent with the beauty standards defined by patriarchy in cyberspace, Dittmar's (2008) Consumer Culture Impact Model—which maintains that global consumer culture propagates the body-perfect and material good-life ideals as success indicators—is adopted in the current study. An online survey will be used to investigate whether empowerment (H1)—resulting from a feminist identity (Heger & Hoffmann, 2022)—reduces the internalization of the body-perfect ideal (H2a) while strengthening the internalization of the material good-life ideal (H2b), both of which in turn (H3a-b), increase selfie-editing intentions. An estimation of 300 Chinese women participants will be recruited online, and data will be analyzed using structural equation modeling on Amos 25. This study highlights potential limitations of feminism in reducing women's negative body image.

BCE2023 Virtual Poster Presentations

Design, Implementation & Assessment of Innovative Technologies in Education

74199 | *Development of Tools to Support the Creation of Programming Test Questions*

Takashi Kohama, Tokyo Denki University, Japan

Tatsuyuki Takano, Kanto Gakuin University, Japan

Osamu Miyakawa, Tokyo Denki University, Japan

Source code, class diagrams, specification tables and execution results are often used in programming test questions. In this case, the source code, class diagram, specification table, and execution results are related. Therefore, when these are created, the contents must match. However, when correcting a part, it is easy to make mistakes such as forgetting to correct. Therefore, we try to solve it by describing the information of the test questions in the answer source code. The purpose of this research is to support the creation of programming test questions. This section describes programming test question creation support tools. This research targets Java language programs. First, determine the topic of the test question. Next, create an answer source code and describe the test questions and specifications in Javadoc. Finally, run the tool. The tool automatically creates class diagrams, specification tables, and execution results from the answer source code. In addition, these contents are combined into one and output as a PDF. The software used in this tool is Java, JavaParser, and LaTeX. The LaTeX macros "listings" and "pgf-umlcd" were also used. JavaParser analyzes the source code. The analysis result is converted to a class diagram in pgf-umlcd format. Javadoc class comments are converted to LaTeX-style test question text. Javadoc method comments are converted to specification tables. This tool enabled the output of programming test questions. Only the answer source code and Javadoc were modified for the test questions.

Educational Research, Development & Publishing

72594 | *The Effectiveness of Different Teaching Methods in Teaching Different Languages*

Amel Beldjenna, University of Oran 2, Algeria

There is no one-size-fits-all answer to which teaching method is most effective for learning a new language. Languages from different language families have different difficulty levels. In addition, the effectiveness of a teaching method varies depending on the language being taught. Therefore, the study at hand scrutinizes the effectiveness of different teaching methods in teaching different languages. The participants are level one students who have not had extensive prior exposure to the language. Participants are randomly assigned to one of the teaching approaches, grammar-focused instruction, communicative language teaching, task-based language teaching. Each teaching approach is standardized across the two languages and is taught by the researcher who is a teacher of both languages at a private language school. The researcher is also familiar with the different teaching approaches. The participants took a pre-test to establish a baseline of their language proficiency in the target language. Three groups of level one English learners are receiving instruction in the three different teaching approaches while three groups of level 1 Korean language learners are receiving instruction in three different teaching approaches. A post-test is administered to all participants at the end of the language courses to measure their proficiency. The results of the pre and posttests is analyzed to see if there are significant differences in language proficiency between the different teaching approaches for each language. ANOVA is used to compare the effectiveness of the different teaching approaches while controlling for other variables such as age, gender, and educational background.

Linguistics, Language and Cultural Studies

71806 | *Interactive Alignment and Teaching Chinese to Ethnic Minority Students in HongKong: A Qualitative Systematic Review*

Ao Zhang, The Hong Kong Polytechnic University, Hong Kong

Through qualitative systematic reviewing the methodology design of Non-Chinese Speaking students studying Chinese in Hong Kong, this study concerns the interactive alignment and other synergistic effects in Chinese teaching. Screening based on the inclusion and exclusion criteria, the study resulted in identifying 38 selected publications in English-language databases between 2000 to 2022. The selected publications mostly use interviews as the main data collection method, some are governmental reports from the organizations. After analyzing through thematic approach in teaching assessment, such as language pedagogy, language learning and use, language policy and planning, language testing and teacher development, research gap and trends were defined as results. Showing that two decades of studies on constructing bilingual dialogue and interactive alignment views have opened a new perspective to understand teaching Chinese as a second language and improve the teaching methods to Non-Chinese-Speaking minorities in Hong Kong.

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Arts Practices

71475 | *Creating Interaction: A Storytelling Framework for Arts and Design Referring Quantum Theories*
Wenchang Lin, University of Wales Trinity Saint David & Fujian Jiangxia University, United Kingdom

In art practices, the challenge of enhancing practitioner's creativity is the most important topic in the field of arts and design. As once assumed, the creativity is the most vital ingredient as its appearance is unpredictable just like quantum leaps (Koyama and Niwase, 2017, p.3). Referring to the String Theory, the eleven dimensions of space-time might show similar patterns with information exchanges of interactions. The physicist "sets out to break nature down into its component parts while the artist synthesizes different features of reality" (Shlain, 1991, p.16). This deconstruction-reconstruction process is the core of structuring interactive stories, which might inform innovations for the art and design. I aim to apply trans-disciplinary thinking by bringing some insights from physics into art and design practices as inspirations for my research. To find opportunities that might encourage creativity in art practices, a storytelling framework for arts and design is developed and used as an interactive application to help create interaction. Therefore, I compare the "quantum entanglement" to the "information loop of interaction" as analogy between the physics and phenomena of art. By identify the eleven dimensions of interaction, a theoretical framework called Interaction Hyperspace is proposed, which helps create interactive stories and providing possibilities on innovated concept design. The research is also engaged with professional practices, including application programming, academic teachings, and interactive narrative design as case studies.

74286 | *The Cities of Málaga Represented: Exploring Architectural Heritage Through Drawing and Painting*
Jose-Antonio Soriano-Colchero, University of Granada, Spain

The present investigation aims to present the development of a research project funded by the Margarita Salas Grants, financed by the Ministry of Universities of Spain and the Next Generation funds from the European Union. Essentially, it consists of the study of the representations, both graphic and pictorial, of several cities in Málaga. New graphic and pictorial material is generated, both physical and digital, which allows for a descriptive and detailed study of the definitive visual hypotheses. This enables a deeper understanding of the places, the visualization of the different transformations undergone over the years, and the interpretations that have emerged regarding the styles and visions of each period or particular artist. The study is primarily focused on the localities of Málaga, Antequera, and Ronda, due to their high heritage value. Through an analytical and deductive logical methodology, based on the exploration of data obtained from key sources such as the drawings of Wyngaerde, and Joris Hoefnagel, among others, and paintings by authors such as Vicente Carducho, Federico Ferrandiz Terán, and David Roberts, among others, in addition to experimentation and artistic practice, these studies are carried out. We can compare the represented image with the current actual structure and highlight their differences. For this purpose, fieldwork is necessary, studying the spatial context primarily through photography and drawing. It is expected that the obtained results will be of high cultural and scientific interest, aiming to promote heritage value and attract the attention of individuals interested in this research field.

72967 | *Disturbed Spaces: Santiago Sierra's Artistic Practice in a Time Out of Joint*
Diana Martinez, Universidad Nacional Autónoma de México, Mexico

Santiago Sierra is an internationally renowned artist, who over the years has explored diverse forms of enunciation to make visible the political dimension that artistic discourse presents within the modern public sphere. His pieces explore the re-signification of disturbed spaces, those precarious places, charged with feelings, memories, and desires, where a process of collective identification is created between the subjects and their environment. Now, public spaces are always chaotic, they show us tensions and disagreements, because they operate according to the greek concept of polemos; this is what allows the antagonistic relations of capitalist society to be connected. Thus, Sierra questions through diverse artistic strategies (performance, interventions, and installations) the rough and solid realities that structure our world. This is how art produces new experiences, provoking a collapse or a fissure inside the perverse daily life. His artwork triggers a series of events, like those acts that happen suddenly and interrupt the normal course of things. In this way, his production highlights the way in which social experience emerges and it is consumed, showing a critique towards the reality that dictates and structures a hegemonic order, his work creates diverse scenarios that allow the reconfiguration of the city through the appropriation and transgression of it. This is why our proposal explores a set of artistic pieces in which Sierra generates a confrontation between the audience and the disturbed spaces, so that the audience perceives the ephemeral actions as a fluid and flexible way of reorganizing spaces in a collective way.

72843 | *Paintings of the Self: Ethics and Poetics in the Talking Clothes of the Visual Artist Solange Gonçalves Luciano*
Ana Hoffmann, Feevale University, Brazil

The research is sketched in the field of art and unreason, from the post-structuralist philosophical perspective of Gilles Deleuze and Félix Guattari. The objective is to present the work of the multi-artist Solange Gonçalves Luciano, entitled Talking Clothes, held at the Creativity Workshop of the São Pedro Psychiatric Hospital, in the city of Porto Alegre, state of Rio Grande do Sul. It also seeks to expand the role of the arts and garments, by investigating how the researched subjects are able to establish a micropolitics that affirms life. Fashion, when understood as a device capable of moving the social strata, also acts as a producer of ways of life. The device mentioned refers to the set of practices that uses clothing as an inventive possibility. Through this, we operate other ways of thinking, we invent other vital images for the creation of knowledge and doing in a production of invisible layers, but producers of visible lines. The theoretical framework of the research, through literature review, is based on authors who look at historical formations and dialogue with philosophy, psychology, arts and fashion. The research is willing to build a transversal thought, through the cartographic method of Gilles Deleuze and Félix Guattari. It traces with the social environment, objects, things, images, new learning and possibilities of life, in which the Talking Clothes created by the artist are sensitive forms referring to sensation, subjectivations, which we name paintings of the self.

71101 | *Interfering Diffractively with Matter: Anamneses of the "Metagrid" Art Workshop*
Chloe Pare-Anastasiadou, Tokyo University of the Arts, Japan

In this article, I examine how the concept of diffraction can be corporeally communicated within art workshops. Through my perception as an artist and workshop facilitator, I narrate the case study of the "metagrid", which was part of "#metttafestival – Who are we on social media?" held at BUoY in Tokyo in October 2022. I created this installation conceptually fueled by diffractive understandings of networks, systems, and the production of knowledge and I technically realised it by hand-recycling paper at home. During the "metagrid" activation workshop, I invited the participants to answer with their bodies what is their perception of knowledge, how they learn, and how they make. The article is structured in four nodules: "Speculating," "Making," "Situating," "Workshopping" and "Releasing." In the parts "Speculating" and "Making", I describe the conceptual and technical processes and troubles of the "metagrid". In "Situating" and "Workshopping" I observe the verbal and tactile intra-actions of humans and matters. In the concluding section, "Releasing," I reflect on the matter's own agency and the potential of art workshops. This article provides field insights into the importance of art workshops in exploring complex themes and emphasizes the transformative power of embodied experiences.

