

The IAFOR Conference for
Higher Education Research – Hong Kong

INNOVATION ENTREPRENEURSHIP & VALUE

Programme & Abstract Book

The IAFOR Conference for Higher Education Research – Hong Kong
is a multidisciplinary conference co-organised by The International
Academic Forum (IAFOR), Lingnan University (Hong Kong), and the
Asia Pacific Higher Education Research Partnership (APHERP)

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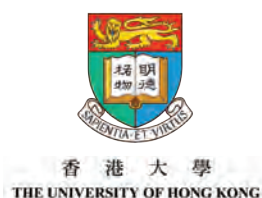


CHER2018 is co-organised by IAFOR, APHERP & Lingnan University



www.iafor.org/about/partners

IAFOR Global Partners



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

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



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@iafor (#iafor)



www.cher-hongkong.iafor.org

Join us in Virginia for The IAFOR Conference on Educational Research & Innovation 2019

ERI2019 is organised by IAFOR in partnership with Virginia Tech and IAFOR's Global University Partners.

Conference Theme: "Learning Beyond Boundaries"

Dates: Monday, May 6, 2019 to Wednesday, May 8, 2019

Location & Venue: Virginia Tech, Blacksburg, Virginia, USA

Early Bird Abstract Submission Deadline: December 20, 2018

Final Abstract Submission Deadline: February 28, 2019

Registration Deadline: March 29, 2019

Discovery is sparked through opportunities to examine contemporary knowledge and practices from differing perspectives, beyond well-defined areas of expertise. In educational research, the opportunity to explore current educational issues and challenges through a different lens can serve as a valuable catalyst for innovations in teaching and learning. Toward this goal, the International Academic Forum is proud to partner with Virginia Tech to examine the latest research and innovations in education, with a specific focus on perspectives that cross the traditional boundaries of disciplines, geographies, contexts, and cultures to inform the next generation of teaching and learning. Leveraging IAFOR's globally-renowned offering of international, intercultural, and interdisciplinary scholarly exchanges, the "Learning Beyond Boundaries" conference organisers welcome original research and best practices related to current trends and issues in education that move beyond traditional paradigms and practices.

Held at Virginia Tech, Blacksburg, Virginia, USA, The IAFOR Conference on Educational Research & Innovation (ERI) is a multidisciplinary conference organised by The International Academic Forum (IAFOR). In conjunction with IAFOR's Global Partners, we look forward to welcoming you to Virginia Tech!

IAFOR offers a 10% discount on ERI2019 registration fees to all CHER2018 delegates. **IAFOR Members get 15% off all registration fees.**

www.eri.iafor.org

Held at Virginia Tech, USA – an IAFOR Institutional Partner



LIBERAL ARTS AND HUMAN SCIENCES
SCHOOL OF EDUCATION
VIRGINIA TECH

ERI2019 Keynote Speakers



Amy Azano
Virginia Tech, USA



Steve Harmon
Georgia Tech, USA



Rich Ingram
James Madison University, USA



Mark Pegrum
The University of Western Australia, Australia

Keynote Speakers will provide a variety of perspectives from different academic and professional backgrounds on the conference theme, "Learning Beyond Boundaries". For their biographies, please visit the following page on the conference website:

www.eri.iafor.org/speakers

CHER2018

Advisory Board & Organising Committee



Bernard Charnwut Chan
Hong Kong SAR Government



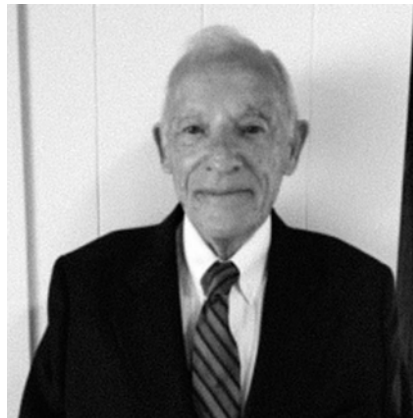
Joseph Haldane*
The International Academic Forum (IAFOR)



Barbara Lockee*
Virginia Tech, USA



Joshua Mok*
Lingnan University, Hong Kong



Deane Neubauer
East-West Center, USA



Susan Robertson
University of Cambridge, UK



Justin Sanders*
Osaka University, Japan



Winnie Tang
Smart City Consortium, Hong Kong

*Advisory Board and Organising Committee Member.

Welcoming Remarks



In the last decade or so, governments and universities in Asia have placed more emphasis on the promotion of innovation and entrepreneurship. Deep collaboration is strongly encouraged across the university sector, industries and business. The drive for innovation-centric entrepreneurship not only affects academics but also how universities are managed. The IAFOR Conference for Higher Education Research – Hong Kong (CHER2018) provides a great platform for researchers and professionals working in higher education to critically examine the impact of growing importance attached to innovation and entrepreneurship in universities.

Lingnan University, the liberal arts university of Hong Kong, which was listed in *Forbes* Top 10 Liberal Arts Colleges in Asia in 2015, is honoured to co-host CHER2018. Collaborating with UCL Institute of Education's Centre for Global Higher Education and Asia Pacific Higher Education Research Partnership (APHERP) originally based in East-West Center in Hawaii USA, Lingnan University welcomes international research in higher education, policy and management. Capitalizing these great research platforms, Lingnan University offers professional and high quality research training in International Higher Education, Policy and Management at master and doctoral level. We are very pleased that CHER2018 has attracted over 60 paper presenters including keynote and featured speakers from around 20 countries and regions. We also have around 70 postgraduate students and local academics participating in the event. On behalf of the University, I warmly welcome you and hope you enjoy the conversations at the conference. For colleagues from overseas, do enjoy your visit to Hong Kong, an international city of Asia.

Professor Ka Ho Mok

Vice President

Lingnan University

Co-Director, Asia Pacific Higher Education Research Partnership (APHERP)

CHER2018

Welcome Letter



Dear Colleagues,

I am very happy to welcome you to The IAFOR Conference for Higher Education Research – Hong Kong (CHER2018), held by The International Academic Forum (IAFOR) and Lingnan University, and in collaboration with the Asia Pacific Higher Education Research Partnership (APHERP), and with the support of University College London's Institute of Education's Centre for Global Higher Education.

IAFOR was founded in Nagoya, Japan, in 2009 as a research organisation, conference organiser and publisher dedicated to encouraging interdisciplinary discussion, facilitating intercultural awareness and promoting international exchange, principally through educational interaction and academic research. From its Japanese roots, it has since grown to become more global, welcoming more than 20,000 people to its academic conferences held initially in Osaka and Kobe, and then in other cities such as Brighton, Barcelona, Dubai, Honolulu, Tokyo and New York. However, this is the first time for the organisation to hold an event in Hong Kong, a dynamic global city that is a remarkable bridge between cultures.

IAFOR has a strong organisational focus on the interrelated concepts of innovation and value, and a public-private Innovation and Value Initiative is one of two core international projects housed at the OSIPP-IAFOR Research Centre, at the Osaka School of International Public Policy (OSIPP) at Osaka University (Japan). It was with this initiative in mind that Professor Joshua Ka Ho Mok, Vice-President of Lingnan, and I discussed collaborating on this event in Hong Kong. Professor Mok has been an academic adviser to IAFOR for several years now, and I would like to thank him for leading the development of this conference, with its focus on higher education research and policy, and public policy initiatives and outcomes, and entrepreneurship.



CHER2018 will in fact be the third event in 2018 associated with the IAFOR Innovation and Value Initiative following its launch at a special session at the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum 2018) in June at the United Nations Headquarters (UNHQ) in New York (pictured above), and The IAFOR Global Innovation & Value Summit 2018 in Tokyo (GIVS2018), held earlier this month.



The IAFOR Global Innovation & Value Summit 2018 was supported by the Prime Minister's Office, various ministries as well as JWT, HarperCollins, and *The Wall Street Journal*, and included addresses by various leading innovators, including outgoing Minister of Education, Yoshimasa Hayashi, who spoke of the challenges and opportunities of preparing for "Society 5.0", where "artificial intelligence both destroys and creates jobs", and the transition toward "a society in which new value is created by all people and things being connected by IoT, and various knowledge and information is shared". Mr Hayashi (pictured left) spoke movingly and eloquently of the difficulties of preparing for the unknown.

I have no doubt that these conversations at the intersections of innovation, value, entrepreneurship and higher education will be continued over this weekend, and we have a wonderful line-up of speakers for this event. I would like to recognise our Keynote Speakers, Professor Leonard K Cheng, President of Lingnan University, and Professor Anthony Welch of the University of Sydney, and Featured Speakers, Professor Xu Di of the University of Hawai'i at Mānoa, Dr Yuto Kitamura of the University of Tokyo, Professor Catherine Montgomery of the University of Bath, and Professor Emeritus Deane Neubauer of the University of Hawai'i at Mānoa.

I would also like to thank fellow members of the CHER2018 conference Advisory Board: The Honorable Bernard Charnwut Chan of the Executive Council, Hong Kong SAR Government; Professor Barbara Lockee of Virginia Tech; Professor Joshua Ka Ho Mok, Vice-President of Lingnan University; Professor Deane Neubauer; Professor Susan Robertson of the University of Cambridge; Mr Justin Sanders of Osaka University, and Honorary Professor Dr Winnie Tang JP of the University of Hong Kong.

I encourage your active participation in what promises to be a great event.

Dr Joseph Haldane
Chairman & CEO, IAFOR



Conference Theme

Innovation, Entrepreneurship & Value

In recent years, governments in East Asia have called for a university-industry-business collaboration to support innovation and entrepreneurship. With the growing importance of technology advancement and its potential impact on social and economic changes, different strategies have been adopted to promote a smart city, innovation and entrepreneurship across different countries. The IAFOR Conference for Higher Education Research – Hong Kong (CHER-HongKong) sets out against the wider political economy context to examine how governments, universities, industries and businesses, and the community at large in Asia, work together to nurture innovation and entrepreneurship not only for reasons of economic growth, but also for social development and cultural enhancement.

The HKSAR Government has realised that innovation, information and technology, and entrepreneurship are important drivers for new economic growth. Thus, the HKSAR has proactively supported innovation and creativity for economic development and knowledge transfer activities. In order to capture the development opportunities given by the Big Bay Area in South China and the strategic development directions under the “Belt and Road Initiatives” rolled out by the Chinese Government, the HKSAR Government has actively called the university sector to engage with the industries and businesses, as well as the local, regional and international community to work together to promote innovation-centric entrepreneurship. The Conference organised in Hong Kong against the regional development context outlined above provides stimulating conversations and dialogues for conference participants.

This conference offers the international platform for higher education researchers, senior university administrators, government officials, policy analysts, and professionals working across industries and education to explore new strategies/measures in support of innovation-centric entrepreneurship. Meanwhile, this conference also engages presenters and participants to examine policy, management and governance, ethical and value issues when promoting innovation, entrepreneurship and value.



About IAFOR's Conferences on Education

The International Academic Forum (IAFOR) promotes and facilitates new multifaceted approaches to one of the core issues of our time, namely globalisation and its many forms of growth and expansion. Awareness of how it cuts across the world of education, and its subsequent impact on societies, institutions and individuals, is a driving force in educational policies and practices across the globe. IAFOR's conferences on education have these issues at their core. The conferences present those taking part with three unique dimensions of experience; encouraging interdisciplinary discussion, facilitating heightened intercultural awareness and promoting international exchange. In short, IAFOR's conferences on education are about change, transformation and social justice. As IAFOR's previous conferences on education have shown, education has the power to transform and change whilst it is also continuously transformed and changed.

Globalised education systems are becoming increasingly socially, ethnically and culturally diverse. However, education is often defined through discourses embedded in Western paradigms as globalised education systems become increasingly determined by dominant knowledge economies. Policies, practices and ideologies of education help define and determine ways in which social justice is perceived and acted out. What counts as "education" and as "knowledge" can appear uncontested but is in fact both contestable and partial. Discourses of learning and teaching regulate and normalise gendered and classed, racialised and ethnicised understandings of what learning is and who counts as a learner.

In many educational settings and contexts throughout the world, there remains an assumption that teachers are the possessors of knowledge which is to be imparted to students, and that this happens in neutral, impartial and objective ways. However, learning is about making meaning, and learners can experience the same teaching in very different ways. Students (as well as teachers) are part of complex social, cultural, political, ideological and personal circumstances, and current experiences of learning will depend in part on previous ones, as well as on age, gender, social class, culture, ethnicity, varying abilities and more.

IAFOR has several annual conferences on education, exploring common themes in different ways to develop a shared research agenda that develops interdisciplinary discussion, heightens intercultural awareness, and promotes international exchange.

Upcoming conferences can be found on the following page of the IAFOR website:

www.iafor.org/conferences



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 Guide

Conference at a Glance

Room Schedule

Directions & Access

General Information

Presentation Guide

Lunch & Dinner

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

IAFOR Journals

On Campus Eateries



October 19, 2018 | Main Hall (2F) Friday at a Glance

- | | |
|-------------|--|
| 09:15-9:50 | Conference Registration & Coffee & Networking Session |
| 09:50-10:00 | Video Show: Lingnan University |
| 10:00-10:10 | Opening Announcements
Kiyoshi Mana, IAFOR, Japan |
| 10:10-10:30 | Launch Ceremony of Asia Pacific Higher Education Research Partnership @ Lingnan University |
| 10:30-10:40 | Welcome Address
Joseph Haldane, IAFOR, Japan |
| 10:40-10:50 | Welcome Address
Joshua Ka-Ho Mok, Lingnan University, Hong Kong |
| 10:50-11:35 | Keynote Presentation I
<i>Innovation and Entrepreneurship at a Liberal Arts University? The Experience of Lingnan University</i>
Leonard K Cheng, Lingnan University, Hong Kong |
| 11:40-12:25 | Keynote Presentation II
<i>Innovation, Entrepreneurship and the Shift to the East</i>
Anthony Welch, University of Sydney, Australia |
| 12:25-12:40 | IAFOR Documentary Photography Award 2018 Winners Screening |
| 12:40-12:50 | Conference Photograph |



October 19, 2018 | Main Hall (2F)

Friday at a Glance

- | | |
|--------------------|---|
| 12:50-14:00 | Lunch Break |
| 14:00-14:30 | Featured Presentation I
<i>Value, Innovation, Entrepreneurship: An Ethical Perspective for Global Education, Research, & Development</i>
Xu Di, University of Hawai'i at Manoa, USA |
| 14:35-15:05 | Featured Presentation II
<i>The Impact of Internationalization of Higher Education in Asia on Cooperation Among Diverse Stakeholders: International Cooperation to Promote Entrepreneurship and Innovation</i>
Yuto Kitamura, The University of Tokyo, Japan |
| 15:05-15:30 | Coffee Break & Networking Session |
| 15:30-16:00 | Featured Presentation III
<i>Contemporary Patterns of Global Educational Mobilities: What Might Be the Impact on Innovation and Entrepreneurship?</i>
Catherine Montgomery, University of Bath, UK |
| 16:05-16:35 | Featured Presentation IV
<i>Recalculating Higher Education in the Asia Pacific Region Within the Emerging Fourth Industrial Revolution</i>
Deane Neubauer, East-West Center, USA |
| 16:45-18:00 | Conference Welcome Reception & Musical Performance by Lingnan Artists |



October 20, 2018 Saturday at a Glance

09:00-11:00	Parallel Session I
09:30-11:00	Asia Pacific Higher Education Research Partnership Symposium
11:00-11:30	Coffee Break & Networking Session Main Hall (2F)
11:30-13:00	Parallel Session II
11:30-13:00	Asia Pacific Higher Education Research Partnership Symposium
13:00-14:00	Lunch Break Main Hall (2F)
14:00-15:00	Parallel Session III
14:00-15:00	Asia Pacific Higher Education Research Partnership Symposium
15:00-15:15	Short Coffee Break Main Hall (2F)
15:15-17:15	Parallel Session IV
15:15-16:45	Asia Pacific Higher Education Research Partnership Symposium
18:00-20:00	Conference Dinner (Optional Extra)

Information about the Asia Pacific Higher Education Research Partnership (APHERP) Symposium is available on pages 53 to 57.



October 21, 2018

Sunday at a Glance

09:00-11:00	Parallel Session I
11:00-11:30	Coffee Break & Networking Session Main Hall (2F)
11:30-13:00	Parallel Session II
13:00-13:15	Closing Session

Friday Schedule | October 19, 2018

	Main Hall (2F)
09:00-17:00	Plenary Presentations & Programming
16:45-18:00	Welcome Reception

Saturday Schedule | October 20, 2018

	Main Hall (2F)	Gallery Small Hall (2F)	Art Gallery (3F)	AD301 (Wong Administration Building 3F)
09:00-11:00	–	APHERP Panel 1	Questing for innovation and entrepreneurship: Curriculum design and student learning	Globalisation, internalisation of education and impact on student learning
11:00-11:30	Coffee & Snacks	–	–	–
11:30-13:00	–	APHERP Panel 2	Questing for innovation and entrepreneurship: Curriculum design and student learning	Globalisation, internalisation of education and impact on student learning
13:00-14:00	Lunch Break	–	–	–
14:00-15:00	–	APHERP Panel 3	Innovation, entrepreneurship and graduate employment	Questing for innovation and entrepreneurship: Curriculum design and student learning
15:00-15:15	Coffee Break (no snacks)	–	–	–
15:15-17:15	–	APHERP Panel 4	Driving for innovation-centric entrepreneurship: Management and governance issues	Globalisation, internalisation of education and impact on student learning
18:00-20:00	Conference Dinner			

Sunday Schedule | October 21, 2018

	Main Hall (2F)	Gallery Small Hall (2F)	Art Gallery (3F)	AD301 (Wong Administration Building 3F)
09:00-11:00	–	Innovation, entrepreneurship and graduate employment	Driving for innovation-centric entrepreneurship: Management and governance issues	Globalisation, internalisation of education and impact on student learning
11:00-11:30	Coffee & Snacks	–	–	–
11:30-13:00	–	Promoting STEM and the role of value in education	Questing for innovation and entrepreneurship: Curriculum design and student learning	Globalisation, internalisation of education and impact on student learning
13:00-13:15	–	Closing Session	–	–

Lingnan University

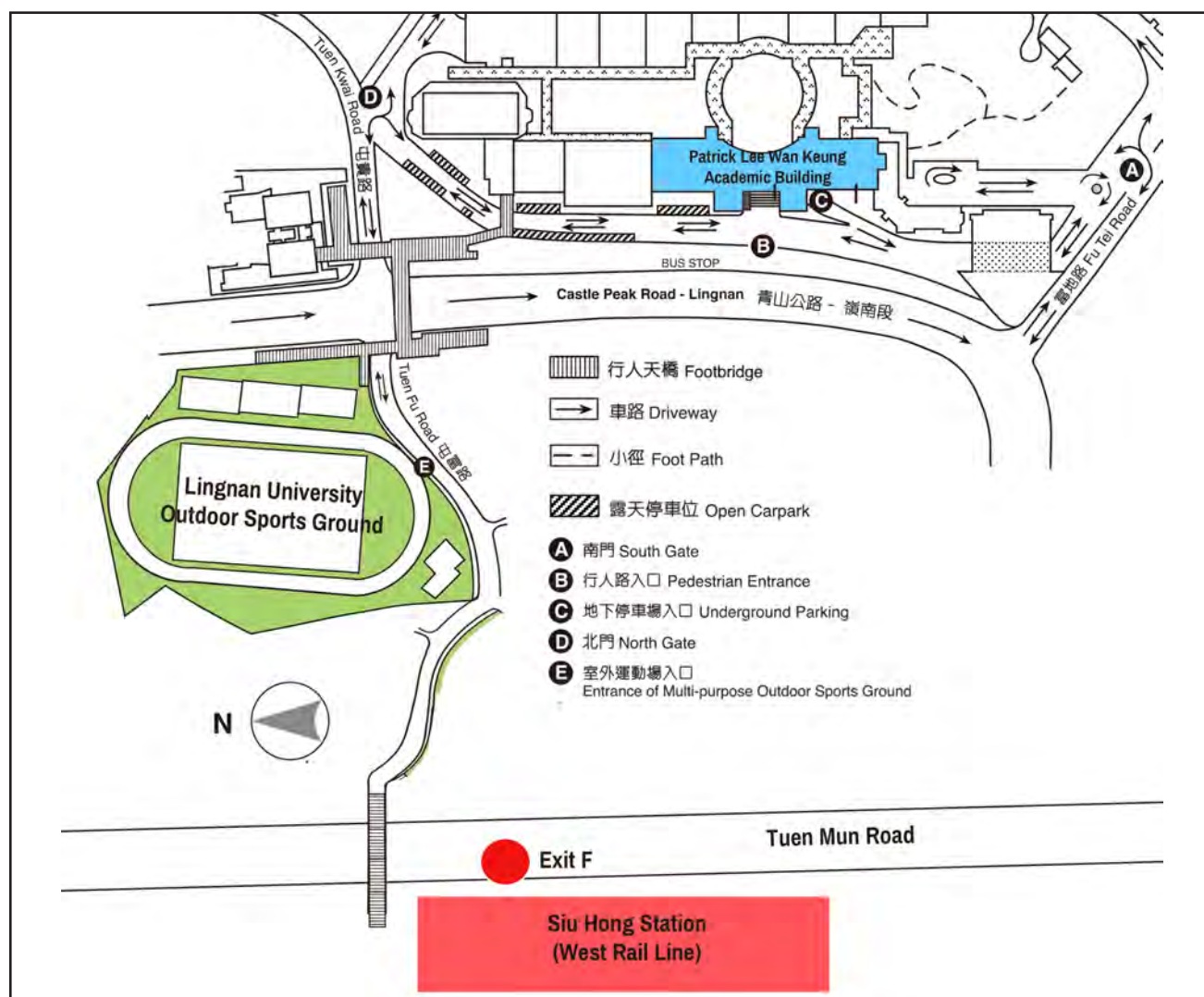
Directions & Access

From Hong Kong Airport (57 minutes)

1. From Hong Kong Airport take the Airport Express to TSING YI
2. Change to the Tung Chung Line at TSING YI (Platform 4) towards Hong Kong and get off at NAM CHEONG
3. Change to the West Rail Line at Nam Cheong (Platform 1) towards Tuen Mun and get off at SIU HONG Station.
4. Take Exit F, cross the footbridge, and follow the road to the main building. It is a 10 minute walk to campus from the Station.

