

The 8th European Conference on Education  
The 8th European Conference on Language Learning

# PROGRAMME & ABSTRACT BOOK

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Organised by The International Academic Forum (IAFOR) in association with the  
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**JULY 16–19, 2020 | LONDON, UK**



[www.iafor.org/about/partners](http://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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**Zachary Walker**  
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# Letter of Welcome



Dear Delegates,

In more normal times I would be writing this letter to welcome people to London, however these are very different times, and so I welcome you instead online to IAFOR's 2020 European Conference Series, from more than forty different countries around the world.

While this conference is organised in the spirit of hope and with the possibilities of technology, it is also organised in a context of global uncertainty in the wake of the coronavirus, an unprecedented global crisis of enormous proportions. Many of the things that we have come to take for granted over the past decades, such as cheap, easy and reliable travel between countries, has become questioned as different nations have responded to the global health crisis in different ways, each impacting local societies, economies, communities, and many individual lives.

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

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

As a response to the ongoing situation, we have decided to open the ECE/ECLL and ECAH/EuroMedia conferences to registrants of either, giving delegates the chance to see ALL presentations in both conferences over a six day period.

I look forward to meeting you all online. Please enjoy the conferences!

Take care and stay safe!

**Dr Joseph Haldane**

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

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

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

Member, Expert Network, World Economic Forum



# Submit your research to the IAFOR Journal of Education

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

**Editor:** Dr Yvonne Masters

**ISSN:** 2187-0594

**Contact:** [publications@iafor.org](mailto:publications@iafor.org)

## Aims & Scope

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

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

## IAFOR Commitment

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

For more information please visit:

**[www.iafor.org/journal/iafor-journal-of-education](http://www.iafor.org/journal/iafor-journal-of-education)**

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

**Scopus<sup>®</sup>**





# Conference Guide

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# iafor

## RESEARCH ARCHIVE

# [www.papers.iafor.org](http://www.papers.iafor.org)



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

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





**July 16, 2020 | All times are British Summer Time (UTC+1)**  
**Thursday Plenary Session**

- |                    |  |
|--------------------|--|
| <b>11:00-11:15</b> | <b>Welcome Address &amp; Recognition of IAFOR Scholarship Winners</b><br>Joseph Haldane, IAFOR, Japan  |
| <b>11:15-12:00</b> | <b>Keynote Presentation</b><br><i>Creating a Motivating School: Considerations and Challenges</i><br>Woon Chia Liu, National Institute of Education, Singapore   |
| <b>12:00-12:05</b> | Break  |
| <b>12:05-12:55</b> | <b>Keynote Presentation</b><br><i>The Future of People</i><br>Zachary Walker, University College London, Institute of Education, UK  |
| <b>12:55-13:00</b> | Break  |
| <b>13:00-14:00</b> | <b>Plenary Panel Presentation</b><br><i>That's NOT Online Learning!: The Difference Between Emergency Remote Teaching and Online Learning</i><br>Charles B. Hodges, Georgia Southern University, USA<br>Barbara Lockee, Virginia Tech, USA |
| <b>14:00-15:00</b> | <b>Keynote Presentation</b><br><i>Flexible Learning in Uncertain Times: The HyFlex Model in Response to COVID-19</i><br>Brian Beatty, San Francisco State University, USA<br>Moderator: Barbara Lockee, Virginia Tech, USA                 |



## July 17, 2020 | All times are British Summer Time (UTC+1) Friday Plenary Session

- |                    |   |
|--------------------|---|
| <b>10:45-10:55</b> | <b>Plenary Welcome Address</b>  |
| <b>10:55-11:55</b> | <b>Plenary Panel Presentation</b><br><i>The impact of COVID-19 on Children and Young People Across the Globe</i><br>Jake Anders, University College London, Institute of Education, UK<br>Jo Van Herwegen, University College London, UK<br>Andrea Samson, University of Fribourg & Swiss Distance University Institute (Unidistance), Switzerland<br>Keri Wong, University College London, Institute of Education, UK  |
| <b>12:00-13:00</b> | <b>Keynote Presentation</b><br><i>Multi-Competence, Translanguaging and Multimodal Learning</i><br>Li Wei, University College London, Institute of Education, UK  |
| <b>13:00-13:05</b> | Break   |
| <b>13:05-14:25</b> | <b>Plenary Panel Presentation</b><br><i>Inclusive Education: A Critical Dialogue on Marginalized Communities</i><br>Kwame Akyeampong, University of Sussex, UK<br>Christine Callender, University College London, Institute of Education, UK<br>Tam Cane, University of Sussex, UK<br>Tamsin Hinton-Smith, University of Sussex, UK<br>Farish A. Noor, Nanyang Technological University, Singapore<br>Moderator: Krisna Uk, Association of Asian Studies, USA |
| <b>14:25-14:30</b> | Break<br>[Continues on the following page.]   |





**July 17, 2020 | All times are British Summer Time (UTC+1)**  
**Friday Plenary Session**

**14:30-15:45**

**Plenary Panel Presentation**

*Embracing Difference? Adaptive Lifelong Learning*

Thanassis Rikakis, Virginia Tech, USA

Joseph Haldane, IAFOR, Japan

Moderator: Anne Boddington, Kingston University, UK

**15:45-16:00**

**IAFOR Documentary Photography Award**

**16:00-17:00**

**Sponsored Workshop**

*Creating a Podcast with Hindenburg*

Nick Dunkerley, Hindenburg, Denmark





**July 18, 2020 | All times are British Summer Time (UTC+1)**

## **Saturday Room A: Language**

<b>08:00-08:05</b>	<b>Welcome from the Organising Committee</b> Steve Cornwell, IAFOR & Osaka Jogakuin University, Japan
08:05-08:55	Live-Stream Session 1A: Teaching Experiences, Pedagogy, Practice & Praxis
08:55-09:05	Break
09:05-10:20	Live-Stream Session 2A: Applied Linguistics Research
10:20-10:30	Break
10:30-12:10	Live-Stream Session 3A: Learning Experiences, Student Learning & Learner Diversity
12:10-12:20	Break
12:20-13:10	Live-Stream Session 4A: Challenging & Preserving: Culture, Inter/Multiculturalism & Language
13:10-13:20	Break
13:20-15:00	Live-Stream Session 5A: Interdisciplinary Education
15:00-15:10	Break
15:10-16:25	Live-Stream Session 6A: Language and Education
<b>16:25-16:30</b>	<b>Closing from the Organising Committee</b> Joseph Haldane, IAFOR, Japan



**July 18, 2020 | All times are British Summer Time (UTC+1)**  
**Saturday Room B: Interdisciplinary Education**

<b>07:55-08:00</b>	<b>Welcome from the Organising Committee</b> Clementina Cardoso, CIHRC Research and Development, Japan
08:00-09:15	Live-Stream Session 1B: Interdisciplinary Education
09:15-09:25	Break
09:25-11:05	Live-Stream Session 2B: Design, Implementation & Assessment of Innovative Technologies in Education
11:05-11:15	Break
11:15-12:30	Live-Stream Session 3B: Higher Education
12:30-12:40	Break
12:40-13:55	Live-Stream Session 4B: Interdisciplinary Education/Medical Education
13:55-14:05	Break
14:05-15:20	Live-Stream Session 5B: Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability
15:20-15:30	Break
15:30-16:20	Live-Stream Session 6B: Educational Policy, Leadership, Management & Administration
<b>16:20-16:25</b>	<b>Closing from the Organising Committee</b> Cynthia Northington Purdie, William Paterson University, USA



## July 19, 2020 | All times are British Summer Time (UTC+1)

# Sunday Sessions

08:10-09:00	Workshop Presentation
09:00-09:05	<b>Welcome from the Organising Committee</b> Clementina Cardoso, CIHRC Research and Development, Japan
09:05-09:55	Live-Stream Session 1: Professional Training, Development & Concerns in Education
09:55-10:55	Break
10:05-11:20	Live-Stream Session 2: Culture and Language
11:20-11:30	Break
11:30-13:10	Live-Stream Session 3: Educational Research, Development & Publishing
13:10-13:20	Break
13:20-14:10	Live-Stream Session 4: Learning Experiences, Student Learning & Learner Diversity
14:10-14:20	Break
14:20-16:00	Live-Stream Session 5: Assessment Theories & Methodologies
16:00-16:15	<b>Conference Closing Address</b> Joseph Haldane, IAFOR, Japan





# Conference Proceedings

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

**Full text submission is due by August 20, 2020, through the online system.** The proceedings will be published on September 20, 2020.



# 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](http://www.iafor.org/membership)**





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

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

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

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

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

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

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



## **Introduction**

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

## **Conference Proceedings**

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

## **IAFOR Journals**

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

### **How are papers submitted?**

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

### **How does IAFOR ensure academic integrity?**

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

### **Where are the journals indexed?**

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

## What's the reach?

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

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

## What's the cost?

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

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

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

## Current IAFOR Journal titles include

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

## THINK

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

For more information on *THINK* please visit [www.think.iafor.org](http://www.think.iafor.org)

**If you would like more information about any of IAFOR's publications, please contact [publications@iafor.org](mailto:publications@iafor.org)**

# IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Anh Duong Thi Van and Oyekunle Yinusa, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at ECE/ECLL2020.

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

Find out more about IAFOR grants and scholarships: [www.iafor.org/financial-support](http://www.iafor.org/financial-support)

## Anh Duong Thi Van | IAFOR Scholarship Recipient

**57712 (ECE2020)**

*Vietnamese Tertiary EFL Teachers' Perception Towards Critical Thinking in the Classroom*

Anh Duong Thi Van, University of Economics and Finance, Vietnam

Tam Phan Thi Thanh, University of Economics and Finance, Vietnam

Ms Duong Thi Van Anh obtained her BA in English Linguistics and Literature at the University of Social Science and Humanities, Ho Chi Minh City, Vietnam, and her MA in TESOL from Universiti Sains Malaysia. She is currently working as a lecturer at Ho Chi Minh Open University, and the University of Economics and Finance. Her research interests include English language teaching and learning strategies, and digital innovation in English language teaching and learning.

## Oyekunle Yinusa | IAFOR Scholarship Recipient

**56175 (ECE2020)**

*Equipping Adult Learners with Basic Literacy Skills for Cognitive Sustainability*

Blessing Anyikwa, University of Lagos, Nigeria

Oyekunle Yinusa, University of Lagos, Nigeria

Mr Yinusa Oyekunle is an assistant lecturer at the Department of Adult Education, University of Lagos, Nigeria with a focus on Manpower Training and Development (Adult Education). He obtained his undergraduate degree from the University of Lagos and graduated from the Department of Adult Education, Faculty of Education, University of Lagos in 2014; and a Masters in Manpower Training and Development (Adult Education) from University of Lagos, Nigeria in 2017. He has five years work experience at the University of Lagos, has conducted research in manpower training and development and literacy education, and achieved six memberships of professional and academic groups, six publications and has managed one grants.



# Thursday July 16

Plenary Session

# Keynote Presentation: Woon Chia Liu

## Creating a Motivating School: Considerations and Challenges

Thursday, July 16 | 11:15-12:00 | British Summer Time (UTC+1)

In recent years, Singapore's education system has received international recognition due to our students' high performance in internationally benchmarked tests such as the Trends in Mathematics and Science Study (TIMSS), Progress International Reading Literacy Study (PIRLS) and Progress for International Student Assessment (PISA). Despite the stellar achievements, there are concerns that Singapore's students may be too focused on academic grades, and not enjoying their learning. This led to Mr Ng Chee Meng, Immediate-Past Minister of Education (Schools), Singapore, to highlight the importance of nurturing a joy of learning in our students in his parliamentary speech. He noted that school should be a place where students can enjoy learning and acquire knowledge and skills, not just be about doing well in exams. To create a motivating school and promote joy of learning, we must have a clear understanding of students' motivation, and a focus on teachers who are at the frontline of our education system.

Using Singapore as the context and the self-determination theory as the theoretical basis, the first part of the address will focus on students' motivational profiles to determine whether there are good and bad motivation(s), and what can be done to encourage good motivations, if they exist. The second part of the address will take a closer look at teachers. In particular, we will look at some of the antecedents of teachers' motivating style, and how that might impact any intervention on student motivation. Research findings will be shared, together with challenges and considerations for policy makers, school leaders and educators.



### Woon Chia Liu

Woon Chia Liu is an Associate Professor with the Psychology and Child & Human Development Academic Group at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore. She is a founding member of NIE's Motivation in Educational Research Laboratory (MERL), and the Immediate Past Dean of Teacher Education. During her deanship, she led and developed the NTU-NIE Teaching Scholars Programme, reviewed and enhanced the Bachelor of Arts (Education)/Science (Education) and the Postgraduate Diploma in Education programmes, and conceptualised

and launched the IoT@NIE Learning Lab in collaboration with Info-communications Media Development Authority (IMDA), Singapore. In addition, she was a key member of the steering committee and a co-chair of the working committee that shaped the Singapore Teaching Practice model that makes explicit how effective teaching and learning is achieved in Singapore schools.

She was previously the Associate Dean of Practicum and School Partnerships (2009 to 2014) and the Sub-Dean of Diploma Programmes (2008 to 2009). From 2008 to 2009, she served as a co-chair of the Theory-Practice Task Force in NIE's Programme Review and Enhancement (PRE) initiative, which culminated in NIE's Teacher Education Model for the 21st Century (TE21).



Thereafter, she was a co-chair of the Theory-Practice Core Team for the TE21 implementation steering group. She led her team in conceptualising and implementing the enhanced practicum model, with its use of professional focused conversations to deepen inquiry and strengthen theory-practice nexus, and the use of purposeful mentoring to help pre-service teachers improve their teaching competencies whilst developing their sense of teacher personhood. Furthermore, she was instrumental in advocating and shaping the Professional Practice and Inquiry portfolio in all pre-service programmes that allows pre-service teachers to aggregate and integrate their learning.

She is the Immediate Past President of the Educational Research Association of Singapore (ERAS), and represented Singapore in the World Education Research Association (WERA) Council. She was also the co-convenor of the WERA-IRN (International Research Network) titled "Teacher education for the 21st century: Developing teachers who are thoughtful, reflective, and inquiring."

Her research interests include motivation, teacher education, innovative pedagogy, e-portfolio and clinical practice.



**Keynote Presentation: Zachary Walker**

# **The Future of People**

**Thursday, July 16 | 12:05-12:55 | British Summer Time (UTC+1)**

The current world is in a state of disquietude and confusion. The Covid-19 pandemic has plunged the world economy into a realm of deep uncertainty which, in turn, has led to major social and political disruptions, as demonstrated by the Black Lives Matter movement. While public and private institutions and organisations look to the future and search for the “new normal” in the post-pandemic world, there is growing need to consider new ways of teaching and working. This talk will focus on people: what can we learn from history, what are we learning now, and what we should consider for the future.



## **Zachary Walker**

Dr Zachary Walker is an academic, author, and speaker. In 2018, Zachary joined the University College London (UCL) Institute of Education (IOE) as an Associate Professor. At IOE, Zachary currently serves in the Department of Psychology and Human Development as the Programme Leader for Graduate Programs in Special Education and International Inclusive Leadership. Prior to joining IOE, Zachary was a faculty member at the National Institute of Education in Singapore from 2013-2018, where he served as a leader in Pedagogical Development and Innovation and on the 21st Century Teaching and Learning

Framework taskforce. He was named a Think College Emerging Scholar (2012), as well as a Millennium Milestone Maker by the World Academy for the Future of Women (2015). He was awarded the John Cheung Social Media Award for Innovation in Teaching and Pedagogy (2015), and was nominated for the Wharton School Reimagine Education Awards (2016). Zachary's current work focuses on educational neuroscience, mobile technology, and leadership. He has delivered talks to education leaders and higher education faculty in North America, Central America, Europe, Africa, and Asia.

Panel Presentation: Charles B. Hodges & Barbara Lockee

# That's NOT Online Learning!: The Difference Between Emergency Remote Teaching and Online Learning

Thursday, July 16 | 13:00-14:00 | British Summer Time (UTC+1)

Over the past few months, and in many countries across the world, millions of classes have been forced to move online as schools, colleges and universities have grappled with how to continue to deliver a continued service in times of COVID-19. With very little time to prepare, teachers and students have been forced to adapt to the cancellation of face-to-face classes and use such technologies as Zoom to deliver education. The speed and scale of this move has been unprecedented but this panel will discuss how many are failing to see that this is for the most part emergency remote teaching, and not reflective of what "online learning" really is, in its design, tools, development, and student and faculty support and therefore quality and delivery.



## Charles B. Hodges

Charles B. Hodges, PhD, is a Professor of Instructional Technology at Georgia Southern University in Statesboro, Georgia (USA). His research is focused on online teaching and learning, and teacher and learner self-efficacy related to online or technology rich learning environments. He is the Editor-in-Chief of the journal *TechTrends* and he has edited/co-edited two books: *Self-efficacy in Instructional Technology Contexts* (Springer, 2018) and *Emerging Research, Practice, and Policy on Computational Thinking* (Springer, 2017).

Charles earned a BS in Mathematics with a minor in Computer Science from Fairmont State University, a MS in Mathematics from West Virginia University, and a PhD from the Instructional Design and Technology program at Virginia Tech. He has served on the faculties of Concord University, Virginia Tech, and Georgia Southern University. He was added to the Fulbright Specialist Roster in February 2019.



## Barbara Lockee

Barbara Lockee is a professor of Instructional Design and Technology in the School of Education at Virginia Tech. Since 1996, she has engaged in teaching and research related to instructional design and distance education, and has advised the research of more than three dozen doctoral students. Her scholarly inquiry is focused on mediated and online education and has been funded by various federal agencies, including the National Science Foundation, the US Department of Agriculture, and the US Agency for International Development, among others. She has also consulted for a variety of organisations, including the NASA Jet Propulsion Laboratory, the US Army Training and Doctrine Command and the USC Institute for Creative Technologies. Her recent co-authored book, *Streamlined ID: A Practical Guide for Instructional Design*, strives to make the design of learning solutions accessible and pragmatic for those who develop educational courses and programs in workplace contexts.

*A Practical Guide for Instructional Design*, strives to make the design of learning solutions accessible and pragmatic for those who develop educational courses and programs in workplace contexts.

Dr Lockee is Past President of the Association for Educational Communications and Technology, an international professional organisation for educational technology researchers and practitioners. She earned her PhD in 1996 from Virginia Tech in Curriculum and Instruction (Instructional Technology), MA in 1991 from Appalachian State University in Curriculum and Instruction (Educational Media), and BA in 1986 from Appalachian State University in Communication Arts.



# Keynote Presentation: Brian Beatty, Barbara Lockee (moderator) Flexible Learning in Uncertain Times: The HyFlex Model in Response to COVID-19

Thursday, July 16 | 14:00-15:00 | British Summer Time (UTC+1)

The disruption of educational systems caused by the COVID-19 pandemic has left institutions of higher education scrambling in response. How might we plan for an uncertain future in which our teaching methods, assessment strategies, and modes of delivery may need to shift, perhaps multiple times during each term? This session will explore a potential solution offered by the HyFlex Model (Hybrid-Flexible), an instructional design approach to address continuity of instruction, based on the premise of student choice. IAFOR Vice President for Education, Barbara Lockee, will interview Brian Beatty, the creator of the HyFlex Model, to learn more about this innovative approach to flexible learning design as a means to address the needs of students and educators alike in these unpredictable times.



## Brian Beatty

Brian Beatty is Associate Professor of Instructional Technologies in the Department of Equity, Leadership Studies and Instructional Technologies at San Francisco State University (SFSU). Brian's primary areas of interest and research include social interaction in online learning, flipped classroom implementation, and developing instructional design theory for Hybrid-Flexible learning environments. At SFSU, Dr Beatty pioneered the development and evaluation of the HyFlex course design model for blended learning environments, implementing a "student-directed-hybrid" approach to better support student learning.

Previously (2012-2020), Brian was Vice President for Academic Affairs Operations at San Francisco State University (SFSU), overseeing the Academic Technology unit and coordinating the use of technology in the academic programs across the university. He worked closely with IT professionals and leaders in other units to coordinate overall information technology strategic management at SFSU. Prior to 2012, Brian was Associate Professor and Chair of the Instructional Technologies department in the Graduate College of Education at SFSU. He received his PhD in Instructional Systems Technology from Indiana University Bloomington in 2002. Brian Beatty also holds several CA single-subject teaching credentials, an MA in Instructional Technologies from SF State and a BS in Electrical Engineering from Marquette University. Dr Beatty has more than 25 years' experience as a classroom teacher, trainer, and instructional designer at schools, businesses, and the US Navy.

Professor Lockee's biography is available on the previous page.



# Friday July 17

**Plenary Session**



**Panel Presentation: Jake Anders, Jo Van Herwegen, Andrea Samson & Keri Wong**

# **The impact of COVID-19 on Children and Young People Across the Globe**

**Friday, July 17 | 10:55-11:55 | British Summer Time (UTC+1)**

COVID-19 is not just a global health crisis, it also has numerous social and psychological repercussions. This panel discussion will focus on the impact of COVID-19 on children and young people across the world, in terms of their education and wellbeing. What have been the main difficulties for children and young people across the globe? Are there any differences between nations or regions in the world? What is the impact of COVID-19 on the education and wellbeing of children and young people across the world and are certain groups, such as those with special educational needs and from low-income backgrounds, at greater risk?

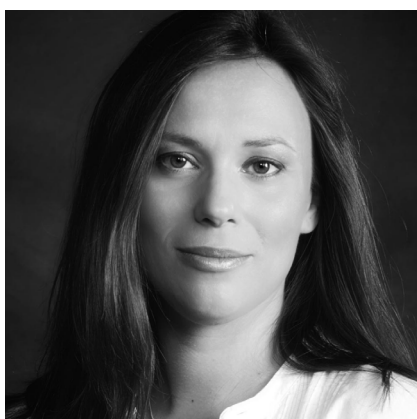
The panel will feature experts who have been leading large national and international surveys that have examined these questions



## **Jake Anders**

Jake is Deputy Director of the UCL Centre for Education Policy and Equalising Opportunities, as well as Academic Head of Research in the Department of Learning and Leadership at UCL Institute of Education. His research focuses on understanding the causes and consequences of educational inequality and the evaluation of policies and programmes aiming to reduce it. Jake completed his first degree in Philosophy, Politics and Economics at New College, University of Oxford, followed by a PhD in Economics of Education at UCL Institute of Education. He has also worked at the UK Parliament's House of Commons Education Select Committee

as a Committee Specialist and the National Institute of Economic and Social Research, first as a Research Officer, before being promoted to Research Fellow.



## **Jo Van Herwegen**

Dr Jo Van Herwegen is an associate professor in developmental psychology at University College London, Institute of Education. Her research focuses on improving educational outcomes of children, especially those with special educational needs. She has examined mathematical abilities, language abilities, transitions and the impact and quality of Education, Health, and Care plans for a wide range of neurodevelopmental disorders. She is an associate editor for *Research in Developmental Disabilities*, and educational needs advisor for the Williams Syndrome Foundation.

[Continues on the following page.]





## Andrea Samson

Andrea Samson is Associate Professor in Psychology and co-responsible for the French-speaking Masters program in Psychology at the Swiss Distance University Institute. She also has the Swiss National Science Foundation (SNSF) Professorship at the Institute of Special Education, University of Fribourg. She is director of the chEERS Lab – a team of researchers interested in the study of socio-emotional processes in individuals with developmental disorders (e.g. autism spectrum disorder) and with intellectual disabilities (e.g. Williams Syndrome). Positive emotions (such as humor) and emotion regulation in relation

to mental health play an important role in several research projects. The team is also interested in using board games as well as new technologies such as virtual reality for the assessment of emotional competences and for remediation training programs. Andrea Samson has studied and led research projects at various universities in Switzerland and abroad. She obtained her doctorate from the University of Fribourg and completed her post-doctorate at the University of Stanford (2010-2015). From 2015 to 2018, she received the Ambizione Fellowship from the Swiss National Science Foundation (SNSF) at the Swiss Center for Affective Sciences (CISA), University of Geneva.