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Communication

72288 | *Uvalde, Texas School Shooting Public Memorials Analyzed, an Ethnographic Study*
Nicole Morris, Texas A&M University-Kingsville, United States

This is a qualitative ethnographic study of the phenomenon of the temporary public memorials in Uvalde, Texas, that were erected after the mass shooting on May 24, 2022, to answer the research questions: 1. What leads someone to visit and add to a public memorial; 2. What meaning do the memorials convey? Through in-person, on-site interviews, this researcher looked for commonalities in responses to study this phenomenon using symbolic interaction theory. This was a purposeful sampling of fourteen (14) individuals who were interviewed at the sites of the temporary memorials erected in Uvalde, Texas, in response to the shooting. The ethnographic research here and the purposeful sampling of interviews allowed for an understanding of why individuals visit such sites and what meaning visitors derive from the memorials themselves. They have offered a place of mourning, grief, political voice, and shared memories. It is clear the closer someone is to a tragedy, the more they feel compelled to act in some way. In this case, it was traveling to Uvalde to share in grief, political change, and community support by paying tribute to the mass shooting victims at the temporary memorial sites.

Cultural Studies

72863 | *From Dreams to the Woven Fabric: A Cultural Legacy of the Mandaya and the Tboli*
Genevieve Quintero, University of the Philippines, Philippines

In Mindanao, the southern island of the Philippines, two provinces Davao Oriental and South Cotabato, are homes to indigenous communities known for their dream-weavers, the Mandaya and the Tboli respectively. The dream-weavers are mostly women who have continued the tradition of weaving using the abaca fiber. This paper discusses how the dagmay of the Mandaya and the Tnalak of the Tboli embody their folklore and cultural traditions. The specific objectives of the research are: 1. To describe the role of the dream-weavers; 2. To analyze how folklore influences the designs on the woven fabric, and 3. To discuss how dream-weaving helps preserve the communities' culture and traditions. Ethnography was used in the conduct of this research which adopted the following data collection methods: 1. Visits to the Mandaya and Tboli communities; 2. Face to face interviews with the knowledge-bearers and material culture keepers from both communities, the narratives of which were used as basis for the data analysis. The influence of folklore in the culture and the arts of the Mandaya and the Tboli is significantly evident in the designs of the dagmay and the tnalak. As the dream-weavers weave the dagmay and the tnalak, these woven fabrics will be preserved for posterity and will continue to be embodiments of the Mandaya and Tboli cultural legacies.

Education / Pedagogy

73344 | *The Design Workshop: A Pedagogical Approach for Iterative Knowing, Doing, and Designing*
Rachael Paine, Virginia Tech, United States
Bree McMahon, University of Arkansas, United States

A design workshop is a pedagogical tool employed in student studios focusing on a process rather than a product. Ambiguous in nature, open-ended, and self-directed, workshops create low-stakes conditions for iterative and experimental outcomes. The nature of these design charrettes makes them approachable to all levels, encouraging students to let go of expectations and learn essential skills for professional practice. Critical in a post-pandemic environment, the design workshop is a compelling approach to teaching new concepts, theories, and even craft. This paper details five case studies that utilize the workshop model to teach students various complex topics and skills. Supported by the case studies, educators may utilize a framework to structure design workshops for student projects in which the goals are to learn ways of knowing, doing, and designing rather than a specific final artefact or outcome.

72853 | *Reimagining Books – Interweaving Arts, Heritage, and Digital Culture To Develop Global Skills in the Inclusive and Democratic School*

Rita Basílio, Universidade Nova de Lisboa, Portugal
Ana Monteiro, Universidade do Algarve, Portugal

Assuming the urgency of finding strategies for the development of global skills, that should prepare us to face the century we live in, the «Confi-Arte |+ Arte-Cidadania» (Art-Citizenship) project, based on the challenges launched by UNESCO and on a vast reference bibliography with regard to the already tested application of active and collaborative methodologies, proposes the defense of a hybrid space/time where the book, digital culture and the Arts become motivating and performative agents in the training process for critical and creative thinking, pillars for the development of global skills. What can a book be or do in the classroom at TODAY's School? There are no limits capable of answering this double question. One of the book's 'powers' is to 'be' boundless - it is an endless task. We will call a 'book' that whose form - there is no book without form - gives place to the in(con)form: the human testimony, bequeathed and inherited. The present communication intends to present some guidelines, methodologies and results of the exploratory project "Confi-Arte|+Arte-Citizenship" (funded by DgArtes). The project was developed in 16 different locations in Portugal and abroad, involving 1557 participants of all age ranges (from six months to 96 years). In this communication we will talk about - and with - books, exploring some of the potentialities of using books as one of the most inclusive and effective pedagogical tools for the promotion and development of global skills in the Inclusive and Democratic School of the 21st century.

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Ethnicity, Difference, Identity

74366 | *Algerian Overseas PhD Students in the UK: Issues of Ethnicity and Language*
Ikram Youcef, University Centre of Maghnia, Algeria

Ethnicity shapes everyone's identity. It symbolizes a set of aspects that gather culture, language and religion under one single dimension. Ethnic groups are mainly multi-faceted and they mirror the nation's background and even language. Overseas students tend to represent their ethnic belonging to a given cultural profiles that can be hardly given a second thought. However, such a difference may be a reason of the existence of stereotypes and prejudice that can be developed by the people of the target culture who possess a subjective idea about the way they perceive these foreigners, and even the language that is purely connected to its people and hence, any idea to be drawn about its concern, is merely found in its culture. This study aims at exploring Algerian overseas PhD students' particularly in the UK- perceptions towards ethnicity and whether it represents a burden against reaching cultural tolerance and mutual understanding with the target culture and its people. It tries also to evaluate these learners' awareness and expectancy of such a real context where different cultures meet and coexist. Via this study, the researcher seeks to develop concrete evidence of how can ethnic groups build a sense of acceptance and peace despite the prior value judgments and cultural beliefs.

Literature, Literary Studies and Theory

72942 | *Critical Race Discourse in Contemporary German Fiction*
Dora Rusciano, eCampus University, Italy

This paper aims to investigate literary contribution to critical race discourse in Germany and its relevance, focusing on Olivia Wenzel's 1000 Serpentine Angst (1000 Coils of Fear) and Sharon Dodua Otoo's Adas Raum (Ada's Realm). Playing with narrative conventions, both novels reflect on discrimination and have introduced new points of view on racism and racialization in Germany. First, the study will discuss the introduction of critical race theory in Germany under influence of US-American research and examine its reception in European context. It will put forward especially the difficult circulation of critical whiteness studies in contexts where whiteness is still perceived as norm. Furthermore, the paper will analyze the influence of German peculiar history on debate on racism, showing how Otoo, who was born and grew up in UK, and Wenzel, who was born in former German Democratic Republic, offer new perspectives on racial issues to German readership. Special attention will be drawn to Otoo's and Wenzel's experimental narrative strategies: Otoo's use of objects as narrators of four different overlapping stories and Wenzel's unnamed narrator answering questions from (an) unidentified voice(s) create both empathy and alienation, emotional and critical awareness. The study will try to highlight the impact of these formal choices on discourse upon racism in Germany. By doing so, it also aims to contribute to the discussion of potential intertwinements between aesthetics and ethics, form and politics.

70614 | *"As the President of My Kingdom": The Practice of Power in Shakespeare's Antony and Cleopatra*
Valentina Rossi, eCampus University of Novedrate, Italy

The plays composed by Shakespeare after 1603 notably incorporate the principles of the new Stuart ideology, which celebrated James I as an enlightened ruler invested directly by God of the mission to reunify the ancient kingdoms of Britain. In this respect, it is possible to read Antony and Cleopatra as a metaphor of contemporaneity: a representation of the Stuart court's rituals, its policy and its language. This contribution aims to demonstrate how the characters of Octavius Caesar and Mark Antony mirror respectively the positive and negative qualities of the new English monarchy: the former embodies a model of conduct that a princeps must properly exhibit and translate into acts if he wants to state his authority. Conversely, the latter illustrates the harmful consequences that a leader can cause when he is more focused upon quenching his vicious pleasures than managing power.

70660 | *A Paradise Regained. The Prophetic Vision of a New Genealogy of Monarchs in Richard II*
Paolo Pepe, eCampus University of Novedrate, Italy

In the complex texture of Richard II, the role played by Queen Isabel is only apparently marginal. The play offers a wide-ranging reflection on sovereignty, the ethics of power, and on the State and its government. Queen Isabel's words and actions institute a bridge between past and future, announcing a new beginning for English history. In this paper, I intend to analyze the relationship between the tragic (and lyrical) narrative of a fragmented kingship - with the initial apparent opposition between Richard and Bolingbroke gradually resolving into a specular symmetry - and the prophetic vision of a second coming, the rise of a new genealogy of monarchs capable of giving England unity and identity, i.e., the Tudor dynasty, under Queen Elizabeth in particular.

Media Studies

72197 | *Relationships Between Virtual Universe, Innovative Business Models, Music Sales, and Music Piracy: Conceptual Case Studies*

Manish Sharma, Lovely Professional University, India
Kulvinder Singh, Lovely Professional University, India
Manvendra Singh, Lovely Professional University, India

Business models in several industries have undergone a fundamental upheaval because of the virtual universe. Old business models in the music industry, for instance, were put to the test by illicit competitors, and the virtual universe has made it possible to create value from new business structures. Traditional business theories underwent a major change due to the virtual universe, but these changes differed considerably across national markets and are seldom understood. This research article will create a conceptual framework and investigate how differences in economic and cultural factors connect to different market outcomes due to the widespread usage of virtual elements. Case Study 1 studied the relationship between the virtual universe and revenue as well as the relationship between new digital business models and revenue. Case Study 2 studied the relationship between new digital business models and Case Study 3 studied the relationship between piracy virtual universe and new music business model. This research explores the significant relationship between the virtual universe and innovative music business models the result of it can be expected from this research that after the adaptation of innovative economic models in relationship with the virtual universe by the music industry piracy of music will decrease automatically. In contrast, it is found that the arrival of the most current development of streaming platforms, like Spotify, is associated with lower levels of music piracy and that overall earnings only rise after their launch.