Address

Leung Fong Oi Wan Art Gallery
2F Patrick Lee Wan Keung Academic Building
Lingnan University, 8 Castle Peak Road
Tuen Mun, New Territories
Hong Kong





General Information

Registration

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk and Publications Desk will be situated at the Art Gallery (2F) during the conference:

Friday, October 19	08:45-17:00	Art Gallery (2F)
Saturday, October 20	08:30-17:00	Art Gallery (2F)
Sunday, October 21	08:30-13:00	Art Gallery (2F)

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

Name Badges

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

Red: Presenters and Audience

Yellow: Keynote and Featured Speakers

Blue: Conference Exhibitors and Affiliates

Black: IAFOR Staff

Internet Access

There is free Wi-Fi internet connection 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.

Instructions on how to connect to the Wi-Fi will be available at the registration desk.

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks. Light snacks will be provided once in the morning and once in the afternoon.

Food and drink (excluding water) are not allowed in the presentation rooms.



General Information

Printing

For your convenience, we are able to offer a complimentary printing service of up to ten A4 sheets should you need this. Please ask for assistance with printing and be advised that printing may not be available at peak times.

Smoking

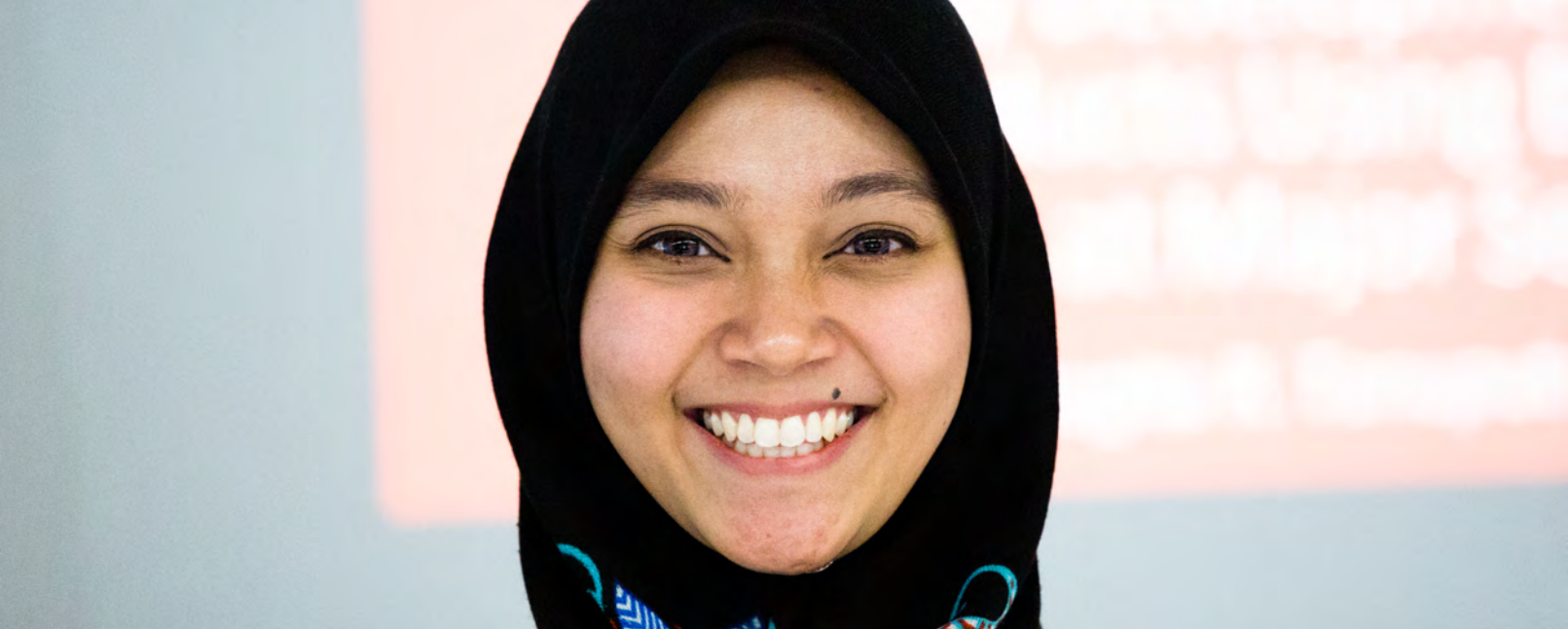
Smoking is not permitted in Lingnan University. Please smoke outside of the conference venue in the designated smoking areas.

What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned and sometimes cool.

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 new 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



Presentation Guide

Conference Abstracts

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

Oral & Workshop Presentations

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

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

Equipment

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

Session Chairs

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

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



Presentation Guide

Presentation Certificates

Presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

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

Full text submission is due by November 21, 2018 through the online system. The proceedings will be published on December 21, 2018. Authors will have PDF copies of their offprints emailed to them by January 21, 2019.

A Polite Request to All Participants

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

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



Lunch & Dinner

A buffet lunch is available on Friday from 12:45 to 14:00 and on Saturday from 13:00 to 14:00. On Sunday morning, there will be an extended coffee break with light snacks.

Lunch Times

Friday, October 19	12:45-14:00
Saturday, October 20	13:00-14:00

Conference Dinner

The Conference Dinner is a ticketed optional event on Saturday, October 20.

The Conference Dinner offers conference participants an excellent chance to enjoy delicious food in a relaxed setting while getting to know each other and making new connections outside the main conference environment. Lingnan House is a Chinese restaurant on the first floor of Lingnan University's Amenities Building, which provides full table service with a comprehensive seasonal menu of Chinese cuisine and dim sum.

Conference Dinner attendees should meet in the Gallery Main Hall (2F) at 17:30 on Saturday, October 20. The group will walk to the restaurant at 17:40. Please remember to bring your name tag to the Conference Dinner.

Restaurant name: Lingnan House

Restaurant address: 1F of Amenities Building, Lingnan University



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

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

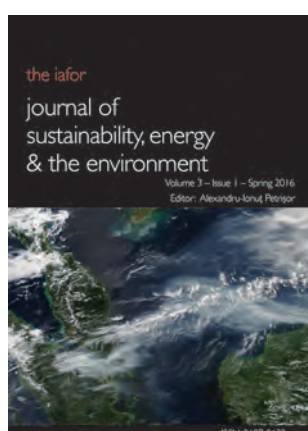
Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his Western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World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

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

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

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

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



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

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

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

How are papers 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 are IAFOR journals related to IAFOR conferences? IAFOR's journals reflect the interdisciplinary and international nature of our conferences and are organised thematically.

Journal Editors

IAFOR Journal of Arts & Humanities

Alfonso J. García Osuna, Hofstra University, USA

IAFOR Journal of Asian Studies

Seiko Yasumoto, University of Sydney, Australia

IAFOR Journal of Business & Management

Anshuman Khare, Athabasca University, Canada

IAFOR Journal of Cultural Studies

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

IAFOR Journal of Education

Yvonne Masters, University of New England, Australia

IAFOR Journal of Ethics, Religion & Philosophy

Lystra Hagley-Dickinson, Plymouth Marjon University, UK

IAFOR Journal of Language Learning

Melinda Cowart, Texas Woman's University, USA

IAFOR Journal of Literature & Librarianship

Richard Donovan, Kansai University, Japan

IAFOR Journal of Media, Communication & Film

Celia Lam, University of Nottingham Ningbo China, China

IAFOR Journal of Politics, Economics & Law

Craig Mark, Kyoritsu Women's University, Japan

IAFOR Journal of Psychology & the Behavioral Sciences

Shahrokh Shafaie, Southeast Missouri State University, USA
Deborah G. Wooldridge, Bowling Green State University, USA

IAFOR Journal of the Social Sciences

Tingting Ying, Ningbo University of Technology, China

Lingnan University

On Campus Eateries

There are several on-campus eateries available.

1. Canteen

The Canteen serves a wide selection of Chinese and Western Cuisine, set meals and snacks. The Coffee Corner inside Canteen provides freshly ground coffee, pastry, sandwiches with specialty bread and salads.

Open Times:

Friday, October 19: 07:45-21:15

Saturday, October 20: 08:00-18:00

Sunday, October 21: 08:00-18:00

Location: Ground Floor of Amenities Building

2. Cafe

The Cafe serves Western cuisine, salads, snacks and sandwiches.

Open Times:

Friday, October 19: 08:00-17:30

Saturday, October 20: closed

Sunday, October 21: closed

Location: Ground Floor of Amenities Building

3. Lingnan House

Lingnan House is a Chinese restaurant provides full table service with a comprehensive seasonal menu of Chinese cuisine and dim sum.

Open Times:

Friday, October 19: 11:00-23:00

Saturday, October 20: 09:00-23:00

Sunday, October 21: 09:00-23:00

Location: 1F of Amenities Building



Friday October 19

Plenary Session

Keynote Presentation | Leonard K Cheng

Innovation and Entrepreneurship at a Liberal Arts University? The Experience of Lingnan University

Friday, October 19 | 10:50-11:35 | Main Hall (2F)

In this talk, I shall argue that innovation and entrepreneurship are a natural direction of development for contemporary liberal arts universities, especially so in the age of the Internet with rapid development in the areas of automation and artificial intelligence. I shall also share the experience of Lingnan University's effort in promoting innovation and entrepreneurship, including the Lingnan Entrepreneurship Initiative (LEI), which is supported by a number of units of the University, including its three academic Faculties (Arts, Business, and Social Sciences), Office of Service Learning, Student Services Centre, and some research institutes and programmes.



Leonard K Cheng

Professor Leonard K Cheng is President of Lingnan University, Hong Kong. After his PhD at the University of California, Berkeley, he taught at the University of Florida for 12 years. He joined the School of Business and Management of the Hong Kong University of Science and Technology in 1992, where he served as Head of Economics, Associate Dean, Director of PhD and MBA programmes, Acting Dean and Dean. He joined Lingnan University as President in September 2013.

Professor Cheng's research interests include applied game theory, market structure, currency crisis, international trade and investment, technological innovation and imitation, and China's inward and outward foreign direct investment.

Keynote Presentation | Anthony Welch

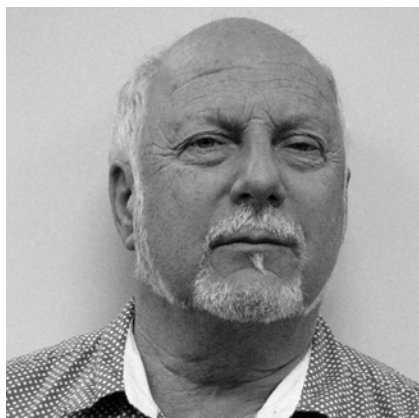
Innovation, Entrepreneurship and the Shift to the East

Friday, October 19 | 11:40-12:25 | Main Hall (2F)

Since at least the onset of the so-called scientific revolution, innovation has been associated with the West. In fact, this is not accurate, as even a cursory examination of the long history of scientific and technological invention in China reveals. But the current rise of scientific innovation in East and South East Asia (to different degrees, in different systems) is being characterised as a "Shift to the East". Meanwhile, major Western systems are under-investing in higher education and research, while instituting barriers to the free flow of academic talent.

Supported by significant investment in R&D, and the goal to develop "World Class" universities, the global war for talent is tilting to the East, and in the process reshaping traditional assumptions about the sites of knowledge cores and peripheries.

The analysis charts the contours of this epistemic shift to the East, examines its implications, and assesses the likely future.



Anthony Welch

Anthony Welch is Professor of Education, at the Faculty of Education and Social Work, University of Sydney. A policy specialist, his numerous publications include studies of reforms and policy issues within Australia, Asia, and elsewhere, as well as making theoretical contributions in the field.

He holds an MA, and PhD from the University of London, has lectured in many parts of the world, and has authored or edited more than ten books. His work has been translated into numerous European and Asian languages. Professor Welch has consulted

to international agencies such as UNDP, the Commonwealth of Learning and the Asian Development Bank (ADB), governments in Australia, Asia, as well as within Europe, and to US Foundations and institutions; he has project experience in several parts of Asia, notably China and South East Asia, particularly regarding higher education reforms.

A Fulbright New Century Scholar, for 2007–2008 (Theme: Access and Equity in Higher Education), and DAAD Scholar, he has been a Visiting Professor in the USA, UK, Germany, France, Japan, Hong Kong and Malaysia. In 2008, he delivered the Joseph Lauwerys Lecture, at the Comparative Education Society of Europe (CESE), in Athens. He led an Australian Research Council Grant for a project on the Chinese Knowledge Diaspora, and his Consultancy roles include the major Asian Development Bank (ADB) project, Higher Education in Dynamic Asia, and Higher Education Consultant (ADB) for the Comprehensive Education Sector Review (CESR), Myanmar, 2012–2013. He has contributed to the high-level policy symposium, Beijing Forum, and holds the title of Professor and PhD Supervisor at a major Chinese university. In 2015 he was selected as Haiwai Mingshi (Distinguished Foreign Scholar) by China's national agency SAFEA (State Administration of Foreign Expert Affairs).

Featured Presentation | Xu Di

Value, Innovation, Entrepreneurship: An Ethical Perspective for Global Education, Research, & Development

Friday, October 19 | 14:00-14:30 | Main Hall (2F)

The twenty-first century, at its very beginning, is exciting already with the intersections of sciences and technology and the booming global commercialism and entrepreneur startups. Self-driving cars and trucks, big data, drones, organ growth, and AI open an era that makes science fictions a reality. This paper will flip the conference theme and examine a field and research that is largely missing in our current education and life – Values. Value is not only in the monetary sense, but as profound human values, ethical research, and global principles. The presentation aims to examine the existing values from the East and the West in search of the insights, challenges, and the directions for humanity as ONE for a prosperous, healthy, and peaceful existence with a focus on goodness for all. Is this a too idealistic Utopian notion? Why is it even necessary? What is the reason for such an approach? How can we do so? The discussion will call for an urgent focus on this core philosophical engagement on value education, research, and application. At the same time, it will highlight the use of innovative and entrepreneurial approaches for global value education and integration.



Xu Di

Xu Di (许笛) is a professor in the department of Education Foundations, College of Education, University of Hawai'i-Mānoa. She is a member of the board of examiners for the National Council for Accreditation of Teacher Education (NCATE, now Council for Accreditation of Educator Preparation [CAEP]), which has provided national accreditation for teacher education programs in the United States since 2007. Her recent publications focus on bridging Eastern and Western philosophy for educational practices and include *Chinese Philosophy on Teaching & Learning: Xueji* 《学记》 in the Twenty-First Century (2016), *The Wisdom from the*

East: A Holistic Theory and Practice of Health and Wellness (2013), *Spiritual Heritage and Education Today* (2013), *Taoism: Origin, Essence, and Practice* (2013), and *A Reading of Lao Zi for Educational Philosophers Today* (2012). In addition, she published *A Comparison of the Educational Ideas and Practices of John Dewey and Mao Zedong in China* (1992) and various chapters and articles on teacher education, educational foundations, multicultural education, international education, and ESL education. She worked as an international consultant in teacher education and educational reforms in Central Asia and Africa for the World Bank in 2002 and 2001. She served on the Hawai'i Teacher Standard Board (2005–2008) and as the president of the American Association of Colleges of Teacher Education (AACTE) Hawai'i Chapter as well as Hawai'i state representative (2006–2008). She was a visiting scholar and research associate at the Philosophy of Educational Research Center at Harvard University (1999–2000), a visiting professor in Peking University (2015, 2011, 2009, and 1997) and in Renmin University (2012, 2014, and 2016), and an exchange professor at National Kaohsiung University in Taiwan (1998). She served as manuscript editor as well as editorial board member for *Harvard Educational Review* during 1988–1990. She was honored in *Who's Who among American Teachers* in 1996, 1998, 2000, 2001, and 2008.

Featured Presentation | Yuto Kitamura

The Impact of Internationalization of Higher Education in Asia on Cooperation Among Diverse Stakeholders: International Cooperation to Promote Entrepreneurship and Innovation

Friday, October 19 | 14:35-15:05 | Main Hall (2F)

In recent years, various countries and regions/territories in Asia have experienced remarkable economic growth and Asian societies have undergone a major transformation. While such significant changes are happening in Asia, cooperation beyond national borders is becoming increasingly active in the field of higher education. Particularly in the context of economic development and social change, cooperation with industry and civil society is actively promoted in the higher education field more than ever. Thus, the purpose of this presentation is to examine how internationalization of higher education in Asia influences the cooperation of diverse stakeholders across borders.

In particular, this presentation analyzes what kind of international cooperation in higher education is progressing among countries with different economic levels, such as developed countries, middle-income countries and developing countries in Asia. Then, the presentation examines how entrepreneurship and innovation can be promoted, through such international cooperation with various stakeholders, in the economic, political and social context in which each higher education institution is located. Moreover, this presentation discusses how such international efforts have great significance toward the realization of the United Nations' Sustainable Development Goals (SDGs).



Yuto Kitamura

Yuto Kitamura is Associate Professor at the Graduate School of Education, the University of Tokyo. He received his PhD in Education from the University of California, Los Angeles (UCLA). He worked as Assistant Education Specialist in the Education Sector of UNESCO in Paris and taught as Associate Professor at Nagoya and Sophia Universities, both in Japan. Yuto Kitamura was a Fulbright Scholar at the George Washington University and Visiting Professor at the University of Dhaka in Bangladesh. He is currently Special Advisor to the Rector at the Royal University of Phnom Penh in Cambodia. He is also an Associate Member of the

Science Council of Japan (i.e., National Academy) and the Member of the Board of Education of the Tokyo Metropolitan Government.

He specialises in comparative education and has been conducting research extensively on the education policies of developing countries, particularly in Southeast Asia. Some of his research themes are: the internationalisation of higher education in Asia; higher education reforms and the academic profession in Cambodia; and Education for Sustainable Development (ESD) in Asia. His recent publications include: *The Political Economy of Educational Reforms and Capacity Development in Southeast Asia: Cases of Cambodia, Laos and Vietnam* (co-editor, Springer, 2009), *Emerging International Dimensions of East Asian Higher Education* (co-editor, Springer, 2014) and *The Political Economy of Schooling in Cambodia* (co-editor, Palgrave Macmillan, 2015).

Featured Presentation | Catherine Montgomery

Contemporary Patterns of Global Educational Mobilities: What Might Be the Impact on Innovation and Entrepreneurship?

Friday, October 19 | 15:30-16:00 | Main Hall (2F)

As global flows of people and knowledge change, research into patterns of educational mobilities could inform approaches to innovation and entrepreneurship. Taking China as an example, research indicates that engagement with marketization and the embracing of neo-liberal values and governance is producing highly "enterprising" mobile subjects, who are skilled in accumulating various forms of capitals (Xu and Montgomery, 2018; Kajanus, 2015; Yan, 2010). However, constraints in domestic or internal educational mobility (such as rural to urban mobility) are also having an impact (Xiang and Shen, 2009).

Focusing particularly on China and Hong Kong, this presentation examines both new and established forms of educational mobility of students, academics and higher education institutions and underlines the importance of considering external higher education mobilities (what happens abroad) in conjunction with internal forms (what happens at home). For large emergent economies such as China, Mexico, South Africa and India, internal higher education equality (and inequality) could influence the future development of external higher education mobilities and have a resultant impact on the long term economy (Marginson, 2017). As internal education mobilities in countries such as China could either exacerbate inequalities or equalise society, the nature of domestic education mobilities could influence capacity building and be hugely influential on innovation and entrepreneurship of the future.



Catherine Montgomery

Catherine Montgomery is Professor of International Higher Education in the Department of Education at the University of Bath. Catherine's research focuses on internationalisation of higher education and she has a particular interest in transnational higher education in China and East Asia. Catherine's recent work focuses on international higher education mobilities, mainly with reference to flows of international students and considers what this can tell us about the changing landscapes of global higher education.

Catherine has also worked on international and comparative research projects in Denmark, Mexico and Vietnam including a British Council project focusing on Internationalisation strategy in Vietnam, an ESRC funded project looking at autonomy and democracy in education entitled "Freedom to Learn" and a British Council project researching the role of dialogic STEM education in addressing social and cultural disadvantage in Mexico and the UK.

Catherine has recently been appointed to the role of Academic Director of International Partnerships at the University of Bath. In this new role, she is leading the strategic development, coordination and delivery of worldwide partnerships and supporting faculties and departments in identifying, developing and maintaining research, teaching and knowledge-exchange links and partnerships with institutions overseas.

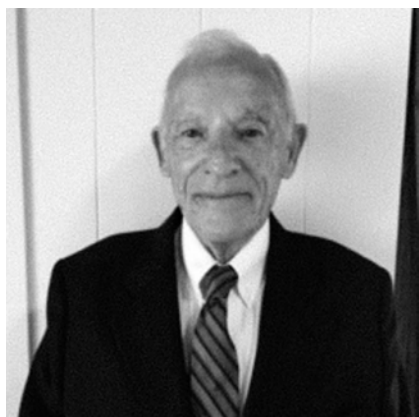
Other indicators of esteem include a visiting professorship at the Centre for Higher Education Internationalisation at the Università Cattolica del Sacro Cuore in Milan, Italy, a UK National Teaching Fellowship (2010) and frequent invitations to give keynotes, plenary and papers on international education at national and international educational conferences and for government policy groups. Catherine has strong and active collaborative research links with high ranking universities in China, Hong Kong, Vietnam and Mexico.