## Keri Wong

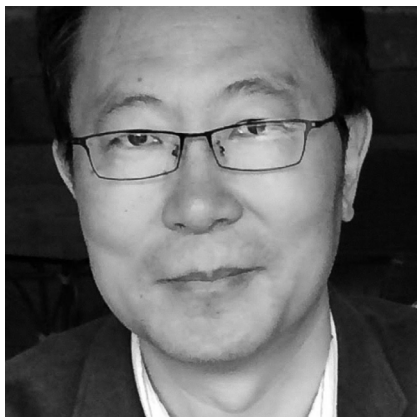
Keri Wong is Assistant Professor of Psychology at University College London. Her research focuses on understanding the developmental causes of social (mis)trust and antisocial behaviour in children and adults in the community. She received her PhD in Social and Developmental Psychology from Newnham College and was the former Betty Behrens Research Fellow at Clare Hall, University of Cambridge.

Keynote Presentation: Li Wei

# Multi-Competence, Translanguaging and Multimodal Learning

Friday, July 17 | 12:00-13:00 | British Summer Time (UTC+1)

This is a conceptual paper that aims to extend the concept of Linguistic Multi-Competence and advance Translanguaging as a research perspective (in addition to pedagogical approach). It focuses on the theoretical foundations of Translanguaging and explores the implications for language teaching and learning in particular and for bilingualism and multilingualism research generally. Core issues such as the role of L1, transfer, learner autonomy, will be revisited from the Translanguaging perspective. Empirical examples from self-directed mobile language learning will be used to demonstrate the added value of the Translanguaging approach.



## Li Wei

Li Wei is Chair of Applied Linguistics at the UCL Institute of Education, University College London (UCL). His research interests are in the broad field of bilingualism and multilingualism. He is Principal Editor of the *International Journal of Bilingual Education and Bilingualism* and *Applied Linguistics Review*. His publications include *Translanguaging: Bilingualism, Language and Education* (with Ofelia Garcia), which won the 2015 British Association of Applied Linguistics Book Prize. He is a Fellow of the Academy of Social Sciences, UK.

**Panel Presentation: Kwame Akyeampong, Christine Callender, Tam Cane, Tamsin Hinton-Smith, Farish A. Noor & Krisna Uk (moderator)**

# **Inclusive Education: A Critical Dialogue on Marginalized Communities**

**Friday, July 17 | 13:05-14:25 | British Summer Time (UTC+1)**

In recent months, both the COVID-19 pandemic and the Black Lives Matter movement have been lenses through which to wider and global underlying issues of societal inequality and iniquity. While acknowledging the situation specific aspects to movements, BLM has caught the global imagination, underlining and reflecting the differences in privilege, power, resources, and access to education of poor and marginalised communities throughout the world, which have only been highlighted by the global pandemic, and the stark differences in access to education. This plenary panel will bring together a diverse group of educators to discuss inclusive education, and people's experiences of access to, and participation in education, and the structures and cultures that encourage and nurture, or conversely discourage and inhibit.



Kwame Akyeampong

## **Kwame Akyeampong**

Kwame Akyeampong is Professor of International Education and Development at the Centre for International Education (CIE), University of Sussex, UK. He has international research experience in educational evaluation and research and has worked on education and development research projects in a range of countries including Ethiopia, Ghana, Nigeria, Kenya, Rwanda, and Malawi. His research interests include education policy analysis, teacher governance, educational access and equity, impact evaluation studies in education, and employing quantitative and qualitative research methods. He also has experience managing

large research education projects. He has consulted for the World Bank, DFID, and JICA on education evaluation projects and programmes. He was senior policy analyst with UNESCO, Paris, from 2011 to 2013. He is currently the co-chair of the Teacher Alliance for the Global Education and Skills Forum.



## **Christine Callender**

Christine is an Associate Professor in Education at the UCL Institute of Education (Department of Learning and Leadership). She is currently the Inclusion Lead for the Department of Learning and Leadership, Faculty Lead for the BME Awarding Gap Project at the Institute of Education and is the co-convenor of the Race and Leadership Special Interest Group of BELMAS. Christine's research focuses on the broad areas of race, teacher education, gender, intersectionality and leadership.

[Continues on the following page.]



## Tam Cane



Dr Tam Cane is a lecturer and programme lead for BA Social Work in the Department of Social Work and Social Care at the University of Sussex. She studied assisted reproductive health of people living with HIV and the implications of HIV on adoption experiences. Dr Tam Cane's research interests centre on HIV prevention modalities linked to parenting choices that reduce HIV transmission. She is interested in the range of decision-making processes related to different methods of parenting choices made by people living with HIV. Dr Tam Cane has authored peer-reviewed articles on adoption experiences

of people living with HIV, the role of HIV charitable workers in supporting reproductive, and her key-note paper on recognising the resilience of people with HIV adopting. She is a co-author on research looking at the utilisation of genetically-informed research designs that better understand family processes and child development and implications for adoption and foster-care focused intervention. She has recently contributed to research on developing skills, confidence and communication among key professionals supporting the educational progression of care experienced young people. Other areas of research include women's drinking and help-seeking behaviours. Since the brutal killing of George Floyd, Dr Cane has been invited to support reflective activities on anti-racist practices with front-line social workers. Dr Tam Cane holds a position on the editorial board for the *International Journal of HIV/AIDS Prevention, Education and Behavioural Science*. She is a peer reviewer for this journal as well as *Adoption Quarterly* and *Greenwich Social Work Journal*.



## Tamsin Hinton-Smith

Dr Tamsin Hinton-Smith is a Senior Lecturer in Higher Education at the University of Sussex, where she is also Co-Director of the Centre for Gender Studies. Tamsin will be Editor for a forthcoming issue of the *IAFOR Journal of Education*, on Inclusive Education, scheduled for 2021.

Tamsin has been an academic with particular interests around issues of inclusion/exclusions in education contexts, for 16 years. Her background is in sociology and gender studies. Tamsin has interests in compulsory, further, higher, adult and

informal education contexts. Her research includes education participation experiences and inequalities relating to groups including people from Gypsy, Roma and Traveller backgrounds; lone and teenage parents; learners from disadvantaged socio-economic backgrounds and geographical areas; and young people who have grown up in the care system.

Tamsin's approach is one of connecting research, practice and policy. She is Equality, Diversity and Inclusion lead within her academic School and also leads institutional academic professional development. Tamsin has provided parliamentary research and policy support and training in the UK and internationally, and training working with professionals including in Cambodia, Nigeria, and Spain. Tamsin's research and practice is underpinned by a central commitment to increasing equity and inclusivity through ongoing individual and collective reflective practice.

Her current research focuses on experiences of young people from GRT backgrounds during COVID-19 lockdown, expressed through art; and developing more inclusive higher education pedagogies in different disciplinary spaces.



## Farish A. Noor

Dr Farish A. Noor is Associate Professor at the S Rajaratnam School of International Studies (RSIS) and also the School of History SoH, College of the Humanities, Arts and Social Sciences COHASS, Nanyang Technological University (NTU), Singapore. His main area of work has been Southeast Asian history, with a special focus on colonialism in Southeast Asia. His recent works include 'Data Collecting in Colonial Southeast Asia: Framing the Other' (Amsterdam University Press, 2020) and 'Before the Pivot: America's Encounters with Southeast Asia 1800-1900' (Amsterdam University Press, 2019).



## Krisna Uk

Krisna UK is the Association for Asian Studies (AAS) Senior Advisor to the Board of Directors, in charge of project development, outreach and strategic initiatives. Prior to joining the AAS, she was the Executive Director of the Center for Khmer Studies, designing and running programs focused on the history, politics and culture of Cambodia and neighbouring countries in Southeast Asia. Krisna studied at the University of California-Berkeley and holds a Masters degree in comparative literature from the University of Paris-Sorbonne and an MSc. in environmental change and management from Oxford. Her

experience in Cambodia also includes overseeing landmine clearance programs and a period living in a remote village in the northeast of the country researching impacts of the Indochina War on ethnic minority communities. This formed the basis for her PhD in social anthropology at Cambridge University and subsequent book on the same topic.

**Panel Presentation: Thanassis Rikakis, Joseph Haldane & Anne Boddington (Moderator)**

# **Embracing Difference? Adaptive Lifelong Learning**

**Friday, July 17 | 14:30-15:45 | British Summer Time (UTC+1)**

This panel will address the theme of the sustainable growth of the 21st century knowledge economy, and how dependent it is upon the inclusion and adaptive personal and professional growth of a very high number of diverse knowers. Inclusion through adaptive lifelong learning is the subject of a report to be co-published in August 2020 by Virginia Tech, IAFOR and the Future Talent Council. The report will lead to the launch of international working groups (spanning industry and academia) that will begin to translate the recommendations of the report into action.



## **Thanassis Rikakis**

Thanassis Rikakis is professor of Bioengineering and of Performing Arts. His research spans systems design, arts and technology with a special focus on interactive neurorehabilitation, experiential media, adaptive learning and cyber-human intelligence. He is the founding chair of the Calhoun Honors Discovery Program and director of the Calhoun Center for Higher Education Innovation. These initiatives focus on adaptive, transdisciplinary learning and on advancing the interconnection of difference and excellence. They furthermore investigate life-long learning structures spanning K-12, higher education and industry. From 2015 until 2017 Thanassis served as executive vice president and provost at Virginia Tech. He led

the development of transdisciplinary discovery communities (Destination Areas) and a new resource model (Partnership for an Incentive Based Budget). From 2012 to 2015 he served as vice provost for design arts and technology at Carnegie Mellon University where he founded the Integrative Design, Arts and Technology (IDEATE) network. He has also served as founding director of the School of Arts, Media and Engineering at Arizona State University and Associate Director for Research and Development of the Computer Music Center at Columbia University.



## **Joseph Haldane**

Joseph Haldane is the Chairman and CEO of IAFOR. He is responsible for devising strategy, setting policies, forging institutional partnerships, implementing projects, and overseeing the organisation's business and academic operations, including research, publications and events.

Dr Haldane holds a PhD from the University of London in 19th-century French Studies, and has had full-time faculty positions at the University of Paris XII Paris-Est Créteil (France), Sciences Po Paris (France), and Nagoya University of Commerce and Business (Japan), as well as visiting positions at the French Press Institute

in the University of Paris II Panthéon-Assas (France), The School of Journalism at Sciences Po Paris (France), and the School of Journalism at Moscow State University (Russia). [Cont'd on following page.]



Dr Haldane's current research concentrates on post-war and contemporary politics and international affairs, and since 2015 he has been a Guest Professor at The Osaka School of International Public Policy (OSIPP) at Osaka University, where he teaches on the postgraduate Global Governance Course, and Co-Director of the OSIPP-IAFOR Research Centre, an interdisciplinary think tank situated within Osaka University.

A Member of the World Economic Forum's Expert Network for Global Governance, Dr Haldane is also a Visiting Professor in the Faculty of Philology at the University of Belgrade (Serbia), a Visiting Professor at the School of Business at Doshisha University (Japan), and a Member of the International Advisory Council of the Department of Educational Foundations at the College of Education of the University of Hawaii at Manoa (USA).

From 2012 to 2014, Dr Haldane served as Treasurer of the American Chamber of Commerce in Japan (Chubu Region) and he is currently a Trustee of the HOPE International Development Agency (Japan). He was elected a Fellow of the Royal Asiatic Society in 2012, and a Fellow of the Royal Society of Arts in 2015.



## Anne Boddington

Anne Boddington is Professor of Design Innovation, Pro Vice Chancellor for Research, Business and Innovation at Kingston University in the UK and recently appointed as the Sub Panel Chair for Art & Design: History, Practice & Theory for the UK's Research Excellence Framework (REF) 2021. Professor Boddington has extensive experience of the leadership, management and evaluation of art and design education and art and design research in higher education across the UK and internationally. She is an experienced chair and has held trustee and governance roles across the creative and cultural sector including as trustee

of the Design Council, an independent Governor, Fellow of the Royal Society of Arts (RSA), an affiliate member of the Royal Institute of British Architects (RIBA), a member of the executive of the Council for Higher Education in Art & Design (CHEAD) and a member of the advisory board of the Arts & Humanities Research Council. She has an international reputation in creative education and research and has been a partner, a collaborator, a reviewer and evaluator for a wide range of international projects and reviews across Different nations in Europe, the Middle East, Southern and east Asia and North America.

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# Saturday July 18

## Parallel Sessions

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



**08:05-08:55 | British Summer Time (UTC+1)**

# **Saturday Live Stream Session 1A**

**Teaching Experiences, Pedagogy, Practice & Praxis**

**Session Chair: Steve Cornwell**

**57712 08:05-08:30**

*Vietnamese Tertiary EFL Teachers' Perception Towards Critical Thinking in the Classroom*

Anh Duong Thi Van, University of Economics and Finance, Vietnam

Tam Phan Vu Thanh, University of Economics and Finance, Vietnam

Critical thinking has been emphasized as one of the paramount thinking skills in the 21st academic curriculum in the world. Especially in the context of language learning and teaching where traditional pure recitation seems to result in little positive outcomes, the engagement of thinking in learning proves to be necessary than ever before. Still, the question of whether EFL teachers – as direct guiders in the classroom – have been exposed to the concept, have thoroughly grasped it and have been equipped with adequate methods and tools for the embedding of critical thinking in daily lessons has not been fully addressed. This paper aims to provide a general viewpoint of Vietnamese ESL teachers' perceptions towards critical thinking and present some of their current practices of critical thinking skills if there are. Emphasis placed upon the extent of understanding of critical thinking that EFL teachers show in comparison with the official definitions and how they apply what they understand towards the concepts of critical thinking skills in the ESL classroom. The data is collected through in-depth interviews of a number of experienced teachers. This paper is hoped to give EFL managers and practitioners rationales for the inclusion and exclusion of critical thinking in their classes and shed some light on how EFL teachers structure their lessons in order to promote this set of thinking skills.

**58282 08:30-08:55**

*Contributing Factors to the Success of English Online Learners in Vietnam*

Doan Hoang Duc, FPT University, Vietnam

Distance learning has become an alternative for almost training institutions worldwide during the corona pandemics. With its advantages, online learning is likely to become a mainstream in the coming years. With the purpose of identifying the contributing factors to the success of English online learner, a combination of qualitative research and quantitative research has been carried out through an online survey among 439 internet-based learners from 3 different universities in the North of Vietnam. The findings show that technology assistance, self-discipline, and school expectations are the three major parameters generating the success function of an English online learner. Additionally, the variation in the total time on online learning activities also act as decisive factors to the distance learning success. Based on the research results, the paper recommends certain possible ways to improving the effectiveness of distance learning and teaching.

# 09:05-10:20 | British Summer Time (UTC+1)

## Saturday Live Stream Session 2A

Applied Linguistics Research

Session Chair: Joseph Haldane

58442 09:05-09:30

*Effective Writing Strategies for Confucian Heritage Cultural Students*

Ayako Nakai, Toyo University, Japan

This study examines effective writing strategies for Confucian Heritage Cultural (CHC) students and investigates their effectiveness in a Japanese context. The pilot study comprised 10 CHC students from 4 different countries at a university in London. They were recruited and interviewed in 2012 to measure the quality of their language learner's writing strategies. Various writing strategies were adopted, such as, examining models of good essays and studying essay structure. The main study comprised 46 students recruited from X university in Japan. They were divided into two groups: the experimental group (Group A) and the control group (Group B), each with 23 students. The groups participated in two different English writing classes in 2014. The experimental group was asked to read model essays and then write a new one within 30 minutes based. The two groups' essays were checked twice. Here, the students' English fluency was measured based on the average number of words in their timed essays. The pre-test showed that both groups had almost the same fluency in writing [  $F(1,44)=.008$ ,  $n.s. p=.929$ ]. After the treatment, it was analyzed using two-way ANOVA. The data analysis revealed a significant difference between the average number of words in the pre-tests and post-tests of both groups at the .01 level [  $F(1,44)=84.989$ ,  $p<.01$ ]. Moreover, there was an interaction effect in both groups. The results indicate that students in Group A that read model essays developed more fluency in writing than those in Group B.

56867 09:30-09:55

*Are High-proficiency Learners Effective Feedback Providers? A Case Study on Online Peer Feedback in L2 Writing*

Sarah HJ Liu, Kainan University, Taiwan

Due to the advancement of technology or computers, it provides language learners with ample opportunity to engage in meaningful communication in the target language without physical and time constraints. In another line of research on peer feedback in second language (L2) learning, a common belief held by most practitioners is that providing feedback on written productions relates to learners' abilities in the target language (Yu & Hu, 2016), implying that more capable learners would give more effective feedback. However, this is not always the case. Based on previous empirical studies in language education (e.g., Min, 2005), the main purpose of this case study is to help us understand whether the feedback training has an impact on the quality of peer feedback in Chinese-as-a-second language (CSL) writing. Two trained and two untrained high-proficiency CSL learners from Vietnam studying Mandarin Chinese in university were recruited to participate in this study. The research data included the compositions of the participants, stimulated-recall interviews, and peer comments were utilized. The results of this study suggest that trained comments were more likely than untrained comments to cover a wide range of issues in writing, e.g., the incoherent thoughts a composition and incorrect grammatical/lexical features, to be more specifically indicating the problematical areas, and to perceive collaborative learning more positively. The results of this study provide some pedagogical implications in this paper.

57782 09:55-10:20

*Non-Native English Teachers' Perceptions of Their Professional Identity: A Critical Perspective*

Jessica Saba, University of Balamand Dubai, United Arab Emirates

Nativeness and non-nativeness in the field of English language teaching (ELT) have been regarded as debatable labels and controversial terms. In many parts of the world, there is a preference for native English-speaking teachers (NESTs) in the field of ELT because they are considered ideal to teach the language that they are born to speak. This theory is denied by several researchers, but non-native English-speaking teachers (NNESTs) still face issues when it comes to their professional identity because they feel less powerful than their NEST colleagues who are preferred and prioritized because they have their monolingual linguistic identity. Pennycook (2004) believes that the idea of a fixed linguistic identity is based on culture, race, and location. This preference for instructors in the field of ELT who have a monolingual linguistic identity has major effects on the professional identity development of NNESTs. The theoretical framework of this research is based on the principles of Critical Applied Linguistics, and the study sought answers to the following questions: what challenges do NNESTs face in the ELT profession considering the dominance of the native speaker ideology in some higher education institutions in Dubai; how do these challenges affect NNESTs' professional identities; what tools for empowerment need to be provided for NNESTs for better development of their professional identities? Ideology critique was used to explore the perceptions of NNESTs about themselves, their professional identity, and their reflections on society's views on native speaker dominance in the field of ELT.

# 10:30-12:10 | British Summer Time (UTC+1)

## Saturday Live Stream Session 3A

### Symposium Session

Session Chair: Zachary Walker

#### Health Promoting Kindergartens and Schools – A Programme to Improve Children and Young People's Health in the Southern Region of Norway

57547 10:30-10:55

##### *"Kids Do Well If They Can" – Guiding Principles in Health Promoting Work in Kindergartens and Schools*

Eva-Kristin Paschen-Eriksen, HBS Agder, Norway

In the programme Healthpromoting Kindergartens and Schools, we work across various educational contexts, and our goal is to facilitate for good mental health where individuals thrive and can develop their potential. The background for this programme was increased mental health challenges among young people. We believe it is important to have a common set of values to create an environment that embraces difference and promotes a positive development. We have developed a set of guiding principles which are as follows: 1) There are no difficult children, only children who are going through difficulties. This principle is inspired by Ross Green's saying «Kids do well if they can», and it expresses a professional responsibility to act according to what children and young people express through words or action. 2) We see development as a possibility, meaning that it is always possible to influence a situation. 3) We develop solutions together, meaning that children and young people are supported to be actors in their own lives depending on age and maturity. 4) We know that we are all part of the context, meaning that we have to be conscious of our own attitudes and understandings when meeting with others. To ensure that the different participants in the programme work according to the same principles, we gathered different professionals from the education and health sectors, and used a method called Dialogue Cafe to discuss the four principles. In this presentation, we will elaborate on this process, and how the four guiding principles were understood.

57546 10:55-11:20

##### *How to Implement Health-promoting Measures in a School Context – An Example of a School Programme for Empowering Young People*

Migle Helmersen, NORCE, Norway

This study builds on Antonovsky's salutogenic model, which focuses on identifying factors that promote health and life quality in individuals. According to Antonovsky, individuals need to feel that situations are comprehensible, manageable and meaningful in order to develop a sense of coherence, which again leads to the development of resilience. The first part of this presentation will be a research review on health-promoting measures, and based on this, four indicators are extracted that show a clear positive relation between interventions and improved mental health in children and young people: capacity for action, social and emotional competence, competence in coping with stress and health-promoting competence. The second part of this presentation will give an example of one of the measures in the programme Healthpromoting Kindergartens and Schools, run in the southern region of Norway. The challenge to be dealt with was that a large share of the young people in this area reported that they had problems with feeling lonely, and simultaneously, data from the same area showed that few young people participated in organised spare-time activities. To meet this challenge, the school combined different efforts to empower students in lower secondary school to take responsibility to create an opportunity for young people to meet after school in a relaxed arena where they could talk, play games or participate in different activities and courses. In this way, some students were empowered to create health-promoting conditions for their peers, who then could experience a sense of coherence in a relaxed atmosphere.

57545 11:20-11:45

##### *Systematic Work With Motivation and Life Mastery Skills in Upper Secondary School: An Action Research Study From a Norwegian Context*

Mariette Aanensen, The University of Agder, Norway

Gerd Martina Langeland, Lillesand Upper Secondary School, Norway

May Olaug Horverak, Birkenes Learning Centre, Norway

Due to high drop out and falling motivation in upper secondary school, we started a project where we work with motivation and life mastery skills in the classroom. The purpose of the method is that the students are to take more responsibility of their own lives and learning process, and through this achieve increased intrinsic motivation. We applied a method where students identified what their goals were, what helps them lead towards these goals, what stops them, what they needed to focus on and how they were to carry this out. These questions were discussed in class, then the students wrote individual reflections. The method is based on Deci and Ryan's self-determination theory, stating that in order to be intrinsically motivated, the basic needs of autonomy, competence and relatedness must be met. In this study, we have analysed reflections from 79 students thematically, converting qualitative data into quantitative data presented through bar diagrams. The analyses reveal that many students experience low motivation, fear and low confidence as obstacles, and they report that they need to focus on getting more rest, concentrating in class, doing more homework and structuring their time better. A majority of the students report that they followed their plans when using this method, at least partly, so we argue that the method presented in this study may support students in developing a strategy for mastering their learning and life better, which again may result in increased motivation. For more information about the project, see <https://samm.uia.no/en/frontpage/>.

57544 11:45-12:10

##### *Systematic Work With Learning Environments: Training Student Representatives to Improve Learning Conditions in Their Classes*

May Olaug Horverak, Birkenes Learning Centre, Norway

Eva Carmen Jenssen, Grimstad municipality, Norway

In Norwegian schools, student councils have a long tradition, and law enforces students to participate in democratic processes. However, it is a challenge to get the student council to work according to purpose, that students are to influence their own learning environment. One challenge is that students often see the student council as a place where they can report all their wishes, be it a coke machine or pizza for lunch. Another challenge is that it may be difficult for the student representative to get the opinions of all students in their class. To meet these challenges, we have tried out an alternative way of working with student councils in primary and lower secondary schools, applying a systematic approach to working with the learning environment. In this approach, the student representatives ask their class 1) What is important for you to be okay in school? 2) What do you as class do well, what are you satisfied with?, 3) Is there something that is difficult for your class and that makes you not feel okay in school? All students in class write answers to the questions that the student representatives bring to the student council, which discuss possible areas the class need to focus on improving, and what they could do. Suggestions from the student council is then brought back to class by the student representative, and they decide on what to work on. In this way, the students actively contribute to improve their own learning environment.