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Performing Arts Practices: Theater, Dance, Music

71596 | *The Clarinet as a Tangible Acoustic Interface – New Features*
Rui Travasso, Universidade Aberta, Portugal

This article supports the concept that the clarinet can be transformed and considered a Tangible Acoustic Interface (TAI) when under the influence of new media art or digital components focusing on identifying new features. The traditional instrument, developed over centuries by luthier's handcraft in collaboration with instrumentalists and composers, underwent an evolution triggered by digital means in the twentieth and twenty-first centuries. Instrumentalists became researchers and began to explore digital paths by augmenting and actuating their instruments. This exploration brought new properties and directions for its performance and conceptions regarding the connection between the actors involved - instrumentalist, instrument, computer, microphone, software, and others. By comparing and analysing concepts of Human-Computer Interaction (HCI) focused on the instrumentalist-clarinetist, this paper discusses new features which have arisen from the new concept of TAI. These data result from an expanded vision of the subject and first-person experience. Lastly, the TAI concept offers a point of view where the instrument can also be a communication channel between different domains, connecting the instrumentalist with other realities and giving the possibility to seek new artistic paths.

Sociology

73329 | *Why More Harsh and Frequent? Comparison of Intragroup Discriminations Between Gay Dating Platforms in China*
Zihao Zhou, Hong Kong Baptist University, Hong Kong

Under enormous discrimination and marginalisation from heteronormativity-dominated Confucian society, Chinese gay men heavily depend on digital space as a safe social space, where heteronormativity, hierarchy, and exclusion have not been erased but replicated and even enhanced, and among these, the intragroup discrimination on queer dating platform is a prominent issue. Though there is abundant research on this issue, however, the reasons behind different strengths and frequencies of discrimination are still underexplored. This study manages to fill in this gap by comparing discriminative expressions in user profiles of two gay dating sites in China, Blued and Douban Group, via the theoretical framework of the sexual field and dramaturgy. Specifically, I sought to explore how the preconfigured attributes and marketing strategies of Blued and Douban Group contribute to various kinds of hierarchies and inequalities, so that certain types of intragroup discriminations in different frequencies are to be mitigated, reproduced, or amplified. Starting with quantitative content analysis, I first identified the existence of differences in intragroup discrimination between these two sites, and then using digital ethnography and in-depth interviews, I established a push-pull framework to account for the reasons. Specifically, the attributes and marketing promotion of Blued, overwhelmingly put emphasis on sexual capital with hegemonic masculinity as the dominant currency, which leads to a rigid structure of desire, where discrimination would occur more harshly without many constraints. And given the huge heterogeneity of its users and the pre-set feature of real-time interaction, people would use discriminative expressions more frequently as a "converse filtering".

Visual Culture

73156 | *Using Visual Culture to Inform Assessment Tools in the Era of Artificial Intelligence*
Sophia Li, Manukau Institute of Technology, New Zealand
Jo Perry, Manukau Institute of Technology, New Zealand

With the launching of ChatGPT and other Artificial Intelligent (AI) tools, educators and researchers in tertiary organisations are concerned with the possibility of students' "cheating" with the help of AI. It is time for educators to re-think the effectiveness of our traditional assessment tools so that the students have the opportunities to obtain support from AI, while not being considered "cheating" in their assessments. Based on the cultural heritage of visual literacy in New Zealand, the author aims at exploring alternative assessment tools to support the students' voyage of studies by using AI tools in an authentic and effective way. A pilot study on a collaborative visual assessment tool is conducted with a group of adult students in Auckland, New Zealand. The aim is to explore the possibilities of assessing students' learning by designing an assessment tool that requires the students to negotiate with AI when synthesising ideas. The process of assessment is collaborative among the students, the AI-supported image generator and the assessor. The study explores how the visual images generated by AI with the students' prompts reflect the students' understanding of the course content as well as their critical thinking skills. The validity, reliability and consistency of the assessment tool are discussed in relation to the benefits and challenges for adult learners in the New Zealand landscape. The authors suggest that it is beneficial to adopt visual assessment tools alongside, if not to replace, the current assessment tools heavily relying on academic writing.

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Adult, Lifelong & Distance Learning

69762 | *Online Education and Adult Learners' Engagement – A Case Study at the Open University of Mauritius*
Meera Gungea, Open University of Mauritius, Mauritius

Education using technology or through technology is gaining massive interest and it is commonly agreed that the use of various education delivery approaches is vital to enable all citizens to benefit from it. Likewise, many universities are opening their doors to the adult population to enable them to earn certificates without compromising work and family commitments. However, many universities use the online or blended approach and as such, by default, adults who are part of this student population have to also stand by the same approach. The Open University of Mauritius offers courses using the Open and Distance Learning approach. In the past, this blended method comprised of some face-to-face lectures, but with the Covid-19 pandemic, most courses are now online. Research shows that age is actually a more powerful predictor of technology use as compared to other digital divide demographics and that technological inability may cause older adults to underperform and underuse technology. As this university has a large population of quadragenarians and quinquagenarians, it is assumed that this population might have different experiences with technology in their process of learning. This study explores how these adults respond to the online mode of study. Using purposive and convenience sampling, selected students meeting the demographic profile are interviewed to determine their personal experience with online learning, the factors that affect their engagement, and what mechanisms support them to cope with this system.

73497 | *Sync or Async: Charting the Course for Engagement in Adult Education*
Nina Bergdahl, Halmstad University, Sweden

Adult education often offers both asynchronous and synchronous modes of online learning to provide flexibility for learners. However, there is a limited understanding of engagement in these modes within adult education. This study aims to explore how the behavioural, cognitive, emotional, and social dimensions of engagement are facilitated in asynchronous and synchronous modes. A mixed-methods approach was used, involving observations and interviews with a total of 33 participants, conducted between April and December 2021. The study examined both Asynchronous Distance Education (ADE) and Synchronous Distance Education (SDE) classes. The findings indicate a significant correlation between the mode of delivery and how engagement is facilitated. ADE designs exhibited a wider variety of engagement facilitation compared to SDE. Furthermore, specific engagement dimensions were found to be more prominently supported in either ADE or SDE classes. To address the one-sided focus on engagement in each mode, teachers should actively design learning activities that promote varied ways for learners to engage in the learning process. This development is crucial as one-sided engagement, particularly in assimilative learning, has been associated with lower academic performance.

Assessment Theories & Methodologies

74177 | *Ensuring Test Validity and Accountability in Omani Higher Education Institutions: Findings, Implications, and a Modified Framework*
Ibtisam Alrushaidi, University of Technology and Applied Sciences & Rustaq College of Education, Oman

Using semi-structured interviews with exam committee members and policymakers, this qualitative study explores the processes of test validity and accountability in Omani higher education institutions. It provides key insights into their respective duties and responsibilities, illuminating how these vital stakeholders navigate test validation and ensure score accountability. The findings disclose a substantial reliance on instructors for test validity and a focus on accountability by policymakers, highlighting a deficiency in assessment literacy. However, an iterative process reveals that these stakeholders are continuously, albeit independently, validating individual and aggregate scores. To address the identified literacy deficit and improve collaborative practices, this study proposes a modified Accountability Interpretive Use Argument (IUA) framework that is adapted to the Omani context. This revised framework emphasizes the bidirectional process of validation, advocating for teachers and policymakers to be assessment-literate and actively involved in decisions regarding the validity and accountability of standardized tests. Given the provision of appropriate professional development and recognition of expertise in the higher education sector, the study concludes that a culture of validation that is consistent with disciplinary norms and local practices can be fostered. Although the sample size was small and limited to Omani institutions, the study's findings may provide valuable insights for analogous contexts and inform future educational assessment research.

Challenging & Preserving: Culture, Inter/Multiculturalism & Language

74361 | *Challenges and Success Among International Students: What Makes International Students Resilient?*
Lijing Ma, University of San Francisco, United States
Jeremy Becker, Wisconsin Department of Health Services, United States
Hisako Matsuo, Saint Louis University, United States

International students face an array of challenges while attending higher education institutions. Among these challenges are the resettlement process of making a home in a new country, developing new relationships (e.g., friends, close relationships), and attending college courses in a country and culture different from their own. Using the grounded theory method, we interviewed international students about these challenges in addition to how they were impacted by the onset and persisting COVID-19 pandemic. We also interviewed a few faculty and staff members about their experience working with international students. Our findings suggested that international students faced a number of challenges in general, including language barriers, discriminations, difficulties making friends, etc. However, they also shared some good aspects in studying and living in the U.S. For example, many international students appreciated that professors in the U.S. were approachable, and many of them liked the university systems in the U.S. In addition, international students were affected negatively by the COVID-19 pandemic in different aspects, including impacts on their personal and academic lives, emotional impact, financial impact, etc. However, they also received support from the university during the pandemic. Further resilience among these international students is because of a substantial amount of support from their home network (i.e., friends and family from their home country), their new friends, and especially their higher education institution. Recommendations to higher educational institutions are provided.

BCE2023 Pre-Recorded Virtual Presentations

Curriculum Design & Development

72517 | *Internal and External Factors Lead to Curriculum Change at Higher Education Institutions in Georgia*

Irma Machitidze, International Black Sea University, Georgia

Irina Bakhtadze, International Black Sea University, Georgia

Various internal and external factors influence curriculum change and implementation which include but is not limited to the state educational policies, leadership and management, education institutional settings, teachers, technological advancement, resource materials, etc. These internal and external influential factors are closely interconnected. Sustainable Development Goal Four (SDG4) focuses on education and aims to ensure inclusive and equitable quality education for all; With this purpose it is critical to revise the curriculum based on the feedback obtained from all stakeholders. This article aims to analyze some internal and external factors which caused curriculum change of the Philology Program, International Black Sea University (IBSU), Tbilisi, in 2022. To get a full picture of the change process, the case study applied qualitative method, interviewing the decision-makers, the program coordinator, the lecturers who are responsible for implementation of a new program, and the students. The study used some statistics from IBSU Students' Affair department for results' verification. The article highlights the problem of curriculum change from different perspectives - from policy changes by the Ministry of Education of Georgia to expected outcomes. The arguments and analysis offered by the authors will enable the researchers, policy makers, lecturers and implementers to get first-hand information about the students and academic staff recent experiences regarding implementation of curriculum change, sharing necessary knowledge and technique how to deal with persistent issues during teaching/learning process. The article concludes with the considerations on the scale of changes needed in HEIs to keep steady pace with ever-evolving environment over the world.

74275 | *Understanding Agile: A Case Study in Educational Complexity*

Steve Barker, Cranfield University, United Kingdom

As the nature of engineering concepts, products and processes becomes more intricate and detailed, so the task of understanding, managing and implementing them becomes more complex. This paper takes one such development concept, Agile, and examines how the orthogonal, multi-faceted nature of both the concept and its application makes it difficult to understand and employ and considers in this context the andragogical difficulties posed when trying to teach it to level 7 students. The practice of Agile is often considered to be either the application of methods such as Scrum, extreme programming (XP) or Scaled Agile Framework (SAFe), or the implementation of agile values or principles. In practice, however, a greater level of complexity exists and many more facets need to be considered, such as organisational structure, suitability of project and product, skill set of individuals, and even the mind set of those involved, because the adoption of agile requires more than the use of a technique as part of normal business procedures. In order to understand the complexity of a concept such as agile and the implications which it poses for andragogical teaching and learning strategies, the nature of the concept is first considered to identify the challenges that it creates for education, before a mapping of teaching strategies to agile facets is produced, and thought is given to the creation of an andragogical mechanism which will promote and engender student understanding of the concept and how it can be applied across a range of topic areas in context.