Featured Presentation | Deane Neubauer

Recalculating Higher Education in the Asia Pacific Region Within the Emerging Fourth Industrial Revolution

Friday, October 19 | 16:05-16:35 | Main Hall (2F)

At the intersection of the three major concepts that orient this conference, it becomes increasingly clear that the relationship between various accepted notions of the two “active causal agents” in play, namely “innovation” and “entrepreneurship” have been given highly variable meanings within the dynamics of an approaching era of artificial intelligence and its many applications. As a result, the notion of “value” becomes highly dependent on the meanings assigned to these two driving forces. This paper seeks to develop some hypotheses that link those differentiated meanings to varied notions of the two driving concepts. It concludes by positing a set of questions that impinge on both accepted and emerging notions of higher education institutions seeking both to further these developments, through their own notions of innovation and entrepreneurship, and create or sustain enduring positions of relevance within the higher education community.



Deane Neubauer


Deane Neubauer is Professor Emeritus of Political Science at the University of Hawaii, Manoa. He currently also serves as the Associate Director of the Asia Pacific Higher Education Research Partnership (APHERP) which conducts a wide range of policy-focused research with a special focus on higher education. He is also currently an adjunct fellow of the East-West Center, in Honolulu, Hawaii. Deane holds a BA from the University of California, Riverside, and MA and PhD degrees from Yale University. Over the course of his career he has focused on a variety of political and policy areas including democratic

theory, public policy, elections and various policy foci, including education, health, agriculture and communication. He has held a wide variety of administrative positions at the University of Hawaii, Manoa and the 10 campus University of Hawaii system. He also has over twenty-years experience in US-oriented quality assurance.



Friday, October 19 | 16:45-18:00 | Art Gallery (2F)
Conference Welcome Reception

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



The IAFOR Documentary Photography Award 2018

Join us as we celebrate the winners of this year's IAFOR Documentary Photography Award – an international photography competition that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists.

www.iaforphotoaward.org



Friday, October 19 | 12:25-12:40 | Main Hall (2F)

IAFOR Documentary Photography Award 2018

Award Winners Screening

The IAFOR Documentary Photography Award was launched by The International Academic Forum (IAFOR) in 2015 as an international photography award that seeks to promote and assist in the professional development of emerging documentary photographers and photojournalists. Another important objective of this contest is to help bridge the divide between the world of practicing photojournalists/documentary photographers and the world of academic scholars, and create an accessible and exciting ground for dialogue and discussion at our conference events, and beyond. The award has benefitted since the outset from the expertise of an outstanding panel of internationally renowned photographers, including Dr Paul Lowe as the Founding Judge, and Ed Kashi, Simon Roberts, Simon Norfolk, Emma Bowkett, Monica Allende, Jocelyn Bain Hogg, Maria Teresa Salvati and Ziyah Gafic as Guest Judges.

As an organisation, IAFOR's mission is to promote international exchange, facilitate intercultural awareness, encourage interdisciplinary discussion, and generate and share new knowledge. In keeping with this mission, and in appreciation of the great value of photography as a medium that can be shared across borders of language, culture and nation, and to influence and inform our academic work and programmes, the IAFOR Documentary Photography Award was launched as a competition that would help underline the importance of the organisation's aims, and would promote and recognise best practices and excellence. In support of up-and-coming talent, the IAFOR Documentary Photography Award is free to enter.

Now in its fourth year, the award has already been widely recognised by those in the industry and has been supported by World Press Photo, *British Journal of Photography*, Metro Imaging, MediaStorm, Think Tank Photo, University of the Arts London and RMIT University, among others.

The work of this year's winners will be screened at CHER2018.

Image by Subhrajit Sen | 2018 Third Place Winner



Paul Lowe | Founding Judge

Our Founding Judge, Dr Paul Lowe is a Reader in Documentary Photography and the Course Leader of the Masters program in Photojournalism and Documentary Photography at the London College of Communication, University of the Arts London, UK. Paul is an award-winning photographer who has been published in *TIME*, *Newsweek*, *Life*, *The Sunday Times Magazine*, *The Observer*, and *The Independent*, amongst others. He has covered breaking news the world over, including the fall of the Berlin Wall, Nelson Mandela's release, famine in Africa, the conflict in the former Yugoslavia, and the destruction of Grozny.

His book, *Bosnians*, documenting 10 years of the war and post-war situation in Bosnia, was published in April 2005 by Saqi books. His research interest focuses on the photography of conflict, and he has contributed chapters to the books *Picturing Atrocity: Photography in Crisis* (Reaktion, 2012) and *Photography and Conflict*. His most recent books include *Photography Masterclass* published by Thames and Hudson, and *Understanding Photojournalism*, co-authored with Dr Jenny Good, published by Bloomsbury Academic Press. Paul is an Emeritus Member of VII Photo Agency.



Maria Teresa Salvati | Guest Judge

Maria Teresa is Founder and editor-in-chief at Slideluck Editorial, which exhibits a selection of the best photographic works and multimedia presented during Slideluck events worldwide, as well as works from guest artists.

Maria Teresa conceived and curated the project *Born the Same*, a selection of ten different works exploring sub-cultures and micro-stories working as reminders that we are all born the same, despite cultural, emotional and political conditions. The project was first presented at Les Rencontres De La Photographie Arles

2017, during La Nuit de l'Année, and is now travelling globally.

She co-edited and co-curated *Hungry Still*, an exhibition and publication produced and designed by Slideluck London, FORMAT Festival and QUAD, and printed by AKINA Factory. The collective project showcases twenty-four of the best works that have contributed to the English platform, since its inception, with a selection of images combined with personal anecdotes and recipes.

Maria Teresa is also a personal branding consultant. She helps photographers find their "spot of beauty" and vision, advises them on how to build their identity, and helps them communicate via the most appropriate channels (i.e. social media). Now she teaches in Bari, Italy at F.Project School of Photography and Cinematography, in Rome at Officine Fotografiche, and as a guest lecturer at the London College of Communication (LCC).



Ziyah Gafić | Guest Judge

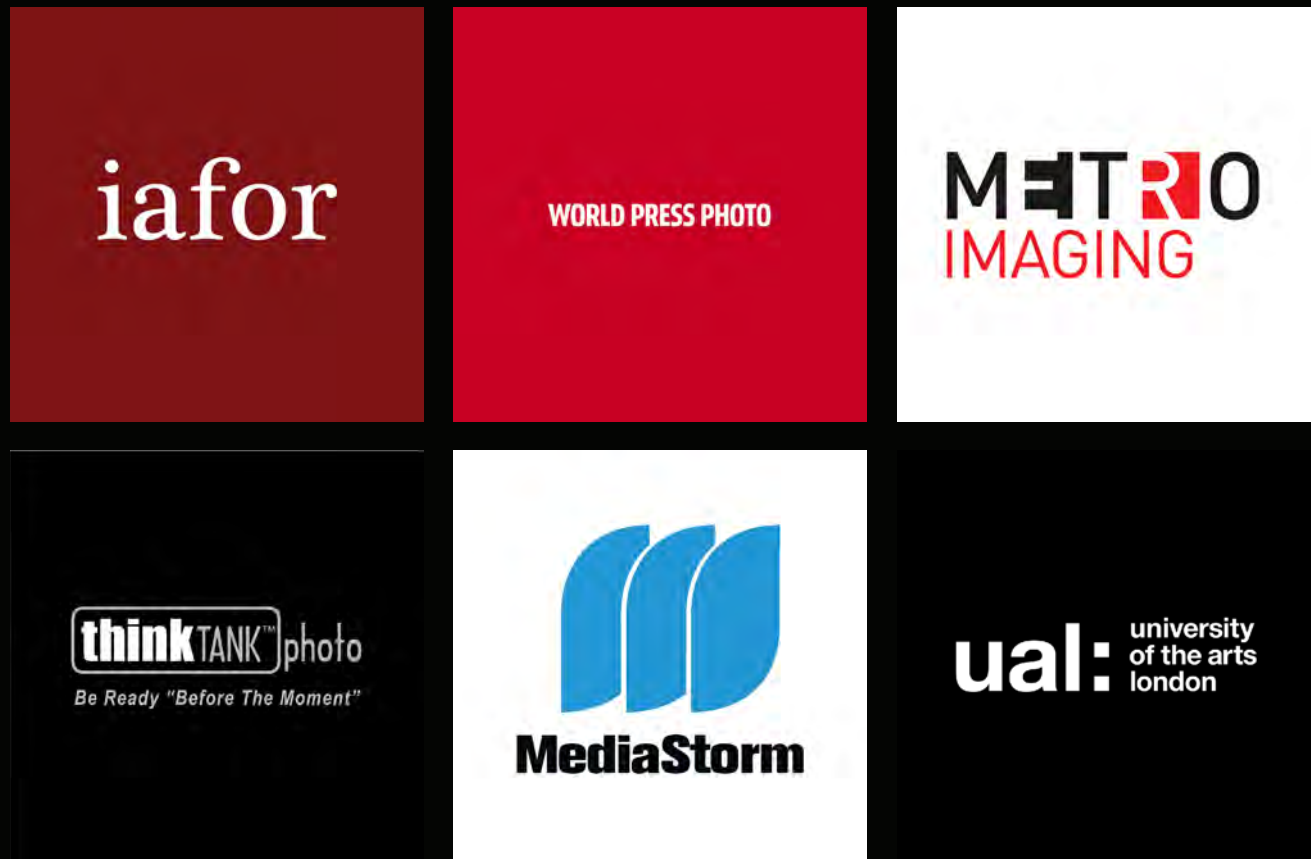
Ziyah Gafić is an award winning photojournalist with 19 years of experience, focusing on societies in conflict and Muslim communities across the globe. He covered major news stories in over 50 countries. His work has appeared in *TIME*, *Le Monde*, *The New York Times*, *GEO*, *The Sunday Times Magazine*, *La Repubblica*, *The Telegraph Magazine*, *The New Yorker*, among others. He authored five books including *Troubled Islam*, *Quest for Identity*, and *Heartland*. His work won a plethora of awards, including multiple awards at World Press Photo, Visa pour l'image, Arles Rencontres de la photographie and grants from Magnum Foundation, Getty Images and Prince Claus Fund.

Ziyah is member of VII Photo Agency and a TED Speaker.

Supporters

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

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



Sponsorship Opportunities

As a key organisation involved with the IAFOR Documentary Photography Award, you will add to the experience of these emerging professionals while showcasing the authenticity and responsibility of your brand. Through social media, product integration, logo placement, potential press coverage, promotion at the award ceremony and subsequent exhibitions in Japan, Spain, USA and UK, you have the opportunity to help bring attention to the work of highly talented photographers.

For information on sponsorship opportunities or becoming a supporter of the IAFOR Documentary Photography Award, please contact Thaddeus Pope, Creative Director, IAFOR Documentary Photography Award (tpope@iafor.org).

Innovation and Value Initiative

www.iafor.org/innovation-and-value-initiative/



Innovation and Value Initiative

More than ever, solutions to the transnational challenges, from climate change, sustainability to refugee crises, are in need of radically new approaches that depart from the present institutional limitations of global governance. Interdisciplinary and cross-sector collaboration, between science/technology and the humanities or public and private sectors, in search of new values and models of how we conduct businesses, produce food or even live, are recognised widely as the way forward, as has been demonstrated in the United Nations' Sustainable Development Goals (SDG) that usefully combines the achievements of the Millennium Development Goals (public) and Global Compact (private sector).

Moreover, as the world confronts the limits of Western concepts of innovation and the value that these bring, other unique, sustainable and inclusive models of innovation may have important and globally applicable lessons that could guide the future of innovation and value creation initiatives around the world. Even though global connectivity has been greatly enhanced, there are local or regional pockets of ecosystems with demonstrated capacities to survive over centuries, and yet these are hardly recognised or properly integrated into the theoretical underpinnings that inform international practices and policies.

As a way to take part in this global endeavour to renovate the current international system and create new values, the IAFOR Research Centre is proud to announce the Innovation and Value Initiative that will start as a three nodes project in the following areas: Value and International Economy, Value and International Politics and Value and Social Innovation.

Lead Researchers

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan
- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan
- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations

About the Initiative

The purpose of the Innovation and Value Initiative is to explore the drivers, processes and outcomes of innovation and value creation across countries, markets, industries and sectors and identify the drivers that foster the most healthy innovation and value-creating ecosystems across (1) heritage businesses, (2) multinational companies, (3) entrepreneurial startups, (4) educational institutions, (5) governments, (6) NGOs and NPOs. This initiative will also foster mature conversation between leaders across these fields and industries, and will address the questions of “what is innovation?”, “what is value?” “what are innovation ecosystems?” and what we mean by these terms in context.

The initiative will be comprised of the following elements: research, education, dissemination (working papers, workshops and conferences), and initiate collaborative implementation projects with businesses, local, regional or international NPOs and/or international organisations (for example, the humanitarian use of blockchain technology). The three nodes, “Value and International Economy”, “Value and International Politics”, and “Value and Social Innovation” will have each have its independent research component, but the researchers will also work closely to share findings, team teach for classes at OSIPP, integrate their works at implementation level or producing policy recommendations where possible and practicable, and plan new collaborative projects.

Project Nodes and Teams

Value and International Economy

Lead Researcher

- Philip Sugai – Professor, Doshisha University, Graduate School of Business, Japan

Associated Researcher

- John Beck – President, North Star Leadership Group

Value and International Politics

Lead Researcher

- Haruko Satoh – Professor, OSIPP, Osaka University, Japan

Associated Researchers

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations
- Peng-Er Lam – Senior Research Fellow, East Asian Institute, National University of Singapore, Singapore

Value and Social Innovation

Lead Researcher

- Toshiya Hoshino – Ambassador and Deputy Permanent Representative of Japan to the United Nations



Innovation and Value Initiative

United Nations STI Forum 2018 Report

IAFOR collaborated with the United Nations in the hosting of a special session at the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals (STI Forum 2018) at the United Nations Headquarters in New York on June 6, 2018.

Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderated the Official Meeting, a roundtable session on Innovators and Investors, and focussed on questions at the intersection of innovation and value, including "Impact investing"; investments made into companies, organisations, and funds with the intention to generate social and environmental impact alongside a financial return. The chair of the meeting was Japanese Ambassador to the United Nations, His Excellency Dr Toshiya Hoshino.

Dr Haldane said: "For IAFOR, impact investing is a particular area of interest in regards to the funding of research in higher education, and dovetails with the work we will be doing within the IAFOR Research Centre at the Osaka School of International Public Policy (OSIPP) at Osaka University, as part of our new Innovation and Value Initiative, and also with The IAFOR Global Innovation & Value Summit 2018 (GIVS2018) to be held in Tokyo later this year." He added that "it is a great recognition of IAFOR to have been invited to collaborate, and we are honoured to have been asked to work with the United Nations at this important event, and look forward to working with the UN and other stakeholders in the support of Science, Technology and Innovation for the Sustainable Development Goals (STI-SDG)."

Dr Haldane, who teaches on the postgraduate Global Governance course at OSIPP, and is an Expert Member of the World Economic Forum in this area, was also keen to raise the issue of governance and policy implications of the uses of blockchain technology. In his introduction to the panel, he suggested that the use of blockchain, given its verifiability and the transparency of transactions might have a positive effect on systems of governance. This might be especially important at a time when the rules-based international system, exemplified by institutions such as the United Nations, are being challenged.

Image | Dr Joseph Haldane, Chairman and CEO of IAFOR, co-moderates a roundtable session on Innovators and Investors at the United Nations Headquarters in New York.



Saturday October 20

Parallel Sessions

09:00-11:00 | Art Gallery (3F)

Saturday Session I

Questing for Innovation & Entrepreneurship: Curriculum Design & Student Learning

Session Chair: Moon Jeong

44035 09:00-09:30 | Art Gallery (3F)

Changing the Monolith: Barriers and Opportunities of Entrepreneurialism in Higher-Ed

Brian DeLevie, University of Colorado–Denver, United States

In 2013, The Progressive Policy Think Tank concluded the twentieth-century models of higher education were broken and that to survive "a deep, radical and urgent transformation is required." In 2018, the prescience of that statement is being reflected in universities via ever-tightening budgets, decreasing available student populations, and ever-increasing student costs and debt. To combat these forces universities are trying a myriad of options including alternative credentialing, MOOCs, and professional certificates. Underpinning these efforts has been a drive towards greater entrepreneurialism and a search to develop new ways to transform and infuse classrooms with more business-like cultures (Hyslop-Margison & Leonard, 2012; Polster, 2005; Milley, 2016). Despite the well-documented economic, cultural and societal challenges facing universities, the many logistic, administrative and political barriers to change are both complicated and personal. This paper looks holistically into the fundamental questions and challenges academia faces including: How can entrepreneurial approaches be encouraged and used to break down disciplinary silos (and associated systems of faculty governance, merit, and tenure) to create creative, innovative and entrepreneurial approaches of research theory, practice, and pedagogy; how can universities use their prestige and teaching acumen to strengthen ties to the private sector and create pipelines that lead towards student enrollment and employment; what are the conflicts with the stated and perceived mission of universities and how can the risk-averse nature of university administration be changed to encourage faculty and students to fail with purpose?

43049 09:30-10:00 | Art Gallery (3F)

Set Up a Bridge Between the Classroom and the Real World

Jui-Feng Ho, Far East University, Taiwan

Jung-Chun Liu, Far East University, Taiwan

Ling-Chin Ko, Kun Shan University, Taiwan

The research project intended to integrate the realities and theories of service learning, training methods and curricula, interdisciplinary research results in Industry-university cooperation, betterness education, and social expectations to create a new pedagogical praxis research platform. For the new generation with a fierce competition, how to enhance the ability to survive is an important issue in the future. There are seven competitiveness factors of communication skills, problem-solving ability, planning ability, information analysis ability, ambition, time management ability and leadership. Participating students can increase the professional skills through actual participation in the service learning process in the future world. Through service learning of activities enhance children knowledge and information technology applications of life in rural primary school. Service learning emphasizes the concept of "learning" combined with "service", and enhance each of these skills with professional coaching and curriculum design, service learning projects, and specialized studies. In the service learning process, different job attributes can train different abilities. Training and review of results will be conducted through various mechanisms and rotation of works. The researchers will observe whether there is a difference in the ability of seven aspects through these processes. Before doing this project, the learner will be asked to fill in a competency analysis questionnaire. The learners need to fill in the working log in the service process. After the service is completed, the learners will fill in the service experience and questionnaire. The final data will be analyzed by one-way multivariate analysis of variance (MANOVA).

43975 10:00-10:30 | Art Gallery (3F)

Level of Satisfaction of Employers on the Work Performance of NWU-CTE Graduates

Esmeralda Baldonado, Northwestern University, The Philippines

John Sinang, Northwestern University/ Department of Education, The Philippines

This study aimed to identify the level of satisfaction on the work performance of NWU-CTE graduates along the 21st Century Skills. The descriptive survey method was used through the combination of quantitative and qualitative research. The questionnaire consisted of the 21st Century Learning Skills which were adopted and modified from the framework of the 21st Century Learning Skills. Under each century skill are six competencies adopted from the NCBTS (National Competency-Based Teacher Standards) which are learned in the BEd and BEEd degree programs. Relative to the Level of Satisfaction of Employers on the Work Performance of NWU-CTE teachers based on the four areas of the 21st Century Skills, the employers were all very satisfied with Communication Skills having the highest mean score and Learning and Innovative Skills the lowest mean score. Based on the findings of the study, the NWU-CTE graduates showed manifestation of the 21st Century Skills although there is still a great room for improvement especially in Information, Media & Technology Skills. With the rapid change of technology, NWU-CTE graduates should go for Continuing Professional Development (CPD) and at the same time NWU have to look at First-World Classrooms of Teacher Education Institutions to remain relevant as an effective purveyor of true learning.

44260 10:30-11:00 | Art Gallery (3F)

Student Learning Through Self-Directed and Experiential Inquiry

Jun Hong Ha, Korea University of Technology and Education, South Korea

Moon Jeong, Korea University of Technology and Education, South Korea

Students learn best when they have self-motivation and relevant experience of what they wish to learn. This study examines students' learning achieved through university extracurricular programs (named as "Student-directed 2030 Future Research Activity", the 2030 project hereafter), that promotes participants' full autonomy on the selection of research themes and following research activities. The 2030 project is designed to develop multi-dimensional learning outcomes for engineering students who are faced with new social demands for the future. By observing students' self-efficacy developed during program participation, we first expect to find out that students enhance their research capacities such as critical thinking skill and interdisciplinary inquiry. Secondly, we investigate how much students' research activities (including a visit to overseas cutting-edge sites of innovation) affect students' learning (e.g., soft skills, global mind). Last but not least, it is meaningful for us to introduce that this research finding can contribute to university education that aims to nurture future talents who can lead innovation and entrepreneurship.

09:00-10:30 | AD301 (Wong Administration Building 3F)

Saturday Session I

Globalisation, Internalisation of Education & Impact on Student Learning

Session Chair: Israel Ibarra Solis

42985 09:00-09:30 | AD301 (Wong Administration Building 3F)

Information Technology Student Dispositions Towards Social Networking Site as an Educational Tool: A Case Study

Las Johansen Caluza, Leyte Normal University, The Philippines

Educational technologies are means to enhance teaching and learning process both the teachers and the students. Many kinds of literature showed significant impact on the use of these technologies. In the Philippine context, social networking sites play a vital role in everyday activities of these students in the tertiary level. However, understanding the actual experiences of these students remain unexplored which this research aimed to unveil. The single-case research design was utilized in this study in order to unveil the actual experiences of the selected fifteen IT students in the university through in-depth interview and observation. These students were purposively selected based on the selection criteria. The data collected were analyzed using Colaizzi's Descriptive Phenomenological Approach of data analysis, results revealed varied opinions and were grouped according to the theme such as collaborative learning strategy, the highway of information, drive to learn further, and accessibility constraints. Based on findings, it is imperative to say that social networking site as a medium of instructions and learning showed significant interest and positive feedback. However, further studies could be done like getting the experiences of the teachers using social media.