**12:20-13:10 | British Summer Time (UTC+1)**

# **Saturday Live Stream Session 4A**

**Challenging & Preserving: Culture, Inter/Multiculturalism & Language**

**Session Chair: Clementina Cardoso**

**56994 12:20-12:45**

*The Academic Achievements and School Life Interactions of the Recently Arrived Refugee Children in the Greek Primary Schools: Teachers' Perspectives*

Eirini Symeonidou, King's College London, United Kingdom

The ongoing conflicts in Syria resulted in a major refugee crisis in Europe which is one of the main political and social concerns of our times. This project focused on Greece as one of the main host countries of refugees across Europe and analysed the ways the Ministry of Education is trying to include refugee students in Greek primary schools. The aim of this study was to explore refugee children's academic achievements and school lives in Greek schools according to teachers' perspectives in order to see how the relevant government education policies and plans are effectively being implemented in the school context as well as to suggest ways to help improving any gaps between the policies and plans and their implementation. For exploring the situation, teachers working with refugee students in three different infrastructures of education were interviewed in three cities. The research outcomes revealed some particular gaps in the educational policy and some school sections that need to be better organized. Even if refugee students are making academic progress in the area of native language learning, they are not ready to follow the classes and obtain an adequate education regarding to their age. However, the social interactions between the refugee and the native students flourish into the school environment without any special programme or help. Refugee education describes a quite complicated topic and more specific guidelines which will respect the culture of the students and will connect them with the whole society need to be enhanced.

**58415 12:45-13:10**

*Whose Culture? Exploring Multiculturalism Through Ministry-approved Children's Literature in the Republic of Croatia*

Matea Butkovic, University of Rijeka, Croatia

This research aims to explore how the mandatory children's literature, prescribed by the Ministry of Science and Education and covered within the school subject "Croatian Language," depicts Croatian cultural heterogeneity and global cultural diversity and whether it offers examples of vocabulary that would assist elementary school students in engaging in critical analyses about human-rights topics as part of the national agenda to implement the intercultural dimension of formal education. For the purpose of this research, an analysis of the representation of cultural diversity was carried out on two levels: with regards to the choice of authors and the content of 21 works of fiction included in the latest Croatian Language Curriculum (2019). The obtained findings reveal a profound discrepancy between the objectives of intercultural education, as outlined in three relevant educational documents (National Curriculum Framework (2010), Curriculum for Elementary Schools (2006), and Croatian Language Curriculum (2019)), and the cultural values and messages being promoted in the selected literary content. The conducted analyses reveal that the Ministry-assigned authors (white, European, and predominately Croatian) create white, Christian, and European (usually Croatian) characters, whereby the focus lies on characters representing the majority Croatian population and culture, while the national ethnic minorities remain virtually completely omitted. Furthermore, global cultural diversity remains reduced to trivial geographical information and stereotypical descriptions. The findings of this research provide the first wholesome insight into multicultural content and implicit messages found in children's literature that has been selected as mandatory for all Croatian elementary school students.

# 13:20-15:00 | British Summer Time (UTC+1)

## Saturday Live Stream Session 5A

### Interdisciplinary Education

Session Chair: Jim Briganti

57931 13:20-13:45

#### *"The Intelligence of the Accent": A Quantitative Analysis of Saudis' Attitudes Towards Three Expanding Circle Accents of English*

Ahmed Hakami, University of Bisha, Saudi Arabia

This study quantitatively examines attitudes held by Saudis towards three accents from the Expanding Circle (Kachru 1985, 1992) varieties of English: their own accent of English and two others. By means of Verbal-Guise Technique experimentation (see Garrett 2010; McKenzie 2010), stimuli of Spanish, Chinese and Saudi accents of English were employed to elicit attitudinal data from 84 Saudi respondents via an online questionnaire. The results of this study suggest that the accents under investigation were perceived in a non-discriminatory manner. Confirmed by the ANOVA test, the results revealed a similar and quite neutral attitude towards the accents. While researchers usually find an attitudinal distinction between solidarity and status (Zahn & Hopper 1985), the findings of the present study suggest an absence of such a distinction when evaluating the accents. This was further considered as a sign of the existence of attitudinal ambivalence and social-desirability bias. On this note, another important revelation of the study is the potential role of international education in raising linguistic tolerance as evidenced by a chi-square test of independence for age and educational level of the respondents. Further, the results showed a difference in the evaluation of the accents in which the respondents were expressing relatively more negative attitudes towards their own accent of English compared to the other accents. Finally, this study contributes to the 'sociolinguistic theory' (Garrett 2001, p.630), and paves the way to establish a framework of language attitudes research on English varieties, or even, other languages in the Saudi context.

58169 13:45-14:10

#### *Digital Portfolio through ClassDojo*

Banani Roy Chowdhury, Institute of Applied Technology, United Arab Emirates

Digital portfolio through ClassDojo assists students to upload photos, videos, journal entries, and share their work with the parents and teachers. It helps young learners demonstrate their talent and creativity. Teachers use it to assign projects directly to students' devices to which they respond. The point system in ClassDojo encourages learners to update their academic activities on time. Parents can view their child's progress and leave positive comments. ClassDojo is usually used by primary and middle school teachers, but this presentation will show how the ClassDojo portfolio aids in enhancing 'High School' students' imagination and help them be more resourceful. It will also show examples of various classrooms, class stories, and students' work and how secondary students create their collection and share their learning experience with the community (parents and teachers). The presenter will also explain how class dojo enables teachers to track attendance and record students' behavior, to communicate with parents. Participants will see how the ClassDojo portfolio helps in developing student creativity and self-confidence and how this educational technology communication app (and website) contributes to positive classroom culture.

57688 14:10-14:35

#### *A Visual System for Grammar Instruction in Foreign Language Learning*

Barbara Avila Vissirini, University of Applied Sciences Potsdam, Germany

Franziska Morlok, University of Applied Sciences Potsdam, Germany

Marian Dörk, University of Applied Sciences Potsdam, Germany

Complementary to verbal explanations, visual techniques are often implemented in grammar instruction to help learners process information. Highlighting using typographic features can help distinguish the structure in focus from its context, aiding information seeking and drawing attention to important features. Additionally, visual encoding can associate graphical traits to grammar categories to support the identification and recognition of related structures and language patterns. An analysis of current grammar books for German as a foreign language has shown, however, that a combination of multiple encoding techniques representing coexistent grammar categories can be challenging to make sense of. The absence of a global design strategy within a book generates inconsistent and sometimes conflicting grammar representations, which can lead to misunderstandings and create a hindered and fragmented learning experience. In order to avoid such conflicts, this research presents design guidelines to combine both techniques efficiently and introduces a visual system developed for German as a foreign language. In addition to indicating a word's class, similar to Montessori Grammar Symbols, this system uses text appearance and symbols to indicate further grammar features relevant for non-native speakers, such as grammatical gender, case declension, verb tense, etc. By maintaining a consistent visual character, such support fosters structure recognition and comparison as well as pattern identification throughout all grammar representations. Initially developed for the German language, this systematic approach of associating grammar categories with visual features could be adapted to create new systems for other languages.

58403 14:35-15:00

#### *Podcasting in Academia: An Effective Tool for Online Learning*

Cynthia Northington Purdie, William Paterson University, United States

According to A.C. Nielsen Global (2019), podcasting is one of the fastest growing media platforms worldwide. The unprecedented impact of COVID-19 has forced educators to use alternatives like podcasting for teaching. Podcasting provides a free, universally available, tool for the dissemination of information across a wide range of topics. Academics who choose podcasting do not need prior knowledge of software, nor is there a steep learning curve as a precursor to usage. Research and statistics continue to support the efficacy of podcasting in higher education. Examples of best practices of the use of podcasting from a wide range of educational and specialized platforms will be shared, demonstrated and discussed.

# 15:10-16:25 | British Summer Time (UTC+1)

## Saturday Live Stream Session 6A

Language and Education

Session Chair: Joseph Haldane

**57868 15:10-15:35**

*Academic Language in Science Classroom Communication: A Two-Part Study on Moments of Style-Shifting*

Romina Posch, University of Koblenz-Landau, Germany

Sandra Nitz, University of Koblenz-Landau, Germany

Language is the most fundamental medium of classroom learning and teaching. Classroom communication covers various linguistic varieties (e.g. everyday or academic language) which are used and permanently switched by students as well as teachers. For natural-science subjects, the usage of academic language is considered of paramount importance since its appropriate use determines educational opportunities and the development of scientific literacy. Moments in which linguistic varieties are switched must be given special consideration when analysing the usage of academic language: moments of style-shifting mark the spots when speakers consciously or unconsciously feel the need to use a rather formal style. An analysis of these moments is likely to a) give a valuable insight into how, when and why students and teachers use academic language in science classrooms and therefore b) provide a solid basis on which a concept of academic language development can be created to support students' educational opportunities in natural-science subjects. For this purpose, a qualitative two-part study will be conducted in science lessons of secondary schools. In the first study, science classroom communication will be videotaped, transcribed and qualitatively analysed by using MAXQDA. The focus of the analysis will concentrate on moments of style-shifting including academic language. The identification of these moments will generate the basis for a category system. In a subsequent interview study, students and teachers will then be asked about their language choice by using, inter alia, the method of stimulated recall in order to identify why they switched to academic language at certain points.

**57966 15:35-16:00**

*Challenging Linguistic Norms in a Global Era: The Use of English in Local Contexts*

Margaret Gomes, University of Aveiro, Portugal

Gillian Moreira, University of Aveiro, Portugal

Over the last decades English has become a language increasingly used in local contexts as a lingua franca to communicate with other non-native English speakers. Globalisation, increased mobility and intercultural/linguistic contact, communication technology and greater access to information have enabled English to become a facilitator of global communication. At the same time, people and places have become more plurilingual, which has had an impact on English, as well as on the languages it comes into contact with. In this context, English borrowings have become increasingly popular, particularly among young people, who are particularly connected to English through technology and popular culture and use linguistic choice to assert their own sense of group identification and belonging. As such, youth practices are challenging traditional norms, which sometimes results in linguistic change. The aim of this paper is to present some of the findings of our research into how Portuguese university students use English borrowings in their native discourse and how this connects with identity construction among young people in a global age. Our research shows that English is integrated into the everyday discourse of young people, who feel empowered to use it, not only for global communication, but also as part of their personal linguistic repertoires.

**58399 16:00-16:25**

*Mobile Learning App Helps Develop English and Digital Literacy Skills in Costa Rican Communities*

Hee Jin Bang, Age of Learning, Inc., United States

Kirsten Collins, Age of Learning, Inc., United States

Technology has changed the way we learn, communicate, and live. English, the dominant language on the internet, is also the most widely spoken language in the world. Therefore, digital literacy and English are core skills that young people must develop to participate in the global economy. In recent years, numerous mobile apps have been created to support learning. Research on mobile education apps is still in the early stages, and few studies have been conducted to understand their effectiveness on helping learners develop language or digital literacy skills. This presentation focuses on a 6-month study conducted with 266 elementary school children (7-to 11-years-old) in Costa Rica. Treatment English teachers used a mobile learning app to support their classroom instruction, while the control group teacher continued with business-as-usual instruction. Program developers trained the teachers on program usage prior to the study, and professional development was provided through webinars throughout program implementation. Pre- and posttest of students' language skills, along with survey, interview, and focus groups conducted with parents and teachers, shed light on how the program helped children develop their English knowledge and digital literacy skills. Students who used the program made significantly greater gains in their English language skills in comparison to their control group peers. Qualitative data offered insights into how the program fostered greater interest and confidence in using technology among students, teachers, and parents. Attendees will learn how the app was used as a tool to support learning and teaching, as well as effective strategies for implementation.



# 08:00-09:15 | British Summer Time (UTC+1)

## Saturday Live Stream Session 1B

### Interdisciplinary Education

#### Session Chair: Clementina Cardoso

57972 08:00-08:25

#### *Are the Best and Favourite Schools Really Good Schools? A Case Study in Yogyakarta*

Florischa Ayu Tresnatri, The SMERU Research Institute, Indonesia

Goldy Fariz Dharmawan, The SMERU Research Institute, Indonesia

Daniel Suryadarma, The SMERU Research Institute, Indonesia

Emilie Berkhout, Amsterdam Institute for Global Health and Development (AIGHD), Netherlands

Menno Pradhan, Amsterdam Institute for Global Health and Development (AIGHD), Netherlands

Amanda Beatty, Mathematica Policy Research, United States

Parents perceive the best schools as those having high performing students coming mostly from economically advantageous families. In return, parents aspire their children to be able to enrol in such favourite schools. This paper takes the case of Yogyakarta City, Indonesia, where typically, junior secondary schools that admit students with high average Primary School National Exit Examination (UASDA) scores are perceived as the best and favourite schools. This paper utilises a set of student background characteristics from a representative sample of 46 junior secondary schools in Yogyakarta to estimate the schools' value-added. The estimation model also controls for average UASDA scores, in addition to the prior achievement UASDA scores, to address the issue of downward bias due to measurement errors in UASDA scores. The school's fixed effects represent the value-added—in terms of standard deviation—towards student's learning outcome. This paper reveals that sorting schools based on exam scores and value-added terms results in different rankings of schools. The best and favourite schools do not necessarily add much value-added to the students' academic achievements. Our analysis suggests that private schools, that are traditionally perceived as low-quality schools due to low UASDA scores, outperform the favourite schools in terms of value-added, especially in nurturing the low performing and poor students. Thus, the favourite schools' achievements are predicated upon having advantaged students rather than due to the schools' productivity. This paper further estimates that if parents enrol their children in the best value-added schools, this reallocation of students would improve academic achievement significantly.

58343 08:25-08:50

#### *Barriers to Girls' Education at the Elementary Level in India*

Shailla Draboo, Jamia Millia Islamia University, India

Gender inequality in India has remained a subject of considerable interest among the researchers. With about one-third population comprising of the youth, India has tried to improve access and quality of education to reap benefits of this demographic dividend. Despite its sustained efforts, studies have found that girls in India still face disadvantage in access to basic education as compared to their male counterparts. Both domestic and international studies point out many lacunae which ail girl education in India. This paper analyses the obstacles faced by girls in completing their education at elementary level. These factors arise out of social, economic, cultural and gender-based discrimination in society. This paper points out various aspects related to financial challenges, lack of gender-sensitive environment, security and safety issues, patriarchal mindset of society and low level of expenditure on girl education by the government. While there is no dearth of literature available on each of these issues individually, this paper presents a holistic picture of the challenges and issues faced by girls at school level, which is captured using qualitative data analysis. India has come a long way in achieving the goal of gender equality, yet its future course requires a re-look of the traditional methods being followed. Therefore, universalizing elementary education with gender equity requires addressing existing gender norms so that girls get equal access to the benefits of education.

58333 08:50-09:15

#### *The Perceived Effects of Home Environment to University Students' Study Motivation*

Consuelo Chua, University of the Philippines, Philippines

Jinny Bea Bosmion, University of the Philippines (Alumna), Philippines

Despite the contribution of the family to students' academic performance, limited studies have examined the influence of home environment on students' motivation to study. Thus, this qualitative research aimed to describe the perceived contribution of physical and social home environment to university students' motivation to study. The respondents comprised 30 purposively selected college students, aged 18 to 24 years old, from a state university in the Philippines. One-on-one interviews were utilized to gather qualitative data from the respondents. Thematic analysis was applied to analyze the data. Results showed that the most influential aspect of physical home environment that motivated students to study was good interior ambiance which included comfortable room temperature, privacy, quiet study area, adequate study space, and good spatial organization. On the contrary, the characteristics of physical home environment that demotivated students from studying included uncomfortable and disorganized study space, noise, distracting facilities such as television and Internet, and the lack of personal study space. In terms of social home environment, care and assistance; effective communication; freedom; and respect from parents and siblings were among the factors that motivated students to study. In contrast, academic pressure from parents; social comparison; parents' lack of sensitivity; and family conflicts were aspects that lead to the lack of motivation to study. Finally, household tasks and rules were found to have both positive and negative perceived effects on study motivation.

09:25-11:05 | British Summer Time (UTC+1)

# Saturday Live Stream Session 2B

Design, Implementation & Assessment of Innovative Technologies in Education

Session Chair: Anne Boddington

57867 09:25-09:50

## *Teachers' Perspectives on Gamification in Education*

C. Alexander Scherb, University Koblenz-Landau, Germany

Romina Posch, University Koblenz-Landau, Germany

Over the last two decades, digital games have become increasingly popular in society. Many adolescents and a growing number of adults play digital games on their computer, console, smartphone or tablet. Gamification, which stands for the usage of game-elements/-principles outside of games, has become a widespread term. Technologies such as Classcraft.com give teachers a framework for the implementation of gamification in the classroom and encourage them to use gamification-elements, coupled with the prospect of improved learning outcome. However, we know little about teacher's perspectives on gamification in educational contexts. Therefore, the purpose of our study is to determine why and in which situations teachers use gamification-elements in class. According to the "Theory of Planned Behaviour" and the "Concerns-Based Adoption Model", we developed and validated items specifically tailored for the use of gamification to gain insights into teachers' teaching practices. In addition, we employed the "Motivations of Play" to evaluate whether teachers who are motivated by different gaming aspects have a different approach to use gamification in learning environments. The results of a qualitative pre-study indicate that the majority of teachers frequently use gamification in class even if they have not yet heard of the term "gamification" itself. Teachers emphasize that the use of gamification is first and foremost beneficial whenever topics are by nature "more boring than fun" (e.g. photosynthesis). Furthermore, teachers proposed a wide range of situations in which the use of gamification elements is valuable. The full results will be presented at the conference.

57960 09:50-10:15

## *Robots in Education: Influence on Learning Experience and Design Considerations*

Kira Bungert, University of Bonn, Germany

Lilli Bruckschen, University of Bonn, Germany

Kathrin Müller, University of Paderborn, Germany

Maren Bennewitz, University of Bonn, Germany

The influence of digital artifacts is increasingly present in today's life. To prepare pupils adequately for the challenges of an evermore digital world an early education on this topic is necessary. A playful access for pupils are robots, as they are an illustrative and practical example of many important computer science concepts. In this paper we present the results of a study on the design and function of robots for the education of pupils between the age of eleven and thirteen. We both accompanied and designed teaching units with mobile and humanoid robots over multiple weeks. In these units we observed how pupils were able to learn concepts of computer science if they are explained with the help of a robot and how their perceptions to the robot changed over time. We further conducted an interview survey with the pupils as well as uninvolved adults to determine possible differences in design and functionality choices for robots. Based on our results we evaluated the used robots in the educational Units. We found that the contact to the robot helps pupils to gain a sense of familiarity towards digital concepts, that pupils were able to transfer knowledge from the known robot to an unknown artifact and that there is a clear difference between the perception of robots in adults and young pupils.

57993 10:15-10:40

## *Perceptions of Professional Chemical Engineers Toward Immersive Virtual Reality in Health and Safety Training*

Ryo Toyoda, Newcastle University, United Kingdom

Fernando Russo Abegão, Newcastle University, United Kingdom

Sue Gill, Newcastle University, United Kingdom

Jarka Glassey, Newcastle University, United Kingdom

Following the rapid advancement and growing market of immersive virtual reality (IVR), it is important to understand the impacts caused by these technological innovations. Research on feasibility, reliability, and easiness of use of IVR has received considerable attention, but little is known about the specific factors that influence the intention to adopt IVR in the health and safety (H&S) training setting. Since the success of implementing IVR in H&S training depends on the individuals who are willing to try and to use it, this paper aims to investigate the interrelationship between influential factors and behavioural intention to adopt IVR among different professional groups. To understand this, a conceptual framework was developed through adapting and modifying the Unified Theory of Acceptance and Use of Technology (UTAUT2). Data were collected using an online survey from professional chemical engineers. Partial least squares structural equation modelling (PLS-SEM) based on SmartPLS 3 was used to analyse the IVR adoption intention of the population sample and followed by multi-group analysis (MGA) method to explore the group differences in professionals' IVR adoption intention. The findings from this study are expected to contribute to the literature of the UTAUT2 model on IVR adoption intention and provide some suggestions for stakeholders in formulating appropriate strategies to improve the adoption of IVR in different group settings.

58267 10:40-11:05

## *Practices and Perspectives on Heritage Language Maintenance With Digital Technology Among Japanese Immigrant Families in the United Kingdom*

Hikari Namai, University of Bristol, United Kingdom

This paper examines the level of engagement in heritage language (HL) maintenance using digital technology among Japanese immigrant families in the United Kingdom. It does so with reference to the theoretical concepts of Capacity Development, Opportunity Creation, and Desire. The data were drawn from semi-structured interviews and unstructured observations of eight pairs of nine to eleven-year-old Japanese immigrant children and their parents at their homes in London and Bristol. The findings demonstrate positive perceptions towards the usage of information communication technology (ICT) for HL maintenance among families, although this continues to be viewed as supplementary in nature. It also provides details on the use of informal and formal HL learning and the background to HL maintenance among those families. It also highlights the need for increased parental involvement and greater consideration of the challenges involved in encouraging children to engage with HL interaction, even in the presence of ICT. The discussion also addresses the importance of considering immigrants from different socioeconomic and ethnic backgrounds, quantitatively verifying the impact on HL learning with ICT with respect to its validity and user access, and encouraging the corresponding development of the IT, education, and animation industries.

# 11:15-12:30 | British Summer Time (UTC+1)

## Saturday Live Stream Session 3B

### Higher Education

#### Session Chair: Grant Black

57249 11:15-11:40

#### *Tendencies in Higher Education System Through ANT*

Naira Danielyan, National Research University of Electronic Technology, Russia

The report considers modern tendencies prevailing in the higher education system while training technical specialists nowadays. According to the author, excluding the humanitarian courses from curriculum results in the complete dissolution of subjectivity in the impersonal world, which is deprived of 'living' knowledge, i.e., definite knowledge of a definite person. The application of such an approach is illustrated by the actor-network theory (ANT). It supposes subject integration with his moral imperatives and categories into the actor-network system being the social and technological unity of material and non-material components. Such depersonalization can be reckoned as a feature of the modern technologically computerized education. While studying a number of works by ANT founders, it turned out to be clear that such an approach eliminates any differences between natural and humanitarian, engineering and philosophical knowledge. As a result, the net emerges consisting of numerous actants. It is characterized by a collective action resulting in subjectivity disappearance in the net interaction, which requires from every participant his 'building-in' a model with the functions being delegated him in advance. The report concludes that an 'alive' component is disappearing from the higher education nowadays when the main stress is being made on the knowledge acquired a priori, not a posteriori. It is high time thinking about the quality of the educational system preparing 'narrow-profile' specialists. They may act as 'bolts' in actor-network models that have lost their individuality and ability to any reflection.