74307 | *Project-Based Learning for Sustainable Development: An Open Educational Research Framework for Design*

Russell Hazard, Beijing Aidi Teaching, Learning, & Innovation Center, China

Education systems around the world are struggling to transform to better engage students in all their diversity, incorporate and adapt to transformative technology, build real-world sustainability competencies, and recalibrate to provide an education that is relevant for rapidly evolving circumstances. Project Based Learning is an approach to both K-12 and adult education that is designed to extend beyond knowledge acquisition and into competency development, enabling real-world action coupled with a focus on authenticity, inclusiveness, and community impact. This research utilized a literature review to analyze design considerations from a variety of PBL design frameworks and integrate them into a whole, including foundational concepts from Education for Sustainable Development and technology education, such as digital citizenship and emerging guidelines on academic integrity that anticipate and even encourage use of generative AI such as ChatGPT. This research is important because it may help make education more relevant to both students and society. Key findings include the following design dimension clusters: Knowledge, skills, and attitudes as competencies as the start point for design; authenticity, contexts of learning, and sustainability vision; intellectual challenge, depth of inquiry, and structure; artifacts of learning and meaningful audience; student voice, choice, diversity, and inclusion; layers of collaboration and assessment; technology, digital citizenship, and digital academic integrity; revision, reflection, criticality and reflexivity; and project, school, and community impact. Digital citizenship, digital academic integrity, project impact analysis, and both sustainability competencies and vision were noted to be underrepresented in previous frameworks.

Design, Implementation & Assessment of Innovative Technologies in Education

70945 | *Exploring the Feasibility and Efficacy of ChatGPT3 for Personalized Feedback in Teaching: A Systematic Review and Empirical Analysis*

Irum Naz, University of Doha for Science and Technology, Qatar

Rodney Robertson, University of Doha for Science and Technology, Qatar

Aalaa Salman, University of Doha for Science and Technology, Qatar

This study aims to explore the feasibility of integrating artificial intelligence (AI) technologies into the teaching process, with a particular focus on the potential use of ChatGPT3 for providing effective, meaningful, and personalized feedback. The study will utilize a systematic investigation of existing literature and empirical analysis to evaluate the efficacy of this approach for enhancing the quality of interactive feedback. The research will employ a systematic review of existing literature to identify key themes and findings related to AI-based teaching practices, as well as empirical analysis to examine the feasibility and effectiveness of using ChatGPT3 for personalized feedback in teaching. The study will draw on a range of data collection tools, including academic databases, user studies, log data, and surveys and interviews with relevant experts in the field of education. Through this research, the study aims to contribute to the advancement of knowledge in the field of education by shedding light on the potential benefits and challenges of AI-based teaching practices. Specifically, the study seeks to evaluate the usefulness and practicality of using ChatGPT3 for providing personalized feedback in teaching, and to identify any concerns that may arise from such an approach. This study has significant implications for the use of AI in education and can inform future research and practice in the field. By providing a comprehensive analysis of ChatGPT3's feasibility and effectiveness in providing personalized feedback, the study can contribute to the improvement of teaching practices and ultimately lead to better student outcomes.

BCE2023 Pre-Recorded Virtual Presentations

72788 | *Negotiating Reality: Hermeneutic Interpretations of Meaning in Immersive Narratives and Their Implications for Art & Design Education*

Timi O'Neill, University of Wales Trinity Saint David, United Kingdom

This paper seeks to investigate the ways in which students negotiate reality and construct meaning in immersive narratives within art and design educational contexts and the implications of immersive storytelling for educational practices in this field. Immersive narratives, such as virtual reality experiences, interactive installations, and video games, have the potential to challenge the traditional narrative structures and cultural norms taught in university, and thus this study aims to explore how art and design educators can effectively develop new narratives and educational methodologies into their teaching practice to enhance student learning outcomes. Gadamer argued, "To reach an understanding in a dialogue is not merely a matter of putting oneself forward and successfully asserting one's own point of view, but being transformed into a communion in which we do not remain what we were." As such, this paper employs a hermeneutic phenomenological approach, to examine the immersive communion and to understand it through the analysis of data in interviews and observations of students engaging with immersive narratives, as well as analysis of the narratives themselves. The significance of this study lies in its potential to shed light on the ways in which immersive narratives can transform art and design education. Ultimately, this research seeks to contribute to the ongoing discourse surrounding the use of emerging technologies in education and the potential they hold for enhancing student learning outcomes.

73101 | *'You Don't Have to Feel Trapped': Virtual Field Trips During School Shutdowns: A Systematic Review and SWOT Analysis*

Gulsah Dost, University of Durham, United Kingdom

The purpose of this systematic review and Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis is to examine the Virtual Field Trips, an important component of educational technology, to see how these can help ensure continuity of education (both formal and informal) in a safe manner, and how they can help address the unique needs of each learner and support diverse and inclusive education. This research systematically summarized existing literature published between January 2021 and December 2021, and search terms identified 1795 papers, from which 37 relevant articles met the inclusion criteria of the current review. Data extraction was initially conducted based on title, keywords, and abstract; it continued with a full-text analysis for the final set of 37 included studies. The results show that Virtual field trips can be useful to individuals who are unable to go on a real field trip in case of another national lockdown or in the 'new normal' and the 'next normal' post-pandemic era and due to other problems, such as climate change, as they allow students to travel to different areas without leaving their safe environment.

74284 | *Classroom Space Assessment Tool with an Ergonomic Approach: A Case Study in a Classroom in Brazil*

Patricia Carly Campos, Universidade Lusófona, Portugal
Carlos Campos, Fundacao Bernardo Campos, Brazil

When it comes to space and its physical environment, research proves that school buildings can influence both positively and negatively on teaching and student performance. This article proposes a tool for assessing the adequacy of school spaces, specifically the classroom, regarding comfort, accessibility, safety, and organization of this space in line with the institution's pedagogical proposal. It aims to present a tool that, with it, can easily verify whether the requirements of pedagogical projects are contemplated in the construction of classrooms and in the way related to human behaviour, in the face of this built environment. Regarding the methodology, this work fits into a qualitative-quantitative case study including bibliographical research to verify the state of the art of the subject addressed, as well as the relevant regulations. A questionnaire was elaborated based on the ergonomics of education to verify its harmony with the pedagogical objectives. Once the tool was built, it was applied in a classroom of a technical course on Occupational Safety, proving to satisfactorily meet its objectives.

72849 | *Kinetic Environmental Graphic Design and Its Impact on the Interactive Interior Space of University Educational Environments*

Basma Gbr, Oman College of Management & Technology, Oman
Maha Mansour, Al Zahra College for Women, Oman

The interior design of spaces requires the presence of many standards and design and functional requirements without compromising aesthetic values. Environmental graphic design is an important aspect in the design of interior spaces, as it depends on the interaction of the brand with the design of the interior space and the identity of the place. When environmental graphic design is associated with the interior spaces and the element of movement, it is converted into an interactive environment, leading to the creation of dynamic spaces capable of performing sustainable interactive human functions. Since the design of internal spaces for educational environments requires an interactive environment between students and their spaces, the kinetic environmental graphic design was the link between educational spaces and individuals, it plays an important role in directing within educational spaces along with other architectural elements. The research problem appears due to the lack of clarity of the design and functional requirements and standards for educational internal spaces, as well as the weakness of guidance, counseling, and interaction systems within the spaces. The study followed the descriptive analytical approach in analyzing the impact of kinetic environmental graphic design on the interactive internal space of the university educational environment as a model, and the result of the research was to develop principles for designing the internal space derived from the university educational environment, which achieved the aesthetic, functional and interactive dimension.

BCE2023 Pre-Recorded Virtual Presentations

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

72837 | *Participation of Families in Inclusive Education in the First Cycle of Basic Education: A Systematic Review*

Aline Cristina Silva Camelo, University of Aveiro, Portugal

Oksana Tymoshchuk, University of Aveiro, Portugal

Isabel Catarina Martins, Federation of Portuguese Cerebral Palsy Associations, Portugal

Paula Santos, University of Aveiro, Portugal

The present study deepens the understanding of the participation of families in the progress of Inclusive Education (IE) in the first cycle of Basic Education, intending to conceptualize participation, involvement and barriers/facilitators of this process. Based on a Systematic Literature Review methodology, a search was conducted in the Scopus and ERIC databases using the keywords: participation, school, family, and inclusion. The eligible criteria for the inclusion of studies were articles or book chapters (blogs, whole books and abstracts were excluded); open access; published between 2017 and 2021; written in Portuguese, Spanish or English; addressing the points of IE, family, participation, involvement and school. The selected studies were analyzed according to the PRISMA Statement (Liberati et al., 2009). Studies showed that family participation is essential for school success and the inclusion process to facilitate children's cognitive, and socio-emotional development (Assefa & Sintayehu, 2019). Teachers use the following strategies to promote this collaboration: extracurricular activities, socialization, creation of inclusive spaces, and search for resources that promote participation (Ballido-Cala, 2021). Inclusion is more successful when there is good communication between family and school (Erol & Turhan, 2018). Among the barriers hindering this participation are highlighted: prejudice, socioeconomic difficulties, lack of time and family interest, lack of communication and the perception of education professionals about the importance of this partnership (Arce, 2019; Odongo, 2018). These studies highlight the need to develop projects/resources that promote inclusion, allowing the schools to collaborate with families, meeting the needs of children and promoting the inclusion of all students.

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

72810 | *The Public Good in South African Education: The Lifeblood of Democracy*

Pagiel Joshua Chetty, Rondebosch Bosch Boys' Preparatory School, South Africa

This paper investigates how the concept of education as a public good in South Africa has been affected by privatisation since 1994. This study locates itself within a human rights framework, which is premised upon South Africa's (seemingly progressive) Constitution of 1996 and seeks to investigate the potential shift of education as a public good (that truly benefits the public) towards a more market-based and neoliberal approach to education provision. In this regard, I analyse the annual South African education budget vote speeches presented in the South African Parliament by successive post-apartheid Ministers of Education from 1994 to 2021. As its core focus, this study theorises that the notion of education as a public good has shifted and changed in meaning since 1994. I investigate this by tracking its perceived change in meanings using a qualitative research design known as the Narrative Policy Framework, which I leverage using a Thematic Analysis approach. This approach is used as a data reduction and analysis strategy. This study argues that the re-articulation of public education under the broad rubric of neoliberal thought has fundamentally impacted the concept of education as a public good and education as a fundamental human right in South Africa in the post-apartheid era. Furthermore, despite the goal of making education universally available, the increasing encroachment of 'the market' in public education provision consolidates and creates new forms of inequalities, thereby enlarging the general inequality gap.