43277 09:30-10:00 | AD301 (Wong Administration Building 3F)

A Teacher Educator's Self-Study in the Course of Teaching Methods for School Physics: Looking for the Hope with the Expectation

Jaehyeok Choi, Chonnam National University, South Korea

Heekyong Kim, Kangwon National University, South Korea

Yong Jae Joung, Gongju National University of Education, South Korea

Kwang Hee Jo, Chosun University, South Korea

The purpose of this study is to investigate the pedagogical practices of "I" and "pre-service teachers" by "self-study" with three critical colleagues to develop pre-service teachers' professional abilities in teaching physics. This study was conducted from March to June 2018 in the 45-hour lecture with the participation of 14 pre-service teachers who were seniors in a department of physics education, a university in South Korea. My reflective journals, pre-service teachers' reflection on their own lesson demonstration, the feedback about the demonstration, and lecture notes were collected with videos. In addition, the questionnaires were administered to pre-service teachers twice. The lecture was largely composed of the understanding of the instructional models and their application through lesson demonstration. "I" expected that the pre-service teachers could share the orientation of each instructional model and apply it to the actual class. And pre-service teachers expected to develop their lesson skill through lesson demonstrations in this lecture. Since "I" found that some pre-service teachers recognized that the instructional model was purely theoretical and could be applied in an ideal situation, "I" was disappointed. Pre-service teachers were disappointed that they could not improve their lesson skills as much as expected even though they did their best. Most of the pre-service teachers tried to understand the orientation of the lecturer, "I", and tried to practice the student-centered lesson as "I" expected. In this process, "I" found the necessity of pre-service teachers' self – understanding and their improvement of change capacity.

43263 10:00-10:30 | AD301 (Wong Administration Building 3F)

Interdisciplinary Educational Projects in Automotive Engineering Classes

Israel Ibarra Solis, Instituto Politécnico Nacional, Mexico

This study shows the techniques used to evaluate and work along with classes in automotive manufacturing engineering based on an interdisciplinary method. The method is related to the evaluation through competency-based learning, although is not a new method worldwide, in the engineering education in Mexico is gaining popularity. The evaluation is centered in the flexibility, the continuous education, and the professional formation of the student by working in a context of manufacturing processes. The method deals with small groups, so the students would be ready for the upcoming challenges that they might face in the manufacturing work field. Among the results, we found that students are learning faster, and that collaborative work is promoted at different levels of understanding. As a conclusion, the results are measured in a qualitative and quantitative manner to identify the competencies that need improvement to adequate the learning in the appropriate industrial context.

11:30-13:00 | Art Gallery (3F)

Saturday Session II

Questing for Innovation & Entrepreneurship: Curriculum Design & Student Learning

Session Chair: Chiayi Chen

44182 11:30-12:00 | Art Gallery (3F)

Taiwanese University Students' Retrospective Evaluation of a Textbook in Use

Szu An Chen, Wenzao Ursuline University of Languages, Taiwan

In Taiwanese EFL contexts, textbooks play an important role in the classroom. As teachers, textbooks provide learners with a resource of L2 input either in the classroom or outside the classroom. A recently published textbook, *Reading Time: A Strategic Approach to Reading in English*, needs to be evaluated from the perspective of its users. The purpose of this study is to examine how student users perceive this textbook and its effect on their English learning through conducting a questionnaire survey in the research context. The questionnaire was developed by the researcher according to the aim of the study, and the quantitative data was collected from eight Level 2 English classes at Wenzao Ursuline University of Languages and then analyzed by using SPSS 23.0 in 2018. The research findings reveal that the student participants reflected positively on this textbook and its effect of helping them learn English at Wenzao. Based on their written comments in response to three open-ended questions in the questionnaire, some suggestions regarding textbook modifications to be done in the future have been made for textbook developers. The present study also addresses the needs of carrying out further research on the evaluation of the textbook from different perspectives.

44156 12:00-12:30 | Art Gallery (3F)

Gamification in Primary School Curriculum Design in Hong Kong

Yick Kan Kwok, Technological and Higher Education Institute of Hong Kong, Hong Kong

Growing up with digital technology, primary school students expect education should be immersed into ICT and STEM. According to recent local research conducted by The University of Hong Kong, students are addicted to gaming, spending more than three days per week on average. To steer students back to study, curriculum design needs to be reformed to be more attractive. The aim of current work is to study and present the benefits of adding game elements into the current curriculum, such as increasing the motivation and engagement of students. The methodology used in this study is a controlled experiment, which lasts for one semester. One class of students use a traditional curriculum, while another class uses gamified curriculum design, which the curriculum elements such as assignments, quizzes and examinations are re-designed to become quest-based. Depending on the performance of students, each quest can reward the student with a game score and certain single-use perks, such as privileges to extend the deadline of homework for one day. Without needing to wait for their classmates, students can finish a quest and start another if the prerequisites, such as completed related lecture, have been met. At the end of the semester, the effectiveness of the gamified curriculum design can be reviewed by comparing the performance changes of two classes of students. The experiment can as well be re-run and extended to a wider base of test subjects to obtain more accurate results. We hope that this study will give insights to future curriculum reform.

44237 12:30-13:00 | Art Gallery (3F)

Can Video-Conferencing Mediated Learning Improve Students' Oral Ability? A Study on a Learning Chinese as Foreign Language Program

Chiayi Chen, Kainan University, Taiwan

Yan jin Pan, National Chiayi University, Taiwan

The researchers conducted a distance video-conferencing instructional design in which 45 Chinese language learners in the US and 27 Chinese language pre-service teachers in Taiwan completed a series of collaborative assignments. Under this video-conferencing design, Chinese language learners could exercise the target language, and Chinese language pre-service teachers could also practice teaching foreign students. The result of this study showed that this video-conferencing design had a positive impact on the Chinese learners' oral ability. The pre-test scores of students in the control group (mean=71.10) were larger than those of the students in the experimental group (mean=62.62) but the difference was not statistically significant. After the treatment, the students in the experimental group (mean=87.77) outperformed significantly those in the control group (mean=79.27) on the post-oral test at the level .05 and $t[42]=-2.351$, $p=.02$. The researchers analyzed the results of the students' surveys and follow-up interviews to investigate why students under video-conferencing design had better oral learning outcome. The researcher suggested that the application of this video-conferencing mediated learning design would be helpful for those in the remedial foreign language program. And it also would increase the mutual understanding of those across the different countries.

11:30-13:00 | AD301 (Wong Administration Building 3F)

Saturday Session II

Globalisation, Internalisation of Education & Impact on Student Learning

Session Chair: Justin Sanders

44271 11:30-12:00 | AD301 (Wong Administration Building 3F)

Development of Higher Education Systems and the Impact of Neoliberalism on Higher Education Reforms

Marc Brazzill, Waseda University, Japan

There is a growing consensus in the field of political science that developed, or massified, higher education systems are classifiable into distinct types that reflect the broader welfare regimes of each country. However, there is a large body of higher education research that argues that higher education systems are converging upon a neoliberal type, which is not yet reflected in the political science literature. This paper seeks to reconcile these two positions and explain why such contradictory theories have developed by looking at both the development of higher education systems in the post-war period and subsequent systemic reforms that have been identified as neoliberal. I argue that middle-class demand has driven the expansion of higher education systems and that variation in the style of higher education systems is a result of differential electoral importance of the middle-class and differences in which parties the middle-class support in each country. I also argue that subsequent neoliberal reforms are path dependent on these pre-existing types, which partially explains the contradictions between political science and higher education research, and note the importance of differentiating between two distinct aspects of neoliberal ideology: 1) budgetary and fiscal responsibility, and 2) competitiveness in the face of a globalized economy. In order to illustrate these ideas, this paper provides an in-depth look at the cases of Japan and the United Kingdom, which developed into very different systems in the post-war period but have since shown slight convergence on the back of reforms.

43014 12:00-12:30 | AD301 (Wong Administration Building 3F)

New Contexts and Cultures: Exploring Faculty Members' Sense of Fit in the Internationalized University Classroom

Annette Bradford, Meiji University, Japan

In an era of significant international student mobility and expanding internationalization, higher education classrooms in Japan are becoming increasingly diverse. There is a growing need to find new ways of thinking about teaching and learning. Assumptions about so-called "Western" and "non-Western" teaching and learning approaches and "local" versus "international" students are not adequate for acknowledging and addressing the varied backgrounds, values, and expectations that now come together in our classrooms. This presentation conveys the experiences of faculty members in Japan as they navigate new contexts and cultures and learn to feel a sense of belonging in classrooms that are internationalizing in different ways. In-depth interviews inform the study. After highlighting common experiences among faculty members, the presentation delves deeper into the understandings of one Japanese professor as she reflects on the journeys taken travelling between cultures in her internationalized classrooms. It explores her feelings of "fit" and discomfort as she navigates different contexts, and describes the ways she approaches complex classroom situations. Session participants will learn about the challenges that faculty members encounter in their diverse and non-diverse Japanese- and English-taught classes. They will learn key strategies for adapting to new language environments and heterogenous student populations.

42806 12:30-13:00 | AD301 (Wong Administration Building 3F)

International Partnership Strategies and Practices at 4 Case-Study Global Research Universities in Singapore and Japan

Justin Sanders, Osaka University, Japan

As internationalization has become firmly embedded in the higher education sector, universities are learning that in order to compete, they must collaborate. International partnerships facilitate the exchange of scholars and students, research collaboration, and the ability of universities to develop new programs and offerings to students. As such, partnerships have become essential to not just internationalization efforts, but any institutional ambitions towards "world-class status". This presentation will outline the process of international partnership development at four national comprehensive research universities in two national contexts, Singapore and Japan. By using a comparative perspective, we can highlight how both national and institutional factors can affect the approach to partnerships. Beginning with an overview of the nature and extent of partnerships at each university, the presentation will discuss the rationales and strategies employed by each institution in developing, managing and leveraging international partnerships. Data for the study comes from an extensive document review of material published by each university including websites, strategic plans, annual reviews, brochures and so on. In addition, semi-structured interviews were conducted with faculty and staff leadership at each university to gain greater insight into the rationale behind particular approaches. By providing such case study analysis, this study hopes to inform other higher education institutions in their own pursuit of mutually beneficial international partnerships.

14:00-15:00 | Art Gallery (3F)

Saturday Session III

Innovation, Entrepreneurship & Graduate Employment

Session Chair: Norilyn De Chavez

43247 14:00-14:30 | Art Gallery (3F)

Music as a Language of Social Movements – A Band's Entrepreneurial Process

Hui-Yin Lin, National Yunlin University of Science & Technology, Taiwan

Chih-Ming Lin, National Sun Yat-sen University, Taiwan

As we knew, entrepreneurship is usually seen as a solution to problems in community development through community mobilization and stagnating communities are expected to return to growth. The question of what entrepreneurship is and how it emerges remains unanswered or neglected. The aim of our paper is to answer this question. To consider "entrepreneurship" that is not traditionally considered within the domain of entrepreneurship, our research explores the fields of performing arts groups. Taking the local Bands from a disadvantaged rural county in Taiwan, our research conducted with the musicians provides evidence and insight into how social impact or social value emerged upon their entrepreneurial process. A narrative inquiry conducted with the singer and the team musicians were also analysed and three themes emerged. In the end, the ambition of this article is to conceptualize how musicians use music as a language of social movements and explore its entrepreneurial process.

43421 14:30-15:00 | Art Gallery (3F)

Employability of Bachelor of Elementary Education Graduates of Bicol University

Norilyn De Chavez, Bicol University, The Philippines

Tertiary education institutions primarily aim to produce graduates who will become active and productive members of the society. This tracer study aimed to describe the profile and employability of the 2011–2015 Bachelor of Elementary Education (BEED) graduates of Bicol University College of Education (BUCE). Descriptive survey method using questionnaires, face to face interviews, consultations, and focus group discussions were used to gather data. Different factors affecting their employability and their employers' evaluation of their work performance were also discussed. Data revealed that 80.76% of the graduates are female, 87.17% were single, 40.82% came from big families with a lower level of occupations and average monthly family income of Php 10,000–20,000. Out of 343 respondents, 310 or 90.38% were employed as teachers in public and private schools and had their first job between one month to less than two years after graduation. Employers were very satisfied with their knowledge and understanding, general qualities, general and specialized skills and are extremely likely to hire other BUCE graduates. The data implied that the BEED graduates of BUCE are highly employable. The study revealed that there were factors affecting employment after graduation that should be considered in the preparation of career and curriculum enhancement programs of the institution.

14:00-15:00 | AD301 (Wong Administration Building 3F)

Saturday Session III

Questing for Innovation & Entrepreneurship: Curriculum Design & Student Learning

Session Chair: Julie Karen Arnold

43091 14:00-14:30 | AD301 (Wong Administration Building 3F)

Next Generation Coaching Approach in the Twenty-Second Century – Japan-Originated Coaching is the Key to Transforming

Hideyuki Sugawara, Hokkai Gakuen University, Japan

An inevitable trend, a low birth rate and growing senior population, is now proceeding toward the twenty-second century in Japan. This meta-trend is generally regarded as a serious threat in the near future of Japan. Considered from the viewpoint of international business, this could be an opportunity for Japan to transform in order to adapt to the new way of thinking of the twenty-second century. In the field of international business studies, as productivity rises, people engage less and less in activities related to production. Even if the population declines by 30%, the Japanese economy could still maintain its current level by improving productivity by 30%. Thus, the declining population will not necessarily influence overall economic activity. Increasing productivity is the first priority among the current policies of Japan. We still have a promising future. The Japanese have always tried to make today's vision into tomorrow's reality. One of Japan's great strengths is its long history. Many things have been tested, but only truly valuable ideas have survived over this long period of time. For example, Bushido strengthens the mental foundation of the Japanese. The teachings of Esoteric Buddhism are secret and not available to just anyone, whereas Exoteric teachings learned from books are accessible to everyone. These high levels of mentality and spirituality make it possible access to the subconscious layers and succeed in transforming people. This is the key to wellbeing in the twenty-second century.

42424 14:30-15:00 | AD301 (Wong Administration Building 3F)

Praxis Pedagogy in Teacher Education

Julie Karen Arnold, Deakin University, Australia

Brian Mundy, Victoria University, Australia

Historically in teacher education, there has been a tradition of examining practice and striving for an ideology as a basis for developing a culture of teacher education. These efforts of reflective researchers has led to an evolution of new pedagogies in teacher education models. This paper discusses the pedagogies associated with a model that focuses on praxis. Portfolio dialogue, case writing and signature pedagogy mapping are identified as central to the model and present pedagogical practices which are intended to create possibilities of orientation rather than a lineal hierarchy of outcomes for pre-service teachers. Part of this paper reports on discussions from final year pre-service teachers regarding their portfolios and considers the presence and the contributions of these signature pedagogies. New knowledge for refining planning and practice through visual modes are considered while arguing for a critical, dialogical and praxis view of pedagogy.

15:15-17:15 | Art Gallery (3F)

Saturday Session IV

Driving for Innovation-centric Entrepreneurship: Management & Governance Issues

Session Chair: Ling-Chin Ko

44248 15:15-15:45 | Art Gallery (3F)

Development of Mobile Royal Thai Armed Forces Personal Information Software on Android

Neramit Archapinun, Rangsit University, Thailand
Paniti Netinant, Rangsit University, Thailand

The purpose of this research is to development of Mobile Royal Thai Armed Forces Personal Information Software on Android. As Thai military regulations, it has determined that all military personnel of RTARF HQ must submit their updated personal information annually on their birth-date to assemble accurate information on both paper and a computer information system. Also, they can verify personal information easily as it could be accessed by themselves anywhere and anytime through the internet. The concept of development and implementation of the software has been used Rapid application development (RAD) for developing the system in many Thai military units. We use RAD to develop mobile software because it does not require a lot of time, resources, and developers to design and implement. This research paper describes the theory of Technology Acceptance Model (TAM) to use as a tool to verify the acceptance of our software requirements. The model consists of two main factors: perceived usefulness and perceived ease of use. Perceived usefulness refers to the user believing that the technology will help to improve the performance and efficiency. Perceived ease of use is defined as what extent the user to be comfortable when using the features of the technology. In conclusion, the mobile applications development are mainly to be comprehensively, effectively, easily and flawlessly to use for users of RTARF HQs. Finally, we present the overall system design of the Thai military personal information software on mobile devices. It would be a prototype of mobile applications development.

42545 15:45-16:15 | Art Gallery (3F)

A Study of Factors Affecting Doctors' Reputations from the Perspective of Hospital Patients

Chung-Yi Yen, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Taiwan
Ya-Rong Liang, Kaohsiung Medical University Hospital, Kaohsiung Medical University, Taiwan

Past researches indicated that patients' perceptions of a doctor's reputation are one factor influencing their healthcare-seeking behavior. Also, it was suggested that a patient's perception of a doctor's reputation is highly related to the latter's medical skills and ethics. However, those researches only took into account patients' points of view and ignored other hospital's judgment on this issue. Therefore, the aim of this study is to discuss what constitutes doctors' reputation from the perspective of hospital patients. Their opinion on the issue is critical because it is an important source of information when potential patients seeking advice. Specifically, this study investigates the relationship between doctors' service attitude, medical skill and their reputation among hospital employees. We use a questionnaire survey method to investigate patients' responses in each variable. AMOS software is applied for empirical data analysis and research hypotheses examination. Evidence suggests that doctors' reputation is related to both their service attitude and medical skills. Results of this study have managerial implications for both hospital management and doctor's who wish to improve their reputation image.

44228 16:15-16:45 | Art Gallery (3F)

A Study of Entrepreneurial Cognitive Capability, Innovation for Environmental Sustainability and Dynamic Capability: A Case Study of SMEs in Taiwan

Ting-Ling Lin, National Taipei University, Taiwan
Mei-Chen Hsieh, National Taipei University, Taiwan
Heng-Yih Liu, Yuan Ze University, Taiwan

How do Taiwan's small- and medium-sized enterprises (SMEs) deploy their limited resources and capabilities for environmental sustainability and related capacity building as an attempt to strengthen and build dynamic capabilities adapting to environmental changes? In view of the aforementioned issues, this study integrates Helfat and Peteraf's (2015) research and finds a systematic logic among entrepreneurial cognitive capabilities, dynamic management capabilities, and strategic changes. This study also integrates Watson, Wilson, Smart and Macdonald's (2018) research and discovers environmental innovation requires three levels of capabilities; namely, operational capabilities, management capabilities, and learning capabilities to active participation within the process of adapting dynamic capabilities to reduce the uncertainty of its dependence on external resources. Four SMEs in Taiwan were examined by case study method to analyze the development process of their entrepreneurial cognitive capability, innovation for environmental sustainability and dynamic capability building. Through data analysis, we found that SMEs' entrepreneurs in Taiwan seize opportunities by sensing external opportunities, reconfiguring resources, and integrating new resources. It creates new products and technologies that are more environmentally sustainable and friendly, and collaborates with new partners possessing common values of environmental sustainability. The implementation of this activity is a combination of new products, new processes, new business model innovations and environmental interactions. This learning process combines both internal and external competence embedded in the environment, and it takes time to accumulate with time compression diseconomy. Thus, it is hard to imitate by other companies.

42858 16:45-17:15 | Art Gallery (3F)

A Strategic Framework for 3-D Print Application and Business Model in Taiwan

Che-Fei Chen, Kun Shan University, Taiwan
Ling-Chin Ko, Kun Shan University, Taiwan
Jui-Feng Ho, Far East University, Taiwan

In this article, the authors develop a conceptual framework for 3-D Print Supply Chain Application and Business Model that helps broaden the understanding of the 3-D Print industry and its role in enhancing and integrating manufacturing and service industries in Taiwan. After review the current literature on additive manufacturing technology Industry, that is, 3-D printing industry; the authors interviewed fifteen 3-D printing services provided firms in selected Taiwan's markets and, develop a new conceptual framework based on the need for the consumer, the supplier and the combining the requirements of applicants and consumers. The result of this study provides an appropriate business model which can help organizations to evaluate and invest in this technology to stand firm at all times.

15:15-17:15 | AD301 (Wong Administration Building 3F)

Saturday Session IV

Globalisation, Internalisation of Education & Impact on Student Learning

Session Chair: Denis Binder

44285 15:15-15:45 | AD301 (Wong Administration Building 3F)

Students' Perceptions of Research Integration in Graduate Education

Janet Valdez, La Consolacion University Philippines, The Philippines

The shape of education changed with time as the world opened to borderless, distance, and virtual learning. The confinement of students in the four-cornered classrooms transformed to globalized educational milieu. Side by side with the structural and instructional transformations of education emerged new pedagogical principles and paradigms at all levels in the hierarchy of academic institutions. One shift included the culture of research among students, especially in higher educational institutions. The contradictory perceptions of students on research integration provided a relevant springboard on the determination of the students' perception in a certain locale, particularly at the Graduate School of La Consolacion University Philippines. It was interesting to identify the perceptions of a particular community of students on research integration: optimism on the relevance of research in the current educational trends of globalization and internationalization or pessimism posed by the fear on the hurdles and difficulty of the conduct of research.