58422 11:40-12:05

#### *The 7i Model of Graduate Attributes: Development and Applications for Assessment*

Gabi Lipan, University of Aberdeen, United Kingdom

Graduate attributes (GAs) have always been an implicit part of higher education. In recent decades, however, universities worldwide have worked towards making them explicit, in an effort to clarify how they address demands to better prepare their students for work and active contribution to society. Thus resulted an abundance of lists of attributes and definitions, seemingly unique to every institution. Demonstrating or assessing the development of these attributes has, nonetheless, proven difficult. Our research focused on similarities and patterns of GAs between institutions. Using qualitative content analysis, we boiled down lists of attributes from universities across the UK into a model of GAs with clear descriptions which can serve as a common language for GAs. To give the model an easy to conceptualise structure, we grouped attributes into 7 distinct but inter-related categories. We then validated and refined the model using input from a wide variety of stakeholders (e.g. students, teachers, employers, government, educational developers). Now, our goal is to develop a new way of assessing graduate attributes. Behavioural markers have been used for decades to assess skills through observation in assessment centres or in non-technical skills training for medical staff and flight crews. This approach can be adapted to help in the assessment of those GAs that have until now eluded traditional forms of assessment. We aim to engage multiple stakeholder groups in the development of both positive and negative behavioural markers for a range of observable GAs in our model. This presentation will cover our findings to date.

58319 12:05-12:30

#### *Self-presentations of Universities' Internationalisation: A Comparative Study on Five Higher Education Institutions*

Zin Mie Sharr, University of Oslo, Norway

Jieyu Ruan, University of Oslo, Norway

Maryam Kaviani, University of Oslo, Norway

Internationalisation has transformed the higher education landscape around the world and it continues to be on the agenda of higher education institutions worldwide. In this paper, three points will be discussed to understand how the universities communicate their institutional images on their websites in a global context, and further to explore the incentives driving higher education internationalisation by analysing the key themes emerged from self-presentations of the sample universities' English websites. The data are drawn from the webpages of five prestigious public universities from five countries: University of Yangon in Myanmar, Peking University in China, University of Cape Town in South Africa, University of Uppsala in Sweden and University of Oslo in Norway using purposive sampling method. The findings included four key themes: excellence, competence & prestige, locus of control, international collaboration and research that are surrounding the five universities' self-presentations. The comparison between the universities indicated that Norway has contradicting idea between its national policy and the way it organized with regards to internationalization but the contradictory stems from national & supra national agenda. Myanmar, although with the ambition from the state to develop human capital and knowledge production, the way it organized and presented does not promote such aim. PKU's internationalisation is highly keeping in line with its national agenda which is also the same case for UCT. The driving force for Internationalisation in Myanmar, China, South Africa is guided by National Development Agenda while Sweden and Norway, by Open Society ambitions.



12:40-13:55 | British Summer Time (UTC+1)

# Saturday Live Stream Session 4B

Interdisciplinary Education/Medical Education

Session Chair: Jim Briganti

57828 12:40-13:05

*The Effectiveness of Low-fidelity Simulation as a Method of Teaching Clinical Communication Skills to Medical Students*

Arabella Watkins, St George's, University of London, United Kingdom

Aoife Lillis, Surrey and Sussex Healthcare NHS Trust, United Kingdom

Michael Wilde, Surrey and Sussex Healthcare NHS Trust, United Kingdom

Joseph Wenden, St George's, University of London, United Kingdom

Background: Good communication skills are essential to a being competent doctor. This study evaluated the effectiveness of low-fidelity simulation-based medical education (SBME) as a method for teaching communication skills to medical students. The focus was clinical handover – a topic commonly cited as a source of medical error. Methods: 40 participants were recruited and allocated to either: Group A (received only a handover lecture) or Group B (received the same lecture followed by low-fidelity simulation). Their confidence levels in completing handover was assessed. The students then participated in a mock-OSCE as an objective indication of their handover ability. Results: 91% of participants had received either "none" or only "some" formal handover teaching and half felt "not confident at all" in undertaking handover in a real clinical setting. After the teaching sessions, there was a significant difference in the confidence levels and perceived quality of teaching for Group B (who had received simulation), compared to Group A. There was no significant difference in the m-OSCE performance data between the groups. Conclusion: There is an evident lacking of formal handover teaching in the curriculum, which urgently needs to be addressed. Simulation can provide an effective learning environment in which to resolve this issue. SBME has been shown to positively influence the confidence levels of medical students and offer a higher perceived quality of teaching. Further research is required to establish how the optimistic experience of simulation translates into competence.

57990 13:05-13:30

*Improving Clinical Handovers: A Pilot Interdisciplinary Undergraduate Teaching Scheme in a District General Hospital*

Michael Ha, Lister Hospital, Stevenage, United Kingdom

Introduction: Clinical handover is the transfer of professional responsibility from one person to another. The World Health Organisation in 2007 highlighted the dangers of poor communication in handovers in the clinical safety and continuity of care of patients around the world. Many of these handovers occur between doctors and nurses who receive little formal training of this during their undergraduate degrees, with few derived from education theory and almost none delivered via interdisciplinary means. We have thus developed and assessed a pilot interdisciplinary teaching scheme to address this deficit. Method: We developed a case-based interactive teaching session based on Kolb's Learning cycle and a constructivist paradigm, using simulation practices to develop the students clinical skills. This was completed by medical and nursing students in the same sessions, and pre- and post-questionnaires assessed their confidence and ability to formulate coherent handovers on a 10-point scale. Results: 10 Nursing students and 8 Medical Students partook in these pilot sessions. The vast majority of students showed improvement in understanding the role of the other specialty ( $\Delta=5.2$ ) and confidence in knowing what information to best provide ( $\Delta=3.8$ ). There was also a general drop in the perceived barriers to doing a handover ( $\Delta=-3.5$ ) and all students would recommend the session to peers ( $n=18$ ). Conclusion: When implementing a pilot teaching scheme of interdisciplinary teaching sessions based in education theory, student doctors and nurses gain confidence in being able to escalate and handover appropriately between discipline.

56961 13:30-13:55

*Day of the Dentist: A Practical Insight into the World of Dentistry*

Omesh Modgill, Independent Scholar, United Kingdom

Day of the Dentist (DOTD) is a novel, one day interactive and practical workshop curated to provide prospective dental undergraduate students an opportunity to develop a broader understanding of the demands of a career in dentistry. DOTD has been developed by The Wisdom Tooth: Teaching Courses for Dental Professionals, a teaching organisation that delivers lecture-based and practical teaching for dentists and dental care professionals. Materials and Methods Delegates register upon DOTD through an online link provided on all advertising communications. Spaces are limited to 10 delegates per workshop. All delegates must be aged between 15-18 years. Teaching is lectured-based and practical. Practical based elements include the placement of dental composite restorations, performing dental scaling, taking dental impressions and suturing upon prosthetic jaws. Results: Two cohorts of DOTD have been delivered. In total, DOTD has been attended by 14 delegates. Of these 10 (71%) were female and 4(29%) were male. All delegates have provided voluntary online responses of which 13 have rated DOTD a 5/5 star rating as per Trustpilot rating criteria. The remaining review has reviewed DOTD with a 4/5 star rating. Four delegates have voluntarily provided video testimonials all speaking highly of their experience during DOTD. Discussion: Preliminary evidence suggests this novel approach to providing prospective undergraduates further insight into the career of dentistry is required and well received. DOTD demonstrates that the success of this teaching model need not take place in a dental setting provided it is conducted by experienced dentists who closely supervise attending delegates.

14:05-15:20 | British Summer Time (UTC+1)

# Saturday Live Stream Session 5B

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

Session Chair: Zachary Walker

57926 14:05-14:30

*Child Protection and Special Education: The Policy Landscape in Ireland*

Barry Morrissey, Dublin City University, Ireland

The Child Protection Procedures for Primary and Post Primary Schools were published in December 2017, and by March 2018 all schools in Ireland were required to be fully compliant with their stipulations. This paper presents a comprehensive policy analysis of those Procedures using a hybrid analytical tool premised on Walt and Gilson's (1994) Policy Analysis Triangle, with a selection of Riddell's (2003) Models of Administrative Justice acting as lenses to aid interpretation. The Procedures' context, content, actors and processes are explored and the influence of case law and regulatory theory on the design and enactment of the Procedures is analysed. The multi-agency approach to child protection in Ireland is delineated and particular emphasis is placed on the experience of schools with special education classes, interacting with the Procedures. Difficulties relating to the perceived lack of agency on the part of teachers to differentiate the curricular component to child protection for learners with disabilities, and the implications of having more non-mandated than mandated persons therein employed is examined. The paper concludes with an overview of the possible implications of this policy review for pedagogy and practice, and details future research currently in the planning phase.

58259 14:30-14:55

*Orientation Courses for Migrants in Germany: Between Civic Adult Education and Neoliberal Tendencies*

Christian Schachtner, IUBH University of Applied Sciences, Germany

Migrants coming to Germany are obliged to take part in 'integration courses' in order to obtain residence titles. The curriculum proclaims these orientation courses as 'value-based political education'. This paper analyzes the perception of the impact of the courses from the perspective of participants and teachers, focusing on neoliberal fixations in tradition of the 'Chicago School' of Economics on efficiency and on 'forming' useful citizens as a shift in orientation of civil society. Adult education roots, however, in the ideals of emancipation and the Enlightenment. Political programs of migration and political education as well as the Concept for a Nationwide Orientation Course along applicable legal regulations were examined. The qualitative research design contains a partly standardized empirical survey among participants and tutors of the described orientation courses, based on a documentary analysis concerning the legal regulations and a thematic analysis. The data analysis is carried out with a coding scheme with subcodes in relation to the objectives. The results allow the conclusion that, within the framework of the orientation courses, the rules of the local society are taught, so that the participants are expected just to accept them. Policy analysts argue that the ongoing neoliberalization is a 'critical juncture' in times of transformation, which provides risks for individuals and societies, e.g. losing the philosophy of solidarity. Lifelong learning as part of new work in an agile society gets instrumentalized against a humanistic, learner-centered approach. The performance goals and efficiency-trimmed conditions should therefore focus on individual development of the learners.

57639 14:55-15:20

*Practical Strategies for Reducing Anxiety and Defiant Behavior in the Classroom*

Jessica Minahan, Lesley University, United States

With up to thirty percent of children in the United States struggling with anxiety, it is no surprise that overburdened teachers are overwhelmed as they face this challenge with minimal training in mental health and behavioral principles. Understanding how anxiety impacts a student's behavior is crucial and using preventative strategies is vital. If school staff learn to analyze how standard practices may unintentionally reinforce the student's negative behavior and shift them slightly into research-based, easy-to-implement strategies than punitive measures or recommendations of a more restrictive setting may be avoided. Through the use of case studies, humorous stories, and every day challenging situations, participants will learn interventions for reducing anxiety and negative thinking, while increasing self-regulation and self-monitoring skills in students.

**15:30-16:20 | British Summer Time (UTC+1)**  
**Saturday Live Stream Session 6B**  
**Educational Policy, Leadership, Management & Administration**  
**Session Chair: Cynthia Northington-Purdie**

**57979 15:30-15:55**

*A Mixed Methods Research to Investigate the Effects of Mindful Leadership on Team Members in Further and Higher Education*

Christina Balaska, Liverpool John Moores University, United Kingdom

This research was conducted as part of my MA dissertation and explores the effects of mindful leadership on team members in the context of further and higher education. There has been an increasing interest in this research area in recent years; however, most studies have investigated the issue from the leader's perspective (Mahfouz, 2018; Garcia-Post, 2016). This research aimed at achieving a more holistic view of the issue by exploring mindful leadership through the perspective of both the leader and their team members. The five research questions included what mindful practices leaders embrace in their lives and the implications of these mindful practices on the team members' motivation and well-being as well as the effects on conflict resolution and communication within the team. A mixed-methods methodological approach was followed which included semi-structured interviews with the leaders and online questionnaires with their team members. The findings suggested a positive influence of mindful leadership on team members in aspects such as motivation, communication, resolution of conflictual situations and team members' overall well-being. Additionally, several correlations were found between mindful and transformational leadership, which links to the findings of previous studies in mindful leadership in education (eg. Hawkins, 2010). The findings of this research are indicative rather than generalisable due to the nature of the case study design. Further research is suggested with regards to whether there are differences in the leadership practices of those who embrace mindfulness as a secular tradition as opposed to those who follow the spiritual practices of Buddhism.

**58432 15:55-16:20**

*An Interdisciplinary Look Behind the Top 100 International Universities Recognized for Innovation: Geographically, Historically, and Financially*

Kate Montgomery, Southern Methodist University, United States

The need for higher education institutions to strategically innovate proves no small feat given strong heritage and reputations for being slow to change. In fact, the international universities most recognized for innovation by Reuters (2018) span distinctive eras from around the world with the oldest such as Oxford, founded in 1096, and Harvard, dubbed the oldest "corporation" in the United States, founded in 1636. Through an interdisciplinary examination of the top 100 innovation list for the international institutions recognized, the following research question will be explored: How do international universities recognized for innovation compare and contrast geographically, historically, and financially? The research design focuses on a content analysis by conducting an archival review of higher institutional data for high research universities. Geographic findings report international innovative universities to primarily represent three continents (46 in the U.S., 26 in Europe, and 22 in Asia). Historically, most universities were founded over two hundred years ago yet the newest, National University of Singapore, emerged in 1980. Financially, all countries benefit from strong GDPs and institutional financial strengths – some with historically strong endowments to others with dedicated government appropriations. While the use of rankings has been cautioned if taken at face value, the Reuters listing represents a starting point to more closely examine institutions that have been recognized for innovating and adapting effectively. This presentation will close with opportunities for further interdisciplinary study with specific opportunities identified through the grounding of institutional theory as a means for institutions to examine legitimacy and isomorphism.



## Notes

[illegible]

# Sunday July 17

## Parallel Sessions

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

# 08:10-09:00 | British Summer Time (UTC+1)

# Sunday Live Stream Session 1

## Workshop Session

57807 08:05-08:55

*A Different Approach to Teaching CLIL at the Tertiary Level in Japan: Challenges & Opportunities Faced by a Language Teacher*

Vanessa Gongora, Kanda University of International Studies, Japan

Even though Content and Language Integrated Learning (CLIL) has been around in Europe for over a decade, and then spread to other parts of the world, it is still gaining attention in Japan. Whilst one of the core principles that underpins CLIL practice in Europe lies in the collaboration between a subject teacher and a language teacher who team-teach in order to fulfil the goals of a set curriculum, in Japan the language teacher is predominately responsible for dealing with both the content and language that the preparation of a CLIL subject implies. The application of CLIL and its boundaries can sometimes be unclear, especially for teachers who are inexperienced. The literature-based on CLIL seems to focus on its definition, methodology and differences between Soft CLIL and Hard CLIL. However, there is a lack of information on how to design solid activities, deliver content and design both language and content curricula as well as providing guidance on how to structure a syllabus when working individually in highly contextualised learning situations. In this workshop, attendees will have the opportunity to try out course-specific materials and discuss and evaluate their applicability to their own context. The instructor will outline a 15-week course on the history of the European Union designed for International Communication students in a private university in Japan. Based on the presenter's experience, attendees will have the opportunity to brainstorm regarding the design of content curriculum, the search of authentic materials, the scaffolding of activities, and the creation of assessments.



09:05-09:55 | British Summer Time (UTC+1)

# Sunday Live Stream Session 2

Professional Training, Development & Concerns in Education

Session Chair: Clementina Cardoso

57766 09:05-09:30

*The Birth of Smart Teachers: A Genealogical Examination of the Newest Teacher Subjectivity on the Matter of Technology Use*

Sejin Lee, Lancaster University, United Kingdom

Kyungmee Lee, Lancaster University, United Kingdom

This study employs Foucauldian concept of "genealogy" to explore rules, norms and knowledge of popular educational discourses about 'SMART education' in South Korean contexts. In order to illuminate the discursive formation of the discourses, this paper studies a certain version of 'good teacher' in its situated contexts. The authors investigate SMART education discourses by collecting public documents (e.g., national policies, research reports, news articles), and by generating relevant documents (e.g., interview) in combination with analytical tools provided by Fairclough (2003). With the collected textual data and the tools, this paper uses four-part Foucauldian framework to illustrate the constructed teacher subject: 1) What aspects of teachers needed to change (substance), 2) For what reason should this change happen (mode), 3) What are teachers supposed to do to change themselves (the regimen), 4) What a model or perfect version of teacher might look like (telos). The research intends to show the formation of teacher subject in this specific historical juncture which might be rather limited in relation to issues of technology use in teacher education. The writers consider the characteristic of SMART education discourses which totalise so called 'good' educational values under the name of innovation and vilify 'traditional' education. Ultimately, this research aims to open up our discussions regarding different possibilities by re-imagining future versions of education and teachers as well as the current one.

58534 09:30-09:55

*What Influences High School Teachers' Motivation to Engage in Continuing Professional Development (CPD)*

Yahya Alghamdi, Nahawand High School, Saudi Arabia

Numerous studies have confirmed that continuing professional development (CPD) is a significant contributor for improving teacher effectiveness. Hence, this paper reports on a study that explored the motivation of high school teachers in Saudi Arabia to engage in CPD programmes. It adopted a mixed methods (MMR) sequential explanatory design utilising an online questionnaire completed by 425 high school teachers and focus groups with 29 high school teachers. The paper aims to investigate what influences teacher motivation to engage in CPD. The findings identified 48 influential factors that highly enhanced teacher motivation to participate in CPD. These factors were organised into four categories: government and policy, school, CPD and personal factors. Based on these findings, a conceptual framework was developed that has the potential to contribute to the knowledge base on teacher motivation to engage in CPD.

# 10:05-11:20 | British Summer Time (UTC+1)

## Sunday Live Stream Session 3

### Culture and Language

Session Chair: Steve Cornwell

58377 10:05-10:30

*Culture Transmission in Heritage Language Teaching: A Case Study of Chinese Heritage Language Schools*

Xiangyun Li, Vrije Universiteit Brussel, Belgium

Rik Vosters, Vrije Universiteit Brussel, Belgium

Jianwei Xu, Vrije Universiteit Brussel, Belgium

It has been widely accepted that culture is an integral part of language teaching. Heritage language schools, as one of the important strongholds of heritage language and culture maintenance in diaspora communities, have naturally undertaken the mission of developing not only heritage language learners' language skills but also their cultural awareness. With the focus upon the transmission of Chinese culture in Chinese heritage language (CHL) teaching, this presentation will examine the interpretation of Chinese heritage culture, the attitudes towards as well as the strategies of transmission from the perspectives of both educational practitioners and students in two CHL schools in Brussels. We employ an ethnographic approach to study the schools run by, respectively, Taiwanese immigrants teaching traditional Chinese characters, and immigrants from mainland China teaching simplified characters. Specifically, we will draw on the data from the interviews with principals, teachers and students to report on their perceptions of Chinese culture and its transmission. Our observations of classroom interactions will help us gain an insight into the ways in which Chinese culture is taught, learned, interpreted and negotiated. As such, our findings will provide a deeper understanding of the efforts made by different stakeholders to maintain the heritage language and culture, and illuminate the characteristics of heritage culture teaching and learning in the diasporic context more generally.

57827 10:30-10:55

*Structuralism Approach to English Teaching as a Means of Solving Cross-cultural Problems of Russian Students*

Galina Gumovskaya, National Research University Higher School of Economics, Russia

The article deals with language as cultural heritage of nation. Russian students of English when facing lingual phenomena that do not occur in their mother tongue, avoid certain typically English lexical units and structures, which violates inter-cultural communication. To help students get insights into the inner structure of the units and expose the mechanism of their functioning, we turn to the ideas of Structuralism – Theory of Oppositions – and present the meaning of a unit by means of paradigmatic correlation of lingual forms by which certain functions are expressed. When word-forms are represented in the binary privative opposition framework, it reveals a bundle of differential features (strong features) exposing its categorial properties. By means of gradual opposition framework exposed are the remnants of the extinct dual rank of the category of number in modern English, whose function has since Indo-European period of its development been replaced by simple plural. It is evident that the seme of duality is present in the lexico-semantic structure of certain English lexemes, which expresses the concept of two as contrasted to many. Component analysis helps reveal lexical units containing the seme of duality in their lexico-semantic structure and to study their functioning in speech in modern English. Traces of numerical duality are found in numerous binary oppositions of grammatical categories and in some fossilized forms. The worked-out series of training exercises might give proper results for students to better understand the mechanisms of the English language operating.

57856 10:55-11:20

*A Case Study of Curriculum and Assessment Design in Content and Language Integrated Context at EMI University in China*

Piotr Zychowicz, King's College London, United Kingdom

Integrating creativity and autonomy at EMI Universities in China seems to be one of the main challenges of a successful curriculum and assessment design. The switch from the test teaching approach to content and language learning proves a significant difficulty, especially at those universities that offer UK degrees in China. As a practitioner teaching and designing modules for Chinese students for over a decade, I will aim at providing insights into successful curriculum and assessment design that takes into consideration not only students educational background, but also their prospective international MA degrees requirements. This presentation will demonstrate what creativity and autonomy can lead to if the right approach and tools are applied within the curriculum and assessment design.

# 11:30-13:10 | British Summer Time (UTC+1)

## Sunday Live Stream Session 4

### Educational Research, Development & Publishing

#### Session Chair: Cynthia Northington-Purdie

57700 11:30-11:55

#### *Effect of Mathematech on Communication, Attitude, Family Engagement, and Achievement: Basis for the Development of a Family Math Program*

Lucille Arcedas, Technological University of the Philippines Visayas, Philippines

This mixed methods experimental design research aimed to determine the effect of Mathematech on communication, attitude, family engagement, and math achievement. Participants of the study were Grade 4 section 1 learners of Esteban R. Abada Memorial School East and Esteban R. Abada Memorial School West for the school year 2018 – 2019. During the six-week intervention period, Mathematech or the combined strategies of contextualization, localization, family math and multiple intelligences, was used during fifty-minute lectures. In addition, Saturday learning sessions were conducted twice to family members. Data were obtained from administering six modified instruments that were subjected to validation and reliability procedures. Qualitative data came from 5 focus group discussions and 2 interviews. Mean, standard deviation, independent samples t-test, paired t-test and analysis of covariance were used for quantitative analysis. Thematic analysis was utilized for the qualitative part. Results showed that Mathematech strategy was effective in improving attitude and is comparable to traditional strategy in enhancing mathematical communication and achievement in mathematics. Item analysis showed that items which required learners to read problems had low mastery level while those that were just presented as drawings alone had higher mastery level. This suggests that the use of mother tongue during the first years of schooling may have postponed learners' comprehension of the English language. This is supported by learners' outputs, FGDs and interviews. More comprehensive research on the effect of Mother-tongue based learning should be conducted and modified approaches in conducting Family Math Program should be investigated to optimize results.

57472 11:55-12:20

#### *The Trojan Horse Tamed! Arab Learner Motivation and Vocabulary Gains*

Saima Nomaan, Al Ain Men's College, United Arab Emirates

Research establishes that using digital linguistic resources/learning environments to enhance students' learning experience positively affects their motivation and subsequent educational achievement (Moran et al., 2008; Lu, 2008; Shohel & Power, 2010; Zhang et al., 2011; Lin and Nzai, 2014; Deng and Trainin, 2015; Alvarado et al., 2016; Dizon, 2016; Berns et al., 2016 and Vasbieva, 2016). Therefore, various instructional technological interventions are utilised to engage and motivate struggling learners, to enhance their linguistic performance and improve their metacognitive skills (Henry et al., 2012). Although English-rich environment provides excellent opportunities for Arab learners to develop their competence in English language, the reality of the classroom demonstrates several issues concerning teaching/learning and motivation. Despite English as a means of communication locally, numerous Arab students are "struggling readers [and] struggling writers" (Tomkins, 2011). This small-scale extended study broadly aimed at addressing the vocabulary and motivation crisis (Engin & McKeown, 2017) at tertiary-level EFL learners in the UAE and explores the extent to which digital tools enhance their motivation and vocabulary achievement. Following the Positivistic foundationalist paradigmatic traditions and a quasi-experimental quantitative approach, the study utilised the pre/post-tests, formative-assessment and class-observations for investigation. Learner groups were allocated the tasks of creating vocabulary quizzes using digital applications and present/teach their peers over an academic term. Five standardised state exams' results were compared, and remarkable improvement was found in learner vocabulary gains and motivation. This goal-oriented activity utilising learner collaboration and language use resulted in superior learning, augmented learner autonomy and enhanced learner motivation and empowerment.