72574 | *Racial Equity in Brazilian Education Policy: A Critical Analysis of the Afro-Brazilian and African History and Culture Teaching Law*

Michele Puga Sarubbi, University College London, United Kingdom

Brazil's past is marked by slavery and an abolition policy that did not support social inclusion, which led to a historical development of exclusion that reverberates into structural racism, the marginalised position of the black population, and related educational racial inequalities. In this scenario, the present paper focuses on the potential contribution of public policies to address racial inequalities in Brazilian education. Education policies influencing racial issues can reduce or intensify original disparities, depending on a complexity of factors, including the privileging of white interests that goes unnoticed in politics. Therefore, seeking a thorough investigation, this work draws from the sociological view of Stephen Ball's policy cycle and the Critical Race Theory (CRT) to conduct a CRT-based education policy analysis. The case study policy is the mandatory inclusion of afro-Brazilian and African history and culture in disciplines from the basic education curriculum, a reparatory and value recognition initiative relevant to Brazil's black population and multi-ethnic society. This 20-year-old policy faces major gaps and challenges in its enactment, such as barriers to cultural change and lack of proper pedagogical tools. In the policy analysis, it is argued that discourses of race, racism and equity in policy text are influenced both by white interests and black social movements, showing a mixture of voices. Furthermore, structural racism influences the lack of policy enactment in an example of a 'contradiction-closing case', a racial justice landmark that serves as a rhetorical weapon while little changes in practice due to quiet obstructions.

74116 | *Prisoner Professional Identity: A Program Pilot Study in the Midwest in the USA*

Hisako Matsuo, Saint Louis University, United States

Aniketh Naidu, Saint Louis University, United States

Elizabeth Salley, Saint Louis University, United States

Despite the U.S. containing 5% of the world's population, it houses 25% of the world's prisoners. Each year, approximately 600,000 prisoners reenter U.S. society. The prospective future for many ex-convicts presents its own challenges, including employment. Although employment can prevent recidivism, ex-convicts face barriers like stigma, an unstable and competitive job market, and racial and gender inequities. Although secure employment and financial security are important, professional identity provides psychological and emotional benefits that prevent recidivism. This pilot study was conducted at one of the prisons in the Midwest in the USA, exploring professional identity among inmates. A pre-assessment (8-item Likert scale, n=19) and post-assessment (6-item Likert scale, n=6) were implemented during a professional identity workshop. Assessments also included open-ended responses. Responses were analyzed using a split file between those who continued with the program and those who did not. A chi-square analysis showed that people who previously had a job they liked and those who had mentor were more likely to stay in the program. Qualitative comments from inmates also offer valuable insight to the study and recommendations for future programs.

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Educational Policy, Leadership, Management & Administration

72897 | *University Halls of Residence: Welcoming, Interculturality and Belonging*

Marcela Rosa Brasil, University of Porto, Portugal

Susana Barreto, University of Porto, Portugal

Teresa Franqueira, University of Aveiro, Portugal

We consider the university halls of residence as an extension of the university environment, which, as such, should reflect the concern for the student's well-being and exceed the institution's welcoming and integration practices. At the same time, the residences should exude a homeliness rather than an institutional atmosphere. In this paper, we argue for the strategic role of university halls of residence in welcoming students, emphasizing the added importance of a comprehensive welcome for international students, given their need to build a support network in the destination country to prosper in their studies and adapt to the new reality. Furthermore, we found that the interaction between local and international students is beneficial for both groups. Based on the benchmarking of five different student housing facilities within the European context, in Dublin, Toulouse, Paris, Macerata and Bologna, we list the best practices for student welcoming in university residences. Research findings point to the need for convivial environments in the residences; minimally comfortable dimensions for the rooms; promotion of integration initiatives among students; staff who speak an alternative language to the local one, usually English.

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

70247 | *Student-Produced Podcast in an Arabic as Foreign Language Classroom*

Carla El Khoury, University of Oslo, Norway

Scholars in Digital Humanities have pointed out that using digital tools, such as podcasts, in language learning plays a positive role (Burdick et al., 2012; Travis & DeSpain, 2018). In particular, Birgit Philips (2017) found that podcasting involves students in higher-level cognitive processes, which facilitates language learning, creative thinking, increases learner confidence, supports collaborative learning, improves language production skills, and enforces transferable skills. However, most studies focus on the effectiveness of teacher-produced podcasts to enhance listening skills in language acquisition settings, mainly in European languages. This study seeks to address the knowledge gap in student-produced podcasts in language learning and highlight how involving Arabic as a Foreign Language students in podcast-making might help develop their speaking skills and boost their confidence in the target language. The presentation will describe the process of implementing the student-produced podcast project in three main phases: the planning phase, the implementation phase, and the evaluation phase. It will also highlight potential challenges experienced by students, including difficulties in correctly pronouncing some words and limited creativity in content due to a limited vocabulary. Finally, the presentation will discuss the benefits of podcasting in transforming students into active learners capable of generating knowledge in meaningful contexts and how to overcome some of the challenges encountered during the process.

71505 | *Teaching Peace Linguistics in ESL Classrooms: A Catalyst for Global Peace*

Cecilia Folasade Ojetunde, Lagos State University of Education, Nigeria

Peace Linguistics is a branch of linguistics aimed at helping users of languages to create conditions for communicating peacefully in varied contexts by humanizing the use of language and raising awareness of individuals' communicative roles to interact in a dignified manner. This field of linguistics is borne out of the need for the use of language to achieve peace in the global context since conflicts are inevitable in linguistic interactions. This paper examines how Peace Linguistics could be harnessed in teaching peace through humanizing the English language in a second language situation as Nigeria. The study presents different teaching pedagogies that could encourage students to use the target language creatively and learn to humanize the language to harmonize disagreements, alleviate communicative aggression, and build communicative dignity to achieve peaceful co-existence. The need to be intentional in creating long lasting states of peace using language is through peace oriented linguistic education; to this end this study explores the use of certain positivizers, word classes, peaceful phraseologies, polite expressions and classroom discourse principles that students could learn to be able to interact in a dignified manner in order to reduce or alleviate communicative tension, as a means of promoting peace and human rights globally for the world to be a better place to live.

72884 | *Language Learning Motivation Among Vietnamese EFL Students*

Huyen-Thanh Nguyen, Hanoi University, Vietnam

This study was conducted to investigate the degrees of language learning motivation among Vietnamese EFL full-time and part-time students, focusing on their instrumental and integrative motivations. The results of the study, involving 271 students from a public higher education institution, revealed that Vietnamese students have high levels of language learning motivation. Full-time students, particularly, have higher levels of integrative motivation, whereas part-time students have higher levels of instrumental motivation. Furthermore, the current study's qualitative data reveals EFL students' intuitive understanding of the term 'language learning motivation' was rather close to that of the literature. Upon their consideration of the importance of English, EFL students in Vietnam have positive attitudes towards learning the second language, and disclosing numerous approaches to sustain their learning process. Finally, based on the study's findings, suggestions and recommendations for teachers have been highlighted.

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74235 | *Algerian Lecturers' Views on English Language Teaching in Algerian Higher Education*
Kahina Guendez, University of Limerick, Ireland

Due to its huge popularity and acceptance in the field of English language teaching (ELT), communicative language teaching (CLT) has extended beyond western countries to non-western countries (Littlewood 2007), such as Algeria. This shift towards a communicative way of teaching English as a foreign language in Algeria was made at the secondary level. As far as third-level education is concerned, language policies for teaching English are not stated explicitly within any official document. If not stated explicitly, language teaching policies can be deduced implicitly (Shohamy 2008, p.119). In this light, this research aims at exploring Algerian lecturers' views and teaching practices in Algerian higher education and identifying obstacles to teaching English as a foreign language. Data collected from semi-structured questionnaires, interviews, and classroom observation spanning a period of 4 months formed the basis of analysis. The preliminary findings of this research revealed that there is not a standardized way of teaching English within Algerian higher education. Indeed, it seems that decision making in terms of ELT is teacher driven.

72862 | *'Accept This Change': Corrections to English Academic Text of Advance Non-Native Graduate Students by English Native-Speaking Editors*
Fatimah M A Alghamdi, King Abdulaziz University, Saudi Arabia

Native-speaking (NS) editors' amendments and corrections to texts written by non-native-speaking (NNS) graduate students were analyzed in light of two theoretical stances: revision and editor's authority. Proofreading and editing studies have given much attention to editors' role in detecting imperfections in NNS scholarly writing against a set of conventions and standards. However, the native-speaking editor's role in providing idealized versions of text, even when there are few language errors, has often been overlooked. NS editors' changes to a corpus of about 22000 words of academic writing by NNS Saudi graduate students were analyzed. The analysis was informed by parameters set by previous studies on revision and proofreading while, at the same time, using a taxonomy specifically developed for the purpose of this research. The analysis resulted in categorizing most revisions as mechanic, morpho-syntactic, lexical and discourse. However, the analysis detected revisions that do not fit into any of these categories. More than one third of the revisions made were classified as restating grammatically correct English sentences or parts of sentences. These changes were found to be related to ideas and meaning, or organization. Editors' amendments to grammatically correct texts were accordingly classified into two categories: reorganizing content and modifying meaning. Findings of this study call for revisiting the long existing debate on correctness, and appropriateness of scholarly texts written by NNS academics. More importantly, however, this study aims to highlight the issue of the NS editor's authority, and raise questions on how dependent NNS scholars are on NS editors.

Higher Education

71435 | *Education in Times of Crisis: Contemporary Realities, Refugee Narratives*
Leila Kajee, University of Johannesburg, South Africa

The refugee crisis has placed many countries worldwide under considerable pressure to accommodate and integrate large numbers of refugees. This is a contemporary reality, and South Africa is no exception. Refugee youth are a predominantly vulnerable group because of forced displacement. Their educational needs are not always met by already overburdened educational systems, which hinder the potential for integration and success. It is unquestionable that refugees experience emotional stress, inadequate social support, and trauma. Students are likely treated as a homogenous group, despite their diverse national, cultural, linguistic, ethnic, and racial backgrounds and circumstances (Sidhu and Taylor, 2009). They will respond to school differently, dependent on all these individual and contextual factors. Yet, they are undeniably resilient. There is increasing need for teachers who are reflexive, responsive, and who practice pedagogies of humanisation, compassion, hope and love. In this paper I focus on how refugee youth encounter school and social spaces and how we may address teaching diverse student bodies through theories of resilience and humanisation. In this interpretative study, I use narrative methodology, and draw on a group of 40 purposively sampled youth who attend English classes at a local church in Johannesburg. I report on their refugee narratives.