44318 15:45-16:15 | AD301 (Wong Administration Building 3F)

Adolescents Risky Behaviours: Classroom as Context for Interventions to Enhance Self-Regulation

Sangeeta Bhatia, University of Delhi, India

Pallavi Sharma, University of Delhi, India

Adolescence is a period of rapid change at all the three levels: physical, social and cognitive. However these changes take place at different speeds of maturity, with puberty as a hallmark of development and cognitive changes brought forth in pre-frontal cortex as slower. The emotional system shows heightened activation leading to sensation seeking, impulsive and novel behaviours, that are primarily facilitated in the context of peer presence. Decision making continues to improve but takes up to the early adulthood period in consolidation and complex thought thereby giving better emotional regulation only in early adulthood when the frontal lobes are fully mature. Surveys show that risk behaviours are predominantly a feature of this age and social media has only added on to addictive behaviours. The present research focussed on the adolescent in the classroom and through focus group discussions attempted to study the frequency of risky behaviours and the beliefs underlying those (using narratives, interviews). The objective was to impart techniques such as mindfulness that has been shown to be a powerful technique for improving emotional regulation. This study was undertaken on 100 undergraduate students, with the aim to create peer educators and facilitators in adolescents through creating awareness of bio social underpinnings of behaviours and the negative implications for their lives and using mindfulness as a tool for enhancing regulation. Findings have implications for increasing relevance for learning in higher education that extends beyond text book content. The classroom is the readily available context for a teacher and educators to make a positive change in young lives and create mature adults who would meaningfully contribute to their societies.

42908 16:15-16:45 | AD301 (Wong Administration Building 3F)

Cognitive and Non-Cognitive Factors of the Academic Performance of the UM Digos College Students

Viola Buenaventura, University of Mindanao, The Philippines

Emma Ceballo, University of Mindanao, The Philippines

Ryan Dale Elnar, University of Mindanao, The Philippines

This study verified the predictive value of cognitive and non-cognitive factors to students' academic performance. Two standardized measures were utilized and administered among 351 college students enrolled in the different majors at UM Digos College. Results reveal that the involved participants obtained an average level of academic performance. The students also manifested average cognitive abilities while their non-cognitive results were high in terms of academic interest but average in study methods and low when it comes to academic drive and study anxiety. Multiple regression analyses revealed that cognitive and non-cognitive factors significantly predicted the academic performance of the students. Study results supported the development of an academic mentoring program.

43960 16:45-17:15 | AD301 (Wong Administration Building 3F)

An Analysis of the Free Speech – Hate Speech Conundrum at American Universities

Denis Binder, Chapman University, United States

The past couple of years has witnessed growing conflicts between free speech and "hate" speech on American campuses. Free speech is protected by the United States Constitution at public, but not private, universities. Academic speech is protected by the concept of Academic Freedom at both private and public universities. However, faculty, students, and non-university related persons often object to speech they vehemently disagree with. They may demand trigger warnings in the classroom or comfort zones within the university. They may object to speakers because of their political views, labelling it "hate speech", which they personally find offensive. Threats of violence create a "heckler's veto". Controversial topics include Gay Rights, abortion, gun control and the NRA, affirmative action, race, gender, capitalism, conservatism, and White Privilege. The blowback against speakers can occur on the campus or through social media and the internet. The American Association of University Professors (AAUP) struggles to protect the academic freedom of professors from off-campus social media and political attacks. The question is whether universities will continue to open students' minds, or close them, by encouraging or discouraging the free exchange of ideas. The risk is that universities will no longer be a cathedral of learning with the free exchange of ideas.

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Saturday October 20

**Asia Pacific Higher Education Research
Partnership Symposium**

09:30-11:00 | Gallery Small Hall (2F)

Saturday Session I

Asia Pacific Higher Education Research Partnership Symposium

Session Chair: Wenqin Shen

09:30-10:00 | Gallery Small Hall (2F)

"International Students" as an Identity? Exploring the Constructions of Self and Social Positions

Xiao Han, Lingnan University, Hong Kong

Accompanying the thriving development of international education market, scholars have paid increasing attention to mobile students' learning experience, their intercultural sensitivity, for instance. However, the current research tends to simplify this problem by labelling international students as an identity and thus shed little light on the interaction between structure and human agency. Aiming to fill this lacuna, this paper adopts in-depth interviews to explore the identity formation process of Chinese international students with more than 3 years learning period in one established UK higher education institutions.

10:00-10:30 | Gallery Small Hall (2F)

Promoting "China Model" by Taking International Students: A Study on the IMPA Programme

Jack Wing Kit Chan, Sun Yat-sen University Guangzhou, China

Countries taking many international students are normally those with a competitive higher education sector of high quality and taught in English. Making higher education international, however, could serve for very different policy purposes. Some are to find out talents for the economy and attract quality migrants by offering scholarships for the very potential, like the US. However, others, like the UK, are more on bringing in more resources for the underfunded sector and create jobs for the local community, like the UK, in which model talents, culture or values are their top priorities. There is the third type like Germany, offering free courses from undergraduate to PhD programmes for anyone happy to learn its language first and then to establish links. Countries with a less attractive higher education sector but wish to promote its culture and values to others, seems has only one example to follow: the German one. Mainland China, since the communist party came into power in 1949, has been taking international students for various diplomatic or cultural purposes. However, its scale or volume, in both absolute and relative terms, were so trivial until recent years when the Belt and Road Initiatives (BRIs) was articulated as the national strategy in which offering more university places to friendly countries has been installed as a key component with many programmes from undergraduate levels to PhD ones. By examining the delivery and effectiveness of the IMPA in a prestigious university in China, this paper demonstrates the efforts China has made in this regard as well as the difficulties it is facing in achieving its original goals. It finds that students are coming to the country for very different purposes, leading to learning outcomes not expected from the policy's goals. It also reveals that since the programme is short and students are not required to use Chinese, by nature the curriculum is similar to its international peers without unique cultural imprints. Examples as such suggest the delivery of the programme is hardly the same as planned. To conclude, this paper argues that the academic and financial thresholds are nevertheless compromised given the fact that diplomatic or cultural goals are prioritised, the uneasy balance between two is perhaps the biggest obstacle for the programme to be meaningful and the policy goals to be achievable in the long term.

10:30-11:00 | Gallery Small Hall (2F)

Why They Leave Chinese Elite Universities for Graduate Studies – Policy Incentive, Career Plan and College Graduates' Choice of Learning Abroad

Liping Li, Peking University, China
Wenqin Shen, Peking University, China
Ying Huang, Peking University, China

Despite the rapid development of Chinese higher education, the number of Chinese students travelling abroad for graduate study has been growing so fast that researchers describe it as "the study-abroad fever of Chinese students" (Zha, 2015). The most favored destination in recent years is the United States, making China the most popular student exporting country since 2010 (Chee, 2016.). Moreover, in fields of science and technology where China has made remarkable performance, the quantity and proportion of students choosing overseas graduate study are particularly high, especially for those from elite universities. Previous studies to this world's largest group of international students mainly interpret this phenomenon as a response to the era of globalization, with the analysis of various pull-push factors and general motivations on their decision-making (Mazzarol & Soutar, 2002). However, current research findings still cannot fully explain why graduates from Chinese elite university choose to study abroad continuously and increasingly, while the gap between Chinese top universities and world's top universities has been significantly narrowed, especially in the fields of science (Kirby, 2018.). Therefore, in-depth analysis on "the study-abroad fever" of science graduates from Chinese elite universities may carry meaningful information regarding this question, on which little research has been focused. Among the existing research, better employability prospect benefitting from overseas study is considered as an essential explanatory factor (Bodycott, 2009.), but we know little about how students form this perception. In this article, we propose that policy context in China apart from the reported pull-push factors plays a unique role on top science students' decisions of studying abroad by directly relating to their future career aspirations. By in-depth interviews on chemistry students and graduates from an elite Chinese university, we target science PhD students, who are trained to be researchers within academia, for the following research questions:

- what are the major driving forces for top science students to pursue a foreign PhD degree?
- whether and how much they realize the advantages of studying abroad in Chinese academic labor market, and how this perception affects their decision-making process?
- how Chinese policy context plays a role in the perception-forming and decision-making processes?
- how their academic career aspirations have established or transformed under current background of global academia and Chinese policy context?

11:30-13:00 | Gallery Small Hall (2F)

Saturday Session II

Asia Pacific Higher Education Research Partnership Symposium

Session Chair: Ka Ho Mok

11:30-12:00 | Gallery Small Hall (2F)

Boosting the Innovation Ecosystem and Innovative Research Value Chain: The Experience of Taiwan

Sophia Hsiang-Ping Ma, Ministry of Education, Taiwan

In 2004, the Council on Competitiveness of the United States proposed a set of national innovation system model in the Report "Innovate America" and pointed out that innovation will be the single most important factor in determining America's success through the 21st century. In order to stimulate innovation and accelerate the pace and quality of innovation, the government has to work to create a policy environment including education, intellectual property protection and related regulations, also invest in transportation, energy, information, and network infrastructure. In order to boost the innovation ecosystem and innovative research value chain, Taiwan government initiated the project "The construction of innovative eco-environment for the scientific research talents of next generation" to shape the innovative eco-environment by building a friendly regulation environment and strengthening the linkage of the industry-university-research. Through deregulating for talent, technology, capital, and land, the government can construct a friendly regulation environment for encouraging innovation. The establishment of the Research Service Company (RSC) will advance the forward-looking research and high-level talent cultivation mechanism. In addition, The launching of "the program of industrial innovation and research of university" and "Service Platform of University Intellectual Property" will link intellectual property management, innovation and entrepreneurship mechanisms, and make good use of doctoral talents, also create a new industry-university cooperation model. The new model will turn to that the research and talent in the university lead the innovation and develop of industry.

12:00-12:30 | Gallery Small Hall (2F)

A Study on Education and Industry Cooperative Development in Guangdong-Hong Kong-Macau Greater Bay Area

Haibin Li, South China University of Technology, China

The Greater Bay area (GBA) is China's most dynamic, open and innovative region. The GBA accounts for 37% of China's total exports and its GDP is USD1.5trn. At present, the GBA attempts to build an innovative network platform and explore the model from "Made in China" to "Create in China". However, the lack of talents and inadequate allocation of industrial structure and human resource have become the key obstacles for the GBA to develop into a world-class bay area. More specifically, how to integrate education and industry, that is how to cultivate excellent talents, how to adjust industrial structure, how to optimize talents configuration to fit in with industry structure, will determine the future economic development velocity of the GBA. Therefore, a research on rational planning of cooperative development of education and industry in the GBA is desperately needed to deal with non-matching development levels and regional differences between education and industry. This paper will analyse what kind of industry structure and educational system are needed in GBA (especially Guangzhou, Shenzhen, Hong Kong SAR and Macau SAR). And then try to find a model of the cooperative development of education and industry so as to effectively promote the future economic development.

12:30-13:00 | Gallery Small Hall (2F)

Venturing in the Greater Bay Area for Development: Citizens' Perceptions and Graduates' Experiences

Ka Ho Mok, Lingnan University, Hong Kong

In the last year or so, the Chinese Government has called for active participation of Hong Kong and Macau, the two Special Administrative Regions of the Mainland, to engage in deep collaboration with sisters cities in the Greater Bay Area of Guangdong province. International research related to global city and urbanization has suggested the success and continual development of global cities depends upon their collaboration with the hinterland. Capturing the golden development opportunities of the Greater Bay Area seem to be appealing to citizens in Hong Kong. This paper sets out this policy context to examine how Hong Kong citizens perceive and evaluate the opportunities given and what actual experience that students from Hong Kong and Macau graduating from university education in the Mainland found. This paper would offer perspectives and insights in understanding policy ideals and policy realities when different levels of governments (especially local governments) implement the policies orchestrated by central government at a highly macro level.

14:00-15:00 | Gallery Small Hall (2F)

Saturday Session III

Asia Pacific Higher Education Research Partnership Symposium

Session Chair: Jin Jiang

14:00-14:30 | Gallery Small Hall (2F)

Student Entrepreneurship and Technology Start-Up Companies: Role and Contributions of University Technology Transfer Office

Yusrizam Sharifuddin, University of Malaya, Malaysia

Nurzatil Sharleeza Mat Jalaluddin, University of Malaya, Malaysia

Rofina Yasmin Othman, University of Malaya, Malaysia

University Technology Transfer Offices (TTOs) play a crucial role within the academic entrepreneurial ecosystem by proactively managing the smooth transfer of knowledge from universities' research and development activities to the society and for public benefit. A bridge between academic and economic spheres, TTOs are primarily tasked with protecting and managing universities' intellectual property rights (IPRs), commercialisation of those IPRs, know-how transfer and also supporting the creation of new business ventures. As one aspect of this function, we explored the motivation, successes and challenges faced by student start-up companies and how a university TTO could function to support them as a beneficial provider and coordination node of facilitation programmes offered internally and by its partners. Four start-up companies initiated by University of Malaya (UM) students were evaluated in this pilot study, charting their inception and factors contributing to their growth, challenges faced and future aspirations. We considered the role and contributions of UM's TTO, University of Malaya Centre of Innovation and Commercialisation (UMCIC), its programmes and UM's incubation facility, the UMXcelerate (UMX) complex in supporting the student start-ups as well as in the creation of a conducive innovation ecosystem for student entrepreneurship. The outcome highlighted the importance of an incremental academic entrepreneurial ecosystem development to support student entrepreneurship activities.

14:30-15:00 | Gallery Small Hall (2F)

Local Policy Innovation and Youth Development: An Analysis of Graduate Entrepreneurship Policies in Shenzhen City, China

Jin Jiang, Lingnan University, Hong Kong

In recent years, East Asian countries witnessed a dramatic increase of higher education graduates, while some of them have encountered serious challenges in gaining employment. China is not an exceptional case. The Chinese government has been making great efforts to promote graduate employment. The "mass entrepreneurship and innovation" initiative was launched in 2014 with the aims to boost the high-tech industry and strongly encourage fresh university graduates to form start-ups. Embracing the calls from the central government, local governments aggressively created concrete plans to boost graduate employment through innovation and entrepreneurship. However, whether graduate entrepreneurship could succeed depends partly on local policies, and on the local endowment of technology, labour and capital. Shenzhen City, China's first Special Economic Zone, is an important site for policy innovation and the delivery of social policy programmes. It is also the only non-municipal city of most active entrepreneurship and received the largest amount of venture capital. In addition, Shenzhen is one of the pilot localities for mass innovation by the State Council in May 2016. Against the backdrop, this study investigates how the Shenzhen government promotes the development of innovation and entrepreneurship of university graduates. Drawing on the Triple Helix Model, the analysis focuses on how the Shenzhen government has been working closely with industry, and higher education institutions to implement policy innovations. This study contributes to a better understanding of local policy innovations and youth development in a developmental state.

15:15-16:45 | Gallery Small Hall (2F)

Saturday Session IV

Asia Pacific Higher Education Research Partnership Symposium

Session Chair: Padmore Adusei Amoah

15:15-15:45 | Gallery Small Hall (2F)

New Internationalization Trends: Talent Policy and International Assistance in East Asia

Sheng-Ju Chan, National Chung Cheng University, Taiwan

Sophia Hsiang-Ping Ma, Ministry of Education, Taiwan

This paper aims to analyze a seemingly contradictory/opposite development of talent policy and international aid at the domestic level in relation to how talent is to be mobile and used across the global. It also discusses the new scenario of talent mobility in wider Asian region with respect to the emerging role played by East Asian countries. The departure concern of this article stems from the comprehensive adoption of inbound talent policy in East Asian countries, aiming to combat social, economic, industrial or even demographic challenges outlined and re-develop the nation-state into knowledge-based entities and knowledge/innovation hub. This systematic restructuring in recent years has posed a further danger to the Global South of losing valuable human capital to relatively developed countries. Our initial analyses on the policy rhetoric do point out a bleak scenario due to the neoliberal ideology embedded in these discourses and practices. Moreover, these emerging East Asian countries (including Japan) did not show better commitment to the humanitarian task in form of international aid. Even worse, the levels of ODA provided from this region are substantially below the international average and UN's expectation (0.7% of GNI). It is under this deteriorating situation that global inequality as a result of talent mobility becomes a critical concern for both developed and developing societies. Our empirical investigation into the current trends of migration and talent mobility pattern suggests that East Asia seemingly can act as a conduit for better circulation (Chase-Dunn, Kawano, Brewer, 2000). There are possible ways to promote the notions of brain circulation instead of brain drain in this region. These notable measures are associated with greater equal opportunity in training, retention and utilization of these limited talents. For instance, more short-term or periodic visit/stay rather than permanent migration are encouraged. The effective arrangements can be joint degrees, summer schools, cooperative research and exchange programs. It is also meaningful to launch multilateral personnel cooperation project (e.g. Erasmus Mundus in Europe) for further circulation among the collaborative entities. In contrast to the mainstream discourses on talent policy examined previously, these proposed measures tend to be equal cooperation and co-sharing the ownership of the undertaking.

15:45-16:15 | Gallery Small Hall (2F)

Promoting Knowledge Transfer in Shenzhen's Nanshan District: Models, Implications and Challenges

Yuyang Kang, Lingnan University, Hong Kong

Since September 2014, Chinese central government has been proactively promoting "mass innovation and entrepreneurship". This initiative aims not just to solve economic slow-down but also work as a solution to China's intensifying social problems such as aging society and youth unemployment or underemployment. A core component of promoting innovation and entrepreneurship is to encourage knowledge transfer from research institutions to industries. As the pilot site for central government's new policies and the most innovative city in China, Shenzhen has been providing valuable models and experiences for other cities. The paper reviews policies and new systems developed in Shenzhen's Nanshan District for promoting knowledge transfer from research institutions to industries. It argues there are three key components in Nanshan model: government policies, special service system and finance system for science and technology transfer.

16:15-16:45 | Gallery Small Hall (2F)

Social Capital, Higher Education and Well-Being: A Comparative Analysis Sub-Saharan Africa and East Asia

Padmore Adusei Amoah, Lingnan University, Hong Kong

There has been an intensification in efforts over the past few decades to improve educational outcomes to bridge socio-economic inequalities within and between nations. The pertinence of this vision cannot be emphasised enough given its prominence in global policies such as the Sustainable Development Goals (SDG 4). However, it is apparent that inequalities abound in several quarters of the world. Unfortunately, the prognosis is not favourable in many localities particularly those sub-Saharan Africa and within some Asian countries due to several factors including those relating to elements of the social environment. There are indications that several contextual factors limit potency of well-intended policies meant to improve well-being of people through higher education. Indeed, a significant number of "educated" persons remain unfulfilled and project disappointing outlook in especially low-and-middle-income countries. It is the position of this paper that heightening comparative studies to broaden options for policy learning could remedy the situation in some contexts. The paper offers insights into the influence of prevailing social elements on the role of education in well-being among populations in selected sub-Saharan Africa and East Asian countries. Specifically, it examines how social capital proxies such as trust and associational involvement influence the well-being of people with various educational backgrounds. This is an attempt to enhance the impact of higher educational outcomes for well-being while limiting the adverse effects of precepts of the social environment through comparative analysis.

Notes

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Sunday October 21

Parallel Sessions

09:00-11:00 | Gallery Small Hall (2F)

Sunday Session I

Innovation, Entrepreneurship & Graduate Employment

Session Chair: Shinichi Aizawa

43261 09:00-09:30 | Gallery Small Hall (2F)

In-Building the "Triple-Helix Entrepreneurs" in China: Experiences and Reflections of Students in University Incubators

Dian Liu, University of Stavanger, Norway

The creative construction of university incubators as the innovation engine is a mirror image of the broad set of Government-University-Industry interaction in a triple-helix research context. Chinese university incubators have developed significantly during the past decade, attracting a rising population of students; involving expanding networks from government, industry and academia; aligning growing numbers of heterogeneous R&D entities; transforming technology into an array of firms; meanwhile releasing the harsh graduate unemployment in the regional labour market. Despite the increasing scholarly work on the general growth of business incubators and start-ups, little is known about the subset of enterprises with university students as the major actors. Moreover, most studies investigated the resources and operating models of incubators with survey data. However, such student entrepreneurs' own experiences, attitudes and views remain a myth, as well as the factors and processes that shape their perspectives. Therefore, this study provides empirical illustrations of how "incubation" carried out in intensified Government-University-Industry interaction from the students' perspective. Drawn upon the interview data with 25 university entrepreneurs as users of the incubators, this study focuses on, first, the experiences and attitudes of the students in their idea formulation process, and second, the role of the different stakeholders in facilitating the idea formulation. The aim of this article is to contribute to the understanding of university incubators in China from the perspective of students.

42749 09:30-10:00 | Gallery Small Hall (2F)

Graduates Surveys: Accelerating Graduate Employment and Understanding Employability

Fatma Said Al Hajri, Ministry of Higher Education, Oman

Graduate Survey 2017 is the second national graduate survey conducted in Oman in which 25,551 higher education graduates completed the career-tracking questionnaire. The findings indicated that there is a significant difference in graduates' employment according to their gender, qualification and training. In general, female graduates were less employed across all fields of study than male graduates were ($\chi^2 = 4936.6$, $df = 4$, $Sig = 0.00$). Less female employment aggravates the gender gap in the demographics of job seekers; females currently constitute 57.8% of the total number of jobseekers and 78% of the total number of job seekers with academic qualification. The results have also indicated a significant difference in employment between trained and untrained graduates. There was a significant difference in graduate employment according to their qualifications ($\chi^2 = 372.9$, $df = 16$, $Sig = 0.00$). It was found that graduates with a diploma are more employed in the private sector than graduates with a Bachelor's Degree. Similar to previous studies, Graduates' employment significantly differed by their field of study ($\chi^2 = 1924.1$, $df = 44$, $Sig = 0.00$); the employment rate of graduates with qualifications in education, health followed by engineering is higher than the employment rate of other graduates. Document analysis of national workforce policies (e.g., Omanis and non-Omanis wage policies, outsourcing, crowdsourcing and female work policies), employment practices, and structure of workforce has indicated that these policies and practices have adversely affected the graduates' employability.