58316 12:20-12:45

#### *Self-organized Learning in School Practice*

Ingrid Geier, Salzburg University of Teacher Education, Austria

Self-organized learning as a didactic teaching and learning concept is based on the theoretical models of self-control and self-organization within the framework of systemic and constructivist learning theories. In the present concept, this means the participation or transfer of responsibility to learners who, from an organizational point of view, co-determine the subject matter, learning time, methods, place of learning and social form within certain time or content specifications and external structures. The objectives of self-organized learning are to increase the learners' self-competence and knowledge of their own learning and to enable learners to act responsibly and competently. They take responsibility for their learning process and their learning success, whereas teachers in self-organized learning processes take on a supporting, individually advisory or accompanying role. The results of an empirical study (complete survey of teachers by group discussion method according to Bohnsack, 2003) at a New Middle School show that the teaching-learning concept SoL is oriented towards the two action-guiding principles of competence orientation and the teaching and learning setting: self-organization in learning. It takes into account different quality characteristics (e.g. reflection of the learning process, learning success control, ...) and, with regard to the question of the encounter of heterogeneity in the classrooms, it enables different aspects of self-control and, out of itself, ways to a teaching and learning culture in which the learners take responsibility for their learning. In this setting, learners can to a certain extent plan and decide what, when, how, where and with whom they learn.

58434 12:45-13:10

#### *A Study for Entrepreneurial Education for the Middle-ages*

Yasuko Eno, Japan Advanced Institute of Science and Technology, Japan

Rihyei Kang, Japan Advanced Institute of Science and Technology, Japan

The purpose of this paper is to explore the significance of considering the characteristics of the entrepreneurial process in entrepreneurial education for middle ages. In an ageing society, starting self-employment from middle-age is expected more than ever. Recent entrepreneurial studies have shown that middle-aged entrepreneurs are more successful than young ones. Since the 1990s, entrepreneurial education has developed widely. However, many of them are targeted at college students, and there are not enough effective entrepreneurship education programs for middle-aged people. Previous research has also suggested that middle-aged workers are characterized by using their work experience and human networks, for example, as a process for acquiring entrepreneurial opportunities. Another study has shown that successful serial entrepreneurs create entrepreneurial opportunities by using the resources they have at the time, without conducting market research which is a key element of marketing. We conducted an interview survey on the entrepreneurship process for 10 entrepreneurs in their 40s and 50s who have experience as office workers. As a result, their work experience and human network were used to capture their entrepreneurial opportunities. These processes are an important feature of a successful middle-aged entrepreneur. We conclude that in addition to traditional management and entrepreneurship education, educational programs studying the characteristics of the process are effective in educating middle-aged entrepreneurs.



**13:20-14:10 | British Summer Time (UTC+1)**  
**Sunday Live Stream Session 5**  
**Learning Experiences, Student Learning & Learner Diversity**  
**Session Chair: Zachary Walker**

**57765 13:20-13:45**

*Experts and Students Advocate Andragogical Insights in Learning Beyond Pedagogy*

Selma Dündar-Coecke, University College London, United Kingdom

Past research indicates that experts with more specialized knowledge criticized educational implementations and curriculum content sharply. Whether the intensity of these criticisms originates from domain-specific knowledge or expertise is unknown, as experts are highly independent, internally motivated, and self-directed learners. This study hypothesizes that when adults with specialized knowledge comment on educational implementations, they may project their own intellectual competences onto their judgments, in a phenomenon called as intellectual mirroring. The purpose of the study is to investigate to what extent intellectual mirroring has been hampered by an over-reliance on pedagogical or andragogical insights. The study employed the qualitative research approach, in which the qualitative data were obtained from a series of focus group discussions and individual interviews with primary and secondary school students (Nfocusgroup=8) and teachers (Ninterview=5), who live in the UK. The content analyses identified 13 sub-themes under 6 categories for teachers; and 11 sub-themes under 6 categories for students. The analyses showed that the nature and intensity of elder students' criticisms were highly similar to those of experts' previously found. Older than 14-year-old students claimed more independence in their learning journey and showed high motivation for specific topics, which can be interpreted by andragogical insights. However, teachers questioned students' competences for self-directed learning, and emphasized curriculum-based requirements, which is driven by pedagogical insights. As opposed to the teachers, from the students' point of view, intellectual mirroring is not the consequence of domain-specific knowledge or expertise.

**57887 13:45-14:10**

*Utilizing Design Principles to Promote Inclusion in the Learning Environment*

Kristi Gaines, Texas Tech University, United States

Charles Klein, Texas Tech University, United States

Malinda Colwell, Texas Tech University, United States

The purpose of this study was to address the importance of sensory input within the built environment as a child development strategy. Typically, people receive information about the surrounding environment through their senses collectively (sensory integration). However, sensory processing disorder may occur when sensory signals do not integrate to provide appropriate responses. As a result, the environment may cause a child to feel confused or irritated. As with all sensory symptoms, severity may vary, and both hyper- and hypo-sensitivities may be present. The findings show that individuals with sensory processing disorder view their environment differently than the general population. The data gathered was analyzed and coded to reflect six sensory categories: sight, touch, hearing, taste, smell, and motion (includes proprioception and vestibular senses). Each of these themes were further evaluated according to child developmental domains, best practice design indicators, and the elements and principles of design. The result was the development of "Six Inclusive Design Principles for Learning Environments." The research also showed that all children in the learning environment benefited from the integration of the inclusive design principles. This presentation will explain each recommendation and will provide practical examples for integration of the principles into indoor and outdoor learning spaces. This information is beneficial for design professionals, early childhood administrators, and parents.

# 14:20-16:00 | British Summer Time (UTC+1)

## Sunday Live Stream Session 6

### Assessment Theories & Methodologies

#### Session Chair: Grant Black

**58431 14:20-14:45**

##### *A Common Assessment Framework for Learning*

Patrik Eklund, Umeå University, Sweden

Heidi-Tuulia Eklund, City of Salo, Finland

The Common Assessment Framework (CAF) is used in many European countries and regions for self-assessment to improve public organizations in particular in public administration like education and health. CAF per se does not embrace formal or methodological approaches to frameworking or assessment provision. Our focus is broadly on assessment in education with particular views on assessment for learning. Our model is intended, on the one hand, to support curriculum task forces within national boards of education, and, on the other hand, to provide assessment framework tool sets in order to support curriculum regional task forces in municipalities, thus ultimately supporting curriculum planning workgroups as well as teachers and teams as education providers. In doing so we propose more formal methodology for quality assurance of learning and teaching, including a specific assessment framework to support quality assurance. Perception and performance are expected to be observed and assessed within modules of particular syllabi of courses. These processes are integrated in a general process of learning and teaching, including feedback loops representing quality assurance on all levels from national curricula through municipal and regional adaptations, all the way down to specific curricula and syllabi as specified in detail for and within particular schools. The particular example drawn in this paper has its focus on music teaching in secondary school using drama process as a teaching and learning methodology, and the process as being encoded in Business Process Modelling Notation.

**57945 14:45-15:10**

##### *Remote Marking of High-Stakes Examinations: Leadership, Challenges and Strategies*

Emma Walland, Cambridge Assessment, United Kingdom

A key priority for educational institutions at both secondary school and university level is ensuring that students' work is marked to a high standard, often within fairly tight deadlines. This qualitative study focused upon the marking of high-stakes examinations taken by secondary school students in England. Marking is carried out by a group of markers, led by a team leader, and this research investigated the qualities and behaviours that are perceived to be important for leadership in this context. Notably, the marking task is carried out remotely. Any potential challenges that take place when marking within this context were explored, alongside the strategies used to overcome them. 17 semi-structured in-depth interviews were conducted with assessment specialists and markers. Data was also obtained from marker rating systems to obtain multiple perspectives from major stakeholders. The participants represented a wide range of different subject areas, and some distinctions in the findings were related to the nature of the assessments in different subjects. A key finding applicable to all subjects was that leadership was focused around the shared goal of achieving fairness to students. Successful leaders were perceived to create a positive team culture and facilitate high quality marking through various strategies despite the lack of face-to-face interaction. The findings facilitate a nuanced understanding of the leadership of marking processes in a remote marking context, which can be compared and contrasted with other contexts.

**57560 15:10-15:35**

##### *A Case Study of Assignments Through an Online Mentoring Program*

Jin Zhi, St. John's University, United States

Behind ubiquitous information in the 21st century is the desire for understanding and mastering the information. As with any application-oriented learning method, it is necessary to truly appreciate its domain before mastering its core knowledge and applying it flexibly in practical operations. Student hands-on exercise is a commonly used teaching model across all disciplines in today's higher education, and this mode of learning has also been deeply engraved in the hearts of students. However, there is a potential crisis here, that is, blindly pursuing practical operations and ignoring primary education in such a field and the promotion of competency. This problem is particularly prominent in highly practical subjects, such as film visual effects that does not only require the understanding of film language and software skills but also logical thinking ability to cope with the needs of dealing with digital images, colors, natural light, physics and mathematics, and production pipelines in the high stand contemporary film industry. Thus, an in-depth understanding of the big picture in the subject and its standards before getting hands-on is essential for students' learning. This paper is to showcase a hybrid course assignment and distribution through an externally funding project - the VFX Online Mentoring Program, which was supported by three Academy award-winning visual effects studios and 6 UK higher education institutions with a total of 88 participating students. Additionally, as an extended project, the program is currently open to undergraduate students of all levels and disciplines in St. John's University, New York.

**58200 15:35-16:00**

##### *Eye-tracking the Neuroactivity of Distraction in Online Learning Environments*

Angelicque Tucker Blackmon, Innovative Learning Center, United States

The Tobii Eyetracking system was used to measure students' fixation and gaze while solving chemistry word problems in an online environment. Afterwards, students completed a self-regulation survey. Self-regulation is an essential aspect of student learning and academic performance. In this study, data were collected from nine students in a General Chemistry course where two conditions were measured: time and group type. Performance on a nomenclature test revealed that students in the experimental group scored higher on the post-test than students in the control group. A time by condition (experiment vs. control) mixed measures ANOVA was conducted on students' ratings of their self-regulation competence. Self-regulation is a composite of several psychosocial learning variables. It includes a measure of cognition, motivation, and emotional aspects of learning (anxiety, frustration, enthusiasm) (Zimmerman & Schunk, 2011; Panadero, 2017). Self-regulation strategies are associated with distinct patterns of visual attention. Findings show that self-regulation scores did not vary by condition or by time. The experimental group scored somewhat higher than the control group, but this difference was slight. Overall, both groups perceived that they were prone to distractions. However, students in the experimental group appeared to override the tendency to become distracted exhibiting higher performance on the word problem quiz. We theorize that the blended learning environment served as a moderator for students prone to distractions. Objectively measuring distraction is useful in enhancing online learning experiences to help students regulate their emotional state and redirect their focus within the span of seconds while in an online learning.

## Notes

[illegible]





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# ECE Virtual Presentations

## Adult, Lifelong & Distance Learning

57514

### *Re-imagining the Flipped Classroom Using Mobile Technology*

Anna Jo Perry, Manukau Institute of Technology, New Zealand

The Flipped Classroom approach (Bergman & Samms, 2012) changes the way we think about teaching and learning events. The idea is to encourage students to engage with the topic before class, increase skills and understanding through activities in class and reflect for deeper learning afterwards. It seems, on the face of it, a great way to engage students with content and to work with knowledge that is partial and fast-changing. This research, however, came about after several unsuccessful attempts to achieve engagement with the first part of this pedagogy...preparing before class. The students still came to class without reading or engaging with material that was sent to them by email through the Institution's LMS. After noticing the students using phones in class as their 'bring your own devices', it was decided to try out this platform as an alternative approach. The project involved 2 classes, one in the third year of the ECE degree and one in the Level 4 ECE Certificate. The methodology was a combined use of self-study (to look at the researchers practice in developing teaching and learning events on this platform) and constructivist grounded methodology (to follow where the data led as well as acknowledging the researchers previous experience, values and beliefs). The research led to questions about 'engagement' of students, and whether the use of a Google Document could support a more 'integrated, flipped approach' of on-going synthesis across the weeks of the semester.

58225

### *Life-phases, Learning Aspirations and Reasons [Desire] for Learning*

Hans Peter Wachter, University of North Texas, United States

Older adult allocate larger amounts of time toward the pursuit of educational interest and for the sake of personal enjoyment or growth. Seeking out educational experiences for fun rather than for explicit gains provides a different value to these education experiences. Engaging in learning in older years is based on intrinsic motivation, rather than extrinsic motivation, where rewards are presented, intrinsic motivation provides more meaningful learning, likelihood to follow through on the initial pursuit of knowledge, and experience perceived value of that learning. This is directly tied for example to the value of reading for pleasure or self-betterment. Many older adults do read more in their retirement or they recently developed a love for reading. Whether individuals enjoy reading for the sake of it or if it was previously a difficult task they worked to overcome. The desire to broaden one's view manifests in a wider breadth of interest seeking, which is partially enabled by unoccupied time. Older Adults get the opportunities to pursue old goals or new hobbies, even if not it is in the way they originally hoped. This presentation will discuss the direction of education or learning in older years can be reactionary from life experiences or careers as I have read several times in the narratives. Often a career choice or learning direction was chosen because the opportunity presented itself by accident or without an obvious precursor. Interview outcomes show education and career choices can be opportunistic.

56175

### *Equipping Adult Learners with Basic Literacy Skills for Cognitive Sustainability*

Blessing Anyikwa, University of Lagos, Nigeria

Oyekunle Yinusa, University of Lagos, Nigeria

The non-literate adults in Nigeria are often faced with the inability to apply mental intelligence in their lifestyles which is reducing their relevance in the 21st century society. The study therefore, seeks to equip adult learners with basic literacy skills for cognitive sustainability in Lagos state, Nigeria. Four research questions were raised and answered; and four hypotheses were tested to guide the study. The study adopted descriptive survey research design. The instrument adopted for the study were Key Informant Interview (KII) and Questionnaire. The instrument was validated using content and face validity. A total of one hundred and eighty (180) questionnaires were administered purposively to adult learners across the six NMEC/NOGALSS literacy centers in Lagos state, and one hundred and forty-five (145) were retrieved. The reliability of the instrument was confirmed using a test-retest procedure which gave a correlation coefficient of 0.87. The data was analyzed using frequency distribution tables, percentages, mean, and both Pearson Product Moment and Rank Order Correlation Coefficient were used to test the hypotheses at 0.05 significance level. The study revealed that the content of adult basic literacy skills curriculum does not deeply meet the needs of adult learners' cognitive intelligence amongst others. The study recommended that the curriculum of the adult basic literacy should be designed to have a combination of English and mother tongue language as medium of instruction in order to aid cognitive understanding among adult learners inter alia.

# ECE Virtual Presentations

## Assessment Theories & Methodologies

57954

### *Self-regulated Learning and Dynamic Assessment in Preschool*

Janete Silva Moreira, University of Lisbon, Portugal

Ana Margarida Veiga Simão, University of Lisbon, Portugal

Paula Costa Ferreira, University of Lisbon, Portugal

Maria Itália Temudo, University of Lisbon, Portugal

The assessment of self-regulated learning is a relevant research topic in early childhood development. However, there are few measures to assess self-regulated learning in preschool as a dynamic and multidimensional process. This study aims to fill this gap by presenting the development and validation of the Dynamic Assessment of Self-regulation in Preschool (DASP) method. A dynamic assessment of the construct may constitute an important contribution, as it enables to cross observational, verbal and performance data. To achieve the study's aim, 214 preschool children were asked to participate in the study voluntarily with parental consent. The DASP method was developed within a theoretical framework of self-regulation, including all cyclical phases, namely, forethought, performance and self-reflection. Specifically, this method requires children to be questioned in the forethought and self-reflection phases, and observed in the performance phase, as the researcher notes their strategies. This method is used while children engage in authentic preschool tasks. In this study, children performed the Clown task (cognitive task) and the Head-Toes-Knees-Shoulders task (motor task). Item Response Theory analyses provided good item fit (forethought: .99, performance: 1.00, self-reflection: .99) of the DASP method, good values of the tasks' reliability (Clown: .92; HTKS: .85) and evidence of the participants' difficulty level in completing the tasks. Results indicated that the children experienced more difficulty in the performance phase, as opposed to the other phases. The potentialities, constraints and implications of the DASP method will be discussed in terms of contributions for theory and practice.

## Challenging & Preserving: Culture, Inter/Multiculturalism & Language

55479

### *An Issue of Minority Language Education, or of Urban/rural Division? Observations from Ethnic Minority Schools in Inner Mongolian*

Qi Zhang, Dublin City University, Ireland

Against the backdrop of the increasing disparities in urban and rural areas in China nowadays, this qualitative study explores trilingual education in the Inner Mongolia Autonomous Region (IMAR), with a focus on the Mongolian language programme. Through a field trip to five primary and secondary schools, interviews and class observation reveal that students are highly motivated in conducting their primary and lower secondary schooling through Mongolian, due to the high utilitarian value associated with Mongolian. Preferential policies make it possible to maximise the chance of academic advancement, career prospects and possible social upward mobility for learners of Mongolian. However, the dominant positions of Mandarin as the national common language and English as a lingua franca in schools with admirable academic quality restrict the ability to convert the linguistic capital of Mongolian into other forms of capital outside of Inner Mongolia. The study reveals that the problems and difficulties of Mongolian language education in compact ethnic minority regions tend to be the same as those faced by other Chinese rural schools. The marginalisation of a minority language is examined in relation to fast-paced urbanisation; changes would require institutional support to enhance the symbolic value of the ethnic minority language.

## Curriculum Design & Development

55470

### *Curriculum Design of Chinese as a Foreign Language Courses at The University of Hong Kong*

Yuk Yeung, The University of Hong Kong, Hong Kong

Yan Yan Chan, The University of Hong Kong, Hong Kong

WK Lee, The University of Hong Kong, Hong Kong

Rosa Sung, The University of Hong Kong, Hong Kong

Hong Yang, The University of Hong Kong, Hong Kong

As China can still enjoy a high GDP growth rate for the next decade, there is a rapid increase in the number of foreign students coming to Beijing, Shanghai and Hong Kong to study Mandarin. Meanwhile, Hong Kong is truly an international financial center in the world, therefore, a lot of students also come to Hong Kong to study Cantonese in order to find a job in Hong Kong after they graduate. As Chinese Language is one of the popular subjects for them to choose, from 2017 to 2018, there are about 657 foreign students (undergraduates or exchange students) studying Chinese as a Foreign Language courses. In addition, there are about 296 students study Cantonese as a Foreign Language Courses. In this paper, we want to demonstrate our curriculum design of Chinese as a Foreign Language courses from Level One to Level Eight at the University of Hong Kong and Cantonese as a Foreign Language Courses from Level One to Level Two: I. Chinese as a Foreign Language Courses: Level one (basic: zero beginners), Level two (basic), Level three (basic), Level four (Intermediate), Level five (Intermediate), Level six (Higher-Intermediate), Level seven (Advanced), Level eight (Advanced). II. Cantonese as a Foreign Language Courses: Level one (Beginners), Level two (Basic). We will explain the above courses in four ways: 1) Objectives of the Course, 2) Course Description, 3) Assessment and 4) Learning Outcomes. The medium of instruction of the above courses is Mandarin Chinese and Cantonese with supplement of English. We would like to introduce the course outline about courses in this paper.



# ECE Virtual Presentations

## Curriculum Design & Development (cont'd)

56645

### *Course Redesign & Student Learning: High Impact Practices*

Maureen Andrade, Utah Valley University, United States

Course redesign can enhance the student learning experience by emphasizing real-life application of learning, transversal learning outcomes, and authentic assessment. An increasingly common platform for this is the high impact practice of ePortfolios, which entail students creating artifacts that represent their learning. This presentation focuses on the processes and outcomes of a course redesign project. The presenter will describe the redesign of an introduction to organizational behavior course based on the eight key elements of high impact practices (HIPs) and the incorporation of five specific HIPs—writing-intensive, collaborative projects, diversity, community-based learning, and ePortfolio (Kuh, 2008; Kuh, O'Donnell, & Schneider, 2017). The course is delivered through face-to-face, hybrid, and online modalities. Students work in teams to create an ePortfolio with artifacts documenting their learning. This provides them with the foundation for a community-based consulting project in which they work with a community partner to identify an organizational behavior problem, collect and analyze data, and make theory-based recommendations. Through the completion of team artifacts and the community project (also documented in the ePortfolio), students apply principles and theories related to course topics such as communication, conflict resolution, management, leadership, decision-making, teamwork, personality, and motivation. Reflection encourages them to monitor their performance and set goals for improvement and documents a variety of outcomes, specifically the transversal skills valued by employers such as oral and written communication, teamwork, critical thinking, problem-solving, working with people from different backgrounds, and application of knowledge to real-life contexts.

58153

### *Preparing Students to be Global Citizens*

Helen L Gallagher, Glasgow Caledonian University, United Kingdom

Thomas Peschken, Glasgow Caledonian University, United Kingdom

Robert A Gilmour, Glasgow Caledonian University, United Kingdom

Graduate attributes are university defined aspirations for students as they emerge into the professional world. They represent the desired transferable skills, understanding and qualities that a student may expect to achieve at the end of their learning journey; consequently, they also define the values and principles underpinning academic practices. Many HEIs seek to engender Global Citizenship(GC) in graduates to prepare them for life, employment and employability within the context of a complex and uncertain landscape and an increasingly interconnected world. The competences associated with GC include learning dimensions such as perspectives, attitudes and behaviours that cannot be directly imparted; rather students have to construct their own learning through reflection, self-challenge and self-appraisal. The role of educators is to create suitable environments and learning opportunities to support students to achieve this learning across both the formal and informal curriculum. Furthermore, in order for students to fully benefit, this learning requires to be explicit and measurable, to enable them to articulate their attributes to a potential employer or sponsor (Oliver and Jorre de St Jorre, 2018). We propose a phased approach for embedding the learning dimensions of GC throughout the curriculum using an adaptation of a 'Exposure, Immersion, Mastery' model (Charles et al. 2010). This approach facilitates the pre-defining of levels of competences required at each stage of the programme and for these to be recognised within learning outcomes, teaching and assessment methods. The authors' direct experience of two highly successful Erasmus+ Strategic Partnerships (EQUIP, PEETS) informs this model.

58511

### *The Least of our Worries: Reception Teachers' Understanding of Visual Art and its Place in the EYFS Curriculum*

Isobel Traunter, University College London, United Kingdom

Visual art education in early childhood has been shown to have an especially significant impact on children living with high levels of disadvantage. Yet, evidence also indicates that the curriculum in the reception year of school is narrowing, with an increased focus on literacy and numeracy, to the detriment of children from disadvantaged backgrounds in particular. Concerns have been voiced from across the sector that these changes will have a negative effect on the status afforded to visual art in the classroom. A lack of research evidence regarding this phenomenon suggests a pressing need to better understand the place of visual art in the early years. A qualitative dual-phase design is currently being implemented to explore the status of visual art from the perspectives of children and teachers. The first phase is using semi-structured interviews with teachers currently practicing in reception classrooms with cohorts of above average levels of economic disadvantage to understand the value they place on the subject, how they conceive of visual art in relation to their pedagogy and their personal and professional experience of visual art. A second phase will use participatory methods to explore visual art from the perspective of reception children themselves. Due to the impact of the Covid-19 pandemic, the second phase has had to be postponed until further notice. As a result, the paper will focus on the results and preliminary analysis of the first phase of the study.