73283 | *Students' Attitudes Towards Education in Biology-Related Disciplines and the Need for Internationalization: A Survey at a Vietnamese University*
Hoang Nam Tran, Tokushima University, Japan
Thi Binh Nguyen Tran, Vietnam National University of Agriculture, Vietnam
Xuan Canh Nguyen, Vietnam National University of Agriculture, Vietnam
Thi Nhien Nguyen, Vietnam National University of Agriculture, Vietnam

This survey examined the attitudes of 538 undergraduate students enrolled at a Vietnamese university towards biology-related disciplines. Employing a structured questionnaire, the study explored several aspects, including students' interests in various biology-related fields, their motivations for pursuing these disciplines, their opinions on teaching methods, their aspirations for internationalization and study abroad experiences, the essential skills they believed were crucial for success, and the areas in teaching that required improvement. The survey results indicated that students acknowledged the significance of fields such as medicine and veterinary sciences, with their motivations largely influenced by job prospects and societal needs. Moreover, the results identified specific areas in teaching that students wanted to have improvement, such as laboratory work, practical skills development, fieldwork experiences, and exchange programs, and their attitude towards internationalization and study abroad opportunities, in relations to the factors such as age, gender, grade, and major. The insights gained from this survey can contribute to the enhancement of educational strategies and the creation of an engaging learning environment for students majoring in biology-related disciplines.

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72668 | *Fostering Interpersonal Qualities and Mental Health of Students in Higher Education via Therapeutic Art Activities*
Hoi Nga Ng, Caritas Institute of Higher Education, Hong Kong

Background: Students of higher education experience a re-centering process (a shifting from being dependent on parental guidance to becoming independent individual in a larger social context). They tend to experience high stress and anxiety which put them at risk of mental disorders. Objectives: This study aimed to foster interpersonal qualities that are expected to facilitate the re-centering process. It also aimed to promote self-efficacy and psychological well-being so that student would cope with their stress and anxiety with resilience. Methods: Therapeutic arts activities (e.g., image theatre, short play, cookery, serving, pastel painting, and letter writing) were designed and organized as a 1-day workshop. Four groups of workshops (each with 14 to 20 students) were run over a period of four weekends by eight social workers, officers of students' affairs, and trained academic staff. A total of 443 students (mean age = 20.5, SD = 3.7) participated in the workshops, through which they learned the values of positive interpersonal qualities and explored how the qualities could be displayed in challenging situations. They also learned to observe their inner self, to establish group identity, to be cooperative, and to serve others. Results: Positive changes in interpersonal qualities of caring, responsibility, perseverance, and integrity were observed [$F(1, 441) = 5.33$ to 35.50 , $p < .05$ to $p < .001$; Cohen's $d = .08$ to $.24$]. Self-efficacy and psychological well-being were significantly promoted [$F(1, 441) = 9.40$ to 117.05 , $p < .01$ to $p < .001$; Cohen's $d = 0.15$ to 0.44]. Conclusions: The findings supported the effectiveness of therapeutic art activities in promoting interpersonal qualities, self-efficacy, and psychological well-being. Limitations of the study and implications of the findings for higher education were discussed.

72399 | *From Presentation to Publication in Higher Education*
Leslie Haas, Xavier University of Louisiana, United States
Jill Tussey, Buena Vista University, United States

Have you always wanted to get your work published in higher education and don't know where to start? Have you felt that in order to get published you must know the proverbial gatekeepers? This presentation offers insight and action steps to support authors move successfully past those gatekeepers by providing a roadmap through the process and essentially handing authors the gate key. As educators in higher education, it is often required to have publications and presentations in order to earn tenure. This process can feel overwhelming but with the correct support and guidance, it is certainly doable. The presenters have successfully edited several publications and published several books, chapters, articles, etc... and offer insight as both authors and editors. Professional perks of getting published, along with a step by step guide of how to take professional expertise from the lecture and/or presentation stage to publication will be provided. Presenters will also offer insider tips to support the topic selection process, writing process, submission process, and revision process. Additionally, sample organizations and publishers that support and encourage new authors will be discussed and listed.

72839 | *Chat GPT Challenges in Higher Education Assessment Methodologies*
Maria Mimoso, University Portucalense, Portugal
José Gomes, University Portucalense, Portugal
Rosário Anjos, University Lusófona, Portugal

We are currently experiencing a challenging technological revolution, in which universities, traditionally seen as the centre of innovation, find it difficult to keep up. Chat GPT (Generative Pre Trained Transformer) is based on a language model based on deep learning, one of the branches of artificial intelligence (AI). This platform uses an algorithm based on neural networks, which allows teaching computers to process data "analogously" to the human brain, enabling conversation with the user based on the processing of a large volume of data. In this context, there are several challenges that (Chat GPT) poses to higher education. We will certainly have to reinvent ourselves in teaching and assessment methodologies. We intend to carry out a reflection on the use of this technology in Higher Education of Law, seeking to understand the performance of this tool in "teaching to learn" and in the assessment of the skills that are intended to be acquired. We will make an incursion into the main uses of Chat GPT in Higher Education, namely as a "learning assistant", allowing understanding concepts and answering specific questions, contributing to consolidate knowledge; as a "writing tool", improving writing skills; as an "information source" enhancing research and, consequently, the expansion of knowledge on a given subject; and as a "translation tool". This is only the beginning of what will be the major evolution in Law and Legal Science and we expect to visit such issues in a forthcoming visionary paper.

75120 | *Project TRAIL (Teaching Resources to Advance Interest in the Law): Examining Variables Related to Law School Admission for Students*
Tandra Tyler-Wood, University of North Texas, United States

Project TRAIL (Teaching Resources to Advance Interest in Law) is a grant-funded project designed to provide an undergraduate course to facilitate student admission into law school. Although any student can take the course, the focus of the project is to provide students of Color an opportunity to acquire the skills necessary for successful admission into law school. The data across three diverse university settings is reviewed including LSAT scores, self-concept scores and reading scores. The difference in findings at two Hispanic serving institutions (HCI) and one Historically Black college (HBCU) are explored.

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Interdisciplinary, Multidisciplinary & Transdisciplinary Education

73884 | *Exploring Statistics and Data Analysis for High School Math Students with a Climate Perspective*

Luis Gimeno-Sotelo, University of Vigo, Spain

María Joao Valente da Silva Couto, University of Vigo, Spain

Rogert Sorí Gómez, University of Vigo, Spain

Milica Stojanovic, University of Vigo, Spain

Marta Vázquez, University of Vigo, Spain

Statistics and data analysis are crucial in understanding climate science. When teaching mathematics to high school students with a focus on climate science, it is important to emphasize these topics. Students should learn statistical concepts and methods to effectively analyze climate data. They need to understand data collection, graphical representation, and measures of central tendency to summarize climate variables. Exploring measures of dispersion helps students understand data variability, while correlation and regression analysis help identify relationships and predict trends based on historical data. Interpreting statistical results and drawing meaningful conclusions is another important skill to develop. Concepts such as statistical significance, confidence intervals, and hypothesis testing help students assess the reliability of their findings. Understanding uncertainty and estimating error margins are also essential aspects. By focusing on statistics and data analysis within the context of climate science, students gain the necessary tools to analyze climate data critically, identify trends, and make informed interpretations. These skills are vital for decision-making and addressing the challenges of climate change.

International Education

70957 | *What do Employers Want? Examining Job Readiness in the Gulf*

Nicole Shammas, Higher Colleges of Technology - Dubai Women's College, United Arab Emirates

Over the last 20 years education has embraced numerous trends and various approaches, yet the core remit of education remains unchanged: to produce graduates ready for the workforce. This is particularly evident in the United Arab Emirates, where, for over a decade the government has supported an Emiratisation initiative designed to employ UAE nationals in a meaningful manner in both the public and private sectors. Underpinning the country's Emiratisation initiative is the role of the education section which plays an instrumental part in ensuring graduates are work ready and have the skills and knowledge to compete in a global market. This research study takes a fresh look at the skills employers in the UAE want from new graduates, examining the importance of both hard skills such as vocational competencies, and soft skills such as critical thinking. Alongside this, the perspectives of Emirati working graduates are also presented, revealing the mismatch between the skills graduates believe are needed in the workplace and those that employers prioritize. This is a mixed methods research design, incorporating both surveys and interviews with employers and working graduates in order to examine more closely job market realities and the potential disconnect with classroom practices with a hope to more effectively prepare graduates for employment.

73085 | *Moral Education Curricula in East Asian Countries*

Kawai Liu, State University of New York at Albany, United States

Recent years have seen a rise in interest in social-emotional learning (SEL) in the United States and other Western countries. What is the approach of Eastern wisdom to this topic? In this study, the official middle school SEL-related curricula of a few East-Asian countries including China (mainland China, Taiwan region and Hong Kong SAR), Japan and Korea are gathered and examined with the framework of curricular spider web suggested by van den Akker (2003, p. 6). This study aims at identifying the similarities and differences among the SEL-related curricula in these countries and to bring insights to other scholars and education policymakers. The biggest similarity identified is that most of these curricula emphasize the concept of "morality". Meanwhile, the biggest difference identified is that SEL is conducted in a separate subject in mainland China (Morality and Laws), Japan (Morality) and Korea (Morality) while SEL is integrated with other academic subjects, integrative activities, and school events in Taiwan region and Hong Kong SAR. This paper does not provide a definitive conclusion but acts as an informative paper for interested parties.

Knowledge Creation, Preservation & Access: Curation, Librarianship, Information & Archival Science

74276 | *Public Libraries – Hubs for Recovering and Valuing Renewable and Imuable Knowledge*

Ioana Cornelia Cristina Crihană, Independent Scholar, Romania

This paper addresses the public libraries evolution from the conservative concept of collective memory repositories to an updated concept, based on the knowledge reusing process, as the basis for knowledge operationalization, including via digital tools. Due to the increasing expansion of technology at all levels of digital literacy, today, libraries have become - by incorporating modern technologies and by applying the premises of the Service Dominant Logic - spaces for co-creating and actioning renewable knowledge. The main aim of this paper is to demonstrate the uniqueness of public libraries in driving renewable knowledge and to lead LIS users and specialists to consider these spaces as innovative service ecosystems, part of the process of knowledge reform in general and digital literacy in particular, with the support of technology. Starting from exploring the shared knowledge flows in library spaces, the current paper intends to demonstrate the growing role of libraries as a trigger for change, through the continuous symbiosis between users' needs and modern library services. On the one hand, libraries encompass broad bases of knowledge, skills, networks, resources etc. and allow users explore new areas of knowledge in a participatory and stimulating manner. On the other hand, libraries give users the legitimacy to propose their own value propositions connected to today's increasingly refined digital literacy needs. At the basis of the current article argumentation will stay a sociological research of the Questionnaire type, focus groups and structured interviews with leaders from the public libraries in Romania and Europe.