44450 10:00-10:30 | Gallery Small Hall (2F)

Profiles for Future Entrepreneurs: Implicit Entrepreneurship Theory

Jie Hao, Tsinghua University, China

Lei Wang, Tsinghua University, China

Wen Wen, Tsinghua University, China

Hamish Coats, Tsinghua University, China

Implicit entrepreneurship theory (IET) is defined as an individual's personal assumption about the characteristics and behaviors that differentiate entrepreneurs from others. Goals of this research include identifying the content and structure of IET and establishing a preliminary nomological network of individuals' implicit entrepreneurship theory by examining its consequences. This study included 849 participants across three studies. Results provide evidence for reliability and validity of the IET scale. IET is represented by a first-order structure (risk and uncertainty tolerance, continuous passion, proactive networking, and challenging goal). One's IET predicted his or her entrepreneurial self-efficacy. Future research and implications are discussed.

44284 10:30-11:00 | Gallery Small Hall (2F)

Success in the Industrialization Era to Innovation in the De-Industrializing Era in Japanese Higher Education

Shinichi Aizawa, Chukyo University, Japan

This paper presents both quantitative and qualitative aspects of Japanese educational expansion and higher education reform since the 1990s. Higher education was not universalized because the Japanese government regulated the construction of new colleges between the late 1970s and the 1980s. This era of government-regulated tertiary education coincided with Japan's economic height, globally. Social scientists worldwide focused on Japanese school education because education was considered the most important factor in economic success. Following deregulation and slackening competition, the Japanese enrollment rate for tertiary education expanded dramatically from 30% to over 50% between 1990 and 2010. Essentially, Japan entered the universal stage in higher education. Through this universalization process, Japan has had to face globalization and de-industrialization. This paper explores the possibility of innovation and creation of new value in contemporary Japanese higher education through an empirical analysis.

09:00-11:00 | Art Gallery (3F)

Sunday Session I

Driving for Innovation-centric Entrepreneurship: Management & Governance Issues

Session Chair: Kristin Soerung Scharffscher

44210 09:00-09:30 | Art Gallery (3F)

The Cultivation of Innovative Talents in the Universities and Colleges Based on the Enlightenment of Darpa

Huafeng Zeng, National University of Defense Technology, China

Zhenzhen Jia, National University of Defense Technology, China

As the world leader of the national defense Sci & Tech innovations, the mission of DARPA (Defense Advanced Research Projects Agency) is to maintain the technological leading position of the United States, and to prevent potential opponents beating them. Since its establishment in 1958 with this belief, DARPA has made remarkable achievements in technology innovation that laid the global military advantage directly. In the field of talent training, DARPA's unique cultivation of innovative talents is also worth learning. Firstly, this paper introduces the cultivation of innovative talents in DARPA on the basis of relevant theories. Secondly, it clarifies the connotation and features of innovative talents including "professional-model", "Interdisciplinary-model" and "switching-model" innovative talents. Thirdly, it makes a discussion from the cultivation of innovative talents framework, with the innovation of DARPA. On this foundation, the research conclusion on the cultivation of innovative talents in the universities and colleges is done, and the suggestions on innovation and entrepreneurship education in China will be put forward.

43260 09:30-10:00 | Art Gallery (3F)

The EU and China: a Renewable Energy Community in the Making? Interconnectedness, Collaboration, Interregional Spillover Effects

Thomas Sattich, University of Stavanger, Norway

Duncan Freeman, College of Europe, Belgium

Daniel Scholten, Delft University of Technology, Netherlands

The European Union's (EU) and China's energy policies have both internal and external effects, and are dependent on policies adopted by other global energy actors. However, little is known about the policy interdependence of both blocks in this field. In order to evaluate the EU's and China's strategic options, this paper provides a systematic analysis of the interactions between European and Chinese energy policy, mediated across different political and economic channels. A literature review briefly sums up and evaluates the state of the art in this field of research. Subsequently, the internal energy policies of both blocks are being studied. In this regard, the respective regional context is central, as both EU and Chinese energy policy reflect the specific political and economic conditions of their geographical area. The energy policies of both blocks are, therefore, discussed against their regional background. Since much of the recent policy discussions in this field concern the environmental impact of the use of fossil fuels, the focus of this paper lies on policies to achieve sustainable economic development such as the promotion of renewable energy. Furthermore, the policy interaction between the two blocks is addressed; based on available data on EU-Chinese dealings in the field of energy, this section discusses the policy interaction between the two blocks via different areas of international climate and sustainability discussions as well as the renewables sector. Finally, the strength of the interregional policy spillover is discussed.

43922 10:00-10:30 | Art Gallery (3F)

Design Thinking by Contrasting Contexts: How Municipalities Can Look in Unexpected Places for Exploring Innovative Solutions to Emerging Challenges

Kristin Soerung Scharffscher, University of Stavanger, Norway

Kristiane Marie Fjaer Lindland, University of Stavanger, Norway

Municipalities continuously need to adapt to rapidly changing circumstances. In order to handle changes in citizens' needs and demands as well as demographic changes linked to factors such as migration, the public sector increasingly seeks new, innovative solutions. In the Scandinavian countries, co-creation between researchers and the public, private and volunteer sectors has been hailed as a universal organizational recipe for meeting these emerging challenges. However, recent research on this topic indicates that finding practical ways of doing so in a municipal context is challenging. Municipalities often copy solutions from similar municipalities without thoroughly exploring their own needs. Through design thinking, we suggest that municipalities study the solutions of others experiencing the same challenges, but in radically different contexts. Not for them to blueprint the solutions as such, but to explore their own situation from a completely different angle. Concretely, we look at innovative approaches applied in a poorly resourced municipality in Haiti when building and securing societal infrastructure, and explore how these strategies would work in a Norwegian municipality having to re-design their municipal services. We propose that precisely because of the very different contexts, this approach can challenge our own presumptions and help us learn more about the context we think we know from A to Z. With this paper, we aim to contribute to the development of practical methods for public and social innovation, and to a more nuanced understanding of the challenges of co-creation in the public sector.

43919 10:30-11:00 | Art Gallery (3F)

Informal Capacities for Resilient Communities: The Significance of Innovation and Unconventionality in Haiti and Norway

Kristin Soerung Scharffscher, University of Stavanger, Norway

Kristiane Marie Fjaer Lindland, University of Stavanger, Norway

Although still an emerging concept, resilience can be defined as the ability to return to normality upon unexpected, extreme events that overwhelm regular coping capacities. As such, resilience can either mean the stability or reliability of a community, or a community's ability to change and adapt to rapidly changing and/or unprecedented circumstances. The latter approach requires attention to the community's ability to make use of its entrepreneurial and innovative capacities. Focus on such resilience capacities, rather than vulnerability, may generate new knowledge about informal coping mechanisms in communities marked by poor access to resources. It may also guide us to under- or unacknowledged mechanisms in communities marked by apparently well-functioning contingency services. In this paper, we present two sets of data that represent each of these examples. Our aim is to explore unlikely connections between resilience theory, informal capacities in the shape of innovation and entrepreneurship, and disaster risk reduction. In a small Haitian town, a newly elected mayor set about reconstructing critical infrastructure with unconventional means. For instance, he organized crowd-funding on social media to finance the paving of city center streets as a hurricane protection feature. Upon redesigning its urban centre, a Norwegian municipality came to re-interpret the usefulness and value of an old hydro-power station for providing both flood resilience and realizing new, multi-source energy solutions. Our initial findings indicate that unconventional innovation and entrepreneurship capacities may provide valuable information on how to build resilient communities in a world where the climate is becoming increasingly unpredictable.

09:00-11:00 | AD301 (Wong Administration Building 3F)

Sunday Session I

Globalisation, Internalisation of Education & Impact on Student Learning

Session Chair: Anna Wing-bo Tso

42910 09:00-09:30 | AD301 (Wong Administration Building 3F)

Developing Peer Reviews Skills in EFL Writing

Steven Charles, Nagoya University of Foreign Studies, Japan

The use of peer review in EFL writing helps develop analytical skills and a greater sense of agency in foreign language students. Many EFL students lack peer review skills and so teachers need to encourage these skills in their students through the use of rubrics, or component-based analysis, and checklists of common student errors. Peer review skills allow students to become better writers through increased exposure to the writing of others as well as pushing students to take on a more teacher-like role in assessing writing. In addition, increasing peer review in the writing classroom demonstrates a more social nature of writing, rather than simply performing for a teacher. The peer review process develops a more student-centered classroom as students create greater student-to-student interaction through, in this case, a three-draft cycle. This research project tracked a first-year writing course at a university in Japan as the teacher and students went through two rounds of peer review over the course of three writing assignments. This project seeks to demonstrate the development of peer review skills through the use of a variety of materials and document the students' perceptions of both teacher and peer feedback.

42843 09:30-10:00 | AD301 (Wong Administration Building 3F)

Listening Comprehension Difficulties of College Students: Basis for Remediation Strategies in the Classroom

Cecilia Calub, Tarlac State University, The Philippines

Francelle Calub, Tarlac State University, The Philippines

Rosalina Garcia, Tarlac State University, The Philippines

Leodivina Tagama, Tarlac State University, The Philippines

This is a descriptive research that gathered quantitative as well as qualitative data on the listening comprehension difficulties frequently experienced by selected college students enrolled in the College of Education. Results of the investigation reveal that the students often experienced difficulties in listening to aurally-presented texts due to the physical setting that is noisy and listening aids/materials/equipment that have problems with the volume or the quality of sound. They sometimes had problems with: 1) the listening comprehension process; 2) the texts' linguistic features; 3) concentration; 4) psychological characteristics pertaining to their interest, attitude towards the text, and their confidence; 5) the listener; 6) the speaker/reader; 7) content of the text. Thus, a list of appropriate strategies was proposed to remediate the difficulties experienced by the students when listening to aurally-presented texts. Based on the findings several recommendations were given. Among these are: 1) Further studies should be extended to cover the students majoring other courses (e.g., Physical Education, Mathematics, Social Studies, Filipino); 2) Conduct research on the possible reasons for the listening difficulty that signal the presence of another problem such as ear infection or an attention deficit; and 3) Apply remediation strategies proposed in this study.

43226 10:00-10:30 | AD301 (Wong Administration Building 3F)

What Does an Attendance and Engagement Policy Tell Us About Contemporary Transnational Higher Education?

James Lee, Bath University, United Kingdom

This paper considers an Attendance and Engagement policy introduced by a Joint Venture university in China. Universities around the world have developed new models of education in order to meet the needs of a growing internationally-mobile student body, and there is a need to demonstrate that these institutions can provide education of a suitable quality. In this environment, the concept of student engagement has become increasingly prevalent. Universities with highly-engaged students can market themselves more effectively to prospective students and thus consolidate their position within global higher education. A "What's the problem represented to be?" framework (Bacchi, 2009) is used to consider the ideas which underlie the introduction of this policy, to examine closely the value of the policy, and speculate on its potential implications. The analysis notes that while the policy purports to address engagement, it is much more clearly focussed on student attendance, thus acting as a way for the university to solidify its power structures and protect itself against student (i.e. consumer) dissatisfaction. The increased use of technology as a tool for implementing the policy is also highlighted and evaluated.

44292 10:30-11:00 | AD301 (Wong Administration Building 3F)

University English Writing Training for Creative Industries and Entrepreneurship

Anna Wing-bo Tso, The Open University of Hong Kong, Hong Kong

With the growth and development of entrepreneurship in cultural and creative industries in the market, more and more tertiary institutions in Hong Kong are now offering bachelor's degree programmes in media design, creative advertising, photographic art, animation, and so on. The aim of this paper is to discuss how a traditional one-size-fits-all generic University English writing course for freshmen can be redesigned to help creative arts students acquire the writing skills they need for becoming entrepreneurs in the cultural and creative industries. According to scholars of new literacies (Gee, 1996; Russell, Lea & Street, 2009), writing is a socially situated activity in which the writer needs to get actively involved in the process of meaning-making and identity forming. In order to train students up as entrepreneurs in the creative industries, English language teachers must first have a good understanding of the literacy practices of their students. For example, instead of merely improving students' grammar and vocabulary, English teachers should get themselves familiarized with the various professional text types that are commonly used in the creative industries, such as the artist statement, exhibition description, press releases, journalistic material, and so forth. They should also work closely with the subject teachers to create a literacy environment for the creative arts students to cultivate their socio-cultural sensitivity and entrepreneurship. In this presentation, I will explore how the English writing course at The Open University of Hong Kong may be set to enhance entrepreneurship among students studying creative arts and design subjects.

11:30-13:00 | Gallery Small Hall (2F)

Sunday Session II

Promoting STEM & the Role of Value in Education

Session Chair: Tsung-Che Chiang

43501 11:30-12:00 | Gallery Small Hall (2F)

Teachers' Perceptions of Immersive Virtual Reality System for Field Trip Learning

Kun-Hung Cheng, National Chiao Tung University, Taiwan

This study aimed to understand what teachers consider that the role of immersive virtual reality (VR) system with a head-mounted display (HMD) play in their teaching. Their expectation of the applications and their utilization of instructional strategies were also explored. Specifically, this study explored 19 teachers' perceptions of immersive VR system for field trip learning from four dimensions, including: 1) usability evaluation; 2) system and content design; 3) learning influences; 4) instructional strategies. These teachers were interviewed after using a VR system, namely "Google Expedition." The qualitative data were analyzed through phenomenographic method. The results showed that, in the dimension of usability evaluation, there were four categories generated which are language restriction, hardware and network problem, learning content, and less interaction. In the dimension of system and content design, there were four categories generated which are scaffolding, micro-content design, local content design, and system authoring. In the dimension of learning influences, there were four categories generated which are increasing presence, fostering learning motivation, understanding abstract concepts, and active inquiry learning. In the dimension of instructional strategies, there were five categories generated which are the advance organizer, course extension, learning evaluation, teamwork, and role-playing. The findings of the categories could be the basis to develop immersive VR systems for field trip learning in the future. Furthermore, this study proposed that the categories could be elaborated to form indicators for the system evaluation.

43029 12:00-12:30 | Gallery Small Hall (2F)

The Common Edible Shellfish Recognition System Applying Laser Measurement

Mei-Jin Wang, Kun Shan University, Taiwan

Ling-Chin Ko, Kun Shan University, Taiwan

Yuan-Tsun Chen, Kun Shan University, Taiwan

Jer-Min Tsai, Kun Shan University, Taiwan

Yi-Ling Chen, Kun Shan university, Taiwan

Image recognition has been widely applied to sorts of fields. Nevertheless, the most common characteristics of image recognition, such as color, corner and texture, are liable to be affected by illumination and the light of background leading to bias the recognized consequences. In recent years the technology of three-dimensional scanning has developed increasingly mature which could precisely measure the contour of fixed-shape objects. We take the three-dimensional contour as characteristics in the project. The comparative sample which will be used as for recognition was scanned every 1 millimeter from the leftmost to the rightmost in order to establish the three-dimensional object database, besides we sampled 540 dots for each scanning line. In order to shorten the testing time, we merely scanned two scanning lines while doing testing. The edible shellfish was taken as example in the research so we examined the characteristic for recognition feasibility. There were nine edible shellfishes used for the experiment. Each category has individual thirty samples. We take leave-one-out for recognition mechanism that the rate of recognition could reach 89.69 and the average recognition time was 5 seconds. The three-dimensional scanning is a new option for characteristic capturing. Furthermore, we will do our best to continue increasing the rate and speed of recognition to improve the practicality in the future.

44295 12:30-13:00 | Gallery Small Hall (2F)

Computer Programming for Non-CS Majors: A Review

Tsung-Che Chiang, National Taiwan Normal University, Taiwan

As artificial intelligence leads the fourth industrial revolution, human-machine collaboration has been recognized as an emergent ability to develop. Computer programming is believed to be one part of the human-machine collaboration abilities, and it starts to be included in K-12 and university-level curriculum in many countries recently. In the universities, computer programming is taught in introductory courses and general education courses for non-Computer-Science major (NCS) students. This creates the opportunities but also challenges for CS faculty to design courses, teach, and evaluate NCS students. It is important for CS faculty to know how NCS students feel about programming, what they want/need, and how to teach them. In this paper, we review recent studies on computer programming education for NCS students. We summarize the research findings in the following aspects: 1) the role of computer programming – opinions on why and why not computer programming should be taught to NCS students; 2) perception and learning factors – how NCS students look at programming and what factors may affect the learning results; 3) course design and experience report – what topics are included and whether the courses are successful; 4) pedagogy and teaching tools – how programming is taught; 5) evaluation and metrics – how the courses, pedagogy, and tools are assessed; 6) adopted languages – which programming languages are used in the courses. This review would help researchers to know the state of the arts and provide useful information for instructors who are going to teach programming to NCS students.

11:30-13:00 | Art Gallery (3F)

Sunday Session II

Questing for Innovation & Entrepreneurship: Curriculum Design & Student Learning

Session Chair: Konrad Tollmar

43473 11:30-12:00 | Art Gallery (3F)

The Effect of Project-Based Learning Using Cloud Computing to Enhance Collaborative Skills

Siripon Saenboonsong, Phranakhon Si Ayutthaya Rajabhat University, Thailand

Learning by doing is an ideal key factor for acquiring knowledge of people through practice from their own experiences. It would introduce a beneficial outcome to students as the learning ability. Thus, this study investigated the effect of combining a Project-Based Learning (PjBL) with Cloud Computing on students' collaborative skills in an undergraduate course. Based on the PjBL, the model of learning and teaching was designed with seven steps using the cloud computing including six components as a tool for learning management and organizing the PjBL activities to increase motivation and collaborative learning. 33 undergraduate students who registered a Computer Graphic course on Computer Education were incorporated to work as groups and required to complete the PjBL project. The students were assigned to create projects using tools on the cloud computing. The teacher acted as a facilitator and provided the students with a good learning environment. Results indicated that the learning and teaching method provided a positive impact on the development of collaborative skills.

44211 12:00-12:30 | Art Gallery (3F)

The Construction of Innovation and Entrepreneurship Education Mode in Colleges and Universities from the Perspective of AI

Ai-hua Yang, National University of Defense Technology, China

With the development of AI (artificial intelligence), the traditional innovation and entrepreneurship education exposes some "short boards" that can't adapt to the development of technology and market demand. On the basis of defining relevant concepts, the paper analyzes the problems existing in the traditional innovation and entrepreneurship education in detail. Then, it proposes to construct an innovation and entrepreneurship education mode of colleges and universities from the perspective of AI. Last but not least, it makes a discussion from four aspects of educational ideas, curriculum design, teaching methods and student learning in the era of AI, which will certainly have a profound theoretical and practical guiding significance. On this foundation, the research conclusion on building a scientific innovation and entrepreneurship education mode in colleges and universities, so as to do better in innovation and entrepreneurship education and accommodate student development to the demand of the development of technology trend.

44298 12:30-13:00 | Art Gallery (3F)

Teaching Tomorrow's Digital Innovators and Entrepreneurs

Konrad Tollmar, KTH – Royal Institute of Technology, Sweden

EIT Digital Master School is a two-year postgraduate programme in computer science and information technology, with a focus on innovation and entrepreneurship (I&E). The programme is built upon a new set of learning experiences that we argue is important to excel I&E in ICT. These include mobility and networking across digital industries, and a mixed curriculum offering an advanced ICT major and capstone courses in an I&E minor. To offer mobility and networking the programme is part of a pan European collaboration among 20 Universities that all provide a similar curriculum. The students study hence one year at an "entry" university and one year at an "exit" university in two of EIT Digital's hot spots around Europe (i.e. Stockholm, Berlin, Paris, London, etc). The I&E Minor includes standardized capstones courses for all universities, these are: 1) The business development lab course gives hands-on experience on business development based on a design thinking model; 2) The Summer Programme serves as a community event and enabling interaction with business partners; 3) The I&E minor thesis and a shorter internship in an advanced ICT company relates to and completes the traditional technical thesis. This talk presents a brief description of the programme and the assessment results. The assessment results indicate that students appreciate the mobility and networking and mix of a ICT Major and I&E Minor. However, teaching I&E courses in an engineering curriculum provides also challenges that need to be addressed.

11:30-13:00 | AD301 (Wong Administration Building 3F)

Sunday Session II

Globalisation, Internalisation of Education & Impact on Student Learning

Session Chair: Indu Singh

44268 11:30-12:00 | AD301 (Wong Administration Building 3F)

The Effects of Long-Term Study Abroad on Second Language Identity: The Case of Korean International Students in Australia

Dhanisa K. Miftahul Huda, Macquarie University, Australia

In this globalisation era, the number of people studying abroad is growing rapidly. The context of study abroad in the construction of one's second language identity itself is particularly important. As for the majority of learners who are studying abroad, their efforts to engage and interact in their second language are creating natural effects in the construction of their second language identities. Sato (2014) assumed that study abroad with longer duration could lead to a more intensive experience which affects the construction of learners' second language identities differently from the shorter period. Based on that assumption, this study is discussing second language identity in a long-term study abroad context; specifically, second language identity amongst Korean international students in Australia. The method used in this qualitative study is a narrative inquiry and for triangulation purpose, a combination of three sources of data collection is used: 1) self-reports about English language learning experience in Australia written by participants; 2) one-on-one semi-structured interviews; 3) in-class observations. Focusing on the outcomes on participants' second language competence with personal and social identity, it was found that even though all participants claimed to have developed something in their long-term SA experiences, not all participants were positively affected by it. This indicates that study abroad, despite all the positive outcomes that many people believe, is not always a good thing for learners.