# ECE Virtual Presentations

## Design, Implementation & Assessment of Innovative Technologies in Education

57794

### *Using Attendance Analytics as a Motivational Tool for First-Year University Students: The Live Engagement and Attendance Project (LEAP)*

Maurice Kinsella, University College Dublin, Ireland

Niamh Nestor, University College Dublin, Ireland

Susan Rackard, University College Dublin, Ireland

Jason Last, University College Dublin, Ireland

John Wyatt, University College Dublin, Ireland

The process of transitioning into a third-level learning environment can present cognitive, behavioural and emotional challenges for first-year students (Chipchase et al., 2017). When these challenges are not adequately addressed, students' motivation to engage with their academic programmes may suffer, hindering academic progression. Motivation underpins students' ability to generate and accomplish goals (Locke & Latham, 1990); Anderson (2006) regards it as being "The best predictor of student retention". Consequently, providing "proactive motivational support" (Simpson, 2013) is vital for students' success and for university programmes to accomplish their teaching & learning goals. Against this backdrop, University College Dublin's (UCD) 'Live Engagement & Attendance Project' (LEAP) examines the effectiveness, application and scalability of a digital attendance management system that enables students to personally 'check in' at lectures and track their attendance via their smartphones using Bluetooth technology. Through the utilisation and application of real-time attendance analytics, UCD LEAP aims to not simply monitor students' engagement and attendance, but to develop a proactive motivational support that can assist students in their transition into university. For students, UCD LEAP aims to foster their intrinsic motivation to participate in their academic programmes by supporting autonomy, competency and relatedness (Deci & Ryan, 2000). For academic and advisory staff, it aims to help ensure that they are best placed to offer personalised and timely supports when diminished student motivation becomes apparent. This includes, where appropriate, interventions via the Student Advisory Service, UCD's pastoral support arm. This presentation explores UCD LEAP's theoretical framework and examines ongoing research findings.

57991

### *A New Standard for Doing Agile Scrum Team Work in Education*

Rob Loke, Amsterdam University of Applied Sciences, Netherlands

Scrum is increasingly becoming an essential product development methodology for project education in modern curricula, however, individually assessing students that work in scrum projects as applied in the professional work field remains extremely challenging until date. In scrum, students team up in order to deliver high-quality products in projects that are directed to real business stakeholders in order to enhance professional productivity and allow for flexibility to product requirements. Our new standard adds up to this methodology in three ways. First, we propose to represent the common language that is relevant to stakeholders, product owners and development teams in terms of epic, user story and task such that team members from different backgrounds learn to comprehend together. Second, we propose a two-stage task allocation approach in which, first, learning outcomes for a course that are set in education designs are preliminary mapped by the lecturer to abstract, state-of-the-art, tasks that are commonly relevant in the expert domain, and, then, concrete tasks for the project at hand are placed on project scrum boards by students during scrum sprint plannings in the course run. Third, we propose to assess scrum teams both at group and individual student level. For the individual grading, we define a novel concept of task balance that we consequently measure inside teams. With the aid of automated tools, the standard has been successfully applied and operationalised in various course runs of our multidisciplinary master where it has proven to be effective in assigning individual grades when needed.

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

58410

### *Disentangling Difficulty: Understanding the Interrelationship Between SEND and SEMH for Girls and Young Women*

Gray Felton, Notting Hill and Ealing High School, United Kingdom

As educational professionals, we want to respond to the needs of each young person and provide the support that they need to thrive. Any provision that we offer is shaped by our understanding of the nature of these needs and the underlying causes and factors affecting their difficulties. This paper seeks to explore how we can delve deeper into the causes of difficulties with learning for girls and young women. We know that SEND and SEMH are inextricably linked together, and new research has revealed in much greater detail some of the neurological and biological factors underlying these difficulties. This work has been particularly revealing in relation to girls and young women, allowing us to reexamine how SEND and SEMH can be different for them. This paper sets out to draw together some of this new research, examining the interconnections between SEND and SEMH for girls and young women. The paper summarises a literature review forming the first stage of a research project involving University College London and The Girls' Day School Trust. It draws on evidence and insight gathered from direct experience of working with girls with both SEND and SEMH needs in secondary schools, as well as from a wider network of SENDCos working in different schools across the UK.

# ECE Virtual Presentations

## Education & Difference: Gifted Education, Special Education, Learning Difficulties & Disability (cont'd)

58453

### *A Study on Students' Cognitive Load, Learning Motivation, and Learning Strategies in a Engineering Course Integrating with Mobile Learning Tools*

Min Jou, National Taiwan Normal University, Taiwan  
Chun-Chiang Huang, National Taiwan Normal University, Taiwan

This study carried out via both qualitative and quantitative methods. Results showed that in terms of learning emotions, flipped classroom based on mobile learning had some effects on students' "self-directed learning" and "self-efficacy". Flipped classrooms had a more obvious effect on improving the low achievers' intrinsic goal (learning motivation), metacognition (learning strategy) and resource management (learning strategy) than the middle and high achievers'. As for cognitive flexibility, results further indicated that flipped classrooms were able to let low achievers be more self-directed and helped them feel a higher degree of "cognitive control" of "cognitive flexibility", thus improved their academic achievements. The results of this study lay a theoretical foundation for designing an effective flipped classrooms environment and differentiated instruction in the future.

## Educational Policy, Leadership, Management & Administration

57937

### *Human Resource Policy in Leading Russian Universities: An Assembly Model*

Elena Drugova, Tyumen State University, Russia

The presentation discusses the development of human resources management in leading Russian universities during the last 5 years. It demonstrates that such topic in the research literature is presented but fragmented, so a holistic picture of the transformation of human resource management in leading Russian universities has not been presented so far. The presented study covers 8 leading universities - members of the National Higher Education Excellence Program "Project 5100" (2 from Moscow, 2 from Saint Petersburg, and 4 regional universities). The study is in progress now, and only 4 of 8 universities were studied yet. The semi-structured interviews were conducted with universities' employees of different level (top-management, heads of institutes, deans, lecturers and researchers, HR-management representatives). Also, strategic documents of universities were analyzed. It is shown that globalization has affected the universities management through the widespread dissemination of the principles of neoliberalism, corporatization and the effective management practices in higher education, especially in connection with the launch of National Higher Education Excellence Program "Project 5100". The impact of global rankings on university governance is shown as significant. The study describes specific and common features of the HR policies in the represented universities, as well as common challenges. Also, a unique case of the formation and development of personnel policy at Tyumen State University is described in detail. The key conclusions about the characteristics of the developed model of university personnel policy and recommendations for its further improvements are given.

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

57938

### *(Re)thinking English Teacher Education in Brazil: Undergraduate Students and Teacher Educators' Perspectives on Multiliteracies and English as a Lingua Franca*

Isabel Cristina Vollet Marson, State University of Ponta Grossa, Brazil

Globalization has challenged distribution and understanding of knowledge causing instability and uncertainty for teacher education. This paper presents the results of a doctoral research on teacher education and the challenges posed to educators involving multiliteracies, English as a lingua franca – ELF and translingual practices. Seven teacher educators and twenty-one undergraduates of the Portuguese-English languages major of a public university in Brazil participated in the study. Students' class observation in the supervised practicum was the first data instrument, then questionnaires and interviews were applied to both teacher educators and students. Data analysis was based on multiliteracies, proficiency, ELF and translanguaging. Through content analysis categories were created to undergraduates and teacher educators' praxis. Results indicated that participants refer to multiliteracies as didactic-pedagogical resources used in the classroom, rather than as a language concept or teaching approach. They emphasized the need to bring different semiotic resources to build meaning in language classes however, they recognized that changing practices require time and availability of structural resources. The proficiency theme was strongly linked to the linguistic knowledge of English language and, to the participants' perceptions of the native-speaker construct. As far as ELF was concerned, the participants seek to negotiate meanings and make use of communicative strategies in favor of intelligibility when they have misunderstandings in interactions. In the translanguaging theme, it was found that the participants can perceive the influence of Portuguese in the teaching of English, and they feel responsible for discussing the issue of errors in the classroom.



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## ECE Virtual Presentations

### Foreign Languages Education & Applied Linguistics (including ESL/TESL/TEFL) (cont'd)

58308

#### *Investigating the Impact of Acquiring Formulaic Language on Improving the Written Skills of Intermediate Level Students in a Bridge Programme*

Sally Kondos, American University in Dubai, United Arab Emirates

This presentation introduces to the audience the outcome of a study that investigated the impact of teaching formulaic Language on improving the written skills of intermediate level students in a Bridge Programme at an American University in Dubai. Formulaic Language forms an integral part of the lexicon (e.g. Martinez and Schmitt, 2012); they have been found to be fundamental to the way Language is used, processed, and acquired mastering formulaic Language have been repeatedly cited in the literature (e.g. Durrant, 2008; Wray, 2000). Linguists highlight four key benefits of formulaic Language that are also supported by empirical evidence; (1) making up a large proportion of any discourse (e.g. 58.6% of spoken text and 52.3% of written text; Erman and Warren (2000); (2) they express a multitude of meanings and functions; (3) they promote efficient and effective communication as formulaic Language is easier and faster to understand and produce (e.g. Conklin and Schmitt, 2008) (4) they enhance productive fluency (e.g. Guz, 2014). The presenter will share with the audience some of the outcomes of the study. For an example, the analysis of the results of the learners' writing scores confirmed that the formulaic Language could be considered an adequate teaching approach to improve the English as a Foreign Language (EFL) learners' writing ability of the field-independent learners more than field-dependent ones.

58383

#### *Learning International Literacy and News English Through Cross-disciplinary Instructional Modules*

Wen-Chun Chen, National Chung Cheng University, Taiwan

Discussing international affairs demands multidisciplinary knowledge and communication strategies from partakers. The demand is elevated for nonnative English speakers when critical ideas are exchanged for controversial topics in English. This research explores the value of an innovative ESP training featuring interactive educational technology and cross-disciplinary team-teaching, to introduce international literacy to 26 college-level Taiwanese English learners and guide them to develop analytical perspectives on global news and discussion strategies. The training includes three learning modules with three themes tackling major global issues at the present time. Each module composes of six stages: starting from an orientation from an ESP instructor, followed by guided and intensive English news reading and poster presentations on the students' side, journalistic communication unfolded by a field practitioner, blended role play, task production, and finally virtual briefing. Data collection includes entry and exit assessments, in addition to focus group interviews as well as work products. Descriptive statistical analysis and thematic analysis unfold the induced effects of the training. The learning outcomes after comparing the entry and exit assessments show positive progress, in both students' English news processing and their confidence in voicing themselves. The results from interviews also reveal participants' satisfaction toward the training and their communication ability growth. The online role-play creates the affordance to facilitate students to contextualize global news from the media and develop relevance and insights. The results show that the training can re-educate news readers/viewers by equipping them with journalistic knowledge and clear logic.

### Higher Education

57687

#### *Academic Staff Personal Variables and Utilization of ICT Resources for Research, Teaching and Records Management in Higher Education*

Francisca N. Odigwe, University of Calabar, Nigeria  
Valentine Joseph Owan, University of Calabar, Nigeria

There is currently an academic debate among researchers regarding the influence of age and gender as factors influencing ICT utilisation generally among lecturers. This study was designed to contribute to this debate and open up new paths to areas that researchers have focused little or no attention. This study examined academic staff personal variables (gender, age, educational qualification and rank) and the utilisation of ICT resources for teaching, research, and records management in higher education. The study adopted a descriptive survey design. The study's population comprised of 9,604 academic staff at the University of Calabar. A total of 313 academic staff who were available in their offices during data collection responded to a questionnaire which was designed by the researchers. Major findings showed that the extent of academic staff utilisation of ICT for teaching, research, and records management is significantly low; staff educational qualification, rank, gender, and age significantly influences the utilisation of ICT for teaching, research and records management; the utilisation of ICT resources decreased with academic staff educational qualifications, rank and age; male lecturers are more competent in the use of ICT resources than female. It was concluded that academic staff personal variables play a significant role on the extent to which they utilise ICT resources for teaching, research and records management in higher education. This study creates a new path for prospective researches to focus on for innovation in education.

# ECE Virtual Presentations

## Higher Education (cont'd)

57793

### *Higher Education and Intercultural Relations: Empowering Indigenous Brazilian Students through Internationalization Programs*

Silvia Abad-Merino, University of Córdoba, Spain  
Blas Segovia-Aguilar, University of Córdoba, Spain  
Sonia García-Segura, University of Córdoba, Spain

Understanding of both good practices and structural barriers that influence the academic experiences of indigenous students in higher education facilitates knowledge and continuous innovation to better support these students. This study examined the academic experience of indigenous Brazilian students who participated in an inter-university internationalization program between the Federal University of São Carlos (Brazil) and the University of Córdoba (Spain). The research aimed to (a) analyze the academic, organizational and cultural factors that favor inclusion and academic success of indigenous students; (b) identify the barriers that hinder their participation and academic progress; and (c) provide evidence on the impact of this experience on the strengthening of their role as indigenous leaders at the university. We used a qualitative approach to data collection and analysis which included the life stories provided by the Brazilian indigenous students; a series of semi-structured interviews to academic key informants suggested by the indigenous students; and a focus group with the indigenous students and their selected significant classmates. Furthermore, the methodology was based on a critical communicative perspective which allowed to understand the reality of the participants, not as external actors to the research but as active actors in all phases of the process. Results identified institutional, pedagogical, social and personal elements that favored vs. hinder the inclusion and academic success of indigenous students. Additional analyses will determine effective policies and academic practices that favor the inclusion of ethnic minorities in higher education.

57832

### *Relationship Between Factors and Graduation Rates for Student Success in the U.S. Colleges*

Wei Zhang, Western Michigan University, United States  
Tetyana Koshmanova, Western Michigan University, United States

Graduation rates are essential indicators of students' success and the indicators defined as the percentage of a school's first-time, first-year college students who continue their studies at the school next year. Graduation rates are essential for student's learning accountability purposes, and graduation rates need to be improved. The purpose of this study aims to find out the relationship between graduate rate and other predictors such as retention, student-to-faculty ratio, enrollment, tuition and fees, library and grants, and explore how these independent variables predict the graduation rate. It also aims to determine what factors most influence student graduation rates for college success. The study will employ a quantitative research design to examine the relationship between factors and graduation for student's progress. The study aims to find out what factors influence student graduation rates and provide practical implementations, leadership frameworks, and strategies such as a coherent leadership frame, collaborative culture, trust for school leaders. The student success helps the school leaders to implement the school program, policy, and culture. The finding of the study finally expects to find out the school implementation on the school curriculum, student learning, staff professional development needs, collaborative learning culture, and teacher leaders. The future study can explore the dynamic of peer-led leadership and peer-driven activities between culture and school leadership to improve student academic performance and graduation rates.

56429

### *Student Evaluations in Teaching – Emotion Classification Using Neural Networks*

Jaishree Ranganathan, University of North Carolina at Charlotte, United States  
Angelina Tzacheva, University of North Carolina at Charlotte, United States

Student evaluation of teaching effectiveness plays an important role in Higher Education. Evaluations serve as Formative (identify areas of improvement in the process) and Summative (assess the end goal) measurements of teaching. Educational institutions collect these evaluations in both qualitative and quantitative forms. Qualitative evaluations serve as a bridge for students to express their feelings about the teaching methodology used, instructor efficiency, classroom environment, learning resources and others. Identifying student emotions help instructors to have good intellectual insight about the actual impact of teaching. Teaching models include traditional models, modern flipped class-room models, and active learning approaches. Light-weight team is an active learning approach, in which team members have little direct impact on each other's final grades, with significant long-term socialization. We propose and extend previous method for assessing the effectiveness of the Light-weight team teaching model, through automatic detection of emotions in student feedback in computer science course by using Neural Network model. Neural Networks have been widely used and shown high performance in variety of tasks including but not limited to Text Classification and Image Classification. It is highly deemed to work great with huge volume of data. In this study we discuss how sequential model can be used with smaller data sets and it performs well, compared to the baseline models such as Support Vector Machines and Naive Bayes.

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## ECE Virtual Presentations

### Higher Education (cont'd)

57997

#### *Organizational Culture as a University Transformation Indicator: Russian Case*

Natalia Gulius, National Research Tomsk State University, Russia

Since 2013, fifteen Russian universities have been participating in the 5-100 excellence program through which every university should achieve certain performance indicators by 2020, including the proportion of attracted foreign students, the certain proportion of foreign professors, quality of publications, academic mobility and internationalization of the university and others. Complex of managerial tools allowed Tomsk state university (Russia, Siberia) to rise from 586 to 268 place in 5 years, demonstrating the fastest growth in the world university ranking (THE, QS, ARWU). One of such tools is the analytical support of the organizational culture transformation which is difficult to overestimate. In the situation of limited financial resources and the incomparability of the budgets of foreign universities and the local Siberian University, the main growth tool in the ratings is a bet on the human potential of a university person. It is the university person who will have to make the main changes, and that is why the main block of tools deals with conditions for university personnel: open discussions with administrators about values, creating Code of Ethics, shared governance model, best practices competition, international services development etc. The annual diagnosis of organizational culture (2013-2020), carried out by quantitative, qualitative and phenomenological methods, shows the dynamics and allows to develop professional recommendations. Diagnostic results are in demand by university management, the international university management council, and are discussed at international conferences as a phenomenon of rapid growth in world rankings.

58384

#### *From College to Workplace: English for Specific Purposes Beyond Technical Skills*

Wen-Chun Chen, National Chung Cheng University, Taiwan

In most college curriculum, technical skills and knowledge are prioritized across disciplines. However, the academically monolateral curriculum insufficiently prepares college graduates for job-hunting and workplace. Developing essentials of professional communication are as vital as technical qualifications before college graduates enter the corporate world. The importance of communication competence in this regard calls for deliberate training to prepare nonnative English-speaking professionals for international environment. In the current study, an innovative course titled "Workplace English and Practicum" demonstrates an instructional design for 12 Taiwanese language majors to experience four learning modules—as the means to learn desired communication strategies and professional discourse. An entry survey, in-class feedback, and course evaluation are conducted to reveal students' learning needs and outcomes. Descriptive statistics and thematic analysis allow the holistic and in-depth evaluation on the instructional effectiveness. The findings show that the course content and learning tasks create affordances for the participants to raise their awareness of proper etiquette, work ethics, and the self-correction. They also learn to seek resources and network outside of school to overcome unforeseen challenges. The results of teacher- and course-evaluations at the end of the semester are validations to necessitate similar courses in all college disciplinary curriculums.

### Interdisciplinary, Multidisciplinary & Transdisciplinary Education

57552

#### *Educational Receptivity: Karol Wojtyla's Philosophy of Community as a Means Towards Embracing Differences*

Blaise Ringor, University of Santo Tomas, Philippines

Karol Wojtyla is one of the 20th Century philosophers who personally witnessed the tragedy of World War II in the hands of Totalitarian Regime: Nazism and Communism. These experiences lead Wojtyla to philosophize on the value of the person. Wojtyla did not stop simply on rediscovering the meaning of what it is to be human, more than that he also highlights the importance of community and participation. There, he shows that dialogue is one of the authentic attitudes to participate in a community. This philosophy of Wojtyla continues until he became Pope John Paul II, particularly in his encyclical letters (qualitative method). Nevertheless, the central theme of these writings is receptivity. Which, for Pope John Paul II, is the means towards engaging differences insofar as it calls both sides to engage in a meaningful dialogue through intellectual humility. By "Differences", Wojtyla means diversity of knowledge as having a unitive aspect as long as it aims to contribute in learning the truth. "Educational receptivity" in this sense, is therefore framed within the context of teaching-learning because without receptivity, there can be no learning. Without this, a student can never learn from his/her teacher/s despite of what is being taught to them, and teacher/s can never learn from their students once they are being corrected or questioned by them. Thus, this theory can be applied in any fields of education, for it is universally applicable in character for instance, in interdisciplinary education where positive sciences are engaging dialogue with humanities.

58419

#### *Education and Embracing Cultural Differences*

Gabriela Marinescu, University of Medicine and Pharmacy, Romania

The paper aims to highlight the role of education to overcome the cultural barriers. In the difficult times that humanity is going through, it is sometimes recognized that the world is influenced more by the culture of the place, money, information, emotions and less by reason. Emotional intelligence, imagination, inventiveness, creativity delimit areas of progress in overcoming cultural barriers. The egocentrism, the illusion of invulnerability or the cultural superiority destroys any claim to rationality and delimits areas of regression in the same process. Negative emotions erupt and intoxicate the society. Mostly informal, psychological, subliminal, indirect. Environmental and psychological forces amplify or diminish the process of embracing cultural differences. Educational deficiencies favor the establishment of a culture of lies and compromises in any structure. Positive, resonant education facilitates the embrace a culture of differences. Imitation works in any community. Small continuous deviations (positive or negative) will become the values of a group. The group will embrace or reject the cultural differences. The result depends on cultural and educational dominance. The effect is slow, insidious, disastrous or flourishing. The culture of the place touches everyone: "with a stick or a caress". Education in a culture of compromises or respect and tolerance makes the choice between embracing or rejecting the cultural differences.



# ECE Virtual Presentations

## Language Development & Literacy

58402

### *Oral Language and Comprehension as a Predictor of School Readiness Using Preschool Early Literacy Indicators*

Jennifer Wellberg, Duke University, United States

The REDY, Set, Start: School Readiness for All! study attempts to improve school readiness for pre-kindergarten students in North Carolina by nurturing oral language development in early childhood programs. This study was designed to address the achievement gap in gifted education among underrepresented students with a special emphasis on low-income and at-risk children. There are five areas of children's development that contribute to school readiness including health and physical development, social development, approaches toward learning, general knowledge and math development, and language development and communication. This presentation will specifically focus on the area of language development and communication. In North Carolina, the language and communication skills of children from lower-income families can be up to one full year behind those of children from higher-income families, resulting in many children starting kindergarten already behind their peers. Five treatment and four control classrooms located in elementary schools in Greensboro, North Carolina participated in the study. Students in the treatment classrooms received instruction and resources to strengthen oral language development, while the control classrooms remained unchanged. One hundred sixty-two students were assessed using the Preschool Early Literacy Indicators. The students in the treatment group demonstrated higher mean comprehension scores compared to the control group (17.5 vs 11.5, respectively,  $p=0.003$ ), higher mean oral language scores compared to the control group (18 vs 13.5, respectively,  $p=0.042$ ), and higher oral language and comprehension scores combined compared to the control group (35.5 vs 25, respectively,  $p=0.007$ ). These data indicate that the study improved comprehension and sentence construction scores and suggest that early language intervention may foster the development of school readiness for all children.

## Learning Experiences, Student Learning & Learner Diversity

56919

### *The Use of Educational Videos to Promote Kindergarten Students' Motivation*

Joana Guilherme, Instituto de Educação da Universidade de Lisboa, Portugal

Carolina Carvalho, Instituto de Educação da Universidade de Lisboa, Portugal

Due to the constant stream of stimuli offered by technology, children are harder to motivate, and therefore to teach. According to this, and following today's emerging technological society, Francis (2007) states that it is important that school classrooms use and explore technological means of information. Thus, in order to promote a meaningful learning experience, we aim to explore different kinds of educational videos and their effects on students' motivation. During six months, and twice a week we worked with 40 children aged 4-5, learning English as a foreign language through the use of educational videos. Our results suggest that children feel more motivated to learn with videos that require their responding and reflective skills, rather than videos that only require listening and memorization skills.