BCE2023 Pre-Recorded Virtual Presentations

Learning Experiences, Student Learning & Learner Diversity

74058 | *Globalisation of Third Culture Kids: An Analysis of the Subject vs the Other*

Sanjukta Chakraborty, Amity University, India

Dhritiman Chakraborty, Independent Scholar, India

Third Culture Kids (TCKs) have been a distinct demographic within the population for over four centuries. However, it is only in recent times that focused studies have provided an avenue for these individuals to articulate their unique experiences. Owing to challenges such as language barriers and cultural misconceptions, this nomadic community has often felt marginalized and detached from the narrative of their own lives. This research endeavors to examine the educational dimension of young TCKs, employing Simone de Beauvoir's *Second Sex* as a framework to elucidate the psychological, emotional, and physical consequences of the "Othering" phenomenon within today's globalizing world. By utilizing de Beauvoir's seminal work, which explores the systemic subjugation and objectification of women, we aim to shed light on the analogous experiences of TCKs. Drawing parallels between the two contexts, we seek to elucidate the profound impact of being perceived as "Other" and its far-reaching implications on the educational development and well-being of TCKs.

74152 | *Socialising Education: The Role of Social Media Integration in the Digital Learning Space*

Havisha Vaghjee, University of Technology, Mauritius

The digital transformation in education has led to a substantial change in the way students access and interact with educational content. This study aims at exploring the evolving digital education landscape, focusing on how students are increasingly using social media for educational purposes. It seeks to understand the motivations behind this shift, investigate how it affects student learning and highlight the implications for higher education institutions. Traditional platforms, such as learning management systems, have long been the primary channels for delivering educational content in higher education. However, with the increasing popularity of social media, students see themselves offered alternative avenues to access learning materials, engage in collaborative discussions and participate in informal learning communities. This study explores the distinctive features that draw learners to these spaces by understanding factors influencing students' preference for social media platforms. It looks at the educational benefits of social media, such as improved accessibility, user-generated content, interactive forums, and personalized learning experiences. It also looks at the challenges and possible risks of learning on social media, such as information overload, credibility issues, and distractions. Higher education institutions need to understand the impact of students' shift towards social media platforms for learning. By recognising the preferences and behaviours of digital native students, educators can adapt their pedagogical approaches and leverage social media platforms as a complement to formal education.

73278 | *Teaching and Learning in the Post-pandemic Context: The Teaching Staff's View on the Use of Information and Communication Technology*

Fabiana Agapito Kangerski, Federal University of Santa Catarina, Brazil

Andreia de Bem Machado, Federal University of Santa Catarina, Brazil

Cristiano José Castro de Almeida Cunha, Federal University of Santa Catarina, Brazil

Solange Maria Silva, Federal University of Santa Catarina, Brazil

Gertrudes Aparecida Dandolini, Federal University of Santa Catarina, Brazil

The COVID-19 pandemic has precipitated an abrupt and unprecedented shift in the field of education. This subject demands thoughtful contemplation in the current moment, particularly concerning the future prospects stemming from these novel experiences. Therefore, the objective of this study is to analyze the implications of the use of ICT (Information and Communication Technologies) experienced by teachers during the emergency period of the pandemic on their teaching practice in face-to-face education. A qualitative approach was adopted, characterized by its descriptive nature, utilizing a field research methodology comprising semi-structured interviews conducted with seven educators from a public Brazilian institution specializing in professional, scientific, and technological education. The research findings indicate significant innovations in the dissemination of content, enhancements in the utilization of institutional mediation systems, integration of novel collaborative educational technologies, and an upsurge in the utilization of open educational resources. At the micro level, the narratives unveiled fresh pedagogical practices and perspectives regarding ICT, alongside considerations for its continued integration into face-to-face instruction. Furthermore, the study highlights uncertainties pertaining to the future of education and the sociocultural implications arising from the digital culture.

74222 | *Exploring Learner Experiences: Integrating Global Citizenship in English Lessons Through Phenomenon-Based Learning*

Sixto Orzales, Bicol University, Philippines

Rebecca Rosario Bercasio, Bicol University, Philippines

This study explored Global Citizenship Education (GCED) as a transformational educational breakthrough that offered a new educational viewpoint on understanding the problems with multiculturalism and national citizenship deficits in varied communities. By using Phenomenon-Based Learning for GCED integration in the English topic utilizing different local and global issues, we aimed to describe the learner's experiences in learning global citizenship concepts. Specifically, the paper described the GCED-enriched lessons using phenomenon-based learning and determined the applied GCED pedagogical principles, the learner's understanding of GCED core notions through local and global phenomena, the learner's attitude toward the strategies used and the learner's experiences in GCED-enriched lessons. A descriptive-evaluative method was used in this study. Documentary analysis to describe and assess the instructional practices on GCED at the elementary level of the Bicol University College of Education Integrated Laboratory School provided the data on varied experiences of the learners. The findings revealed that the English lessons explicitly include learning tasks tackling specific GCED competencies, and they demonstrate the application of various pedagogical principles. It is evident on students' outputs that they have demonstrated their understanding of GCED core notions through local and global phenomena. The encounters were fascinating, novel, pertinent, eye-opening, and entertaining. They valued the methods used to incorporate GCED topics into their English classes by utilizing phenomenon-based learning. The relevance of learner-centered, genuine, and interdisciplinary practices is highlighted in these findings, which add to the expanding body of research on effective pedagogical techniques for building global citizenship abilities.

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68310 | *Reading Aloud and Repeated Reading Strategy Based on the 'Callan Method' on the Development of the Students Reading Skills*

Nikka Podadera, University of San Carlos, Philippines

Mary Ann Malimas, University of San Carlos, Philippines

This study was conducted to determine the effectivity of utilizing the reading aloud and repeated reading strategies of the Callan Method in improving the reading skills of the Grade 8 students from the selected high school in Surigao del Norte. The 29 students participating in this study have shown poor reading performance based on the results of the reading inventory of the Phil-IRI in 2020. The quantitative data of the study were the results of the pre-test and post-test of the Cambridge A2 Key for Schools test. Results revealed that there was a significant difference in the reading skills of the Grade 8 students upon the completion of the 120 required hour of Callan-mediated classes with the mean and standard deviation of (M=15.83, SD=4.60) as compared to the pre-test results (M=10.62, SD=3.51), $t(29) = -8.39$, $p < 0.05$. Likewise, the teaching intervention have improved the reading proficiency of the students with an effect size of (Cohen's $d = 1.55$). Furthermore, the qualitative data of the study looked into the affordances and challenges of using the Callan Method in reading. Students identified the affordances of the method to be as follows; guided reading for better understanding of context, repetition practices for mastery, collaborative learning, language translation for unfamiliar vocabulary and familiarity with the new method. The challenges identified during the utilization of the method, are the following; the fast-paced instruction, unfamiliar vocabulary in the text and unfamiliarity with the method in the teaching of reading. A "Callan Method in improving reading: The revised way" booklet was developed in the process to serve as a lesson guide for teachers in reference to the teaching of reading. To deepen the knowledge and understanding of the Callan method, the teacher-researcher calls future researchers for an in-depth study on the use of the method while considering learning objectives and targeted skills.

74071 | *Challenges and Coping Strategies of Students During Educational Disruption in Bicol, Philippines*

Maria Joselyn Paje, Bicol University, Philippines

Rebecca Rosario Bercasio, Bicol University, Philippines

The Covid-19 pandemic created an adverse impact on the educational system. The students are among the most adversely affected during the said global health crisis. In this descriptive study, we determined the challenges encountered and the coping strategies of the students in Bicol, Philippines, and developed an intervention to address the challenges encountered by the students during educational disruption. Data were gathered using online survey questionnaires and informal interviews during the second semester of the academic year 2020-2021. Salient findings show that most issues experienced by the students pertain to the time-consuming and too many learning tasks. Regarding learning assessment and requirements, the issues were on the content proper of assessment tasks, such as length, difficulty, and concepts like being too theoretical, are moderately experienced by students, as well as the documentation process of the performances. Regarding teacher engagement, the students experienced minimal issues regarding the teacher's engagement. Students also reported stress, fatigue, and the pandemic itself and its consequences, like lack of physical socialization, as the reasons for their lack of motivation to learn. Coping strategies were reported by students to address the different challenges. A proposed intervention is proposed to support the students during the educational disruption.

Mind, Brain & Psychology

70969 | *Does Tracking Culture Encourage Fixed Mindsets in Its Students? An Interdisciplinary Analysis Using International Datasets*

Charles Albert McAndrew, Independent Researcher, United States

This study serves as the first of its kind to quantitatively juxtapose students' mindsets from tracking and comprehensive educational policies. Results indicated that students educated in a comprehensive policy are significantly more growth minded than students educated in a tracking policy ($p \leq .0001$). Results also replicated the past finding that having a growth mindset can serve as a buffer against the negative impact coming from a low socioeconomic household can have on academic performance in math and reading ($p \leq .0001$). Further results revealed the novel finding that having a growth mindset can serve as a buffer against the negative impact coming from a low socioeconomic household can have on future job expectation ($p \leq .0001$). A theoretical framework rooted in classical conditioning is used to offer an explanation as to why students educated in a tracking policy are so fixed minded. Results of this research warrant the demand that sociologists, psychologists, and educators better work together on ensuring what scales PISA, TIMMS, and PIRLS measure. An argument for the abolishment of tracking is provided.