42871 12:00-12:30 | AD301 (Wong Administration Building 3F)

Studying in Between Two Systems: An Exploration of Chinese Students' Learning Experiences in China-Australia Joint Programs

Kun Dai, University of Queensland, Australia

Set against globalization and as an expression of it, transnational higher education (TNHE) has become an important part of the Chinese higher education (HE) system. Research has widely investigated macro topics, for example, policy and developmental history of Chinese HE. However, limited studies have explored Chinese students' learning experiences in TNHE, especially in joint 2+2 programs. This study aimed to investigate this under-researched topic and interviewed twelve Chinese students who studied in China-Australia joint programs. Based on analysis of students' learning narratives from the theoretical perspectives of diaspora and space and place, this research found that the joint 2+2 setting created an in-between or third learning space for students, many of whom became in-between learners. The contours of such space were shaped by several cross-system academic inconsistencies in teaching, assessment, usage of internet-based technology and university culture. This positions joint 2+2 program students in a unique, in-between learning pathway that demands constant negotiations between different HE systems and cultures. These academic inconsistencies indicated that articulations between Chinese and Australian universities in such programs may still be only on a surface level.

42570 12:30-13:00 | AD301 (Wong Administration Building 3F)

Globalization and Innovation of Higher Education: Preparing Globally Work-Ready Allied Health Care Graduates

Indu Singh, Griffith University, Australia

Global education requires collaborative, standardized and flexible teaching pedagogies fit for purpose to each local community. International development and globalization of sustainable teaching and learning strategies in higher education result in a work-ready universal workforce with good soft and human skills. Educational initiatives and use of technology are essential to train self-directed lifelong learners with transferable skills preparing graduates for technical, professional, entrepreneurial and multinational leadership roles in future. The emerging economies are based on knowledge as a key factor, and industries demand highly trained employees in the fast-changing up-to-date health industry. The focus of this presentation is our mixed-mode innovative strategies being used to train globally work ready allied healthcare graduates with a trial to incorporate entrepreneurship and providing modern day employability attributes. Our teaching strategies, resulting in a very high employment rate before graduation with global employers and low attrition rate, include work-integrated learning, problem-based learning, inter-professional learning, teamwork with group discussions leading to peer review, reflective practice and self-directed learning. This is incorporated within horizontal and vertical scaffolding of teaching material across courses and subjects to prepare interdisciplinary graduates for the very liquid workplace of the world today. This presentation is our case study providing evidence of successful outcomes using these tools. To conclude audience will be invited to share their opinions, strategies and effective pedagogy to our challenges in evaluation of effectiveness and incorporation of sustainable entrepreneurship for increasing healthcare students aspiring to be self-employed innovators in the international healthcare industry.

Notes

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Virtual Presentations

Virtual presentations afford authors the opportunity to present their research to IAFOR's far-reaching and international online audience, without time restrictions, distractions or the need to travel. Presenters are invited to create a video of their presentation, which is then uploaded to the official IAFOR Vimeo channel and remains online indefinitely. This is a valuable and impactful way of presenting in its own right, but also an alternative means for those delegates who may be unable to travel to the conference due to financial or political restrictions.

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Virtual Presentations

43313

Catch and Hunt Me Table (Multi-Sensory Instructional Materials)

Ma Ronila Balanquit, Philippine Normal University, The Philippines

Educators know that learners learn in different ways. For the instruction to grasp most of the learners, the teaching method must be related to the child's individual learning preference style. Considering that there is no single method of learning appropriate for all children, it is, therefore, necessary that teachers should have a variety of strategies and approaches from which to select and will be attractive and interesting to all learning preference style. The multi-sensory teaching method is the most effective teaching method to use in a good number of learners. It supports learning by engaging students on various levels. It encourages learners to use more than one sense at a time that leads to a productive learning if properly guided by the teacher. This paper talks about using "Catch and Hunt Me Table" (Multi-sensory Instructional Materials) that was personally developed by the researcher and appropriate for primary learners. This will be helpful for the teachers by providing strategies and approaches that engage the learners in learning. It is also helpful to those teachers who were having a trouble to get the attention and interest of their pupils. Schools' administrators can also adopt the strategies with minimum modifications that will be suggested by the researcher. The instructional materials developed by the researcher can also be done at home with a parent's supervision and also an effective bonding time while playing at home.

44287

Using Bean Counting Activity to Teach Binomial Distribution

Owen Tang, The Hong Kong Polytechnic University, Hong Kong

Brian Sun, The Hong Kong Polytechnic University, Hong Kong

Since the 1980s, many academics have engaged in the research of statistics education. The underlying reason is that there was an increasing number of students taking introductory statistics courses, which stimulated the need to improve the teaching of statistics courses. Some researchers have suggested that teachers should focus more on concepts by designing more active learning activities. On the other hand, a substantial number of teachers have using the traditional lecture method. Some studies have found that an active learning technique has correlated with more positive attitudes or higher test scores but some studies showed a detrimental effect when using active learning methods in teaching business statistics. This paper reports the result of an educational experiment by dividing a class of 70 students ($n=70$) into two tutorial sessions (1-hour duration). One tutorial class was taught entirely with a lecture about the concept of binomial distribution. The other tutorial class was taught by using a minimal teacher-centered activity. At the beginning of the next tutorial class, an identical closed book exam of 20 minutes was conducted, and students' results on exams were analyzed. The result suggested that the activity session produced a better score both on conceptual questions and on application questions. However, one defect about this educational experiment is that the author did not control other factors that may affect the exam performance, such as the impact of previous GPA performance of the students in the two groups.

44209

Debunking Assumptions in Education: The Relationship of Teacher Education and Student Performance

Eric Smiley, King Faisal University, Saudi Arabia

Preston Dixon, King Faisal University, Saudi Arabia

Scott Donald, King Faisal University, Saudi Arabia

Questioning the assumption that more degrees produce a better teacher, this paper reviews teacher ($n=54$) and student ($n=1022$) performance from two years of data at King Faisal University's Preparatory Year Deanship English Program (PYD). The PYD prepares students for their university degree by establishing a standard of English proficiency within the first year of their time at the university. Employing a 2 (teacher education: BA/MA) x 2 (course: beginner/ advanced English) x 2 (class average: past grade and final grade) full factorial pre-test post-test experimental design and repeated measures analysis of variance, this study shows that there is no relationship between teacher education and student performance. Literature surrounding teacher knowledge and practice, teacher education and practice, and practicum-based teacher education and practice are discussed along with the relationship of the PYD programs' teacher training that may have influenced the results of this analysis.



Conference Highlights: The Past 12 Months

Since 2009, IAFOR has welcomed university presidents, faculty deans, journalists, national politicians, government ministers, diplomats, charity leaders, think tank directors, company presidents, documentary photographers, movie directors, members of the armed forces, actors, lawyers, doctors, jurists, artists, poets, writers, clergy, scientists, philosophers...

Here are some highlights from the past twelve months, from our events in six cities, in five countries, and over three continents.



Above left: Dr Alex Aguilar, Vice Rector for Outreach and Internationalisation at the University of Barcelona (left) and Dr Joseph Haldane, IAFOR Chairman and CEO, welcome delegates to The IAFOR International Conference on the City (CITY2018) held concurrently with The IAFOR International Conference on Global Studies (GLOBAL2018). The conference theme was "Fearful Futures" and the uncertain political future of the global city of Barcelona provided a stimulating backdrop for this conversation to unfold. **Above right:** Internationally acclaimed novelist and journalist, Liz Byrski of Curtin University, Australia, delivers a Keynote Presentation, considering her love-hate relationship with various cities in which she has lived, the reasons for fleeing from them, and the physical and emotional effects of being in any city. This address was a part of a "Cities we Fled" panel that also included addresses by Professor Sue Ballyn (opposite page above right) and Professor Donald Hall (opposite page bottom right).

Below (clockwise from top left): Dr Bill Phillips delivers a Keynote Presentation on "Catalonia's Referendum on Independence from Spain", contextualising the political crisis in Catalonia as part of a panel on the subject. Dr Phillips is head of the English and German Studies Department, and teaches English literature and culture, at the University of Barcelona, and also serves as a local councillor. Dr Cornelis Martin Renes delivers a thought-provoking keynote address, "¡A España no hay presos políticos! / In Spain there are no Political Prisoners!", that looked at the way in which the Spanish government handled political and legal issues around the Catalan independence referendum. Dr Montserrat Camps-Gaset, a member of the Board of the University of Barcelona, and a Catalan native responds to questions on the issue of separatism and identity in Spanish politics, while Michael Strubell contributes a poignant analysis as a panelist in a Featured Panel Presentation "The Way and Wherefore of Spain's Current Political Crisis: Catalonia... Again".



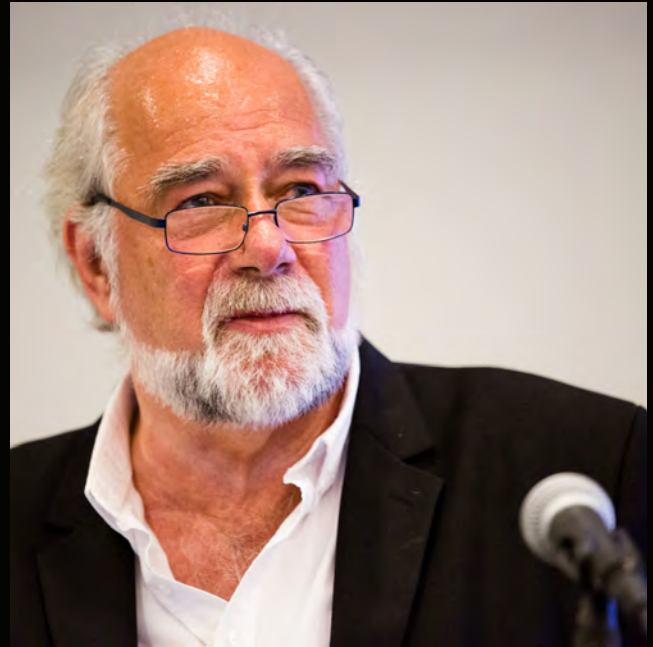


Above (from left to right): Professor Cynthia Schmidt-Cruz, Director of the Center for Global and Area Studies at the University of Delaware, after her her Keynote Presentation "Writing the City: Buenos Aires in New Millennium Crime Fiction", which looked at true crime as inspiration for fictional explorations. Phil Ball delivers a thought-provoking Keynote Presentation on "Football, Politics and the City". Mr Ball is one of the world's foremost football journalists, who has written award-winning and bestselling books during his career as a sports journalist. Professor Emerita Sue Ballyn, Founder and Honorary Director of the Centre for Australian and Transnational Studies Centre at the University of Barcelona, responds to questions from the audience during the Featured Panel Presentation "Cities we Fled".

Below (from left to right): Writers Phil Ball, Gloria Montero and Liz Bryski on a very wide-ranging panel entitled "How Can Writers Respond when the Future Looks Fearful?". Gloria Montero is a world-renowned novelist, playwright and poet, especially known for her play *Frida K.*, which has been performed globally.

Bottom right: Professor Donald Hall, Dean of the Faculty of Arts, Sciences & Engineering at the University of Rochester, delivers remarks as part of the "Cities we Fled" panel, where he talks of the societal, racial and generational fissures in the Deep South of the United States in the 1960s and 1970s. **Bottom left:** Conference attendees pose for a group shot outside the Aula Magna of the University of Barcelona.





Above left: Dr Thomas G. Endres responds to audience questions after his Keynote Presentation, "Classic Rock in the Year of Revolt: Using the Illusion of Life to Examine the Hits of 1968" at The European Conference on Media, Communication & Film 2018 (EuroMedia2018), held in parallel with The European Conference on Arts & Humanities 2018 (ECAH2018), in Brighton. Dr Endres is head of the School of Communication at the University of Northern Colorado, USA, and Executive Director and Editor-in-Chief of the Society for the Academic Study of Social Imagery. **Above right:** Professor Bruce Brown of the Royal College of Art, UK, delivers a wide-ranging and powerful Keynote Presentation on "Design and Democracy". Underscoring the "Fearful Futures" conference theme, Professor Brown presented ideas about how art and design intersect with politics and freedom, and how advancing technology impacts these relationships.

Below left: Dr James Rowllins enjoying the audience discussion following his Feature Presentation & Film Screening at The European Conference on Media, Communication & Film 2018 (EuroMedia2018). Dr Rowllins is currently a lecturer in the Humanities and the Arts Department at the Singapore University of Technology and Design, Singapore, which was established in collaboration with the Massachusetts Institute of Technology (MIT), USA. As Founding Director of the Brighton Rocks Film Festival, Dr Rowllins discussed the triumphs and challenges of starting a new film festival in the digital age before screening the "Best Short Film" of the 2018 Brighton Rocks Film Festival, *Alexanderplatz*, directed by Mark Nelson (below right), who is seen taking questions from the audience about his film.

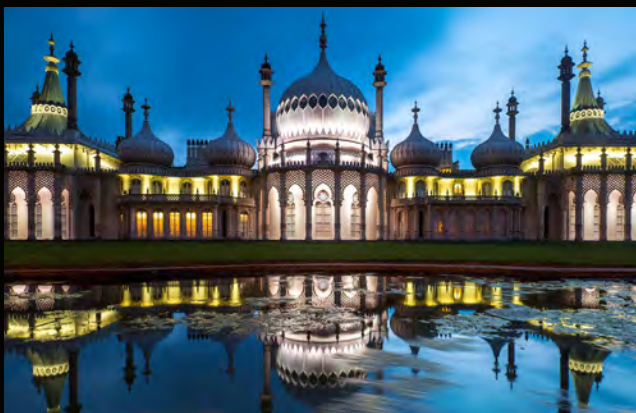
Bottom: Delegates line up for a group photo outside the conference venue.





Above left: Dr Eddie Bruce-Jones, Deputy Dean at Birkbeck College School of Law, University of London, gives an engaging Keynote Presentation on "Contemporary Continuities: Racism, Populism and Migration" at The European Conference on the Social Sciences 2018 (ECSS2018) which was held in parallel with The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018). Dr Bruce-Jones discussed ideas related to race in British colonialism, law, and populism drawing on his experience as a scholar of legal history. **Above right:** Professor Matthew Weait delivers a profound Keynote Presentation entitled "HIV – Environmental Phenomenon or Bodily Harm?". Dr Weait, who is Professor of Law and Society, and Dean of the Faculty of Humanities and Social Sciences at the University of Portsmouth, in the UK, talked about societal and individual responses to the criminalisation of HIV and the stigma attached to the disease.

Below (clockwise): A group photo of attendees outside the conference venue. Dr Tom Houghton has a relaxed conversation with other delegates at The European Conference on Sustainability, Energy & the Environment 2018 (ECSEE2018) before giving his Keynote Presentation "Innovation for Low Carbon Energy: Are Power Utilities Ready?". Dr Houghton, who has recently established a training program in Renewable Energy for Developing Countries with UNITAR, is Director of the MBA (Oil & Gas) at Curtin Graduate School of Business, Australia. The magnificent Royal Pavilion in Brighton, designed by John Nash and inspired by the Indo-Saracenic style of India.





Above left: Dr George D. Chryssides, Honorary Research Fellow in Contemporary Religion at the University of Birmingham, enjoying discussion with the audience after his Keynote Presentation "Unchanging Truth? – Not in the Study of Religion" at The European Conference on Ethics, Religion & Philosophy 2018 (ECERP2018). Dr Chryssides presented ideas on modern spirituality and the concept of change in the study of religion. Drawing on his vast experience, from completing his doctorate at Oxford, in 1974, to being Head of Religious Studies at the University of Wolverhampton, UK, from 2001 to 2008, Dr Chryssides was able to give in-depth analysis of how views on religion change through time. This Keynote Presentation underscored the conference theme "Surviving and Thriving in Times of Change". **Above right:** Held concurrently with ECERP2018, The European Conference on Psychology & the Behavioral Sciences 2018 (ECP2018) shared the same "Surviving and Thriving in Times of Change" theme. Here, Professor David Putwain delivers his Keynote Presentation, "Surviving High-stakes Exams: Do Teachers Help or Hinder?". As Director for the Centre of Educational Research in the School of Education at Liverpool John Moores University and Chair of the Psychology of Education Section of the British Psychology Society, Professor Putwain is a noted expert on the psychology of education, and the audience showed a keen interest in the lively discussion following the address.

Below: Dr Joseph Haldane, Chairman and CEO of IAFOR, poses with conference scholarship award winners.

Bottom: Delegates outside the conference venue enjoying the summer sun in a group photo.





Above left: The Karl Mannheim Chair of Sociology of Education at University College London's Institute of Education, Professor Louise Archer gives an insightful Keynote Presentation, entitled "It's Interesting, but Not for Me': Understanding what Shapes Student Subject Choice and Career Aspirations Age 10-18", to delegates at The European Conference on Education (ECE2018), and answers questions from an engaged audience. ECE2018 was held in parallel with The European Conference on Language Learning (ECLL2018). **Above right:** Dr Annamaria Pinter, of the University of Warwick, answers questions following her Keynote Presentation, "Children Working as Co-Researchers and Researchers – Possibilities and Challenges". Dr Pinter shared thoughts from her books and publications on second language acquisition in childhood.

Below (clockwise): Professor Anne Burns delivers her Keynote Presentation at ECLL2018, "Teacher Tales: Context-Embedded Language Teacher Professional Development" in which she discusses sustaining teacher professionalism, and professional development accounting for location. Professor Burns, armed with scholarship and international teaching experience, shared insights into the value of learning in the context of where one works. Dr Björn Åstrand, of Sweden's Umeå University, delivers his Keynote Presentation "Teaching in Times of Change – To Nurture the Essentials for a Thriving Education", before a large and engaged audience. Professor Mario Novelli, from the University of Sussex, UK, enjoys the discussion after his Keynote Presentation, "Education, Conflict & Peacebuilding: Transcending Negative Peace, Peace Education & the Global Education Agenda". Professor Novelli shared findings from his research for UNICEF on education in times of conflict and how it connects to peacebuilding. Professor Brian Hudson, Professor of Education and Head of the School of Education and Social Work at the University of Sussex, and an Organising Committee member, addresses the audience at ECE2018.





Above: Dr Megumi Rosenberg of the World Health Organization (WHO) engages with the audience in a “Health Across the Lifecourse” plenary panel at the Asian Conferences on the Social Sciences (ACSS2018), Sustainability, Energy and the Environment (ACSEE2018), and Aging and Gerontology (AGen2018), while Hiroshi Ishida, Professor of Sociology, in the University of Tokyo, looks on. Held in June, under the umbrella theme of “Surviving and Thriving”, Kobe is also home to the WHO Centre for Health Development, which although based in Japan, is fully part of the WHO’s headquarters in Geneva. The panel was chaired by James W. McNally, Research Scientist at the University of Michigan.

Below left: Philip Sugai of Doshisha Business School, Japan, delivers a featured presentation titled “Towards a Universal Standard of Value through Blockchain” in which he speaks of his work creating and testing a theoretical model for the application of blockchain technology to marketing practice with the aim of deepening scholarly and practical knowledge of how value is created, measured and managed for customers, firms, employees, partners, society and the planet. **Below right:** Lowell Sheppard, Asia Pacific Director of the HOPE International Development Agency, delivers a featured presentation on “Surviving and Thriving”, drawing on his experience working in and writing about intensely dysfunctional communities, the result of war, disaster and extreme poverty.

Bottom left: Professor William Baber of Kyoto University’s Graduate School of Management, Japan delivers a workshop presentation introducing and review some general aspects of negotiating in professional contexts. **Bottom right:** Kathryn M. Lavender, a project manager at the National Archive of Computerized Data on Aging (NACDA) at the University of Michigan engages with attendees of a featured data research workshop.





Above: The Asian Conferences on Cultural Studies (ACCS2018) and Asian Studies (ACAS2018) were held concurrently under the theme "Fearful Futures: Cultural Studies and the Question of Agency in the Twenty-First Century" at the Art Center of Kobe in May. Here Haruko Satoh chairs a plenary panel titled "Fearful Futures: Rescuing Asian Democracy". Professor Satoh is professor at Osaka University's School of International Public Policy (OSIPP) where she lectures on Japan's relations with Asia and identity in international relations, and co-director of the OSIPP-IAFOR Research Centre. The panelists from left to right are Colin Dürkop, Visiting Fellow at Kyoto University, Japan and formerly of the Konrad-Adenauer-Stiftung (KAS); Pavin Chachavalapongpun, a leading Thai public intellectual, who is also associate professor at Kyoto University's Center for Southeast Asian Studies; and Takuma Melber, coordinator of the Master's programme Transcultural Studies Programme at The University of Heidelberg.

Below left: Helen Gilbert, Professor of Theatre at Royal Holloway, University of London, delivers a keynote on "Indigenous Resurgence and Environmental Justice on the Global Stage". **Below right:** Vinay Lal is Professor of History and Asian American Studies at UCLA, and one of the world's foremost scholars of Indian history, historiography, and culture in India. In a wide-ranging lecture on "The Challenge of the Global South" he highlighted what he termed the challenge of Bandung, which is to try to understand whether the Global South can mount an intellectual and socio-cultural defence that would facilitate the conditions for an ecologically genuine survival of plurality. **Bottom left:** Poet and academic Tammy Lai-Ming Ho of Hong Kong Baptist University answers questions following her keynote on "Poetic Resistance and Empowerment", which looked at how Western literature and culture are incorporated into the expression of a unique Hong Kong identity. **Bottom right:** Donald E. Hall, Dean of Lehigh University's College of Arts and Sciences, delivers a keynote presentation titled "The Cities We Fled", discussing the city of his birth: Birmingham, Alabama (USA), which encouraged the audiences to consider their own relationship with their own cities as sites of pleasure and pain.





Above left: Professor Diane Hawley Nagatomo of Ochanomizu University, Japan, delivers the opening Keynote Presentation at The Asian Conference on Language Learning (ACLL2018), held in Kobe, Japan. The conference theme was "Surviving and Thriving: Education in Times of Change", and Professor Nagatomo reflected this in her address exploring questions of gender, and personal and professional identity among Western female English Language Teachers in Japan "Surviving and Thriving in the Gendered Waters of Japan: Ten Women's Stories". **Above right:** The second Keynote Speaker was Professor Bonny Norton of the University of British Columbia, Canada, who joined the conference by video link, and also tackled questions of identity in her insightful Keynote Presentation on "Identity and Language Learning in an Unequal Digital World".