57528

### *No Child Left Behind: Bridging the Literacy Achievement Gap of Looked-after Children in Secondary School Through Speaking and Listening*

Sylvia Ikomi, University of Greenwich, United Kingdom

This paper explores the key challenges that children in care and children who have suffered adverse experiences face in their education and solutions to these challenges. Using a mixed-methods approach, the researcher conducted interviews with American secondary school teachers, a focus group with members of the USA's Legal Centre for Foster Care and Education, an interview with EL Education's Chief Academic Officer, and action-based research with 9th grade/year 10 students at Codman Academy Charter School in Boston, Massachusetts. The research identifies key steps that can be taken by educators to develop the spoken and written literacy skills of children that have had adverse childhood experiences, ranging from oracy-centred lesson planning, curriculum design and school pastoral support to positive reinforcement. It demonstrates the potential that this approach has to engage these children when educators utilise and apply their own speaking and listening skills effectively.

57795

### *Teaching At-Risk Students Using UDL: Cure or Curse?*

Jeanette Landin, Landmark College, United States

Paulette Schirmer, University of Alaska Southeast, United States

At-risk students exist in every college classroom. As of 2019, at-risk college student categories in the United States included indigenous (18%), neurodiverse (e.g., students with dyslexia, ADHD, or Autism Spectrum Disorders) (19%), and non-traditional (i.e., significantly older than their peers) (69%) (NCES, 2019; UAS, 2019). The common theme among these groups of students is that they are considered as "the other," perceived as somehow separate from or less able to succeed than their classmates because their frame of understanding course content differs from their native, neurotypical, and traditional peers. A person's sense of belonging within a peer group is an important factor in collegial success. Students in this diverse group often express the feeling of being an outsider, which leads to a negative affect about learning (O'Brien, 2019). Engaging students through inclusive teaching practices fosters a positive emotional environment in the classroom (Cavanaugh, 2016). Furthermore, inclusive environments allow students to form bonds with peers and faculty by nurturing perseverance among students (Tobin & Behling, 2018). One way to embrace the differences with such diversity among college students is the Universal Design for Learning (UDL) approach (CAST, 2018), which allows students to construct meaning within their unique frame of reference. Although UDL approaches cause professors to engage in additional course preparation, the use of UDL fosters collegial success through multi-modal instruction, diverse assessment approaches, and unique learning opportunities. The use of UDL to embrace student differences promotes inclusion and self-efficacy in the classroom and beyond.

# ECE Virtual Presentations

57922

## *Investigation of the Learning Effects of Presentation-style Lessons and the Basic Social Skills of Students With Spontaneous Beat Gestures*

Noboru Fukuda, National Institute of Technology (KOSEN), Nagaoka College, Japan

The purpose of this study is outlined in the following two points. First, an investigation into the effects of presentation activities conducted on the summary of the second language learning units. One hundred and eighteen (118) presentation-style learners and eighty-three (83) grammar-style learners participated. As predicted, the presentation group performed better than the grammar group in the description test because they had many scenes in the class where the uttered contents were more consciously considered than in the grammar group. However, even in the grammatical sections, the grammar group results eventually did not differ from the presentation group. Second, the relationship between the learner's utterance ability to produce beat gestures and sociality was investigated. Twenty-four (24) beat students and Forty-seven (47) non-beat students participated. As a result, there was no significant difference in the number of uttered words between the beat group and the non-beat group. However, looking back at the images recorded in the video, the non-beat group produced the same number of uttered words regardless of the learning difficulty, whereas the beat group produced more beats than the number of uttered words when the difficulty was higher. Regarding sociality, it became clear that the beat group was more conscious of taking action, working harder, engaging in teamwork, discipline, and manners than the non-beat group. The purpose of this thesis is to introduce the practical learning effects of second language learning through presentation-style learning and the social nature of learners who derive beat gestures during the lesson.

57959

## *Socially Shared Regulation and Co-regulation in Students' Narrative Writing: A Systematic Review*

Itália Temudo, University of Lisbon, Portugal

Ana Margarida Veiga Simão, University of Lisbon, Portugal

Anabela Malpique, University of Murdoch, Australia

Janete Silva Moreira, University of Lisbon, Portugal

Effective writing is a transversal skill and its importance is set in the teaching and learning guiding documents of the Portuguese government. However, writing, including narrative writing, is also one of the students' greatest difficulties in Portuguese school settings. The lower proficiency in writing should be recognized as a problem as well as the need for supporting students' effective writing development. Self-regulation is a cornerstone of effective writing, with research on the use of self-regulated strategies for writing confirming this theoretical assumption. However, less research has been developed to investigate shared regulation and co-regulation strategies for writing. This research presents a systematic review of studies examining the importance of shared regulation and co-regulation in writing activities. After title and abstract screening, 38 studies met this review's aims and were examined. Findings corroborate the advantages of explicit and systematic teaching of processes and strategies involved in text composing. Moreover, explicit teaching is needed to promote not only self-regulation strategies but also socially shared regulation and co-regulation strategies in writing activities. Findings further suggest that it is still necessary to deepen the interaction between co-regulation and shared regulation in terms of their benefits, under what circumstances they occur, and what triggers them. The majority of the studies investigating the development of self-regulated writing presents classroom interventions conducted by trained researchers, with few programs implemented by teachers. Limitations and implications for research and practice are discussed.

58087

## *The Similar and Different Experiences of Teacher Candidates in a Traditional Undergraduate Versus Online Graduate Initial Certification Special Education Program*

Roddran Grimes, Georgia College & State University, United States

Stephen Wills, Georgia College & State University, United States

Undergraduate students who experience educator preparation via a traditional on-campus cohort-based teaching model find themselves having a different experience from their online Masters of Arts in Teaching peers. While both programs provide initial teaching certification, the delivery method utilized for these two cohort models cause a distinct difference in their shared experiences. The traditional students take their courses together and are able to provide physical and emotional support to one another. The majority of the online students work as full-time classroom teachers on a provisional certificate and only collaborate via discussion boards and video chats. Presenters will compare and contrast the difference between the two field-based student teaching cohort models and discuss how the interaction between candidates' shared assignments and their cohort leaders' facilitation provide Special Education teacher candidates with meaningful learning experiences.

58255

## *Impact of Student Learning Community on Student Success and Retention*

Mohammad Reza Zare, University of Leicester, United Kingdom

Student success and retention are one of the major challenges in higher education institutions. Student learning community (SLC), as one of the potential solution to improve student success and retention, is gaining considerable attention in higher education institutions. SLC aims to provide coordinated support that promotes the development of essential academic and social skills for undergraduate students. We have started the first phase of SLC in our school run by group of second year students. The SLC team members were allocated to working-groups; academic enhancement and extra-curricular. The academic enhancement group collectively developed learning materials for peer assisted study session (PASS). The PASS session run by one of them throughout semester. Members of this group were also appointed as teaching assistant for selected first year modules. They also organized so-called buddie-buddy sessions scheduled to coincide with other activities run by them. The buddie-buddy sessions meant to aid students preparing for their upcoming assessment. The extra-curricular group designed activities to be run throughout semester. They were scheduled in timetable "dead-spots" – between core lectures where students seek opportunities to engage in interesting and beneficial activities on-campus. The results of the survey completed by first year students indicate that participating in the activities run by SLC promote the culture of collaboration and engagement in learning. It had a positive impact on their self-reported outcomes and overall satisfaction within the school. The confidence and social energy fostered by being a member of SLC was another profound effect highlighted by SLC team members.

# ECE Virtual Presentations

## Learning Experiences, Student Learning & Learner Diversity (cont'd)

58401

### *Action Research at Educare: Shifting Focus to the Learner for the 21st Century*

Anthony Vandarakis, McGill University, Canada

Frederick Farmer, McGill University, Canada

Elizabeth Wood, McGill University, Canada

A new small-school, Educare or Edu2 (pronounced edu-car-ai; from the Latin word meaning "to draw out") opened its doors in Montreal, Canada, in September 2019. Edu2 has launched an innovative educational environment to address the challenges of preparing students to live meaningful and fulfilling lives in the 21st century. In order to achieve that, Edu2 has engaged in the challenging work of rethinking how schools should organize and what constitutes worthwhile knowledge. Edu2 sees the need for school to foster a supportive community, promote a healthy and happy learning environment, advance digital and traditional literacies, and view learner-generated knowledge as essential. The Action Research at Educare: Shifting Focus to the Learner for the 21st Century research team is led by professor Elizabeth Wood. We are investigating, in partnership with the founder-educators of Edu2, the extent to which the school's vision has materialized. An ongoing focus of the partnership research is community building, educational technology, and student-centered pedagogy: Edu2 is committed to these core tenets while meeting the global academic standards of the Quebec Education Program (QEP). Our research team is committed to chronicling Edu2's first year of operation through the (voices) experiences of all community members - teachers, students, parents, and researchers. This presentation will explore the experiences of both students and teachers as they engage with the various opportunities, challenges and feelings of belonging to this unique community during the initial year.

## Mind, Brain & Psychology: Human Emotional & Cognitive Development & Outcomes within Educational Contexts

58501

### *Can the Intervention of SCAMPER Bring About Changes of Neural Activation While Taking Creativity Tasks?*

Yu-chu Yeh, National Chengchi University, Taiwan

Chih-Yen Chang Chang, National Taiwan Normal University, Taiwan

Wei-Chin Hsu, National Taiwan University of Science and Technology, Taiwan

SCAMPER (substitution, combination, modification, putting to other uses, elimination, and rearrangement) has been regarded as an effective technique that provides a structured way to help people produce creative ideas and solutions. Although some neuroscience studies regarding creativity training have been conducted, no study has focused on SCAMPER. This study pioneers computer-based learning in integrating fMRI (Functional magnetic resonance imaging) to examine the learning processes. In this study, we aimed at examining whether the learning of SCAMPER through video tutorials would result in alternations of neural activation. Thirty college students were randomly assigned to the experimental group or the control group. The experimental group was requested to watch SCAMPER videos, whereas the control group was asked to watch natural-scene videos which were regarded as neutral stimulating materials. Each participant was brain scanned in a fMRI machine while undertaking a creativity test before and after watching the videos. Furthermore, a two-way ANOVA was used to analyze the interaction between groups (the experimental group; the control group) and tasks (C task; M task; X task). The results revealed that the left precuneus significantly activated in the interaction of groups and tasks, as well as in the main effect of group. Furthermore, compared with the control group, the experimental group had greater activation in the default mode network (left precuneus and left inferior parietal cortex) and the motor network (left postcentral gyrus and left supplementary area). The results are illustrated below. The findings suggest that the SCAMPER training may facilitate creativity through the stimulation of the default mode network and the motor network.

## Primary & Secondary Education

58018

### *Relationship Between STEM Attitude and Empowerment: A Descriptive Study in Costa Rican Girls*

Joselyn Rodríguez-González, Universidad Latina de Costa Rica, Costa Rica

This study aimed to examine the correlation between empowerment perception and STEM attitudes in young girls from a Costa Rican high school. 327 young people aged 11 to 18 years from "Colegio de Señoritas". The sample included only girls, from different ethnic and socio-economic backgrounds, living in different parts of the urban area in San José. In-depth, the study was carried out an S-STEM attitude survey ( $\alpha = 0.91$ ) and Empowerment Scale (modified,  $\alpha = 0.89$ ). As a result, the correlation between STEM attitude and empowerment did not confirm a significant relation. However, girls showed a poor attitude in math and the selection of STEM majors, but they have a better attitude in XXI skills and science. At the same time, young girls present a good perception of their empowerment in almost all areas. However, they are not perceived as generating an impact in the class and they also do not consider receiving enough external support, especially in their academic environment.



# ECE Virtual Presentations

## Primary & Secondary Education (cont'd)

58414

### *Increasing Reproduction of Territorial and Social Inequalities in Public Education in Hungary: Causes, Components, Practices and Mechanisms*

Gábor Dániel Velkey, Centre for Economic and Regional Studies, Hungary

In the lecture, I examine the development and reproduction of socio-spatial inequalities through the system of education, learning and training. I consciously approach phenomena from a "bottom-up" perspective as they become perceived by people and their communities getting in contact with educational institutions. In this vein, in my analysis spatial representations of the world economy, regional and national institutional frameworks, practices and local-regional social influences are closely intertwined with the everyday behaviour of certain actors in certain places. Findings of the presentation are based on my research pursued in Hungarian settlements in the past five years about the materialisation, causes and consequences of school selection and pupil segregation. I interpret institutional education as a large, bureaucratically organised system in which the state distributes services through designated regulatory authorities and mechanisms it controls and supervises, which consequently appear to users as "accessible services", but in different ways to individuals and groups in different situations. Applying the concept of Lefebvre's social space and the interpretation of Soja's spatiality, I distinguish between services universally available in principle and those actually available for different people with distinct socio-economic backgrounds. With this differentiated approach, I interpret the role of the state, local government and local elites in shaping the provision of education amidst increasing selection and segregation of pupils based primarily on their family background, socio-economic status and ethnicity.

## Professional Training, Development & Concerns in Education

55489

### *Self-evaluation of The Success of the Main Clinical Skills Given in Medical Faculty*

Burcu Kucuk Bicer, Gazi University Faculty of Medicine, Turkey

Sevil İlhan, University of Gazi, Turkey

Background: The aim of medical education before graduation is to train qualified physicians who have the knowledge, skills and attitudes that can provide qualified services, who can improve themselves continuously, acquire problem-solving skills and have clinical competence. We would like to determine how the interns feel about their practice and knowledge and just before the field. Methods: A questionnaire was developed by the medical education specialist according to the curriculum. Every skill was majored from 1 (insufficient)-10 (sufficient) points. The questionnaire was tested with 10 students. The forms made of 25 questions were sent by Google forms and 172 (51%) interns replied. Ethical approval was taken from the university committee. Results: Of the participants 62.3% was female and 61.1% was born in 1995. 18.1% of the students repeated the class. 29.2% of interns gave a score of 5 and below to the question of gaining the ability to make the diagnosis of the patient. 40.3% didn't gain the ability to make decisions on both the therapy and the tests; 93 didn't gain the implementation of intrauterine device skill, 20.9% didn't gain the ability to suture, 15.3% didn't gain the ability of CPR. 40.3% thought that they're not clinically sufficient. Conclusion: The medical education and the curriculum might be revised and the theoric burden on students can be reduced. Moreover practical skills can be thought on more simulators and simulated patients.

57683

### *Application of Adult Learning Principles to High Risk Equipment Operations Training*

Richard Skiba, LRES Training Management, Australia

This paper considers the application of adult learning principles in training learners to operate high-risk equipment such that they develop a sense of responsibility and accountability for the choices they make for themselves both during and post training. A literature review was utilised to review currently applied adult learning principles and the discussion considers these with reference to high-risk work particularly from a safety development perspective. Vocational Education and Training sectors throughout the world are traditionally responsible for training delivery in these areas where generally andragogical principles, as defined by Knowles (1970), are applied and with, in some cases, application of a heutagogical approach, as outlined by Hase & Kenyon (2000). Aside from considering these approaches, a new approach is proposed, referred to as autology, with a basis of including notions of responsibility and duty of care in adult learning. Collins (2004) suggests that all theories of adult education are based on building on prior learning and using methods that treat learners with respect, whilst recognizing that people learn differently. This involves learners taking responsibility for their own learning however does not overtly address developing an ongoing sense of responsibility, as is critical to those working in high-risk occupations. There are numerous training programs in vocational education and training, such as those related to equipment and plant operation, for which development of learner responsibility is a critical component in the training, particularly given the potential to cause harm, injury or fatality.

58354

### *Trends in Practical Undergraduate Training of Future Primary School Teachers*

Dominika Provázková Stolinská, Palacky University Olomouc, Czech Republic

The aim of the paper is to outline the development and current trends in practical aspects of undergraduate training of future primary school teachers. The research is based on the requirements of schools which need thoroughly trained students prepared for practical educational work. For a long time, university education has primarily focused on teaching theoretical knowledge without practical applications. Currently, the authors of the present paper aim to implement the "lesson study" method in practical teacher training courses in universities. According to this method, the system of practical training involves several actors – supervisor (expert from university), teacher trainer (expert from elementary school), and a group of students. The paper presents an analysis of practical educational requirements for the implementation of this method. The paper is a partial outcome of the project Development of the concept of undergraduate training of primary school teachers with an emphasis on communication competences.

# ECE Virtual Presentations

## Teaching Experiences, Pedagogy, Practice & Praxis

57975

### *Learning the Physical Law of Precession by Elementary Students Through Play Using Gyro Spinning Tops*

Masaru Onoda, Akita University, Japan

In this study, we report an attempt at children's physics education through play with spinning tops. Toys play an important role for children to intuitively understand physical concepts, e.g. velocity, acceleration, force, etc. Children can notice rules of the real world by playing with toys. Such experiences help children be conscious of conceptual building blocks to describe characteristics of various phenomena and even physical laws governing them. Children learn the setup to play, watch the behavior of toys and study to control them through trial and error. They play to experience the things which they are not conscious of in everyday life. This study provides an experimental lesson to help upper elementary students learn the physical law of precession through play using gyro spinning tops, i.e., gyroscope-like toys. Children can grasp such spinning objects with little hindrance to the rotation, and the tops keep rotating for considerable time enough to watch and feel its reaction. After the play, children are guided to notice precession and are hinted about the existence of a rule governing its direction. Next, they are prompted to play again to find the rule heuristically. Then, a short lecture on the law of precession is given. The lecture contains the concepts of angular momentum and torque (the moment of force), and also how to represent them via arrows. The calculation method of dynamics without a formula is also presented. Finally, children play to check the theory and use it to predict the direction of precession.

58285

### *How Does Students' Vocabulary Grow Over Time? A Longitudinal Case Study*

Chien Chih Chen, National ChengChi University, Taiwan

Vocabulary knowledge plays a pivotal role in developing L2 writing, as is evidenced by substantial studies, and the Academic Word List (Coxhead, 2000) has been considered to be one crucial learning target for L2 learners' academic literacy. However, limited longitudinal research over an academic year has been conducted concerning the topics of academic vocabulary development in writing, or the effect of corpus tools on student's vocabulary learning. The current longitudinal case study aimed at investigating (a) how students' academic vocabulary develops over a year in writing, and (b) to what extent corpus tools, among other resources, have effect on students' development of academic words. The data involved three third-year college students' writing assignments sampled at seven time points of the academic year, and their responses to follow-up interviews after each assignment. It was found that the three learners exhibited different patterns of development in academic word use in writing and they improved the use of academic words in terms of frequency and accuracy. In addition, it is argued that corpus tools facilitated students' learning both in academic word use and during the writing process. Pedagogical implications are drawn based on our findings.

58320

### *Active Learning to Enhance Students' Learning Experiences in a Large Enrolled Computer Science Technical Module*

Mohammad Reza Zare, University of Leicester, United Kingdom

Teaching technical modules such as programming to first year, passive learner students is very tricky. Teaching such a module can be even more challenging when it becomes a large enrolment course. This research experiment aims to explain how a combination of active learning strategies such as flipped classroom, problem-based learning and individual and group activities employed to cultivate an interactive environment in which students can express themselves freely while learning to engage with the past in meaningful ways. Strategies to keep students 'on-task' were also discussed which are vital for student retention and progression. The findings from student grades, student self-reported outcome as well as the survey indicate that exploiting active learning strategies improve student understanding of the module, enhance their social interaction with their peers and also lead to a greater interest of such technical computer science module.

58424

### *Exploring the Conceptual Framework and Knowledge Base of Nature-based Experiential Education*

Joshua Meyer, Montana State University, United States

Given the active interest in developing nature-based learning opportunities (e.g., nature schools), it would be beneficial to know how it is understood and practiced within the profession. A review of the relevant literature indicates the knowledge base and conceptual framework tend to differ by country, region, school, and teacher. It is unknown how teachers are impacted by the eclecticism associated with these professional features. This study employs a Qual (semi-structured interview of experts) – qual (survey of practitioners) mixed method approach to explore the knowledge base and conceptual framework informing the practice of nature-based experiential education in North America. Experts (N = 6) were purposefully selected based on experience, expertise, research, significant contributions, and novel program development. Survey respondents (N = 103; self-identified nature-based, experiential educators) were targeted through organizational affiliation, listserv, and social media networks. The results show that personal experience is a highly valued source of knowledge among interviewees and respondents. Interviewees also emphasized developmental theory and theories associated with the benefits of nature contact as important features of 'nature pedagogy.' Respondents identified the works of Louv, Montessori, Piaget, Sobel, and Dewey as supplementing their knowledge base. The conceptual framework defining what teachers should know and be able to do in this context is eclectic, and fragmented. Overall, these findings indicate that this profession tends to be guided more by personal experience, not by a well-established professional framework, with the notable exception of the U.K. Forest School Association.

# ECE Virtual Presentations

## Teaching Experiences, Pedagogy, Practice & Praxis (cont'd)

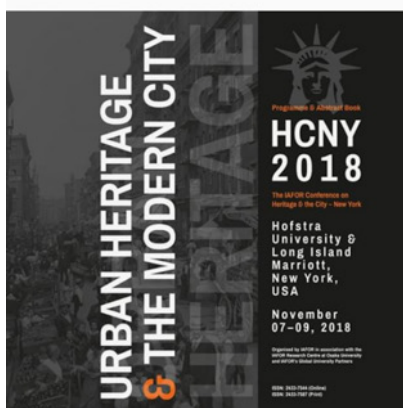
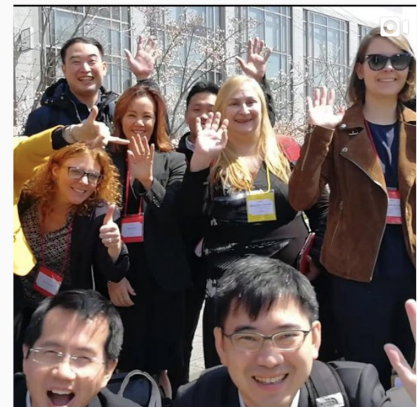
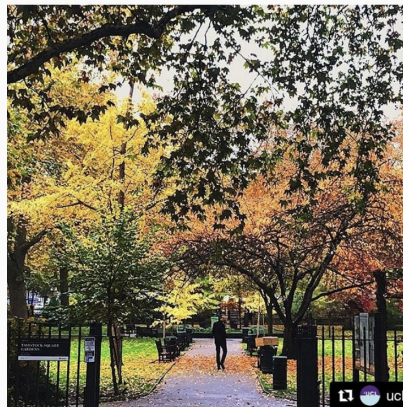
57665

*Being Unreasonable – How to Teach Clinical Reasoning Amongst Medical Students*

David Sterling, St George's University, United Kingdom


A poster examining the challenges and common themes across teaching clinical reasoning as well as the difficulties of engaging students during time-limited ad hoc clinical encounters such as the ward round or being on-call. We first explore the process of clinical reasoning, the dual theory of how we acquire it as well as the barriers to do so. Two models are proposed to facilitate the development of reasoning skills; iterative hypothesis testing (Kassirer, 1983) as well as clinical coaching of reasoning within a skill framework (Linn et al, 2012). We then examine the obstacles in teaching 'on the run' during ward rounds or ad hoc encounters. We first explore the 'traditional model' of teaching within this setting before highlighting two rapid teaching models to facilitate active learning conversations; One Minute Preceptor Method (Neher et al, 1992) as well as the SNAPPS model (Wolpaw et al, 2003). Common themes across the methods explored focus upon the need to verbalise reasoning, promote higher level abstraction amongst students with illness scripts and semantic qualifiers and teach knowledge in ways that are clinically relevant and therefore accessible with a focus on problem solving beyond fact recall.