BCE2023 Pre-Recorded Virtual Presentations

74351 | *The Impact of Outdoor School Layout Design and Physical Representation on Sociopsychological Children Experiences*

Ahmed Agiel, United Arab Emirates University, United Arab Emirates
Nour Agiel, United Arab Emirates University, United Arab Emirates
Nihal Hakim, United Arab Emirates University, United Arab Emirates
Maitha Al Ahbabi, United Arab Emirates University, United Arab Emirates
Yara Mohammed, United Arab Emirates University, United Arab Emirates
Sarah Aljaberi, United Arab Emirates University, United Arab Emirates

This research aims to assess the impact of school layout designs and physical representations on the sociopsychological experiences of children. The study was conducted on 118 schools in Al Ain, comprising 37 private and 81 government schools. Using Google Maps, we captured bird's eye views of each school and utilized AutoCAD for detailed analysis and visual representation. Data collected included school layout elements like buildings, sheltered areas, trees, parking, concrete sports areas, and green sports areas. By imagining potential student experiences in these environments, we developed a qualitative grid of 15 elements related to school layout. Each student in the research team filled in the grid based on their school experience. A bipolar scale was established to categorize the experiences elicited from the qualitative grids. Key findings reveal that most schools in Al Ain are not effectively using their outdoor spaces. Recommendations for improvement include raising awareness about the importance of outdoor spaces, conducting needs assessments, involving students in the planning process, providing resources for enhancements, and regularly evaluating outdoor spaces for effectiveness. The study uses the Repertory Grid Technique (RGT) to generalize the findings from schools in Al Ain and sets the stage for more extensive data collection from a larger audience. This work contributes to the ongoing conversation

Primary & Secondary Education

73029 | *A Preliminary Study on the Effect of Math Tracking on Learning: Students' and Parents' Thoughts*

Chaeun Min, Shanghai SMIC Private School - International, China
Kawai Liu, State University of New York at Albany, United States

Math tracking, or ability grouping, is a practice used in mostly secondary education to place students into different math classes according to their mathematical abilities. However, the placement of students in various levels of math classrooms typically relies exclusively on adult perceptions, and the students, rarely get the chance to let the world hear their voices. In this study, we surveyed (n=40) and interviewed (n=9) students and parents to gather their thoughts on math tracking. The survey results were mixed. While more than 50% of the students reported that math tracking is stressful and preferred detracking, more than 60% of the students believed that math tracking has a positive impact on learning and motivates them to work toward more difficult courses. However, interview results revealed that the negative effect of math tracking can have significant adverse impacts on some students. One parent shared her story of transferring her child to another school due to the strain of math tracking. Overall, our interim conclusion is that schools that implement math tracking must offer additional academic and emotional support to students who might not benefit from the practice. We suggest future research on students' stress levels across different math courses to gain more insights into how math tracking impacts students' mental health.

Professional Training, Development & Concerns in Education

73887 | *Betr Selekt: A University Program Recommender System Utilising Personality Type and Academic Results*

Belinda Mutunhu Ndlovu, Unisa, South Africa
Zirah Migioni, National University of Science and Technology, Zimbabwe
Sibusisiwe Dube, National University of Science and Technology, Zimbabwe
Phillip Nyoni, National University of Science and Technology, Zimbabwe

The process of choosing a suitable university program can be overwhelming for first-year students. To address this challenge, we have developed Betr Selekt, a comprehensive program recommender system that takes into account the student's personality type and academic results. The system employs the Myers-Briggs Type Indicator (MBTI) framework to determine the personality type of the student and combines it with their high school results to generate a personalized index figure – a personality type. This personality type is used to recommend degree programs that align with the student's interests, strengths, and academic background. The system is built using the waterfall development methodology, incorporating tools such as Visual Studio Code for development, SQLAlchemy for database management, Flask for web application development, and SQLite for data storage. The project encompasses various stages, including systems analysis and design, implementation and testing, and the utilisation of research methodologies. Through this project, we aim to assist first-year students in making informed decisions about their university programs by providing personalized recommendations based on their unique profiles. Betr Selekt offers a user-friendly interface, efficient data processing, and accurate program recommendations, making it a valuable tool in the university application process.

BCE2023 Pre-Recorded Virtual Presentations

Teaching Experiences, Pedagogy, Practice & Praxis

72337 | *Revolutionizing Teacher Education: Preparing Language Teachers for the Plurilingual and Digital Age of Language Education*

Lana Zeaiter, McGill University, Canada

The COVID-19 pandemic has presented unprecedented challenges to language educators worldwide, including in Canada, who had to swiftly adjust their teaching methods to incorporate technology. This shift required significant training and adaptation, and many educators faced difficulties in engaging students and keeping their attention in a virtual environment. Unfortunately, inadequate support and training led to burnout and frustration, resulting in a significant number of teachers leaving the profession. Additionally, the growing linguistic and cultural diversity of students worldwide requires teachers to possess both technology skills and knowledge and sensitivity to work with diverse backgrounds. Without adequate support and training, the sustainability of the teaching profession is at risk. To address these issues, my doctoral research investigates the attitudes of pre-service teachers towards technology-mediated plurilingual pedagogy, a promising approach that leverages technology as a medium to enhance language learning by using the linguistic and cultural resources of multilingual students. This approach offers hope for sustainable change, promoting sustainable teaching practices that meet the needs of multilingual students. During the presentation, I will provide an overview of my ongoing research, which involves a collaborative approach where pre-service teachers develop lesson plans in both of Canada's official languages and provide feedback to each other through peer evaluation. This research inquiry represents a significant step towards addressing the critical need for effective teacher preparation and supporting sustainable teaching practices that facilitate teacher retention. Moreover, it provides socially relevant education to multilingual students, safeguarding the future of the teaching profession in Canada and abroad.

74283 | *Investigating Algerian Lecturers' Views and Classroom Practices on Language Teaching Through CALL: A Case Study*

Meriem Zine, University of Limerick, Ireland

Bringing new perspectives to the formal learning contexts caused a massive change in the teaching and learning process. Indeed, in recent years, the incorporation of Computer-Assisted Language Learning (CALL) in language education has become increasingly prevalent, offering new opportunities for language learning and teaching. However, its implementation and impact vary across contexts. In fact, the Algerian higher education system witnessed a growing interest in integrating CALL in the English as a Foreign Language (EFL) classroom, but the perceptions and practices of EFL teachers in this regard remain understudied. Correspondingly, whether teachers adopt CALL in their teaching, depends primarily on how they perceive it. Research has shown that teachers' behaviours and practices are heavily influenced by external as well as internal; hence, unobservable factors such as views, perceptions, and attitudes (Borg, 2012; 2019). In that respect, attitudes and views may explain decisions educators apply to teaching; more specifically, teaching with technology. This project employs a mixed-method explanatory sequential design through a single case study approach combining questionnaires, interviews, and classroom observations for an in-depth investigation. Data from the research tools were analysed using a thematic analysis approach to identify recurring patterns, themes, and discrepancies. Additionally, this study aims to explore potential barriers that influence the integration of CALL, and the strategies teachers suggest, to address these challenges. The implications of this project extend to teacher education and professional development programs, policymakers as well as curriculum developers, as it offers suggestions and guidance on incorporating CALL approaches effectively in Algerian EFL classrooms.

74005 | *Developing Graduate Attributes Through Active Feedback in Experiential Settings*

Nick Quinn, University of Glasgow, Adam Smith Business School, United Kingdom

Alison Gibb, University of Glasgow, Adam Smith Business School, United Kingdom

In traditional course design, much of the assessment focusses on an individual submission, encouraging students to focus on the summative assessment instead of developing the expertise (Gibbs & Simpson, 2004). By embedding active feedback within class activities there is a shift in students' focus on assessment outcomes to also being focussed on skills development. The applied course example outlined, a capstone MBA course, demonstrates how to employ active feedback, using the DO-COMPARE-(make) EXPLICIT framework within a course, whilst highlighting the importance of using resources as comparisons (Nicol, 2022). Furthermore, non-similar resource comparisons can be powerful learning tools when used with the active feedback approach. Commonly, resources for comparison are often confined to exemplars and similar resources. By curating resources that are different from the task teachers can unlock a great deal of learning that often goes untapped. The method has positive implications on workload with the potential for this approach to reduce time spent providing feedback by transferring the emphasis of generating feedback to students. Student agency is emphasised with students remaining in control of their own learning throughout. Within the experiential environment, this can support self-regulated learning, much in the same way that it would in the workplace. Students control the creation of their own resources requiring only minimal scaffolding from the teacher, changing the role of the teacher, from font of knowledge to guide. Crucially, students apply the active feedback approach themselves, creating or sourcing their own resources and thus enhancing their understanding of the topic.

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September 18-22, 2024

The Barcelona Conference on Education
The Barcelona Conference on Arts, Media & Culture

Chiang Mai

February 15-19, 2024

The Southeast Asian Conference on Education

Honolulu

January 3-7, 2024

The IAFOR International Conference on Education
The IAFOR International Conference on Arts & Humanities

Kyoto

October 10-13, 2023

The Asian Conference on Media, Communication & Film
The Kyoto Conference on Arts, Media & Culture

London

July 11-15, 2024

The European Conference on Education
The European Conference on Language Learning
The European Conference on Arts & Humanities
The European Conference on Aging & Gerontology

Paris

June 13-16, 2024

The Paris Conference on Education
The Paris Conference on Arts & Humanities

Tokyo

November 22-25, 2023

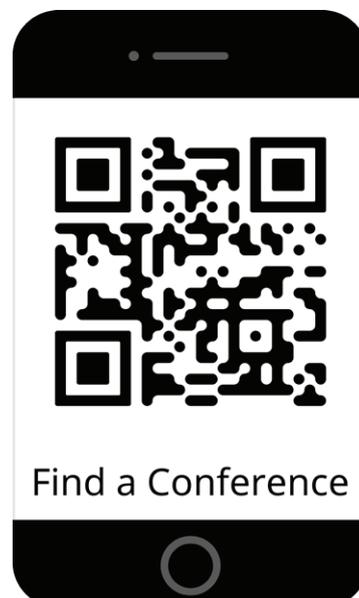
The Asian Conference on Education

March 25-29, 2024

The Asian Conference on Education & International Development
The Asian Conference on Psychology & the Behavioral Sciences
The Asian Conference on Aging & Gerontology

May 23-27, 2024

The Asian Conference on Cultural Studies
The Asian Conference on Arts & Humanities
The Asian Conference on the Social Sciences



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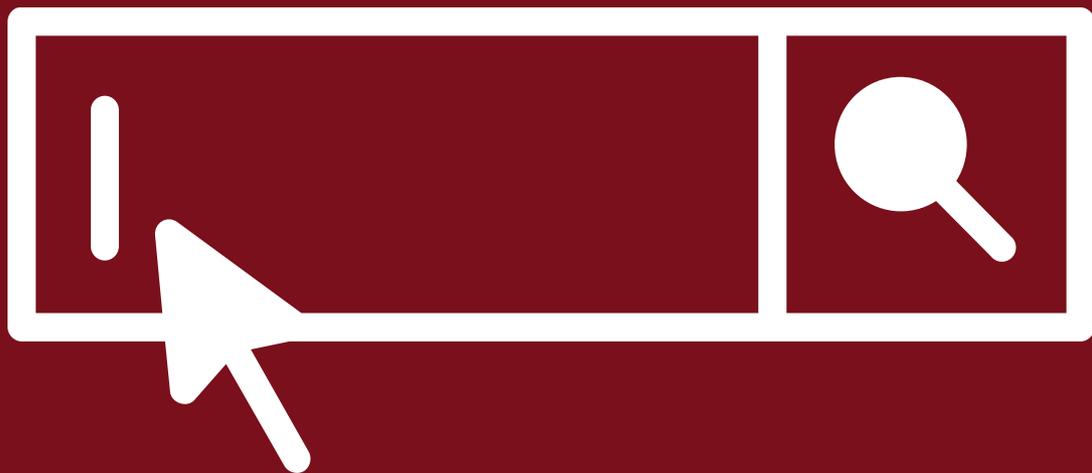
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