Below left: Professor Ken Urano of Hokkai-Gakuen University, Japan, listens to questions following his Featured Presentation at ACLL2018, titled "Task-Based Language Teaching in an English for Business Purposes Program". **Below right:** Professor Emerita Judy Noguchi delivers a Featured Presentation on English for Specific Purposes (ESP) entitled "A New Paradigm for English Language Teaching in Asian Contexts". A Professor Emerita of Kobe Gakuin University, Judy Noguchi served as the first Dean of its Faculty of Global Communication. She served as Vice-President of JACET (The Japan Association of College English Teachers) from 2015 to 2017 and as President of JACET Kansai Chapter from 2010 to 2015.





Above left: Professor Umberto Ansaldi, Chair of the School of Humanities at The University of Hong Kong, delivers a wide-ranging keynote that looked at controversial questions of language preservation and conservation in "Heritage in Language?", as part of a plenary panel on Language and Heritage. The panel explored issues surrounding the role of heritage languages in contemporary society and education, both from theoretical perspectives as well as practical solutions. **Above right:** Dr Lisa Lim, Head of the Department of English and at the University of Hong Kong and a noted scholar on the sociolinguistics of globalisation, delivered a keynote on "Heritage in Language: Nurturing Collective, Socially Relevant and Transformative Research in Education". Here she is pictured in an exchange during the moderated panel which followed both presentations.

Below left: Professor Steve Cornwell IAFOR President, also Vice-President of Osaka Jogakuin University, Japan, takes part in a Featured Panel Presentation on "Language Learning in a Time of Complexity and Change" at ACLL2018, which asked and encouraged delegates to reflect and draw on their own experiences in language learning education. **Below centre:** Professor Ted O'Neill of Gakushuin University, Japan, and an IAFOR Vice-President, speaks as part of the same panel on his experience helping to found a new faculty at the university. **Below right:** Professor Jo Mynard, Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies (KUIS) in Japan in a light-hearted moment engaging with a member of the audience in the same panel.





Above left: Professor Eun Kyung Min of Seoul National University, South Korea delivers a Keynote Presentation entitled "The Prospect ... towards the East": Reorienting Eighteenth-Century British Literature". Her research interests include Enlightenment ethics and aesthetics, the history of literary canon formation, and early modern cultural history; she is also interested in Asian literature in English, Asian American Literature, and Asian cultural production in general. Her keynote was delivered as a part of The Asian Conference of Arts and Humanities (ACAH2018), where the conference theme was "Recentring: Asian Spaces, Cultures and Ideas in the 21st Century". **Above centre:** Professor Li Ou of the Chinese University of Hong Kong, Hong Kong responds to a question following her Keynote Presentation entitled "British Romanticism in China: Received, Revised, and Resurrected". Li Ou is Associate Professor at Department of English, the Chinese University of Hong Kong. Professor Ou's research interests include Romantic poetry and cultural/literary relations between China and Britain. **Above right:** Professor Georges Depeyrot of the Ecole Normale Supérieure, Paris, and Director of the IAFOR Silk Road Initiative, introduces the scope of the programme to delegates at ACAH2018. Professor Depeyrot is a monetary historian and Board Member of the French National Center for Scientific Research (CNRS), France. He is the author or co-author of more than one hundred volumes, and is the founding director of the Moneta publishing house, the most important collection of books on the topic of money. Professor Depeyrot is a member of the board of trustees of the Centre National de Recherche Scientifique.

Below left: Dr Yutaka Mino of the Hyogo Prefectural Museum of Art, Japan delivers a Keynote Presentation on The Ceramic Road as part of the IAFOR Silk Road Initiative at ACAH2018. Dr Mino is the Director of the Hyogo Prefectural Museum of Art, where the conference plenary session was held, and one of Japan's leading museum curators, as well as a Chinese ceramic and art historian of international renown. **Below right:** Dr Shoso Shimbo is a leading exponent of Ikebana, the Japanese art of flower arrangement. Dr Shimbo was selected by *Belle* magazine as one of six "Australia's top floral designers" and has won multiple awards including the Gold Award at the Melbourne International Flower & Garden Show. He is a director of the International Society of Ikebana Studies and he teaches "Japanese Aesthetics: From Ikebana to Contemporary Art" at RMIT. Here he is seen with his beautiful creation, following a demonstration at the ACAH Welcome Reception.





Above: The 2018 ACAH Conference in Kobe hosted a series of IAFOR Silk Road Initiative associated presentations on the conference theme of "Recentring: Asian Spaces, Cultures and Ideas in the 21st Century", using this as the lense through which researchers associated with the Initiative discussed a range of topics, covering art and culture, as well as history, politics, and international relations, and a special symposium was organised with the cooperation of Kobe University and the Nara National Museum, both of which organisations IAFOR will work on a planned Silk Road Conference in 2019. Pictured here after the presentations (from left to right) are Dr Sakae Naito, Chief Curator of the Nara National Museum and expert on Buddhist art; Kiyomitsu Yui, Professor of Sociology and Executive Director of the Centre for EU Academic Collaboration at Kobe University; Professor Hiroko Masumoto, Dean of the Graduate School of Humanities of Kobe University; Professor Noriyuki Inoue, Vice-President of Kobe University, and Professor Georges Depeyrot, Director of the IAFOR Silk Road Initiative. For more information about the IAFOR Silk Road Initiative, please visit www.silkroad.iafor.org.

Below left: Professor Ka-ho Joshua Mok listens to a response to his Keynote Presentation on "The Quest for World-class University Status: The Role of Liberal Arts University Nurturing Leaders for Uncertain Futures". Professor Mok is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University, Hong Kong, and one of the world's leading scholars in international higher education research. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer. **Below middle:** Dr Xu Di of the University of Hawai'i at Manoa, USA discusses issues of education and ethics as part of a plenary panel entitled "The Challenge to Survive and Thrive in the 21st Global Learning Space/Community: Technology and Ethics". Xu Di is an educational philosopher and professor in the department of Education Foundations, at the College of Education in the University of Hawai'i-Mānoa whose research focuses on bridging Eastern and Western philosophy for educational practices. **Below right:** Professor Curtis Ho delivers a presentation as part of the same panel. Professor Ho is Department Chair and Graduate Chair of the Learning Design and Technology department at the University of Hawai'i at Manoa, who is a noted expert in educational media research, interactive multimedia, web-based instruction, distance education, video technology, and computer-based education.





Above left: Professor Dexter Da Silva, Professor of Educational Psychology at Keisen University in Tokyo, delivers a presentation as part of the Featured Panel entitled "Psychological Literacy: The Most Important Literacy for the 21st Century", at the jointly held Asian Conference on Psychology & the Behavioral Sciences, and the Asian Conference on Ethics, Religion & Philosophy in Kobe. Dr Da Silva He has taught EFL at junior high school, language schools and universities in Sydney, Australia, and for more than two decades has been living and teaching at the tertiary level in Japan. **Above right:** Professor Ronald Mellado Miller of Brigham Young University, Hawaii, fields questions during the same panel. An academic psychologist, Dr Miller's main interests are in the areas of applied statistical analysis and predictive modelling. He has led research in Tonga, Fiji, and Samoa, working with governments and NGOs to improve educational and other social outcomes.

Below left: Dr James W. McNally of the University of Michigan, USA and the NACDA Program on Aging, in a lighter moment during his Featured Presentation on a serious topic; "Patterns of Depression Among Elderly Asian Immigrants to the United States Over the Past Decade". Dr McNally is the Director of the NACDA Program on Aging, a data archive containing over 1,500 studies related to health and the aging lifecourse. He has worked extensively on issues related to international aging and changing perspectives on the role of family support in the later stages of the aging lifecourse. A Vice-President of IAFOR, he is the Chair of the Social Sciences & Sustainability division of the International Academic Advisory Board. **Below right:** Professor Frank S. Ravitch of Michigan State University College of Law, USA, is a constitutional lawyer with an international reputation who works across the fields of ethics, religion and law. He has authored several books, including *Freedom's Edge: Religious Freedom, Sexual Freedom, and the Future of America* (Cambridge University Press, 2016); *Marketing Creation: The Law and Intelligent Design* (Cambridge University Press 2012), and *Masters of Illusion: The Supreme Court and the Religion Clauses* (NYU Press 2007), as well as amicus briefs to the U.S. Supreme Court. Here he delivers a wide-ranging, timely and powerful Keynote Presentation entitled "Law, Religion and Authoritarianism: From State Shinto to Religio-Trumpism", in which he draws some uncomfortable parallels between the present political situation in the USA with darker moments in Japan's past.





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

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

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

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



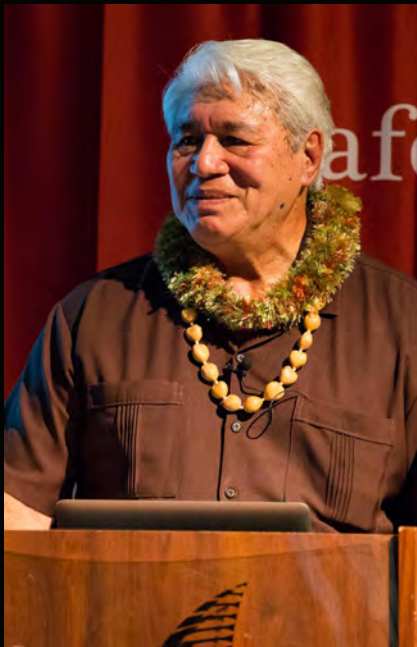


Some 250 scholars and educators from more than 40 countries came together for the IAFOR International Conferences on Education (IICEHawaii2018), and Sustainability, Energy and the Environment (IICSEEHawaii2018) at the Hawaii International Convention Center in Honolulu, Hawaii for an event held in partnership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

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

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





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

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

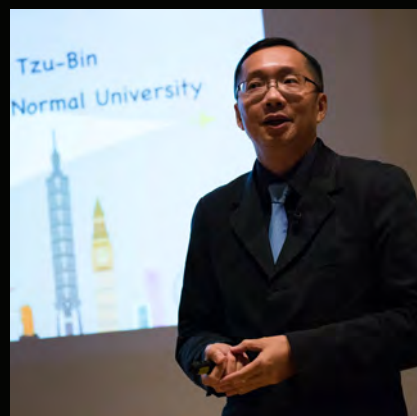




The Asian Conference on Education 2017 (ACE2017) saw more than 250 scholars from 38 countries come together in Kobe, Japan to look at the theme of “Educating for Change” from a variety of interdisciplinary perspectives, cultural backgrounds, and national contexts.

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

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





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

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

Below: A group shot of delegates, taken in the Art Center Kobe venue, reflecting the diversity of attendees at The Asian Conference on Education.



THINK.IAFOR.ORG

THE ACADEMIC PLATFORM

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

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

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

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

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

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

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SUBMIT TO THINK

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

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

IAFOR Silk Road Initiative

The IAFOR Silk Road Initiative encourages individuals and institutions working across the world to support and undertake research centring on the contact between countries and regions in Europe and Asia – from Gibraltar to Japan – and the maritime routes that went beyond, into the South-East Continent and the Philippines, and later out into the Pacific Islands and the United States. The IAFOR Silk Road Initiative is concerned with all aspects of this contact, and examines both material and intellectual traces, as well as consequences.

www.silkroad.iafor.org

IAFOR Silk Road Initiative

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

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

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

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

Rationale

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

In a world of rankings, algorithms, unedited "news", and self-referential "centres of excellence", it is facile to conclude that the centre and pinnacle of all knowledge is held by a few pockets of venture-capital-backed open-plan offices in Silicon Valley, or schools and universities in which the cloistered architecture does not even offer the pretence of openness. Globalisation, and the technology that has enabled it, has allowed an immense flowering of possibilities in communication and access to knowledge, while at the same time increasing alienation from self and society, encouraging "virtual" worlds, creating and cementing fissures, and encouraging fear of the foreign. It is only through encounters with difference that we are able to shape ourselves and our ideas, and physical human interaction is and remains at the source of all value. The international, intercultural and interdisciplinary meetings that lie at the heart of IAFOR and this research initiative have never been more important in our globalised world.

Lead Institutions

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

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



IAFOR Silk Road Initiative 2018 Moscow Roundtable Report

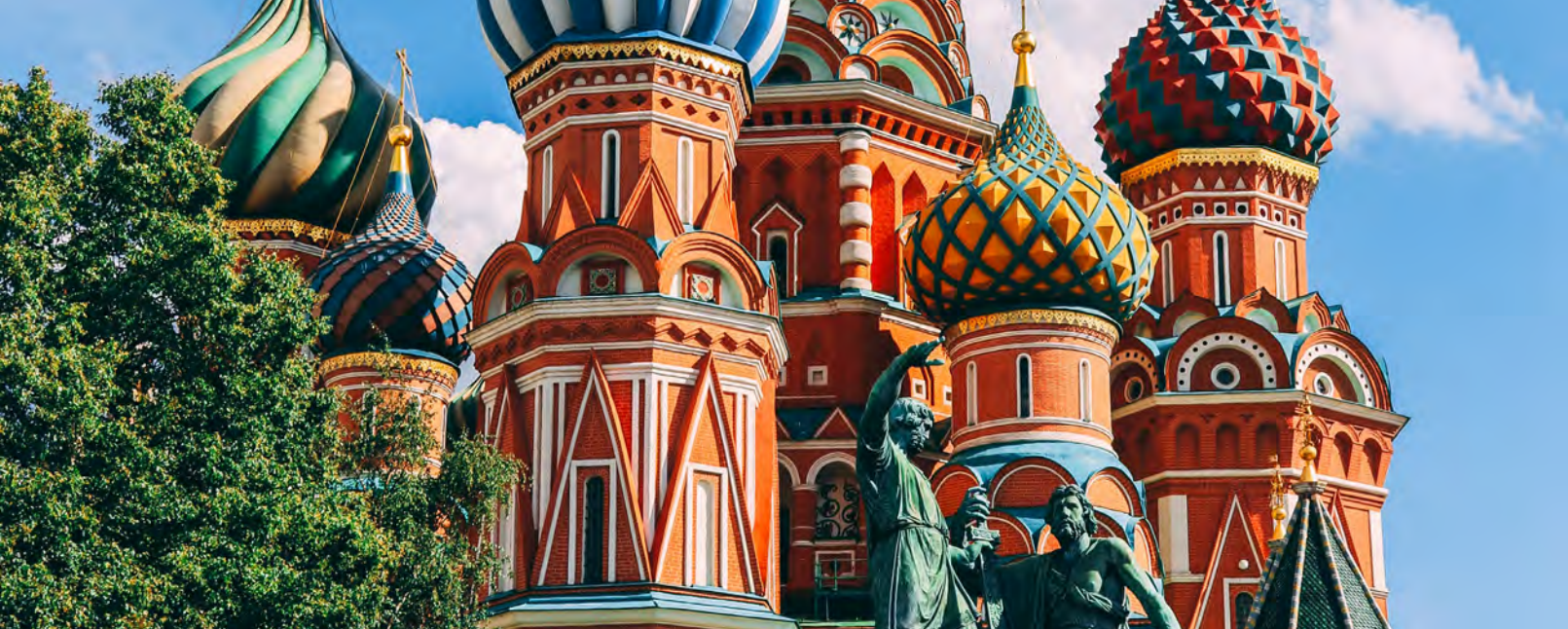
The first IAFOR Silk Road Initiative roundtable of 2018 was held in Moscow on February 21, and in partnership with Moscow State University.

The event was hosted by the Moscow State University Institute of Asian and African Studies, and opened by the Director of the Institute, renowned scholar of politics and international relations, Professor Igor I. Abylgaziev. Attended by a group of invited scholars from both universities in Moscow and abroad, the Roundtable was organised with the kind support of the President of the Faculty of Foreign Languages and Area Studies, Professor Svetlana Ter Minasova, and Dr Elena Mishieva, Academic Secretary of the same faculty, and IAFOR Silk Road Initiative Project Coordinator in Moscow.

The roundtable was co-chaired by Professor Georges Depeyrot of the École Normale Supérieure (ENS), Paris, and Board member of the Centre National de la Recherche Scientifique (CNRS), and Dr Joseph Haldane, Chairman and CEO of IAFOR, and took as its subject, "International Academic Cooperation in Uncertain Times". The topic was very timely, as this is a period of great global political uncertainty.

Professor Svetlana Ter Minasova delivered the opening address, which set the scene by underlining that most senior academics had effectively lived in two separate countries in succession; The Soviet Union until 1991, and then Russia since that time. She described the Soviet times as the "Kingdom of Prohibitions", where everything was governed by what could not be done, and by what was prohibited, and there existed an insularity and isolationism, making relations with countries outside the communist sphere difficult.

With the fall of the erstwhile "enemy" of the USSR, the new Russia became suddenly very popular, as different Western companies, NGOs and universities, sought to quickly build relations with the country, and money started to pour in as people sought to gain market position and influence. Although that created funding pools that had until that point been non-existent, it also ushered in an era of inflation, and meant university lecturer wages were not enough to live on, and obliged many to engage in supplementary private tuition, with academics being underpaid and overworked. This has led to the familiar problem of a brain drain, and economic migration, as Russian academics sought higher paid opportunities abroad. Although there have been market reforms introduced, the state education system remains slow and highly bureaucratic. A presentation by Dr Lubov Kulik of the Faculty of Economics at Moscow State University spoke of the economics of education in a presentation that considered education as both a public good and a commodity. *[Report continued on the next page]*



Recently, Russia has found itself more distanced from the west, as a result of, and resulting in, a context of increased authoritarianism and nationalism, and this has often made international research collaborations more difficult, and has seen cuts in funding from such programs as Erasmus +. For its part, the Russian funding bodies have continued to prioritise STEM subjects over the liberal arts, following a policy that mirrors most other countries. In the non-science areas of study, funding is more often directed towards internationally and internally sensitive issues that are often geared towards encouraging internal cohesion, nation building and so on, and in areas such as geopolitics, minority languages and religions; not surprising given that Russia is at once an old and a young country.

The intellectual life of the country is heavily weighted in Moscow and St Petersburg, although there are attempts to ensure that other parts of the country are well funded, and there are well-respected state universities elsewhere in the country, such as Novosibirsk and Vladivostok, as well as satellite campuses in the former Soviet republics, where Russia maintains considerable economic, cultural and linguistic influence.

The country also enjoys relations with many of the countries it now borders, and although these are historically weighted both positively and negatively, reflect a continued strong regional and cultural influence, where there are also large minority ethnic Russian populations. China has enjoyed a continued intellectual relationship with Russia, and there are frequent exchanges of students and professors alike, and Russian enjoys continued popularity in China, while Chinese is becoming a more popular language option. Professor Tatiana Dobrosklonskaya of Moscow State University, and a Visiting Professor at Beijing International Studies University gave a presentation which looked at the relationship and an overview of educational and cultural exchange between the two countries.

Professor Ljiljana Markovic, Dean of the Faculty of Philology at the University of Belgrade closed the symposium by speaking of the modernisation paradigms of education, and in a context of political instability, drawing attention to crises of identity, both individual and national. She underlined that we must seek ways to collaborate, to work together, and that this is both a philosophical and practical commitment.

In all, the symposium was a great success, and we look forward to future IAFOR Silk Road Initiative events.

Dr Joseph Haldane
Chairman and CEO, IAFOR

Reviewers

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

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

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A-Z Index of Presenters

A woman with dark hair, wearing a dark blazer and a lanyard with a badge, is gesturing with her right hand while speaking. The image is dark and serves as a background for the title.

Call for Peer Reviewers

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If you have any questions, please don't hesitate to get in touch at publications@iafor.org.

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Present your research at The Asian Conference on Language Learning (ACLL2019)

Conference Theme: "Independence & Interdependence"

Dates: Thursday, May 16, 2019 to Saturday, May 18, 2019

Location & Venue: Toshi Center Hotel, Tokyo, Japan

Early Bird Abstract Submission Deadline: January 9, 2019

Final Abstract Submission Deadline: March 12, 2019

Registration Deadline: April 5, 2019

The duality of our theme speaks to how each of us as learners, teachers, and researchers – people curious about the world and our place in it – act together to educate. We each bring our independent individual variables to any teaching and learning situation, yet work interdependently to learn from each other and create new connections and meanings.

Language learning and teaching are at once highly personal and individual while also social and embedded in an ecology of inter-relationships. Independence and interdependence cannot exist without each other, so how should this tension and integration inform our academic inquiry into language learning research and practice? Research in self-regulation, self-determination, learner and teacher autonomy, and motivation for language learning is one of several ways to approach these questions, and our host country for this conference, Japan, is a center for such work.

This conference provides opportunities to explore psychological, theoretical and practical aspects of language learning. Whether one's focus is the impact of technology or the integration of emotions into the classroom, we can and must all rely on each other to best serve students and support them in becoming autonomous, independent language learners who can be successful in an increasingly interconnected and interdependent world. An international, intercultural, and interdisciplinary conference such as this brings us together; to surprise, support, and learn from each other.

We invite your proposal on a topic that will help us to explore independence and interdependence from multiple perspectives; consider, but do not limit yourself to:

- The psychology of language learning
- Learner autonomy
- Technology enhanced learning
- Relationships between content and language
- Critical pedagogy
- Educational cultures, ecologies, and systems
- And, additional topics and streams listed in our abstract submission guidelines

This Asian Conference on Language Learning depends upon you – the presenters and participants – to help create vital and innovative academic exchange that can sustain us in the future.

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Phil Ball
Author and Journalist



Sarah Mercer
University of Graz, Austria



Masaya Mori
Rakuten Inc.



Keiko Sakui
Kobe Shoin Women's University, Japan

Keynote Speakers will provide a variety of perspectives from different academic and professional backgrounds on the conference theme, "Independence & Interdependence". For their biographies, please visit the following page on the conference website:

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