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# ECLL Virtual Presentations

## Applied Linguistics Research

57921

### *Spaced Repetition (SR) for Long-term Vocabulary Retention: When Exactly to Repeat?*

Miguel Varela, Academic Bridge Program, Qatar

One of the most recurrent topics in education is the fact that learners tend to forget what they have learned rather quickly. Previous research studies have found that SR can indeed contribute to long-term retention of vocabulary. However, considering there are many variables involved, and since there is a lack of agreement among scholars of when to repeat exactly, SR has yet to be formally applied into educational programs. In this presentation, I will introduce a thirteen-month longitudinal study in which learners used SR to enhance their retention levels up to seventy days since the materials had last been rehearsed. Participants learned 100 Spanish words in eleven sessions every thirty days using flashcards for learning and were tested 30, 60, and 70 days after their last learning session to test retention. Results showed that participants obtained higher retention rates at the 30-day interval, with slightly lower levels at 60 days, dropping towards the 70 days. This suggests that repeating every thirty days could foster retention levels (at least) thirty days after the last learning session. This study took place in a L2 Spanish class in an international high school in Qatar, and its findings agree with the literature and seem to be applicable to any age range and any subject class.

58405

### *Effects of Using Self-regulated and Metacognitive Learning Strategies in L2 Writing Through Instructional Cognitive Involvement at a Thai University*

Manashi Gogoi Dutta, King Mongkut's Institute of Technology Ladkrabang, Thailand

Uthaivan Danvivath, Khonkaen University, Thailand

This mixed method research study has investigated the possibilities and effects of instructionally induced cognitive load to facilitate self-regulated and metacognitive learning strategies for developing L2 writing skills. If low self-regulated learning is a cause of lower use of metacognitive learning strategies leading to low proficiency, then a reverse process of promoting self-regulated and metacognitive learning strategy use should help to improve L2 writing skills. Based on this idea, this study has come up with an instructional model S2RMCA for promoting self-regulated learning of L2 writing, a questionnaire SILL2W for measuring and promoting self-regulated and metacognitive learning strategy use and a set of L2 writing assessment rubric (based on 33 common errors) for self-monitoring, self-assessment and grading. 26 undergraduate students of a Thai university took part in the study. For collecting data, this study has used questionnaire, pre and post test scores, checklist and face to face interviews. Statistical test results have shown the validity and reliability of SILL2W (questionnaire) and S2RMCA (teaching and learning model) as practically usable tools for developing self-regulated and metacognitive learning strategy use. Findings have also shown results with significant differences in writing skills of the participants and descriptive analyses of data helped to understand the influence of instructionally induced cognitive involvement load on the learners. Measuring and improving self-efficacy have remained as limitations of the study. Brief duration of teaching and learning strategy application has been another limitation of this study.

58412

### *Correlation Between Interlanguage and Internalization in SLA*

Wafaa Metwalli, Misr International University, Egypt

Interlanguage is the type of language or linguistic system used by second- and foreign-language learners who are in the process of learning a target language. Interlanguage is dynamic and permeable as it serves as a bridge between L1 and L2 when learners lack knowledge and fine mastery of rules. They refine certain rules and obtain new ones. (Study.com, 18 June 2018). Contrastive Analysis and Error Analysis paved the way for Interlanguage theory in describing L2 learners' errors in the acquisition process of L2 (El khereshah 2015). Interlanguage changes all the time but can become fossilized language when the learners do not have the opportunity to improve. It is important for teachers to understand this and also to see interlanguage as a series of learning steps. The theory of internalization put forward by Vygotsky suggests that an individual is able to observe and internalize the ideas and processes of their surroundings as they partake in social interaction defined as, "new ways of thinking" (Duchesne, S., & McMaugh, A., 2016). The continuous transformation of social meanings into private meanings and private meanings into social ones partly explains the richness and complexity of the second language learning processes (2013 Azarola). This is why the internalization area can widen the scope to illustrate the errors of the learners and minimize them. Through the usage of secondary information, internet and personal observation, as one of the processes of the qualitative research method would implicate better learning strategies and more progressed learners.

58439

### *Impact of Learners' Backgrounds on Speaking Proficiency of EFL Young Learners in Mexico*

Maria Nelly Gutierrez Arvizu, Universidad de Sonora, Mexico

Okim Kang, Northern Arizona University, United States

This study investigated how learners' background characteristics have an impact on the language ability of young learners of English (YLE). Research confirms learners' uniqueness to be the most consistent predictor in successful language learning (Dörnyei & Skehan, 2003). These factors include motivation, parent education, time of exposure to the target language, among others. One context in which speaking can be analyzed is through the narratives. They contain academically related language (Ukrainetz, 2006) and provide YLE with meaningful situations where story grammar and vocabulary interact cohesively (Pinter, 2006), further developing oral and literacy skills (Cameron, 2001). Sixty sixth graders from a bilingual school, a school with 10 hours a week of English classes, and a school with 3 hours of instruction in English a week. These schools are located in a northwestern state in Mexico. Measures for YLE background information (age, English exposure, parents' income, and education), general motivational beliefs (self-efficacy, test anxiety, cognitive strategy use), and motivation to learn English were obtained through a series of surveys. Also, speaking skills were measured through story retells and examined in relation to their proficiency scores. The participants' speech samples were analyzed for fluency features using the Automatic Speech Recognition Fluency Extractor (Kang & Johnson, 2018). The research design revolved around correlation and regression approaches. The results may inform policy and planning for syllabus design, teacher training, materials development, and awareness on language use outside the school context. This study was supported by the Alianza Interuniversitaria Sonora-Arizona aiming to promote international research collaboration.

# ECLL Virtual Presentations

## Approaches

58417

*Actual English for Hospitality Industry From Foreign Hotel Guests in Thailand: A Case Study of Ayutthaya Province*

Rujika Thammalaksamee, Suan Sunandha Rajabhat University, Thailand

Suwaree Yordchim, Suan Sunandha Rajabhat University, Thailand

Kantavee Wiengsima, Suan Sunandha Rajabhat University, Thailand

Effective and appropriate communication in the hospitality industry needs more than language knowledge. This study aims to 1) explore the needs of conversational English of front office staff in Ayutthaya Province, Thailand; and 2) analyze the expressions spoken by foreign tourists in Ayutthaya. To discover the needs of English language learning, the questionnaire has been used with 32 front office staffs who have worked as the receptionists from 7 months to 15 years. The questionnaire comprises of two essential skills for conversation: listening and speaking. It revealed that the needs of listening skill under the topic of Requesting General Service was at the highest ( $X=4.4$ ,  $S.D.=0.8$ ); while the most needs of speaking skill was with Apologizing and Expressing Condolences ( $X=4.4$ ,  $S.D.=0.7$ ). Furthermore, the structured interview questions were designed in accordance with the highest needs of Requesting General Service. It was then used with 35 foreign tourists who travel on their own currently travelling in Ayutthaya province. The results showed the actual frequently used expressions which later grouped and rearranged. Finally, they were utilized as examples in the English language manual in order to let front office staff feel familiar with the actual expressions in hotels. Therefore, the front office staffs should improve their speaking and Listening skills the most in order to send effective messages to their foreign guests. The data from the findings could improve the front office staffs in Thailand by helping them develop English for communication in the hospitality industry.

55646

*EAP Programme Evaluation: Suggestions from Monolingual Students*

Nasrin Pervin, University of Glasgow, United Kingdom

This paper explores the quality and effectiveness of English for Academic Purposes (EAP) courses offered to the first year monolingual students at a private university in Bangladesh. The aim of the study was to obtain feedback from first year (freshman) undergraduate students regarding the EAP courses delivered in the university and utilise the data collected to improve and hopefully meet the specific needs of students related to their success in their academic endeavours and acquisition of academic tools. To identify areas for improvement, a combination of qualitative and quantitative methods of data gathering were used. From a humanistic approach, the literature of EAP and programme evaluation are reviewed to discuss the findings of the data analysis considering students' perspectives and suggestions. It is found from the study that the current EAP courses have major drawbacks in meeting learners' expectations and replicating the acquired language skills for both academic and professional purposes. It is recommended that the EAP courses could be further improved by incorporating materials relevant to the core subject and by putting more emphasis on writing and speaking skills, the two productive skills that are considered most important and difficult by the students concerned.

## Culture and Language

58051

*Acquisition and Recognition of Chinese Character Using Chunking Method in College Second Language Classroom*

Wanru Xue, Utah State University, United States

Chinese language is belonging to orthographic and morphological system, and most characters can separate into different parts which have phonetic or semantic functions. For students to learn Chinese efficiently, chunking method or visual chunking is introduced by Sung, Tsai, and Hung (2019), defined as "a Chinese character into chunks to reduce the complexity of character forms and resent smaller units for encoding (p.113)." In other words, chunking method used in Chinese character acquisition assists learners' memory through visual awareness (Sung et al., 2019). Existing literature has investigated Chinese character learning in K-12 using the chunking method (Ada K.H. Pak et al., 2005; Chang, 2015; Sung et al., 2019; Xu & Padila, 2013), thus, in order to provide comprehensive chunking method on Chinese character instruction, this study investigated the effectiveness of college students using the chunking method to learn Chinese characters. Thirty-four CFL (Chinese as a foreign language) college learners including 22 advanced and 12 beginner students were involved in this study and introduced three chunking activities in the Chinese classroom. The development of the activities introduced in this study helps CFL learners to learn and review characters more efficiently.



# ECLL Virtual Presentations

## Educational Technologies

55840

### *Engaging and Motivating Foreign Language Learners with Audiovisual Aids: The Case of French in Selected High Schools in Ghana*

Mensimah Thompson Kwaffo, Ashesi University, Ghana

The integration of multimedia in language teaching and learning has been a subject of interest to many educators in recent times, as research has shown its impact to be outstanding. In Ghana, French as a foreign language (FFL) is the only foreign language, aside English, which is taught from the early stages of the educational trajectory through to tertiary levels. Studies however confirm that very few of Ghana's populace is fluent in French, despite the measures put in place. This study seeks to explore the use of audiovisual teaching and learning aids in the FFL classroom, whilst exposing the benefits of using videos to motivate FFL learners and develop their communicative competence. An exploratory study is conducted in 2 senior high schools in a Ghanaian suburb. Data is gathered using questionnaires, interview guides and a non-participant observation of an FFL lesson which integrates a video document as the main instructional material. Although the FFL teachers attest to sometimes using audiovisuals in class, we gather that the integration of videos in the FFL classrooms is almost nonexistent, given some challenges. Despite the setbacks, both teachers and students maintain that videos contribute greatly to motivating and enlivening language lessons. We recommend teachers to develop practical, creative and effective means of incorporating videos in the FFL classroom. Students are also encouraged to develop self-learning strategies which will drive their personal communicative development. Finally, the Ghana Education Service (GES) is encouraged to develop policies that actively integrate technology in teaching and learning of FFL.

57999

### *Developing Relationships in an Online Environment*

Stephen Wills, Georgia College & State University, United States

Roddran Grimes, Georgia College & State University, United States

Relationship building is one of the main goals for engaging students in online learning environments. Several research studies have found that student persistence in an online environment is positively correlated to student perceptions of social presence. This presentation will explain and show examples of various tools and techniques that can improve social presence in an online environment. The presentation will include student survey results of the effectiveness of each tool and plans we have to improve. Some specific tools and ideas that will be shared include:

- An overview of how we use Flipgrid and Kaltura to create video based discussion boards for small groups.
- An overview of ways to connect with the professor during screencasts, announcements, and when providing feedback.
- Our use of the free Basecamp app or other online forums for student to student and faculty to student communication for cohort students.
- Enhancing faculty human presence during introduction videos using Flipgrid or Kaltura.
- Explain the value of occasional synchronous meetings using Webex or other platforms.
- The sharing of a video based group lesson study project that allows students to provide feedback on each other's teaching. We will share instructions and rubrics so that participants can incorporate a similar assignment.

58057

### *Facilitating Autonomous Learning During a Health Crisis – COVID-19 Contingency Plan in Singapore*

Malwina Baranska, National University of Singapore, Singapore

As the Singapore government raised its alert level in the wake of the COVID-19 epidemic, language programmes were urged to step up and offer emergency contingency plans to convert all face-to-face lectures into online lessons. This necessary action, namely a switch from classroom to communication technologies posed a number of challenges for language modules to design a series of interrelated, interactive task-based language learning activities. This report will share students' responses and behaviours in terms of learning when face-to-face classes of the level 2 French module went online in the Centre for Language Studies, NUS. The findings of this study deepen the understanding of the effects of online classes on development of metacognitive awareness and reflective-thinking strategies. By monitoring the degree of students' knowledge construction and their motivation in online learning, I will be able to calibrate my role as a guide, a facilitator of the new virtual classroom. Ultimately, the data will contain the necessary input on how to redesign and implement more effective online lessons that will encourage students to become independent and successful foreign language learners.

57995

### *Using Computer-Assisted Tasks to Improve Linguistic Complexity in Vietnamese Students' Writing Performance*

Huyen Nguyen, University of Huddersfield, United Kingdom

Duong Nguyen, Nguyen Binh Khiem High School for the Gifted, Vietnam

The synergetic relationship between Task-based Language Teaching (TBLT) and Computer-Assisted Language Learning (CALL) has become apparent in current English language teaching landscape, facilitating changes in both teaching and learning among involving participants. Despite their proved positive impacts in parts of the world, computer-mediated tasks only play a very limiting role in English language classrooms in Vietnam as educators are sceptical of their effectiveness. Regardless of such resistance to classroom implementations, the shift towards technology-mediated classroom due to greater reliance on computers and the Internet for more authentic learning resources and activities is predictable. In an attempt to make technology-mediated tasks more accessible to Vietnamese teachers and learners, this research focuses on the effectiveness of computer-assisted learning tasks in enhancing English-major undergraduates' writing skills. A mixed-method approach with two writing tests and a questionnaire is employed to analyze linguistic complexity changes in 60 students' performance and to investigate how well they utilize the learning opportunities given. The presentation would highlight the implementation of computer-mediated tasks utilizing Facebook as the learning platform in assisting students improve their writing performance. The presenter will begin by introducing the students' profile and learning context, which is then followed by the showcase of identified improvements and the possible causes that leads to such positive changes. By the end of the presentation, practical pedagogical implications derived from the research findings are proposed for teachers from traditional settings that look forward to adaptations in the era of technology breakthrough.

# ECLL Virtual Presentations

## Intersectionality

57787

### *Sustainable Development Goals at the Heart of Portuguese as a Foreign Language University Classes: Study Cases in Portugal and Spain*

Paula Cristina Pessanha Isidoro, University of Salamanca, Spain  
Inês Cristina Carvalho, University of Porto, Portugal

The 2030 Agenda and the Sustainable Development Goals (SDGs) are today a transnational attempt to face a world full of inequalities and risks. However, for this agenda to be effectively accomplished and these goals to be achieved, a collective effort, commitment and action are required in every sphere of one's life. We believe that the progress of this committed and proactive attitude requires greater awareness, from the individual to the organizational level, which necessarily implies higher education and us, lecturers and professors, as educational actors and mediators. Starting from the perceptions of university students about the SDGs and the concept of Sustainable Development, we propose to explicitly articulate the SDGs with our curriculum and teaching practice as lecturers of Portuguese as a Foreign Language (PLE). A comparative analysis will be carried out between the initial perceptual state of the students with the degree of appropriation and knowledge of the SDGs after the application of the approach we propose. Starting this experience with adult learners studying Portuguese A1.2, A2 and B1 at university level, half of them in an immersion context in Portugal, and half in a non-immersion context in Spain, we aim to share our didactic suggestions in order to make them available to be used in different language learning contexts.

## Learning Environments

57880

### *Tectonics and Technical Language | Development of and Research on a Language-sensitive Learning Design on Plate Tectonics*

Santina Alexandra Wey, University of Erlangen-Nuremberg, Germany  
Dietmar Göllitz, University of Erlangen-Nuremberg, Germany  
Jan Christoph Schubert, University of Erlangen-Nuremberg, Germany

State of research & aims| Results of international studies such as PISA and PIRLS show that there is a significant correlation between language competencies, socio-economic background and knowledge (Mullis et al., 2017; OECD, 2019). At secondary schools, language requirements increase due to a higher level of school academic language (Gibbons, 2010; O'Reilly/McNamara, 2007; Prediger/Zindel, 2017). As a result, access to subject-related learning becomes more difficult, especially for pupils with low socio-economic status or a migration biography (OECD 2019). With the aim of giving all pupils the same educational opportunities, a learning design for language-sensitive teaching in the Geography classroom was developed. Methodology| Research and development work were intertwined within the framework of Design-Based-Research (DBRC, 2003): first, design-frameworks were developed based on the current state of research and then transferred into a six-hour teaching unit on plate tectonics for middle school pupils, which was accompanied by research. The results of the first cycle (N=135) led to a re-design and a second cycle (N=185). Results| To evaluate the language-sensitive unit empirically, it was contrasted with a control group in a pre-post-follow-up design. Both groups covered the same content in the same period. Geographical knowledge, academic language and motivational aspects were measured. Learning gain scores were evaluated for validity and differences between the two groups. The results show that the experimental group has significantly higher learning gains (Cohen's d post-pre > .65) regarding geographical knowledge and academic language. Interestingly, there are small losses (d > -.18) regarding motivational aspects; possible reasons are discussed.

57996

### *Triggering Incarcerated Students' Use of the Target Language and Reducing the L1 Interference in Class Through Positive Reinforcement*

Olga Jannid Chaves Mendoza, National University, Costa Rica

The aim of this presentation is to demonstrate that teaching and learning a foreign language in social sensitive populations such as incarcerated students is always possible despite the technological limitations both professors and students are subjected to. The use of the dollar technique not only triggers the students' use of the target language but also motivates them to learn in an enjoyable environment. This is possible by providing them positive stimuli with a technique called "the dollar technique" which consists in giving students the chance of keeping some fancy dollars during the entire class by avoiding the use of the L1; also by giving the students the opportunity to recover them by providing a short speech in class or participating in problem-solving situations. Methodology was based on twenty-four students from Liberia, Guanacaste Costa Rica's jail and the results were shown through their oral performance progress. Results emphasize that coercive methods of discipline can trigger counter-aggressive behaviors in students.

# ECLL Virtual Presentations

## Psychology of the Learner

57841

*Success in an English Language Learning Class: Students' Beliefs, Emotions and Experiences in a Communicative Language Teaching Context*

Iratí Diert-Boté, Universitat de Lleida, Spain

The aim of this paper is to analyse the beliefs, emotions and experiences of English language learners in order to grasp the aspects that they regard as positive in an English language classroom. The participants are first-year university students enrolled in an English for Specific Purposes (ESP) course that were inquired about (1) their life-long trajectories studying English, and (2) their experiences in the ESP course, which adopted a communicative approach. The data were obtained through (1) one pre- and post- open-ended question from a questionnaire (passed at the beginning and at the end of the course); (2) eight semi-structured and individual interviews; and (3) four focus groups with five to seven students. Firstly, the answers from the pre- and post- questionnaire were analysed by means of Domain and Taxonomic Coding, and afterwards the interviews and focus groups were content-analysed to deepen the understanding of the domains and taxonomies. The analysis reveals that the tasks (especially oral tasks) is the aspect which students value most positively. The findings show that in a communicative approach, students enjoy oral tasks but they also tend to attach negative emotions to them due to lack of practice and a strong focus on grammar. However, extensive speaking practice along the course results in an increase of students' self-confidence and positive emotions by the end. This change appears to be connected to the other aspects of the course that students highlight: the supportive role of the teacher, the positive classroom atmosphere and the effective classroom management.

## Plurilingualism - Bilingualism

58435

*The Use of Utterance Completions in Expressing Empathy: An Analysis of Simulated Medical Consultations in English as a Lingua Franca*

Yukako Nozawa, Waseda University, Japan

This paper reports a part of my PhD research, that is, how student doctors (SDs) express cognitive empathy to the simulated patients (SPs) during the simulated medical consultations in English as a lingua franca (henceforth ELF) by using conversation analysis. Empathy has been widely understood as a core element of doctor-patient communication and thus affecting healthcare outcomes of the patients. However, linguistic and behavioural aspects of empathy have been under-researched (e.g., Pedersen, 2010), specifically in the communication between doctors and patients from different lingua-cultural backgrounds, although English becomes a dominant language for international communication in the medical contexts around the world (e.g., Tweedie and Johnson, 2018). The data consists of twelve sessions of simulated medical interviews during medical English classroom at a university in Japan. The participants are twenty SDs and six SPs from different lingua-cultural backgrounds. The results show that empathic expressions become more explicit as the consultation proceeds, which is compatible with the previous quantitative studies (e.g., Morse et al., 2008), and it is frequently delivered in the form of utterance completions (e.g., Sacks, 1992), which is the signal of the mutual understanding and cooperative attitudes of ELF interaction (e.g., Cogo and Dewey, 2012). I will further analyse and discuss why empathy tends to appear at the later stages of medical consultation, and conclude this presentation by giving implications for pedagogy and future research.





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## **Kobe, Japan, 2020**

**August 31 – September 04, 2020**

AAS-in-Asia 2020  
(aasinasia.org)

## **Barcelona, Spain, 2020**

**September 17–20, 2020**

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

The Barcelona Conference on Cultural Studies  
(bccs.iafor.org)

## **Tokyo, Japan, 2020**

**October 30 – November 02, 2020**

The Asian Conference on Education  
(ace.iafor.org)

**November 01, 2020**

The Asian Undergraduate Research Symposium  
(aurs.iafor.org)

**November 06, 2020**

The IAFOR Global Innovation & Value Summit  
(givs-tokyo.iafor.org)

**November 05–08, 2020**

The Asian Conference on Business & Public Policy  
(acbpp.iafor.org)

The Asian Conference on Sustainability, Energy  
& the Environment  
(acsee.iafor.org)

## **Tokyo, Japan, 2020**

**November 11–14, 2020**

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

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

**December 14–17, 2020**

The Osaka Conference on Education  
(oce.iafor.org)

## **Hawaii, USA, 2021**

**January 06–10, 2021**

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

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



## Tokyo, Japan, 2021

**March 21–24, 2021**

The Asian Conference on Education & International Development  
([aceid.iafor.org](http://aceid.iafor.org))

**March 24–27, 2021**

The Asian Conference on Language  
([acl.iafor.org](http://acl.iafor.org))

**March 28–31, 2021**

The Asian Conference on Psychology & the Behavioral Sciences  
([acp.iafor.org](http://acp.iafor.org))

The Asian Conference on Ethics, Religion & Philosophy  
([acerp.iafor.org](http://acerp.iafor.org))

The Asian Conference on Aging & Gerontology  
([agen.iafor.org](http://agen.iafor.org))

**May 23–26, 2021**

The Asian Conference on the Arts & Humanities  
([acah.iafor.org](http://acah.iafor.org))

The Asian Conference on the Social Sciences  
([acss.iafor.org](http://acss.iafor.org))

**June 02–05, 2021**

The Asian Conference on Cultural Studies  
([accs.iafor.org](http://accs.iafor.org))

The Asian Conference on Asian Studies  
([acas.iafor.org](http://acas.iafor.org))

## Singapore, 2021

**May 13–16, 2021**

The Southeast Asian Conference on Education  
([seace.iafor.org](http://seace.iafor.org))

## London, UK, 2021

**July 15–18, 2021**

The European Conference on Education  
([ece.iafor.org](http://ece.iafor.org))

The European Conference on Language Learning  
([ecll.iafor.org](http://ecll.iafor.org))

**July 22–25, 2021**

The European Conference on the Arts & Humanities  
([ecah.iafor.org](http://ecah.iafor.org))

The European Conference on Media, Communication & Film  
([euromedia.iafor.org](http://euromedia.iafor.org))

# Introducing the IAFOR Research Centre at Osaka University, Japan

The IAFOR Research Centre (IRC) is a politically independent, international and interdisciplinary think tank based at the Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

The IRC helps to nurture and capacity build by encouraging students to take part in international conferences and research projects, in line with the Osaka University's Global 30 commitments from Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT).

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